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Adult Basic Education Teachers' Perceptions of Their Preparation to Implement the Curriculum Standards in the Kaduna State, Nigeria

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ADULT BASIC EDUCATION TEACHERS' PERCEPTIONS OF THEIR PREPARATION TO

IMPLEMENT THE CURRICULUM STANDARDS IN THE KADUNA STATE, NIGERIA

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Title: Adult Basic Education Teachers' Perceptions of Their Preparation to Implement the
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Inspired by the scarcity of data to support improvement efforts in adult basic literacy programs in the Kaduna State in Nigeria, this study investigated the perceptions of 147 adult basic literacy teachers in service in the state. The study was framed by insights from a four-knowledge-domain framework proposed by the American Institute for Research (AIR) (Fedele-McLeod, et al., 2013), an eight-domain framework proposed for ESL/EFL settings (TESOL, 2008), and a four-domain model proposed by Danielson (2013a). The purpose was to understand (1) how the surveyed teachers perceive their readiness to implement the standards proposed by the curriculum as a way of providing empirical data to inform teacher education decisions. Beyond teacher perceptions, the study also aimed to document (2) whether certified teachers' perceptions significantly differed from uncertified teachers' perceptions, and (3) whether there were statistically significant differences between less experienced and more experienced teachers' perceptions.

In order to reach these goals, participants were asked to complete a 47-item survey instrument and multiple choice questions intended to record participant demographics. The data collected were analyzed using descriptive and inferential statistics; t-tests were run to determine the level of statistical significance between certified and uncertified teachers and between less and more experienced teachers.

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The results revealed that the 147 teachers perceive themselves as familiar with and prepared to teach the topics proposed by the Kaduna State Agency for Mass Literacy, demonstrate effective teaching practices, and actively participate in professional development activities. Within such positive perceptions, certified teachers showed a higher degree of perceived preparedness than uncertified teachers. The overall statistical difference between certified and uncertified teachers were significant. However, more experienced teachers' perceptions did not significantly differ from less experienced teachers' perceptions of their preparedness to teach.

These results encourage continued efforts toward teacher certification, collaborative debates on the curriculum content, and professional development. However, further research might need to look closely at what actually happens in Kaduna State's basic literacy classrooms in order to better understand and support teachers' efforts.

ACKNOWLEDGMENTS

DEDICATION

I dedicate this dissertation to my Late father Alh. Aliyu S. Harande and my dearest mother Hajiya Aishatu Umar.

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CHAPTER ONE

INTRODUCTION

Background of the Problem

Teachers' perceptions of their teaching, in part, provides evidence for understanding whether they serve the goals of their institutions and the needs of students. Teacher perception studies in adult basic literacy learning inform a variety of educational processes including curriculum reform, improvement of practice, definition of policy, and knowledge development through research (Johnson, 2011; Marzano, 2001; Peterson, Durrant, & Bentley, 2015). Adult basic literacy education in Nigeria faces several challenges, among which is teacher quality, as highlighted in quality assurance frameworks. Hussain, Alhassan & Kamba (2013) noted that the lack of qualified teachers and teacher training are some of the major issues of adult education in Nigeria. However, while Bakare (2015) and many other scholars call for enhanced attention to teacher training, the paucity of data on how adult basic literacy education professionals address curriculum standards in their classrooms deprives stakeholders from a research-based understanding of how teacher qualifications relate to curriculum implementation and instructional choices (Ojogwu, 2009). Therefore, research is needed to illuminate policy, program assessment, curriculum reforms, and practice. In this perspective, the current study aims to explore teacher perceptions regarding the implementation of standard adult literacy programs.

Adult basic literacy is necessary in Nigeria to fight or eradicate illiteracy. This is particularly critical because Nigeria's illiteracy rate is high (Bakare, 2015; Olagunju, & Abiona, 2009). Olagunju and Abiona (2009) reiterated that dealing with Nigeria's burgeoning problem of illiteracy is much more a compulsion than a choice when they stated that with up to 50% of illiteracy rate, Nigeria cannot dream of being part of the best 20 economies of the world. The

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United Nations Educational Scientific and Cultural Organization's (UNESCO) Education for All

Global Monitoring Report (UNESCO, 2006) revealed Nigeria's total adult literacy rate for adults

aged 15 years and above as 48.7%. The rate for males was 59.4% while that of females was

38.4%. Meanwhile, between 2000 and 2004, the total literacy rate was put by UNESCO (2006)

at 66.8% with that of males being 74.4% while that of females was 39.4%. Chukwulaka (2009)

as cited by Olagunju and Fasokun to argue that whatever the source of data used, Nigeria's

literacy rate is poor and stands to be a major obstacle against the realization of the development

goals of the nation, including the Millennium Development Goals (MDGs) and the Vision 2020

project.

Bakare (2011) raised serious questions regarding the quality of adult education

facilitators and their ability to play productive roles of facilitation in addressing the needs of

students. He argued that many adult facilitators lack confidence and prefer staying away from

being referred to as teachers because they are not sure what it means to be a teacher. He argued

that, given the proven relationship between teacher quality and students' learning outcomes, it is

imperative that teacher training addresses the need of facilitators to create informed learning

conditions for student development (see also, Bakare, 1999; Corder, 2008; Palmer, 2007). The

advantage of having qualified teachers for adults goes far beyond learning to include student

motivation, confidence, and retention in Nigeria where the non-schooled adult population is

counted in tens of millions.

According to Abadzi (2003, p. 44) among the many variables which influence the quality

of instruction, researcher's attention has often focused on teacher qualification and training

concerns. As Abadzi claims, there is a consensus among scholars that adult literacy teachers need

better training. As Abadzi (2003) stated, many facilitators of adult literacy programs serve on a

voluntary basis with a high rate of professional unpreparedness. Consequently, Abadzi proposes that it is important to increase teacher professional development effort.

As Abadzi (2003, p. 44) notes discussions of the barriers to adequate professional development have also been a continuing theme. Okiy (2004) states that major challenges identified by research include the lack of training, funding, management issues, and the shortage of infrastructure. According to Arikpo, Tawo, & Ojuah (2008), scholars have also raised questions about the lack of adequate regulation. In addition, Abadzi (2003, p.44) notes that adult basic education teachers often have a limitation knowledge base. Further, it has been noted that there are concerns regarding teachers' levels of education (Council Ministers of Education, Canada, 2008; Hussain, Alhassan, & Kamba, 2013; National Commission for Mass Literacy, Adult and Non-Formal Education, 2008). Although these concern have been explored there is no consensus among scholars. Agreements are generally limited to a need to improve instruction and the number of teachers (Darling-Hammond, 2010).

Several researchers continue to deplore the low quality of in-service teachers and insist on training and funding the programs (Labo-Popoola, Bello, & Atanda, 2009; Nnazor, 2005; Ololube, 2006). Understanding what in-service teachers do and how they perceive curriculum requirements in the light of actual practice is not a sufficiently addressed topic.

Assessment of Kaduna State Adult Education Policy

Kaduna State was created by the Federal Military Government of General Murtala Muhammad Ramat on 27th May 1975. It is the home of an ancient kingdom of Zaria (Zazzau). Its creation as a state was followed by record increases in socio-economic conditions and development of political systems in the area. The state is known as Nigeria's home to the center of learning, because of its unique culture and of the courteous disposition of its populace (*Kara*

in Hausa language), and it is home to many prominent Nigerians (www.kadunastate.gov.ng, n.d.).

Kaduna has a total of 23 local government areas with a landmass of 46,053 square kilometers and an estimated population of 6,066,562 (www. Kadunastate.gov.ng, n.d.). The state is dominated by Hausa-Fulani ethnic groups and its people have many cultural traditions that have been passed down through many generations. Some of these traditions include the Sallah Festival (*Hawan Sallah*), which is patronized by many local and international tourists, as well as wrestling (*kokowa*) and boxing (*dambe*) matches (www. Kadunastate.gov.ng, n.d.).

Even though Kaduna state has many solid minerals including gold, quartz, silica and granite, the majority of Kaduna's populace depends on farming. Consequently, Kaduna state is one of the major producers of cash crops in Nigeria and is the country's leading producer of tomatoes, peppers, and onions. Other major occupations include traditional handicrafts and animal husbandry (www. Kadunastate.gov.ng, n.d.).

With regards to educational provisions, Kaduna has a long history of learning and is known as the center of learning in Nigeria. It is home to the first secondary school of Barewa College in northern Nigeria (Hubbard 2000). Moreover, since its creation, Kaduna state has been proactive in enacting education legislation which has led to different policies supporting adult education. The majority of policies implemented by the Kaduna State Agency for Mass Literacy have introduced many strategies to improve adult learning. Such strategies include opening learning centers and integrating *Islamiyya* schools and media learning programs with the slogan *'yaki da jahilci',* which means *'fighting illiteracy'*. These strategies noted a rapid boost of success, especially when Ahmad Muhammad Makarfi was the governor of the state. Furthermore, programs were developed to include the creation of a training center known as the

Youths' Craft Village under the Ministry for Youth. This center was opened with the sole purpose of educating youths in different technical skills so that they could then develop small and medium businesses and become self-reliant. The center has helped promote skilled workers such as tailors, mechanics, woodcraftsmen, goldsmiths, builders, and weavers (Said-Moorhouse, Wanyika & Obondo 2015). This center is in addition to the opening of many vocational centers all around the state. Other programs run by the state include nomadic education; blind, deaf, and disabled schools; continuous education programs; and prison education (Directorate of Employment, n.d.).

Kaduna state has the highest level of illiteracy amongst the Northwest states. This level of illiteracy is arguably why so many of its citizens are unable to take up civil service jobs, with this factor perhaps having a significant impact on the micro-economy of the state and possibly its poverty levels, although other factors may also be significant.

Kaduna state has enjoyed rapid development in terms of infrastructure, and is thought to be the leading state in Nigeria in terms of such development. This development could be attributable to improved levels of literacy resulting from the free education offered by the government at primary and secondary school levels. However, most people leave school immediately after their secondary education and do not go on to study at college or university. This exit could be due to poor academic performance, or for economic reasons or even as a result of poor guidance from parents and peers. It is also noteworthy that improved development in Kaduna state is mostly restricted to urban areas where populations are high. In contrast, rural areas are often neglected by local and state government leaders with their citizens not treated as equal to those in the more developed urban areas.

In order to help school leavers unable to attend post-school for further education, adult education is necessary to improve skills and knowledge, and to also help adults progress economically and become more self-reliant. Moreover, as the development of Kaduna state lies in the hands of its younger generation, the government needs to ensure that provision of adult education is made so that not only does the workforce progress, but illiterate youths are given the opportunity to learn to read and write. Equally important, lately the state government has changed the nomenclature from teacher to facilitator, to those who are in the field of teaching adults; in a telephone conversation dated July 12, 2017 with the Director Administration and Planning, Kaduna State Agency for Mass Literacy, Mr. Shehu Muhammad, confirmed this change to the researcher.

Regarding Kaduna state which happens to be the study area of this work, the Education for All (EFA) 2000 Assessment Country Report for Nigeria states that it had an alarming rate of illiteracy at 75 percent among youth and out of school children in a state of 4.4 million people as of 2005. The adult literacy rate in Kaduna state increased to 42.0% in 2001, and then to 43.5% and 52.06% in 2004 and 2006 respectively (http://mdgkaduna.org, n.d.). The female literacy rate is as low as 12% when compared to 59% for boys (UNESCO, 2003). However, the National Literacy Survey (2010) puts the adult literacy rate in English language as 22.1% and for literacy rate in any language at 77.4%.

In Nigeria, the overall performance of students in adult education programs is fairly disturbing. For example, out of the 1.14 million students who enrolled in the various programs in 2000, only 487,662 were awarded certificates (UNESCO, 2003). Likewise, the State Agency for Mass Education enrolled 40,120 in 2009/2010, but only 13,321 attended examinations and 9,760 were awarded certificates. A study by Nnandi (2016) found that the poor quality of instruction at

adult education centers is among the major causes of the low performance of students. The problem of teachers lies with the qualification. As a consequence, scholars such as Nnandi suggest that emphasis be placed on an ongoing training and retraining of in-service facilitators through workshops, conferences, and courses.

The National Report of Nigeria submitted by the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) (2008) for CONFINTEA VI supports this fact when it revealed that adult facilitators used various qualifications in facilitating adult learning and education in Nigeria. About 31.3% of teachers possessed only Post Literacy Certificates. About 23.5% of them possessed West African Examinations Council (WAEC) National Examinations Council (NECO) while 10.2% were Teachers Grade II certificate holders. The results further show that 10.7% were holders of certificates in adult education; 9.0% were diploma holders; 9.9% were National Certificate of Education (NCE) holders; and 5.4% were graduates from the Universities.

This researcher focused on understanding how adult basic literacy facilitators perceive their implementation of curriculum standards. As such, the researcher was motivated to carry out this research to correlate teachers' quality with curriculum standards in adult education using Kaduna State of Nigeria which is known to have a 46.5% illiteracy rate in Nigeria (National Bureau of Statistics, 2010). It is against this bedrock that this study attempts to determine the relationship between teachers and their perceptions of the implementation of curriculum standards in adult basic literacy programs of Kaduna State.

Statement of the Problem

Goldhaber, Brewer, & Anderson 1999 notes that teachers have a major impact on learning outcomes but there is contradictions in the literature and which teacher attributes are

most effective. They hypothesize that the attributes that actually facilitate teacher success (e.g., enthusiasm and ability to convey knowledge) are not consistently related to the teacher attributes typically measured in education productivity studies. They conclude that identifying what teachers are actually doing in the classroom may be a better assessment of teacher effectiveness than assessing teachers' credentials.

Also, the overall performance of students in adult education programs in Nigeria is fairly disturbing. For example, out of the 1.14 million students who enrolled in the various programs in 1996, only 487,662 were awarded certificates (UNESCO, 2001). In the same way, the Kaduna State Agency for Mass Education enrolled 40,120 in 2009/2010 session, 16,921 took the examination, and 9,360 were awarded certificates. How would the various low qualifications and different cadre of staff in literacy programs such as part timers, volunteers, and full time staff be correlated with any degree to their ability to address the standards they are expected to teach adult students in adult literacy programs in Kaduna State?

The Kaduna State Agency for Mass literacy expects adult basic literacy teachers to implement seven areas in their instructional design and delivery. The seven areas are (1) Basic business, (2) Information Communication Technologies (ICTs), (3) Functional Literacy, (4) Basic Health, (5) Democracy and Peace, (6) Retraining, and (7) Interactional Practices. These standards were adopted in 2004 and revised in 2014 (see the National Adult Basic and Post-Literacy Curriculum) Kaduna State Agency for Mass Literacy (2014). In each area, teachers are expected to cover a set of more detailed sub-areas.

Teaching Basic Business involves a focus on learner ability to transact with banks, better communicate as they engage in business, build good relationships with potential customers, keep

records, be ethical, (against corruption), manage micro-credits, and engage in income generating activities.

Teachers are also expected to include the ICTs in their instruction. This includes effective use of telephones, e-mails, text messaging, Internet, and the use of available ICTs.

As to functional literacy, teachers are expected to teach the basics of reading, writing, reading-writing integration, and numeracy or basic arithmetic.

The fourth standard, basic health instruction suggests focusing on HIV/AIDS prevention, basic hygiene, and basic nutrition.

The fifth standard, Democracy and Peace, is structured around peace building, democracy, and good governance.

Re-training instruction involves economic development, learning to use innovative technologies, learner professional development, learning new skills to improve (for those who are already in their businesses), learning new designs, techniques, and preparing to enroll in higher level programs.

Regarding Interactional Strategies, teachers were expected to implement best classroom interaction strategies while at the same time actively interacting with other professionals for their professional development. Classroom interactions involve group-based problem solving, helping students feel comfortable, managing the classroom atmosphere, handling infractions, communicating teacher expectations to students, completing tasks in small groups, engaging students in discussions, helping students achieve learning goals, using student questions to revise instruction, prompting student discussions, grouping students with similar needs in task completion and discussions, and communicating assessment criteria to students prior to its completion. Interaction with other professionals involves planning instruction in collaboration

with other teachers, attending professional encounters, discussing teaching issues with the Center coordinators or with his/her associates, reflecting on teaching activities to improve instruction, and reflecting on and revising teaching.

