

# FACILITATORS APPLICATION OF ANDRAGOGICAL PRINCIPLES IN FACILITATING ADULT LEARNING IN ADULT BASIC LITERACY

---

*Nwalado Emmanuel Nnamaka*  
Primary Education Department,  
Federal College of Education (Tech) Asaba  
Delta State.

*Nzweke Phina Ama*  
Adult Education Department,  
Federal College of Education (Tech) Asaba  
Delta State.

*Ukponu Linda Nneamaka*  
Adult Education Department,  
Federal College of Education (Tech) Asaba  
Delta State.

*Adekunle Ranti Timothy*  
General Studies Department,  
Federal College of Education (Tech) Asaba  
Delta State.

*And*

*Ogogor Tochukwu Ngozi*  
Department Educational Foundations,  
Federal College of Education (Tech) Asaba  
Delta State.

## **Abstract**

*The study investigated the facilitator's application of andragogical principles in facilitating adult learning in adult basic literacy centers in Delta State. One research question and one hypothesis guided the study. The design for the study was descriptive survey. A randomly selected sample of 497 (274urban, 223 Rural) adult learners in the twenty five Local Government Area. Ten items researcher developed questionnaire was used in data collection. Mean score were used to analyze the research question while t-test statistics was used to test the null hypothesis. Result revealed that facilitators do not apply andragogical principles in facilitating adult learners, they teach them as though they are children. There were also significant differences between the mean scores of rural and urban facilitators. The researcher recommended among others; that facilitators should be provided with proper development training programme in order to update their skills and knowledge in their programme delivery. \*

## **Introduction**

All over the world, literacy has continued to be a major international issue for developed and developing countries. Despite these efforts, the National Bureau of Statistics (NBS, 2010) asserted that literacy percentage for 2010 was 57.9%. The National Literacy Survey carried out in 2011 indicated that about 1.5million children of primary school age were not attending school, NMEC (2012) stated that out of the 149million people in Nigeria, 39.4 million Nigerians are illiterate. Furthermore, Wike (2013) as cited by laide(2013) reported that adult illiterates in Nigeria increased from 25million in 1997 to 37million in 2013.. Literacy is an integral part of basic education and the benefit of quality basic education to individuals and the society. Literacy skills help adults to be able to face challenges they encounter in their daily lives such as poverty, income generation, health issues, shelter, food and security.

Adult Literacy education takes place at literacy centers, at the literacy centers, Learning facilities and environment and method at which the facilitators teaches the adult learners affects the performance of learners. The method a facilitator uses in facilitating learning can create clarity or confusion among the learners. This situation according to Obidiegwu (2013) can be addressed by using andragogical method for adult learners. Learning facilities and environment affects the performance of learners in any learning environment. According to Fasokun (2008), most adult educator lack knowledge and in the method of facilitating adult learning. Fashokun referred to this situation as unfortunate because it goes a long way in hindering the achievements of adult education objectives in Adult basic centers. Dike & Ndokwo (2007) in Obiozor & Obidiegwu (2013) argued that for good learning outcome to be achieved there is need for competent educators. Therefore, learning achievement and performance among adult learners depends on the quality of adult education facilitators.

According to Rashid and Rahman (2004), the success of adult literacy and basic education largely depends on the facilitators and their efficiency depends on the training they are given. Facilitators in adult basic literacy education (ABLE) needs to posses adequate and necessary competencies in order to achieve successful outcome. This view cannot be ignored because it is reasonable to use appropriate method to facilitate adult learning in order to enable them to perform better, continue their learning, become lifelong learners and live rewarding and productive lives. Hence the researcher intends to determine facilitator's application of andragogical principles in facilitating adult learning in adult basic literacy centers in Delta State

