



ADULT INSTRUCTORS' PERCEPTION ON CONSTRAINTS OF QUALITY OF INCLUSIVE EDUCATION AND SERVICES DELIVERY FOR SPECIAL ADULT LEARNERS IN ABUJA: COUNSELLING IMPLICATION

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Abstract

This study investigates adult instructors' perception on constraints of quality of inclusive education and service delivery of adult learners in Gwagwalada and Local Councils Abuja, Federal Capital Territory. 60 instructors were used for the study out of the population of all the instructors in the 6 local councils in Abuja. The instrument used for the study was titled "Constraints of Quality of Inclusive Education and Service Delivery for Special Adult Learners." (CQIESDSAL). The content validity of the instrument was conducted by two experts and reliability of 0.78 was obtained. Means, mean scores and t-test analysis were used for decision making for the results. There were no significant differences between the two hypotheses. Responses on constraints of quality of inclusive education and service delivery were all accepted. Some of the items that constitute constraints include, among other things; absence of effective continuous assessment; appointment of instructors on temporary basis, no attractive salaries; irregular payment of salaries, no stable learning centres; books are not provided by government; learners beg about for sustenance, no regular attendance, to mention a few. Recommendations presented were that counsellors should be posted to all learning centres, provision of enough staff and instructional materials, permanent centres be established, community-based counselling, staff training, involvement of humanitarian associations be effectively used through the media to ensure effective implementation of literacy for special adult learners.

Keywords: *Adult Instructors, Constraints, Quality Education, Inclusive Education, Counselling Implication*

Introduction

Education is the acquisition of knowledge, the pursuit of a wide range of experiences, planned and managed for the benefit of society and its members. Education is the systematic influence of knowledge, skills and attitudes imparted for man's use. (Baguou 3004). According to Ibaba (2009), education is the transmission of knowledge, skills, values and attitudes from one generation to the other. It is the development of man to enable him create himself and society. From the above definitions, it can be deduced that education borders on acquisition of knowledge, skills and values for the development of individual and society.

Quality education is the effective use of knowledge and all the necessary inputs that produce standard and effective citizens. According to Universal Basic Education (UBE) Federal Republic of Nigeria (2013), quality education is regarded as an effective educational plan with the requirement of basic educational facilities to promote and sustain the learning environment. Quality education according to Inuwa and Bissalla (2011), can be attained through early phase of educational initiative (planning), up to assessment stage; provision of quality, accessible, affordable and productive education for all citizens; curriculum should be designed to include vocational and technical contents to meet the global challenges; and learning environment be suitable for learning irrespective of sex, religion age, tribe or region.

Adult educator or adult literacy facilitators, according to Ngozi (2008), is the one who links knowledge with the recipient through, guidance, by carefully planning and harnessing the learning experience, he wants the learners to receive. Ugwoegbu (2012) and Ngozi (2004) maintained that qualities of an adult educator include among other things; must be knowledgeable of subject matter, skilled and experienced in theory and practice of adult education, understand the need of learners and to be able to satisfy them; provide all the teaching materials and an enabling learning environment.

Going by the above quality of adult educators needed to manage adult education in Nigeria, there is still hurdles to cross. For instance, the national Bureau of statistics (2010) estimated the adult literacy rate is 56.9 percent. Federal Ministry of Education (2009) indicated that 50,000 of the 40 million adult illiterates are enrolled in adult learning classes. The federal, state and local governments have made little effort to improve or increase the level of literacy. For instance, Ngozi (2008) stated that the inadequate professional

adult educators in the mass literacy programme, that the study centres are inadequate and poorly furnished; that instructional and physical facilities are not impressive and that salaries for facilitators are not regular and not attractive while adult learners hardly turn up on regular basis, since they are not attracted by learning materials and conducive learning environment. Adult learners have ability to learn as this depend on provision of facilities preparedness, determination, cognition and motivational factors. These lapses prompted this study so that necessary measures are put in place to make adult and non-formal education more functional in Nigeria.

