

Availability of Physical Infrastructure and Instructional Materials for Teaching and Learning School Library in Adult Education in Giwa Local Government Area of Kaduna State

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Abstract

This study investigates the availabilities and adequacy of physical and instructional facilities in the teaching and learning school library in Adult Education Programmes in Giwa Local Government Area of Kaduna State. It has been indicated that learning is more effective when it takes place in appropriate environment where facilities are carefully planned and blended. Five purposes of the study were stated and five corresponded research questions were developed to guide the study. Survey research design was adopted. The population of the study consist of nine (9) Adult education centres with thirty eight (38) respondents; the sample was randomly selected among teachers and Adult learners in nine (9) Adult Education Centres. Questionnaire titled "Availability of Physical Infrastructure and Instructional Materials for Teaching and Learning School Library" was used for data collection. The instrument which was validated by the three experts had a reliability coefficient of .73. The data collected were analyzed using simple percentages and frequency count. Findings revealed that inadequate classroom accommodation led to overcrowding and shift system; classes were held under the trees and at the village heads houses. It was recommended that physical and instructional facilities should be provided by the state government. Adult Learners should be provided with well-equipped and learning materials and libraries. Inspectors should be assigned to a manageable and specific number of schools on which they will achieve the goals of effective teaching and learning process.

Key Word: Availability, Physical Infrastructure, Instructional Materials, Teaching, Learning, School Library, Adult Education.

Introduction

In recent years there have been a number of changes in the terms employed to express ideas relative to the use of instructional facilities. Instructional facilities as terms used to include all types and kinds of facilities used in the process of teaching and learning. This includes classrooms, Libraries, furniture, Audio-visual and printed materials. Ike, (2015) reports that, NCC 2004, held at Ibadan, stated that, their main motivation was to make

meaningful provision of education that would provide uniform educational system for Nigerians. It's also provides syllabus for Adult Education programmes, preparing students for the wise use of services provided by commercial institutions. The researcher is concerned with the availability of physical infrastructure and instructional facilities, so as to show the importance and usefulness of physical and instructional facilities in the teaching and learning of school library in Adult Education Programmes, this is because teaching and learning can only take place in a very conducive environment.

Therefore, this study focus only on the physical and instructional facilities available in Adult education programmes within Giwa Local Government Area of Kaduna State. It has been observed that the conditions of the physical facilities available in the centre's are inadequate, overcrowded classroom, non- availability of resource centre's and the researcher also discovered that there are no data about what is available in the Adult Education Programme. Effective school facility is responsive to the changing programmes in educational delivery and at its minimum should provide the physical environment that is comfortable, safe, secure, well ventilated, well illuminated, accessible and pleasing for the designed educational goals, (Essuman, 2006). Therefore it has become necessary that one should conduct a research into the learning environment of this particular level of educational programme in Giwa Local government area of Kaduna State.

Physical and Instructional infrastructures are concerned with the social environment which has to do with individual learners, their interpersonal relationships with others and their adaptability to the learning environment the physical environment is also concerned with the temperature, site of the school location, the classrooms space for furniture, school buildings and other facilities like the Acoustic and thermal consideration, light and ventilation and instructional facilities e.g. chalkboard, audio-visual materials etc. Teaching and learning environment has a significant impact on Adult literacy Education Programmes and the learners. Vikoo and Baribo (2003) opined that, learning is more effective when appropriate environmental facilities are carefully planned and blended. This is because the individual makes changes in the environment and the environment in return produces changes in the individual and behaviour. He further explained that, the environment possesses "last word". No organism, regardless of its potentialities and basic qualities can survive in the absence of favourable environment. Esu, Umoh and Obi (2005), States that the environment, physical features, attitudes and tone, must change. If the instructors provide experiences, the materials for providing them must be available and there must be available varieties of ways since different learners may prefer to use various means to arrive at the objectives:

For easy accessibility of the adult learners and teachers, Adult Education Programme should be very close to residential communities, according to Wilson and Bernt, (2005) spaces within and outside the school buildings should be planned in accordance with what will be taught, the land for the building, should be a large and sufficient for future expansion.

