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## INNOVATIVE WORK BEHAVIOUR IN STATE AGENCIES FOR MASS EDUCATION: THE ROLE OF LEADERSHIP STYLES AND TRAINING OPPORTUNITIES IN SOUTHWEST NIGERIA

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**Abstract:**

*Innovative Work Behaviour, an employee's ability to explore, generate, realise, promote and sustain new ideas, is a prerequisite for job performance and goal attainment in the workplace. However, evidence indicated low innovative work behaviour of State Agencies for Mass Education in southwestern Nigeria, which has influenced effective delivery of mass education programmes. Previous studies on State Agencies for Mass Education focused largely on institutional factors (access and resources) and motivational variables (monetary and non-monetary benefits) with no attention paid to predictive power of leadership styles (comprised situational, democratic, authoritative, and facilitative) and training opportunities. This study, therefore, was carried out to investigate predictors (leadership styles comprised situational, democratic, authoritative, and facilitative) and training opportunities) of innovative work behaviour among State Agencies for Mass Education employees in southwestern Nigeria. The study adopted explanatory sequential mixed method. Purposive sampling was used to select five (Oyo, Osun, Ogun, Ekiti and Ondo) out of six states in southwestern Nigeria owing to their homogenous patterns in programme monitoring, evaluation, and implementation. Two-hundred and eight (208) SAMEs employees were sampled. The study used questionnaire and interview guide. The quantitative data were analysed using mean, standard deviation, regression and correlation analysis while the qualitative data were content-analysed. The study found that situational ( $\bar{x}=2.82$ ) and democratic ( $\bar{x}=2.79$ ) leadership styles were highly exhibited by SAMEs' executive secretaries, while the authoritative ( $\bar{x}=2.35$ ) and facilitative ( $\bar{x}=2.48$ ) were lowly exhibited. There were relatively low training opportunities ( $\bar{x}=2.38$ ) against the threshold of 2.50. There were significant relationships between training opportunities ( $r=0.52$ ), situational style ( $r=0.50$ ), facilitative style ( $r=0.47$ ), authoritative style ( $r=0.44$ ), and democratic style ( $r=0.31$ ) and the IWB. The study concluded that democratic and situational leadership styles and training opportunities predicted innovative work behaviour among employees of State Agencies for Mass Education in Southwestern Nigeria. The employees should leverage on these factors to promote innovative work behaviour and achieve their mandates.*

**Keywords:**

*State Agencies for Mass Education in Nigeria, Innovative Work Behaviour in Nigeria's Public Service, Civil Servants in Southwestern Nigeria*

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## INTRODUCTION

Literacy occupies a critical role in a nation's survival and advancement. It enables citizens to comprehend written directives, manage finances, and fulfil civic responsibilities. It fosters receptiveness to change and innovation. As a result, literacy skills provide people with the information and abilities they require to adjust to a world that is changing quickly and advance society. Kester, *et al.*, (2021) asserted that non-formal education initiatives are intended to meet the literacy needs of out-of-school children, marginalized people, and early school leavers that the formal education system fails to accommodate.

The establishment of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) and State Agencies for Mass Education/State Agencies for Adult and Non-Formal Education (SAME/AANFE) at both federal and state levels is justified by the need for a coordinated and structured approach to promoting literacy and education among adults and out-of-school individuals via mass education. The primary mandate of NMEC and SAMEs is to enhance literacy rates among children, adults, and youths not engaged in formal education, particularly targeting women, nomads, and other vulnerable groups (Wami, 2022). The NMEC often sets literacy-oriented national policies and provides support to the SAME. The SAMEs are in a position to implement these programmes, adapt literacy-oriented policies and mobilise resources to meet the local needs of both existing and potential adult learners.

At the state level, the SAMEs are charged with the responsibilities of reaching out to out-of-school children, children on the street, women in rural areas, victims of teenage motherhood, nomadic non-literate people, *almajiris*, and migrant fishing folks, to mention a few (Wami, 2022). Expectations from these agencies include the recruitment of facilitators, the recruitment of adult learners, the monitoring and evaluation of literacy programmes, the provision of guidance on the selection and distribution of pertinent instructional or learning materials, and the award of certificates to completers (Eze, 2021). The establishment of SAME could be a timely solution to address the literacy gap and provide alternative education for needy individuals through mass education programmes.

