



EFFECT OF SELECTED METHODOLOGICAL APPROACHES ON FACILITATION OF LEARNING IN ADULT EDUCATION PROGRAMMES IN BAYELSA STATE, NIGERIA

Chidinma Dokubo (Ph.D)¹ and Maria Tona²

^{1&2}Department Of Adult Education and Community Development, Faculty of Education, Rivers State University Port Harcourt, Nigeria.

*Corresponding Author's Email: chidinma.dokubo@ust.edu.ng

Cite this article:

Chidinma D., Maria T. (2024), Effect of Selected Methodological Approaches on Facilitation of Learning in Adult Education Programmes in Bayelsa State, Nigeria. British Journal of Education, Learning and Development Psychology 7(2), 127-140. DOI: 10.52589/BJELDP-J8ILEQXB

Manuscript History

Received: 4 Jan 2024

Accepted: 22 Mar 2024

Published: 13 Jun 2024

Copyright © 2024 The Author(s). This is an Open Access article distributed under the terms of Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0), which permits anyone to share, use, reproduce and redistribute in any medium, provided the original author and source are credited.

ABSTRACT: *The study examined the effect of selected methodological approaches on facilitation of learning in adult education programmes in Bayelsa State, Nigeria. Group class, seminar and workshop were the methodological approaches selected for the study. The study was guided by three objectives from which three research questions were posed and three hypotheses were tested. The study adopted a descriptive survey research design. The population of the study was 89 respondents, consisting of 62 Adult learners and 27 facilitators in the 4 Adult learning centres in Ekeremo Local Government Areas of Bayelsa State. The sample size of the study was 89 respondents comprising 62 adult learners and 27 facilitators in 4 adult learning centres in in Ekeremo Local Government Area. The entire population was studied as a census without sampling since the population was small and manageable. The instrument for data collection was a self-structured questionnaire titled, "Effect of Methodological Approaches on the Facilitation of Learning in Adult Education Programmes Questionnaire (EMAFLIAEPQ)." The instrument was validated by 4 experts in the field of adult education. The reliability of the instrument was established using Cronbach Alpha method. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance. The findings of the study revealed that group class, seminar and workshop approaches affect the facilitation of learning in adult education programmes in Bayelsa State to a high extent. Based on the findings of the study, it was recommended amongst others that facilitators of adult education programmes should adopt group class approach in teaching as this promotes collaboration and active participation of learners in the learning process.*

KEYWORDS: Adult, Learning, Methodological Approach, Seminar, Workshop, Group Class.



INTRODUCTION

Every field of study must have a methodological approach of instructional delivery for effective understanding of the lesson. Methodological approach is very germane because it explains the instructional processes and physical devices which are designed to facilitate effective instruction and learning (Dokubo, 2012). The methodological approaches refer to different forums at which adult learning takes place. Each of these approaches uniquely serves specific purposes in instruction delivery as well as enhancing learning. Adult education has been identified by various scholars as the process of acquiring knowledge for immediate or extended use, whether in a formal, non-formal or informal setting. Therefore, it is pertinent to use different approaches to expose and help adults to learn. These methodological approaches include: group classes, tutorials, seminars, conferences (symposia), workshops, community or club meetings, or meetings in media houses (Dokubo, 2012). These are the broader approaches used to facilitate learning and to aid the adult learners achieve desired learning outcomes. They are also avenues for facilitating or instructing of adult education programmes.

There are also several methodological approaches that can be used to deliver instructions in adult education programmes and each provides different opportunities for learning. According to Buffalo University (2023), some of these methodological approaches include: online synchronous, blended synchronous and hybrid flexible approaches. These approaches significantly impact adult learners learning experiences as well as their ability to understand new concepts and transfer knowledge. The methodological approaches stated in Dokubo (2012) are approaches to facilitate education programmes like: basic literacy, functional literacy, professional competence, education for health, welfare, family, civic political and community education programmes, even physical and emotional development, practical arts, applied science and recreation as well as the traditional education. Some of these programmes are sponsored and managed by corporations, labour unions and private institutions (Luebering, 2023). Managing the smooth operation of these programmes is not easy. Adult education programmes management relies on complex institutional and organizational administrative arrangements mobilizing resources such as- facilitators or instructors, educational infrastructures materials and equipment to deliver quality education services to the learners. Access to accurate and timely information is critical for administration of adult education programmes to implement, monitor and evaluate administrative and programme processes. As opined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 2018, for decades, the organization has been providing technical assistance and capacity development services on the management of adult education programmes in different methodological approaches where these services are being carried out.

