

ASSESSMENT OF SCHOOL FACILITIES IN THE ADULT LEARNING CENTRES OF THE AGENCY FOR ADULT AND NON-FORMAL EDUCATION, SOKOTO STATE, NIGERIA

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Abstract

This study assessed the provision and utilization of facilities of the Agency for Adult and Non-Formal Education, Sokoto State, Nigeria. The population of this study comprised the entire supervisors and facilitators of the Agency, in the twenty three (23) Local Government Areas of the state. The local governments are grouped into three Senatorial Zones. Multistage sampling techniques was used in selecting the sample from the population. Two Hundred and Seventeen (217) respondents were selected from the target population of 400. To obtain the sample size, cluster sampling techniques were used. Proportionate sampling techniques were used in selecting four local governments from each cluster in the state. This gives a total of twelve local governments. Simple Random sampling techniques were used in selecting individuals from each centre in the state. The instrument used for data collection for this study was researcher designed questionnaire title Provision and Utilization of Facilities Questionnaire (PUFSF) with reliability index of 0.75. The statistical tools used for data analysis were frequencies and simple percentages. The findings of the study revealed that the extent of the agency on the provision of educational facilities to adult learning centres in Sokoto State was low and the level of utilization of facilities in the centres was very poor in Sokoto State.

Keywords: Provision, Utilization, School facilities, Adult Learning Centre and Non-Formal Education

Introduction

Educational facilities are important tools for qualitative and quantitative education. Usuji (2016) reported that no matter how the quality and quantity of human resources in the system, it does not function effectively without required facilities. Lack of these facilities can affects negatively the academic performance of learners and the productivity of the teachers. Teaching and Learning process take place easier and faster in an environment that has adequate facilities. Oni (2007) opined that; facilities serve as one of the strategic factors in the management of any organization including school. He further stated that the availability, adequacy and relevance of school facilities can enhance effective teaching and learning process. Ukeje (2000) precisely pointed out that poor performance often experienced by students in any institution is always connected to lack of facilities such as classrooms, libraries, laboratory, basic infrastructure, furniture, teaching aids among others.

Manga and Ogundele (2019) described educational facilities as material resources which are provided to school in order to complement teaching and learning. These facilities include school buildings, furniture, playground and infrastructure among others. Olagboye (2004) described educational facilities as a form of instructional and physical resources. Instructional resources are resources used in teaching and learning. For example, audio and visual aids, graphics, printed materials, display materials, and consumable materials. The physical resources are immovable resources such as land, building, furniture, equipment, machinery, vehicles, electricity, water supply, and other infrastructure.

The situation of some adult learning centres in Sokoto State is getting worst in terms of educational facilities. Some centres faced shortage or lack of classrooms, offices, toilet, chairs and tables among others which make teaching and learning boring. In some centres, children tables are being used as adult seaters for the class activities while others are using mats to sit on. The researchers observed that most of the adults study under shade, no classroom at all. Some classrooms had dilapidated building with broken doors and windows, leaking roofs, broken furniture items, no light, while some have blown off roofs without repair. From the above-mentioned points, we can deduct that the provision of these facilities is not adequate and utilization of the existed ones are poor. There are no libraries or study room in most of the centres. In most of the study rooms, there are no lighting facilities and provision for cross ventilation, due to that effects reading cannot take place. Thus, the extent to which these facilities are provided and utilized in the Adults Study Centres need to be critically assessed. Therefore, this necessitated the current study to assess Facilities of the Agency for Adult and Non-Formal Education, in Sokoto State, Nigeria.

For effective teaching and learning process to take place there is need to provide accessible, adequate, and relevant facilities that are conducive for adult learning in order to achieve the objectives of the programme. Many studies conducted shown direct relationship between availability of school facilities and students' academic performance. For instance, Okoroma, Edo and Okonko (2022) on their study on the influence of infrastructural facilities on academic performance of adult learners in non-formal and adult education centers in Rivers State, Nigeria found positive relationship between provision of instructional facilities and students' academic performance. They confirmed that lack of such facilities can have negative effect on students' performance.

Adults, like any other learners, need to be provided with learning facilities that will facilitate his learning activities. Bunya in Lughalo (2016) observed that in some Adult Learning Centres, adults used small and uncomfortable desks that were meant for children, especially the classes held in nursery schools' buildings. Adults also used low improvised benches that have no back support and flat form for writing on. In fact, Mbadiwe-Woko, Ogwo and Taylor (2019) confirmed that in some adult learning centres, adult learning only takes place where and when all other activities in the conventional settings are over. With this mode of operation, it will be difficult to achieve the desired objectives of the programme. Lughalo (2016) condemns and criticize this mode of operation when he described that to achieve the desirable objectives of the adult and non-formal education programme, it is necessary to have distinctive atmosphere of adulthood in educational facilities use for adult learning.