In sum, while the curriculum contains a well-designed agenda, no study has assessed the implementation from the teachers' perspectives. It seems relevant to evaluate the implementation of these standards to identify strengths and areas that need improvement. One possible way of evaluating the curriculum implementation consists of documenting teacher perceptions of their engagement with the curriculum.

Purpose of the Study

The purpose of the study was to determine

1. To what extent do adult basic literacy teachers indicate that they are prepared to implement the standards proposed by the curriculum in Kaduna State, Nigeria, and

2. The relationships between the teacher perception of their preparation to teach the basic literacy learning standards and teachers' certification status and teaching experience.

Research Questions and Hypotheses

The questions the study sight to answer are: Certification, and experience are independent variables that will be applied to teacher perceptions.

1. To what extent do adult basic literacy teachers perceive that they are prepared to implement the standards proposed by the curriculum in the Kaduna State?

2. To what extent is there a statistically significant difference between certified and uncertified teachers' perceptions of their preparation to implement the curriculum standards?

3. To what extent is there a statistically significant difference between experienced and less-experienced teachers' perceptions of their preparation to implement the curriculum standards?

Significance of the Study

The beneficiaries of this study are the adult students, adult teachers, Agencies for Mass Literacy, adult education administrators, and policy makers. The result of this study is significant to these beneficiaries in several important ways: Adult students in literacy programs would benefit from the study in terms of better learning outcomes from reforms that are likely to take place from implementation of the recommendations of this study. Adult teachers are also likely to benefit from programs that may be implemented with a view to improving their quality for achievement of better adult students' outcomes as recommended in curriculum standards in literacy programs. The Kaduna State Agency for Mass Literacy is also likely to benefit by having improved quality adult teachers and higher adult students' learning outcomes. Lastly, policy makers will be informed of directions for policy making with a view to improving teachers' quality and learning outcomes in adult literacy programs in Kaduna State.

Assumptions and Limitations

The scope of this research is limited to teachers of adult basic literacy programs in Kaduna State. The students in the basic literacy programs were not studied. Three domains of learning outcomes are considered, and emphasis has been placed on four vital measures of teachers' quality: qualification, experience, cognitive ability, and teacher teaching methodology. Cognizance of intervening variables is recognized, but limitation is placed on such variables. Only those literacy teachers in the Kaduna State Agency for Mass Literacy were studied because they are considered as public servants whose recruitment and promotion is guided by state laws.

Definition of Terms

The following terms were operationally defined as used by the researcher;

Adult Basic Literacy Program: A nine month Basic Literacy Program provided by the Kaduna State Agency for Mass Literacy.

Learning Outcomes: The overall effects/performance of adult students through acquisition of basic skills of communications.

Teacher: Refers to an individual who is either engaged by the Kaduna State Agency for Mass Education or volunteers to facilitate the teaching and learning of adults' literacy skills in Kaduna state.

Quality: The variables which characterize a good adult literacy teacher in Kaduna State such as qualification, experience, cognitive ability, and teaching methodology.

WAEC: West African Examinations Council

NECO: National Examinations Council

Organization of the Remainder of the Study

Chapter One provided an introduction to the study. It focused on the background of the problem that justified the need to study adult basic literacy teachers' perceptions of their preparation to teach proposed curriculum standards. The second chapter presents an in-depth review of the literature, and provides a better understanding of the relationships between teachers' preparation to teach and their perceptions of how they perform. The third chapter describes in detail the design of the study, participant selection procedure, the questionnaire used to collect data, the data collection itself, and the process of data analysis. Chapter Four reports on the findings, and finally, Chapter Five focuses on the discussions of the results, implications for adult basic literacy program, limitations, and directions for future research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This research study was conducted to understand how adult basic literacy education teachers in Kaduna State, Nigeria, perceive their performances regarding the implementation of the standards proposed by the curriculum. In order to achieve the studies objectives, a framework was created based on three different propositions identified in the adult education literature and in the broader field of education. These were: a four-knowledge-domain framework proposed by the American Institute for Research (AIR) (Fedele-McLeod, et al., 2013), an eight-domain framework proposed for ESL/EFL settings (TESOL, 2008), and the four-domain model proposed by Danielson (2013a). First, this review focuses on a description of the frameworks proposed and their relevance to the current project. The next step consists of reviewing adult education teacher competencies research. A specific attention will be directed toward curriculum and policy expectations from competent teachers, teachers' actual performances of instructional delivery toward student development, and teachers' perceptions of their performances.

Theoretical Framework

The framework proposed for this study derives from three important works proposed by the American Institute for Research (Fedele-McLeod et al, 2013), Charlotte Danielson, and the ESL/EFL experts. In the section that follows, the researcher presents an overview of each framework. Then, the researcher defines a theoretical background drawing on the premises of the three frameworks. The rationale for choosing to synthesize these frameworks is that, though they were proposed for different audiences and contexts, they are tested and proven effective beyond national and regional boundaries. UNESCO's (2016) recommendation on Adult Learning and

Education is evidence of the international applicability of the content of these frameworks. As discussed below and in agreement with these frameworks, as well as with international standards, UNESCO's recommendations tackle the broader areas of literacy, basic skills, continuing education, community engagement education, and civic education.

Overview of the Framework Proposed by the American Institute for Research (AIR)

The model of adult education teacher competencies proposed by the AIR in 2013 recommends that, to maximize student learning, it is crucial to align classroom practice to policy, curriculum, teacher professional development initiatives, and related research (Fedele-McLeod et al., (2013). The main reason for recommending this congruence is that this match is necessary to ensure effective instruction. Fedele-McLeod et al.'s (2013) works identified four areas of activities (also referred to as domains) to account for teacher effectiveness. These domains are labeled as follows: (1) monitoring and managing "students' learning through data," (2) planning and delivering "high-quality evidence-based instruction," (3) effectively communicating "to motivate and engage students," and (4) pursuing professionalism and continually building "knowledge and skills" (p. 3). In the first place, AIR's (2013) model is based on the premise that competent teachers understand that awareness of students' prior knowledge and learning experiences, their needs, career and learning goals, as well as their challenges and strengths are all crucial to effective teaching and learning. As a consequence, effective practices include gathering information as evidence to learn about students' learning experiences and goals, plan and monitor instruction toward student progress, propose formative assessment activities, and adapt instruction to students' spontaneous, short-term and long-term needs. In addition to the centrality of data in planning and monitoring learning, AIR proposes a learner-centered instruction with a particular attention to students' interests and goals, standard-based planning,

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interconnectedness among instructional units, motivating classroom environment, thought-provoking and skill-building activities that draw from learner interests, and collaborative learning. Learner-centeredness in adult education also aims to ensure that instructional techniques apply to adults. The framework suggests, for example, that activities include students' personal interests and related problem-solving strategies. Teachers' ability to adapt resources and instruction to circumstantial and individual students' needs also represents an important component of student-centered pedagogy. Recommended instructional practices for adult students also suggest a process including defining the purpose of instruction clearly and planning a sequence of explicit skill-oriented tasks in which expectations are modeled and feedback provided whenever needed. No instruction in an educational program can be deemed effective in the 21st century without attention to technology. The AIR (2013) proposes that literacy programs design and teach digital literacy instruction to adult students. In this regard, competent teachers are expected to address the usefulness of technology for students, provide opportunities for them to familiarize themselves with technological devices and hands-on activities as well as assessment and feedback on the multiple uses technology. Whatever might be the focus of instruction, it is crucial to help students develop critical thinking skills such as evidence-based reasoning, negotiation, consensus, alternative perspectives, problem-solving, and real-life inquiry-based approach to addressing issues.

The third domain of effectiveness recommends that teachers (1) communicate high expectation goals to students, (2) propose tasks, assistance, and explicit feedback to motivate students to persist in pursuing these goals; and (3) couple active listening strategies with dialogue and questioning techniques to foster learning. Effective communication also takes students' socio-cultural and linguistic diversity as resources to build a rich classroom community. In order

to provide a successful feedback, the AIR's (2013) teacher effectiveness standards also propose that teachers differentiate responses to accommodate cultural, linguistic, and ability diversities. In addition, the choice of the course materials, accommodating cultural sensitivity and students' identities represent important indicators of effective communication.

Adult education teachers' development as professionals and lifelong students are the aim of the fourth domain defined by the AIR (2013). The model describes competent teachers as those who demonstrate knowledge of the student population and who plan teaching on the basis of expectations translated through goals and standards. Opportunities to build these skills include formal education, pedagogical studies through pre- and in-service training, and involvement in professional development opportunities. Effective choice of professional development activities relates to teachers' ability to assess their own performances and identify their strengths and needs. Following self-assessment, teachers have data informing their improvement of practice, choice of adequate professional network community, and contribution to their colleagues' development through workshops and peer-feedback. Teachers who engage in such a process of continued growth use their knowledge and skills to improve planning and instruction toward students' growth, and these teaches also engage in research in order to contribute to theory and practice as well as to the development of their programs.

Danielson's (2013) Framework

Danielson (2013) also focused on teacher responsibilities identified as productive in enhancing learner achievement. Of primary concern is student development through active participation, enhanced attention toward nonfiction reading materials, and the application of mathematical concepts to real life. This model identifies four domains of interest including (1) "Planning and Preparation," (2) "The Classroom Environment," (3) "Instruction," and (4)

"Professional Responsibilities" (Danielson, 2013, p. 5). In a nutshell, Danielson has found that successful teachers are those who plan on the basis of their knowledge of students' levels and needs as well as in collaboration with other professionals. The classroom environment domain invites teachers to be models to respect and encourage mutual respect among the classroom community, create a safe atmosphere, ensure order in regard to the classroom physical tools, and encourage collaboration so as to promote learning.

Beyond a safe and collaborative classroom, Danielson (2013) stresses efficient instruction as one of the central characteristics of successful teachers. In this regard, she suggests a constructive approach whereby teachers and students engage in activities that elicit reflection built upon a variety of tasks including examination of materials, explanations, questions, answers, critical review of answers, and re-examination of the views under consideration. While preparation and planning, ensuring a productive classroom environment, and instructing are directed toward student development, Danielson defines a fourth area of teacher competency which calls teachers' attention to the need to actively engage in their professional development. In this area of activity, teachers take a step back to examine their performances against expectations, reflect on their action, self-evaluate, identify their strengths and weaknesses, and actively engage in development activities with other professionals. The implementation of the Danielson model emphasizes the fact that, based on research findings, there is a need for policy and curricula reforms as well as professional development for administrators, teacher education professionals, and teachers. Honest self-assessment empowers teachers to selectively choose professional development trajectories.

ESL/EFL Framework

The "Standards for ESL/EFL teacher of adults" (TESOL, 2008, p. 17) break the knowledge domains involved in teacher effectiveness into eight as compared to four-domain models proposed by Danielson (2013) and AIR (2013). As TESOL International Association experts state on the association website, the primary audiences these standards include "postsecondary institutions, government agencies, ministries of education, and other entities charged with developing professional teaching standards" (http://www.tesol.org/advance-the-field/standards, n.d.). Charles Amorosino, former Executive Director of TESOL, argued that the purpose of adult education is to help adult students develop the knowledge and skills that qualify them to better contribute to personal, family, and community life through better health and increased productivity (TESOL 2000-2001). One other subsequent outcome is national development. Failure to support adult development would place on the nations the burden of continued subsidies and deprive them of the human power they need for economic growth.

The eight knowledge domains of ESL/EFL teacher competency include planning, instruction, assessment, identity and context, language proficiency, content, commitment, and professionalism. The standards recommend that adult education teachers plan instruction based on learner goals, engagement, and achievement. One other aspect of planning consists of analyzing learner engagement and achievement as well as regularly adapting instruction to promote high achievement. As to instruction, ESL/EFL standards state that competent teachers are those who embed teaching in students' purposes and create supportive environments for their development and knowledge transfer into real-life situations. The third standard, assessment, focuses on teacher ability to collect and analyze information from student learning, identify strengths and challenges, and use such research-based results to plan current and future

instruction. The fourth standard that qualifies teachers as competent is teacher awareness that learner identity is an important factor in their learning. In other words, adult students' context and goals are important in planning and delivering instruction as well as assessing learner growth. Besides academic orientation, the fifth standard emphasizes social orientation to students' language proficiency. Teachers' proficiency in speaking, listening, reading, and writing as well as in business, workplace, or academic English is connected to their planning, instructional delivery, and assessment. Teacher ability to instruct efficiently also depends upon how they are prepared and the degree to which such preparation empowers them to continue to learn. This sixth standard expands to classroom and out-of-classroom opportunities adult education teachers have and their ability to use such experiences as resources to improve instruction. The seventh standard recommends using real-life opportunities to plan reading, speaking, listening, and writing instruction so that the language of classroom discussions can be directly applied to meaningful routines of life. The eighth ESL/EFL standard for adult education defines teachers as part of a community of professionals who grow through professional encounters. Teachers are expected to attend workshops, conferences, or any available professional development opportunities that empower them to refresh classroom practices.

Framework Proposed for the Current Study

The current study is framed by a set of standards derived from the frameworks by AIR (2013), Danielson (2013) and TESOL (2000-2001) as described in the previous paragraphs. The choice for this inclusive framework is guided by the high quality work that led to each framework and their proven effectiveness. None of these frameworks can be limited to any specific region, given that all three are geared toward teacher qualification and ability to foster the development of adults as critical thinkers and skilled workers apt to take up the literacy and

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numeracy challenges as their communities expect (Stoica, 2015). Also, they are designed to meet the aim of learning for transfer of knowledge into social experiences of work, civic participation, problem-solving and continued learning as stated in Link (2015). In line with learning objectives centered on adult students' literacy development to enhance their critical thinking and problem-solving skills, their engagement in civic activities, their ability to participate effectively in socio-economic development and their understanding and participation in political life, Kaduna State, expects adult education teachers to meet the following standards applying to Nigeria (Nwafor & Agi, 2013, Esomonu, 2012, Kazeem & Oduaran, 2006 UNESCO, 2008):

- Ability to create and make use of supportive environment to monitor and manage student development.

- Ability to plan and deliver high level instruction informed by research evidence. A teacher might ask himself or herself: "What research informs my planning of instruction? What is my evidence for choosing the strategy I use to deliver instruction? How do I convince my employers and students that I use best practices to plan and deliver instruction?"

- Ability to communicate effectively to motivate and engage students. Effective communication, according to rhetoricians, involves clarity of purposes, knowledge of audiences the message is addressed, and appropriateness of the medium for the message to elicit action on the part of the audience (Hussain et al. 2013; UNESCO, 2016). Questions teachers may use to assess this ability include the following: "Do I know my students? What are their beliefs about (formal) education? What goals challenge them to want to learn in my course? What do their communities expect from them? How does

my instruction accommodate students' identities and context? Does my instruction allow for learning transfer into students' lives and businesses?"

- Level of proficiency of the language of instruction. Language proficiency is central to effective planning of instruction, instructional delivery, and in the assessment of both self and student learning. An adult education teacher might self-assess by asking himself or herself questions such as: "What language-related preparation or training is required/needed to teach my current students? What are my strengths in reading, writing, speaking, listening, arithmetic, technology, etc.? What are my challenges?

- Ability to pull together and make use of various learning experiences as teacher resources to improve instruction. These experiences include adult education pre-service and in-service training, actual teaching of adults, and knowledge of in-class and outside-of-classroom learning opportunities by adults. Teacher self-assessment questions might include: "Did I learn adult language learning strategies in pre-service training? What adult learning strategies have I learnt in my pre-service training program? What adult language learning strategies have I learnt in in-service training? What strategies have I learnt through classroom experience? What out-of-classroom adult learning strategies have I learnt? Do I apply the learning strategies I know? What are my strengths in applying the strategies I use? In regard to instructional effectiveness, what are the limitations of the strategies I use? How do I deal with limitations?"

- Recognition that professional development is central to effective instruction and engagement to rehearse and adapt to most updated research-based knowledge and skills in planning and delivering instruction. Teachers might assess their competencies by asking questions such as: "In what areas do I need focused rehearsal and updated efforts?

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What network opportunities exist that discuss my concerns? Do I attend encounters proposed by professional networks? What informal opportunities use? What formal network programs do I attend? What insights do I bring from networking to improve teaching instruction? What change do I bring into my teaching/instruction as a result of networking with other professionals?"

