

**ASSESSMENT OF ADULT LITERACY FACILITATORS' RECORD KEEPING EFFICIENCY  
IN KANO METROPOLIS, KANO STATE, NIGERIA**

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**Abstract**

*The study assessed how efficient adult literacy facilitators in Kano metropolis are in keeping adult literacy centres records using descriptive research design. A sample of 112 adult literacy facilitators was selected using simple random technique. A 10 item Facilitators' Record Keeping Efficiency Scale (FRKES) was used to collect data in respect of adult literacy facilitators' record keeping efficiency in Kano metropolis literacy centers. The instrument was validated by experts in the areas of Adult Education, Educational Management and Test and Measurement. The Scale has 0.87 reliability index. The data generated from Facilitators Record Keeping Efficiency Scale (FRKES) were statistically analyzed using descriptive statistics of Mean to answer research question one and t-test statistics was used to test the two hypotheses. The findings revealed that adult literacy facilitators are very poor in record keeping irrespective of their gender and length of services. The study recommended that opportunities inform of workshop and seminar should be organized by Kano State Agency for Mass Education in order to equip the facilitators with knowledge and skills on recordkeeping.*

**Keywords:** Facilitators, Recordkeeping, Efficiency, Adult Literacy Centre

**Introduction**

It is important to note that in recent times, many adult literacy centres have been established by government and non-governmental organizations in Kano state in order to address the problem of adult and youth illiteracy. The unprecedented opening of adult literacy classes have shot up the enrollment of adults and youths into literacy centres in the state. As enrollment in literacy centres (schools) increases on a daily bases, the available resources may become over-stressed. The situation becomes even more frightening when universal education program in Nigeria is been implemented. Therefore, adequate record keeping of the human and material resources is needed to address the issue of ever-increasing enrollment. As well as the need to provide literacy centres with human and material resources that can help them achieve sustainable educational objectives. Additionally, according to Egwunyenga (2009) the rising cost of running literacy systems leaves some literacy centers with low quality and inadequate human and material resources. This is because there is no cheap education the world over. Thus, the need for alternative ways of utilizing slim resources to attain set objectives makes literacy centre record keeping imperative. The complexity in centre administration, its constraints, contingencies, and other difficulties also make recording keeping a necessity (Uzoho, 2006; Alkali, 2009, Manga, 2016). The scarce resources in literacy centres may be wasted if their utilization and underutilization is not properly recorded (Ogbonnanya, 2000, Olanrewaju, 2008). Records are necessary in all human endeavours because records give rise to history. Without history one generation repeats the mistakes of the previous generation. Records are kept for anticipating future. Record is also kept for solving problems regarding literacy classes, working materials and general objectives of the literacy development (Alkali, 2009). Alkali (2009) asserts that records facilitate taking decision on how best to run

adult education programmes and setting and revisiting objectives in literacy programmes. This implies that records must be properly kept for effectiveness and efficiency.

There is a need to keep record of all Non-formal Education activities as part of effective literacy centers administration. Record keeping and the management of records is a vital responsibility of the facilitators because of the indispensable role of records and information in the day-to-day activities of the literacy centres. Personnel's and Non-formal education managers rely on the short and long-term data captured in records to make effective decisions about immediate issues and more comprehensive literacy policies (Peretomode, 2001).

Egwunyenga (2009) asserts that without records there can be no accountability. He further maintains that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records. Without access to records, it is virtually impossible to determine responsibility for actions and to hold individuals accountable for their actions. According to Osakwe (2011), centre records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the literacy center office for utilization and retrieval as needed. Such records are kept by facilitators, Non-Formal and Adult education planners and administrative staff.

Some of the records expected to be kept in adult literacy centres according Alkali (2009) include enrolment register; attendance register; instructor record for; instructor preliminary form; organizer monthly report book; scheme record form; examination proforma; record of adult education programme; record of literacy network; record of instruction of materials, record of supporting facilities; record of learner performance, etc. The importance of these records in adult literacy centres cannot be over-emphasized. Thus, it is essential that these records are kept in centre for effective administration, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in literacy centre systems (Durosaro, 2002). Facilitators are seen as one of the important members of staff of adult literacy centres who are charged among other things to keep proper records available in their centres. The knowledge and skills of the facilitators about record keeping determine their effectiveness and efficiency in the accomplishment of recordkeeping responsibilities. Recordkeeping efficiency is determined by how much personnel are able to be regular, prompt, creative, accurate, meticulous, appropriate and secured in the process of keeping and maintaining adult literacy centres records. The focus of this study therefore, is to assess the efficiency of adult literacy facilitators in recordkeeping in the various Kano State Agency for Mass Education Adult Literacy Centres within the Kano metropolis of Kano State, Nigeria.

