

An Appraisal to Qualities and Quantities of Adult-Education Facilitators for Quality Education in Sokoto State, Nigeria

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Abstract:- This research aims at appraising or assessing the qualities and quantities of Adult education facilitators in Sokoto State, Nigeria. The study used descriptive survey designed with a population of 86 respondents which comprises coordinators, HOD and Subjects Facilitators, the finding shows that, government need to improve the quality and quantity of Adult education facilitators, Adult facilitators should use different teaching methods in teaching different subjects, they also, spouse to be competent in using instructional materials, the Management should allow Adult Facilitators to undergo professional training. The research recommended that government should restrict recruiting unqualified Facilitators by making sure that all those to be recruited into recognized Adult Education Centers are graduate of colleges of Education and Universities, government should improve the status of unqualified to become qualified, through organizing periodic seminars, workshops, capacity building courses and refresher programs, government should stick in making conducive learning environment for quality education.

Key words: Qualities, quantities, professional training and instructional materials

I. INTRODUCTION

Background to the Study

Adult Education is a social instrument through which man can guide his destiny and shape his future. Furthermore education is a corner stone of economic, social, and political development, hence effort by different governments and communities to provide qualitative and quantitative Adult Facilitators at different levels became increased (Garba, 2014)

In recent times, there has been a growing public Discomfort about the teaching and learning of Adult education in Nigerian Societies. Studies showed that large numbers of Adult Learners seem to learn very little at school, learning tends to be by rote and therefore Adult Learners find learning to be difficult (Eyibe, 2016) Other studies mentioned that poor classroom organization, lack of management techniques and poorly coordinated Adult Learners activities also reduced the quality and quantity of Adult Education teaching and learning (Akale & Nwankwonta, 1996). (Ivowi 1992) also found the shortage of funds for equipment and materials for fruitful practical work; especially that large class size in most

Learning Centers is a problem.

Some other researchers also attribute low percentage of Learners who pass examination in Literacy Classes, to dissatisfaction with the syllabus, teachers' qualifications, workload, experience and disposition, general lack of teaching skills, and the ineffective style of delivery of subject matter. This is followed by the reading of the notes by the Adult Facilitators to the Learners. At the end of the instructions, the left over notes on the topic is given to the class Coordinator. In the class free time, the class captain copies the notes on the board or models the teacher by reading the notes for other students to copy.

Research findings have further supported the concerns of Okebukola (1997) that teaching methods could result in poor state of learning and students' achievement (Adeyemi, 1990) A number of researchers however provide evidence that Adult Facilitators' content knowledge has an effect on both the content and the processes of instruction, thus influencing both what and how they teach (Haimes, 1996; Shulman, 1987; Treagust, 2002). Studies indicated that research efforts have proposed various suggestions and recommendations for improving the quality and quantity of Adult Facilitators, teaching and learning in Nigerian classrooms (Ajewole, 1994; Busari, 1996; Igwebuie, 1996)

However, despite these various suggestions for improvement, the quality of Adult Facilitators in teaching, learning and students' achievement in Adult Literacy Centers continues to decline (Ikeobi, 1995; Ivowi, 1995). This is also evident in a recent report by the Shelter Right Initiative (Olubusuyi, 2003) that for eight consecutive years, between 1992 and 1999, Nigerian candidates trailed behind their counterparts from other countries in the West African region based on performance in different subjects conducted by the West African Examinations (WAEC) and National Examination Council (NECO). The attitude of society towards Adult education teaching profession, compared to other professions in the country, could be responsible for these lingering problems.

Also, the non-involvement of all the key stakeholders in Adult education in Nigeria including, Government, education

officers, curriculum planners, professional bodies and educational leaders to gain their support in examining the actual situation of Adult Education Teaching and learning could be a factor. Therefore the need to involve key stakeholders to reveal a realistic ideal picture through which recommendations could be made in the context of Adult education in Nigeria. This in essence will help to arrest the decline in the quality and Quantity of Adult Facilitators in Literacy Centers.