Scholarship on Adult Education Policy Expectations

There is strong evidence that development programs such as Education for All (EFA) and Millennium Development Goals (MDGs) could not be achieved in Nigeria without seriously tackling adult education. Bakare (2011) started this discussion by reflecting on the confusion we are faced with when we try to set boundaries to (or define) what it means to be an adult educator and who qualifies as an adult educator. First, he highlighted the fact that many types of individuals with a variety of qualifications work with adults to address their educational needs. His point is that prior to deciding whether adult educators need training and, if so, the type of training they need, it is important to define who among those working with adults should be categorized as educators. Bakare (2011) found that in the Nigerian context, "adult educators can be put into different categories: they include adult basic educators, literacy teachers, change agents, mentors, resource persons, [and] extension agents as well as those who plan, initiate, administer and evaluate adult education programs" (p. 187). This lack of clear cut criteria for attributing the title of adult educator deprives those who work with adults from having a clear picture of whether they qualify to bear the title. At this point in his reflection, Bakare (2011) recalled the evidence that teacher quality is a critical variable for student achievement. As a consequence, he reminded teacher training experts that unless teachers are empowered to create informed learning conditions, students' growth will not be satisfactorily achieved. In other

words, at the heart of adult learning reside teacher's ability to guide, motivate, and elicit in students, personal engagement to pursue learning. To Bakare's (2011) examination of the concept of adult educator, Nzeneri (2010) connected his examination of the concept of adulthood.

Nzeneri (2010) defined an adult as "a person who is physically and psychologically mature and he/she is socially, economically, politically, culturally and environmentally responsible" (Nzeneri, 2010, p. 7). Physical and psychological maturity are two fundamental characteristics to qualify an individual as an adult. For him, the main reason supporting this definition is that an adult must demonstrate an aptitude to hold the rank and position assigned to him or her by the community. Nzeneri also stated that beyond age boundaries, a person is adult because he or she is deemed mature and able to demonstrate active engagement toward his or her family and the broader community. Still, in Nzeneri's perspective, in the current society which increasingly relies on information, collaboration and knowledge, literacy remains a pathway par excellence for adults to connect, learn, and better respond to community expectations.

Purpose of Adult Education

Merriam and Brockett (2007) argued that the purpose of adult education is to elicit participation in organized activities intended to enhance knowledge, prompt a critical repositioning of individuals' attitudes and values, and enhance existing skills or help learn new skills. As Merriam and Brockett (2007) add, the process of adult education involves individuals' planned improvement of self through personal, institutional, or peer group engagement. Hussain, et al. (2013) cited the National Benchmark for Non-Formal Education that proposed adult basic literacy programs in Nigeria to train participating students in reading, writing, and numeracy skills development. Attainment of literacy at the basic level of education serves as the foundation

for further learning as well as the opportunity for engaging in those human endeavors without which life is meaningless (Aderinoye, 2002; Council of Ministers of Education, Canada, 2008; Rubenson, Desjardins & Yoon, 2007). Hussain et al. (2013) also stated that knowledge acquired in adult basic literacy programs is expected to produce, among others, educationally and morally refined individuals whose self-actualization is boosted. Such acquired knowledge empowers students to reason more rationally, possess good sense of judgment, and make independent decisions with little or no resultant adverse consequences. Balami and Fajonyomi (1997) discussed adult basic literacy education and argued that its central purpose is to enable adults to develop abilities, gain knowledge, turn in a new direction, and change their outdated attitudes and behavior.

Youngman (2000a, 2000b, 2005) also discussed the importance of adult education and the subsequent question of educating and sustaining the growth of adult educators. He argued that educating adult educators is crucial for the African and Asia-Pacific regions as well as for the West in regard to achieving adults' contribution to any local and international efforts toward a better world. Nzeneri (2010) recalled the pioneering mission of education that focuses on knowledge and skills in empowering adult students to impact other areas of their lives and the lives of their families and communities. To this end, Youngman (2005) highlighted the correlation between teacher preparation and teachers' ability to design and implement high quality adult education, which is expected to foster development. As he noted,

> [The] concept of *"development"* that is used in the context of the global South is simply a particular instance of social thought that envisages a more desirable society and considers how to realize it. The principle of action for a better society is relevant also in the global

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North, with similar implications for adult educators and their training. (Youngman, 2005,

p. 11)

In developing countries, including Nigeria, literacy education is among the top priorities in adult education because tens of millions of people are either minimally literate or not literate at all. An efficient solution in Youngman's (2006) view consists of educating adult educators to empower them with necessary skills for the implementation of agendas proposed by reformed policies. He agrees with Danielson (2013a) that the principles of adult education are shared across the major regions of the world, but he also argues that regional decisions are shaped by the paradigms that prevail in each region. As a consequence of these possibilities of choice, adult education might prioritize work-centered or people-centered visions at different locations. Youngman (2000b) stressed that cases of paradigmatic visions include, for example, neoliberalism which sways toward work-oriented policy, whereas social justice agendas prioritize people-centered visions. He explained that adult education teachers' training or qualities should align with the type of development program designed to address their needs.

In addition to classroom practice, teacher quality also facilitates accountability. The UNESCO Action Plan for Nigeria published in 2012 reported facilitator training as one of the priority actions to address illiteracy, which exerts a push-back effect on all aspects of socio-economic development. Earlier literature, such as Sanders and Horn (1998), indicated that teacher effectiveness has a positive impact on the growth of student population. Further, research has shown that failure in efforts to implement learner-centered pedagogy in developing countries partly relates to issues of teacher effectiveness (Schweisfurth, 2011). Bakare (2011) cited a study by Bakare (1999) to show that facilitators' training for adults' basic literacy is not similar to the training offered to teachers of formal education. If facilitators lack skills to run workshops,

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which represent an efficient approach in teaching adults, there is no guarantee that learning will be negotiated through student participation.

Durosaro (2013) tackled the question of adult education teacher effectiveness and focused on the needs and how to address them at a general level. These needs which, as Youngman (2006) demonstrates, align to international standards or expectations include:

> Affirming, promoting and defending human rights in all their expression: civil, political, economic, social, cultural and environmental. Adult education seeks to democratize access to knowledge, it seeks to activate capacities for production and employment, for political participation and for revaluing human identity and culture. (p. 28)

In the Nigerian context, it is recognized that adult education experiences limited attention from public authorities regarding funding (Imam, 2012; Odukoya, 2009). Immediate consequences, as Imam (2012) stressed, include shortage of facilities, limited attention to research, poor quality of teaching, low motivation for teachers and staff, and a decline in literacy rate.

Additional scholarly perspectives on the challenges adult education faces in Nigeria are varied in nature. Ewuzie (2013) and Nnazor (2005) argued that public authorities' neglect toward adult education relates to long-time perceptions of formal education as a top priority over other forms of individuals' growth. Durosaro (2013), along with Bakare (2011), took a step further to state that adult education policy itself suffers from failure to define goals and priorities clearly. Because of this lack of clarity regarding goal statement, the services adult education offers are not clearly specified.

Teacher Effectiveness and Learning Gains

The correlation of learning outcomes with teacher quality in terms of instructional delivery and curriculum requirement have long been of concern (Banta, 1988; Hussain et al.

2013; Ibobor & Imafidon, 2015; Nzeneri, 2008, 2010; Ramsden & Entwistle, 1981). However, according to Goldhaber & Anthony (2004, p. 131) education researchers have failed to reach a consensus over which, if any, readily identifiable teacher characteristics are associated with learning gains. Further, they note that it remains an open question as to whether it is even possible to judge teachers' effectiveness outside of direct observations of their teaching. From a policy perspective Goldhaber & Anthony (p. 131) note that this lack of consensus creates a problematic situation in which state level policymakers lack the knowledge they need to make informed decisions regarding teacher training, and local policymakers lack information that might be useful in hiring teachers and determining compensation.

It has been observed that there is a preponderance of research that shows that teacher quality is the most important factor predicting learner outcomes (Goldhaber, 2002; Goldhaber et al., 1999; Hanushek, Kain, & Rivkin 1999; Nzeneri, 2010; Wright et al., 1997). For example, Hanushek (1992) found that students with high-quality teachers can attain a full year's learning growth over students with lower quality teachers. However, more recent studies in the Nigerian context raise serious concerns about the quality of adult literacy facilitators. Nnamani (2014), for instance, found that only a few facilitators of adult education programs meet the standards required for the country to meet the 2015 Millennium Development Goals (see Agyemang & Owusu, 2015; Gabay, 2012 offer more reading on the Millennium Development Goals).

Debates on major issues generally revolve around other sensitive issues, such as shortage of infrastructure, funding, wages, and calls for enhanced attention towards teacher training (A-katsibadzi, 2003; Nnamani, 2014). In-service teachers' perceptions as to the implementation of curriculum and related challenges are hardly documented on the basis of empirical investigations. For example, the attributes commonly used for certification, recruitment,

screening, and selection of teachers (i.e., certification status, degree, and experience levels) are not strongly correlated with learning gains (Goldhaber & Brewer, 2000; Hanushek, 1986, 1997). In other words, teachers matter, but teacher quality is not strongly related to observed teacher credentials.

The continuing debate suggests a seemingly enduring concern about the quality of teaching available in adult literacy programs as well as the lack of resolution on how to accomplish. Nzeneri (2010) raised awareness that while teacher quality is an important topic in adult literacy education in Nigeria, it is particularly crucial for ensuring that teachers are empowered with the skills they need to address the needs of adults. He also called decision makers' attention to the fact that successful adult literacy cannot be attained without addressing the relevance between the content proposed by the programs of study and the needs of the students. Based on findings from cognitive research, Abadzi (2003) also emphasized the teacher's instructional delivery is an important aspect of successful teaching of literacy.

Implementing the Standards of Adult Education

The implementation of adult education programs is slow where the federal government is reluctant to take responsibility about funding. One case of such reluctance is Germany (Cummins & Kunkel, 2015; Institut Arbeit und Technik, 2012). This does not mean that adult education is problematic in Germany. It does, however, pose serious problems in countries such as Nigeria where, unlike Germany, it is not common for private organizations to take funding responsibility to the extent Germans do.

Obasi (2014) argued that a major concern with adult education in Nigeria is not with policy. Rather, it is the implementation of policy which poses problem. As he claimed, it is known that literacy is important in improving the living conditions of adults. It is also recognized

that millions of unschooled adults need literacy skills to enhance their participation in building a strong national and international community. The main obstacle, though, is that adult education encompasses several domains of education and, therefore, the lack of consensus raised by Bakare (2011) continues to hinder action as to what must be done beyond general policies. Given the need for area-specific knowledge and skills to address the needs of adults, which are not to be universalized, Obasi(2014) argued that adult education departments such as literacy would be strengthened if adult education itself were granted a disciplinary status (See also Jütte, Nicoll & Salling, 2011). Potential gains include an inclusive agenda in teacher training with some practical components instead of academic orientation as it is commonly believed and practiced (Okech, 2006). Obasi (2014) also joined his voice to Youngman (2005b) to highlight the need for training teachers to help students develop skills that will allow them access to job opportunities in Nigeria. Other significant components of an inclusive adult education agenda are information communication technologies (ICTs) and environmental issues.

Self-Assessment and Teacher Development

Self-assessment has become a powerful component of teacher professional development. Historically, direct inspection was among the best strategies believed to foster teacher professional development. Bolin (1978) reminded us that evaluation of teacher performance through direct inspection was carried out by teacher educators whose agendas were to build teachers' capacity to make appropriate educational decisions. The teachers' job was to observe teachers and discuss their errors and possibilities of correcting them. Later, teacher preparation began to empower teachers toward curriculum implementation.

Today, practical error correction and curriculum implementation are not the sole needs awaiting teacher professional development visions. The frameworks by AIR (2013), Danielson

(2013), and EFL/ESL experts so far reveal that an efficient component of teacher professional development is teachers' assessment of their own strengths and weaknesses, which inform their decision regarding areas to prioritize in choosing programs of collaboration with other professionals. When teachers actively engage in this form of development on the premises of questions they have identified as personal needs, gains become more meaningful and directly transferable into improving teaching practice. Simmons (2014) demonstrated that constructive discussions take place to the satisfaction of teachers when professional development encounters bring them together to share experiences. Although Simmons' (2014) study did not address teachers' systematic self-assessment, it demonstrated that teachers are aware of challenges their administrators or peers can help address within or beyond the boundaries of their institutional districts. Glickman (1985) found that teacher support through staff development programs positively affects teacher effectiveness about instructional delivery. However, because of unexpected changes, identification of educational goals at the national policy level does not guarantee any teacher training process that will in turn prepare teachers for self-assessment (Simmons, 2014).

Addressing Adult Education Challenges in Nigeria

Beyond identifying the problems of adult education and attempting to provide explanations for them, scholars have also proposed their views of potential paths for solving them. Ewuzie (2013) discussed the role of public authorities and called upon the government to vote funds to support adult education in Nigeria. He argued that public funding is worth it because the lives of millions of people are at stake. On the other hand, Bakare (2011) and Youngman (2005) called for action toward teacher training. Other scholars, such as Nnazor (2005), raised the stakes of adult education to the level of national development. He highlighted

the difficulty adults face if they must participate in education programs and, at the same time, continue to play their roles as providers for the needs of their families. To address this challenge and encourage unschooled adults to participate in a systematic education, Nnazor (2005) proposed an eight point agenda in which, among other preoccupations, he called upon public authorities to provide incentives to support students who are not employer-sponsored. He also suggested that more attention be directed to improving the quality of the programs as well as making them more comprehensive, rather than prioritizing literacy at the expense of professional training, civic engagement, community, and personal development.

Summary

The goal of this chapter was to position the current study within an ongoing research on adult basic literacy education. More specifically, a framework has been designed based on insights from three frameworks: Danielson's model published in 2013, a model designed by AIR in 2013, and a third model presented by experts in adult education in ESL/EFL settings. A synthesis of the three models provided the current research project with a comprehensive framework and a relevant focus to address the study's aim to understand how teachers of adult basic literacy view their performances as they implement the standards assigned by curriculum and policy.

The literature located and analyzed in this review suggests that adult education is challenged by a variety of problems, which prevents it from fully meeting its goals of helping the large proportion of unschooled adults to grow in knowledge and skills identified as core to making informed decisions for themselves, for their communities, their country, and for the globalizing community (Bakare, 2011, Obasi, 2014, Youngman, 2005). First, adult education encompasses several areas of knowledge and skills. These include literacy skills, work-oriented

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training, and technological competences, to name a few. It is known that adult basic education suffers from a lack of a clearly defined frame in Nigeria and, more specifically, in the State of Kaduna. Emphasizing basic literacy is seen as an efficient way of tackling the problem. Many scholars have argued that acquiring literacy skills will empower the adult population to achieve better results in their own businesses as well as in understanding citizenship rights and responsibilities, which is a significant contribution to the growth of the democratic process (UNESCO, 2016).

Besides, this review has uncovered strong evidence that research on basic adult education teacher perceptions of their implementation of curriculum is scant in the Nigerian context. Despite evidence that when teachers assess their own performances, they gain significantly in knowledge and skills toward expertise in their profession, there is a lack of sources documenting adult basic literacy teachers' evaluation of their implementation of policy and curriculum standards. Most of the scholarship identified is made up of essays presenting arguments. Despite the level of sophistication of such arguments supported by reports gathered from nongovernmental and international organizations, empirical evidence of teachers' assessments of their own performances might provide a different dimension of evidence to inform the policy and curriculum which are often criticized for lack of objectivity at the stage of implementation. The Empirical evidence to support adult basic literacy curriculum implementation is an unresolved concern in Kaduna State, Nigeria. The current study attempts to contribute to addressing this concern. Specific questions follow in the conclusion to this chapter.

Conclusion

Teacher effectiveness research in Nigeria is short of studies that focus on self-assessment deemed key in reinforcing strengths and seeking professional development opportunities to

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improve instructional design and delivery. Most of the scholarship identified and considered in this review are essays. Systematic studies reporting on teachers assessing their competencies are scant. Fink (2003) proposed that, for change-producing learning to happen, it is helpful for students to be able to engage with basic conceptual knowledge; build on that knowledge to develop new skills by engaging in intellectual, physical and social action; use ideas creatively to connect people and areas of life; develop a better knowledge of self and others; care for the subject matter of learning; and learn how to learn. In their roles of facilitators, adult literacy teachers in Nigeria are expected to instruct for the enhancement of basic knowledge, the application of knowledge through action, and the integration of that knowledge to the real world of ideas and life. They are also expected to facilitate interactions that promote increased understanding of self and others, as well as better relationships among humans. Further, teachers are expected to elicit students' ability to develop their own ways of learning. As teachers lead students through these learning components, they [students] begin to care for learning.

