

INFLUENCE OF FAMILY AND FACILITATOR FACTORS ON ADULT LEARNERS' RETENTION IN IBADAN, OYO STATE, NIGERIA

OSU, Uchechukwu Charles

*Department of Adult Education
 University of Ibadan, Ibadan, Nigeria
 Email:charles1759@yahoo.co.uk
 ORCID iD: 0000-0002-8882-7883*

&

OKUSANYA, Yewande. O.

*Department of Adult Education
 University of Ibadan, Ibadan, Nigeria
 Email address: okusanyayewande@yahoo.com*

ABSTRACT

Many factors have been considered to affect adult retention, ranges from family finance, children school fees, distance to study center, and work related issue. Thus achieving retention becomes difficult if all these are not well managed and even to achieve academic success become unrealistic. It is against this background this study examines influence of family and facilitator factors on the retention of adult learners in Ibadan, Oyo State, the study utilized purposive sampling technique to select participants from facilitators and adult learners actively engaged in literacy programmes across two (2) local government in Oyo State. Facilitators' average is between 31.02 \pm 6.53, while adult learners' average age is between 22.02 \pm 4.23. The findings revealed that several factors contributed to a negative impact on adult learners' retention. These factors included financial constraints hindering access to study materials (2.47 > 2.18), the burden of high school fees affecting families' ability to afford meal (2.56 > 2.18), distance to the learning center causing missed classes (2.75 > 2.18), and family responsibilities impeding program completion (2.56 > 2.18). Additionally, facilitators' strategies, such as post-class summaries and active classroom management (3.56 > 3.43), were found to positively influence retention rates. Family finances, financial constraint, burden of school fees other familial issues significantly affect adult learners' retention as found from the study. It is recommended that adult learners should endeavor to mitigate any factors that may impede their retention rates to enhance their learning outcomes.

Key Words: Retention, Adult learners, Literacy Programmes, family, facilitator factors

INTRODUCTION

The process of literacy involves reading, writing, and acquiring general knowledge, all of which should be integrated into contexts supporting lifelong learning (Smart, 2016). Goal (6) of Education for All (EFA) places particular emphasis on literacy, aiming to improve all aspects of educational quality and ensure excellence for all, in promoting the literacy for a world in transition building the foundation for sustainable and peace in the society (UNESCO, 2023).

Closing the digital divide and empowering adult learners is hindered by the exclusion of adults, particularly the elderly, from educational opportunities. In societies where educational validation relies heavily on credentials, family support becomes crucial for adult retention (Bergman, Gross, Berry, & Shuck, 2014). High illiteracy rates in states may stem from various factors impeding social and economic progress. The family, despite being the smallest social unit, significantly influences adult education, impacting retention rates and advancement (Chu, 2010).

To reduce unnecessary attrition and improve on retention rate, Ellias (2017) calls for university to develop a culture of retention that involves shared responsibility among administrator, faculty, and students' affairs division. (Thomas, Kift & Shah, 2021) affirms that students demographic experience and needs have effect on retention., (Manyanga, Sithole, & Hanson 2017) the prevalence of strategies that integrate advising, counselling, financial aid and other driven issues that are part of retention agenda highlighting the need to explore their effects on retention capacity in this study. The significance of adult learner facilitators, also referred to as instructors in certain

contexts, cannot be overstated. Learning experiences rely heavily on effective communication, with comprehension facilitated by the messenger. However, in the communication chain, interferences may arise, potentially altering understanding. Therefore, the competence of the facilitator, who undergoes training and evaluation, is crucial. Managing these potential interferences serves as a preventive measure to ensure that the intended teaching outcomes are not hindered. Adult education is pivotal for retention, yet many adult learners, spanning various age groups, encounter difficulties in persisting due to socioeconomic, cultural, or personal challenges, as well as learning disabilities.

Numerous issues contribute to the low retention rate among adult learners. When attention is compromised, achieving retention becomes challenging. Various factors compete for the attention of adult learners, such as familial obligations. For instance, a mother of seven children preparing for her daughter's wedding may struggle to focus, leading to reduced retention in her learning experiences. Similarly, a father dealing with marital issues may also experience diminished retention. Many studies have highlighted the impact of financial instability on retention rates among adult learners, but the influence of facilitators' teaching skills on retention often goes unnoticed. Beyond financial concerns, numerous unexplored variables hinder adult learner retention.