Classroom is a place of social intimacy where people can live closely together, a place where they live and work with larger number of their peers than outside where the children are held together for the purpose that they should be able to read and write and also achieve the purpose of learning school library, while Stough, (2002), review that the classroom is essentially connected to educational method. A classroom should be capable of accommodating a full class. Outside the variety of activities in a classroom situation, furniture and instructional facilities ought to be given adequate space.

Sonnier (2001) and Essuman, (2006) stated that, in some newspaper articles refers to school libraries as “places where one finds out and where one learns how to find out. He further suggests that one should be in contact with a good library throughout ones entire life; one presumes that this idea is only useful if one forms the habit of using the school library effectively. According to Eggen and Kanchak (2007), a school library is a centre where learning objectives are located, gathered, organized, coordinated, promoted and distributed in a rich variety of quality of learning resources for use by teachers and student as individuals and groups. Ehimidu (200), is of the view that school library is also expected to make available facilities, services and equipment necessary for the selection, organization, management and use of learning resources. He added that a modern school library should be equipped with printed and non-printed materials that are anything from books to electrical gadgets such as projectors, televisions video or cassette players.

The functions of the school library, no matter what brand of education we believe in, be it qualitative, quantitative or functional, a school library remains the multi-grade oil that enhances the complete publication of the system. School library is not just a mere collection of books neither is it the building designated as such, but organized collection of educational information, recreational and research objectives of its learners /users. Therefore, in order to have sound educational system, school library services have to be provided, improved and taught in adult educational programmes and the libraries should have available facilities, services and equipment necessary for teaching and learning. Instructional Facilities are terms used to refer to all these materials which are seen, heard and manipulated in order to facilitate communication and learning. Sometimes these terms are used interchangeable or as synonym. Oyedum, (2010) viewed Instructional Materials as items that are designed to serve as a major tool for assisting in the instruction of an educational programme. According to administrative Dike, (2009), sees Physical Instructional Facilities as tools used to assist in teaching and learning process.

Talabi, (2004), opined that, Physical Instructional Facilities as all facilities that are designed for use by teachers and student as a learning resource and help people acquire fact, skills or opinion or developed cognitive process. Ughainadu, (2003) adds that, instructional materials centre (IMC) was established and it was responsible for the acquisition, organization and dissemination of all instructional materials and facilities used in teaching and learning process. Patrick, (2002) described the term Physical instructional facilities as

buildings, furniture's, written and non-written facilities, which shell be used to educate in the teaching and learning process, required by a state or local education agency for use in Adult Education programmes. This has explained that the term Physical Instructional Facilities, if not available in Adult Education programmes, teaching and learning cannot take place effectively.

Objectives of the study

The following are the research objectives:

1. Determine the availability of physical infrastructure facilities for teaching and learning school library in Adult education programmes in Giwa Local Government Area of Kaduna State
2. Determine the availability of instructional materials for teaching and learning school library in Adult education programmes in Giwa Local Government Area of Kaduna State
3. Determine the locations i.e. accessible that is within a comfortable walking distance from Adult education centres to their homes.
4. Determine how frequent these instructional materials are used in the school library teaching and learning process.
5. Determine the level of experience of the Adult literacy centre staff in school library teaching and learning process in Giwa Local Government area.

Research Questions

From the specific objectives the following research questions guided the study:

1. Are there available physical Infrastructure facilities adequate for school library teaching and learning process in Adult education programmes in Giwa local government area?
2. Are there available instructional materials for the teaching and learning of school library in Adult education programmes in Giwa Local Government Area of Kaduna State?
3. Is the location accessible for the students and teachers of adult Education Programme within their waking comfort?
4. How frequent does the staff and students use the available instructional material in school library classroom teaching and learning process?
5. What is the level of experience of the Adult literacy centre staff in school library teaching and learning process in Giwa Local Government area?

Methodology

Descriptive survey research method was adopted. The population of this study comprises all the nine (9) adult education programmes in Giwa Local Government, Kaduna State with thirty eight (38) respondents. The sample of the study consisted of nine (9) Adult

education programmes in the area, the teachers and students were randomly selected, using the purposive random technique to select the subjects for the research. Questionnaire titled “Availability of Physical Infrastructure and Instructional Materials for Teaching and Learning School Library” was used for data collection. The questionnaire was validated by adult education and library and information science experts from Usman Dan Fodio University Sokoto and Ahmadu Bello University, Zaria and the reliability coefficient of .73 was achieved. Thirty eight (38) copies of the questionnaire were administered to the entire respondent but only thirty six (36) were returned. The collected data were analyzed using descriptive and inferential statistical. Percentage and mean were used to analyze data for the research questions.

