



## AVAILABILITY AND UTILIZATION OF INSTRUCTIONAL FACILITIES AS CORRELATES OF ADULT LEARNERS' ACADEMIC PERFORMANCE IN LEAD CITY UNIVERSITY OYO STATE, NIGERIA

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### ABSTRACT

*The concept of adult learner connotes freedom of choice to the type of learning instructions, materials and processes through which the individual wishes to acquire the skills needed to function in his daily activities. It is against this background that adult education which is adult inclined, adult-directed and motivated is supposed to empower adult learners to take control of their own education. Since the overriding aim of all educational provision for adults is to help the learners become independent, so that the learners plan and carry out their own purposeful learning, the instructor is to encourage the learners to engage in the exercise of autonomy during the educational process. The populations of the study is constituted by 230 adult learners and 20 lecturers in three faculties in Lead City University, Ibadan. Two instruments were used for the study, they were Adult Learners' Assessment Instruments (ALAI) and Lecturers' Assessment Instrument (LAI). The reliability for Adult Learners Assessment Instruments (ALAI) was  $r = 0.85$  while Lecturers Assessment Instrument (LAI) was  $r = 0.86$   $t$  test on difference between Teaching qualification and the use of instructional materials in teaching adult learners shows  $t = 1.06$  at  $p > 0.05$ ,  $t$  test on difference between the use of instructional materials and adult learners' learning process shows  $t = 4.89$  at  $p < 0.05$ ,  $t$ -test on difference between problems associated with the use of instructional materials and reasons why teachers do not use instructional materials shows  $t = 7.958$  at  $p < 0.05$ . Thus, it was concluded that the lecturers should be encouraged to use and try to improvise instructional materials for effective teaching in the University.*

**Keywords:** *Adult learners, andragogy, instructional materials, teaching, visual aids.*

### INTRODUCTION

Adult education has gained global prominence. It is the adult population that can contribute meaningfully to the economic development of any nation. The Nigerian government is aware of the importance of adult education, hence it made provision for it in both 'National Policy on Education' and the Universal Basic Education programme (Abu & Fabunmi, 2005). Adult education is a form of non-formal education which consists of functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education that is provided for adults outside the formal school system.

Roger (1992) observed that both the social change and the liberal traditional views of adult education agreed that the individual learner was the prime concern of the programme of Adult Education. Thus, of importance is the study of "andragogy" which is how adults can best be helped to learn while respecting their adulthood should learn what they want to learn, when they want to learn it, as their own pace, in their own location and for their own purposes. Therefore, individuals have the right to choose their own provision for their own purposes, to exercise a real choice about the sort of learning experience they choose to undergo., stressed the learner centeredness' of adult education which is the development of the whole person, the individual's motivation, freedom of choice and participation in the learning process, the achievement of goals set by the learners themselves. Adult learners, according to McIlroy and Spencer (1988); Knowles (1975) should learn what they want to learn, when they want to learn it, as their own pace, in their own location and for their own purposes. Therefore, individuals have the right to choose their own provision for their own purposes, to exercise a real choice about the sort of learning experience they choose to undergo. The concept of adult learner thus connotes freedom of choice to the type of learning instructions, materials and processes through which the individual wishes to acquire the rudiments or skills needed to function in his daily activities (Abu & Fabunmi, 2005). It is against this background that adult education which is adult inclined, adult-directed and motivated is of the view that adult learners should come to the control of their own education. Since the overriding aim behind all educational provision for adults is to help the



learners to become independent, so that the learners plan and carry out their own purposeful learning, the instructors is to encourage the learners to engage in the exercise of autonomy during the educational process. Thus, (Abu & Fabunmi, 2005) pointed out that the adult learner is characterized by the following:

- (i) Acquired experience which has remained overtime and stable
- (ii) Differences in background of socio-cultural and economic orientation
- (iii) Independence of ideas, thoughts and values judgment, belief and interests.
- (iv) Encouraged through motivation/learning by motivation
- (v) Adult learners are of varied age background
- (vi) Mature and capable of self-direction and self-initiatives
- (vii) Hate or distaste discipline
- (viii) Prefer participation in learning process
- (ix) Freedom of choice as to when to enter a learning situation and when to opt out.
- (x) Like to control their learning situation.