This is because, in 2020, an estimated 773 million youths and adults worldwide are still struggling with basic literacy, 580 million of whom are located in E-9 countries, including Nigeria (UNESCO, 2021). In some developing societies, the graduates of formal basic education were not better off than their counterparts who did not attend. For instance, 49.6%, 33.9%, 27.2%, and 19.5% of elementary school graduates can read and write in Pakistan, Bangladesh, Uganda, and Nigeria, respectively, leaving the majority non-literate (Van-Fleet, 2012). The World Bank projection report indicated that 68.38% of over two hundred and twenty million Nigerians are literate, leaving 31.62% non-literate in 2022.

Globally, the out-of-school population of ages 6 to 18 stood at 244 million in 2021. Africa's literacy rate varies greatly across countries. Sub-Saharan Africa has significant challenges, with over 182 million adults unable to read and write, and 48 million illiterate youth aged 15-24. Nigeria is home to 19.7 million of out-of-school population (UNESCO, 2022). According to the National Bureau of Statistics Report (2020), the distribution of school-age and out-of-school populations in the country's six geopolitical zones and all six states in the southwestern showed that, 19%, 24%, 26%, 33%, 22%, and 25% of the school-going-age population in the south-east, south-south, north-central, north-east, south-west, and north-west are not in school, respectively. At the state level, 17%,

19%, 20%, 22%, 26%, and 27% of this age group in Ekiti, Lagos, Oyo, Ondo, Ogun, and Osun states are out-of-school.

Aderinoye and Ladan (2021) reported that one-third of children in Nigeria are not enrolled in school, and one in every three or four adults is non-literate. The global cost of non-literate amounted to an estimated \$1.2 trillion (US) decline in GDP per year, of which Nigeria's share stood at approximately \$4.9 billion (Cree, et al., 2022). The high non-literacy rate could be attributed to the lack of IWB among SAME employees.

Innovative Work Behaviour (IWB) is the cyclical process which encourages the employees to explore opportunities, generate idea from the explored opportunities, promote the generated ideas, implement the recognised ideas, and sustain the implemented ideas with a view to achieving organisational goals (Lambriex-Schmitz, *et al.*, 2020). DaCosta and Loureiro (2019) reiterated that a larger share of novel ideas in the workplace is a product of employees' IWB. This is to infer that the ultimate goal of IWB is to enhance the personal and organisational productivity of employees. This is because IWB is characterised by voluntary engagement, self-motivation, and a focus on driving change. Even, the agency's compensation system may not formally acknowledge or incentivise this behaviour. This behaviour stimulates employees to engage in rational thinking and strategic action aimed at enhancing their job quality and gaining a competitive edge.

The IWB has five cyclical components. These include identifying potential opportunities, generating innovative ideas, promoting and advocating for these ideas, implementing and realising them, and ultimately ensuring their long-term sustainability. Opportunity exploration gives room for examination of the efficacy of the prevailing working arrangement for improvement. Idea generation exists when innovative ideas are created to replace the existing ones. Idea promotion exists when a newly created idea is introduced and embraced at the workplace. Idea realisation takes place when operational solutions or insight for future analogous scenarios are provided. Lastly, idea sustainability exists when a newly created idea is promoted among employees.

However, most of the SAME employees seem not to explore, generate, promote, realise and sustain literacy ideas within the agencies and beyond. For instance, some of these employees focus on traditional means of monitoring, evaluating and implementing routine literacy tasks. These employees seem to have lacked the ability to leverage digital tools for literacy instruction, attract literacy needy individuals to literacy centres, partner with non-governmental bodies for resources, collaborate to share novel literacy ideas among colleagues, and provide mobile literacy programmes outside the literacy centres among others (Aransi, *et al.*, 2025). This could in part be attributed to leadership styles, and training opportunities within the workplace.

