

**FACTORS MILITATING AGAINST EFFECTIVE TEACHING
AND LEARNING IN ADULT LITERACY CENTRE IN OREDO
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

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APPROVAL PAGE

I hereby approve this research as adequate in scope and quality for the partial fulfillment of the requirements for the award of the Bachelor Degree in Adult Education, English and Literature.

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CERTIFICATION

We, the undersigned certify that this research was carried out by **EWEKA OSATOHAMWEN GABRIEL** with Matriculation No. **EDU 1402014** in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment of the requirement for the award of Bachelor of Arts Education (B.A. Ed) Degree in Adult Education, English and Literature.

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DEDICATION

This work is dedicated to the Almighty God for the guidance throughout this course of study.

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ABSTRACT

This study was designed to examine the Factors Militating against Effective Teaching and Learning in Adult Literacy Centres in Oredo Local Government Area of Edo State. In order to achieve the objective of this study, four research questions were raised.

What is the level of participation of adult learners at the literacy centres in Oredo Local Government Area. What are the teaching methods used by the facilitators for learning at the literacy centres in Oredo Local Government Area.

What are the available resources for promoting effective teaching and learning at the literacy centre in Oredo Local Government Area. What are the challenges confronting the adult learners at the literacy centres in Oredo Local Government Area.

The study therefore concludes that the adult learners in Oredo local government area of Edo State do not participate actively in literacy classes. This low level of participation is seen to be as a result of their family commitment and not been sensitized to the essence of the programme.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education as a lifelong process is widely accepted as a fundamental prerequisite for the achievement of sustainable development. Education, be it formal, informal and non-formal, is regarded as a process by which human beings and societies can reach their full potential. Education also serves as catalyst for poverty reduction and helps to reduce disparities in living standards of the beneficiaries which are essential to sustainable development. Education gives people variety of choices and thus power, and educated people will tend to reject detrimental policies and make informed choices of leaders and development patterns. It benefits both the young and the adult since it enables them to become agents of change in their various respects or within and outside their communities.

Educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the learning experience. Another difference is that most adult

education is voluntary, therefore, the adult learners are generally self-motivated, unless required to participate, by an employer, for example, adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals.

Adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs. Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. The learning happens in many ways and in many contexts just as all adults' lives differ. Adult learning can be in any of the three contexts.

- Formal-structured learning that typically takes place in an education or teaching learning process institution, usually with a set curriculum and carries credentials; non-formal-learning that is organized by educational institutions but non credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;
- Informal education- learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g community baking class).

Purposes of adult education may vary, the general purposes of which are summarized as; vocational, social, recreational and self-development. One of its goals may be to help adult learners satisfy their personal needs and achieve their personal goals. Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's need. For example, this might include improving its operational effectiveness and productivity. A large scale goal of adult education may be the growth of society by

enabling its citizens to keep up with societal change and maintain good social order.

One of ways through which a person can be educated especially at the basic level is through the acquisition of literacy skill. This is because without the ability to read and write one cannot achieve much as far education is concerned.

Literacy is vital to changing people's attitudes to achieve ethical awareness, values, attitudes, skills, and behavior consistent with the goal of building a more sustainable society. In this way, people are better equipped to participate in decision-making that adequately and successfully addresses environment and development issues around them. The objective of development should be to create an enable environment for all people to use the available methods for their well-being.

Literacy benefits both individuals and their communities. Learning to read boosts self-esteem and provided important new skills. With basic literacy skills-writing, reading, and numeracy-rural people are better equipped to make more informed decisions for their lives and for their communities and to be active adult learners in the identified indicators of

sustainable development: economic, social, health, political, environmental; and institutional development (Nzeneri, 2008). It should be noted that sustainable development aims at the highest possible quality of life like living comfortable for all people-individually and collectively. It is based on the natural limits of our environment and the comprehensive needs of the people food, shelter, water, good environment (World Bank, 2000).

To achieve these objectives, there is need for the teaching and learning process in adult literacy centres to be smooth and without hindrances or hitches. In other words these adult teaching process should be so effective as to promote indepth acquisition of the knowledge for the adults or the learners have come to the literacy entre.

Adult learn by connecting experience with reflection (Goge, 2018). Learning in adulthood is different than learning in childhood. To understand adult learners, one must fully understand how adults learn. This is well known by educators specializing in adult education (Tough, 1999).

“Understanding learning in adulthood is like piecing together a puzzle; there are many parts that must be fitted together before the total picture emerges.” The individual learner, the context in which the learning takes

place, and the learning process are all parts of this puzzle. “Indeed, adult learning is the ‘glue’ holding together a field (adult education) that is diverse in content, clientele, and delivery systems.”

Much of the early work in adult learning focused on intelligence, and whether intelligence declined with age (Tough, 1999). Studies regarding adult intelligence in the early part of the century were a function of both flawed methodology and flawed conclusions about the loss of intelligence later in life (Tough, 1999). Typically, such studies were conducted in an artificial setting, and timed educational tests were used to compare young learners with older learner. We know now that intelligence is not reduced through the aging process. In fact, a significant finding in the brain research of the 1990s indicates that the more the brain is used, the less likely cognitive function will be lost (Sorge, 2007). And, supplementing the “use it or lose it” concept, intelligence can actually increase with increased intellectual exercise.

The physical and psycho-social conditions of adults certainly impact how adults learn (Oduaran, 2000). Some biological changes, such as loss of hearing and sight or disease, can seriously affect the learning process. From

a psycho-social perspective, life stages or events can have an impact not only on whether or not adults choose to participate, but on how they participate, in learning.

To facilitate learning in adult learners, a thorough understanding of how they are motivated to learn, what and how barriers to learning are formed. Adult learners have their own personal biography, view of the world, what is needed to survive and succeed in their personal endeavours and they even have their own personal view of success, internal and external influences on the adult learner both in their past and present experiences form these views. These views in turn the adult learners' barriers to learning. With this in mind, the need to create a tool to help facilitators of adult learners understanding the adult learners' the various factors militating against teaching and learning is of great importance.

According to Neuman & Becher (2002), barriers to teaching and learning are created, formed and changed in two spaces; the individual learner and the socio-environment and this requires a comprehensive understanding of learning and the two spaces. Understanding which are the intrinsic and extrinsic factors affecting teaching and learning enables us to

focus our efforts on the root cause of the problem. It further allows the adult facilitators to gain a better understanding of the adult learner and find ways how to motivate them and break down their barriers to learning. It is against this background that this research topic is needed.

Statement of the Problem

Literacy centres were established in Oredo Local Government Area to facilitate the process of educating the adult members of the community and indeed all other community members who have little or no the knowledge to read and write or those who want to improve their reading and writing skills. Initially, there was influx of adults to the literacy center, showing a proof that the zeal of the community members to acquire literacy was very high.

However, there seems to be change in the event of things especially as it concerns learning activities in the literacy programme . It appears that there is a drop in the performance of the adult learner, and majority of them seem to have withdrawn. More worrisome is the fact that most literacy centres in the area are no longer functioning. Therefore, the question is could there be a problem with the teaching and learning process of the adults in the

literacy centres? Hence, this study seeks to assess the factors militating against effective teaching and learning in the literacy centre of Oredo Local Government Area.