Care for continued purposeful learning is a need in the Nigerian adult population of unschooled and nomad youths and adults. Extant scholarship focuses on the government's responsibility in regard to policy, funding, infrastructure, and hiring and training teachers. However, the scholarship does not reveal what in-service teachers think of as strengths, challenges, and needs. This research study is designed to provide decision makers with data from practicing facilitators' perspectives on adult basic literacy education in Kaduna State, Nigeria. The researcher uses a self-evaluation approach to identify the challenges that might inform action toward teacher professional development plans. The questions this study sought to address are as follows:

1. To what extent do adult basic literacy teachers perceive that they are prepared to teach the learning standards proposed by the curriculum in the Kaduna State, Nigeria?

2. To what extent is there a statistically significant difference between certified and uncertified teachers' perceptions of their preparation to teach curriculum standards?

3. To what extent is there a statistically significant difference between experienced and less-experienced teachers' perceptions of their preparation to teach curriculum standards?

CHAPTER THREE

METHODOLOGY

Introduction

A burning issue in Nigeria is the need for reform to improve teaching and learning in adult education. Efforts are currently geared towards teacher training and curriculum revisions, while gathering the feedback of in-service teachers who implement the standards has not begun. In the Kaduna state, no study was identified addressing the need to understand how classroom teachers perceive the standards they are required to implement.

Purpose of the Study

The purpose of this study is to examine the perceptions of adult basic literacy teachers working in the specific Kaduna State of Nigeria to determine the extent to which they perceive they are prepared to implement the curriculum standards. Further, the differences between certified and uncertified teachers and teachers with less and more experience were compared regarding the extent to which they perceive they are prepared to implement the curriculum standards. A quantitative approach with a researcher-developed questionnaire was used to garner information to identify areas of strength and weakness pertaining to improving teaching and learning in Nigerian adult education. The questions the study seeks to answer are:

1. To what extent do adult basic literacy teachers perceive that they are prepared to implement the standards proposed by the curriculum in the Kaduna State?

2. To what extent is there a statistically significant difference between certified and uncertified teachers' perceptions of their preparation to implement the curriculum standards?

3. To what extent is there a statistically significant difference between experienced and less-experienced teachers' perceptions of their preparation to implement the curriculum standards?

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Certification, and experience are independent variables that will be applied to teacher perceptions.

Research Design

This quantitative study was conducted using a survey design. Data were collected from in-service adult basic literacy teachers working in the Kaduna State. The choice of a survey questionnaire as the instrument suits the study for the reasons that follow.

First, the researcher's intent was to investigate teachers' perceptions on the basis of numerical evidence. Researchers such as Creswell (2009) and Cohen, Manion, and Morrison (2011) suggested that, in survey designs, questionnaires help to study trends, attitudes, or opinions. Questionnaires also facilitate research by imposing a data collection and data analysis structure which is pre-defined by the researcher (Cohen, Manion & Morrison, as cited in Tewero, 2013). Additionally, the sample consisted of 218 teachers spread over the Kaduna State, Nigeria. Using a self-administered questionnaire that did not require the presence of the investigator was practical for the researcher and for the participants (Cohen, Manion & Morrison, 2011; Creswell, 2009). Using a survey design which aligns with a quantitative approach might also make it possible to generalize results to the entire population of the target teachers.

A survey offered the possibility for the researcher to collect data from all the adult basic literacy teachers who volunteered to participate in the study. These data will serve not only to study teacher perceptions of the program implementation but also to understand whether these perceptions relate in particular ways to teacher certification and experience. The ultimate goal is to develop a general picture of the geopolitical zones in regard to teacher perceptions of their preparation to implement the adult basic literacy curriculum standards. In addition to data

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collection from teachers working in many institutions within Kaduna State, a survey also helped

minimize the time and cost of the study (Creswell, 2009).

<div align="center">**Population and Ethical Issues**</div>

Population

To identify and access participants' information, the researcher requested access to the lists

available at the Kaduna State Agency for Mass Literacy. From these lists, 436 teachers were

recorded as formally registered in-service teachers. Among these teachers, 218 (50%) were

systematically selected to be invited to participate in the study. The selection criteria consisted of

picking every other teacher on the lists accessed at the State Agency. Before their selection, the

Director of Administration who granted permission for the data collection notified the centers

that he authorized the research project allowing the researcher and/or his assistant to contact the

teachers. During the data collection process, 153 teachers completed the surveys. However, five

participants did not fully complete the surveys. In summary, 147 teachers participated in the

study, which makes a 67% response rate; 109 participants were certified whereas 37 were not.

Sixty seven of the 147 participants were categorized as more experienced while 75 fell under the

less experienced teacher category. Division of the sample into more experienced (six years of

experience or more) and less experienced (less than six years' experience) was based on creating

equal sized groups for data analysis purposes.

Ethical Considerations

Apart from the research topic approval and review of the research project by the IRB

committee (see Appendix A: IRB Approval Letter), which are partly intended to protect

participants, ethical concerns were considered. First, the researcher himself contacted the 218

teachers selected from the lists at the Kaduna State Agency to invite them to participate in the

study. This was done through text messaging. The researcher did not share the phone contacts of these teachers with the research assistant to prevent potential unauthorized uses. Through these communications, the researcher obtained 152 responses allowing him to plan the next stage of survey distribution with written consent forms. At this stage, the researcher had to modify the original plan of mailing the surveys for confidentiality purposes. In fact, through the preliminary text messaging, the researcher notified teachers who were willing to volunteer that they would receive the surveys and consent forms (see Appendix B for Informed Consent Form) with return envelops, fill them out, and mail them back to a mail box created for the project. Following these exchanges, some of the potential participants clearly indicated that the idea of mailing might not be helpful because they have had several experiences of lost or delayed mail in their uses of the mailing system. This led the researcher to set up a travelling plan for the research assistant to distribute the surveys in the centers where the teachers who volunteered to participate work. In order to avoid exposure of the participants and their responses, the surveys were put in sealed envelopes. An arrangement of date was made in each center for the research assistant to bring the surveys, leave them in the mail room with a sealed 'completed surveys' box, wait at a different place until one hour after the class time, and collect the unopened envelopes along with the 'completed surveys' box. On the day the research assistant visited each center, a notice was left in the staff room to remind the teachers of the location of the survey. Additionally, instructions were clearly attached to the surveys specifying that participants could decide either to mail their surveys or complete them and drop them in the sealed box on the same day. The return envelopes were stamped so that participants did not need any funds from any authority to mail them. In addition, participants were asked to seal all the completed surveys. Upon collecting all the sealed on-site and mailed return envelopes, the research assistant mailed them to the researcher through

DHL Express mailing services. The mailing process lasted approximately five days. A further

confidentiality measure is that at the end of the data analysis process, the researcher will keep the

surveys and other research material in a securely locked cabinet for at least three years and will

destroy them after that time period.

Instrument

A researcher-designed questionnaire was used to collect data (see Appendix C: Survey

Questionnaire). The questionnaire included two parts. The first portion documented participants'

demographic information with emphasis on certification and experience (items 1-4). The second

part of the questionnaire contained 47 items representing the seven areas emphasized by the

curriculum as standards teachers are expected to implement in their classrooms (items 5-51).

The rating scale for the itemized section of the questionnaire is a 7-point Likert-type scale. The

seven points of the scale are as follows: 7 = strongly agree, 6 = agree, 5 = somewhat agree, 4 =

neither disagree nor agree, 3 = somewhat disagree, 2 = disagree, and 1 = strongly disagree.

Details about the questionnaire are presented in the following sections.

Demographic Items

In this section of the questionnaire, four multiple response type items were presented, and

participants were asked to indicate their certification status, qualifications, and years of teaching

experience. Certification status also required choosing whether they are certified or uncertified.

As to the third variable of experience, each participant was asked to state their number of years

of experience.

Curriculum Standards Items

Forty-seven items were designed to measure teacher perceptions of the standards the

adult basic literacy program requires them to implement in their classrooms, employ effective

teaching practices, and engage in professional development. There are seven areas covered by the standards: basic business, information communication technologies (ICTs), functional literacy, basic health, democracy and peace, re-training, and interactional practices. Instructional practices comprises two sub categories: instructional practices in the classroom with students and interactive practices with other professionals.

The rating scale was a 7-point Likert-type scale. This is a continuous scale. The rationale for choosing this scale is that it contributes to maximizing variance whereas any scale beyond 7-points does not increase the variance (Eutsler & Lang, 2015; Nunnally & Bernstein, 1994). Also, Eutsler and Lang (2015) suggested that the best way to maximize results is to label all the points of the rating scale. Further, Sauro (2010) suggested that it is beneficial to use a 7-point scale for new instruments such as the researcher-designed questionnaire in this study. The itemized components of each of these areas participants will be asked to rate are presented below.

Basic business standards. In accordance with the curriculum standards and what students are expected to achieve, the study suggests the following seven items (items 5 through 11): Financial transactions with banks, Business communication, Best customer care practices, Record keeping, Anti-corruption, Micro-credit management, and Income generating activities.

Information communication technologies standards. Adult basic literacy students are expected to develop the skills suggested by the following five items teachers will be asked to rate (items 12 through 16): Effective use of telephones, Effective use of e-mail, Effective use of text messaging, Effective use of internet, and Learning the use of ICTs.

Functional literacy standards. Within this area of knowledge, participants will be asked to indicate the extent to which they teach reading, writing, reading-writing integration, and

numeracy or basic arithmetic (items 17 through 20). These four items sum up the areas in which students were expected to develop competence in basic literacy programs in the North-Western geopolitical zone in Nigeria.

Basic health standards. Three items (items 21 through 23) standing for key priorities in basic health education in adult basic literacy learning were proposed for participants to rate. These items are: HIV and AIDS prevention, basic hygiene, and basic nutrition.

Democracy and peace standards. Adult basic literacy programs also list democracy and peace as part of key learning students must achieve. This study asks participating teachers to rate the extent to which they teach the following three items to their students: peace building, democracy, and good governance (items 24 through 27).

Re-training standards. As one of the main areas of learning targeted by adult basic literacy programs, re-training is implemented focusing on the following seven areas listed as items for participant rating (items 28 through 33): economic development, learning to use technological innovations, professional development, learning new skills, learning new designs, learning new techniques, and learning for enrollment in a higher level program.

Interactional strategies standards. Eighteen items (see item 34 - 51) are designed under this sub-section of the questionnaire in conformity with the standards proposed by the curriculum. Interactional strategies comprise instructional practices in the classroom with students and interactive practices with other professionals, such as the coordinators and other teachers. Professional-level interactions take place in local adult education centers or during encounters involving other centers. The in-class interactions (items 34 - 46) are generated from the more elaborate questions corresponding to the same numbers in the questionnaire table (See Appendix C / Table 12 / Chapter Four). These items are: problem solving, help student feel

comfortable, manage the classroom atmosphere, handle infraction, communicate teacher expectation, complete task in a small groups, engage students in discussion, students achieve learning goals, students' questions modify teacher, prompt students' discussions, students with similar needs groups, and communicate assessment criteria. In addition to these 13 items, five items (47 through 51) involve teachers' preparedness to interact with other professionals to improve their instructional performances. The items involved are: Plan instruction in collaboration, attend encounters with other professionals, discuss teaching issues with, reflect my own teaching activities, and reflection to revise my teaching. A summary of itemized topics and items related to each topic is presented in Table one.

Table 1

Topics and Corresponding Items

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Survey Topics	Related Items
Demographic items	1, 2, 3, 4
1. Basic business	5, 6, 7, 8, 9, 10, 11
2. Use of ICTs	12, 13, 14, 15, 16
3. Functional literacy	17, 18, 19, 20
4. Basic health	21, 22, 23
5. Democracy and peace	24, 25, 26,
6. Retraining	27, 28, 29, 30, 31, 32, 33
7. Interactional practices	
7a. Instructional interactions	34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46
7b. Professional instructions	47, 48, 49, 50, 51

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Issues of Validity and Reliability

The validity of the questionnaire is justified by the relationship between the standards and the items derived from each standard. The Kaduna adult basic literacy standards as well as related items had been rigorously generated to align to theoretical, national, and international

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recommendations. Therefore, the content rationale was used as a robust determinant of the validity of the questionnaire. (Murphy & Davidshofer, (2005)

Reliability and validity are important criteria to consider when research findings are to be taken seriously. Scholars such as Etchegaray and Fischer (2010) have argued that "internal consistency provides information about a survey," while "validity is focused on whether the survey items measure what we want to measure" (pp. 132-133; see also Creswell, 2009; Pallant, 2005)

In his discussion of survey validity, Creswell (2009) argued that it refers to "whether one can draw meaningful and useful inferences from scores on the instrument" (p. 149). Regarding the questionnaire's validity in this study, except for demographic information, the items proposed in the questionnaire represent the standards teachers are expected to implement in their adult basic literacy classrooms. These standards were reviewed and validated by seven expert teachers of adult basic literacy programs serving within the Kaduna State, Nigeria. Teachers were asked to rate these standards on a continuing 7-point Likert-type scale ranging from 7 "Strongly agree" to 1 "Strongly disagree."

Data Collection

The questionnaire (see Appendix C) was designed to capture the participants' perceptions of their application of the standards proposed by adult basic literacy programs in Nigeria. The same standards are those applied in the Kaduna State which is the setting selected for this study. Data were collected following the procedure developed in the next section.

In order to collect data from adult basic literacy teachers, the researcher addressed an application for permission to the Kaduna State Agency for Mass Literacy (see Appendix D for the Permission Letter). The letter notified the State administrators of the fact that the data will be

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analyzed without inclusion of any information that will reveal the identity of any teacher or institution.

Once permission was obtained from the Director of Administration in charge of the Kaduna State Agency for Mass Literacy (see Appendix E), the Director of Administration notified the center coordinators of the researchers' request and of the fact that permission was granted to the researcher to conduct the study. In a follow up phone call, the Director of Administration notified the researcher that an announcement was made in each center to inform the staff about the study. A week after the Director of Administration informed the institutions (and the teachers as well) about the permission, the researcher contacted the 218 systematically selected participants through text messaging to briefly introduce himself, notify them that they had been selected to participate in the study and request their consent before sending the written consent forms at the time of survey completion (see Appendix F for Introduction Letter). Participants' phone numbers were made available to the researcher by the State Agency. The intent for sending the text message was to negotiate a date for the research assistant's visit at each center with the surveys, consent forms, and the researcher introduction letter. Among the 218 teachers, 152 responded favorably. With this information, the researcher asked the research assistant to visit the centers.

The original data collection plan included mailing the surveys with return envelopes on which the participants did not have to write any of their information. However, a few changes occurred in the course of the survey distribution process. Upon assessing the mailing conditions, it was noticed that it is not possible for some participants to receive and send mails on a timely manner. Added to those concerns emerged speculations about the possibility of long delays or even of losing either outgoing or incoming mails. These conditions led the researcher to contact

the Director of Administration of the Kaduna State Agency for Mass Literacy by phone to negotiate a review of the original plan. On the researcher's request, the conversation led to an agreement with the Agency allowing the research assistant to travel to the centers to hand-deliver the surveys. The researcher expressed confidentiality and anonymity concerns with the Agency Director of Administration, who asked each center's administration to make available a place where the surveys will be deposited within the institution so that any voluntary participant could pick a copy in a closed envelope. Since some participants expressed their desire to complete their surveys and leave them in the same location for the research assistant to pick them up on the same day, a sealed box was provided for the return envelopes when the research assistant visited each center. The instruction to the participants specified the two options. In every center the research assistant visited, the administrators informed their staff of the survey location, and the research assistant waited for about an hour after classes before collecting the sealed box and the remaining blank surveys. Other participants mailed their surveys to the private mail box provided by the researcher for return surveys.