Statement of the Problem

Adult education programmes in Sokoto is facing serious enormous challenges due to lack of qualified Facilitators. The current situation of Adult facilitators in teaching and learning of Adults in Nigeria is a concern to all, including government and the society at large. Alkali (2015) Large class sizes, inadequate funding, insufficient curriculum resources, poor instructional skills and lack of supports for Facilitators among other factors further limit the quality and quantity of Facilitators in adult literacy centers in Sokoto (Madawaki, 2007). To solve these lingering problems one needs to develop a realistic picture of what is currently happening in the teaching and learning in adult literacy centers and also to identify the factors that are limiting the quality and quantity of Adult facilitators in Sokoto. Furthermore, one needs to develop a reasonable ideal picture for which the nation can strive towards within the existing resource limitations. This is the reason why this study is to be embarked upon in order to assess the qualities and quantities of Adult Facilitators in Sokoto with a view to find out realistic situation and offer solutions to the problems

Objectives of the study

The research will be guide by the following objectives:-

1. To find out the strength of Adult Facilitators in Sokoto and their educational qualifications.
2. To examine the instructional method employed by Adult Facilitators in Sokoto
3. To find out the competencies of Adult Facilitators in Sokoto

Research Questions

The following questions are formulated to guide the conduct of the study:

1. What is the strength of Adult Facilitators in Sokoto and their educational qualifications?
2. What kind of instructional method do Adult Facilitators employed in delivery of their Lesson in Sokoto ?
3. How competent they are in instructional delivery within the Sokoto?

II. METHODOLOGY

Research Design

The research will use a descriptive survey design. A descriptive survey design involves obtaining information from

a wide range of respondents (Amin, 2005). Descriptive survey designs collect data on preferences, attitude, practices and concern of people from a given phenomenon at a particular time. The design will be used to help gather data from coordinators, HODs, and Facilitators in relation to quality and quantity of facilitators in adult learning centers.

Population of the Study

In Sokoto, there are a total of 78 Facilitators, 7 coordinators, and 7 HODs. The population of the study comprised all the 7 Adult literacy Centers in Sokoto. Thus, the population of the study will involve coordinators, HODS, and Facilitators as indicated in table 1 below.

Table 1 Population of the Study

Items	Frequency	Frequency
Coordinators'	7	5
HOD'S	7	5
Facilitators'	78	75
TOTAL	106	85

Source: Education Resource center (2020)

Sample and Sampling Techniques

A sample is a listed number of elements selected from a population Galadima (2009). A total of 85 respondents were selected using kreycie and Morgan Table. This comprised 5 coordinators, 5 HODs, and 75 Facilitators which were selected from the Adult Literacy centers in Sokoto. Purposive and simple random sampling was used in selecting Adult literacy centers for the study. The total sample of the study therefore is 86.

Table 2: Sample of the study

Category	Frequency
Coordinators'	5
HOD'S	5
Facilitators'	75
TOTAL	85

Instrumentation

The research employed questionnaire to collect the data. This instrument consist of two sections A and B. Section A retrieved information on the respondents personal data. Section B sought information on the variables of the study. Likert-scale type response system used to get response from the respondents. The rating items were based on 5 scales as follows: Strongly Agree, Agree, Disagree, Strongly Disagree and undecided (Galadima 2009). The questionnaires were constructed by the researchers. The questionnaire is entitled, assessing the quality and quantities of Adult education Facilitators for quality education in Sokoto.

Validity of the Research Instrument

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. In order to ascertain face validity, the instrument the questionnaire was given to the supervisor for assessment who works with the Department of Adult Educational, Bayero University Kano. Thereafter, the instrument was revised according to the Supervisor comments.

Reliability of Research Instrument

As for the reliability of the instrument a pilot study was conducted on 20 respondents in two Adult education centers, in Sokoto. The Centers was not part of the sampled. The research after 2 weeks test-reflect was also administered and result was correlated using Pearson product moment correlation co-efficient and obtained a reliability index of 0.76. This shows that the instrument is reliable to be used in the research.