UNESCO also promotes the development of standards, methodologies and tools to help government and private institutes strengthen their programme management capacities and set up digitalized information systems. All these laudable effort by UNESCO help in the smooth operation of adult education programmes.

As the researchers stated earlier, adult education programmes take place using different methodological approaches. Group class, seminar class and workshop methodological approaches have been selected by the researches for this work.



GROUP CLASS METHODOLOGY AND ITS EFFECT ON FACILITATION OF ADULT EDUCATION PROGRAMMES

Group class refers to a collection of persons who are emotionally, intellectually and aesthetically engaged in solving problems, creating products and making meaning as well as achieving learning outcomes (Robert, 2021). The group class takes place in a more formal adult education setting. Groups are an essential part of the classroom and learning experience of the adult learners. The objective of group class is to pass a specific type of information to the learners. In this instance, the learners may not be experienced in the subject matter and it is essential they acquire the skills and gain knowledge. There is a clear potential difference between the learners and the facilitator. As affirmed by Katherine and Jennifer (2021), group classes usually take place in a more adult education setting and they benefit learners by helping them learn about the way others think. Adults learn from each other and share their ideas, thought and solutions with one another. Learners get feedback from their fellow adult learners on what they are working on, which can aid them to understand better if they are doing well or not. Group work is a valuable methodological approach for facilitating adult education programmes as it is seen as academic learning where adult learners work in groups to solve a problem, usually in time united period (Katherine & Jennifer, 2021).

Group class is an essential approach for instruction delivery of adult education programmes as it allows adult learners to be exposed to different perspectives and further enhances their communication skills, especially in basic literary classes where the adult learners learn how to read, write and comprehend proper diction as well as grammar, spelling and punctuation. The group class creates more opportunities for critical thinking and can enhance adult learning as well as aid them to achieve their aim. It allows the adult learners to be more independent as they controls their pace of learning. Furthermore, the learner is encouraged to teach others and also encouraged to learn from the others. According to Nuran (2017), group class encourages fluency in language classes. Group class is efficient as it allows adult learners to practice the subject matter under discussion with their group members; it can be used to complete tasks that need discussion among learners and to share learning activities cooperatively with other learners in any adult education programme.

SEMINAR CLASS METHODOLOGY AND ITS EFFECT ON FACILITATION OF ADULT EDUCATION PROGRAMMES

Seminar class has a theme in which different speakers contribute to the development of adult learners. In each, three streams of participants make the programme and these include the resource persons who are invited to make presentations that develop the theme, the invitees who make contributions towards the discussion of the theme and the learners who are expected to benefit from the presentation. Dokubo (2012), asserted that, for any seminar or conference to run smoothly, there must be a programme coordinator whose responsibilities are to moderate series of presentations to ensure that the proper sequence is maintained, instil time consciousness in the presenters, moderate their language usage, handle registers, and also ensure that the series of presentations do not deviate from the objectives of the occasion. The moderator must be intelligent and tactful in facilitating or administering the programme.

Seminar classes are often defined as small discussion-based courses which emanate from a well-designed programmes. Typically, adult learners complete readings and assignments before the class and discuss major themes or topics during class. Hollander (2002) said that



when an instructor effectively facilitates rich discussions about a particular adult education programme during seminar class, the adult learner are more apt to build upon the existing knowledge frameworks, and they continue to develop which leads to achieving better learning outcomes. Dornyei and Murphey, in Nurah (2017), suggested that specifying roles for each learner may improve the learning process as well as promote the development of different abilities. It may also may decrease the anxiety of learners, as they know what they are expected to do.

According to motivational theories, adult learners will be motivated to assist their groups when the group members are cooperative (Pan & Wuin Nurah, 2017). In a seminar class, the cohesiveness of the learners mediates the learning. Furthermore, the adult learner may be motivated to help their fellow adult learners because they have to assist each other to achieve successful learning through group cohesion in adult education programmes. Seminar class helps the instructor to facilitate modules that build upon one another, learners gain more expertise and experience than is possible from a single class and consolidated block of time helps focus learners' attention on seminar theme.