Research Question

In order to guide the study, the following, research questions were raised:

1. What is the level of participation of adult learners at the literacy centres in Oredo Local Government Area?
2. What are the teaching methods used by the facilitators for learning at the literacy centres in Oredo Local Government Area?
3. To what extent are the facilitators equipped with the teaching materials in the achievement of the goal of literacy in Oredo Local Government Area?
4. What are the available resources for promoting effective teaching and learning at the literacy centre in Oredo Local Government Area?
5. What are the challenges confronting the adult learners at the literacy centres in Oredo Local Government Area?

Purpose of the Study

The main purpose of this study is to assess the factors militating against the effective teaching and learning at the literacy centres in Oredo Local Government Area. Specifically, this intends to achieve the following objectives:

1. To ascertain the level of participation of adult learners at the literacy centres
2. To determine the teaching methods used at the literacy centres
3. To find out the extent to which the facilitators are equipped with the teaching materials at the literacy centres
4. To identify the available resurges for learning at the literacy centres.
5. To examine the challenges faced by adult learners at the literacy centres.

Significance of the Study

The study is expected to bring to the limelight the relatively unknown facts about issues of teaching and learning in adult literacy centres. Findings from the study will be of immense benefit of both government, organizers of adult education programmes, non-governmental organizations, the facilitators and even the adult learners themselves.

Studies have shown that there is no substitute for adequate facilities as far as education or classroom activities is concerned. In the area of adult education, findings from the study will reveal the importance of adequate facilities in the teaching learning process especially as it concerns adult learners. Government will therefore, see the need to provide these equipment in their quantity and quality.

The need for motivation both of the adult learners and the adult facilitators cannot be taken for granted. Organizers of adult education as well as non-governmental organizations especially those of them with interest in adult education will also see the need, from the findings of this study, to become more active in ensuring smooth acquisition of literacy skills especially as it concerns ensuring that the facilitators and the learners are highly motivated.

It will also benefit the adult facilitators in that the study will make them see their role in the promotion of affecting teaching and learning of literacy

Scope/Delimitation of the Study

This study is focused on Oredo Local Government Area of Edo State. Focused will be on the adult learners in the various literacy centres in the area.

Limitations of the Study

The following forces served as limitation to the quality of this research work. first and foremost, there was apathy on the parts of the respondents. The people are not interested in anything that has to do with research therefore they were reluctant to volunteer information.

Secondly, the attitude of the respondents was unpleasant during the first encounter on the issue. Some of the respondents were afraid to give out information believing that it might be used against them. Other constraints or limitation include time and high cost of transportation.

Definition of Terms

The following terms are hereby defined in the sense in which they have been used.

Teaching: It is the process by which knowledge and valuable information is transferred from an individual who possess the capacity to do so to learners in a place clearly marked out for it.

Learning: This is a process by which individuals acquire knowledge, skills and abilities which are to be used for their own development and that of their communities.

Adult: In this study adult will refer to individuals who are 18 years and above.

Literacy: Literacy refers to the ability to read, write and compute and use the skills to function effectively in their daily activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter is a review of related literature based on the factors militating against effective teaching and learning at the adult literacy centres in Oredo Local Government Area of Edo State. This study will be reviewed under the following sub-headings:

- Concept of Teaching and Learning
- Adult teaching and Learning Methods
- Influence of Teaching Methods on Adult Learners.
- Principles of Adult Learning
- Teaching and Learning Resources for Adult Learner
- Utilization of Teaching Resources by Facilitators
- Challenges Faced by Adult Learners in a Literacy Programme
- Summary of the Literature Reviewed

Concept of Teaching and Learning

Learning is a reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to

shape future action and formulate new knowledge. Features highlighted by this definition include:

- an active process in which the learner relates new experience to existing meaning, and may accommodate and assimilate new ideas.
- past, present and future are connected, although a linear connection is not assumed, un-learning and re-learning may be implied.
- the process is influenced by the use to which learning is to be put: how the learning informs action in future situations is vital. The above definition stands in contrast to prevalent views of learning, which imply that it is a passive process of knowledge acquisition, with predictable and measurable outcomes.

Our knowledge and understanding of learning is based on the attention given to curriculum design and development, the planning of learning experiences on learners have a significant impact on their attitude to learning. To arrange activities which promote the process of learning is a complex challenge in any situation, and especially so in a literacy class. The phrase 'teaching-learning' embodies the core task of the teaching profession. Biggs (2001) helps us see how we are steered in helping adults learn by four models:

1. Learning by being shown
2. Learning by being told
3. Learning by constructing meaning
4. Learning by joining a knowledge-generating community

In such a context the goals of learning need to focus less on knowledge acquisition by individuals, and more on knowledge-generation with others. Effective learners have gained understanding of the individual and social processes necessary to become effective learners. This is not just acquisition of particular strategies, but the monitoring and reviewing of learning to see whether strategies are effective. This has been described as "learning how to learn" and "meta-learning". Effective learning includes this extra crucial ingredient "which actively involves the student in meta-cognitive processes of planning, monitoring and reflecting". As Engestrom (2001) opined, learning is:

- an activity of construction,
- handled with (or in the context of) others,
- driven by learner's agency.

Effective learning is all of these at their best, PLUS the monitoring and review of whether approaches and strategies are proving effective for the

particular goals and context. According to him, effective learning involves outcomes such as:

- more connected knowledge
- wider range of strategies
- greater complexity of understanding
- enhanced action appropriate to goals and context
- increased engagement and self-direction
- more reflective approach
- more positive emotions and affiliation to learning
- more developed vision of future self as a learner
- greater facility in learning with others
- more sense of participation in a knowledge community

The definition of effective learning suggests that the learner:

- is active and strategic
- is skilled in cooperation, dialogue and creating knowledge with others
- is able to develop goals and plans
- monitors her/his own learning and is versatile across contexts.

Adult literacy is not the type of education that relegates learning process only to the period of youth and it is not so termed because it is confined to adults but because adulthood and maturity defines its limit and

its concept is inclusive. The purpose of adult literacy education is to put meaning into the whole of life.

Teaching on the other hand is an activity or process which is systematic, interactive, organized and purposive. It implies a process of transmitting specific or general knowledge to an individual or group of individuals who are acquiring the knowledge. Effective teaching focuses on developing the core attributes of an effective facilitator. It enhances teachers' understanding of the content they teach and equips them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding and to develop learners' meta-cognitive skills. Characteristics of assessment and curriculum will create tensions in teaching. These impacts on conceptions of teaching, and on the process and outcome of learning. Classroom practice can still assess in a way that promotes qualities such as collaborative and thoughtful approaches to learning, by staying close to learners' experiences and remaining supportive to learners.

Facilitators' conceptions of teaching vary, with two main orientations - learning facilitation and knowledge transmission. The associated approaches to teaching are in turn, linked with qualitatively different approaches to learning: when the approach to teaching is focused on the facilitator and knowledge transmission, learners are more likely to adopt superficial approaches, to learning. The studies made by Telford & Masson (2005) revealed the following:

1. *Effective facilitators draw out and work with the pre-existing understandings that their learners bring with them:*

Effective facilitators will actively inquire into learning thinking, creating classroom tasks and conditions under which their thinking can be revealed. Learning initial conceptions then provide the foundation on which the more formal understandings of the subject matter are built. Effective facilitators are aware of preconceptions that affect the mastery of particular subjects. They draw out misconceptions and work with learners' preconceptions which they build on them, challenge them and, where appropriate, replace them.

