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ASSESSMENT OF INSTRUCTIONAL COMPETENCY AND RESOURCES FOR ADULT LITERACY LEARNERS IN KWARA STATE: THE PERSPECTIVE OF LEARNERS AND INSTRUCTORS

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Abstract

This study examined instructional competency and resources for adult literacy learners from the perspective of learners and Instructors in Kwara State. The paper has a research question and one (1) hypothesis to guide the study. A two-stage sampling procedure was adopted; at the first stage cluster sampling technique was used to select sixteen (16) adult literacy centers' in each of the Local Government Areas in Kwara State. At the second stage, simple random sampling technique was adopted to draw eighty (80) adult literacy instructors and eighty (80) learners. A structured interview and questionnaire were used as instruments for data collection. And also, teaching assessment format designed by the researchers, to assess instructors' instructional competency. The data collected were subjected to appropriate statistical analysis; mean rating.

t-test were used. Hypothesis formulated for the study was tested at 0.05 level of significance. The findings of the study revealed that the perspective level of instructors and learners is high and insignificant difference existed in the perspective level of instructors and learners on instructional competency and resources in adult teaching and learning. Based on the findings, recommendations were proffered for the instructors and Agency for Mass Literacy amongst which was that government should make provision for more instructional materials, employ more personnel and allowance of instructors should be paid as at when due.

Keywords: Assessment, Instructional Competency, Resources, Adult Literacy learners and Kwara State

Introduction

There is no accurate record as to when adult education started but available information suggested that the field is as old as man himself. Omolewa (1981) argues that, Adam was the first student of adult education and who instructed by his creator (God) outside the formal school system (**Garden of Eden**). According to Qur'an 2. Verse 31-33 quoted that, God taught Adam all the names of everything, then he (Adam) taught all the angels what they don't know and named them all. One can trace the emergence of **teaching and learning process** to Q2 as it cited from the Holy book. From the foregoing, God serves as a teacher (instructor) while Adam is recipient (learner). Teaching and learning always go hand-in-hand and seems inevitable to meaningful living, because learning is said to be continuing process throughout the live time. The absence of one makes the other difficult. The ultimate goal of teaching is to bring about the desired learning in the recipient.

Oni (2005) observed that, teaching and learning takes place in virtually all fields of life or areas of human endeavour at School, work place, factory, church, mosque, parade ground, play ground among others. As a profession it often entails the deliberate educating prospective teachers on how to acquire and impart knowledge to learners by first studying hard and giving systematic instruction and training to his/her students. This scenario underscores the importance of instructors or teachers as the most significant recourse in teaching-learning environment. The position is equally acknowledged in the National Policy on Education (FRN, 2013) with the statement that the quality of education cannot be greater than the quality of its teachers.

Besides, material resources are also important for effective teaching and learning. The resources necessary for purpose of bringing about effective and efficient teaching-learning are sometimes referred to as instructional materials, resources or tools. Each instructor requires a range of tools to draw upon in order

to assist and support learners learning. Ikerionwu (2000) defines instructional materials as objects or devices which help the teacher to make learning meaningful to the learners.

According to Aduwa-Ogiegbaen and Imogie (2005) opined that, materials and resources including audio tape recorders, video tape recorders, projectors, opaque projectors, overhead projectors, still pictures, program instruction, filmstrips, maps, charts, graphs and many more offer a variety of learning experiences individually or in combination to meet different teaching and learning experiences. Okobia (2011) noted that, the purpose of instructional materials is to promote efficiency of education by improving the quality of teaching and learning. Incorporating these tools and materials present, support and reinforces teaching. Mba (2004) agrees that pictures as instructional materials stimulate and help further study; help learners to take active interest in the presented development of emotional impact of the learners and affect attitude towards what is portrayed. Furthermore, the usefulness of instructional materials depends on a resourceful instructor who determines instructional materials to be used for adult learners, and also, having wealth of experience in adult education field. It is important for an instructor to select instructional materials that will build up experience adult learners as well as ability to constantly refresh and upgrade their knowledge.

Oni (2011) noted that, many untrained teachers are now teaching at different levels and categories of institutions of learning, this assertion concerning adult literacy classes. This possibly explains the demise of many adult literacy programmes (Fajonyomi, 1993). In addition, the effectiveness and poor performance of adult literacy programmes also be because of inadequate learning environment, inappropriate instructional resources. Against this backdrop, this study evaluates teaching-learning resources for adult literacy learners in Kwara State from the perspectives of learners and instructors.