Results and Discussions

Research Question one: Are there available physical Infrastructure facilities adequate for school library teaching and learning process in Adult education programmes in Giwa local government area?

Table I: Availability of Physical Infrastructure for teaching and learning school library in Adult Education programmes in Giwa Local Government Area Kaduna state:

Institutions	classroom	Library	Media room	Mini library	Offices	Playing ground	Science equipment library	Staff common room	Teacher & students sites	Transport services	Workshop	Total centre/school % per
Denmahaway Adult literacy Centre		0	0	0			0	0		0	0	42.8%
Galadimawa Adult Literacy Centre		0	0	0	0		0	0	0	0	0	21.4%
Kakangi Adult Literacy Centre		0	0	0	0		0	0		0		42.8%
Kaya Adult Literacy Centre	0	0	0	0	0		0	0		0	0	21.4%
Millenmium development centre giwa			0	0			0			0		64.2%
Pahaway Adult Literacy Centre		0	0	0			0	0		0	0	42.8%
Shika Adult literacy centre			0	0			0	0		0	0	50%
Women development				0			0			0		64.2%

centre Giwa													
Yakawada Adult literacy centre		0	0	0			0	0		0	0	50%	
Items	8	3	0	0	6	9	0	2	8	0	3		
Available %	√						Not Available						0

Availability of Physical Infrastructure for Teaching and Learning School Library in Adult Education centres in Giwa Local Government Area, Kaduna state.

This study was sought to find out the availability of physical infrastructure and instructional materials for teaching and learning school library in adult Education programme in Giwa Local government Area, Kaduna state. The response from the respondents indicates in Table 1 as shown from the data collected from the nine (9) Adult Educational/Literacy centers. It was discovered that, available physical infrastructure and instructional materials that were highly needed in the teaching and learning process of Adult education were mostly found available in the adult Education/literacy centers. For instance car park, play grounds, classrooms, teachers and students sits, windows, offices, libraries, workshop and staff common-room. Millennium development center, women development center Giwa had average of nine (9) physical instruction facilities, Milleium and woman centre had (64.2%), Shika and Yakawada had (50%), Danmahaway, Kakangi and Pahaway had (42.8%) and Galadimawa and Kaya had (21.4%).

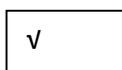
The finding further reveals that media room, min laboratory, Restaurant, Science lab. Equipment, Transport services were not available in all of the sampled institutions hence the subjects indicated that they were not satisfied with the lack of available physical instructional facilities. At the other hand it might not be connected with the fact that such facilities were relatively expensive difficult to be provided because of its ultra and importance in the teaching and learning process of Adult Education programmes, in Giwa Local Government Area, Kaduna State.

Table 2: Availability of Instructional Materials

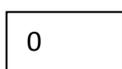
Institution	Camera	Cartoons	Chalk board	Charts	Diagrams	Duplicator	Electric leaning	Flat map	Flat picture	Globes	16 mini film	Opaque project	Querthead	Photographs	Posters	Radio	Recordings	Tape recover	Textbook	Tal monitors	Total/per centre/school
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Datamahawa yi Adult literacy centre	0	0			0		0	0			0	0	0			0		0	52.1 %	
Galadimawa Adult literacy centre	0	0					0				0	0	0			0	0	0	47.8 %	
Kakangi Adult literacy centre	0	0		0		0	0				0	0	0			0	0	0	39.1 %	
Kaya Adult literacy centre	0	0				0	0				0	0	0	0		0	0		43.1 %	
Mullenmium development		0					0			0	0	0	0					0	66.5 %	
Panhaya Adult literacy centre	0	0					0			0	0	0	0			0	0	0	43.4 %	
Shika Adult literacy Centre		0					0				0	0	0					0	60.8 %	
Women Development centre Giwa		0				0	0	0				0	0	0				0	66.5 %	
Yakawada Adult literacy centre	0	0		0		0	0			0	0	0	0			0	0	0	34.7 %	
Total	3	0	9	7	8	5	0	8	9	6	1	0	0	9	9	4	3	4	9	0