The philosophy of inclusive education has to do with right of individual to education irrespective of his/her conditions or background. (Oji and Samson, 2012). In view of this, Dixon and Verenikina (2007) posited that inclusive education is a philosophy that has its root in social justice and the deinstitutionalization and civil rights movement of the 60s. It is aimed at increasing the participation of individuals with special needs in all the activities of the society both in and out of school. It is to replace integration or exclusive education. The scope of inclusion education according to Ademokoya and Ademokoya (2003) and Oyewum (2004) UNESCO (2005), FRN (2008) include; hearing, visual, physical impairments, intellectual and learning disabilities, speech or language disorders among others. Learning materials such as perkins braille, mobility cane, hearing aids, ear mdd in achieves, psychological toys, crutches, wheel chairs, artifial limbs are all necessary for effective learning to take place. Hence, this study is aimed at finding out the perception of adult educators on constraints of quality of inclusive education and services delivery for special learners in Abuja and to provide counselling strategies to address identified constraints by respondents.

Statement of the Problem

The present economic situation in Nigeria has given opportunities to a negligible number of children, youths and adult to enjoy inclusive education for special need persons, particularly. Ojo and Samson (2012) lamented that this posses problems to professionals (adult educators and special educators) in the field of special education, in the light of the demand for quality education as entrenched in the national policy on education (FRN, 2008) and in the 1994 Salamanca Statement and frame for action on special needs education (UNESCO, 1994). The views of scholars have shown that inclusive education is

still at its development stage in Nigeria. Garuba (2003) Ajuwon (2008) Galadima (2013) reported that challenges have been militating against the successful implementation of inclusive education for special need persons in Lagos, Sokoto, Bauchi and Abia where they had already started its implementation. Ajuwon (2008) posited that the inclusive education in Nigeria has been plagued with multiple problems including extreme politicization of education, disagreement over the role of religion in public education, inadequate funding, low and irregular teachers' salaries and limited involvement of the private sectors and philanthropists. He added that inadequate teachers' professional competence, inadequate teachers' preparation as a result of lack of instructional materials, all constitute challenges to successful implementation of inclusive education for special need persons. Hence, the need for counselling intervention.

Furthermore, the federal Ministry of education (2009) indicate that only 500,000 of the 40 million adult illiterates are enrolled in adult learning classes. Nigeria is saddled with the largest number of out-of-school-children in any school country estimated at over 10.1 million (10% of the global total). Ngozi (2014) lamented that literacy facilitators or adult educators are demotivated by the government because they are not given opportunity for periodical training that it is essential to move away from another and volunteer methods to a fully professional approach, which is different from running a School system. She added that most non-formal training courses for facilitators last one to two weeks without assessment or accreditation.

Judging from the lamentations of teachers as reported by Garuba (2003) in Lagos, Sokoto, Bauchi and Abia states, that inclusive education, adult and non-formal education are faced with problems of politicization, religion, inadequacy of teachers and instructional materials, there is the need to adopt counselling strategies to appeal to stakeholders to improve the situation. Not only this exists by teachers in the Federal Capital Territory that; less than the approved amount is given to them in the 60 or more learning centres of the six local councils of F.C.T. Ajuwon (2008) Lazarus and Ajibade (2011) and Ngozi (2014) observed that apart from inadequate physical facilities, there is no enabling and conducive learning environment provided for inclusive education learning and adult education learners. These challenges require adjustment from the angle of the government, the non-governmental organizations, parents, communities and even the learners. Hence, this study

prompted to address these areas in order to rekindle the pragmatic approaches to education for all so as to attain the millennium goals by eradicating illiteracy in our society.

Purpose of the Study

The issue of special needs of adult learner in the new inclusive educations is of great concern if the national and international campaign on Education ForAll (EFA) is to be adhered to in Nigeria. The research is therefore aimed at investigating the perception of adult instructors on constraints of quality of inclusive education for special needs of adult learners in Abuja Federal Capital Territory (FCT). It was also meant to find out if such perception could be based on gender, or location local council. The study is also geared towards providing counselling strategies to address the discovered constraintsof quality of inclusive education.