Questionnaire Administration

The survey questionnaires administration started on the 4th September 2017 and ended on the 29th of September 2017. First, a short advanced notice about the survey was sent to each potential participant through text messaging. This is particularly useful in Nigeria where such a notice is considered as an act of respect and consideration by recipients. Next, a plan was set up for the research assistant's visit to the centers to distribute the surveys to the participants. One week after the advanced notice, the research assistant traveled to the centers with the surveys in sealed envelopes. As described in the data collection section, the surveys were left in mail rooms with a locked box for the completed surveys. Instruction for the survey completion were attached

to the survey. Also, the notice "Drop your completed surveys here" was written on the locked

box. In each center visited by the research assistant, a notice was left in the staff room by the

administration to remind the staff that the surveys were in the mail room for potential

participants. The research assistant was not present when participants picked up the surveys,

completed them, and dropped them in the locked box. In each center, the administration allowed

one hour after the classes before the blank surveys and the returned surveys' box were collected

by the research assistant. This approach was necessary to allow the participant to complete the

surveys outside of their class schedules. The box contained the surveys of those who had

difficulties mailing them. Those who chose to mail their surveys did not include them in the box.

They mailed them to the private mail box created for data collection.

Table 2

Data Analysis Matrix

Research Question	Variables and Measurement Scale	Statistical Test
To what extent do adult basic literacy teachers implement the standards required by curriculum?	Independent variables: Certification, Years of experience Dependent variable: Implementation perception scores	Descriptive: mean, standard deviation, range
Is there any statistically significant difference between certified and uncertified teachers in curriculum standards implementation?	Independent variables: Certification Dependent Variable: Perception Scores	t-tests
Is there any statistically significant difference between teachers with limited experience and those with extended experience in curriculum standards implementation?	Independent variables: Years of Experience Dependent Variable: Perception Scores	t-tests

Data Analysis

In order to understand what constitutes the focus of teachers' attention in adult basic literacy classrooms and the degree to which each component of the curriculum standard is implemented, this study used descriptive and inferential statistics. The process of data analysis involved the following steps: data organization, descriptive analysis, and inferential analysis. Statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS). An example of data analysis matrix is presented in Table 2.

Data collection was accomplished in two phases. In the first place, participants who preferred to return their surveys to the research assistant did so on the day the surveys were distributed since the assistant had to travel to the centers where participants teach. The second group of participants submitted their surveys by mail. The data collection yielded 64 on-site returns and 88 mailed. In other words, a total of 152 responses were collected. Once the collection of both types of returns was closed, the researcher gathered all the surveys to begin the data preparation process. This preparation consisted of checking the questionnaires to identify any inconsistencies. This check resulted in the dismissal of five questionnaires where participants did not answer all the questions. All the returned surveys considered, 147 responses were ultimately taken into consideration throughout the data analysis process.

Descriptive Analysis

Descriptive data analysis yielded information based on the means, standard deviations, and range of scores for the 47 items derived directly from adult basic literacy standards, teaching practices, and professional development as well as the independent variables of certification and years of experience. The means were used to describe central tendencies of participant rating

scores for the items considered. The study also used the range and standard deviation to describe the data beyond the mean scored, that is, to describe how spread the data are.

Inferential Analysis

Inferential analysis allows the researcher to generalize the results provided by respondents to the larger population (Cohen, Manion & Morrison, 2011; Creswell, 2009) of adult basic literacy teachers working in the North-Western geopolitical zone in Nigeria, a zone which is the setting for this research. Researchers have demonstrated that inferential analysis is appropriate for research that intends to compare the results between groups or variables (Creswell, 2009). The *t*-test, an inferential analysis tool, was used to compare the scores of these groups and determine whether there were statistically significant differences between the groups as to all three areas by the curriculum.

Limitations

This study targeted the entire population of the 436 in-service adult basic literacy teachers in the Kaduna State, Nigeria. A 50% sample was systematically selected for the study. Due to mailing difficulties, the research assistant had to travel to the centers, which might have impacted planned confidentiality strictness. However, this worry seems to be minimized by the fact that the researcher's decision to have the research assistant travel to the centers was guided by participants' preferences for on-site completion of the surveys for some and mailing for others.

Summary

This chapter discussed the methods and procedures that were used to document how adult basic literacy teachers in the Kaduna State, Nigeria perceive they were prepared to implement the curriculum standard. The questions the study was designed to answer were: (1) To what

extent do adult basic literacy teachers perceive that they are prepared to implement the standards proposed by the curriculum in the Kaduna State? (2) To what extent is there a statistically significant difference between certified and uncertified teachers' perceptions of their preparation to implement the curriculum standards? (3) To what extent is there a statistically significant difference between experienced and less-experienced teachers' perceptions of their preparation to implement the curriculum standards?

In order to answer these questions, 147 adult basic literacy teachers from the Kaduna State, Nigeria were asked to complete a survey questionnaire requesting their demographic information and asking them to rate 47 items designed within seven topics. The topics and items represent the standards defined by the program's curriculum. A 7-point Likert-type scale ranging from 7 "strongly agree" to 1 "strongly disagree" was used by participants to rate the items. Any data collection was subject to authorization by the Kaduna State Agency for Mass Literacy that represent the study site, and approval of the research topic as well as the research project by the School of Graduate Studies and Research (SGSR) and the IRB committee of Indiana University of Pennsylvania.

Data collected were analyzed to yield results from which the researcher made inferences to contribute to research and adult basic literacy learning in the study site. For this purpose, SPSS was used to generate descriptive data. SPSS was also used to conduct inferential analysis to help identify potential relationships between independent variables, that is, certification and years of experience, and teacher perceptions of the implementation of the program standards. The following chapter will focus on the results generated from data analysis.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Introduction

The purpose of this study was to determine the extent to which adult basic education teachers in Kaduna State, Nigeria, felt prepared to implement the basic literacy curriculum standards established by the Kaduna State Ministry for Mass Education. Three research questions were developed to address these issues:

1. To what extent do adult basic literacy teachers perceive that they are prepared to implement the standards proposed by the curriculum in the Kaduna State?

2. To what extent is there a statistically significant difference between certified and uncertified teachers' perceptions of their preparation to implement the curriculum standards?

3. To what extent is there a statistically significant difference between experienced and less-experienced teachers' perceptions of their preparation to implement the curriculum standards?

A researcher-designed questionnaire was used to collect data in this study. The questionnaire included two parts. The first portion documented the participants' demographic information with an emphasis on certification status and experience (items 1 through 4). The second part of the questionnaire contains 47 items designed to measure teacher perceptions of their preparedness to implement the standards that the adult basic literacy program requires them to implement in their classrooms (items 5 through 51). There are seven topics representing a synopsis of the areas of the curriculum standards. The seven areas covered by the standards are: basic business, information communication technologies (ICTs), functional literacy, basic health, democracy

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and peace, re-training, and interactional practices. The topic of interactional practices comprises in-class teacher/student interactions and teacher interactions with other professionals for teacher development purposes. The rating scale used in the survey is a 7-point Likert-type scale. The seven points of the scale are as follows: 7 = strongly agree, 6 = agree, 5 = somewhat agree, 4 = neither disagree nor agree, 3 somewhat disagree, 2 = disagree, and 1 = strongly disagree. A summary of the data collected is presented in the following tables.

The questions on the questionnaire were answered by the 147 participants (34% response rate) who rated each item by ticking only one category (strongly disagree, disagree, somewhat disagree, neither agree nor disagree, somewhat agree, agree, strongly agree). Furthermore, the responses of the itemized questions were reported using the computer program SPSS (Version 24) that helped in analyzing statistical data. More so, the *t*-test was the statistical method used to determine if there was statistical significance between the responses of certified and uncertified teachers and more and less experienced teachers. An alpha level of .05 was used to determine statistical significance.

<div align="center">

Findings

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Demographic Findings

In this section of the questionnaire, the researcher used multiple response options in the questionnaire and asked participants to indicate their certification status, qualifications, and years of teaching experience. In regard to qualifications, participants were asked to check one response indicating their highest level of education (see Table 3). Table 3 shows that there is a variation of education levels in the study sample. The largest groups were High School with 25.9% (n = 38) and Associate's Degree with 25.9% (n = 38). The Bachelor's Degree level was only one less than the highest groups at 25.2% (n = 37). As observed, these three groups accounted for 77% (n = 113) of those who responded to the survey. Respondents with Master's Degrees accounted for 10.2% (n = 15);

and there were none listed in the Doctor of Philosophy level. It is of interest that 1.4% (n = 2) self-

identified as having an Elementary Education; and 10.2% (n = 15) as having "other" as their level of

education. Meanwhile, two of the respondents did not indicate their level of education.

Table 3

Level of Education

Level of Education	N	%
Elementary	2	1.4
High School	38	25.9
Associate's Degree	38	25.9
Bachelor's Degree	37	25.2
Master's Degree	15	10.2
Doctor of Philosophy	0	0
Other	15	10.2

Certification status required participants to choose whether they are certified or

uncertified (see Table 4). Of the 147 responses, 74.7% (n = 109) were certified teachers. The

remaining 25.3% (n = 37) self-reported that they did not have any certification.

Table 4

Level of Certification

Certification	N	%
Yes	109	74.7
No	37	25.3

As for experience, each participant was asked to state their number of years of teaching

experience.   The range of responses is 25.00 years, the highest response is 26.00 years, the

lowest response is 1.00 year, the average response is 8.06 years, and the standard deviation is 5.93 years. Table 5 shows that there were 109 teachers with six or fewer years of experience and 37 teachers with seven or more years of experience.

Table 5

Teachers' Years of Teaching Experience

Year Groups	N
1-6 years of experience	109
7+ years of experience	37

In Table 6, the age of the respondents is summarized. Four age ranges were used to group the participants. The youngest age group (20 - 29) had 27.5% (n = 39) of the participants. The group with the largest number of participants in it (30 - 39) followed with 34.5% (n = 49). The next group (40 – 49) had 23.2% (n = 33). And the smallest group (50 +) had 14.1% (n = 20). Five out of the 147 participants did not write their age range.

Table 6

Age of Respondents

Age Groups	N	%
20-29	39	27.5
30-39	49	34.5
40-49	33	23.2
50+	20	14.1

Teacher's Preparedness to Implement the Curriculum Standards

This section addresses the findings for research question #1: To what extent do adult basic literacy teachers perceive that they are prepared to implement the standards proposed by the curriculum in the Kaduna State, Nigeria? Responses of the respondents as a whole for the seven areas of the curriculum standards are presented in this section.

Basic business standards. In the survey instrument, items 5 through 11 asked the study participants to report their "Preparedness to Teach" the basic business topics of the curriculum standards and are summarized in Table 7. It should be noted that no items were rated at 6.0 or higher (between "agree" and "strongly agree"). One item, anti-corruption, had a mean of 5.32, indicating that the average response was slightly more than "somewhat agree." The majority of the items were rated between 4.0 and 5.0 ("neither agree nor disagree" and "somewhat agree"), indicating that the teachers only slightly agree that they are prepared to teach these areas. These items are financial transactions, business communications, customer care, record keeping, and micro-credit management.

Table 7

Respondents' Perceptions of Teachers' Preparedness to Teach the Basic Business Standards

Item	N	Mean	SD
5. Financial Transactions	144	4.69	1.76
6. Business Communications	144	4.87	1.79
7. Customer Care	145	4.90	1.70
8. Record Keeping	140	4.88	1.83
9. Anti-corruption	145	5.32	1.62
10. Micro-credit Management	143	4.89	1.69
11. Income Generation	146	5.14	1.54

Information communication technologies standards. The Information

Communication Technologies Standards were assessed by items 11 through 16 (Table 8). Three

of these items were rated between 5.0 ("somewhat agree") and 6.0 ("agree"). These items are

income generation, effective use of the internet, and learning to use information technology. The

remainder of the times in this section had mean ratings between 4.0 ("neither agree nor disagree"

and "somewhat agree"). These items included effective use of the telephone, effective use of e-

mail, and effective use of text messages.

Table 8

Respondents' Perceptions of Teachers' Preparedness to Teach the Information Communication

Technologies Standards

Item	N	Mean	SD
12. Effective use of Telephone	146	4.97	1.58
13. Effective use of E-mail	145	4.57	1.79
14. Effective use of Text Messages	145	4.64	1.96
15. Effective use of Internet	145	5.00	1.81
16. Learning to use Information Technology	143	5.36	1.70

Functional literacy standards. Items 17 through 20 addressed the functional literacy

standards and are displayed in Table 9. Two items received a mean rating over 6.0 ("agree"):

teaching reading and integrated reading. The other two items (teaching writing and basic

arithmetic) received mean ratings between 5.0 and 6.0 ("somewhat agree" and "agree").

Basic health standards. The basic health curriculum standards were assessed with items

21 through 23 and the findings are displayed in Table 10. All three items, HIV/AID prevention,

basic hygiene, and basic nutrition, received mean ratings between 5.0 ("Somewhat agree" and 6.0 ("agree").

Table 9

Respondents' Perceptions of Teachers' Preparedness to Teach the Functional Literacy Standards

Item	N	Mean	SD
17. Reading	145	6.01	1.33
18. Writing	145	5.97	1.45
19. Integrated Reading	147	6.14	1.24
20. Basic Arithmetic	145	5.38	1.71

Table 10

Respondents' Perceptions of Teachers' Preparedness to Teach the Basic Health Standards

Item	N	Mean	SD
21. HIV/AID Prevention	146	5.16	1.64
22. Basic Hygiene	143	5.30	1.69
23. Basic Nutrition	145	5.20	1.56

Democracy and peace standards. This standard was addressed by items 24 through 27. All four items received a mean rating between 5.0 and 6.0 ("somewhat agree" and "agree"), see Table 11. The items are: peace building, democracy, good governance, and economic

development. Overall, the participants agree that they are prepared to teach democracy and peace

standards.

Table 11

Respondents' Perceptions of Teachers' Preparedness to Teach the Democracy and Peace

Standards

Item	N	Mean	SD
24. Peace Building	145	5.44	1.63
25. Democracy	143	5.27	1.71
26. Good Governance	145	5.43	1.69
27. Economic Development	145	5.43	1.69

Retraining standards. Retraining was addressed with items 28 through 33. All items

for this standard were rated between 5.0 ("somewhat agree") and 6.0 ("agree) (see Table 12).

The items are helping students learn to use technological innovations, helping students plan their

professional development, helping students learn to learn new skills, helping students learn new

Table 12

Respondents' Perceptions of Teachers' Preparedness to Teach the Retraining Standards

Item	N	Mean	SD
28. Help students learn to use technological innovations	145	5.17	1.57
29. Help students plan their professional development	147	5.31	1.66
30. Help students learn to learn new skills	147	5.42	1.54
31. Help students learn new designs	145	5.44	1.47
32. Help students learn new techniques	146	5.25	1.59
33. Help students prepare to enroll in a higher level programs	147	5.44	1.61

designs, helping students learn new techniques, and helping students prepare to enroll in higher level programs. Overall, the participants agree that they are prepared to teach retraining standard.

Interactional strategies standards. In the survey instrument, questions 34 through 51 asked the study participants to report their "Perceptions of Teachers' Preparedness to engage in interactional teaching and professional development strategies. Interactional strategies are two-fold: (1) in-class teacher/student interactions (see Table 13, items 34-46) and (2) teacher interactions with other professionals to help their professional development (see Table 12, items 47-51).

Table 13 presents a summary of teacher perceptions of their implementation of in-class interactions data. It will be noted that no items were rated at 6.0 or higher ("strongly agree"). All of the items were rated between 5.0 and 6.0 ("somewhat agree" and "agree") indicating that the teachers felt they were somewhat prepared in these areas. The items involved are problem solving, developing assessments that help students learn, helping students feel comfortable, managing classroom atmosphere, handling infractions, communicating teacher expectation, completing tasks in small groups, engaging students in discussions, helping students achieve learning goals, using student questions to modify teacher instruction, prompting student discussions, helping students with similar needs groups, and communicating assessment criteria.

Table 14 records teacher perceptions of their engagement in professional development activities aimed to improve instruction. As shown in the table, five items were rated by participants (See Table 14, p. 59). These include: planning instruction in collaboration, prepared to attend encounters with other professionals, discussing teaching issues with the coordinator of the center, reflecting teaching activities, and reflection to revise teaching.