Key



Available %



Not available

Table 2. Availability of Instructional Materials for Teaching and Learning School Library

This study sought to determine whether there are available instructional materials for teaching and learning school library in Adult Education and literacy centers in Giwa Government area, Kaduna State. It was found that most of the instructional facilities were available in the literacy centers. The table above indicates that, most instructional facilities needed in the teaching and learning process of is available in the literacy centres. This can be

said that, there is averagely high availability of instructional activities in Adult Education/literacy centers in Giwa local government Area Kaduna state. The available instructional materials includes chalkboards (9), Textbooks (9), flat pictures (9), photographs (7), posters (9), Diagramas (8), flat maps (8), charts (7), globes (6), duplicator (5), Radios (4), Tape recorders (4), while cameras with (3), 16mm Film projector (1) and Recorder (3) were insufficient and Tal monitors, Overhead projector, Opaque project, Electric leaning kit and Cartoons were not found in any of the Adult Education and literacy centers in Giwa Government area,

However, the study also found that, there were other instructional materials needed for teaching and learning school library in Adult literacy centres for teaching and learning process but were not available for this fundamental process, because most of the Adult Educators/teachers were not knowledgeable about the features, functions and benefits of most of non-printed instructional facilities. The study further reveals that, apart from the basic functions of printed instructional facilities, the subjects were not familiar with the features and function of Audio visuals in the teaching and learning process.

Functions such as; projects all the necessarily. Information needed, gives Adult educators with their learners the opportunities for learning outside the school settings, with instant feedback the activities performed, make teaching and learning real and more enjoyable which this features are not available and known to the Adult Educators/teachers. The position of instructional facilities in this centres are quite regrettable because audio-visuals facilities can make school library teaching and learning process easy it reveals all the needed information needed by the teachers making the teaching-learning process interesting, allows the teachers to create his students data or records, audio-visuals also expose teachers and their students to experiences beyond the classroom and they can disseminate institution across large areas, making education accessible to more people, (Microsoft, Encarta premium, 2009).

Table 3: Accessibility of locations of Adult Education Centers Walking Distance

Distance	Frequency	Percentage (%)
Walkable distance	28	77.7
By transportation	8	22.3
Total	36	100

Table three (3) reveals show that 77.7% of Adult Education centers are within a comfortable walking distance while 22.3%, indicates that, they (staffs & students) go to the Adult Education centres transportation. This shows that, majority of the Adult Educators often takes a comfortable walk to their various centers. This is in consonant with literature in Dike, (2009) which his findings reviews that when establishing an educational centre it should be within the users' accessible location for easy or comfortable walking distance.

Table 4. Frequency of Instructional Materials Usage for Teaching and Learning School Library in Adult Education Centres

Instructional <i>Materials</i> in Teaching-Learning process in L.G.A	Frequency (%)	Frequency (%)
Camera	10.4	89.6
Cartoons	1.6	98.4
Chalk board	99.9	0.1
Charts	83.9	16.1
Diagrams	93.7	6.3
Duplicators	67.7	32.3
Electric learning kit	0.7	99.3
Flat map	96.8	3.2
Flat pictures	84.9	15.1
Globes	38.3	61.7
Illustrations	93.7	6.3
16 mm film projector	2.3	97.7
Opaque projector	8.4	91.6
Overhead project	11.5	88.5
Photographs	75.8	24.2
Posters	90.6	9.4
Radio	36.3	63.7
Recordings	32.2	67.8
Tape recorder	66.8	33.2
Textbooks	98.3	1.7
TV monitors	2.8	97.2
Universe semester	0.1	99.9

Table 4: Frequency of Instructional Materials Usage for Teaching and Learning School Library among Adult centres

This research reveals that, about (50%) of the listed instructional facilities are used in the teaching and learning school library of adult Education in Giwa Local Government Area, Kaduna State. These includes; chalk board, textbooks, flat maps, Diagrams, illustrations, posters, flat pictures, charts, photographs, duplicator and tape recorder. Other instructional materials like globes, Radio, recordings overhead projectors, opaque camera, projector were averagely use by the teachers in the teaching and learning process while TV monitors, 16mm film projects, electric learning kit cartoons and universe someter had a very low or not ever used in the teaching and learning of adult Education students in Giwa Local government Area of Kaduna State. Inference drain from this study is that, most of the listed instructional

materials were to frequently use by Adult Educators, except electric learning kit, cartoons and universe semester which were mostly not known by the teachers.