Leadership styles are the strategies used by the leader to motivate and coordinate subordinates towards achieving the goals of the establishment (Aboramad and Dahleez, 2020; Olaniyan, *et al.*, 2025). There are various leadership styles. However, democratic, authoritative, facilitative and situational leadership styles are considered adequate for literacy exercises of the SAME. Under democratic leadership, team members can be actively involved in decision-making processes. Authoritative leadership style combines strong direction and authority with a willingness to empower and involve others. Facilitative leadership fosters collaboration, participation, and empowerment which enables subordinates to succeed by creating a conducive environment. Situational leadership involves leaders adapting their style to suit different situations and team members. Effective leaders are expected to combine different styles to suit their team and



organisation. This is because the weaknesses of one style can be addressed through the strengths of the other (Aransi, 2022).

Training opportunities can enhance the effectiveness of operations, increase staff productivity and responsiveness, and offer potential for organisational growth. Employees' access to training at the agency level may influence their job satisfaction, self-competence, and ability to accept and use digital. Availability and accessibility to training opportunities might stimulate employees to embrace IWB and achieve a higher competitive advantage. This is because training opportunities open the door to knowledge sharing within organisation and beyond (Suhail, *et al.*, 2021).

Previous studies on the poor performance of the State Agencies for Mass Education employees have focused largely on Personalised System of Instruction (Kester & Okemakinde (2008), compensation, resource provision, allocation and utilisation (Oyelami & Alokun 2019; Jonathan, 2020; Kester & Owojuyigbe, 2021), available programmes, instructors, accessibility, clientele distribution, and facilities (Soyele & Egunyomi, 2020), insufficient classrooms, reading facilities, educational resources, and power supply (Joseph, *et al.*, 2014), psychosocial and economic variables (Aransi, 2019), with no attention on employees' innovative work behaviour. In view of this, this study, therefore, explored leadership style and training opportunities as predictors of State Agencies for Mass Education employees' innovative work behaviour in Southwestern Nigeria. Hence, the gap filled by this study.

### Objective of the Study

The study's broad objective was to explore the role of leadership styles and training opportunities on State Agencies for Mass Education's employees innovative work behaviour in southwest Nigeria; the specific objectives are to;

- i. investigate the exhibited leadership styles and level of training opportunities of the State Agencies for Mass Education employees in southwestern, Nigeria; and
- ii. determine the influence of leadership styles and training opportunities on innovative work behaviour of the State agencies for Mass Education employees in southwestern, Nigeria.

### Research Questions

The following questions were answered in this study.

- i. What is the exhibited leadership styles and level of training opportunities of the State Agencies for Mass Education employees in southwestern, Nigeria?
- ii. What is the influence of leadership styles and training opportunities on innovative work behaviour of the State agencies for Mass Education employees in southwestern, Nigeria?

### Hypotheses

The following hypotheses were tested at 5% level of significance.

- i. **H<sub>0</sub>:** There is no significant correlation between leadership styles and IWB among SAMEs employees in Southwestern Nigeria.
- ii. **H<sub>0</sub>:** There is no significant correlation between training opportunities and IWB among SAMEs employees in Southwestern Nigeria.

## METHODOLOGY

### Research Design

This research employed an explanatory sequential mixed-method design. This design enables the integration of both qualitative and quantitative methodologies for data gathering and interpretation within a single study subject. This design is considered invaluable because the data collected from the instrument's qualitative section (Key Informant Interview, KII) was utilised to complement and better clarify the empirical results of the quantitative instrument (questionnaire).

### Population, Sample Size and Sampling Techniques

The target population comprised all two hundred and thirty-five (235) permanent employees of the SAME in the five southwestern states, Nigeria.

The study's sample size was two hundred and eight (208) SAME employees of the officer cadres and above (Level 8 and above). This sample was taken from five southwestern states of Nigeria using multi-stage and purposive sampling procedures. Lagos State was not included in the sample states since it was utilised to evaluate the instrument's reliability.

The SAME employees were selected from officer cadres and above using the purposive sampling approach. The reason being that the SAME employees of the officer cadres and above are saddled with the responsibilities of direct evaluation, monitoring, and implementation of literacy-oriented programmes of the agency. Two stages were created in each of the five states used. The first stage consisted of the respondents scheduled for the questionnaire, while the second stage contained the participants for the Key Informant Interview (KII).

