

Vol 2 (5) pp.43-47 September, 2016
Copyright © 2016 Pyrex Journals
Author(s) retain the copyright of this article
<http://www.pyrexjournals.org/pjerr>
ISSN: 2985- 8879

Full Length Research Paper

An Assessment of methods and Resources available for the Teaching and Learning of Adult Education in Tertiary Institution (A study of Adeniran Ogunsanya College of Education Otto-Ijanikin, Lagos)

Saula Ayinla Shamsideen

School of Education, Department of Foundation and Administration, Adeniran Ogunsanya College of Education Otto-Ijanikin, Lagos State, Nigeria.

E-mail: saula5050@yahoo.com

Accepted 20th June, 2016

Abstract

Methodology is an integral part of teaching. It is a veritable tool to convey theories or principles in addition to materials to the learner for the purpose of achieving the instructional goals or objectives. It encompasses the study and practice of various teaching methods instructional techniques adopted during teaching-learning process. Some elements in adult teaching process as methods, techniques and devices. Methods relates to the way in which learners are organized in order to carryout educational activity. It establishes the relationship between the learner and the institution through which educational tasks are solved. This implies that teaching method forms a path to a pre-determined goal or objective. The study is a descriptive research design which aimed at assessing the methods and resources available for the teaching and learning of Adult Education in Tertiary Institutions in Adeniran Ogunsanya College of Education, Otto-Ijanikin of Lagos State. Data were collected using a structured questionnaire administered on 100 respondents consisting of adult facilitators and learners. Data were analyzed using frequency table, percentage and Chi-square. From the results of the investigation, it is concluded that there is need to improve the quality of adult education programme in Nigeria, and also develop the quality and quantity of the following: adult instructors, infrastructure, and instructional aides.

Key words: Teaching, Adult Education, Methods and Resources.

INTRODUCTION

Education is the bedrock for meaningful development of any country. Education plays crucial and cardinal role in the development of human resources of a country. A country cannot develop beyond the level of education of its citizenry who form the country's human resources. Nigerian government has over the years initiated educational programmes in order to eradicate illiteracy which is one of the major barriers to sustainable development. For instance, in 1976 the federal

government of Nigeria launched Universal primary education (UPE). The UPE programme was mainly focused on providing basic education for every Nigerian child of school age. The UPE programme was at the onset vigorously embarked upon but along the line began to encounter a lot of problems that led to its collapse. The federal government did not rest on its oasis in its effort to eradicate illiteracy. Hence, it launched universal basic education (UBE) on September, 30, 1999. The universal

basic education is a holistic approach to total eradication of illiteracy in the country. Unlike UPE which was tailored towards children's education, the UBE caters for the educational needs of children, youths and adults. The recognition of the fact that the work-force of the nation is made up of adults, and the fact that these adults cannot contribute to the development of the country beyond the level of their education could have informed the federal government's decision to include adults in UBE programme.

Adult education, according to Omolewa (1981) is the education provided for men and women who for one reason or the other dropped out of the formal school system, or those who for the purpose of work and their engagements are unable to register for full time courses, abandoning in the process, their work and family. According to Eyibe (2005) adult education is "any kind of education designed for the illiterate population, the formal school dropouts, and the unskilled and semi-skilled workers and carried on outside the formal school setting" United Nations Educational, Scientific and Cultural Organizations (UNESCO) in Eya, Ugwu, and Alu (2001) defined adult education as "the process by which men and women in groups or institutional settings seek to improve themselves or their society by increasing their skills or knowledge or by their sensitivity". The definitions of adult education above imply that adult education includes literacy programme, remedial programme as well as skill-training and re-training programme. The work-oriented definitions given to adult education by the scholars and UNESCO attest to its vital role in developing the human resources of a country.

According to Ajalabi (2000), teaching is an activity that is systematic interactive organized and purposive to achieve the desired objective for both the learner and the facilitator. This means that for the facilitator to enter into teaching relationship with the adult learner there would be need to understand who he/she is. The adult learner in learning to attain, has characteristics that make it possible for him or her to be an achiever. Anyanwu (1981) pointed out that the adult learner exhibits sense of purpose and commitment as one of the characteristics. These characteristics enable him or her study with a meticulous sense of purpose and dedication. Age as characteristics contributes to the ability to grasp the meaning and relevance of subject matter faster than a young learner who is identified as a more dependent learner who comes to school with no accumulated experience.

Apart from individual characteristics of the adult learner, Anowor et al (2001) identified some common characteristics of an adult class. They are of the view that the adults are too old to learn and are skeptical over being able to learn as well as being laughed at when mistake is made. Some of the adults in a class have never been to school before as such do not know what to expect. Some have bad memories as a result of negative experience while in school. Most of them are engaged in

one form of livelihood or another. Many of them are married and are parents. They are confronted with one family challenge or another. Many are engaged in addition to both communal and religious activities.