Research Question

Based on the titles of the study, the following research questions were generated.

- What are the perception of adult instructors on constraintsof quality of inclusive education and service delivery for specialadult learners in Abuja?

Hypotheses

Two hypotheses that were postulated to further give focusfor the study are as follow:

- There is no significance difference between the perception of adult instructors on constraints of quality of inclusive education and service delivery for special adult learners in Abuja on the basis gender.
- There is no significant difference between the perception of adult instructors on constraints of quality of inclusive education and service delivery for special adult learners in Abuja on the basis of local council

Methodology

The descriptive methods were adopted. This method describes the variables in a given situation. It is preferred to other research design because it systematically describes an event in a factual manner. This means that it was

used because it provides accurate description of a phenomenon. The population for the study comprised of adult instructors in Abuja. The target population for this study were the instructors of adult education centres in Gwagwarada and Kuje. Thus, a total of 60 respondents participated in this study. The instrument used for this study was a questionnaire tagged “Constraints of Quality of Inclusive Education and Services Delivery for Special Needs of Adult Learners” (CQIESDSAL). The instrument consists of two sections. Section A focused on demographic data of the respondents on quality of inclusive. B dealt with instructors’ perception on constraints of quality of inclusive education section B was scored on Four –point Likert type scale. Score were allotted as Strongly Agree (SA) 4 points, Agree (A) – 3 points, Disagree (D) – 2 points and Strongly Disagree (SD) – 1 point/ Respondents were required to indicate their level of agreement on each of the items on constraints of quality of inclusive education implementation using the four point Likert-Type scale. T-test analysis was used for hypotheses. Mean score and rank order were used for decision making for research questions. A mean score of 2.50 and above were accepted and less than 2.50 were rejected as one of the constraints of quality of inclusive education and services delivery for special adult learners.

Reliability means the extends to which the results obtained from the test can be consistent if the same test is administered to the same group of persons. (Stranger, 2004). To ensure the reliability of the instrument, the test re-test method was adopted. The researcher administered the same instrument on 20 respondents at an interval of 2 weeks and reliability index of 0.78 was found. Therefore, the questionnaire was believed to be statistically reliable for the study.

Research Question

- What are the perception of adult instructors on constraints of quality of inclusive education and services delivery for special needs of adult learners?

Table: Responses on Quality of Inclusive Education and Services Delivery for Special Needs of Adult Education Learners.

S/N	Statement on quality of inclusive education and services delivery	Mean	Sd	Rank order
1	There are notable learning centres	3.95	.634	3 rd

2	Learners by beg for sustenance and are not regular in attendance	3.88	.412	5 th
3	Learning materials are inadequate	3.82	.221	9 th
4	Adult educators provide their own instructional materials	3.72	.219	13 ^h
5	Salaries for instructors are not attractive	3.96	.810	2 nd
6	There is always delay in the payment of salaries	3.86	.132	6 th
7	In-services training are hardly organised for instructors.	3.75	.311	11 th
8	There is no specific curriculum for teaching.	3.67	.413	16 th
9	Text books are not provided for learners.	3.95	.133	3 rd
10	Libraries are not provided for learners to study on their own.	3.60	.621	18 th
11	There is no formal time-table designed for the programme	3.65	.319	17 th
12	There is absence of regular supervision.	3.69	.314	15 th
13	There is no effective continuous assessment	3.99	.441	1 th
14	Instructors are on part-time programme	3.83	.231	8 th
15	Attendance by learners and instructors is worse during raining season.	3.74	.721	12 th
16	Lessons are attended at will	3.79	.421	10 th
17	Instructors don't mark attendance register.	3.84	.413	7 th
18	Instructors teach any topic of their choice	3.70	.621	14 th

The table above shows that the means are between 3.99 and 3.60, which dictates that all the items are factors or indices of equality of inclusive education and service delivery for special needs of adult education.