Two hundred and three (203) SAME employees of the officer cadres and above, excluding the executive secretaries or coordinating directors of the agency were enumerated for the questionnaire. This consisted of forty-nine (49), twenty-six (26), thirty-four (34), sixty-four (64) and thirty (30) sampled respondents from Oyo, Ondo, Ekiti, Ogun and Osun States, respectively. Five SAME executive secretaries/coordinating directors were purposively enumerated for Key Informant Interviews. Executive secretaries, coordinating directors, and literacy unit directors are responsible for managing human and material resources to achieve the agency's mandate.

### Instruments

The study employed the IWB Questionnaire (IWBQ), Leadership Style Questionnaire (LSQ), and Training Opportunities Questionnaire, respectively, as well as Key Informant Interview guide. These instruments are discussed as thus:

#### Innovative Work Behaviour Questionnaire (IWBQ)

The IWB of SAME employees was proxied using a modified version of the multi-dimensional IWB construct created by Lambriex-Schmitz *et al.*, (2020). This instrument consisted of forty-four question items that were utilised by academic and non-academic staff members in the Netherlands' vocational education system. Four items for opportunity exploration, seven for idea generation, seven items for idea promotion, nine items for idea realisation, and seventeen items for idea sustainability made up the construct, which was separated into five dimensions. Consequently, twenty-five of the forty-four elements deemed important were refined and put to use. Each of the following areas was covered by five components: opportunity exploration, idea generation,





promotion, realisation, and sustainability. The Likert scale employed are: 5 = Very High Extent (VHE), 4 = High Extent (HE), 3 = Moderate Extent (ME), 2 = Low Extent (LE), and 1 = Very Low Extent (VLE).

### **Leadership Style Questionnaire (LSQ) Subscale**

A self-designed leadership style questionnaire comprising seventeen items was developed and used. This construct disaggregated leadership styles into four subscales. They are authoritative, democratic, facilitative, and situational leadership styles. Items 1-5, 6-9, 10-13, and 14-17 in this leadership styles questionnaire were for democratic, authoritative, facilitative, and situational, respectively. These four leadership styles are considered suitable, relevant and appropriate to guide SAME employees while monitoring, evaluating and implementing literacy tasks of the Agencies. The Likert rating scales used are: 1 = Strongly Disagree (SD), 2 = Disagree (D), and 3 = Agree (A), and 4 = Strongly Agree (SA).

### **Training Opportunities Questionnaire (TOQ) Subscale**

As regards training opportunities, the study used a self-designed questionnaire. This construct has seven (7) items that measure training opportunities based on employees' motivation for training and attitude towards training. The construct-based Likert rating scales consisted of 1 = Strongly Disagree (SD), 2 = Disagree (D), and 3 = Agree (A), and 4 = Strongly Agree (SA).

### **Validity and Reliability of the Instruments**

The instruments were subjected to face and content validity. The items were presented in a straightforward and clear manner on the surface, using basic and unambiguous English language. The input from the educational measurement and evaluation expert was explored with respect to content validity. Twenty-five (25) SAME staff from Lagos State were given the questionnaire to test its reliability. The Cronbach Alpha reliability produced 0.86, 0.90 and 0.93 for innovative work behaviour, leadership style and training opportunities subscales, respectively.

### **Methods of Data Administration and Analyses**

The researchers, two trained research assistants and staff members of the agency used in each of the sampled states involved in the administration of the questionnaire. The Key Informant Interviews (KIIs) sessions were conducted by one of the researchers. The data collected via questionnaire were analysed using regression and correlation. The responses from the sessions of the Key Informant Interviews (KIIs) were content analysed.

### **Ethical Considerations**

The University of Ibadan Social Sciences Ethics Committee gave its approval with the assigned number UI/SSHREC/2023/0144. This study adhered to anonymity, confidentiality and voluntary participation. There was no room for inducement before, during and after their participation in the research.

### **Results**

**Table 1:** Exhibited leadership styles and level of training opportunities of the State Agencies for Mass Education employees in southwestern, Nigeria.