- 2. Effective facilitators teach some subject matter in depth, providing many examples in which the same concept is at work and providing a firm foundation of factual knowledge.***

Effective facilitators undertake in-depth coverage of fewer topics in a subject area rather than covering all topics superficially in order for key concepts in that discipline to be understood. The goal of coverage is not abandoned entirely. However, there must be sufficient in-depth study to allow learners to grasp the defining concepts in specific lessons.

- 3. Effective teachers focus on the teaching of meta-cognitive skills, integrating those skills into the curriculum in a variety of subject areas.***

The process of meta-cognition is clearly explained and modeled by effective facilitators. Meta-cognition, or 'thinking about thinking', refers to higher order thinking that involves being aware of, and having control over, the thinking processes involved in learning. Meta-cognitive activities include planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task.

Effective teachers understand that meta-cognitive skills are essential for independent learning. Activities that develop meta-cognitive ability are

consciously integrated into the curriculum and the teaching of all subject matter.

4. *Effective teaching is collaborative, involving reflection and feedback (not just individual inquiry)*

Facilitators should relate to individual needs but be organized around collaborative problem- solving, organized in teams, educators take collective responsibility for solving the complex problems of teaching and learning and improving learners' outcomes. Teams share knowledge, expertise and experience in order to deepen learning and to foster a mutual understanding of effective classroom practice. Teams create the conditions for collegial reflection and support and help to spread workloads more evenly.

Constructive, objective and actionable feedback on facilitator practice is important for targeting areas where he needs to improve his or her performance and for the purpose of designing professional learning opportunities that address areas for improvement.

5. Effective teaching is evidence based and data driven (not anecdotal) to guide improvement and to measure impact

Data from different sources can be used to determine the content of facilitators' professional learning and to design and monitor the impact of professional learning programmes. Evidence, rather than anecdotes, are collected regularly at the literacy education level to help focus learning. Data can be used to measure and improve the impact of teaching. Formative evaluations allow facilitators to make mid-programme refinements and corrections, while summative evaluations measure the effectiveness of professional learning activities and their impact on facilitator practice, knowledge and learners' attitude.

6. Effective teaching is ongoing, supported and fully integrated into the culture and operations of the system — schools.

Effective teaching is an ongoing, long term and sustained activity. Significant and long-term change in educational practice does not occur in a matter of weeks but more often over months or years. Learning by doing, reflecting and refining is a long, multistage process. Solving complex problems and implementing

innovative practices may require outside expertise and additional resources. Encouragement and recognition is also crucial to maintaining effort since finding new ways to do things is difficult and often painful. Sustained, immediate and quality support is essential to ensure improvement in schools and classrooms, particularly when an unexpected problem arises.

7 Effective teaching is focused on learners outcomes

Effective teaching is aimed at maximizing learning so that all learners achieve their learning potential. Using multiple sources of learning outcomes data, facilitator should be guided by analyses of the differences between goals and standards for standards for learning and learners' performance. Learners' outcomes will improve if facilitators' understanding of how to represent and convey content in meaningful ways is increased.

8. Effective teaching is focused on and embedded in educational practice

Effective teaching should be school based and built into the day-to-day work of teaching. The most potent and meaningful learning experiences occur in the school, where facilitators can address the immediate problems and challenges of learning and teaching. Being situated close to the classroom

will enable facilitators to work together to identify problems, find solutions and apply them.

9. Effective teaching should be anchored in the school-based work of facilitators but enriched with ideas and knowledge sourced from outside the school

When you are raising learners* awareness of learning outcomes for your programme, how do you ensure students understand these outcomes in the way you intend them to be understood? Components support each other.

Biggs (2001) outlines the critical components of teaching as follows:

- The curriculum we teach;
- The teaching methods and strategies we use to facilitate learning;
- The assessment processes we use and the methods of reporting results;
- The climate we create in our interactions with learners;
- The institutional climate, the rules and procedures we are required to follow.

Adult Teaching and Learning Methods in Adult education

The obvious differences between adults and children obviate the differences in methods of teaching adults and children. The method used in teaching adult is called Andragogy. There are various methods for teaching

adult education available to the facilitator to choose from, whatever method the facilitator may decide to use should be such that would permit the attainment of the objectives of the facilitator and the adult learners involved in the teaching and learning process. The various methods mostly used are:

- Lecture method
 - Demonstration method
 - Discussion method
 - Role play method
 - Assignment and project method
- Lecture Method

Lecture Method

The lecture method is a one way communication between the facilitator and the adult learners or participants in the programme. The facilitator or instructor could be a professional or an expert employed as a resource person to impart knowledge, skills, habit and attitude to programme participants. The method involves the teacher "feeding" the participants with the information he wants to have. The participants do not take any active part other than to listen and receive information as given. They are neither allowed to make any contributions to the lecture nor to ask questions when

there are doubts. The lecturer makes effort to ensure that enough and accurate information is passed on to the participants. He cites authorities (quoting extensively) to support whatever facts or ideas he has, while he gives no room to the participants to contribute to the lecture. The lecture method is quite suitable for a large group of learners who are gathered at the same lecture room for an educational programme. Much effort is required by the participants to receive adequate information, store same and to be able to receive the information when needed at a future date. This is because lectures usually take long durations and conversely there is a decline in the attention span of the participants as the lecture continues and is prolonged.

Demonstration Method

This involves practical showing to the participants in a programme how to carry out certain actions or the procedure for preparing something. It involves the participants watching and listening to the facilitator as he performs the action while at the same time the participants are given opportunity to practice the actions involved under the guidance of the facilitator. Demonstration method is very fruitful and helps the facilitator to

develop self-confidence and a firm belief that his intended innovation would be acceptable to the participants. The learners on their part become convinced of the safety of the intended innovation. Demonstration method is highly participatory interesting and rewarding in adult learning (Okenimkpe, 2003).

Discussion Method

This method is usually effective in a small group situation. The discussion method provides opportunity for every group member to gain new knowledge from other members. The facilitator also gains additional ideas, facts or knowledge which each discussant contributes to the topic. The discussion method is useful as it permits cross fertilization of ideas since individual members bring new information based on research knowledge or experience. During the discussion session, the role of the facilitator is limited to guiding or directing the course of the discussion by ensuring that assigned roles are performed and eliciting active participation from every group member (Okenimkpe, 2003).

Role-play Method

This method involves assigning programme participants some roles which they are expected to play in real life or in their job after completing the training programme. By performing the roles during the learning process, the participants acquire the new skills, habits, knowledge, attitudes and ability necessary to for successful performance of their life roles. The main purpose of the role play method is to put learners in a simulated social relationship with a view to widening their understanding of a particular problem or predicament and possibly changing their attitudes. It is very useful in behaviour modification.

This method involves giving the participants' take-away assignments and projects which they are expected to carry out individually. When the assignments are completed, they are submitted to the facilitator for marking and corrections where necessary. Projects and assignments have the advantage of making the participants read or work on their own purposefully.

It is important to remember that what the learner does is actually more important in determining what is learned than what the facilitator does

(Nwumann and Becher, 2002). This statement is congruent with a constructivist view and also reminds us that learners in higher education must engage with and take considerable responsibility for their learning. It is important that learners structure information and are able to use it. The facilitator cannot do all the work if learning is to be the outcome; congruently, the facilitator must ensure that course design, selection of teaching and learning opportunities and assessment help the learner to learn.