### **Statement of the Problems**

The importance of record keeping in teaching and learning cannot be over emphasis and usually facilitators are expected to keep records, such as statutory and non-statutory records for the smooth running of their centers. How efficient they are in doing this is very important and it deserves investigation. The efficiency of facilitators in keeping records are determining by the extents to which the objectives of the centers are been achieved. On this note, the study was conducted to assess the efficiency of adult literacy facilitators in record keeping in Adult Literacy Centres within the Kano metropolis of Kano State, Nigeria.

### **Objectives of the Study**

The objectives of this study are as follows;

1. To determine how efficient adult literacy facilitators are in records keeping in Kano metropolis;
2. To examine if there is difference between male and female adult literacy facilitators in their record keeping efficiency in Kano metropolis.
3. To find out if there is difference between experienced and less experienced adult literacy facilitators in their record keeping efficiency in Kano metropolis.

### **Research Questions**

1. How efficient adult literacy facilitators are in keeping records in adult literacy centres in Kano metropolis?

2. Is there any difference between male and female adult literacy facilitators in their records keeping efficiency in Kano metropolis?
3. Is there any difference between experienced and less experienced adult literacy facilitators in their record keeping efficiency in Kano metropolis?

### **Hypotheses**

1. There is no significant difference between male and female adult literacy facilitators in their record keeping efficiency in Kano metropolis
2. There is no significant difference between experienced and less experienced adult literacy facilitators in their record keeping efficiency in Kano metropolis

### **METHODOLOGY**

Descriptive survey design was used to assess how efficient adult literacy facilitators are in record keeping in Kano State Agency for Mass Education Adult Literacy Centres in Kano metropolis. The population of the study was three hundred and forty five (345) facilitators in the one hundred and twelve (112) Adult Literacy Centers in Kano metropolis (Kano State Agency for Mass, 2019). According to Research Advisors (2006), a sample of 112 adult literacy center facilitators is adequate for a total number of 345 to 360 facilitators. A random sampling technique was used to select 20 literacy centers and 112 facilitators from selected centres within Kano metropolis through the use of lucky dip where names of the of literacy centers in kano metropolis were written on small piece of papers, folded and put in a box in which one of the researchers dipped his hand in to pick, this was done in order to give equal chance to being selected and any one chosen can represent others since they all have same characteristics. The sample consists of 75 male and 37 female facilitators.

Facilitators' Record Keeping Efficiency Scale (FRKES) was used to collect data in respect of adult literacy facilitators' record keeping efficiency in Kano metropolis literacy centers. The Scale has 10 items that measured recordkeeping efficiency in terms of how facilitator are accurate, prompt, regular, creative, appropriateness, mastering, meticulous, precise, accessible and unambiguous in keeping adult literacy records. The responses are measured in 5 scales of Excellent (5), Very Good (4), Good (3), Fair (2) and Poor (1). The Scale (FRKES) was validated through expert judgment to establish both face and content validity. The instrument was presented to experts in the areas of Adult Education, Educational Management and Test and Measurement at the Faculty of Education Bayero University, kano for observation and modification. Their observations and suggestions were taken into consideration before the final instrument was produced for administration.

In an effort to determine the reliability of the instruments, the researchers trial-tested the instrument in 3 Literacy centers in Kano metropolis that were not part of the samples selected. The instrument were administered to 12 facilitators and re-administered on interval of two weeks. The results from the first and second administrations of the instrument were correlated using PPMC and the indexes and consistencies of the instrument were established and the results yielded 0.87 permitting the conclusion that the instrument was reliable. The structured questionnaires were. The researchers also guided the respondents on how to tick the appropriate information. The copies of the questionnaires were collected on the spot. The data generated from Facilitators Record Keeping Efficiency Scale (FRKES) were statistically analyzed using descriptive statistics of Mean to answer research question one and t-test statistics was used to test the two hypotheses.

### **Results**

#### **Research Question One:**

How efficient adult literacy facilitators are in keeping records in adult literacy centres in Kano metropolis? This research question was answered using Mean statistics and the results were presented in table 1.

**Table 1: Record Keeping Efficiency of Adult Literacy Facilitators in Kano Metropolis**

S/N	Variable	Mean Score	Remarks
1	Regular in Keeping records	3.5	Good
2	Being prompt in Keeping records	2.3	Fair
3	Being creative in Keeping records	1.4	Poor
4	Mastering of centre records	2.4	Fair
5	Being meticulous in Keeping records	1.3	Poor
6	Neatness in Keeping records	2.0	Fair
7	Being accurate in Keeping records	1.6	Poor
8	Being careful in protecting records	2.0	Fair
9	Ensuring easy accessibility to records	2.3	Fair
10	Being precise and unambiguous in keeping records	2.8	Fair

Table 1 shows how efficient adult literacy facilitators are in keeping adult literacy centres records. Table 1 showed that adult literacy facilitators are regular in keeping records. Specifically, table 1 depicts that efficiency of adult literacy facilitators in recordkeeping in terms of being prompt, mastering of records, neatness in keeping records, careful in protecting records, accessibility to records and being precise and unambiguous in keeping records was rated fair (2) on a scale of 5-1. It is also important to note that table 1 equally indicated that adult literacy facilitators are not creative and not being accurate in keeping records as the table show their efficiency rating as poor (1).