Variables	Mean ( $\bar{x}$ )	St. Deviation	Decision
Democratic leadership style	2.79	0.97	Highly Exhibited
Authoritative leadership style	2.35	0.85	Lowly Exhibited
Facilitative leadership style	2.48	0.72	Lowly Exhibited
Situational leadership style	2.82	1.08	Highly Exhibited
Training opportunities	2.38	0.61	Low

The empirical outcomes from Table 1 using a threshold of 2.50 indicated that democratic ( $\bar{x}$  = 2.79) and situational leadership styles ( $\bar{x}$  = 2.82) were perceived as highly exhibited by the head of the agency in the course of overseeing the agency's tasks, while authoritative ( $\bar{x}$  = 2.35) and facilitative styles ( $\bar{x}$  = 2.48) were lowly exhibited by the agency's head as they less than the threshold of 2.50. The findings further revealed that the employees considered the available and accessible training and development opportunities ( $\bar{x}$  = 2.38), as being low.

This indicated that the Agency's heads exhibited the principles of democratic and situational leadership styles to a high extent. This could include their ability to promote participation among employees and encourage input from the members of staff during a literacy-oriented decision-making process.

Nawaz and Tian (2022) recognised that a democratic leader cultivates better staff relationships by granting freedom and lowering work tension, guiding subordinates towards their ideas, and accomplishing goals. Arshad, Ashraf, and Pervaiz (2023) concurred with this finding, finding that leaders with high principles of democratic style would be able to manage the employees to ensure the success of the tasks.

Qamrul, Mohammed and Mrahya (2021) supported that a leader with high application of the situational leadership principle would be most effective in switching styles, building trust, and encouraging employees to seek guidance in difficult situations. Conversely, Vignesh, Krithika, Sumit, and Debopoma (2023) came to the conclusion that situational leadership is ineffective in motivating employees to meet organisational objectives, particularly during trying times like COVID-19.

A female informant supported the effectiveness of situational leadership style by submitting that:

As far as I am concerned, the situational leadership style is highly effective in an environment where high productivity is needed and flexibility, as well as constant change, are expected. This style is always useful in adapting to individual needs by fostering an environment that encourages innovation, creativity and growth, respectively for the employees to strive (**KII/Ekiti/Executive Secretary/Female/2023**).

According to the findings, employee satisfaction with the accessible and available training and development possibilities at the agency level is comparatively low. This might have the following consequences: a gap in skills needed to execute the task, frustration and demotivation, high turnover and low organisational performance to mention a few.

In alignment, Josephat, Nancy and Abel (2023) found that there was a low level of training opportunities among health workers. This in part was attributed tight schedule and high workload. Al-Ali, Al-Hamadi and Al-Maadeed (2022) examined the level of employee satisfaction with training opportunities in Qatari organisations and found that employees are moderately satisfied with the training opportunities provided for them at the organisational level which was not in consonance with the outcome of this study. Thokozani and Reward (2024) submitted that identification and provision of training opportunities are both necessary and sufficient conditions for addressing challenges associated with employees' performance at the workplace.

The finding from this study was contrary to the submission made by a male informant that

The agency under my headship frequently organises and implements cross-functional training aimed at cross fertilisation of ideas among employees and external partners with the view of enhancing problem-solving skills and fostering collaboration on literacy tasks and beyond (KII/Oyo/Director/Male/2023).

Another female informant described the benefits associated with the availability and accessibility of training opportunities for employees by stating that

Training opportunities in an agency foster innovative behaviour by providing employees with cutting-edge knowledge and skills. This would stimulate original thought, question the current quo, and provide inventive solutions for the issues. This could lead to improved productivity, employee engagement and improved literacy outcomes (KII/Ogun/Director/Female/ 2023).

**Table 2:** Influence of leadership styles and training opportunities on innovative work behaviour of the State agencies for Mass Education employees in southwestern, Nigeria.