## **Statement of the problem**

In every learning environment (formal, informal, online), educated educators ought to possess competencies appropriate for facilitating the learning of a child or an adult learner (as the case may be). In order to come out with successful outcome by motivating the learners to continue in their learning and become successful for rewarding life experiences. However in Delta State, in basic literacy education centers,

most of the facilitators come from the background of pedagogy (schooling) and they seem to have little or no knowledge of andragogy, hence most of the adult learners complain about the state of affairs in relation to their teaching and learning. Obidiegwu (2013). Knolwes (1980) noted that the role of a teacher should shift from transmitter of knowledge and presenter of information to a guide, resource person, change agent, and facilitator in order to effectively achieve the goal of learning. This situation of unsatisfactory state of affairs among the learners in the basic literacy centers in Delta state prompted the researcher to carry out this study determine facilitator's application of andragogical principles in facilitating adult learning in adult basic literacy centers in Delta State

### **Competency**

A number of scholars have given several definitions of competency. Competencies refer to the skills, behaviours, strategies and abilities for performing a task. The word competency comes from a Latin word meaning "suitable" (Buenos & Tubbs, 2004). United Nations Industrial Development Organization (UNIDO, 2002) as cited Salleh, khaid, Sulemen & Mohagyze (2015) defined competency as a set of skills related knowledge and attributes that allow an individual to perform a task or activity within a specific function or job.

### **Andragogy**

Andragogy is the theory and practice of education of adults. According to Conner (2004), Andragogy is defined as learner-focused education. Reischmann (2005) defined andragogy as the science of the lifelong and life-wide education/learning of adults. Furthermore, Nzeneri (2008) is the art and science of helping adult learn.

### **Adult Learning**

Adult learning is formal, informal and non-formal learning activities which are undertaken by adults which results in acquisition of skills. European Commission (2006) defined adult learning as, 'all forms of learning undertaken by adults after having left initial education and training, however far this process may have gone (e.g. including tertiary education). Adult learning is a multidisciplinary. It covers wide range of areas for human development in all discipline. Adult learning in Nigeria covers areas such as literacy, vocational technical education, open apprenticeship, adult basic literacy education, labour education, continuing education for remedial purposes and professional competence building and upgrading of skills and status.

### **Adult Basic Literacy or Adult Basic Education**

Adult basic literacy is a programme for the adult learners which are planned around those basic and specific skills most needed to help them function adequately in the society. Ugwuogbu (2003) defined adult basic education as education that can be

equated to the first level of education. Furthermore Obidiegwu(2013) defined adult basic literacy education as education that encompasses childhood and elementary education, as well as education in literacy and general knowledge for youths and adults which enables them to read, write and compute figures. In Nigeria, adult basic literacy programmes are carried out in the evenings in different learning centers.

### **Facilitators**

Adult facilitators are referred to different names by different authors. Some authors refer to them as educators, adult instructors, motivators and animators. According to Nzeneri (2008) an adult education instructor is a person who consciously or systematically administers the teaching-learning activities, programmes and the processes with the primary aim of assisting others to learn or attain their desired learning goals. Ugwoegbu (2003) opined that adult education instructor is anyone who has some responsibilities to perform in order to help adults learn.

### **Research Questions**

What andragogical principles do facilitators apply in teaching adult education

### **Hypothesis**

There is no significant difference between the adult learners in urban and rural in facilitator's use of andragogical principles.

### **Methodology**

The design of the study was descriptive survey.. The area of the study was Delta State. One research question and one hypothesis guided the study. The population of the study comprised all literacy center adult learners in Delta State. Simple random sampling technique was used to select 497 adult learners (274 urban and 223 rural) the instrument for the study was a 10 item researchers developed questionnaire structured on four point rating scale of Very high extent (4point) , High extent (3point), Low extent (2point) Verylow extent (1point). The researcher s demanded the respondents to tick the column that applies to them. Part A has demographic information while part b contains the item. The instrument was validated by experts in adult education department. Its reliability test was conducted using Pearson Product Moment Correlation Coefficient. It yielded 0.75 coefficient value. The instrument was therefore used in the study having a high reliability value. Data collection was carried out by the researchers. Mean score of 2.50 and above shows that the item is used by adult learners while below 2.50 shows that the item is not used by adult learners. T-test statistics was used to test the null hypothesis.