Method of Data Collection

Questionnaires and Interviews schedules were the main instruments for data collection. Multiple instruments were used because Umar (2000), argued that their use lends rigor and credibility to the findings of any research because information is obtained from various angles. The way the instruments were used is presented below;

Questionnaires

Kakinda (1995) says that a questionnaire is a set of related questions designed to collect information from respondents. Amin (2005) argues that questionnaires are cheaper and are at the respondent's to give details of the data required. Based on the advantage of using questionnaires the researchers used both closed and open ended questions. Open ended questions provided the respondent's opportunity to substantiate or express their views pertaining to the issues at hand in the inquiry. Closed ended questionnaires focused on specific information.

Therefore, the questionnaires was availed by the researchers and filled by the respondents in the above categories. All respondents filled the questionnaires because they were literate.

Interviews

Enon (1990) argues that an interview involves the oral or vocal questioning technique or discussion. The technique involves a face to face encounter/interaction between individuals leading to self report. The researcher becomes the interviewer and the respondents become the interviewees. Therefore, the researchers made a list of predetermined questions to ensure in-depth data on the subject of the study, the researchers Interview 86 respondent which enable them to obtain and collect primary data from 86 respondents who were the coordinators, HOD's and Facilitators.

Data Analysis

The researcher used statistical package for social science (SPSS) to retrieve, analyze and interpret data of the respondents with the use simple frequency and percentages to analyze the data. Section A of the questionnaire will be analyzed by descriptive statistics with the use of percentage.

III. DISCUSSION OF FINDINGS

In the study, a total number of 3 coordinators, 6 HODs and 75 facilitators were by sampled giving a total of 86 questionnaires that were distributed. A total of 73 (97.3%) fully completed questionnaires were returned of which 73 (97.3%) were filled respectively. This gave a response rate of 97.3% as illustrated in Table 3.1 below:

Table 3.1: Questionnaire Return Rate

Respondent category	Number issued out	Number returned	Percentage (%)
Coordinators	5	5	100
HODS	6	6	100
Facilitators	75	73	100
Total	86	84	97.3

Source: Field Data 2020

Table 3.1 show the information obtained analyzed in terms of frequencies and percentages. Responses from interviews and discussions with Facilitators were used to supplement responses from the closed ended questionnaires. The response rate was considered reasonable because at least more than 50% of the targeted respondents participated in the study.

Demographic Characteristics

TABLE 3.2 Show the sex of the respondents

	Frequency	Percent
Male	53	72.6
Female	20	27.4
Total	73	100.0

Source: Field Data 2020

The table shows the respondents comprised of both male and female .The percentages of male were 72.6% were male and 27.4 % female. Although the numbers of female were less in study categories of respondents, it still helped in giving information that was necessary for the study. Involving female respondents helped in reducing biases that the use of one sex could have risked the study.

Table 3.3 Qualification of the respondents

	Frequency	Percent	Valid Percent
NCE	21	28.8	18.8
DEGREE	51	69.9	8.7
MASTERS	1	1.3	1.4
Total	73	100.0	100.0

Source: Field Data 2020

Table above shows the qualification of the respondents which the result indicate that 51 (69.9%) of the respondents have degree, 21 (28.8%) are NCE holders, while 1 (1.3%) are Master holder. The finding above shows that majority of the respondents are Degree holders with the highest percentage of 69.9%.

Table 3.4 Marital status of the respondents

	Frequency	Percent
Single	28	38.4
Married	45	61.6
Total	73	100.0

Source: Field Data 2020

According to table out of 73 respondents the marital status of respondents was observed to be as follows. 45(61.6%) of the responded were found to be married where as 28(38.4%) of the respondents were found to be single.

IV. RESULT AND DISCUSSION OF THE FINDINGS

Research Question One

Qualification By Adult Education Facilitators

Table 4.1 Show opinion of the Adult facilitators that are qualified to deliver instructions in adult literacy centers

Items	Frequency	percentage
Strongly Agree	38	52.1
Agree	21	28.8
Strongly Disagree	14	19.2
Total	73	100.0

Source: Field Data 2020

The table above shows the respondents opinion weather Facilitators are qualified to teach, the result above shows that 38 (52.1%) of the respondents are strongly agree, 21 (28.8%) are agree, while 14 (19.2%) were strongly disagree on the issue. The finding above shows that majority of the respondent are in agreement on the issue with the highest percentage 80.9%. This implies that majority of the Facilitators in Sokoto are qualified with teaching qualification and are qualified to teach in Adult Literacy Centers.