Model	B	S. E	$\beta$	t	Sig.
(Constant)	45.921	12.127	3.787	----	.000
Democratic leadership style	0.500	0.346	0.122	1.445	0.001
Authoritative leadership style	0.996	0.470	0.170	2.119	0.035
Facilitative leadership style	0.557	0.792	0.080	0.703	0.483
Situational leadership style	0.126	0.677	0.019	0.185	0.003
Training opportunities	0.104	0.418	0.023	0.250	0.003

Table 2 indicated that democratic leadership style ( $\beta = 0.500$ ,  $t = 1.445$ ,  $0.001 < .05$ ), authoritative style ( $\beta = 0.996$ ,  $t = 2.119$ ,  $0.035 > .05$ ), facilitative style ( $\beta = 0.557$ ,  $t = 0.703$ ,  $0.483 > .05$ ), situational style ( $\beta = 0.126$ ,  $t = 0.185$ ,  $0.003 < .05$ ), and training opportunities ( $\beta = 0.104$ ,  $t = 0.250$ ,  $0.003 < .05$ ) had positive contribution to SAME employees' innovative work behaviour.

The advantages of IWB and democratic leadership styles include fostering collaboration among subordinates, promoting idea exchange, and facilitating participation in the agency's decision-making process. This study's results align with those of Bacones and Diokno (2023), which identified a robust correlation between innovative work behaviour and democratic leadership among local government workers in the Philippine.



According to the favourable impact of an authoritative leadership style on the IWB of the same workers, authoritative leaders often encourage responsibility by making both themselves and others answerable for their deeds. This encourages SAME personnel to take ownership of their job and cultivates a feeling of responsibility in them. Nawaz, Usman, Mulk, Ahmad, and Shahzad (2022) substantiated that authoritative style has positive influence on workers' productivity in Saudi Arabia. Zhang, Liu, and Du (2021) agreed that authoritative leadership had a beneficial impact on personnel's innovative behaviour in Chinese corporate culture. These are in consonance with this current research.

The facilitative style seems to always emphasises employee development, open communication, and collaboration, fostering motivation, engagement, and confidence among employees in sharing their ideas. Employees under facilitative leaders are more likely to exhibit IWB by generating novel solutions, exploring new approaches, and implementing creative ideas. Srisupinanon and Tepthong (2021) corroborated that facilitative leadership style characteristics such as vision-driven, collaboration, and environment setting have a beneficial impact on workforce productivity and efficiency in Thailand.

The situational leaders assess team members' readiness and capabilities, adjusting their leadership style to encourage creative problem-solving and idea generation. This style enhances the leaders to foster IWB by tailoring their approach to individual employee needs and encourage them to take ownership of their work and experiment with new ideas. Tri, Nga, and Sipko (2019) and Sembiring, (2023) buttressed that a principal with situational leadership will seek to increase teachers' abilities and would promote any innovation.

The positive influence of training opportunities and IWB indicated that availability and accessibility of training opportunities is a prerequisite to encourage IWB among staff members. Suhail, Haak-Saheem, and Darwish (2021) agreed that employees' involvement in training increases their position fulfillment, autonomy, and capacity to adopt and use technology. This encourages employees to embrace IWB and gain a competitive advantage. This is because training programmes facilitate the transfer of knowledge inside organisations. Similarly, Scott, Bruce, Collins, and Hubbard (2014) found that training opportunities have a positive effect on employee IWB.

In contrast, Bysted and Jespersen (2014) discovered that, in contrast to private establishments, the influence of training and development on IWB was less noticeable in public organisations. The IWB is seen by public workers as an additional duty that has to be paid for. IWB is acknowledged by private employees as a prerequisite for career advancement. Compared to private corporations, public institutions offer fewer incentives or monetary rewards for staff members to innovate, despite competitive pressure.

### **Hypothesis 1: Relationship Between Leadership Styles and IWB Among SAMEs Employees in Southwestern Nigeria**

Table 3: Relationship between different leadership styles and SAME employees' IWB in southwestern Nigeria.

	IWB	Dem. Style	Auth. Style	Fac. Style	Sit. Style
Correlation Coeff.	1.000	.306**	.441**	.469**	.501**
IWB Sig. (2-tailed).	.000	.000	.000	.000	.000

N	201	201	201	201	201
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At the 0.05 level (2-tailed).