WORKSHOP METHODOLOGY AND ITS EFFECT ON FACILITATION OF ADULT EDUCATION PROGRAMME

When a subject matter of practical nature in any adult education programme is to be considered, a workshop is organized. A workshop assembles together a group of experts, stakeholders and learners interested in the subject matter. Dokubo (2012) ascertained that workshop class provides an enabling environment for the adult learners to exchange ideas, knowledge and experience in order to practically proffer solution to identified problems or challenges. At times, the workshop class is organized such that both experts and learners who are inexperienced can share and learn from the professionals in the field or area of interests. However, in cases where a workshop involves only a group of persons with approximately equal experience on the subject matter (under the surveillance of team of coordinators) either a group of experts or persons not so proficient in an area of practice, the result is that group members, made up of learners gain new experience through the process of exchanges of practical ideas.

University of Hertfordshire (2023) defined workshop methodology as a method of facilitating learning or delivery of instruction which has a mix of studio practice and lectures. Workshops usually take place with a small group of learners, usually between 5 and 30 learners. Workshops are designed to improve the learners' practical skills and to enlighten them about the theory and context behind such practice. Learners are instructed by demonstrations and then are expected to copy what they have been shown once the learners have completed the first section; the workshop continues in a similar manner with the facilitator demonstrating the next step. By this method of delivering instructions, learners can learn how to achieve complex processes gradually and in small, easy-to-follow stages. For example, a workshop might focus on digital literacy programme using a software presentation as a case study in which the learner will be shown how to achieve a particular task by utilizing the tools available in the software. The learners will then be expected to demonstrate their understanding by repeating what they have just seen demonstrated. In this type of workshop, the facilitator will present from a computer connected to a projector before them through which to practice. Demonstrations will always include a contextual or theoretical element to explain why the practical element should be undertaken using the technique being demonstrated and possibly explain why other strategies



should exist or not and should be utilized or not. The adult learners are encouraged to take notes during class lessons.

There are various types of workshops classes, such as wood workshop, metal workshop, electrical/electronic workshop and automobile workshop (Elouise, 2022). These are vocational and technical trades in adult education programmes. The learners in wood workshop carve things out of wood to make bed, chair, tables and other things based on the task. In metals workshops, the learners spend most of the time learning how to mend the metal together such as metal door, burglary proof and so on. Electrical wirings, electronics repairs and configurations are some of the things done in electrical/electronic workshops and also the automobile workshops; the learners learn how to separate the parts of a car and rebuild it, along with other information about cars, including repairs. Workshops are usually very motivated, have flexibility over length and frequency of sessions and can offer a series of workshops that build on one another.

The methodological approaches used in this research paper such as group class, seminar class and workshop class are effective approaches for adult learning as they enhance learning by breaking complex tasks into parts and steps, refine understanding through discussion and explanation, give and receive feedback on performance and develop stronger communication skills. A host of skills in adult education programmes that are increasingly important in the professional world are being developed using the approaches in this work. The approaches are avenues for learning that can reinforce skills that are relevant to both group and individual. Workplaces are also learning places where social support and encouragement to take risks, develop new approaches to resolve differences, establish a share identity with other learners, find effective peers to emulate, and other activities take place as well. Additionally, the approaches for adult learning are effective for instructional delivery as they promote meaningful teamwork and effective collaboration and, in the end, the aims and objectives are achieved.

STATEMENT OF THE PROBLEM

The controversy over the deterioration of adult education programmes in Nigeria has been on the front burner of national discourse over the past decades without any realistic approach to improve the situation. The ability of adult education administrators to effectively organize and manage, even monitor and evaluate the programme activities has been an issue that has lingered for long. All over the country, there has been a growing concern about the inability of government to provide suitable avenues for adult learning due to the dwindling and dangling of the Nigerian educational sector. This has led to a declining standard of administering adult education programmes in Nigeria especially in Bayelsa State. And this has led to mass illiterate adults in Nigeria as Nana (2022) ascertained that Nigeria's illiteracy rate is now 31%. This is a big problem for Nigerians because the high rate of illiteracy partly accounts for the low level of development in Nigeria. The growth and development of any nation depends largely on the quantity and quality of all segments of its population. It is on this premise that this paper aims to find out the effect of select methodological approaches in facilitating effective adult education programmes in Bayelsa State, Nigeria.