Selection of teaching, learning and assessment methods should be grounded in and considered alongside an understanding of theories about learning. Notable among the precepts that emerge from what we understand about how students learn are the following:

- Learners experience the same teaching in different ways.
- Learners will approach learning in a variety of ways and the ways we teach may modify their approaches.
- Prior knowledge needs to be activated.
- Learners have to be brought to 'engage'¹ with what they are learning so that transformation and internalization may occur.
- Learners bring valuable experience to learning.
- Learners may be more motivated when offered an element of choice.

- Learners need to be able to explain their answers, and answer and ask 'why?' questions.
- Facilitators and learners are both responsible for learning Facilitators need to be aware of the impact of cultural background and beliefs on learner behaviour, interpretation and understanding.
- Feedback and discussion are important in enabling the facilitator and learner to check that accommodations of new understanding are 'correct'.
- Non-formal and informal discussion of what is being learnt in a peer (small) group can be a powerful learning tool.
- Learning best takes place in or related to a relevant context (to facilitate the making of meaning).

The learning climate/environment in which learners learn (e.g. motivation, interaction and support) affects the outcomes (Nawmann and Becher, 2002).

Influence of Teaching Methods on Adult Learners

An effective teaching brings about effective learning. The facilitator must possess those qualities that bring about effectiveness in learning. Ayeni (2011) stated that teaching is a process that involves bringing about desirable changes in learning so as to achieve specific outcomes. According to him the primary purpose of teaching at any level is to bring about fundamental change in the learner.

According to Hussain, Anwara andMajoka (2011), teaching is a dynamic, well planned and systematic presentation of facts, ideas, skills and techniques to students and its focus is to acquire maximum learning experience. The teacher factor is one of the factors that affect student's learning. The facilitator plays a prominent role in the adult learning process.

According to Ruhnau (2006) instructional strategies consist of all those things the teacher does in planning, implementing and evaluating instruction. It is essential that the facilitator should be conscious of teaching learning objectives as a goal. As long as the teacher's goal is highly focused on the student's welfare, the result would be a well sounded and balanced

personality of highly successful students. Thus, the planning, the methods and the medium of communicating the learning experiences must be compatible with the learners needs.

The facilitator's method does influence the adult learners. The influence of teaching methods on students learning should be of interest to every facilitator .According to Ganyaupfu (2013), effective teaching influences student search for knowledge rather than the facilitator monopolizing the transmission of information to the learners. Alignment of teaching methods with student's needs and preferred learning influences student's academic attainments. Effective adult teaching methods promotes interest and critical thinking among adult learners, an effective teaching strategy aids remembering and the sharing of the transmission of knowledge. The teacher's attention should be focused on the teaching style that will motivate the students to give extra effort not on the educational philosophy of the teacher (Ruhnau, 2006). Every teacher has specific strategies and patterns for teaching that they are comfortable with, but this should not be given topmost priority but the relevance of the teaching to the learner should

be. Past researches have shown that an effective strategy would determine an improvement in motivation and achievement among students.

The teaching method employed by the facilitator improves learning outcomes. Selection of the most suitable teaching strategies is the basic condition for successful-teaching/learning process. Effective teaching leads to improved individual work quality. The impact of the literacy on the adult learners also includes the promotion of a sense of achievement for the learners. An effective strategy can move the adult learner from a reluctant learner to an engaged learner that is intrinsically motivated (Ganyaupfu; 2013). It enables them respond positively to the learning activity. The influence of teaching methods on student's learning should be the interest of every facilitator and learner.

Principles of Adult Learning

Alexander (2009) defines adult learning as a process by which adults acquire knowledge and skills in areas which they have deemed to be useful and of immediate benefit to them. According to Knowles cited in James (2006), it is referred to as the practice of teaching educating adults. At the

beginning of all efforts of adult learning should be the realization that teaching adults requires a different approach and methodology from teaching children and adolescents. While some principles of learning have relevance for all age groups, a number of specific requirements for adult learning can be identified. At the core of modern approaches of adult learning is the realization that adult learning can be effectively accomplished through the conventional teaching style based on a teacher-student relationship.

The main aim and motivation for adult learning is to facilitate change in one or more of the following areas: skills, behavior, knowledge level and attitude.

Compared to children, adult learners have already accumulated a foundation of life experiences and knowledge. With that, they also enter the learning process with set habits, perceived thoughts and possibly prejudices which can negatively affect the learning environment (Tough, 199). Adults are also more autonomous and self-directed in their learning. Thus, they have a stronger need to know the purpose of the learning process. They need to be actively involved in influencing the learning process so as to have a choice in what they learn and how they learn it. According to Zadra (2000), the sources and degrees of motivation for learning may differ from those of children. All these characteristics need to be considered in the design of

adult learning activities in order to optimize the learning effect. This requires an adjustment of the learning environment, the facilitation approach and the methods applied.

Unlike children in school, adults have many responsibilities which they have to balance against the demands of learning. This can limit their ability to effectively take part in teaching learning process activities. Zuofa (2006) posit that some of the limiting factors include lack of time, financial challenges, limited awareness on learning opportunities, weak priorities, for learning activities as well as practical issues such as transportation, family obligations and child care. All these have to be seen against the background of the generally voluntary character of adult learning activities. In order to effectively address or work around these limiting factors it is important that the activities are carefully planned and clearly communicated and that a certain degree of flexibility and understanding of the given context is guaranteed.

Clearly, adults learn best when they are convinced that what they are taught is relevant and useful. Thus, it is crucial that the facilitators of adult learning activities understand its values and attend because they want to be there and have chosen to learn something new. The facilitators will need to effectively communicate to the adult learners why the learning is relevant

and important and how each individual participate and the community as a whole will benefit from the learning process.

Several literatures have shown that adult learning requires learner centered methods and a cooperative learning climate. The facilitator needs to act as a facilitator rather than as a teacher. Mutual expectations need to be clarified between the facilitator and the adult learners or adult learners and there needs to be a relationship of mutual trust.

According to Knowles (1996) adult learns best when:

1. They understand why something is important to know or do.]
2. They have the freedom to learn in their own way
3. Learning is experiential
4. The time is right for them to learn
5. The process is positive and encouraging.

In line with the characteristics of adult learners as defined by Knowles, we can identify a number of principles which can ensure that these characteristics are adequately considered in the design of adult learning.

Adult are autonomous and self-directed: Adults need to be free to direct themselves, deciding for themselves what they want to learn, for how long they can learn and what direction the learning process will take. Ideally, adults should create their personal learning objectives which allow them to

set individual learning goals. Learning is more effective and lasting when the process is self-initiated and the adult learners can proceed at their own pace. Thus, in adult learning, the facilitators should actively involve adult learners in the learning process. Adult learners should be encouraged to be responsible for their own learning process and the direction it takes. The challenge for the facilitator here is to take up adult learners input so as to enhance their “ownership” of the learning process, while at the same time still ensuring that the pre-defined objectives of the teaching learning process can be met. Furthermore, in the course of the teaching learning process, adult learners should be allowed and encouraged to assume responsibility for presentations, group leadership, moderation etc. Ultimately, the facilitator should guides adult learners to their own knowledge instead of purely supplying them with facts.