## **Result**

**Table:** Adult learners Mean responses on the andragogical principles applied by facilitators in teaching adult education in adult literacy centres

S/N	Items	Rural	Decision	Urban	Decision
1.	The climate in this learning experience can be best be described as collaborative	2.51	A	2.56	A
2.	There were adequate opportunities given to learners to identify learning gaps	2.22	R	2.38	R
3.	There were adequate opportunities given to learners to identify learning gap	2.56	A	2.44	R
4.	The seating arrangement was doe to suit the learners need	2.41	R	2.46	A
5.	The learning experience motivated learners to give their best	2.43	R	2.32	R
6.	The learners and the facilitators negotiated the learning objectives	2.38	R	2.12	R
7.	The facilitators/instructors solitudes input from learners regarding their leaning objectives independently at home	2.27	R	2.19	R
8.	There are mechanism in place that assisted me in identifying my individual learning needs	2.28	R	2.25	R
9.	There was mechanism in place to collaborate rely design which learning would be used	2.26	R	2.29	R
10.	Materials provided by the facilitators will assist learners in resolving a life/work problem	2.34	R	2.24	R

## **Discussion**

The result showed that facilitators should have the ability to identify the learning condition that will enable the achievement of the programme. The result reveal that the respondents agreed that the learners needs to get involved in planning effectively their learning and this will enable them identify their needs. This is in agreement with Voor Beleid (2000) whose study “ a set of key competencies that facilitators specific to adult learning should possess the include the capability of facilitators to measure the adults learners improvement needs, possessing the skills of being able to plan and develop learning process, having the capability to facilitate knowledge both the practical and theoretical frame to stimulate adult learners own

development and bring evaluator of the learning process and a programme developer. Communication skills are needed by the facilitators for enhancing adult learning.

Adult learners actively participate in learning activities which of interest and of immediate relevance to them. Nzeneri (2010) supported that learning which involves adults must be learners- centered to motivate and minimize learning difficulties. Inappropriate choice method of teaching results in creating learning difficulties. Furthermore, communication between facilitators and the learners are paramount. This Oduaran (2000) stated that there are facilitators who are unable to communicate with adult learners or those who will not accept any excuses. He further stated, that poor instructional method exacerbated by shallow understanding of concept or skills being taught multiply the learning difficulties of adult learners. Therefore experience facilitator must use appropriate presentation technique such as demonstration. Role playing, practices, group discussion methods etc

### **Conclusion**

To achieve a meaningful and effective literacy education in Nigeria in order to improve participation of the learners in the programme, understanding the principles of andragogy is paramount because it will help in equipping facilitators in facilitating adult learning. Understanding the characteristics of the learners, attitude of being open to ideas that are different from the designs of the programmes, the attitude of caring, supporting, and considering the learning process is paramount. Effective adult education programmes cannot be achieved without committed and competent facilitators 2who are versed in the principles and practices of adult education: facilitators who can design and implement relevant adult education programmes following peculiar characteristic of the adult learners , circumstances surrounding them, their pressing needs and their aspirations which they can utilize to enhance the self-concept and worth of the adult learners.

### **Recommendation**

1. Facilitator should ensure integration of several teaching methods to meet the specific needs of the learners.
2. Government should recruit qualified facilitators. Facilitators should be engaged in adult education delivery on the basis of their andragogical prowess.
3. Professional training for adult literacy facilitators is imperative to enable them carry on their functions with expertise, high sense of responsibility and seriousness.
4. They should organize continuous staff training and re-training of facilitators and supervisors to meet up with the evolving trend in the 21<sup>st</sup> century in order to meet up with the needs of the learners.
5. Professional adult education personnel should be employed/ deployed to all the formations of National Commission for Mass Literacy, Adult and Non-Formal

education centres in the states. This will enhance professional reorientation of activities and programmes of State Agencies through effective needs assessment and mobilization of all stakeholders in the teaching and training of adults in Nigeria.