PURPOSE OF THE STUDY

The purpose of this study is to examine the effect of select methodological approaches in Facilitating Effective Adult Education Programmes in Bayelsa State, Nigeria. Specifically; the study also sought to:

1. Find out the effect of group class approach on facilitation of learning in adult education programmes in Bayelsa State, Nigeria.
2. Ascertain the effect of seminar class approach on facilitation of learning in adult education programmes in Bayelsa State, Nigeria.
3. Determine the effect of workshop as a methodological approach on facilitation of learning in adult education programmes in Bayelsa State, Nigeria.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study:

1. To what extent does group class approach affect the facilitation of learning in adult education programmes in Bayelsa State, Nigeria?
2. To what extent does seminar class approach affect the facilitation of learning in adult education programmes in Bayelsa State, Nigeria?
3. To what extent does workshop as a methodological approach affect the facilitation of learning in adult education programmes in Bayelsa State, Nigeria?

HYPOTHESES

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of adult learners and facilitators on the extent to which group class as a methodological approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria.
2. There is no significant difference in the mean responses of adult learners and facilitators on the extent to which seminar class as a methodological approach affect the facilitation of learning in adult education programme in Bayelsa State, Nigeria.
3. There is no significant difference in the mean responses of adult learners and facilitators on the extent to which workshop affect the facilitation of learning in adult education programmes in Bayelsa State, Nigeria.



METHOD

The study adopted a descriptive survey research design. The population of the study was 89 respondents, consisting of 62 adult learners and 27 facilitators in the 4 adult learning centres in Ekeremo Local Government Areas of Bayelsa State. The sample size of the study was 89 respondents comprising 62 adult learners and 27 facilitators in 4 adult learning centres in in Ekeremo Local Government Area. The entire population was studied as a census without sampling since the population was small and manageable. The instrument for data collection was a self-structured questionnaire titled, “Effect of Methodological Approaches on the Facilitation of Learning in Adult Education Programmes Questionnaire (EMAFLIAEPQ).” Responses of the questionnaire were rated on a four-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and very Low Extent (VLE). Face and content validity of the instrument was determined by experts in Adult Education. The reliability of the instrument was established using Cronbach Alpha method. Reliability coefficients of 0.81, 0.86 and 0.78 were obtained for the various clusters of the instrument. The collected data were analyzed using the mean, standard deviation and z-test statistics. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistics at 0.05 level of significance.

RESULTS

Research Question 1: To what extent does group class approach affect the facilitation of learning in adult education programmes in Bayelsa State, Nigeria?

Table 1: Mean Response on the Extent to Which Group Class Approach Affects Facilitation of Learning

S/ N	Items	Adult Learners N=62			Facilitators N=27		
		Mea n	SD	Remark	Mean	SD	Remark
1	Grouping learners in the class encourages active participation of learners in learning.	2.87	0.8 9	HE	2.83	0.81	HE
2	When learners do group work they are able to collaborate and learn from one another.	2.71	0.8 5	HE	2.63	0.85	HE
3	Having learners learn together enhance easy assimilation of learning content.	2.77	0.8 7	HE	2.56	1.11	HE
4	Adult learners are able to remember or easily recall what they are taught when it is done in groups.	2.89	0.8 0	HE	2.78	0.85	HE



5	Grouping adult learners in learning situation makes learning more interesting.	2.80	0.76	HE	2.69	1.04	HE
6	When learners learn in group, it ensures everyone is carried along and no learner is left behind.	2.76	0.67	HE	2.70	0.70	HE
Grand total		2.80	0.81	HE	2.70	0.89	HE

HE = High Extent

The analyzed data in Table 1 for Research Question 1 shows the mean and standard deviation values of facilitators and adult learners on the extent to which group class approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria. Item 1 has mean scores of 2.87 and 2.83 with standard deviation scores of 0.89 and 0.81 for adult learners and facilitators respectively. Item 2 has mean scores of 2.71 and 2.63 with standard deviation scores of 0.85 and 0.85 for adult learners and facilitators respectively.