Adults have accumulated a foundation of life experiences and knowledge. Adults, compared to younger people, have a much wider range of previous life experiences and previously acquired knowledge. This may include for example previous formal and informal learning, work-related skills and experiences as well as family responsibilities. The past experiences may also bias the adult learner’s attitude towards the teaching learning process and the topic. If the new learning experience does not fit

into what adults already know, they might reject it. It is therefore important to enable the adult learners to see a connection between the current learning experience and their past experiences and their existing knowledge base. The facilitators should acknowledge adult learners' background and competences. Having this in mind, it's important to start the learning activity by finding out what the adult learners already know about the topic and to provide frequent opportunities in the course of the teaching learning process for adult learners to share and discuss relevant experiences

Adults are goal oriented: Adults usually enter the learning process with certain goals in mind and they learn best when they feel that there is a connection between the teaching learning process and their goals. They like to know how the process will help them reach their goals. It is therefore important for the facilitator to inform the adult learners how they will benefit from what they will learn in the teaching learning process. The learning process needs to be well structured and organized, with clearly defined elements and objectives. The facilitators should explicitly state the objectives at the beginning of the teaching learning process.

Adults are relevancy oriented: Adults need to see a concrete reason for learning something. Thus, they need to be convinced of the relevance of the teaching learning process for their personal life and direct environment.

Learning has to be applicable to their work or other highly valued responsibilities, for example in the family or the community. It is therefore important to connect the theories and concepts related to the teaching learning process topic to a setting that is familiar to adult learners. The teaching learning process content should be problem-centered and applicable to real-life in the given context of the adult learners.

Adult are practical: Adults need a practical approach to learning. They learn best through an active not a passive process. They may not be interested in knowledge for its own sake and may not be satisfied with learning for a theoretical future use they want immediate applicability. They facilitator therefore needs to emphasize how they will be able to practically apply what they will learn. Moreover, the element of activity needs to take a central place in the teaching learning process concept, for example through practical exercise in which knowledge is generated in an interactive manner or in which newly acquired knowledge is applied and tested by the adult learners.

Adults need to be shown respect: Adults, like all learners, need to be respected as individuals. The facilitator needs to acknowledge their maturity and wealth of knowledge and experience. Adult learners should be treated as equals in experience and knowledge and allowed to voice their opinions

freely. Mutual respect and trust and a spirit of cooperation should characterize the learning environment. In a conducive learning environment all adult learners- including the facilitator-share ideas and learn from each other. Adult learners should view one another as resources, while the facilitator is seen as a facilitator or guide rather than the only one with relevant knowledge.

Learning and Teaching Resources for Adult Learners

The selection of the right resources would determine the success of a literacy education programme. The resources should be inadequate quantity and quality. However, if the right combinations are not made, there may be wastage and miscalculations leading to the collapse of a programme. The success of any literacy programme therefore, depends on the adequacy and how effectively the material resources are distributed. The adult literacy educator is then seen as innovator to guide the needs of adults and to prepare teaching and learning resources which are relevant to their needs.

Learning resources are mediating materials used in instruction to enable learners understand the learning objectives clearer and to make teaching easier. A careful explanation of a subject may not absolutely lead to a better understanding of that particular subject by adults, whereas, the use of learning materials provides clarity on issues that are of utmost interest to

the adult (Knowles, 1996). According to Knowles, literacy programmes should be provided with literacy such as primers, posters, charts, audio visual and other materials. This makes literacy programme interesting and thus enhance participation of adult learns. He noted that, lack of adequate literacy primers and writing materials discourage learner. For effective, implementation of adult literacy education programme, teaching and learning resources are critical.

When facilitators have adequate and relevant materials and facilities they become more effective and productive. Facilitators are the major determinants of how human and material resources can be involved in the teaching-learning process. Mwangi (2002) noted that using the primary schools as learning centres for adults discourage learners. This is because many adult learners confess that they feel ashamed to use the same learning facilities used by children. There is need to mobile facilitators, equipments and other physical facilities for a conducive learning environment. This can be achieved through co-ordination and utilization of existing material resources.

Presently, the federal government of Nigeria (2004) has stated in the National Policy on Education that adult educators will be required to participate more actively in the production and assessment of educational and

learning materials respectively as well as the operational techniques. This position implies that the production of these resources that can be improved at little or no cost be undertaken by facilitators in various andragogical settings. In addition, those learning materials that are already produced for use at the literacy centres must be evaluated constantly to ensure that they remain useful, suitable and adequate for the purpose of sustaining employment-based skills. The usefulness of these material depends on what the facilitators make out of them. This is why the facilities must ensure that learning materials are inadequately and effectively put into use at the various literacy centres for the benefit of adult learners.

To ensure that learning materials are effectively used, facilitators must observe the following rules:

- The instructional device must relate to the nature of the learner. Adult learners differ in their mode of learning, and so to take care of these differences, a variety of materials should be introduced to appeal to learner's various senses. Some may learn better by hearing to some seeing is believing and to others, other senses may be more effective.
- The materials must be related to the problem or subject matter. They should clearly convey the content

- The materials must be readily available before the actual teaching. They must be checked, tested and in good condition before the teaching, otherwise may lead to disappointment.
- The facilitator must have the operational knowledge of the materials otherwise he should arrange for a specialist before the actual lesson hence the need to train and retain adult educators in the use of various educational aids.
- Varieties of techniques and devices have to be integrated with clearly and neatly written chalkboard summary of essential points of the topic. The facilitator's voice should be guiding and audible and sometime other body movements must serve as good illustrations and hence good instructional aids (Nzeneri, 2008).

According to Nzeneri, other factors necessary for effective utilization of devices include conducive environment for learners readiness level, suitability of devices to learner's needs set objectives and ability. Also, the facilitators should consider as part of the resources, the time, the venue, the occupations, the residences, and the transportations that are made use of in carrying out the programme.

The need to develop an effective learning system in literacy education is particularly significant. This calls for a blueprint of

instructional development and delivery, and utilizing multi-media approaches with the objective of improving the teaching and learning process. In adult learning, facilitators ought to ensure that instructional materials are prepared in modular texts design and writing for easy understanding of the letters and acquisition of knowledge and skills. Ekpo (2004) aptly declared that instructional materials are often used to compensate for the inadequacies of the sense organs or to reinforce the capacity of the dominant organs. They must be relevant for the realization of the intentions of the curriculum. Thus, when there is a shortfall in the available learning and teaching materials, the facilitators should learn to improve with what is available in the environment in order to effectively make the literacy lessons more interesting to the learners.

Utilization of Teaching Resources by Facilitators

In the utilization of teaching resources in the classroom setting, there are some plans and principles identified by Ughamadu (2009:197) to be followed by the literacy education programme facilitator, which include;

- **Preparing himself/herself:** For the classroom facilitator to make effective use of teaching resources, he/she should always prepare himself/herself adequately well in advance. The facilitator should be

physically, mentally and psychologically fit to analyze teaching resources in the classroom setting. In addition, the facilitator should be innovative and resourceful and be well acquainted with the procedures for utilization in the classroom.