## Reference

- Akuezilo & Agu (2003). *An introductory approach to the study of adult education. Onitsha: Don-Sinbad Communications.*
- Buenos & Tubbs (2004). Straggles to Improve Competencies of Public Service Officials in *Journal of Publication Administration and Governance* ISSN 2161- 7104 2013, VOL 3, No 4
- Commission of the European Communities (2006). Communication from the Commission Adult Learning. It is never too late to learn. Brussels 23.10.2006. com (20060) 614 final
- Conner. M.L (2004) *The Modern Practice of Adult Education: From Pedagogy to Andragogy.* New York: Cambridge Books.
- Dike & Ndokwo(2007). *Issues on human resources* In U.Nzewi(Ed.)Proceedings of the 50th anniversary STAN
- Fasokun, T. (2006). National commission for literacy adult and non-formal education and the challenges of professionalizing adult education delivery in Nigeria: Emerging issues. *Annual Conference Calabar* Nov. 27- Dec.
- Federal Ministry of Educatio, (2006). *Universal basic education act: Federal Ministry of Education* Federal Ministry of Educatio, (2011)
- Knowles, M.S. (1980). *The modern practice of adult education: From pedagogy to andragogy.* New York: Cambridge Books.
- Knowles .M (1989) *The making of an adult educator: An autobiographical journey* (1<sup>st</sup> ed). San Francisco,CA: Jossy –Bass.
- Laide.A (2013). 35M Nigeria adults, illiterates [www.Vanguard](http://www.Vanguard.com) .com Sept 11, 2013
- National Bureau of Statistics (2010). *The national literacy survey.* Retrieved on 14 November, 2012 from [www.nigeriastat.gov.ng/nbsapps/nada/survey.php?id=39](http://www.nigeriastat.gov.ng/nbsapps/nada/survey.php?id=39).
- National Commission for Mass Education (2012). *National commission for literacy adult and non-formal education. The development and state of the art of adult education. (ALE). National report of Nigeria.*
- Nzeneri, I.S. (2008). The scope of adult and non-formal education in Nigeria: emerging issues. *Paper from the NNCAE annual conference.* Ibadan. Nov.27– Dec. 1.
- Nzeneri, I.S. (2008). *Handbook on adult education: Principles and practice* (New ed.).Uyo: Abigab.
- Obidiegwu, U.J (2013). *Globalization of Adult Education: theories & Strategies for Instructors.* Awka: Onestreet books.

- Obidiegwu, U.J. (2013). *Adult learning: Towards human development throughout lifespan*. Anambra: Rex Charlse Publishes Ltd.
- Obiozor, W.E & Obidiegwu,U.J. (2013). *Globalization of Adult Education:Theories &Strategies for Instructors*. Awka: Onestreet books.
- Oduaran A.B (2000) *Effective adult learning and teaching* . Ibadan: Ibadan University Press.
- Rashid, H.U &Rahman, A.(2004)An NGOPerspectiveon Trainning Facilities in Literacy and Adult Basic Education in Bangladish, Insingh and Mckay 2004a: 163-188
- Reischmann, J. (2005). Andragogy: history, meaning, context, function. In L.M. English (Ed.), *International Encyclopedia of Adult Education* (pp. 58-63). Houndsville, NY: Palgrave Macmillan.
- Salleh, khaid, Sulemen &Mohagyze (2015) Competency of Adult Learners in Learning: Application of the Iceberg Competency Model *Procedia – Social and Behavioural Science* 204326-334
- Ugwoegbu, I.T. (2003). *Adult education: principles and programme design*. Voor, B (2010) *Key Competencies for Adult Learning Professional*. Zoelmeer: Research: Voor Beleid