Instructional materials are print and non-print items that are designed to impart information to students in the educational process. Instructional materials include items such as kits, textbooks, magazines, chalkboards newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media including but not limited to music, movies, radio, software, CD-ROMs, and online services (Dahar & Faize, 2011). Instructional materials play a very important role in the teaching-learning process. It enhances the memory level of the students. At this time, education has spread wide and the entirely oral teaching cannot be the key to successful pedagogy; therefore, adult literacy facilitators have to use instructional materials to make the teaching-learning process interesting (Nicholls, 2000; Raw, 2003). The use of instructional materials can enhance the learning achievement.

### **Instructional Facilities and Academic Performance**

There have been several studies on instructional materials and academic performance. (Isola, 2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE) in Kwara State. He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching. The achievements of students in WASCE for the past five years were related to the resources available for teaching each of the subjects. He concluded that material resources have a significant effect on student's achievement in each of the subjects.

In the same manner, Moronfola (1982) carried out a research in Ilorin Local Government Area of Kwara State. She used questionnaires to collect data on the material resources available for the teaching of some selected subjects in ten secondary schools and related these to students' achievements in each of the selected subjects and to the amount of resources available for the teaching of the subjects. Finding showed a significant effect of material resources on the students' academic performance in these subjects.

Similarly, Popoola (1990) investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for this study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected WASC examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. He found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials.



### **Types of Instructional Materials**

According to Blankenship (1989) teaching aids can be classified into two classes.

They are:

- a. Visual aids
- b. Audio-visual aids

The visual aids are those teaching aids that can be clearly seen with our eyes. Examples of visual aids are: chalkboard, agricultural science textbooks, charts, model, specimen, a practical farm or school gardens, survey equipment, simple farm tools, farm machinery and implement. While audio-visual aids are those that we can hear and see, they appeal to our senses of hear and eyes. Audio visual aids include: tapes, video, television, projectors and motion pictures. Yusuf (1998) said that one can classify learning materials in several ways. For instance, one can distinguish between auditory, visual and reading materials.

However, for the purpose of classification, learning materials for teaching in adult literacy classes can be classified as follows:

- (i) Printed and reference materials: Textbooks, newspapers, magazines, government documents, teachers' guide, duplicated materials, journals, hand book, bulletins, pictures, work books, pamphlets, leaflets.
- (ii) Graphic materials: Graphs, charts, diagrams, maps, globes.
- (iii) Display materials: Chalkboard, bulletin boards, flat pictures, magnet boards and flannel board.
- (iv) Projected materials – television, video tape, overhead projector, slides and slide projector and transparencies.
- (v) Audio and other visual materials: Radio, model, computer, tape recording.

### **Characteristics of Instructional Materials**

Odukwe, (2003) saw learning materials as essential part of practical teachings as such, in classrooms, pictures, charts and drawings should also be clear and neat. Odukwe (2003) added that, it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate the students by using pictorials illustrations (pictures, diagrams and apparatus) or materials illustrations. Olaitan (2000) stressed that graphic materials to be used in classroom should be simple, attractive, large enough and not to be crowded with illustrations and colours. Ogundele, (1999) pointed out that good teaching aids must have the following characteristics. This is because the importance of any instructional materials lies in its ability to:

- a. appeal to the senses (sound and sight)
- b. attract and hold attention
- c. focus attention on essential elements to be learned at the proper time.

In order to achieve the above objectives, (Umaru, 2011) pointed out that any materials to be used as teaching aids must satisfied the following characteristics.

**Flexibility:** In the college or university, the teacher has been taught different ways of teaching hence, while in the classroom a good agricultural science teacher will attempt to teach his/her lesson using a variety of methods and materials. He/she should therefore, select or construct teaching aids that can be instantly modified to suit change in the approaches to construction.

**Colour:** Since pupils are attracted by bright colours, these should be used in the preparation of teaching also however, too much brightness should be avoided since it may distract students' intention from the objectives of the lesson and the instructional materials.

**Simplicity:** Teaching aids must be simple. This is because, students cannot comprehend complex ideas presented to them at a short-time. If pictures are used, they should illustrate only a very few words or actions. If more detailed pictures are used, student will not know that they are to notice.