Objectives of the Study

The purpose of this study is to examine the instructional competency and resources for adult literacy learners in Kwara State from perspectives of learners and instructors.

Research question

What is the perspective level of instructors and learners on instructional competency and resources for adult literacy in Kwara State?

Research Hypothesis

H₀₁: There is no significant difference between the perspective level of instructors and learners on instructional competency and resources for adult literacy in Kwara State.

Methodology

The descriptive survey research design was adopted for the study to examine instructional competency and resources for adult literacy learners from the perspectives of learners and Instructors in Kwara State. The paper has one research question and one hypothesis to guide the study. The population for the study comprises of learners and instructor one hundred and sixty. Multi-stage sampling procedure was adopted; at the first stage cluster sampling technique was used to select sixteen (16) adult literacy centers' in each of the Local Government Areas in Kwara State. At the second stage, simple random sampling technique was adopted to draw eighty (80) adult literacy instructors and eighty (80) learners. A structured interview and questionnaire were used as the instruments for data collection; the questionnaire was divided into two sections: Section A and B. Section A covers demographic data of respondents while, session B contains ten (10) items. Appropriate options are provided from which respondents are to choose, the options to these items were taken on five (5) point Likert scale type rating Strongly Agreed (SA), Agreed (A), Somehow Agreed (SHA), Disagreed (D), and Strongly Disagreed (SD). And also, teaching assessment format was designed by the researchers, to assess instructors' instructional competency and rated with the following scores Excellent (5), Very Good (4), Good (3), Fair (2), and Poor (1).

The administration of the instrument was done by the researchers and seven trained research assistants and were trained by the researcher on how to administer the questionnaire. The researchers made sure the selected assistants were familiar with the interpretation of the content of the instrument in the language of the immediate environment of the respondents (adult learners). This was necessary in case a respondent does not understand English. Researchers identified instructors through their records submitted to the Kwara State Agency for Mass Literacy. The data collected were subjected to appropriate statistical analysis; mean rating and t-test were used. Hypothesis formulated for the study was tested at 0.05 level of significance.

RESULTS

This section deals with collation, analysis and interpretation of data collected as illustrated below:

Research Question

Research Question: *What is the perspective level of instructors and learners on instructional competency and resources for teaching and learning adult literacy in Kwara State?*

Mean calculation and ranking was used to answer this research question, on the responses of the respondents to items that addressed the perspective level of instructors and learners on instructional competency and resources for teaching and learning adult literacy in Kwara State. The result is shown in table 1

Table 1: Mean and Rank Order of Instructors responses on Instructional Competency and Resources for Adult Literacy

S/N	Statements	Mean score	Rank	Decision
1	Sufficient knowledge of subject matter.	2.96	4 th	Accepted
2	Pace lesson on the use of instructional materials is satisfactory.	2.78	9 th	Accepted
3	Clear language of instruction.	2.82	8 th	Accepted
4	Friendly disposition of instruction.	2.53	10 th	Accepted
5	Progressive evaluation of learning outcome.	2.88	6 th	Accepted
6	The content of primers and textbooks are relevant to the needs of the learners.	2.83	7 th	Accepted
7	Primers are accessible to the learners.	3.28	1 st	Accepted
8	The font and characters of primers are adequate.	3.01	3 rd	Accepted
9	The appropriateness of illustrations: picture, chart and diagram.	3.14	2 nd	Accepted
10	Arrangement of topics and units are logical.	2.96	4 th	Accepted

Grand mean=2.919

Table 1 showed the mean and rank order of ten (10) items on the responses respondents (instructors) perspective level of instructional competency and resources for Adult Literacy, The result indicated that all items were above the the mid-point of 2.5 with the grand mean of 2.919 which indicates that instructional competency is high and there is appropriate use of materials in adult literacy in Kwara State.