Therefore, this study aims to assess the impact of facilitators (adult learners' instructors) and family factors on moderating the circumstances of adult retention in Oyo state.

Objectives of the Study

The main objective of the study is to examine the influence of family factors instigating low and high retention rate in adult learners, while specific objective is as stated.

- i. determine the influence of family factors (marital stress, emotional stress, family size, family type, marital status) on adult learners' retention.
- ii. determine the influence of facilitators factors (age, education competency and methodology) on adult learners' retention.

Research Questions

The following research questions were raised to guide the study

- i. Are there family factors affecting adult learners' retention rate in the literacy centers in Oyo State?
- ii. What are the methods adopted by facilitators to enhance adult learners' retention in the selected local government areas?
- iii. To what extent do facilitators influence adult retention?

METHODOLOGY

This study employs a descriptive research design, it is a powerful tool used by scientist and researchers to gather information about a particular group or phenomenon. The target population consists of 44 facilitators and 100 adult learners participating in specific literacy programmes within the Ibadan North and North-East local government areas of Oyo State, Nigeria. To ensure the accuracy of data, participants were purposively selected from these two local government areas. The projected sample size comprises ninety-three (93) adult learners and forty-four (44) facilitators, selected purposively across the two local governments. This sample size was chosen due to the challenges in recruiting adult respondents for research surveys.

The research instruments utilized to collect data include two self-structured questionnaires known as the Adult Learners Scale and Facilitator's Scale (ALSFS). The Adult Learners Scale is divided into two sections: Section A and Section B. Section A captures demographic information of adult

learners, such as Gender, Age, and Job Experience, while Section B explores family influence through fifteen items. Similarly, the Facilitator's Scale consists of four sections: Sections A, B, and C. Section A focuses on demographic information of facilitators, including Gender, Age, Education Background, and Working Experience. Section B examines teaching method approaches with seventeen items, while Section C evaluates the extent to which facilitators influence adult learners through nine items.

RESULT AND DISCUSSION

Research Question One; Are there factors affecting adult learners' retention rate in the literacy centres in Oyo State?

Table 1; Descriptive analysis of factors affecting adult learners' retention rate in the selected local Government in Oyo State

S/N	ITEMS	SA	A	D	SD	Mean	SD
Family finance							
1	Due to my limited income, I struggle to afford the essential study materials, which negatively impacts my ability to retain information.	24 25.8%	48 51.6%	10 10.8%	11 10.8%	2.91	.92
2	I am from a poor background and this affects my concentration and focus in class.	28 30.1%	36 38.7%	9 9.7%	20 21.5%	2.77	1.10
3	Coming from a financially disadvantaged background, I find it challenging to concentrate and remain focused during class.	14 15.1%	13 14.0%	34 36.6%	32 34.4%	2.90	1.04
4	My commitment to fulfilling my family's financial obligations often hinders my attendance in the literacy program.	27 29.0%	8 8.6%	49 52.7%	9 9.7%	2.56	1.02
5	Managing a loan repayment significantly disrupts my study routine and academic progress	43 46.0%	31 33.3%	19 20.4%	0 0.0%	1.74	.78
6	Conversely, belonging to a wealthy family alleviates concerns about school fees and purchasing necessary materials, allowing me to focus on my studies without financial strain.	4 4.3%	23 24.7%	31 33.3%	35 37.6%	1.97	.96
Sub mean						2.47	
Other family factors							
1	Balancing childcare responsibilities has hindered my progress in completing the literacy program.	5 5.4%	44 47.3%	22 23.7%	22 23.7%	2.54	.90
2	Recently experiencing a significant loss has greatly impacted my ability to retain information.	4 4.3%	23 24.7%	31 33.3%	35 37.6%	1.96	.90
3	As a divorcee, I struggle with emotional stability, which affects my engagement in the program.	4 4.3%	23 24.7%	31 33.3%	35 37.6%	1.97	.96
4	The distance between my home and the center results in me missing some of the classes.	21 22.6%	29 31.2%	31 33.3%	8 8.6%	2.75	2.37
5	My full-time job/business commitments limit my active participation in the program.	8 8.6%	25 26.9%	46 49.5%	14 15.1%	2.29	.83
6	Fortunately, my family encourages my participation in the program, allowing me to concentrate on my studies.	4 4.3%	23 24.7%	31 33.3%	35 37.6%	1.97	.96
7	Conversely, my spouse frequently involves me in household activities, which distracts me from understanding the concepts taught in the literacy class.	17 18.3%	37 39.8%	30 32.3%	9 9.7%	2.33	.89
8	Despite lacking support from my family, I motivate myself by envisioning positive outcomes for the tasks I undertake.	18 19.4%	16 13.4%	45 48.4%	14 15.1%	2.21	.97
Sub- mean						2.65	
Grand Weighted mean						2.18	
Standard mean						2.50	