This result of quality of inclusive education for special of adult learners. In tune with Ngozi (2013) who stated that it is often difficult to get experts to serve as facilitators or while on the Job, that conditions of employment for adult literacy educators are very poor, compared to those of teachers in formal education, as the educators remain among the lowest paid teachers and receive the least training; some volunteer their services and do not receive any payment, which can affect quality. In other countries, adult an educator is a certified teacher with a high education degree.

In still others, professional development frameworks are well established and these are seen as indispensable to avoid high turn-over rates and to ensure

motivation. In Nigeria, the minimum benchmark is national certificate of education (NCE). This is only in principle; it is an all corners after to the extent that some of the facilitators need the literacy themselves. (Ngozi,2013). In this situation, counselling intervention becomes imperative so as to improve the investment of resources and services delivery. This is to buttress the report of UNESCO (2009) in the sixth international conference of adult education held in Belem, Brazil, which attracted delegations from 144 UNESCO member states, which Niger is a signatory.

This result is in corroboration with the findings by Giwa (2000) who discovered that there is disparity between the needed services and the available provision for the trainees. It added that the high rate of beggars and destitute on our streets is assuring an alarming proportion. Isioma and Samuel (2012) lamented that irregularities of government policies, characterized the inclusive education. Remata (2009) and Dashe and Paksohot(2011) also reported that the needed instructional materials, adequate training of teachers for which play important role are not yet satisfactory to meet the required need of teachers and learners.

From the findings in table 3 based on hypothesis two; that the t-calculated p-value of .692 exceeds 0.05 level of significance with degree of freedom of 68. Therefore, it can be observed that there was no significance in the perceptions of adult instructors on constraints of quality of inclusive education in Abuja based on local councils. This result is live with the findings of Ademokoya and OyeWumi (200), Ojo and Samson (2012) and Ngozi (2013) who discovered that inadequate professionals in the mass literacy, lack of enough study centre, inadequate physical facilities, irregular attendance of learners and instructors as well as poor salaries in instructors, are some of the constraints of inclusive adult education programme. The above constraints advanced by Giwa (2000), Oyewumi (2004), Ojo and Sanson (2012) and Ngozi (2013) selling strategies to address the aforementioned constraints. This is to make the inclusive education for adult learners more fictional for the development of citizens and the society.

Hypotheses one: There is no significant difference between the perception of adult instructors on constraints of quality of inclusive education and service delivery for special adult learners in Abuja on the basis of gender.

Table 2: Gender difference on Perception of Special Educator.

Gender	N	Mean	SD	Df	T-cal	p-value (z-tailed)
Male	30	18.08	2.162			
				68	.780	.437
Female	30	17.91	2.331			

From the table above, the calculated P-value of .437 exceeds 0.05 level of significance with degree of freedom of 68. Therefore, it can be observed that there is no significant gender difference in the perception of adult instructors. In view of this, the null hypothesis which stated that there is no significant difference between the perception of adult instructors on quality inclusive education and service delivery is accepted. This means that the instructors' negative perception or quality of inclusive education and service delivery for special needs adult education learners did not differ on the basis of gender.

Hypothesis Two: There is no significant difference between the perception of adult instructors on quality of inclusive education and services delivery for special needs of adult education learners on the basis of location.

Table 3: Local Council Difference in Perception of Instructors' Adult

Valuable	N	Mean	SD	DF	t-cal	p-value
Gwagwalada	30	17.68	2.331			
				68	.389	.692
Kuje	30	18.0	2.110			

Significance at $P < 0.05$

Counselling Implication

Counselling as a profession, is an all round service given to individual(s) in terms of educational, vocational, social, personal or emotional, irrespective of being normal or abnormal person, young or old, in order to help him or her understand himself or herself and the society in which he lives. Therefore, counselling has paramount roles to play in promoting the neglected needs, rights and privileges of persons with special needs. This is by adopting counselling strategies to awaken the attention of government, technology learners and the community members on the importance of adult literacy (Nataala, and Abubakar 2016).