Table 2: Mean and Rank Order of Learners responses on Instructional Competency and Resources for Adult Literacy

S/N	Statements	Mean score	Rank	Decision
1	Sufficient knowledge of subject matter.	2.78	8 th	Accepted
2	Pace lesson on the use of instructional materials is satisfactory.	2.89	6 th	Accepted
3	Clear language of instruction.	2.66	9 th	Accepted
4	Friendly disposition of instruction.	2.95	4 th	Accepted
5	Progressive evaluation of learning outcome.	3.22	1 st	Accepted
6	The content of primers and textbooks are relevant to the needs of the learners.	2.87	7 th	Accepted
7	Primers are accessible to the learners.	3.01	2 nd	Accepted
8	The font and characters of primers are adequate.	2.65	10 th	Accepted
9	The appropriateness of illustrations: picture, chart and diagram.	2.98	3 rd	Accepted
10	Arrangement of topics and units are logical.	2.94	5 th	Accepted

Grand mean=2.889

Table 2 showed the mean and rank order of ten (10) items on the responses respondents (learners) perspective level of instructional competency and resources for Adult Literacy, The result indicated that all items were above the mid-point of 2.5 with the grand mean of 2.889 which indicates that opinions of the learners on instructional competency is high and learners have accesses to primer, language of instruction is clear learners and there are appropriateness of illustrations: picture, chart and diagram.

Hypothesis testing

The hypothesis formulated for study was tested using the independent t-test at 0.05 level of significance and the result as shown below.

HO₁: *There is no significant difference between the perspective level of instructors and learners on instructional competency and resources for teaching and learning adult literacy in Kwara State.*

In order to test hypothesis, responses of the respondents to items that addressed the perspective level of instructors and learners on instructional competency and resources for teaching and learning adult literacy in Kwara State were computed using the independent t-test and the result is given in table below.

Table 3: The t-test Analysis of Perspective Level of Instructors and Learners on Instructional Competency and Resources in Teaching and Learning of Adult Literacy Programme.

Variable	N	Mean	Std.	df	Cal. t-value	Sig.	Decision
Instructors	80	33.79	4.22	156	0.85	0.39	Not Rejected
Learners	80	33.25	3.73				

$P < 0.05$

As shown in table 3, the calculated t-value is 0.85 was found to be higher than the critical-value or significant value of 0.39 at 0.05 level of significance. The null hypothesis is therefore not rejected. This implies that there is no significant difference in the perspective level of instructors and learners on instructional competency and resources for adult literacy.

Discussion

Finding of this study revealed that the perspective level of instructors and learners is high as the mean score of each item obtained is above a cut-off score of 2.50. The content of primers and textbooks are relevant to the needs of the learners was ranked 5th with a of 2.83, from instructors perspective while ranked 4th with a of 2.87 learners perspective, this findings agrees with that of Onyejemezi (1988) which indicated instructional materials as resources or teaching materials, which a teacher utilizes in the course of presenting a lesson in order to make the content of the lesson understandable to the learner. The "friendly disposition of instruction" by instructors is one of the teaching skills that good instructors must have; this finding is in accordance with Oni (2011) who found out that a trained teacher present his/her lesson in an appropriate manner. This implies that the item is true of and agreed by instructors and learners respectively as adult literacy instructors are competent and there is appropriateness disposition of instruction. "Sufficient knowledge of subject matter" was ranked first from instructors view with a mean of 2.96 and ranked 4th with a of 2.78 from learners perspective, this outcome disagrees with learners responses on the item that test instructional competency of instructors as it was expressed by the learners. This finding is corroborated with the reports of Oduaran (1995), that many unfocused, uncommitted and even ignorant people are masquerading as adult educators, had been handled with so much laxity that the discipline itself has become a field for all comers. Results of this study also revealed that there is no significant difference in the perspective level of

instructors and learners on instructional competency and resources in adult teaching and learning.

Based on the research hypothesis tested, it was revealed that there is no significant difference in the perspective level of instructors and learners on instructional competency and resources in adult literacy teaching and learning. Thus, the null hypothesis is not rejected. The calculated t-value is 0.85 with a value of 0.39. Since the critical-value of 0.39 is greater than 0.05 level of significance.

Conclusions

Based on the findings from this study revealed that, primers, Whiteboard, Chart, Graph, Pictures are the most commonly used resources in adult literacy centres in Kwara State. It can be concluded that, adult literacy instructors are competent and there is appropriate use of instructional materials in adult literacy teaching and learning and insignificant difference exists in the perspective level of instructors and learners on instructional competency and resources in adult literacy teaching and learning.

Recommendations

Based on the findings of this study, the following recommendations were made:

- The government should make provision for more adequate funding of adult education is central to the individual's survival and contribution to the progress of the State and nation.
- Procurement of modern instructional materials includes overhead projector, hearing aids, video tape, and primers among others.
- Training and retraining of instructors on effective and efficiency utilization of instructional materials and professional competency.
- Instructor allowance should be pay as at when due so as to encourage motivation.
- Effective monitoring and supervision of adult literacy programme by the State Agency for Mass Literacy.

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