The table above illustrates the factors influencing the retention rate of adult learners in the selected local government area of Oyo State. Table 4.1 indicates a grand weighted mean of 2.18 out of a maximum obtainable score of 4.00, which falls below the standard score of 2.50. This suggests that numerous factors contribute to adult retention challenges. The findings reveal that among the two sub-themes utilized to assess adult retention rates—family finance and other family factors—other family factors have a greater impact on adult retention rates. Specifically, the sub-themes are rated as follows: other family factors ($2.56 > 2.50$), followed by family finance ($2.47 < 2.50$).

Additionally, Table 1 presents the responses of each adult learner to the various items on factors affecting their retention in the selected local government area. From the table, it is evident that out of the 15 items used to gauge adult learners' retention, five items significantly contribute to a negative approach to retention. These items are rated as follows: "My low-income level affects my retention rate and hinders my ability to obtain necessary study materials" ($2.91 > 2.50$), "The high cost of school fees affects my family's ability to afford three square meals" ($2.90 > 2.50$), "Coming from a poor background significantly affects my focus" ($2.77 > 2.50$), "The distance from my home to the center results in missed classes" ($2.75 > 2.50$), and "My level of commitment to family financial responsibilities has impacted my literacy program" ($2.56 > 2.50$). Similarly, "Childcare responsibilities have affected my completion of the literacy program" ($2.54 > 2.50$). The implication of this is that when there is an issue with financing and other family issue, this put a negative impact on adult retention as found from the study.

Research Question Two: What are the facilities provided by facilitators to enhance adult learners' retention in the selected local government areas?

Table 2: Descriptive Analysis on facilities provided by facilitators to enhance adult learners' retention

FACILITIES PROVIDED BY FACILITATORS							
SN	Items	ET	MT	HT	NT	Mean	SD
1	The facilitators/centers provide complimentary internet access for accessing online resources.	0 0.0%	1 2.3%	21 47.1%	22 50.0%	3.48	.55
2	A conducive learning environment is established to support adult learners' retention.	0 0.0%	0 0.0%	13 28.9%	32 71.1%	3.71	.46
3	Adult learners have access to a well-equipped cafeteria for relaxation during breaks.	0 0.0%	3 6.7%	15 33.3%	27 60.0%	3.53	.63
4	Facilitators/center supervisors offer the flexibility of paying school fees in installments to avoid hindering learners' retention.	25 55.6%	20 44.4%	0 0.0%	0 0.0%	3.56	.50
5	Desks and chairs are adequately provided to ensure learners' comfort during their study sessions.	12 27.3%	30 68.2%	2 4.5%	0 0.0%	3.23	.52
6	A timely school calendar is maintained by the center to facilitate learners in meeting graduation deadlines.	30 66.7%	14 31.1%	1 2.2%	0 0.0%	3.64	.53
7	Measures are taken to ensure that no learner feels pressured or intimidated to pass exams.	18 40.0%	25 55.6%	2 4.4%	0 0.0%	3.36	.57
Weighted mean						4.02	
Standard mean						2.50	

The table 2 above illustrates a descriptive analysis of the facilities provided by facilitators to enhance the retention of adult learners. The weighted mean is calculated to be 4.02. The findings indicate that there is insufficient provision of conducive learning environments to promote adult learner retention ($3.71 < 4.02$). Additionally, there is a lack of a timely school calendar by the center, which impacts learners' ability to graduate on schedule ($3.64 < 4.02$). Although facilitators implement installment payment plans for school fees to mitigate their impact on learners' retention ($3.56 < 4.02$), there is still room for improvement. Furthermore, while there is a cafeteria available for adult learners to relax during break time, it falls short of being adequately conducive ($3.53 < 4.02$). Despite the provision of free internet facilities by facilitators/centers for online materials access ($3.48 < 4.02$), there are still shortcomings. Moreover, the center ensures that learners are not intimidated to pass their exams, yet improvements are needed ($3.36 < 4.02$). Lastly, there is inadequate provision of desks and chairs for learners to study comfortably ($3.23 < 4.02$). Overall, the results suggest that the facilities provided are insufficient, as indicated by all item means falling below the weighted mean of 4.02. the implication of this is that when facilities like internet, desk, chair are not provided by the facilitators there won't be avenue for adult learners to have a balance environment for learning.