Mbadiwe-Woko, Ogwo and Taylor (2019) conducted a study on relevance of physical facilities in enhancing adult learning in continuing education programmes in tertiary institutions in Rivers State, Nigeria. They used a descriptive survey design with a population of 1,198 adult learners. The sample size of eight hundred and nine respondents (809) were selected representing 70% of the population. The researchers used stratified random sampling technique. The findings of the study indicated that there were no adequate facilities that can enhance adult learning. The researchers explained number of factors responsible for non-availability of relevant facilities that can enhance adult learning in higher institutions of Rivers State which include poor funding among others.

The main purpose of supplying educational facilities to Adult Study Centres is to ensure that they are utilized to serve the purpose for which they are being provided. According to Manga (2007) the assumption underlying the provision of educational facilities is that if properly and fully utilized, it will bring about significant improvement in the processes of teaching and learning. Whenever facilities are made available in the study centre, it is necessary for such resources to be effectively utilized. Osaruchi (2021) suggested that when utilization of facilities is below the standard, the expectation from such investment may become short, equally, where the facilities are over utilized the tendency is that, lifespan of that facilities may not be long.

Lackney in Manga (2007) investigated the impact of utilization of the school plant on teaching in urban school in Wisconsin. He used stratified random sampling to select 180 secondary schools ranging from science, technical and grammar schools. He used self-designed and validated instruments to test students' performance in sciences, technical and arts subjects. The aggregate of these indices was used to determine students' performance. Out of the total sample of 180 schools, he studied 120 over crowded public and private schools and 60 schools with low utilization rates of classrooms, laboratories, libraries and workshops. He used the UNESCO (1982 and 2000) standards to determine space and time wise utilization rates as less than 50% for underutilization, 50-100% as moderate utilization and above 100% as over utilization. He applied Pearson's product moment correlation coefficient at .05 level of significant at 999 degrees of freedom to test the relationship between over utilization, moderate utilization and underutilization of facilities and students' academic performance. He found positive and significant relationship between utilization of facilities in general and students' academic performance.

The duty of every educational institution including Adult Study Centre is to make effective use of available facilities for attaining school outcomes. Adeboyeji (2000) strongly suggested that every school should aim at attaining optimum utilization of facilities for maximum benefits. This connotes effective use of available facilities in the process of teaching and learning. Manga (2015) asserted that an intelligent student who has not been exposed to the use of relevant facilities may not perform well, while it is possible to improve the performance of a weak student by exposing him to the opportunity of making use of appropriate instructional facilities. In order to get maximum benefit out of the school plant, the facilities in the Adult Study Centre must be carefully utilized in line with policy guidelines regulating the manner and the extent to which various structures and facilities could be utilized for effective teaching and learning. Manga added that proper utilization of facilities prolong their lifespan by reducing the rate of their depreciation.

Objectives of the Study

Objectives of this study are as follows:

- i. To find out the extent to which Agency for Adult and Non-formal Education Provide Educational Facilities to the Study Centres in Sokoto State.
- ii. To find out the level of Utilization of Facilities in the Centres for Adult and Non-formal Education in Sokoto State.

Research Questions

- i. To what extent the Agency for Adult and Non-formal Education Provide Educational Facilities to the Study Centres in Sokoto State?
- ii. What is the level of Utilization of Facilities in the Centres for Adult and Non-formal Education in Sokoto State?

Methodology

The research design for this study is a descriptive survey. The population of this study is 400 participants which includes facilitators and supervisors of the agency for mass literacy, adult and non-formal education, in the twenty-three Local Government Areas of the state. These local governments were divided into three zones. The centres were classified under three senatorial zones. The senatorial zones are Sokoto East, Sokoto North, and Sokoto South. Multistage sampling techniques was used in selecting the sample from the population. Two Hundred and Seventeen (217) respondents were selected from the target population using Research Advisor (2006) table for determining sample size. To obtain the sample size, cluster sampling techniques were used. Proportionate sampling techniques were used in selecting four local governments from each cluster in the state. This gives us a total of twelve local governments. Simple Random sampling techniques were used in selecting individuals from each centre in the state. The instrument used for data collection for this study was self-designed questionnaire titled, "Management of Facilities Questionnaire (MFQFS)" for facilitators and Supervisors. The instrument were submitted to the expert in Educational Management from Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. There comments, observations, corrections made the instrument to be valid for study. The reliability of the instrument was obtained through test-retest method at interval of 3 weeks and reliability index of 0.78 was obtained.

Findings

Research Question One

To what extent did the Agency for Adult and Non-formal Education provide educational facilities to the Study Centres in Sokoto State? This research question was answered in table

Table 1: Mean Rating of Respondents on Provision of Educational Facilities to the Study Centres in Sokoto State

S/N	Item Statement	Responses					Sum	Mean	SD	Decision
		SA	A	D	SD	N				
1	Adult learning centres are provided for adult literacy program in the area.	81	107	15	9	212	684	3.23	0.75	Agree
2	Classes used in this centre are mainly provided for adult learning.	34	15	151	12	212	495	2.33	0.81	Disagree
3	Chairs, tables, and desks are adequately provided in the centre for adult learning.	8	12	121	64	212	381	1.80	0.71	Disagree
4	Teaching and learning materials for adult literacy are sufficiently provided in this centre	17	12	61	122	212	348	1.64	0.91	Disagree
5	The agency provides adequate lighting in this centre.	5	8	134	65	212	377	1.78	0.62	Disagree
Total		145	154	482	272	1060	2285	10.78	3.8	

The result on table 1 reveals that adult learning centres are provided for adult literacy program in Sokoto State with mean score of 3.23 and Standard Deviation of 0.75. The other items were disagreed. The mean for the provision of adult literacy classes was 2.33 and standard deviation 0.81, chairs, tables, and desks had a mean score of 1.80 and standard deviation 0.71, teaching and learning materials 1.64 and standard deviation of 0.91, and finally lightening is not adequate in the centre.