**Hypothesis 1:**

There is no significant difference between male and female adult literacy facilitators in their record keeping efficiency in Kano metropolis. This hypothesis was tested using t-test statistics and the results were presented in table 2.

**Table 2: t-test summary of between male and female adult literacy facilitators in their record keeping efficiency**

Gender	N	Mean	SD	Df	t-cal	P-value
Male	75	1.10	.84	110	3.27	.823
Female	37	1.06	.76			

Table 2 shows that on average, male adult literacy facilitators are more efficient ( $x = 1.10$ ) in record keeping than female facilitators ( $x = 1.06$ ) but the difference was no significant at t-cal (3.27), p-value (.823)  $> .05$  significant level at 110 degree of freedom. Thus, the null hypothesis that states is no significant difference between male and female adult literacy facilitators in their record keeping efficiency in Kano metropolis was accepted. Therefore, there was no significant difference between male and female adult literacy facilitators in their record keeping efficiency in Kano metropolis.

**Hypothesis 2:**

There is no significant difference between experienced and less experienced adult literacy facilitators in their record keeping efficiency in Kano metropolis. This hypothesis was tested using t-test statistics and the results were presented in table 3.

**Table 3: t-test summary of between experienced and less experienced adult literacy facilitators in their record keeping efficiency**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Df</b>	<b>t-cal</b>	<b>P-value</b>
Experienced	68	1.16	.82	110	3.12	.712
Less Experienced	44	1.00	.74			

Table 3 shows that on average, experienced adult literacy facilitators are more efficient ( $x = 1.16$ ) in record keeping than less experienced facilitators ( $x = 1.00$ ) but the difference was not significant at  $t$ -cal (3.12),  $p$ -value (.712) > .05 significant level at 110 degree of freedom. Thus, the null hypothesis that states there is no significant difference between experienced and less experienced adult literacy facilitators in their record keeping efficiency in Kano metropolis was accepted. Therefore, there was no significant difference between experienced and less experienced adult literacy facilitators in their record keeping efficiency in Kano metropolis.

### **Discussions of Findings**

The findings from research question indicated that a, adult literacy facilitators in the study area are not efficient in records keeping. It is unfortunate that adult literacy facilitators who are supposed to keep records for effective day-to-day running of their centres are not familiar with effective record keeping practices. In fact, the results revealed that, they are not prompt, creative, accurate, neat, meticulous and appropriate in keeping the available records in their centres. This result is in agreement with Alkali (2009) who found that majority of adult education facilitators are proficient in keeping literacy centres records. This result is not also different from Iwhiwhu, (2005) observation that school records are not properly kept by teachers.

The finding of the study revealed that there was no significant difference between male and female adult literacy facilitators in their record keeping efficiency in Kano metropolis. This finding is a pointer to that fact that the gender of facilitators does not have any meaning in the way and manner records are being kept in adult literacy centres in Kano metropolis. It is an established fact from this study that both male and female facilitators are not proficient in keeping records in adult literacy centres. This finding is consistent with the finding of Osakwe (2011) that gender has nothing to do with efficiency of personnel in recordkeeping.

It is surprising that experience has nothing to do with efficiency of adult literacy facilitators in keeping literacy centres' records. Ordinarily, one will expect that adult literacy facilitators who have spent 10 years and above in the service should be more proficient in record keeping but this study showed otherwise. This clearly showed that adult literacy facilitators are not good at record keeping despite their experiences in the services.

### **Conclusion**

From the findings of this study, it was concluded that adult literacy facilitators are very poor in record keeping irrespective of their gender and length of services.

### **Recommendations**

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

1. There is need for urgent action to be taken in order for adult literacy facilitators to be given opportunities for skills for records keeping. These opportunities can be in form of workshop and seminar that can be organized by Kano State Agency for Mass Education in order to equip the facilitators with knowledge and skills on recordkeeping.

2. Opportunities should be given to both male and female adult literacy facilitators to acquire skills and knowledge on recordkeeping.
3. Opportunities for acquiring skills and knowledge on recordkeeping should be given to all adult literacy facilitators without minding the length of service of facilitators.

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