**Visibility:** All the smallest detailed to be used in an instructional material, should be large enough to be seen by every student in the class. So, such should be placed conspicuously in front of the class to present a clear view to every student.



Anyawu (1989) added that the characteristics of good teaching aids can be seen under the following:

- a. Sufficiency: Teaching aids must be sufficient enough for use.
- b. Writing and Lettering: The Lettering or writing must be bold, clear, neat and readable.
- c. Attraction: That the aids must be neat and attractive to arouse the interest of students, all the lettering must be bold and attractive.
- d. Purpose: The information in the aids must help the students in learning and must be relevant to the lesson.
- e. Accuracy: They must be accurate in content and language. There should be no mistakes of facts or spelling, that is, misinformation.
- f. Clarity: All details in the aids e.g. drawings, pictures etc., should be easily seen by the students farther away from it. Aids such as radio, tape and television should be clear enough to be heard by all students.

### **Objectives of the Study**

The major objective of the study is to determine the availability and utilization of instructional facilities as correlates of adult learners' academic performance in Lead City University Oyo State, Nigeria. The specific objectives are:

- Identify the types of instructional facilities available for teaching adult learners in Lead City University in order to achieve high academic performance.
- Determine the characteristics of instructional materials that can be used to enhance adult learners' academic performance.
- Evaluate the importance of using instructional materials to achieve adult learners' academic performance.

### **Research Methodology**

#### **Sample and Sampling Technique**

The populations of the study constitute 230 adult learners in three faculties in Lead City University, Ibadan. The Faculties were Education, Social Sciences and Science, while 20 lecturers were randomly selected from these faculties respectively. This was done in order to maintain equal representation and to avoid bias in the process of selection.

#### **Research Instruments**

Two instruments were used for the study; they were Adult Learners' Assessment Instruments (ALAI) and Lecturers' Assessment Instrument (LAI). The two instruments were administered to the Lecturers and adult learners in Lead City University respectively. The data obtained were analyzed with mean and standard deviation respectively.

#### **Reliability of the Instrument**

Pre-test method was adopted using Pearson Moment Correlation Coefficient. In doing this, fifty questionnaires were administered to forty adult learners in University of Ibadan while ten questionnaires were administered to the Lecturers in the Faculty of Education, social sciences and science respectively. The reliability for Adult Learners Assessment Instruments (ALAI) was  $r = 0.85$  while Lecturers Assessment Instrument (LAI) was  $r = 0.86$ , the result obtained shows that the two instruments were reliable

#### **Research Hypotheses**

Three hypotheses were formulated and tested at 0.05 level of significance

1)  $H_0$  : there is no significant difference between teachers qualification and the use of instructional materials in social studies.

$H_i$  : There is significant difference between teachers qualification and the use of instructional materials in social studies



2)  $H_0$ : There is no significant difference between the use of instructional materials and students learning process in social studies.

$H_1$ : There is significant difference between the use of instructional materials and students learning process in social studies.

3)  $H_0$ : There is no significant difference between the problems associated with the use of instructional materials and reasons why teachers do not use instructional materials.

$H_1$ : There is significant difference between the problems associated with the use of instructional materials and reasons why teachers do not use it.

### Hypothesis

- $H_0$ : There is no significant difference between teacher's qualification and the use of instructional materials in teaching adult learners' in Lead City University, Ibadan
- $H_1$ : There is significant difference between teacher's qualification and the use of instructional materials in teaching adult learners in Lead City University

Table 1: t test on Difference between Teaching qualification and the use of instructional materials in teaching adult learners

	Mean	Sd	t	Df	Sig
Teaching qualification	3.20	2.11	1.06	18	0.303
Non-teaching	2.00	2.45			

### Interpretation of Data

Table 1 shows a mean value of 3.20 for teaching qualification and 2.00 for non-teaching qualification with standard deviation of 2.11 and 2.45 respectively. In order to find out whether there is significant difference between teaching and non-teaching qualification in the use of instructional materials in teaching adult learners in Lead City University, t-test was done. From Table 1, the t-test shows  $t=1.06$  at  $p > 0.05$ , implying there is no significant difference between the use of instructional materials and teachers qualification. Thus the null hypothesis was accepted.