Imhabekhai (2009) while discussing adult learners teaching method noted that adults learn better and achieve more when learning tasks are practical and highly participatory. There are many teaching methods that could be utilized in teaching of the adults and these include lecture, drama and project methods.

STATEMENT OF PROBLEM

Adult education is an educational sphere that is presumed by public to be somewhat unuseful in eradicating illiteracy because of some negative perception towards these educational auspices. So with this, negative attitudinal proclivities excluded towards this educational sphere, adult education faces some critical inevitable problematic situations which makes learning impossible amongst the illiterate adults. The problem of this study therefore is to assess the adult teaching methods mostly utilized by facilitators in adult teaching and its effect on the adult learners in Nigeria.

PURPOSE OF THE STUDY

The study is embarked upon:

- i). To evaluate on how adults could be taught successfully with the proposed methods of teaching in a given period of time;
- ii). How the adult facilitators adopt and manipulate the method and resources available to them in adult literacy classes;
- iii). To expose government negligence on adult education in Nigerian tertiary institutions;
- iv). To expose unqualified adult facilitators in the entire administration and organization of adult education in Nigerian tertiary institutions.

Research Questions

- i). Why is adult education still taught through the use of archaic methods and techniques in teaching adult education?
- ii). What efforts is the government doing to revamp and promote reputation of adult education in Nigerian tertiary institutions?
- iii). What availability of resources do the Nigerian institutions possess in making adult literacy centres more viable?

Research Hypotheses

H_{01} : There is no significant difference between the archaic

Table 1. Frequency distribution of the respondents by Gender

Variables	Frequency	Percentage (%)
Male	52	52
Female	48	48
Total	100	100

From the table above, majority of the respondents were male.

Table 2. Frequency distribution of the respondents by Age

Variables	Frequency	Percentage
20-29 years	23	23
30-39 years	49	49
40 years and above	28	28
Total	100	100

From the table above, majority of the respondents were within the age of 30-39 years.

Table 3. Frequency distribution of the respondents by Marital Status

Variables	Frequency	Percentage
Single	40	40
Married	53	53
Divorce	7	7
Total	100	100

From the table above, majority of the respondents were married.

use of methods in teaching adult education and adult learners' success in literacy.

H₀₂: There is no significant difference between efforts of the government, revamping and prompting the reputation of adult education and illiteracy eradication in the society.

H₀₃: There is no significant difference between lack of availability of resources in adult education and the viability in adult literacy centre's in Nigerian institutions.

RESEARCH METHODOLOGY

Research Design

The study adopted a descriptive survey research design. The researcher therefore considered this design appropriate since the study involves assessment of methods and resources available for the teaching and learning of adult education.

Area of Study

The study was conducted in Adeniran Ogunsanya College of Education Otto-Ijanikin of Lagos State.

Population of the Study

The population for the study was 100 respondents which

comprised of adult learners and facilitators selected in Adeniran Ogunsanya College of Education.

Sample and Sampling Technique

The sample involved adult learners and facilitators which were randomly selected.

Instrument for Data Collection

The instrument used for data collection is the questionnaire. It is designed and constructed by the researcher.

Validity and Reliability of Instrument

Validity of the research instrument was established by giving the instrument to experts in field of education. Their criticisms and corrections led to the modification of the instrument before it was finally distributed to the respondents.

Reliability of the instrument was done by administered the questionnaire to 5 facilitators and 20 adult learners in Michael Otedola College of Primary Education Noforija, in Epe Local Government Area of Lagos State. The coefficient of internal consistency of the instrument was determined using Cronbach Alpha method.

Table 4. Analysis showing the difference between archaic use of methods in teaching and adult learners' success in literacy

Groups	Positive Responses	Negative Responses	Total	df	P	Cal χ^2	Table χ^2	Decision
Male	28	24	52	1	0.05	4.85	3.841	Reject
Female	36	12	48					
Total	64	36	100					

The table above shows that calculated value is greater than the table value, thus null hypothesis is rejected. This implies that there is a significant difference between archaic use of methods in teaching adult education and adult learners' success in literacy centres

Table 5. Analysis showing the difference between efforts of the government, revamping and prompting the reputation of adult education and illiteracy eradication in the society

Groups	Positive Responses	Negative Responses	Total	df	P	Cal χ^2	Table χ^2	Decision
Male	30	22	52	1	0.05	5.29	3.841	Reject
Female	38	10	48					
Total	68	32	100					

The table above shows that calculated value is greater than the table value, thus null hypothesis is rejected. This implies that there is a significant difference between efforts of the government, revamping and prompting the reputation of adult education and illiteracy eradication in the society.