Table 13

Respondents' Perceptions of Teachers' Preparedness for Implementing the In-Class

Interactional Strategy Standards

Item	N	Mean	SD
34. Problem Solving	147	5.40	1.45
35. Assessment that help students learn	146	5.49	1.47
36. Help Student feel Comfortable	147	5.27	1.67
37. Manage the classroom atmosphere	145	5.23	1.61
38. Handle infraction	143	5.01	1.62
39. Communicate Teacher Expectation	142	5.27	1.68
40. Complete Task in a small groups	143	5.20	1.68
41. Engage students in discussion	144	5.50	1.55
42. Students achieve learning goals	144	5.50	1.69
43. Students questions modify teacher	147	5.33	1.63
44. Prompt Students discussions	146	5.55	1.48
45. Students with similar needs groups	146	5.62	1.59
46. Communicate assessment Criteria	142	5.07	1.64

Table 14

Respondents' Perceptions of Teachers' Engagement in Interactions for Professional

Development

Item	N	Mean	SD
47. Plan instruction in collaboration	147	5.52	1.50
48. Attend encounters with other professionals	142	5.55	1.60
49. Discuss Teaching issues with	144	5.56	1.59
50. Reflect my own teaching activities	145	5.53	1.61
51. Reflection to revise my teaching	143	5.82	1.51

Comparison of Teachers' Responses by Certification

In this section, findings related to research question #2 are addressed: to what extent is there a statistically significant difference between certified and uncertified teachers' perceptions of their preparation to teach curriculum standards?

Basic business standards. In Table 15, teachers' perceptions of their preparedness to teach the standards in basic business is compared by certification. It will be noted that all seven items show a statistically significant difference between certified (n=109) and uncertified (n=37) teachers. In all items, certified teachers rated their perception of their preparedness higher than uncertified teachers.

Information communication technologies standards. For this standard, two items show statistically significant differences between certified and uncertified teachers (see Table 16): teaching effective use of the internet, and helping students learn effective use of information technology, with certified teachers having a higher rating of their preparedness and uncertified teachers. The result report a significance level of .001 (p=.001). The other items showed no statically significant differences although all the differences indicated higher ratings for certified teachers.

Functional literacy standards. Table 17 displays the findings for this standard. Three of the four items in this section resulted in statistically significant differences with certified teachers having a higher rating than uncertified teachers. These items are teaching reading (p=.006), teaching writing (p=.022), and teaching integrated reading (p=.003). The fourth item, teaching basic arithmetic, also showed a higher average response by certified teachers (M=5.50; SD=1.64), but the results were not statistically significant for this item.

Table 15

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Basic

Business Standards by Certification

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Item	N	Mean	SD	*t*	df	*p*
5. Financial Transactions						
Certified	107	4.94	1.67	2.710	55.41	.009
Not Certified	36	4.00	1.85			
6. Business Communications						
Certified	107	5.32	1.58	5.394	57.889	.000
Not Certified	37	3.57	1.74			
7. Customer Care						
Certified	107	5.23	1.58	3.899	59.637	.000
Non Certified	37	4.00	1.68			
8. Record Keeping						
Certified	104	5.21	1.76	3.834	59.718	.000
Non Certified	35	3.91	1.72			
9. Anti-corruption						
Certified	107	5.80	1.92	6.116	51.629	.000
Non Certified	37	3.95	1.68			
10. Micro-credit management						
Certified	107	5.11	1.59	2.537	51.528	.014
Non Certified	35	4.23	1.84			
11. Income Generation						
Certified	109	5.40	1.34	3.030	47.653	.004
Non Certified	36	4.39	1.86			

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Basic health standards. None of the three items for basic health issues showed a statistically significant difference between certified and uncertified teachers (see Table 18). As in previous results, the differences showed that certified teachers' average responses were higher than uncertified teachers, but without any statistically significant differences.

Table 16

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Information

Commination Technologies Standards by Certification

Item	N	Mean	SD	*t*	df	*p*
12. Effective use of Telephone						
Certified	108	5.13	1.46	1.782	52.777	.080
Non Certified	37	4.54	1.82			
13. Effective use of E-mail						
Certified	107	4.70	1.73	1.266	56.790	.211
Non Certified	37	4.24	1.95			
14. Effective use of Text Messages						
Certified	107	4.79	1.93	1.447	60.330	.153
Non Certified	37	4.24	2.02			
15. Effective use of Internet						
Certified	108	5.13	1.66	3.405	52.176	.001
Non Certified	36	4.06	1.99			
16. Learning to use Information Technology						
Certified	107	5.75	1.51	4.837	52.205	.000
Non Certified	35	4.17	1.72			

Democracy and peace standards. Two of the four items in this section showed statistically significant differences between certified and uncertified teachers (see Table 19). These items, teaching good governance (*p*=.018) and economic development (*p*=.000), indicated that certified teachers felt more prepared to teach these subjects. As in previous results, the differences for the other two items were split. Teaching democracy showed that certified teachers' average responses were higher than uncertified teachers, but without any statistically significant differences, while teaching peace building was the opposite, with uncertified teachers having a higher (although non statistically significant) difference.

Table 17

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Functional

Literacy Standards by Certification

Item	N	Mean	SD	t	df	p
17. Teaching Reading						
Certified	107	6.21	1.17	2.842	50.257	.006
Non Certified	37	5.41	1.59			
18. Teaching Writing						
Certified	108	6.15	1.36	2.353	52.781	.022
Non Certified	36	5.44	1.61			
19. Teaching Integrated Reading						
Certified	109	6.38	.97	3.152	44.451	.003
Non Certified	37	5.46	1.68			
20. Teaching Basic Arithmetic						
Certified	107	5.50	1.64	1.368	55.814	.177
Non Certified	37	5.03	1.89			

Retraining standards. In Table 20, data related to teachers' preparedness to help

students prepare for retraining is compared by certification. It will be noted that there are

statistically significant differences between certified and uncertified teachers in four of the six

items. The areas in which there are no statistically significant differences are helping students

learn to learn, and helping students learn new techniques. For the other four items, there were

statically significant differences between certified and noncertified teachers with certified

teachers giving responses that indicated they felt more prepared to engage in effective

instructional practices than noncertified teachers. These items are: use of technological

innovations (p=.013), helping students plan their professional development (p=.000), helping

students learn new designs (p=.049), and helping students prepare to enroll in higher level

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programs (*p*=.025). All of these items indicated certified teachers felt better prepared than uncertified teachers.

Table 18

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Basic Health Standards by Certification

Item	N	Mean	SD	t	df	p
21. Teach HIV/AID Prevention						
Certified	108	5.26	1.73	1.326	79.273	.189
Non Certified	37	4.89	1.35			
22. Teach Basic Hygiene						
Certified	105	5.35	1.70	.591	64.086	.556
Non Certified	37	5.16	1.68			
23. Teach Basic Nutrition						
Certified	107	5.32	1.60	1.561	66.650	.123
Non Certified	37	4.86	1.49			

Interactional strategies standards. In Table 21 teachers' preparedness to engage in interactive strategies is compared by certification. Regarding classroom interactions, it should be noted that there are statistically significant differences between certified and uncertified teachers in eight out of the 13 items (see Table 21, items 34-38 and 42-44) involved. There were no statistically significant differences in the other five areas (see Table 21, items 39-41 and 45-46). The areas in which there were no statistically significant differences are communicating teacher expectations,

Table 19

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Democracy and Peace Standards by Certification

Item	N	Mean	SD	t	df	p
24. Teaching Peace Building						
Certified	107	5.39	1.73	-.632	79.870	.529
Non Certified	37	5.57	1.35			
25. Teaching Democracy						
Certified	107	5.41	1.62	1.609	50.553	.114
Non Certified	35	4.83	1.93			
26. Teaching Good Governance						
Certified	107	5.64	1.59	2.431	55.826	.018
Non Certified	37	4.81	1.84			
27. Teaching Economic Development						
Certified	108	5.66	1.61	4.000	62.394	.000
Non Certified	37	4.43	1.61			

completing tasks in small groups, engaging students in discussion activities, putting students with similar needs in groups for group work, and communicating assessment criteria to students. For the other eight items where there were statistically significant differences between certified and noncertified teachers, certified teachers' responses indicated that they felt more prepared. These items are problem solving (p=.013), developing assessments that help students learn (p=.002), helping students feel comfortable (p=.024), managing the classroom atmosphere (p=.024), handling infractions (p=.003), helping students achieve learning goals (p=.043), using students questions to modify teacher instruction (p=.015), and prompting student discussions (p=.048).

Table 20

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Retraining

Standards by Certification

Item	N	Mean	SD	t	df	p
28. Use of technological innovations						
Certified	109	5.38	1.48	2.574	53.221	.013
Non Certified	36	4.56	1.72			
29. Helping students plan their professional development						
Certified	109	5.65	1.44	4.628	59.255	.000
Non Certified	37	4.32	1.53			
30. Helping students learn to learn New Skills						
Certified	109	5.48	1.67	.869	97.745	.387
Non Certified	37	5.27	1.07			
31. Helping students learn new designs						
Certified	107	5.58	1.50	2.001	69.858	.049
Non Certified	37	4.05	1.33			
32. Helping students learn new techniques						
Certified	108	5.35	1.66	1.483	75.889	.142
Non Certified	37	4.95	1.35			
33. Helping students prepare to enroll in higher level programs						
Certified	109	5.66	1.63	2.290	68.435	.025
Non Certified	37	4.95	1.47			

In regard to teacher engagement in interactional practices with other professionals, Table 22 indicated that there are statistically significant differences between certified and noncertified teachers. The items involved are planning instruction in collaboration with other teachers (p=.006), attending encounters with other professionals (p=.006), discussing teaching issues with

other coordinators of the centers (*p*=.011), reflecting on teaching activities (*p*=.012), and using

reflection to revise teaching (*p*=.001).

Table 21

Comparison of Respondents' Perceptions of Teachers' Preparedness for Interactional Strategies

by Certification

Item	N	Mean	SD	*t*	df	*p*
34. Problem solving						
Certified	109	5.58	1.44	2.569	64.247	.013
Non Certified	37	4.89	1.39			
35. Assessments that helps students learn						
Certified	108	5.73	1.43	3.294	62.447	.002
Non Certified	37	4.84	1.42			
36. Helping students feel comfortable						
Certified	109	5.47	1.59	2.322	56.825	.024
Non Certified	37	4.70	1.78			
37. Managing the classroom atmosphere						
Certified	108	5.41	1.60	2.307	62.715	.024
Non Certified	36	4.72	1.52			
38. Handling infraction						
Certified	107	5.26	1.49	3.090	50.547	.003
Non Certified	35	4.23	1.78			
39. Communicating teacher expectations						
Certified	105	5.43	1.67	1.836	60.313	.071
Non Certified	36	4.83	1.68			
40. Completing tasks in a small groups						
Certified	107	5.19	1.80	-.361	83.545	.719
Non Certified	35	5.29	1.25			
41. Engaging students in discussion activities						
Certified	107	5.64	1.46	1.656	52.849	.104
Non Certified	36	5.11	1.74			
42. Helping students achieve learning goals						
Certified	107	5.67	1.70	2.065	63.737	.043
Non Certified	36	5.03	1.60			
43. Using students questions modify teacher instruction						
Certified	109	5.52	1.65	2.489	70.231	.015
Non Certified	37	4.81	1.45			

44. Prompt students discussions

	N	Mean	SD	t	df	p
Certified	108	5.70	1.49	2.014	66.559	.048
Non Certified	37	5.16	1.39			

45. Putting students with similar needs in groups for group work

	N	Mean	SD	t	df	p
Certified	108	5.76	1.61	1.872	66.638	.066
Non Certified	37	5.22	1.49			

46. Communicating assessment criteria to students

	N	Mean	SD	t	df	p
Certified	106	5.20	1.70	1.562	68.670	.123
Non Certified	35	4.74	1.42			

Table 22

Comparison of Respondents' Perceptions of Teachers' Engagement in Interactions for

Professional Development by Certification

Item	N	Mean	SD	t	df	p
47. Planning instruction in collaboration with other teachers						
Certified	109	5.72	1.50	2.856	68.637	.006
Non Certified	37	4.47	1.34			
48. Attending encounters with other professionals						
Certified	107	5.78	1.55	2.870	54.364	.006
Non Certified	34	4.88	1.59			
49. Discussing teaching issues with center coordinators						
Certified	108	5.75	1.64	2.614	69.899	.011
Non Certified	35	5.03	1.34			
50. Reflecting on teaching activities						
Certified	108	5.74	1.57	2.596	58.907	.012
Non Certified	36	4.94	1.60			
51. Using reflection to revise teaching						
Certified	107	6.09	1.38	3.579	50.910	.001
Non Certified	35	5.00	1.63			

Comparison of Teachers' Responses by Years of Experience

In this section, findings related to research question #3 are addressed: to what extent is there a statistically significant difference between experienced and less-experienced teachers' perceptions of their preparation to teach curriculum standards?

The respondents were divided into two groups based on years of experience (see Table 23). Those with one to six years of teaching experience were compared to those with seven years of experience or more. This grouping was made to create roughly equal groups for the comparison.

Table 23

Teachers' Years of Teaching Experience

Year Groups	N	%
1-6 years of experience	75	52.8
7+ years of experience	67	47.2

Basic business standards. In Table 24, teachers' preparedness to teach the standards is compared by years of teaching experience. It will be noted that there are no statistically significant differences between teacher preparedness and years of teaching experience in all of the areas. The areas in which there are no statically significant differences are financial transactions, business communications, customer care practices, record keeping, anti-corruption, micro-credit management, teach income generation activities, effective use of telephone, effective use of e-mail, effective use of text messaging, effective use of internet, learning to use information communication technologies, teach reading, teach writing, teach integrated reading

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and writing, teach basic arithmetic, teach HIV and AIDS prevention, teach basic hygiene, teach

basic nutrition, teach peace building, teach democracy, teach good governance, and teach

economic development.

Table 24

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Basic

Business Standards by Years of Experience

Item	N	Mean	SD	t	df	p
5. Financial Transactions						
Less Experienced	73	4.55	1.70	-1.372	134.002	.172
More Experienced	66	4.95	1.78			
6. Business Communications						
Less Experienced	74	4.99	1.73	.462	132.433	.645
More Experienced	65	4.85	1.83			
7. Customer Care						
Less Experienced	74	4.97	1.66	.224	135.492	.823
More Experienced	66	4.91	1.70			
8. Record Keeping						
Less Experienced	74	4.78	1.78	-.947	125.882	.345
More Experienced	61	5.08	1.86			
9. Anti-corruption						
Less Experienced	75	5.36	1.46	-.387	129.953	.699
More Experience	65	5.46	1.62			
10. Micro-credit Management						
Less Experienced	71	4.70	1.79	-1.898	131.878	.060
More Experienced	67	5.22	1.41			
11. Income Generation Act						
Less Experienced	74	5.01	1.42	-1.754	135.436	.082
More Experienced	67	5.45	1.51			

Information communication technologies standards. There were no statistically

significant differences between more and less experienced teachers regarding their perceived

preparation to teach information communication technology standard (see Table 25). In fact, the

results were rather mixed with less experienced teachers indicating more perceived preparedness

to teach in three of the five areas: effective use of e-mail, text messaging, and the internet. More

experienced teachers rated the following items higher than less experienced teachers: effective

use of the telephone, and helping students to learn to use information technology.

Table 25

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Basic

Information Communication Technologies Standards by Years of Experience

Item	N	Mean	SD	*t*	df	*p*
12. Effective use of Telephone						
Less Experienced	75	4.93	1.50	-.481	133.236	.631
More Experienced	66	5.06	1.63			
13. Effective use of e-mail						
Less Experienced	75	4.76	1.68	1.138	129.453	.257
More Experienced	65	4.42	1.88			
14. Effective use of Text Messaging						
Less Experienced	75	4.81	1.94	.926	134.978	.356
More Experienced	65	4.51	1.95			
15. Effective use of internet						
Less Experienced	74	5.07	1.77	.222	135.168	.825
More Experienced	66	5.00	1.82			
16. Learning to use Information Communication Technology						
Less Experienced	73	5.37	1.63	-.395	133.895	.694
More Experienced	66	5.45	1.71			

Functional literacy standards. In Table 26, results for the functional literacy standard

are displayed. Again, there were no statistically significant differences between more and less

experienced teachers. Also, as in the previous standard, there were inconsistencies regarding

where the non-statistically significant differences did occur. More experienced teachers rated the

following items higher: teaching reading and teaching integrated reading and writing. Less

experienced teachers' rated teaching writing and teaching basic arithmetic higher.