- **Preparation of the Environment:** Effective utilization of teaching resources demands that the facilitator should put the learning environment in order and make sure that all required materials are ready. For instance, if an overhead projector is to be used, the facilitator should ensure that it is reserved, properly set up and ready for use at the appropriate time.
- **Preparing the Class:** The classroom should be prepared by having the learners well arranged, seated and free from all hindrances to learning. The facilitator should introduce the learners to the teaching resources to be used. The learners should be given a brief description on what the teaching resource covers, with emphasis placed on what is vital to be learned from it.
- **Utilizing the Teaching Resources:** This demands the proper utilization of a particular teaching resource by the facilitator. If film for instance is to be used, it should be shown properly. Images should be in proper focus and projected above the heads of the class

viewers. In the use of sound, for instance, the volume and tone should be properly adjusted so that all members of the class may hear, understand, enjoy and appreciate the message.

Some useful principles that will guide facilitators in the utilization of teaching resources have also been outlined by Ughamadu (2006:199) as follows:

- The selection of teaching resources to be used should be based on valid learning objectives and the unique characteristics of the learners.
- The use of teaching resources should essentially be followed by the development of adequate learner readiness. This will make for effective learner participation.
- All necessary physical facilities and conditions for using teaching resources should be arranged by the facilitator in a manner that provides for economy of time and optimum learner attention and participation.
- The facilitator should of necessity guide learner in their responses to experiences with teaching resources.
- The facilitator should on a continuous basis subject various forms of teaching resources to evaluation

In fact, the facilitator in a literacy education programme should ensure effective and judicious use of teaching resources. Resourceful facilitator can utilize teaching resource at the onset of a lesson, at the middle or at the end to summarize a lesson. As a matter of fact, teaching resources can be utilized at anytime during the teaching and learning processes to motivate the learners, clear any misconception, transmit and explain information.

The purpose of utilizing teaching and learning resources in literacy class is to assist the facilitator with the presentation and transmission of educational content and the achievement of educational objectives, while aiding the learners in acquiring knowledge and equipping them with different abilities and values. According to its usage, teaching and learning resources can be differentiated into three main phases (Reints, 2002). As stated by him, the first phase in the use of teaching and learning resources is the phase of selection and initial evaluation. Its role is the selection of the most adequate teaching and learning resources. Several key factors should be taken into account in this phase, such as:

- **Teaching objectives and tasks:** They are foundation of the teaching process and serve as a starting point in the selection of teaching and learning resources.

- **The learners' personality:** In the teaching process in general, and the selection of teaching and learning resources in particular, it should be borne in mind that every learner is special and is defined by different physical and psychological qualities, intellectual development, social skills, interests, abilities and different styles of learning.
- **The facilitator's level of education and abilities:** If the facilitator as someone who should lead, direct and monitor the teaching process, has no required knowledge and skills in order to realize the potential of teaching and learning resources, their role in the class becomes insignificant.
- **Characteristics of teaching and learning resources:** Resources used in teaching should primarily be stimulating and informative, easily accessible and should contribute to the clarity and quality of teaching and learning.
- **The school's level of material-technical equipment:** In case the school has no varied and adequate aids, the presentation of teaching and learning resources will be largely limited. The second phase is the use of teaching and learning resources is presentation and interpretation. This phase should be directed or managed in such a

way that it encourages the facilitator-learner and learner-learner processes of communication and interaction in three basic steps, namely:

- The initial analysis of the elected teaching and learning resources. This phase is based on determining the reasons for the use of the teaching and learning resource in the teaching process, and determining the resources identity.
- Collection and classification of the information presented by the teaching and learning resource relevant to the purposes and tasks of teaching.
- Synthesizing the gathered information and drawing conclusions. The third phase in the use of teaching and learning resources is represented by final evaluation. Its purpose is the evaluation of the results of selection and presentation, in other words, the effectiveness of the teaching and learning resources, so as to gain insight as to the contribution of the resource in achieving the set goal.

Challenges faced by Adult Learners in a Literacy Programme

The adult learners live with so many responsibilities and the decision to acquire literacy is challenging. Some of the learners have never been to the classroom or it has been a long time since they have been in class, they find it difficult to integrate the literacy programmes into their schedule. Their attention is usually divided between family, work and social organizations. Efforts made to combine all of these usually pose significant challenges to the adult. According to Kristen (2013) adults face school and life challenges, many adults have family and family obligations to attend to and as such have less time available for school-related activities. These additional responsibilities can lead to stress and frustration for the adult learners. Balancing a job, family and other responsibilities is challenging enough for most adults.

The responsibilities can in turn have effects on the learning outcome of the adult learner. Whether it's a full time job or a growing family, other responsibilities make it difficult to attend classes during regular school hours. This can lead to difficulty succeeding at school, or even reluctance to return to school at all (Kristen, 2013).

The challenge of teaching is a serious problem being faced in adult literacy programme and this is in addition with the problem of facilitator. Imhabekhai (2009) is of the opinion that a person that is not a trained adult educator facilitator may not be able to function as expected in terms of teaching the adult and he thus posited that there is need to differentiate between the method for teaching the young ones(pedagogy) and the method of teaching adults (andragogy). Facilitators should learn to incorporate methods of learning that prove effective in every learning situation. Combining methods will help both facilitators and learners to achieve the expected goal. Doing this may however be difficult for an untrained facilitator on whom the effectiveness of adult education lies. It is therefore important for trained adult educators and facilitators to be employed for the purpose of effective adult literacy education programme.

The income level of the adult learner might make it difficult for him to afford education. His family is his major priority and as such not much might be left to attend school as the cost of schooling might be unbearable for him. Many learners at all levels, experience challenges when going to school .Such challenges have impact on educational outcomes (James, 2016).

The state of mind of the adult about the learning environment can pose a challenge. Some adult learners experience personal fears, self-doubt and social pressure (James, 2016). Adult learners are fully able to thrive in school with the right techniques and necessary confidence to overcome the challenges.

Summary of Literature Reviewed

The literature reviewed have given an overview of different issues on teaching and learning in adult literacy centres. It is believe systematic interactive, organized and purposive which plays a role in transmitting knowledge to the adult learners. It means therefore that facilitators will need a deep understanding of the contexts in related subjects, so as to enhance the development of learners' attitude and acquisition of skills. However, learning becomes a reflective activity which enables the learner to relate new experience to existing meaning in accommodating new ideas.

Also reviewed in line with this, is the methods used by facilitators the various methods include the lecture method, demonstration method, discussion method, role-play method and project method. However, it is noted that the selection of the teaching method should be in the understanding of adult learning principles and theories. It is seen that the alignment of teaching methods with the learners' needs influences their literacy goal attainment.

The review shows that the success of any literacy programme depends on the adequacy of resources available to the facilitators in the programme. This is because, the facilitators is seen as an innovator to guide the needs of adults and to prepare teaching and learning materials relevant to their needs. Therefore, there is need to equip the facilitators with the relevant resources to enable a high level of participation of learners in adult literacy programme. However, the facilitators will need to prepare for the lesson, prepare the environment prepare the class for learning and utilize the teaching resources for the attainment of the learners goal in the literacy programme.

It is seen in the review, that learners are faced with certain challenges which in turn affects their learning outcome. Some of these challenges include; their social responsibilities which prevent their effective participation, the teaching methods employed by the facilitators, the nature of the literacy centre as it relates with the learning environment and the state of the mind of adult learners.