Research Question Three; What is the extent to which facilitators influence adult retention?**Table 3: Descriptive analysis on extent at which facilitator influence Adult retention**

S/N	ITEMS	SA	A	D	SD	Mean	SD
1	Facilitators provide sufficient guidance to adult learners in selecting appropriate subjects.	29 64.4%	14 31.4%	2 4.4%	0 0.0%	3.60	.58
2	Career services are effectively provided and easily accessible to facilitators.	26 57.8%	18 40.4%	1 2.2%	0 0.0%	3.56	.55
3	The facilitators, acting on behalf of the center, promptly address inquiries from learners.	33 73.3%	12 26.7%	0 0.0%	0 0.0%	3.73	.45
4	Center supervisors/facilitators maintain availability to learners through multiple communication channels such as phone, email, or in-person meetings.	11 24.4%	29 64.4%	4 8.9%	1 2.2%	3.11	.65
5	The facilitators outline clear and reasonable major requirements for each program.	19 42.%	20 44.4%	5 11.1%	1 2.2%	3.27	.75
6	Most facilitators demonstrate proficiency in their respective fields.	24 53.3%	14 31.1%	7 15.6%	0 0.0%	3.38	.75
7	Various payment options are offered by the centers to accommodate adult students.	13 28.9%	21 46.7%	11 24.4%	0 0.0%	3.04	.74
8	Upon enrollment, facilitators assist learners in devising a comprehensive program completion plan.	25 55.6%	17 37.8%	3 6.7%	0 0.0%	3.60	.58
9	The centers promptly address any grievances raised by learners as reported by facilitators.	22 48.9%	20 44.4%	3 6.7%	0 0.0%	3.56	.55
Weighted mean						3.43	
Standard mean						2.50	

Table 3 above illustrates that items 1, 2, 3, 8, and 9 received a positive response regarding the extent to which facilitators influence adult learner retention. The means are ranked as follows: The centers, through the facilitators, promptly respond to learners' requests for information, scoring (3.71>3.43).

Career services are sufficient and accessible for adult students, and facilitators help them develop a plan to complete their program upon enrollment, scoring (3.56>3.43).

There is adequate guidance from facilitators to assist adult learners in selecting the right subjects, and upon enrollment, facilitators help them develop a plan to complete their program, scoring (3.60>3.43).

However, the remaining four items did not demonstrate the same extent of facilitator influence on adult learners' retention. There is need for the centers to work on effective communication to adult learners by development an avenue for easy communication.

DISCUSSION OF FINDINGS

Research Question 1: The results indicated that while family finance plays a role in adult learners' retention, it is not the predominant factor. Other family issues such as proximity to the study center, childcare responsibilities, and lack of necessary instructional materials were identified as significant contributors. These findings align with previous research (Azumah et al., 2017), emphasizing that adult learning is influenced by a myriad of factors, both internal and external. The extent to which these factors affect adult retention underscores the importance of this aspect. Empirical evidence suggests that the level of responsibilities shouldered by adults can impact their retention rates, with specific cultural, political, and socioeconomic contexts shaping the family dynamics and educational opportunities.

Research Question 2: The findings also shed light on the teaching methods employed by facilitators to enhance adult learners' retention in the selected local government area. The results revealed a preference for traditional lecture methods over inquiry-based or discovery learning approaches. Additionally, it was noted that some lecturers may not adequately tailor their teaching methods to suit the needs of adult learners, potentially affecting retention. These findings resonate with previous studies (Maphoso & Mahlo, 2015) emphasizing the importance of facilitators possessing effective instructional abilities. State policies governing teacher education and professional development are also highlighted as influential factors in facilitating effective teaching practices. Teacher experience and qualifications are deemed crucial, with research suggesting a positive association between teacher characteristics and student achievement.

Research Question 3: Furthermore, the findings indicated that certain facilities essential for enhancing adult learners' retention, such as internet access, conducive learning environments, and adequate seating arrangements, were not adequately provided by facilitators. These findings are consistent with prior research (Yager, 2000), which emphasizes the importance of students taking responsibility for their own learning and supporting the learning of their peers in cooperative group settings. Positive interdependence within cooperative learning groups is crucial for fostering collaborative learning experiences and achieving academic goals collectively.