Table 6. Analysis showing the difference between lack of availability of resources in adult education and the viability in adult literacy centres

Groups	Positive Responses	Negative Responses	Total	df	P	Cal χ^2	Table χ^2	Decision
Male	34	18	52	1	0.05	4.18	3.841	Reject
Female	40	8	48					
Total	74	26	100					

The table above shows that calculated value is greater than the table value, thus null hypothesis is rejected. This implies that there is a significant difference between lack of availability of resources in adult education and the viability in adult literacy centres

Method of Data Analysis

The study employed both the descriptive and the inferential statistical methods. In this, the simple percentages and frequency table were used for descriptive inferences.

RESULTS AND DISCUSSIONS

Testing of Research Hypotheses

Hypothesis 1: There is no significant difference between the archaic use of methods in teaching adult education and adult learners' success in literacy centres.

Hypothesis 2: There is no significant difference between

efforts of the government, revamping and prompting the reputation of adult education and illiteracy eradication in the society.

Hypothesis 3: There is no significant difference between lack of availability of resources in adult education and the viability in adult literacy centres in Nigerian institutions

DISCUSSION

Result in table 1 shows that for the quality of adult education programme in Nigeria to be tremendously improved, issues related to archaic use of methods in teaching should be effectively tackled. This finding agrees with Eyibe (2005) who stated that there is need to organize constant workshops, seminar, and conferences

to improve the methods of teaching adult education. The finding also agrees with Egwu (2007) who is of the view that one of the strategies for improving adult education programme is the organization of workshops and seminars for adult education facilitators and instructors to keep them abreast with current methodology of teaching adult learners.

Result in table 2 revealed the need for government to drastically provide infrastructures and facilities to enhance the quality of adult education programme in Nigeria. Zenke and Zenke (1984), stressing the need to improve the quality of adult education programme stated that the adults' learning environment must be physically and psychologically comfortable. This finding agrees with Eluwa (2001) who opined that standard infrastructure and necessary facilities should be made available in schools in order to make learning environment conducive for learners. The result of this study in table 3 showed that the respondents agree that adequate and varied instructional materials need to be provided in adult education centres in order to improve the quality of adult education programme in Nigeria. In relation to this finding, Aderinoye (2002) stated that inadequacy of instructional aids and resources in adult education centres in Nigeria is indicative of the neglect and marginal status of adult education the country.

CONCLUSION

A nation's workforce is made up of adults. These adults cannot function beyond the quality of education they receive. Hence the need to improve the quality of adult education programme in Nigeria, a developing country, requires urgent attention. To improve adult education programme, it is imperative to develop the quality and quantity of the following: adult instructors, infrastructure, and instructional aides.

RECOMMENDATIONS

Based on the findings the following recommendations are made:

- i). Government should ensure that only experts in adult education are recruited to teach adult learners;
- ii). Constant workshops, seminar and conferences should be organized for adult education instructors;
- iii). Adequate infrastructures and facilities should be provided in adult education centres;
- iv). Funds should adequately be provided by the government for enhanced management of programmes.
- v). Facilitators should be engaged in adult education delivery on the basis of their andragogical prowess.

REFERENCES

- Aderinoye, R. (2002). Literacy Assessment Practice (LAP) in selecting developing countries. Nigeria case study,online. <http://www.literacyorg/products>. Accessed November 20th, 2011.
- Ajalabi, A. (2000). Essentials of educational technology Lagos: Raytal communications
- Anowor, O.O.O, Ezema, J.O. & Umezulike, N. (2001): Fundamentals of adult education. A handbook for facilitators of learning. Enugu: CECTA
- Anyanwu, C.N. (1981). Principles and practice of adult education and community development. Ibadan: Abi Print Publishing Company Ltd.
- Egwu, S. (2007). *Introduction to adult education course*.
- Eluwa, N. (2001). *The role of adult education and community development in Nigeria*. Ibadan: University Press.
- Eya, L.O. Ugwu, J. C. and Alu, B.E. (2001). *Adult education: It's nature and purpose*. Nsukka: Prize Publishers.
- Eyibe S.C. (2005). *Curriculum fundamentals of adult education*. Onitsha; Innoson Publications Ltd.
- Imhabekhai, C. I. (2009). Programme development and management in adult and non-formal education. Lagos: AMFITOP Books.
- Omelewa, M. (1981). *Adult education practice in Nigeria*. Ibadan: Evans Brothers.
- Zenke, R. and Zenke, S. (1984). 30 things we know for sure about adult learning <http://www.hcc.hawaii.ed/internet>. Accessed on November 20th, 2011.