CHAPTER THREE

METHODOLOGY

This chapter presents the methodology used in the conduct of this research work. These include:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the Instrument
- Method of Data Analysis

Research Design

This study employed the survey research design in assessing the factors militating against teaching and learning at the literacy centres in Oredo Local Government Area. This design was chosen because it enabled the researcher obtain the relevant opinions from the respondents on the pertaining issues.

Population of the Study

The population of the study consists of one hundred and forty (140) adult learners in Oredo local government area. This is illustrated in table 1 as follows:

Table 1: Population of Adult Learner in Selected Literacy Centre in Oredo

S/N	Adult Literacy Centre	Population
1	Pioneer Education Centre, New Benin, Benin City.	57
2	Adut literacy centre, Uyaro, Benin City	42
3	Church of God Mission Literacy Centre, Air Port Road	28
4	Advanced GCE Literacy of Reading and Writing, Benin City	13
	Total	140

Source: Field survey, 2019.

Sample and Sampling Technique

The sample comprised of a total of one hundred and forty adult learners (140) drawn from four (4) literacy centres in Oredo local government area. Census sampling technique was chosen in the course of this study to select the entire learners in the population. The main purpose of adopting the census sampling technique was due to the limited learners gotten from the existing literacy centres.

Research Instrument

Data collected with the aid of a questionnaire. The questionnaire has two (2) sections: A and B. The section A included items aimed at gathering data concerning the demographic elements of the respondents such as age, sex, etc. The section B comprised of items meant to help collect data on issues raised on the research questions.

Validity of the Instrument

The instrument was validated using the expert judgment by the project supervisor. He helped to scrutinize the items in the instrument to determine their relevance to the investigation. Corrections and suggestions offered by the research supervisor were taken into consideration in providing the final copy. A final instrument was constructed in accordance with the supervisor's suggestions and comments.

Reliability of the Instrument

To determine the reliability of the instrument, the test-re-test method of estimating the reliability of research instrument was used. In this regard, the constructed instrument was administered twice to a group of thirty (30) respondents selected from outside the target population within an interval of two (2) weeks. The responses or results were corrected using Pearson

Moment Product Correlation Statistics to determine the correlation index. A correlation index of 0.71 was obtained.

Administration of the Instrument

The researcher personally administered the questionnaires on the sampled subjects. In addition explanation was also provided where necessary to ensure that all the items are responded to.

Method of data Analysis

In analyzing the data collected, the researcher employed the use of descriptive statistics such as frequency count, simple percentage and mean scores.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

This chapter deals with the analysis of data obtained based on the retrieved questionnaires distributed to the respondent to elicit their responses.

The results are presented below:

Table 2: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	40	28.6
Female	100	71.4
Total	140	100

Table 2 shows the gender distribution of respondents. From the table, 28.6% of the respondents were males while 71.4% of them were females. It means that majority of the respondents in the study are females.

Table 3: Distribution of Respondents by Age

Age	Frequency	Percentage
18-27	24	17.1
28-37	25	17.9
38-47	61	43.6
48 and above	30	1.4
TOTAL	140	100

Result in table 3 revealed that 17.1% of the respondents falls within the age range of 18-27, 17.9% of the respondents are in the range of 28-37, 43.6 of the respondents falls within the age bracket 38-47 while 21.4 of the respondents or the participants are in the age bracket of 48 and above. This clearly shows that most of the participants in the study are matured adults.

Table 4: Distribution of the Respondents by Marital Status

Marital Status	Frequency	Percentage
Single	33	23.66
Married	77	55
Divorced	20	14.3
Widowed	10	7.1
Total	140	100

From table 4, it can be seen that 23.6% of the respondents were single 55% of the respondents were married, while 14.3% of the respondents were Divorced, similarly 7.1% of the respondents were widowed. This clearly shows that majority of the participants are married.

Research Question 1: What is the level of participation of adult learners at the literacy centres?

Table 5: Distribution of the respondents on the level of participation of adult learners at the literacy centres

S/N		Frequency	Percentage
1	High	20	14.3
2	Moderate	40	28.6
3	Low	80	57.1
	Total	140	100

Data in Table 5 reveals that 14.3% of the participants responded that the level of participation of adult learners at the literacy centres was high, 28.6% indicated that it was moderate while 57.1% of the participants indicated that the level of participation of the adult learners was low. This therefore means that the adult learners have low level of participation at the literacy centres.

Research Question 2: What are the teaching methods used at the literacy centres?

Table 6: Distribution of the Respondents on the Teaching Methods used at the Literacy Centres

S/N	Level of Responses	Frequency	Percentage
5	Demonstration method	40	28.6
6	Group discussion method	30	21.4
7	Role –play method	10	7.1
8	Lecture method	60	42.9
	Total	140	100

Result in the table 6 reveals that in item 5, 28.6% of the respondents were of the opinion that demonstration method was by the facilitators in item 6, 21.4% indicated that group discussion was adopted by the facilitators in item 7.7% indicated that role-play method was used more at the literacy centre while in item 42.9% responded that lecture method was used more at the literacy centres. It can therefore be accepted that lecture method is mostly the teaching method frequently used at the literacy centres.

Research Question 3: To what extent are the facilitators equipped with the teaching materials in the achievement of the literacy goals?

Table 7: Distribution of the Respondents on how equipped the facilitators in the achievement of the goal of literacy

S/N	Level of Responses	Frequency	Percentage
9	Well equipped	20	14.3
10	Equipped	30	21.4
11	Manageable	40	28.6
12	Not Equipped	50	35.7
	Total	140	100

Data in Table 7 reveals that in item 9, 14.3% of the respondents indicated that the facilitators were well equipped in item 10, 21.4% accepted that the facilitators are moderately equipped in item 11, 28.6% of the adult learners indicated that the level of which the facilitators are equipped is manageable, while in item 12, 35.7% of them said that the facilitators were not equipped at all. This therefore means that the facilitators are poorly equipped to achieve the goal of literacy.

Research Question 4: What are the available resources at the literacy centres for teaching and learning in the literacy centres?

Table 8: Distribution of the Respondents on the available resources at the literacy centre for teaching and learning

S/N	Variables	Mean score	Remark
13	The centre is well funded	2.35	Not Accepted
14	There are enough seats for the adult learners	1.33	Not Accepted
15	Classroom at the centre ate conducive for learning	2.00	Not Accepted
16	There are enough trained facilitators at the centre	50	35.7
	Total	140	100

Result in the Table 8 shows that only item 16 met the mean score standard and as a result was accepted. Items 13, 14 & 15 were not accepted because they failed to meet the criterion standard of 2.50. This therefore means that the literacy centres lacked the necessary resources for teaching and learning.

Research Question 5: Distribution of respondents on the challenges confronting the adult learners during the teaching and learning process.

Table 9: Distribution of Respondent

S/N	Items	Responses	Percentage	Total
17	Does family commitments prevent the adult learners from regular attendance to literacy class?	Yes = 100 No = 40	71.4 28.6	140
18	Does the work schedule takes the learner away from class	Yes = 60 No = 80	42.9 57.1	140
19	Does the fees payment affect the learning of the adult?	Yes = 50 No = 90	35.7 64.3	140
20	Are the facilitators satisfied with their remuneration in the literacy centre?	Yes = 20 NO = 120	14.3 85.7	140

Result in Table 9 clearly shows that 71.4% of the respondents indicated that family commitments prevents them from attendance, 42.9% of the respondents indicated that work schedule takes the learner away from class 35.7% indicated that the fees payment affect their learning, 14.3% of the respondent agreed that facilitators are well satisfied with their pay, 85.7% of the respondents do not agree to it. It means that the major challenges affecting the adult learners is family commitments.