Also, Item 3 has mean scores of 2.77 and 2.56 with standard deviation of 0.87 and 1.11. Item 4 has mean scores of 2.89 and 2.78 with standard deviation of 0.80 and 0.85 for adult learners and facilitators respectively. Item 5 has mean scores of 2.80 and 2.69 with standard deviation of 0.76 and 1.04 for adult learners and facilitators respectively. Finally, Item 6 had mean scores of 2.76 and 2.70 with standard deviation of 0.67 and 0.70 for adult learners and facilitators respectively. The analyzed data shows that all the mean scores for for adult learners and facilitators are above the criterion mean of 2.50.

The grand mean scores of 2.80 and 2.70 for adult learners and facilitators respectively provide the answer to Research Question 1 that group class approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria to a high extent.

Research Question 2: To what extent does seminar class approach affect the facilitation of learning in adult education programmes in Bayelsa State, Nigeria?

Table 2: Mean Responses on the Extent to Which Seminar Class Approach Affects the Facilitation of Learning

S/ N	Items	Adult Learners N=62			Facilitators N=27		
		Mean	SD	Remark	Mean	SD	Remark
7	Having adult learners do presentations helps them easily assimilate what they are taught.	3.22	0.89	HE	3.03	0.83	HE
8	With adult learners doing seminar presentations in class, they can bring their relevant personal experiences to aid easy understanding of the lesson.	2.79	0.93	HE	2.78	0.89	HE



9	Having adult learners do presentations enhances retention of what they are taught in class.	2.81	0.67	HE	2.75	1.00	HE
10	Seminar presentations promote learner centred classroom and increases promotes problem solving skills among them.	2.89	0.96	HE	2.82	1.01	HE
11	Facilitators are better informed on areas learners have weaknesses when they are made to do presentations in class.	2.74	0.93	HE	2.69	0.90	HE
12	Through seminar presentations, learners are able to learn from one another.	3.01	0.77	HE	2.89	0.81	HE
	Grand total	2.91	0.86	HE	2.83	0.91	HE

HE = High Extent

Table 2 above for Research Question 2 shows the mean response of adult learners and facilitators on the extent to which seminar class approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria. Item 6 had mean scores of 3.22 and 3.02 and standard deviation values of 0.89 and 0.83. Item 7 had mean scores of 2.79 and 2.78 and standard deviation values of 0.93 and 0.89. Item 8 had mean scores of 2.81 and 2.75 and standard deviation values of 0.67 and 1.00. Item 9 had mean scores of 2.89 and 2.75 and standard deviation values of 0.96 and 1.01. Item 10 had mean scores of 2.74 and 2.68 and standard deviation values of 0.93 and 0.90. Finally, Item 11 had mean scores of 3.01 and 2.89 and standard deviation values of 0.77 and 0.81 for adult learners and facilitators respectively. The mean scores of all items in the table fall within the range of high extent. This implies that majority of the respondents agreed with all the items. With grand mean scores of 2.91 and 2.83 for adult learners and facilitators respectively, the answer to Research Question 2 is that seminar class approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria to a high extent.

Research Question 3: To what extent does workshop as a methodological approach affect the facilitation of learning in adult education programmes in Bayelsa State, Nigeria?

Table 3: Mean Responses on the Extent to Which Workshop as a Methodological Approach Affects Facilitation of Learning

S/ N	Items	Adult Learners N=62		Facilitators N=27		
		Mean	SD	Remark	Mean SD	Remark



13	Having adult learners attend workshops as part of their learning exposes them to new knowledge	2.88	0.72	HE	2.77	0.97	HE
14	Workshops widen learners understanding of what they are taught as they get broader knowledge of the content.	3.10	0.85	HE	3.05	0.87	HE
15	Attending of workshops helps to reinforce what is taught in class to enhance retention.	2.99	0.81	HE	2.93	0.85	HE
16	Workshops allow learners to get different perspectives of what they are taught.	3.16	1.03	HE	3.10	0.99	HE
17	Workshops give facilitators opportunity to take breaks and teach better.	2.90	0.87	HE	2.88	0.87	HE
	Grand Total	3.00	0.86	HE	2.92	0.81	HE

HE = High Extent

The analysed data in Table 3 above for Research Question 3 shows the mean response of adult learners and facilitators on the extent to which workshop as a methodological approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria. Item 12 had mean scores of 2.88 and 2.77 and standard deviation values of 0.72 and 0.97. Item 13 had mean scores of 3.10 and 3.05 and standard deviation of 0.85 and 0.87. Item 14 had mean scores of 2.99 and 2.93 and standard deviation values of 0.81 and 0.85. Item 15 had mean scores of 3.16 and 3.10 and standard deviation values of 1.03 and 0.99. Item 16 had mean scores of 2.90 and 2.88 and standard deviation values of 0.87 and 0.87 for adult learners and facilitators respectively.