Research Question two

What is the level of utilization of facilities in the centres for Adult and Non-formal Education in Sokoto State?

Table 2: Mean Rating of Respondents on Level of utilization of facilities in the centres for Adult and Non-formal Education in Sokoto State

S/N	Item Statement	Responses					SUM	Mean	SD	Decision
		SA	A	D	SD	N				
6	Necessary measures are put in place in order to ensure proper utilization of classroom facilities in the study centre.	49	57	43	63	212	508	2.40	1.10	Disagree
7	The existed staff room is well utilized by facilitators in the study centre.	91	61	29	31	212	636	3.00	1.07	Agree
8	There is proper utilization of library facilities in my study centre	27	39	53	93	212	453	2.14	1.12	Disagree
9	Necessary measures are put in place in order to ensure proper utilization of available instructional materials in the centre.	76	61	42	33	212	604	2.85	1.07	Agree
10	Adults in the study centre used available text books properly.	51	49	52	60	212	515	2.43	1.13	Disagree
11	There is optimal utilization of chairs, tables desks in the study centre.	49	46	59	58	212	510	2.41	1.12	Disagree

Assessment of School Facilities in the Adult Learning Centres of the Agency for Adult and Non-formal Education, Sokoto State, Nigeria

12	Toilet facilities are utilized properly in the study centre	61	57	46	48	212	555	2.62	1.12	Agree
13	There is proper utilization of electricity facilities that facilitate teaching and learning in the study centre.	27	39	54	92	212	425	2.00	1.06	Disagree
Total		431	409	378	478	1696	4206	19.85	8.79	

Source: Field Survey, 2022

The result on table 2 reveals the level of utilization of facilities in adult learning centres for adult literacy program in Sokoto State. The respondents reported that there was improper utilization of facilities in the centres with the means score and standard deviation as follows: proper utilization of classroom (2.40, 1.10), library and reading room (2.14, 1.12), relevant textbooks (2.43, 1.13), availability of chairs, desk, tables etc. (2.41, 1.12), and availability of electricity (2.00, 1.06). These had mean less than the criterion means of 2.5. The respondents agreed that there was well utilized staff room (3.00, 1.07), functional instructional materials (2.85, 1.07), available drinking water (2.62, 1.06). These had the means above the criterion mean of 2.5.

Discussion

Research question one revealed that although adult learning centres are provided for adult literacy programme in Sokoto State, however, respondents indicated that classes used in the most centres were not mainly provided for adult learning. Chairs, tables, and desks were not adequate. The result also indicates that teaching and learning materials provided for adult literacy were not sufficient and lightening is not adequate in most of the centres. This finding concurred with the findings of Mbadiwe-Woko, Ogwo and Taylor (2019) who found that there were no adequate facilities that can enhance adult learning in their study area. The researchers explained number of factors responsible for non-availability of relevant facilities that can enhance adult learning in higher institutions of Rivers State which include poor funding among others.

Research question two indicated that the participants agreed that facilitators utilized the existed staff room properly in the study centres and necessary measures are put in place in order to ensure proper utilization of available instructional materials in the centres. In addition, toilet facilities are utilized properly in the study centres. However, the question revealed that there was improper utilization of class room and library facilities. It was either under-utilized or not utilized at all. Also adults were not using available textbooks properly. This finding concurred with findings of Ogbonna, Uzaru and Nnanna (2012) who found that some of the facilities in Abia State primary schools were over-utilized while others were under-utilized. They maintained that the academic performance of pupils will be better when school facilities utilized properly.

Conclusion

Based on the findings obtained from the study it could be concluded that the Agency for Adult and Non-formal Education, Sokoto State does not provide required educational Facilities to the Study Centres. It was discovered that some of the class rooms used in the centre were not mainly provided for adult learning. However, most of the available facilities were under-utilized due to poor attendance of the adults. For effective teaching and learning process to take place there is need to provide accessible, adequate, and

relevant facilities that are conducive for adult learning in order to achieve the objectives of the programme.

Recommendations

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

1. Government should provide more school facilities to the adult learning centers and class rooms should be build which purposely main for the programme.
2. The Agency for Adult and Non-formal Education should take necessary measures in order to ensure proper utilization of available facilities in the study centres.
3. Government should employ more staff so as to achieve the aims of the programme.
4. Government should ensure that library is built in each centre to improve adult education programme.

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