Discussion of findings

The data retrieved from the sample respondents revealed a lot about the factor militating against effective teaching and learning in adult literacy centres in Oredo local government area of Edo State. In the first place, the analysis in table 5 revealed a low participation rate of adult learners in literacy programme. There seems to be minimal awareness for the illiterate adults in the community to participate in the literacy programme. The participation has remained low due to the obvious fact that most people particularly Nigerians are ignorant of its meaning, tenets and purpose, among others (James, 2006). It therefore becomes imperative for adult learners to know why they need to be literate.

The analyzed data in table 6 revealed the teaching method used by facilitators to teach learners is not relevant to their learning needs in the literacy centre. In addition to this, the lecture method mostly used by facilitators is inappropriate to the learners' needs and to their level of understanding and thus is not yielding any positive impact. The view is in line with the assertion made by Mexirow (1991) that learning should be a reflective activity and active process which enables the learners to upon previous experiences to understand and evaluate the present so as to shape future actions and formulate new knowledge. Imhabekhai (2009) noted that

adults learn better and achieve more when learning tasks are practical and highly participatory.

The analyzed data in table 7 revealed that the facilitators are poorly equipped to achieve the goal of literacy. Facilitators would need adequate learning resources to support them in teaching especially in aiding the learners in understanding the learning content (Reuits, 2002); Educational facilities must be adequate if literacy centres are to achieve their aims. In adult literacy programme, learning facilities and materials as well as adequate funding to be enhanced by facilitators are needed and are absolutely necessary to make the learners participate and be retained in the literacy programme. This will ensure that the teaching-learning process is both stimulating and goal directed.

The analyzed data in table 8 revealed that the literacy centres lacked the necessary resources for teaching and learning. According to Maduagwu (2006), resources in adult literacy setting are necessary to propel the learners' active learning and stimulate their interest with the aim of captivating their minds towards the theme to be studied. Facilities in literacy centres should be adequate, appropriate and capable of attracting learners' participation. Therefore, learning facilities must be of some minimum quality and number for suitable learning to take place.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study was carried out to assess to the factors militating against effective teaching and learning in adult literacy centres in Oredo Local Government Area of Edo State. The main purpose of the study was to find out the various factors which tend to hamper effective teaching and learning in adult literacy centres.

In order to achieve the purpose of the study, five (5) research questions were raised and answered. The questions are;

- What is the level of participation of adult learners at the literacy centres?
- What are the teaching methods used at the literacy centres?
- To what extent are the facilitators in the achievement of the goal of literacy?
- What are the available resources at the literacy centres for teaching and learning in the literacy centres?
- What are the challenges confronting the adult learners in the literacy centres?

The instrument used to collect data was the questionnaire which was administered to a total of one hundred and forty (140) adults learners within Oredo local government area of Edo state. The data collected was analyzed using frequency count, simple percentage and means cores.

Findings

The following findings emanated from the analyzed data;

- That the adult learners had low level of participation at the literacy centres
- That lecture method was the teaching method frequently used at the literacy centres.
- That the facilitators were poorly equipped to achieve the goal of literacy.
- That the literacy centres faced the necessary resources for teaching and learning.
- That the major challenge confronting the learners was family commitment.

Conclusion

Based on the findings of the study, it was concluded that the adult learners in Oredo local government area of Edo State do not participate actively in literacy classes. This low level of participation is seen to be as a result of their family commitment and not been sensitized to the essence of the programme.

Furthermore the singular use of lecture method in the teaching learning process has affected the smooth acquisition of literacy skills. Where learners are not in full control of their learning needs.

In addition to this, learners are spurred when they see the adequacy and quality of learning materials exhibited by facilitators to teach their lessons, especially when they are relevant to their perceived needs. Effectiveness in teaching and learning process will no doubt ensure full and active participation of learners in a literacy programme.

Recommendations

Based on the conclusion made from the study, the following recommendations are offered:

- Considering the nature of adult learners, facilitators should be encouraged to vary their teaching methods to suit the needs of the learners. The use of participatory teaching methods. Such as discussions, demonstrations, role-playing should be emphasized.
- Learners should be engaged with adequate resources for learning to make them active in resources for learning to make them active in the literacy centre.
- Proper enlightenment and orientation programmes on the essence of literacy programme must be made through the various media.

APPENDIX

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN**

**QUESTIONNAIRE ON: THE FACTORS MILITATING AGAINST
EFFECTIVE TEACHING AND LEARNING IN ADULT LITERACY
CENTRES IN OREDO LOCAL GOVERNMENT AREA**

Dear Respondents,

This questionnaire is designed to elicit information on the factors militating against effective teaching and learning in adult literacy centre. You are kindly requested to respond to the questions as frankly as possible. The information needed is strictly for academic purpose. All information supplied will be treated with utmost confidentiality.

Please tick (√) in the box provided against any of the options you consider most suitable for your opinion on any of the issue raised.

SECTION A: BIO-DATA

Sex: Male [] Female []

Age: 18-27 yrs [], 28 – 37yrs [] 38 – 46 yrs [] 48 and above []

Marital status: single [], married [] divorced [] widowed []

SECTION B

S/N	ITEMS	YES	NO
	<ul style="list-style-type: none"> • What is the level of participation of adult learners in the literacy centre? 		
1	Are the learners participation in the literacy centre high?		
2	Are the learners participation in the literacy centre moderate?		
3	Are the learners participation in the literacy centre low?		
4	Are the learners participation in the literacy centre?		
	<ul style="list-style-type: none"> • What are the teaching methods used by the facilitators for learning in the literacy centre? 		
5	Is the demonstration methods used by facilitators relevant to your learning needs in the literacy centre?		
6	Is the teaching methods such as group discussion used by facilitators capable of stimulating your interest in learning?		
7	Does role-play method used in teaching ensures your involvement in the teaching process.		
8	Does the lecture method used by facilitators helps in your understanding of the skills in literacy?		

S/N	<ul style="list-style-type: none"> To what extent are the facilitators equipped with the teaching methods in the achievement of the literacy goal? 	Yes	No
9	Are the facilitators well equipped with teaching materials to enhance learning in the class?		
10	Are the facilitators equipped with the right learning materials in a lesson?		
11	Do the facilitators manage improvise teaching aids for learning in the class?		
12	Are the facilitators not equipped with the learning materials for teaching.		
	<ul style="list-style-type: none"> What are the available resources for promoting effective teaching and learning in the literacy centre? 		
13	The centre is well funded.		
14	Do learners have a enough seats for learning in the class.		
15	Are the classroom at the centre conducive for learning?		
16	Are there enough trained facilitators at the centre		
	<ul style="list-style-type: none"> What are the challenges confronting adult learners in the literacy centre? 		
17	Does family commitment prevent the adult learners from regular attendance to literacy class?		
18	Does the work schedule takes the learner away from class lessons		
19	Does the fees payment in the literacy centre affects the learning of the adults?		
20	Are the facilitators with their remuneration in the literacy centre?		

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