With the grand mean scores of 3.00 and 2.92 for adult learners and facilitators respectively, the answer to Research Question 3 is that workshop as a methodological approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria to a high extent.

TEST OF HYPOTHESES

H₀₁: There is no significant difference in the mean responses of adult learners and facilitators on the extent to which group class as a methodological approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria.



Table 4: Z-test Analysis of Significant Difference in the Mean Ratings of Adult Learners And Facilitators on the Extent to Which Group Class as a Methodological Approach Affects the Facilitation of Learning in Adult Education Programmes

Respondents	N	\bar{X}	SD	Df	Z-cal.	Z-crit.	Level of Sign.	Decision
Adult Learners	62	2.80	0.81	87	0.70	1.96	0.05	Accepted
Facilitators	27	2.70	0.89					

Table 4 above shows that the z-calculated value of 0.70 is less than the critical table value of 1.96 at 0.05 level of significance and 87 degree of freedom. Since the z-calculated value (0.70) is less than the z-critical table value (1.96), the null hypothesis was accepted, indicating that there is no significant difference in the mean responses of adult learners and facilitators on the extent to which group class as a methodological approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria.

H₀₂: There is no significant difference in the mean responses of adult learners and facilitators on the extent to which seminar class as a methodological approach affects the facilitation of learning in adult education programme in Bayelsa State, Nigeria.

Table 5: Z-test Analysis of Significant Difference in the Mean Ratings of Adult Learners and Facilitators on the Extent to which Seminar Class as a Methodological Approach Affects the Facilitation of Learning in Adult Education Programme

Respondents	N	\bar{X}	SD	Df	Z-cal.	Z-crit.	Level of Sign.	Decision
Adult Learners	62	2.90	0.86	87	0.47	1.96	0.05	Accepted
Facilitators	27	2.83	0.91					

Table 5 above shows that the z-calculated value of 0.47 is less than the critical table value of 1.96 at 0.05 level of significance and 87 degree of freedom. Since the z-calculated value (0.47) is less than the z-critical table value (1.96), the null hypothesis was accepted, indicating that there is no significant difference in the mean responses of adult learners and facilitators on the extent to which seminar class as a methodological approach affects the facilitation of learning in adult education programme in Bayelsa State, Nigeria.

H₀₃: There is no significant difference in the mean responses of adult learners and facilitators on the extent to which workshop affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria.



Table 6: Z-test Analysis of Significant Difference in the Mean Ratings of Adult Learners and Facilitators on the Extent to Which Workshop Affects the Facilitation of Learning in Adult Education Programmes in Bayelsa State, Nigeria.

Respondents	N	\bar{X}	SD	Df	Z-cal.	Z-crit.	Level of Sign.	Decision
Adult Learners	62	3.00	0.86	87	0.53	1.96	0.05	Accepted
Facilitators	27	2.92	0.91					

Table 6 above shows that the z-calculated value of 0.53 is less than the critical table value of 1.96 at 0.05 level of significance and 87 degree of freedom. Since the z-calculated value (0.53) is less than the z-critical table value (1.96), the null hypothesis was accepted, indicating that there is no significant difference in the mean responses of adult learners and facilitators on the extent to which workshop affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria.

DISCUSSION OF FINDINGS

The result of the findings for Research Question 1 reveals that group class approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria to a high extent. Majority of the respondents agreed that group teaching method encourages active participation of learners in the learning process, and encourages them to collaborate and learn from one another. This ensures easy assimilation, retention and makes learning more interesting. The corresponding Hypothesis 1 reveals that there is no significant difference in the mean responses of adult learners and facilitators on the extent to which group class as a methodological approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria. This is in line with the findings of Nuran (2017) which revealed that group class encourages fluency in language classes. Group class is efficient as it allows adult learners to practice the subject matter under discussion with their group members; it can be used to complete tasks that need discussion among learners and to share learning activities cooperatively with other learners in any adult education programmes.