The theory of behaviourists according to cherry (2013) postulated that in order to comprehend the manners, attitude and behaviours and thinking of clients, cognitive behaviour therapy should be adopted. It is a therapeutic treatment that helps client understand the thoughts and feelings that influence behaviour. It is a collaborative approach where the client works with the therapist to identify connections between the client's dysfunctional thought and feeling in order to alter maladaptive cognitions in the here and now, with the therapist providing strategies for the client to effectively cope with the situations to reduce distress, identify the errors in the thinking patterns or style and providing alternative explanations to faulty beliefs.

From the literature, the mass literacy programme handled by the government has not been treated with ardent attention and there is need to alert the government on the need to improve the training programme of adult literacy instructors or facilitators and supervisors. Government should employ highly qualified adult educators to handle adult learners' literacy programme. It is also paramount for government to allocate attractive and appreciable salary structure and to effect regular payment of salaries. The learning centres which should contain the enrollment figure of the learners; furnished with instructional facilities and management staff, in the way and manner formal public schools are managed, monitored and supervised.

Cognitive behaviour therapy, therefore provides the government with the comprehensive theory and practice of psychotherapy, body of knowledge of managerial skills, and how these skills are demonstrated in workshops, seminars, conferences meant to orient facilitators, supervisors and managers who are to officiate in all the educational programmes of adult literacy. The premise underlying this therapy is that most human difficulties and educational changes in life are to be linked up and connected with the available resources and the environment. Ellis, the proponent of this theory, postulated that human beings are uniquely rational and irrational. Rational thinking promotes individual wellbeing and interpersonal relationship while irrational and illogical thinking results in emotional or psychological disturbance or neurotic behaviour. In the same vein, Galadima (2013) asserted that modification and shaping of learners' cognitive perception of adult learners can enhance the focus and attention of learners by observing regular attendance, regular lessons and utilization of knowledge gained in the course of studies and social self-efficacy and competence. This, coupled with the

adopting of community-based counselling, advocacy campaign strategy by the use of media can along way engender and rekindle the attention of learners, facilitators and the government, so as to achieve the aims and objectives of education for all (EFA) and the Millennium Development Goal.

Conclusion

The findings of this revealed that there are constraints in the quality of inclusive education for special needs of adult learners which border on the government, the education instructors or facilitators as well as the adult learners, all together. It is therefore, paramount to adopt counselling strategies such as the cognitive behaviour therapy, community-based counselling, and advocacy campaign strategy through the media, so as to enlighten the stakeholders on the essence of adult literacy programme and the need to improve the quality of inclusive education, including the adult education programme. It is therefore, important to reiterate the importance of establishing permanent learning centres, effecting regular payment of appreciable and attractive salaries coupled with effective monitoring and supervision of adult literacy programme in Nigeria

Recommendations

Based on the findings, the following recommendations are proffered:

- Counsellors should be employed and posted to all adult literacy centres so as to adopt individual and group counselling to resolve educational, personal-social and psychological constraints of special adult learners and teachers.
- Adequate number of adult educators should be recruited to satisfy the demand of various learning centres so as to meet the objectives of adult literacy programme.
- Permanent centres should be established with management staff to officiate all activities pertaining to adult literacy programme, in the way other public schools are managed.
- Instructional materials should be provided for adult teachers so as to enhance teaching and learning and to promote quality in adult education as emphasized by inclusive education.
- Community-based counselling and advocacy campaign strategy should be adopted so as to sensitize, enlighten and mobilize special adult

learners. This is by involving community leaders, religious leaders and the media.

- Train the trainers' workshops should be regularly organized to involve supervisors who are in turn to train adult facilitators in handling curriculum, continuous assessment, books and teaching methodology.
- Humanitarian associations such as counsellors, adult educators, social workers and teachers should regularly organize seminars, workshops and conferences to deliberate on need for adult literacy and its impact on the individual and the society.

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