Table 3 presents the findings on the relationship between the IWB of SAME workers in Southwestern Nigeria and the several styles of leadership (democratic, authoritarian, facilitative, and situational). The results of the study showed that the head of the agency's use of democratic ( $r = .306$ ,  $p 0.000 < 0.05$ ), authoritative ( $r = .441$ ,  $p 0.000 < 0.05$ ), and facilitative ( $r = .469$ ,  $p 0.000 < 0.05$ ) leadership principles, while situational style ( $r = .501$ ,  $p 0.000 < 0.05$ ) is being moderate, and that there is a positive and significant but weak correlation between the ability of SAME employees to demonstrate IWB. The null hypothesis, which maintains that there is no meaningful connection between the use of various leadership philosophies and workers' IWB in southwestern Nigeria, is therefore rejected.

This demonstrated how crucial leadership is to developing an innovative and creative work culture. IWB increases due to the capacity of great leaders to motivate and inspire their staff to think creatively. The results align with recent research indicating that using diverse leadership philosophies may assist organisations in maximising human potential and maintaining a competitive edge in today's fast-paced and quickly evolving environment. (Nawaz and Tian, 2022; Mohd, Ismail, Omar, Alias and Asimiran 2023; Arshad, Ashraf and Pervaiz, 2023).

### **Hypothesis 2: Relationship Between Training Opportunities and SAME Employees' IWB in Southwestern Nigeria**

Table 4: Relationship between training opportunities and SAME employees' IWB in southwestern Nigeria.

#### **Correlations**

		IWB	Training Opportunities
<b>IWB</b>	Pearson Correlation	1	0.415**
	Sig. (2-tailed)		0.000
	N	201	201
<b>Training Opportunities</b>	Pearson Correlation	0.415**	1
	Sig. (2-tailed)	0.000	
	N	201	201

Table 4 contained findings on the correlation analysis between training opportunities and SAME employees' IWB in Southwestern Nigeria. The findings showed a slight but favourable correlation ( $r = .415$ ,  $p 0.000 < 0.05$ ) between training opportunities and the capacity of SAME personnel to exhibit IWB. The null hypothesis, which states that there is no significant relationship between SAME training opportunities and workers' IWB in Southwestern Nigeria, is therefore refuted.

This means that as training opportunities increase, SAME employees' ability to demonstrate IWB also tends to increase but the relationship is not very strong. This implies that although other variables obviously play a part, training opportunities have a favourable effect on the IWB of SAME staff. Singh, Bamel and Vohra (2020) found that training, particularly in the SME sector, positively impacts innovative behaviour, despite limited capital for business development in India.

### Conclusion and Recommendations

This study concluded that leadership styles and training opportunities are among the best human resources practices for enhancing employees' innovative work behaviour. As a result, the following recommendations are made for various stakeholders in light of the study's results:

- i. The SAME leaders need to have a flexible and adaptable stance. Heads should use a democratic approach that promotes employee engagement, participation, and feedback in order to promote IWB. Open-door policies, suggestion boxes, and frequent team meetings may help accomplish this. In addition, leaders have to use a situational approach, adjusting their style of leadership to the unique requirements and skills of their staff members. This might include offering new hires direction and assistance while granting greater freedom to seasoned workers. Facilitative leadership styles that empower employees and provide resources and support for innovative projects should also be employed. Authoritative leadership styles that provide clear direction and vision can also be effective in inspiring innovative work behaviour.
- ii. SAME stakeholders should establish innovation incubators or labs, and provide dedicated resources and support for employees to develop and test new ideas. The staff should create a synergy that would promote cooperation with sister agencies in other states or countries in order to keep them informed about trends and best practices and to use the pooled expertise and skills.
- iii. Training opportunities should be ongoing and regular, providing employees with continuous learning and development taking into account their roles and responsibilities. These should include workshops, conferences, webinars, and online courses, as well as mentorship and coaching programmes. Training programmes should be evaluated regularly to ensure they are effective in promoting IWB. Feedback from employees should be solicited and used to improve training programmes, so as to ensure they remain relevant and impactful.

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