The result of the findings for Research Question 2 reveals that seminar class approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria to a high extent. Majority of the respondents agreed that the use of seminar enhance easy assimilation of lessons by the learners since learners bring their relevant personal experiences as a resource for learning. It also promotes a learner centred classroom and increases problem solving skills for them. The corresponding Hypothesis 2 reveals that there is no significant difference in the mean responses of adult learners and facilitators on the extent to which seminar class as a methodological approach affects the facilitation of learning in adult education programme in Bayelsa State, Nigeria. This finding is in line with the findings of Hollander (2002) which revealed that when an instructor effectively facilitates rich discussion about a particular adult education programme during seminar class, the adult learner is more apt to build upon the existing knowledge frameworks they continue to develop and at the end achieve better learning outcomes. Similarly, Dornyei and Murphey in Nurah (2017) reported that specifying roles for each learner may improve the learners' learning, as well as promote the development of



different abilities and may also decrease the anxiety of learners, as they know what they are expected to do.

The result of the findings for Research Question 3 reveals that workshop as a methodological approach affects the facilitation of learning in adult education programmes in Bayelsa State, Nigeria to a high extent. Majority of the respondents were of the opinion that use of workshops exposes learners to new knowledge and widens their understanding of what they are taught since they get several perspectives of the lesson. The corresponding Hypothesis 2 reveals that there is no significant difference in the mean responses of adult learners and facilitators on the extent to which workshop affects the facilitation of learning in adult education programmes in Bayelsa State. This is in line with the findings of Dokubo (2012) which revealed that workshop class provides an enabling environment for the adult learners to exchange ideas, knowledge and experience in order to practically proffer solutions to identified problems or challenges. At times the workshop class is organized such that both experts and learners who are inexperienced can share and learn from the professionals in the field or area of interests.

CONCLUSION

Based on the findings of the study, it was concluded that select methodological approaches adopted in adult learning programmes (group class approach, seminar and workshops) enhance learning among adults in learning centres in Bayelsa State, Nigeria. Through the use of these approaches, the classes are more interesting and they highly promote easy assimilation and retention of lessons taught.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Facilitators of adult education programmes should adopt group class approach as this promotes collaboration and active participation of learners in the learning process.
2. Administrators of adult learning programmes should train facilitators on how to use seminar approach in teaching as this has the ability to enhance problem solving skills in learners.
3. Organizers of adult learning programmes should collaborate with facilitators to use workshops as one of the approaches to teaching adults. This will broaden the knowledge of learners and enhance their learning.



REFERENCES

- Buffalo University (2023). Delivery Models and Teaching Approaches. Available online at: <https://www.buttalo.edu> (Accessed date: 27/6/2023).
- Dokubo, C. (2012). *Adult Education and Co-operative Management* Chronnett Press: Port Harcourt.
- Flouise, G. (2023). What is a workshop in school? Available online at: <https://www.quora.com>. (Retrieved date: 29/6/2023).
- Hollander, J. (2002). Learning to discuss strategies for improving the quality of class discussion. *Teaching Sociology: Journal of English Language Teaching*. 30 (3) 317- 327.
- Katuerine & Jennifer (2021). Group work Benefits & examples. Available online at: <https://study.com> (Retrieved date: 28/6/2023).
- Luebering, J.E (2023). Adult Education: Benefits, programmes and courses/Britannica. Available online at: <https://www.britannica.com> (Accessed date: 2/6/2023).
- Nana .G. (2022). Nigeria’s illiteracy rate is now 31% says F.G. Business Day Sept 7th 2022. Available online at: <http://businessday.ng> (Retrieved date: 28/6/2023).
- Nurah, F. (2017).Benefits and Difficulties of learning in group work in EFL classes in Saudi Arabia. *Journal of English Language Teaching*. 10 (7), 247.
- Robert, K. (2021). Educational Research Techniques, groups, types and the classroom. Available online at: <https://educationalresearchtechnique.com> (Retrieve date: 28/4/2023).
- UNESCO (2018). Education management, monitoring and evaluation. Available online at: <https://www.Unesco.org> (Accessed date: 28/6/2023).
- University of Hertfordshire (2023). Creative arts toolkit. What is a workshop? Available online at: <https://catoolkit.herts.ac.uk>. (Accessed date: 29/6/2023).