Table 4.2 Does the Facilitators in your Literacy centers have minimum teaching qualification?

Items	Frequency	Percentage
Strongly Agree	22	30.1
Agree	21	28.8
Disagree	19	26.0
Strongly Disagree	11	15.1
Total	73	100.0

The table above shows that Facilitators have minimum teaching qualification the result above shows that 22 (30.1%)

of the respondents are strongly agree, 21 (28.8%) are agree, 19 (26.0%) were disagree while 11 (15.1%) were strongly disagree on the issue. The finding above shows that majority of the respondents are in agreement on the issue with the highest percentage 58.9%. This implies that majority of the Facilitators in Sokoto have the maximum teaching qualifications and are qualified to teach in Adult literacy Centers for quality education.

Table 4.3 Adult Facilitators are using various methods in teaching

Items	Frequency	Percentage
Strongly Agree	36	49.3
Agree	32	43.8
Disagree	05	6.8
Total	73	100.0

The table above shows the respondents opinion weather Adult Facilitators use various teaching methods, the result above shows that 36 (49.3%) of the respondents are strongly agree, 32 (43.8%) are agree, while 5 (6.8%) were disagree on the issue. The finding above shows that majority of the respondents are in agreement on the issue with the highest percentage 93.1%. Which implies that majority of the Adult Facilitators in Sokoto are using various teaching methods for quality education.

Table 4.4 Influence Facilitators, qualified them to teach in your Adult literacy Centers?

Items	Frequency	Percentage
Strongly Agree	7	9.5
Agree	19	26.0
Disagree	25	34.2
Strongly Disagree	22	30.1
Total	73	100.0

The table above shows the opinion of respondents weather influencing Adult Facilitators qualified to Teaches in your Adult Literacy Centers the result above shows that 25 (34.2%) of the respondents are disagree, 22 (30.1%) are strongly disagree, while 19 (26.0%) were agree on the issue and 7 (9.5%) are strongly agree on the issue. The finding above shows that majority of the respondents are in disagreement on the issue with the highest percentage 64.3%.

Table 4.5 the quality of Adult Facilitators affect Learners performance in your Adult Literacy Centers?

	Items	Frequency	Percentage
Valid	Strongly Agree	47	64.4
	Agree	10	13.7
	Disagree	16	21.9
	Total	73	100.0

The table above shows the respondents opinion weather quality of Adult Facilitators affect Learners performance in your Centers the result above shows that 47 (64.4%) of the respondents are strongly agree, 10 (13.7%) are agree, while 16 (21.9%) were disagree on the issue. The finding above shows that majority of the respondent are in agreement on the issue that quality of Adult Facilitators affect Learners academic performance in Adult Literacy Centers in Sokoto. The interview conducted with the management concern it implies that Learners are performing well in SSCE, GCE and NECO (National Examination council) this has happened resulting to quality education.

Table 4.6 Adult Facilitators focused on methods, like demonstration, practical reading and role play.

		Frequency	Percentage
Valid	Strongly Agree	14	19.1
	Agree	27	37.0
	Disagree	18	24.7
	Strongly Disagree	14	19.2
	Total	73	100.0

The table above shows the respondents opinion weather quality of Facilitators focus on methods like demonstration, practical and role play the result above shows that 27 (37.0%) of the respondents are agree, 18 (24.7%) are disagree, while 14 (19.1%) were on strongly agree and strongly disagree on the issue. The finding above shows that majority of the respondent are in agreement on the Adult education Facilitators in Sokoto are using different method in teaching and learning process. The interview that were conducted shows that majority of the Facilitators are really on different teaching method like demonstration, practical and role play because Adult education Programmes cannot be taught without using those kind of methods.