Amongst the twenty two (22) instructional facilities listed Ten (10) were most frequently used. It is not surprising, that, chalk board and textbooks as further reveal in the frequency table were the two (2) instructional materials topped almost all the ratings. This indicates that, almost all the adult Educators/teachers rely mainly on use of chalkboard and textbook as opposed to electric instructional facilities. Inference further drawn from table four (4) is that despite all the compliments favored and enjoyed by electronics in the teaching and learning process such as currency of instruction facilities introduction of new classroom teaching method, ease classroom communication between teacher and students, timeliness, handiness, etc, Opeke and Odunlade, (2011) posit that, the roles of print materials especially books, flat maps, Diagrams Journals, with the use of chalkboard could not be underestimated. Almost all the adult education teachers/educators prefer the use of the top listed instructional materials to the electronics type.

Table 5: Adult Literacy Centre Staff Experience

Experience	Frequency	Percentage (%)
Yes	29	80.6
No	7	19.4
Total	36	100%

Table 5: Adult literacy centre staff experience

In attempt to discover the adult education staff level of experience with regards to their level of education. Most of the adult Educators (29) respondents in the adult education centre had experience in the teaching profession, with 80.6% of the respondents had teaching experience. This also shows that, table 5 reveals that, out of thirty six Adult educators, 29 (80.6%) had teaching experience while 7 (19.4) do not have adequate experience. This shows that majority of the Adult Educators are well experienced and competent in teaching profession.

Study an exploratory study of the learning environment which led her to conclude that large classroom size affects effective teaching and learning school library in Adult Education programme (Obasi, 2011). Seats are not enough, while the alternative method (sitting either on the floor, mats or on windows) is considered uncomfortable for Adults learners. Most Adult Education programmes are held in the houses of the village heads, under the trees and local Government education authority (L.G. E.A.) Schools which are badly troubled by football players, which the windows and doors and the entire building is dilapidated, which researcher suggest areas of improvements needed in the learning environment, teaching aids and furniture (chairs and desks) were identified as the greatest

needs. She stated that chalk were the only teaching aid under variables, learning that were adequately supplied to schools. For the success of any teaching and learning process depends largely on the instructional procedures. For any instructional procedure to active desired objective it must be properly harnessed through adequate and proper use of instructional materials.

Conclusion

This research investigated the availability of physical Infrastructures and instructional materials for teaching and learning school library in Adult education programmes in Giwa Local Government Area, Kaduna State. The inference that can be drawn from the outcome of the study is that, the physical instructional facilities appears to be an important precondition in teaching and learning school library provide that other conditions are present that support a strong academic programmes in the adult Education centres. A growing body of research has linked student academic achievement and behavior to the physical building conditions as it affect teaching and learning process as well as the health and morale of staff and students in Adult Education programmes. The study reveals that the Adult Education Programmes physical learning environment must be conducive for effective teaching and learning of school library to take place.

Recommendations:

Regarding the problems, the researcher recommended the following for implementations so as to update our Adult Education delivery in Giwa Local Government Area.

1. Kaduna state and Giwa Local Government should ensure that classrooms are a place of social intimacy where Adult learners, classroom planning should be done so as to provide enough space for different kinds of interactions.
2. Studies have shown that, poorly designed chairs can cause compression and fatigue. Therefore it is suggested that, Kaduna state and Giwa Local Government should ensure that chairs and tables that match, Adult learners should be provided in adult studies centres.
3. Kaduna state and Giwa Local Government should ensure that funds are set aside during budgets specially for the purchasing, maintaining of instructional materials in adult education programmes.
4. Kaduna state and Giwa Local Government should ensure that bad acoustic conditions are controlled through the pre-plan, sitting and the design of the adult school environment.
5. Kaduna state and Giwa Local Government should ensure that, the use of instructional materials are encourage by teachers which guide response, stimulate problem solving and provide diagnostic and remedial tools, and the role the serve as extend human experience.

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