Table 26

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Basic

Functional Literacy Standards by Years of Experience

_____

Item	N	Mean	SD	*t*	df	*p*
17. Teach Reading						
Less Experienced	73	6.01	1.12	-.346	125.060	.730
More Experienced	67	6.09	1.43			
18. Teach writing						
Less Experienced	75	6.15	1.06	1.279	103.159	.204
More Experienced	65	5.83	1.73			
19. Teach Integrated Reading and Writing						
Less Experienced	75	6.04	1.25	-1.461	139.996	.146
More Experienced	67	6.33	1.11			
20. Teach Basic Arithmetic						
Less Experienced	74	5.45	1.56	.076	130.246	.939
More Experienced	66	5.42	1.78			

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Basic health standards. There were no statistically significant differences between

more and less experienced teachers regarding teaching the basic health standard topics (see Table

27). In fact, in all three areas, teaching HIV/AID prevention, basic hygiene, and basic nutrition,

less experienced teachers rated the items higher than more experienced teachers.

Democracy and peace standards. The four items in this standard showed no

statistically significant differences between more and less experienced teachers (see Table 28).

Three of the four items showed higher average responses by less experienced teachers. These

items are teaching peace building, teaching democracy, and teaching economic development. In

only one item did more experienced teachers give a higher rating than less experienced teachers: teaching good governance.

Table 27

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Basic Health Standards by Years of Experience

Item	N	Mean	SD	t	df	p
21. Teach HIV and AIDS Prevention						
Less Experienced	74	5.23	1.46	.549	125.150	.584
More Experienced	67	5.07	1.85			
22. Teach Basic Hygiene						
Less Experienced	74	5.35	1.54	.557	122.310	.578
More Experienced	64	5.19	1.87			
23. Teach Basic Nutrition						
Less Experienced	73	5.36	1.30	1.080	116.995	.282
More Experienced	67	5.06	1.87			

Retraining standards. Six items were involved under this topic (See Table 29, items 28-33). Table 29 shows that there were no statistically significant differences between less experienced and more experienced teachers. All p values were above the significance level of .05. The six items involved are using technological innovations, helping students plan their professional development, helping students learn to learn new skills, helping students learn new designs, helping students learn new techniques, and helping students prepare to enroll in higher level programs.

Table 28

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Democracy and Peace Standards by Years of Experience

Item	N	Mean	SD	*t*	df	*p*
24. Teach Peace Building						
Less Experienced	74	5.51	1.56	.530	130.957	.597
More Experienced	66	5.36	1.76			
25. Teach Democracy						
Less Experienced	72	5.31	1.77	.061	135.960	.952
More Experienced	66	5.29	1.65			
26. Teach Good Governance						
Less Experienced	75	5.41	1.67	-.328	133.832	.744
More Experienced	65	5.51	1.72			
27. Teach Economic Development						
Less Experienced	75	5.44	1.54	.475	126.854	.636
More Experienced	66	5.30	1.85			

Interactive strategies standards. In Table 30, teachers' preparedness to engage in interactive strategies is compared by the years of experience. In regards to in-class interactions (See Table 30, items 34-46), it should be noted that there were no statically significant differences for any of the items. Interestingly, less experienced teachers rated their preparedness higher than more experienced teachers in 11 out of the 13 items involved (See Table 29). These items are problem solving, helping students feel comfortable with the classroom atmosphere, managing the classroom atmosphere, handling infractions, communicating teacher expectations, completing tasks in small groups, engaging students in discussion activities, helping students achieve learning goals, using student questions to modify teacher instruction, prompting student discussions, putting students with similar needs in groups for group work, and communicating

assessment criteria to students prior to actual assignment completion. In the following areas, more experienced teachers rated themselves higher than less experienced teachers: helping students learn problem solving, developing assessments that are intended to help students learn, and communicating assessment criteria to students.

Table 29

Comparison of Respondents' Perceptions of Teachers' Preparedness to Teach the Retraining Standards by Years of Experience

Item	N	Mean	SD	*t*	df	*p*
28. Use of Technological Innovations						
Less Experienced	74	5.09	1.39	-.713	122.871	.477
More Experienced	66	5.29	1.77			
29. Help Students Plan their Professional Development						
Less Experienced	75	5.23	1.52	-.712	134.531	.477
More Experienced	67	5.42	1.66			
30. Help Students learn to learn New Skills						
Less Experienced	75	5.47	1.32	.407	120.300	.685
More Experienced	67	5.36	1.79			
31. Help Students learn new designs						
Less Experienced	75	5.53	1.33	.883	122.735	.379
More Experienced	65	5.31	1.65			
32. Help Students Learn New Techniques						
Less Experienced	74	5.11	1.61	-.924	137.745	.357
More Experienced	67	5.36	1.60			
33. Help Students Prepare to Enroll in Higher Level Programs						
Less Experienced	75	5.39	1.52	-.274	131.029	.784
More Experienced	67	5.46	1.76			

The results of the comparison of teacher perceptions of their preparedness to engage in professional development activities by years of experience as presented in Table 31, shows no statistical significance between less experienced and more experienced teachers. The p values for all the items is higher than the significance level .05. The items concerned are: planning instruction in collaboration with other teachers, attending professional encounters with other professionals, discussing teaching issues with the center coordinators, reflecting on their own teaching, and reflecting to revise their own teaching.

Table 30

Comparison of Respondents' Perceptions of Teachers' Preparedness to Engage in Interactive Strategies by Years of Experience

Item	N	Mean	SD	*t*	df	*p*
34. Problem Solving						
Less Experienced	75	5.32	1.36	-.691	130.573	.491
More Experienced	67	5.49	1.59			
35. Assessments that are intended to help students learn						
Less Experienced	74	5.45	1.47	-.480	136.632	.632
More Experienced	67	5.57	1.52			
36. Help Student feel comfortable with classroom atmosphere						
Less Experienced	75	5.43	1.56	1.129	131.187	.261
More Experienced	67	5.10	1.81			
37. Manage the classroom atmosphere						
Less Experienced	74	5.27	1.57	.210	133.435	.834
More Experienced	66	5.21	1.69			
38. Handle infractions						
Less Experienced	71	5.15	1.54	1.137	131.504	.258
More Experienced	67	4.84	1.75			
39. Communicate Teacher Expectation						
Less Experienced	72	5.49	1.45	1.494	118.278	.138
More Experienced	65	5.05	1.93			

40. Complete Tasks in small groups						
Less Experienced	73	5.40	1.42	1.516	116.210	.132
More Experienced	65	4.95	1.94			
41. Engage students in discussion activities						
Less Experienced	75	5.67	1.29	1.350	110.244	.180
More Experienced	64	5.30	1.84			
42. Students achieve learning goals						
Less Experienced	74	5.58	1.56	.509	124.909	.612
More Experienced	65	5.43	1.88			
43. Students questions modify teacher instruction						
Less Experienced	75	5.47	1.46	1.028	126.438	.306
More Experienced	67	5.18	1.83			
44. Prompt Students discussions						
Less Experienced	75	5.72	1.33	1.343	125.099	.182
More Experienced	66	5.38	1.64			
45. Students with similar needs in the groups for group work						
Less Experienced	74	5.78	1.38	1.230	122.781	.221
More Experienced	67	5.45	1.81			
46. Communicate assessment Criteria to Students						
Less Experienced	72	5.01	1.65	-.328	132.881	.743
More Experienced	65	5.11	1.69			

Conclusions

The focus of this chapter was the description of the findings for the study. The study's aim was to address teachers' perception of their instructional practices in the adult basic literacy classroom in Kaduna State. A researcher-designed questionnaire was used to collect data in this study. The questionnaire consisted of four sections: demographic items (items #1 through 4), teachers' perceptions of their preparedness to teach the standards of the Kaduna State Agency for Mass Literacy (items 5 through 27), teachers' perceptions of their preparedness to employ effective teaching practices (items 28 through 36), and teachers' perceptions of their preparedness to engage in professional development (items 37 through 51).

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The study addressed three research questions: 1) teachers' perceptions of their

preparedness to teach the standards, employ effective teaching practices, and engage in

professional development, 2) these three areas compared between certified and uncertified

teachers, and 3) these three areas compared between teachers with more teaching experience and

those with less teaching experience.

Table 31

Comparison of Respondents' Perceptions of Teachers' Preparedness to Engage in Professional

Development Interactions by Years of Experience

Item	N	Mean	SD	t	df	p
47. Plan instruction in collaboration with other teachers						
Less Experienced	75	5.49	1.51	-.230	137.779	.818
More Experienced	67	5.55	1.53			
48. Attend encounters with other professionals						
Less Experienced	73	5.45	1.57	-.908	130.768	.365
More Experienced	64	5.70	1.65			
49. Discuss Teaching issues with the coordinator of the centers						
Less Experienced	74	5.58	1.55	.098	130.787	.922
More Experienced	65	5.55	1.70			
50. Reflect my own teaching activities						
Less Experienced	74	5.72	1.41	1.270	122.053	.206
More Experienced	66	5.36	1.82			
51. Reflection to revise my teaching						
Less Experienced	72	5.93	1.38	.776	126.379	.439
More Experienced	66	5.73	1.70			

The population for the study was all of the teachers employed in the Adult Basic

Education Centers in Kaduna State Agency for Mass Literacy, Nigeria. The sample for the study

consisted of 218 teachers systematically selected from the population. There were 147

respondents (67% response rate).

In regards to the first research question, the findings show that all items were rated 4.0 or

higher ("Neither Disagree nor Agree" to "Strongly Agree") indicating that the teachers, in

general, felt prepared to teach the standards, employ effective teaching techniques, and engage in

professional development.

Regarding the second research question, the findings show that certification appears to

make a significant difference. Certified teachers responded that they felt better prepared to teach

14 of the 23 standards as compared to uncertified teachers. In addition, certified teachers

responded that they felt better prepared to employ seven of the nine teaching practices than

uncertified teachers. Finally, certified teachers indicated they felt better prepared to engage in 10

of the 15 professional development areas as compared to uncertified teachers.

For the third research question, the sample was divided into two roughly equal groups to

compare more experienced to less experienced teachers. The group with less experience

consisted of teachers with six or fewer years of teaching experience (n = 109, 74.7%). There

were 37 (25.3%) teachers with seven or more years of teaching experience in the more

experienced group. The findings did not show any significant differences between teachers with

less or more years of teaching experience for how prepared they felt to teach the standards,

employ effective teaching practices, and engage in professional development.

This chapter summarized the findings regarding teachers' perception of instructional

practices in the Adult Basic Literacy Centers in Kaduna State Agency for Mass Literacy. These

results will be discussed in chapter 5, and recommendations for practices and further research

will be presented.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

Introduction

This quantitative study used survey data to understand how adult basic literacy teachers perceive their preparation to teach the content suggested by the curriculum in the Kaduna State, Nigeria. A 47-item survey was proposed to answer three questions. First, the study sought to understand the extent to which adult basic literacy teachers perceive their preparedness to implement the curriculum standards used in the Kaduna State, Nigeria. Second, the researcher aimed to understand whether certified teachers' perceptions of their preparation to implement the curriculum standards were significantly statistically different from uncertified teachers' perceptions. The third question inquired whether more experienced teachers' preparation to implement the curriculum standards were significantly statistically different from less-experienced teachers' perceptions. In order to study potential differences related to teacher certification and experiences, the survey also served to collect demographic information.

The researcher-designed questionnaire used to collect data included two parts. The first part of the questionnaire documented participants' demographic information, specifically focusing on teacher certification and years of experience (items 1-4). The second part of the questionnaire contained 47 items designed to measure teacher perceptions of their preparedness to implement the standards the adult basic literacy program requires them to implement in their classrooms. The 47 items represent a summary of the areas covered by the curriculum standards which are: basic business, information communication technologies (ICTs), functional literacy, basic health, democracy and peace, re-training, and interactional practices, which comprise classroom interactions and teacher interactions with other professionals aimed to enhance teacher

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effectiveness. The rating scale used in the survey was a 7-point Likert-type scale (7 = strongly agree, 6= agree, 5= somewhat agree, 4 = neither disagree nor agree, 3 = somewhat disagree, 2 = disagree, and 1 = strongly disagree). The content of the questionnaire was inspired by the Kaduna State adult basic literacy curriculum, which draws from the national curriculum and international standards proposed by the UNESCO. These standards are also in agreement with part of the content of the four-knowledge-domain framework proposed by the American Institute for Research (AIR) (Fedele-McLeod, et al, & Crandall, 2013), the eight-domain framework proposed for ESL/EFL settings (TESOL, 2008), and the four-domain model proposed by Danielson (2013a). The curriculum content, which is covered by theoretical frameworks, were designed to meet the aim of learning for transfer of knowledge into social experiences of work, civic participation, problem-solving and continued learning, as stated in Link (2015).

Discussions of the Findings of the Study

The data were analysed using descriptive and inferential statistics. At the descriptive level, the mean scores and standard deviations were calculated to determine differences at the item levels so as to understand how teachers perceive their preparation to implement the curriculum standards. Inferential statistics were computed using *t-tests* for a deeper understanding of statistical significance regarding the responses provided by certified/uncertified and more experienced/less experienced groupings of participants.

Research Question One: Preparation to Teach the Standards

The study aimed to understand adult basic education teachers' perceptions of their level of preparation to implement the curriculum standards in the Kaduna State, Nigeria. These findings are presented in Tables 7 through 13 (Chapter 4). Overall, all the participants' average ratings for the 47 items were above the neutral position symbolized by 4.00 on the 7-point scale.

This means that participants have a positive perception that they are prepared to implement the adult basic literacy curriculum standards as recommended by the Kaduna State. The two top rated items for teaching the Basic Business standards (see Table 7) were teaching Anti-Corruption (M = 5.32, SD = 1.62) and teaching Income Generation (M = 5.14, SD = 1.54). All other items in this section were in between 4.0 and 5.0, indicating that teachers "somewhat agreed" they were prepared to teach these topics.

For Information Communication Technology standards, the highest rated items were Income Generation, Effective Use of Text Messages, and Learning to use Information Technology (both with average ratings over 5.0). All other items in this section had average ratings between 4.0 and 5.0.

The average ratings for the Functional Literacy Standards were all high, with teaching Writing and Basic Arithmetic between 5.0 and 6.0 and teaching Reading and Integrated Reading over 6.0.

All three items for the Basic Health Standards, HIV/AID Prevention, Basic Hygiene, and Basic Nutrition, were rated between 5.0 and 6.0.

The items for the Democracy and Peace Building Standards all had average ratings between 5.0 and 6.0. These included Peace Building, Democracy, Good Governance, and Economic Development.

The Re-Training Standard items were all rated between 5.0 and 6.0 These items were helping students learn to use technological innovations, helping students plan their professional development, helping students learn to learn new skills, helping students learn new designs, helping students learn new techniques, and helping students prepare to enroll in a higher level programs.

The Interactional Strategy Standards were represented by 18 items, including classroom interactions (items 34-46) and professional level interactions (items 47-51). All of these items received average ratings between M = 5.0 sand M = 6.0. This indicates that teachers agreed that they were prepared to implement these standards.

These positive perceptions of teacher preparedness suggest that teachers who currently facilitate the implementation of adult basic literacy standards as proposed by the Kaduna State curriculum meet the expectations of the program. This claim is supported by the findings from previous literature summarized at the end of the literature review chapter (Nwafor & Agi, 2013, Esomonu, 2012, Kazeem & Oduaran, 2006; UNESCO, 2008). In other words, the findings confirm teachers' positive perceptions of their readiness to implement the curriculum standards (Aderinoye, 2002; Balami and Fajonyomi, 1997; Council of Ministers of Education, Canada, 2008; Hussain, 2013; Rubenson, Desjardins & Yoon, 2007; UNESCO, 2016). Assuming that teacher positive perceptions found in this study confirm classroom practices, Abadzi (2003) emphasized that teacher ability to deal with instructional delivery is an important aspect of successful teaching of literacy. To this end, Youngman (2005) highlighted the correlation between teacher preparation and teachers' ability to design and implement high quality adult education, which is expected to foster development.