Research Question Two

Instructional method used by Islamic studies teachers while teaching

Table: Facilitators relied on discussion and demonstration method while teaching in the classroom

Items	Frequency	Percentage
Strongly Agree	19	26.0
Agree	19	26.0
Disagree	19	26.0
Strongly Disagree	16	22.0
Total	73	100.0

The table above shows the respondents opinion weather Facilitators relied on discussion and demonstration method while teaching in the classroom the result above shows that 19 (26.0%) are all strongly agree, agree and disagree, while 16 (22 %) were on strongly disagree on the issue. The finding

above shows that majority of the respondents are in agreement on the issue Adult education Facilitators relied on discussion and demonstration method during the teaching and learning process.

Research Questions Three:

Adult Education Facilitators' are competence in using various instructional materials

Table: 4.8 Facilitators make use of instructional materials during instruction

Items	Frequency	Percentage
Strongly Agree	31	42.5
Agree	19	26.0
Disagree	17	23.3
Strongly Disagree	6	8.2
Total	73	100.0

The table above shows the respondents opinion weather Facilitators makes use of instructional materials during lessons, the result above shows that 31 (42.5%) of the respondents are strongly agree, 19 (26.0%) are agree, while 17 (23.3%) were disagree while 6 (8.2%) are on strongly disagree on the issue. The finding above shows that majority of the respondent are in agreement on the issue that Facilitators makes use of instructional materials during the teaching and learning process.

Table: 4.9 Facilitators are competent enough to use various types of instructional materials while teaching in the classroom

Items	Frequency	Percentage
Strongly Agree	34	46.6
Agree	21	28.8
Disagree	17	23.3
Strongly Disagree	1	1.4
Total	73	100.0

The table above shows the respondents opinion weather Facilitators are competent enough to use various instructional materials in teaching, the result above shows that 34 (46.6%) of the respondents are strongly agree, 21 (28.8) are agree, while 17 (23.3%) were disagree and 1 (1.4%) were on strongly agree on the issue. The finding above shows that majority of the respondent are in agreement on the issue that, Facilitators are competent enough to use various instructional materials. The interview conducted shows that with the inventing of ICT most of the Facilitators are families with the ICT that is why they are competent enough to use various instructional materials in teaching and learning in most of the Literacy centers.

Table 4.11: the literacy centers lacks the required materials such as text book and teaching aids to facilitate the teaching and Learning

Items	Frequency	Percentage
Strongly Agree	27	37.0
Agree	23	31.5
Disagree	8	11.0
Strongly Disagree	12	16.4
Undecided	3	4.1
Total	73	100.0

The table above shows the respondents opinion weather quality of Facilitators lacked required textbooks and teaching facilities the result above shows that 27 (37.0%) of the respondents are strongly agree, 23 (31.5%) are agree, while 12 (16.4%) were on strongly disagree, 8 (11.0%) are disagree while 3 (4.1%) are undecided on the issue. The finding above shows that majority of the respondents are in agreement on the issue Adult education Facilitators lacked required current textbooks in teaching and Learning in Adult Literacy Centers in Sokoto. The interview conducted with Coordinators and HODs found that Government can take a lot of years before buying current text books in the Centers because of the change of the new curriculum all the times.

V. CONCLUSION

Adult Facilitators did not up hold the use of suitable appropriate method or Andragogy style of importing Adult education knowledge, so also the findings of the study necessitate reaching a conclusion that the quality of Adult Facilitators in the study area is not enough in relation to the availability of Literacy Centers, moreover, Adult Facilitators in Literacy Centers under investigation or study have favorable attitude toward dealing with Adult Learners and their co-workers. Thus, there are signified Facilitators and those toughed by unqualified hands in academic performance.

Therefore, a qualified Facilitators is one who knows his subject area very well has the requisite and ability to stimulate students interest throughout the interactive teaching session manage the classroom squarely and develop a greater understanding of human behavior and exploit the best methods of Facilitating Adult Subjects.

VI. RECOMMENDATION

In tune with the findings obtained during the research study, the below recommendations are put toward.

1. Government should restrict recruiting unqualified Adult Facilitators by making sure that all those to be recruited into recognized institutions they attended like colleges of Education and Universities.
2. Government should improve the status of those unqualified to qualified once by organizing periodic seminars, workshops, capacity building courses and refresher courses.
3. Adult Facilitators need to develop instructional method to teaching orientated subjects to improve their competencies and learners understanding.

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