### Hypothesis 2:

- $H_0$ : There is no significant difference between the use of instructional materials and adult learners' learning process in Lead City University, Ibadan.
- $H_1$ : There is significant difference between the use of instructional materials and adult learners' learning process in Lead City University, Ibadan.

Table 2: t test on Difference between instructional materials and learning process in teaching adult learners

	Mean	Sd	t	Df	Sig
Instructional materials	4.04	1.67	4.89	229	0.000
Learning Process	3.39	1.29			

### Interpretation of Data

Table 2 reveals the mean value of 4.04 for instructional materials and 3.39 for learning process with standard deviation of 1.67 and 1.29 respectively. In order to find out



whether there is significant difference between the use of instructional materials and students learning process in the social studies, t-test was done. From Table 2 the t-test shows  $t = 4.89$  at  $p < 0.05$ , implying there is a significant difference between the use of instructional materials and adult learners' learning process in Lead City University. Thus the null hypothesis was rejected, while the alternative hypothesis was accepted.

**Hypothesis 3:**

HO: There is no significant difference between problems associated with the use of instructional materials and reasons why teachers do not use instructional materials.

H1: There is significant difference between problems associated with the use of instructional materials and reasons why teachers do not use instructional materials.

Table 3: t-test on difference between problems associated with the use of instructional materials and reasons why teachers do not use instructional materials.

	Mean	Sd	t	Df	P
Problem	4.00	2.25	7.958	19	<0.05
Reason	5.90	4.08			

**Interpretation of Data**

Table 3 reveals 4.00 and 5.90 as mean problem and reason, with standard deviation 2.25 and 4.08 respectively. In order to find out whether there is a significant difference between problems associated with the use of instructional materials and reasons why teachers do not use instructional materials, t-test was done. From the table above  $t = 7.958$  at  $p < 0.05$ , thus there is a significant difference between problems associated with the use of instructional materials and reasons why teachers do not use instructional materials. The null hypothesis which states that there is no significant difference is therefore rejected and the alternative hypothesis is accepted.

**Discussion**

The findings revealed that instructional facilities enhance the teachers to deliver lecture effectively and it brings reality to the lecture, this correlates with the contributions of Odukwe (2003) who maintained that teaching aids are mere objects of help in the successful delivery of social studies lessons and other lesson generally, social studies resources are information repositories from where relevant social studies teaching information could be sourced for transfer to the learners during classroom instruction. Hence, it can be deduced that social studies instructions will definitely remain worthless without the use of instructional materials.

The study revealed that when the teachers make good use of instructional facilities such as slide projectors, it helps them to bring innovation to their teaching, this tallies with (Ajayi, 2006) who asserted that slides and other instructional facilities, if properly designed, slides can be of great assistance to a teacher in providing visual reinforcement for what he is saying, and particularly useful for showing photographs, diagrams and other graphic materials when teaching new topics.

Also it was found out that motivation, facilities and materials, space of time available, number of learners and others were factors that can affect the effective use of instructional materials. This finding agreed with Bakare (1986) who listed factors affecting the use of instructional materials to include; nature of the subject matter, objective to be attained, interest, teachers' ability and so on. It was found out based on the analysis of the data collected from the respondents that instructional materials must have the characteristics of visibility, sufficiency, simplicity, attraction, appropriateness and relevancy to the topic, and simplicity if they must be used to influence students' academic performance in our higher institutions in the country. This finding is in line with Ogundele (1999) who stated that a good teaching aid must be visible, attractive and hold attention.



## Conclusion

Based on the findings in this study, the following conclusions were drawn:

The failure rate of adult learners' in Lead City University will be curtailed if teachers are encouraged to use relevant teaching aids when teaching the students. Apart from this, students will perform better when the instructional materials possess the characteristics of appropriateness, relevancy, visibility, sufficiency, simplicity and attraction, hence improve students' academic performance in their various courses in the University.

## Recommendations

The following recommendations were made based on the findings of the study.

- i. The lecturers should be encouraged to use and try to improvise instructional materials for effective teaching in the University.
- ii. Government should ensure the adequate employment of dedicated and qualified teachers to teach the courses in various Universities in Nigeria.

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