Recommendations

The study investigated the influence of family and facilitator factors on the retention of adult learners in Ibadan, Oyo State. It is recommended that adult learners make every effort to avoid anything that can lower their memory rate, such as grandkids or other social obligations. To increase adult learners' retention, centres should make every effort to offer basic amenities including a comfortable environment, internet access, tables, and chairs.

Trainers should use mystery learning techniques to increase adult learners' retention rates. In order to increase adult learners' retention, facilitators and centres must lower the cost of tuition.

To enhance the level of literacy in our society, the government represented by the various bodies channeling adult and non-formal education in Nigeria, most especially, the National

Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), should give the various literacy centres, the freedom and support they need to operate effectively. Additionally, centers should strive to provide essential amenities such as a conducive learning environment, internet access, and adequate furniture to enhance adult learners' retention.

Conclusion

It is concluded that family finance is not the major factor affecting adult learners' retention rate but other family issues which include distance to the study center, children care, and lack of some instructional materials needed for the study.

The result also concluded that teaching method/lecture method usually adopted by facilitator while mystery learning method are not adopted. It also shows that some adult learners some lecturers do not take time to give details of lecture to adult learners by considering their age which may affect their retention.

It is concluded that some facilities that could enhance adult learners' retention like internet facilities, conducive environment for learning and desk and chairs are not well provided by facilitator.

REFERENCES

- Azumah, F. D., Adjei, K. E., & Nachinaab, J. O. (2017). Investigating the Impact of Family Size on Child Education Investment: A Case Study in Atonsu-Buokro, Kumasi. Published in the Researchjournal's *Journal of Sociology*, 5(4), 1–16.
- Bergman, M., Gross, J. P. K., Berry, M., & Shuck, B. (2014). Exploring Factors Affecting Adult Student Persistence When Life Events Occur But Degrees Are Not Obtained. Appeared in the *Journal of Continuing Higher Education*, 62(2), 90–101.
- Chu, R. J. chun. (2010). Investigating the Influence of Family Support and Internet Self-Efficacy on E-Learning Effects Among Older Adults: Gender and Age Analyses. *Computers and Education*, 55(1), 255–264.
- Clotfelter, C. T, Ladd, H. F, & Vigdor, J. L (2014). Assessing Teacher Effectiveness Through Teacher-Student Matching. *Educational Evaluation and Policy Analysis*, 36, 83-11.
- Dowda, M., Dishman, R. K., Pfeiffer, K. A., & Pate, R. R. (2007). Examining Family Support for Physical Activity in Adolescent Girls in South Carolina. *Appeared in Preventive Medicine*, 44(2), 153–159.
- IDEA (2004). Extracting Insights on Quality: Lessons from African Experience. Presented at the IDEA Biennial Meeting. Grand Baie Mauritius.
- Idoko, E. (2018). Investigating Perceived Factors Affecting Adult Learners' Persistence and Retention in Adult Basic Education. Available in ProQuest Dissertations and Theses, 194.
- Johnson, R. (2014). Theories on Adult Retention.
- Laranjo, L., Ding, Di., Heleno, B., Kocaballi, B., Quiroz, J. C., Tong, H. L., Chahwan, B., Neves, A. L., Gabarron, E., Dao, K. P., Rodrigues, D., Neves, G. C., Antunes, M. L., Coiera, E., & Bates, D. W. (2021). Impact of Smartphone Applications and Activity Trackers on Adults' Physical Activity: A Systematic Review, Meta-Analysis, and Metaregression. *British Journal of Sports Medicine*, 55(8), 422–432.
- Maphoso, L. S. T., & Mahlo, D. (2015). Impact of Teacher Qualifications on Student Academic Performance. *Journal of Social Sciences*, 42(1–2), 51–58.
- Manyanga ,F Sithole, A and Hanson S.M (2017). Comparism of students retention models in undergraduate eduction from the past eight decades
- Smart, O. (2016). Utilization of the Phonic Method to Improve Learning Retention in Basic Literacy Programs in Ondo State, Nigeria. *International Journal of Education and Research*, 4(6), 143–152.
- Thomas L, Kift S and Shah , M, (2021). Student retention and succes in higher education pp1-16,