A paradoxical side of these results is that many scholars cited in the previous chapters have raised deficiencies within the adult basic literacy in Nigeria and more specifically, in the Kaduna State. Hussain, et al (2013) claimed that the lack of qualified teachers is one of the major problems of adult education in Nigeria. Bakare (2011) also contended that many facilitators lack confidence, while Nnamani (2014) claimed that only a few facilitators meet the required standards. In addition, other scholars stressed deficiencies such as professional unpreparedness

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(Abadzi, 2003), unsatisfactory teacher educational levels (Hussain et al., 2013), and poor quality of instruction (Nnandi, 2016). All these scholars have called for sustained teacher preparation work toward improving adult education. Rather than putting these results into question, this seeming contradiction between teacher positive perceptions of their readiness and previous literature's emphasis on deficiencies suggests two possible explanations. On the one hand, such discrepancies can be related to participants' resistance to report negative perceptions of their performances (G. Dean, January, 2, 2018, personal communication). On the other hand, the gap between the results and previous literature suggests a need for further research in the field. Participants' responses to the correlation questions provide further details on the questions that need more attention.

Research Question Two: Certification Differences

The second research question sought to know whether a statistically significant difference existed between the 109 certified teachers and the 37 who self-declared their status as uncertified teachers (see demographics). The findings for the Basic Business Standard show that the difference in average ratings by certified and uncertified teachers were statistically significant for all items with certified teachers rating them higher than uncertified teachers.

For the Information Communication Standard, two items, Effective Use of the Internet and Learning to Use Information Communication Technology were rated statistically significantly higher by certified teachers than uncertified teachers. The differences in the other two items, Effective use of the Telephone and Effective use of E-Mail, were not statistically significant, but certified teachers both rated higher than uncertified teachers.

The differences between certified and uncertified teachers' ratings of the Functional Literacy Standard items showed that there were statistically significant differences for three of

the items: Teaching Reaching, Writing, and Integrated Reading. Teaching Basic Arithmetic was the only item which did not show a statistically significant difference; however, certified teachers rated this item on average higher than uncertified teachers.

There were no statistically significant differences between certified and uncertified teachers in any of the three basic Health items. However, in all three items, certified teachers on average rated them higher than uncertified teachers.

For the Democracy and Peace Building Standards, two of the four items showed statistically significant differences between certified and uncertified teachers: teaching Good Governance and Economic Development. The other two items (non-statistically significant differences), however, had mixed results with certified teachers having a higher average rating than uncertified teachers for teaching peace building and uncertified teachers having a higher average rating than certified teachers for teaching democracy.

The Retraining Standard included six items. Four items showed that certified teachers had statistically significantly higher average ratings than uncertified teachers: use of technological innovations, helping students plan their professional development, helping students learn new designs, and helping students prepare to enroll in higher level programs. The other two items, helping students learn to learn and helping students learn new techniques, both showed certified teachers with the higher average ratings, but the differences not statistically significant.

Finally, in regards to Interactional Strategy Standards, the results showed statistically significantly differences between certified and uncertified teachers on eight out of 13 items for in-class interactions (see Table 21). Certified teachers rated themselves higher than uncertified teachers for the following items: problem solving, developing assessments that help students learn, helping students feel comfortable, managing the classroom atmosphere, handling

infractions, helping students achieve learning goals, using student's questions to modify teacher instruction, and prompting student discussions. As to teacher interactions with other professionals, the results showed a statistically significant difference between certified and uncertified teachers for all five items involved (see Table 22). Certified teachers rated their perceptions higher than uncertified teachers in all five items. These items are: planning instruction in collaboration with other teachers, attending encounters with other professionals, discussing teaching issues with other coordinators of the centers, reflecting on teaching activities, and using reflection to revise teaching.

These results show that overall, in implementing the curriculum standards, certified teachers' perceptions showed a higher level of preparedness than uncertified teachers. However, all the ratings fall within the 'relatively agree' responses, which suggest that the teachers do not feel strongly prepared to implement the curriculum standards of the Kaduna State (see Table-7). The 'relatively agree' ratings, which might mean a need to increase or pursue teacher preparation efforts, is mostly noticeable in uncertified teachers' responses. Given that statistical significance is proven with a majority of items involved in participants' responses (as shown in Table 21, and Table 22), these results confirm previous research, which suggests that teacher ability to deliver effective instruction increases with certification experiences. In other words, there is a benefit in taking teacher certification as an important step in teacher preparation (Danielson, 2013; ESL/EFL, 2008). Previous research has also positioned less experienced teachers, especially the novice, at the bottom of the mastery ladder (Gatbonton, 2008; Mahmoudi & Özkan, 2015; Rodríguez & McKay, 2010). Teacher certification process, in part, aims to enhance teacher readiness toward enhanced performance.

Second, the uncertified teachers' agreement regarding their preparedness, which falls above the 'neutral' (M = 4) but below 'agree' (i.e., M = 6), and the significant gap between certified and uncertified teachers confirm Nukic's (2011) claim of the perceived correlation of teacher certification as a condition for improving teaching. In addition, previous literature also confirms a correlation between teacher participation in professional development activities and positive perceptions regarding teacher readiness to provide effective instructions for enhanced abilities to implement self-assessment aimed at improving teaching performance (Danielson, 2013a; Fedele-McLeod, et al, & Crandall, 2013; Glickman, 1985; TESOL, 2008).

Research Question Three: Experience-Related Differences

The third research question inquired whether the perceptions of teachers who spent more time teaching were significantly statistically different from the perceptions of teachers who are less experienced. Specifically, the study asked whether there were differences between the perceptions of the teachers who taught for more than six years and those of the teachers who have less experience. It was noted that there were no statistically significant differences between more and less experienced teachers for any of the 47 items when compared by years of experience. Despite the lack of statistical significance, some trends were noted in the data. In Basic Business, less experienced teachers rated their preparedness to teach business communications and customer care higher than more experienced teachers. In Information Communication Technology, less experienced teachers rated their preparedness to teach the use of e-mail, text messaging, and the internet higher than more experienced teachers. For Functional Literacy, less experienced teachers' rated teaching writing and basic arithmetic higher. In Basic Health, less experienced teachers rated all three of the items higher: teaching HIV/AIDS prevention, basic hygiene, and basic nutrition. In Democracy and Peace Building,

less experienced teachers rated the following items higher than more experienced teachers: teaching peace building, democracy, and economic development. For the Integrative Strategies Standard, the following items were rated higher by less experienced teachers: prepared to help students learn to learn new skills, prepared to help students learn new designs, prepared to help students feel comfortable with the classroom atmosphere, prepared to manage the classroom atmosphere/space so that students are involved, prepared to handle infractions, prepared to communicate teacher expectations to students, prepared to help student's complete tasks in small groups, prepared to engage students in discussion activities, prepared to use teacher responses to help students achieve learning goals, prepared to use student questions to modify teacher instruction, prepared to use questions to prompt student discussions, prepared to place students with similar needs in the same groups for group work, prepared to discuss teaching issues with the coordinator of the center or his/her associates, prepared to develop plans on a regular basis to reflect my own teaching activities, and prepared to record and use my reflections to revise my teaching.

The lack of statistical significance between lower and higher teaching experiences apparently deepens the confusion posed by Nnamani's (2014) finding that only a few facilitators of adult education programs meet the standards required for the country to meet the 2015 Millennium Development Goals. This is apparent because as Lane (n.d.) argues, lack of statistical significance does not offer enough guarantee to conclude an acceptance of the null hypothesis. Put another way, it might be erroneous to conclude that there are no differences between less and more experienced adult education teachers' perceptions of their preparation to teach. Further research is needed to find out more about how adult education teachers' years of experience impact actual performance in the Kaduna State, Nigeria.

Implications and Recommendations

The current study was conducted to explore teachers' perceptions of their preparedness to implement the adult basic literacy curriculum standards in the Kaduna State, Nigeria. By not overwhelmingly rating "agree" and/or "strongly agree," the agreement rate seems to have left a margin of hesitancy. Also, teacher certification status left areas in which certified teachers did not significantly differ from uncertified teachers. Further, significant differences did not distinguish the preparedness perceptions from less experienced teachers compared to more experienced teachers. Based on these results, the following recommendations emerge for the adult education professionals of the Kaduna State.

Teacher Preparation

Teacher preparation remains critical to the development of adult basic literacy education programs in the Kaduna State, Nigeria. As the results related to teacher perceptions of their readiness to teach showed, there is a congruence between the claim that teacher preparation is one of the key features of effective teaching and participants' agreement with all the 47 items that they are prepared to teach. Therefore, the study recommends that teacher preparation efforts be pursued and enhanced in the adult basic literacy program in the Kaduna State, Nigeria. Topics that need enhanced attention include business communication, anti-corruption, record-keeping, micro-credit management, effective use of telephone, effective use of e-mail, and effective use of text messages.' Equally important, this study recommends enhancing training capacity through training mentors among more experienced teachers. Given the positive perceptions, teacher preparation professionals should take advantage and create collaborative projects so as to involve teachers in their own development. Involving teachers could enhance self-confidence and enhance the excellence of classroom practice as suggested by Danielson (2013). Teacher

preparation should involve more and less experienced teachers in classroom observations and feedback processes (The CAELA Guide for Adult ESL Trainers, 2007). This might be more effective if observation is planned in ways so that both parties discuss the process prior to classroom visits. The parties would then observe each other and discuss successes and areas that need improvement. The researcher suggests that a framework be proposed for raising inadequacies in the form of questions to allow teachers to expose their aims in making instructional decisions. This approach can prevent experienced-novice conflicts that might entail resistance in lieu of learning from each other. More than 'successes' and 'failures,' The CAELA Guide for Adult ESL Trainers (2007) suggests that feedback on expert/mentor-novice observation aims to illuminate teachers on the fact that there are multiple ways of implementing a goal through instructional delivery. Collaboration thus enriches teaching with a variety of teaching styles to make a classroom enjoyable. (Reading research, discussing how it relates to practice, and implementing the outcomes of such reading in instruction or classroom teaching. Conducting research projects. An example can be teacher professional development or classroom needs assessment. The CAELA Guide for Adult ESL Trainers, (2007) provides a survey that can be used or adapted for this purpose.

Teacher Certification

Certification is a necessary criteria for enhanced teacher readiness to contribute more effectively to successful teaching, which includes instructional delivery, attention to students' needs, and self-assessment toward further participation in professional development opportunities. By showing that the certified teachers had higher agreement scores when asked to rate their perception of readiness to help students develop their skills, the results attest to Crandall (2013) that certification adds to teacher effectiveness. Promotion guidelines should

include certification and, more specifically, a process for uncertified teachers to achieve certification. The professional development needs assessment survey proposed by *The CAELA Guide for Adult ESL Trainers* suggests a section that asks teachers themselves to identify the areas in which they perceive a need for improvement. Therefore, the current study suggests that if the needs are clearly listed in the promotion guidelines, teachers might be empowered to make more informed decisions to guide their participation in proposed training activities. Given that participation in such activities often entails funding, securing participation incentives could ease teacher participation process.

Teacher Collaboration

Continued collaboration among teachers and between teachers and administrators in charge of training will help share experiences so as to reinforce the skills and confidence level of teacher preparedness. The result showed that certified teachers perceive themselves as more prepared to engage in professional development activities by drawing on reflections on teaching, as well as interacting with their coordinators, their colleagues, and their students to improve their performances. The teacher preparation activities could be planned by team of classroom teachers as well as teacher training specialists (Danielson, 2013a; Fedele-McLeod, et al, & Crandall, 2013; Glickman, 1985; TESOL, 2008). In addition, teachers need motivation for such improvement and should be provided with all the necessary incentives such as good working conditions and other fringe benefits that compare favorably with what their counterparts in other professions receive. Such practices will assist greatly in the improvement of teaching and learning in the Adult Basic Literacy program and will impact favorably on adult students. Further, all teachers who are yet to undertake a Bachelor/Master's degree in Adult Education should be encouraged to do so. There are benefits in training more experienced teachers and

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empowering them as mentors. Less experienced teachers will also contribute to mentoring in communication technologies, given their potential mastery of technological tools associated with instruction and assessment (G. Dean, January 2, 2018, personal communication). Creating a promotion process which includes participation in collaborative professional development activities might also be a productive option to promote enhanced teacher engagement in professional development.

Teacher Professional Development

Teachers showed positive perceptions of preparedness to engage with professional development opportunities, but there seems to be a need to encourage more engagement on the part of uncertified teachers. Certified teachers become resources that adult education programs can use to conduct professional development workshops and symposiums to enhance uncertified teachers' preparation (Ekanayake, Wishart, 2015). Furthermore, teachers should be encouraged to take online courses to improve their educational qualifications. In this regard, *The CAELA Guide for Adult ESL Trainers* suggests that teacher training programs prepare teachers who are more experienced so as to enhance their trainer or mentor skills regarding the; assessment of professional development needs. In this regard, *The CAELA Guide for Adult ESL Trainers* offers an adaptable survey tool for assessing trainer/mentor and/or teacher professional development needs. Trainee observation and reflection on observation. *The CAELA Guide for Adult ESL Trainers* also proposes a form to get mentors started with sharpening their own skills so as to help trainees engage with self-assessment practices. Regarding the use of updated research to relate theory to practice, study circles, for instance, are spaces for teachers and/or teacher trainers to read and discuss research and how it relates to best practices in training and teaching. The process allows teacher trainers and mentors to learn how to plan and facilitate a study circle so as

to enhance teacher familiarity with research-based practices. The organization and implementation of trainer-trainee collaboration in supportive pairs/groups helps skill transfer. Using workshops and follow up approaches can be used to enhance skill transfer from trainer/mentors to less experienced teachers. Topics suggested by *The CAELA Guide for Adult ESL Trainers* to direct reading in the study circles include (1) how to prepare adult students for the workforce and how to assess effective implementation of teaching; (2) the focus of adult basic literacy theories and how to apply these theoretical frameworks in teaching; and (3) how students develop skills related to listening, reading, and writing. The use of classroom assessment tools can be used to ensure that courses and assessment practices align to learner needs. Such assessments inform curriculum revision professionals as well as teachers. The use of tools available through the Internet as well as other technologies could be used to support mentoring, teaching and learning.

Limitations

The data analysed in the framework of this study is based on constructs proposed by the researcher. Previous literature provided the background for the construction of the items. Though the survey has helped understand how teachers perceive their performances, details remain as to what teachers actually have to say about their experiences. The data collected do not answer this concern.

Another concern is that the distinction between less and more experienced teachers was arbitrarily decided. A standard-based more informed grouping may be necessary to decide which teachers can serve as mentors and who need assistance. Such a grouping might need to be informed by studies that show how teacher experiences develop as they move along the novice/experienced continuum.

Future Research

Further research might need to consider classroom observations to move understanding to the level of what the teachers actually do rather than limiting the inquiry to the level of perceptions. Elsewhere, close observations have been fruitful in pinpointing interactional details as well as struggles teachers experience in practical teaching. Such a study could provide data to inform adult education teacher professional development decisions in the Kaduna State, Nigeria.

The status of training is not clear. It is not known whether teacher positive perceptions infer an enhanced training effort, an adequate pre-service training, or personal preparation efforts on the part of the teachers. Further research might need to clarify this confusion by asking specific questions to help understand the role of the administration, institutional level contributions, and teachers' personal efforts in teacher professional development processes.

A better understanding of the relationship between teachers' years of experience and teacher perceptions of their preparedness to teach is needed. This can be a quantitative or qualitative study specifically addressing the question of the relationship between teachers' number of years of experiences and their perceptions of their progress. In this case, it might be useful to group the teachers according to what research assumes. For instance, it is assumed that novice teachers, that is, those are in the training programs or have taught for less than two years, have a different level of experience than those who worked for a longer period of time (Gatbonton, 2008). Richards and Farrell (2005) offer a more detailed basis to categorize novice and more experienced teachers.

Another dimension of teacher preparation relate to the assessment of students performance. Studies have showed that student's performance data are productive sources that help teachers establish a relationship between program goals and teaching. Smith and Gillespie

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(2007), for instance, showed that assessment related questions bring together the administration and teachers to discuss the curriculum with the purpose of improving student's achievements. In addition to eliciting a conversation among professionals, student's assessments data could help teachers to provide informed feedback to their students, American Institute for Research (AIR) (2013), Charoench, Phuseeorn, & Phengsawar (2015) Giving the lack of data on the relationship between adult basic literacy students assessment in teacher development future research focusing on students assessments seams necessary to inform practice.

Conclusions

Inspired by the scarcity of data to understand how adult basic education teachers in the Kaduna State, Nigeria, perceive their teaching performances in light of the State standards, this quantitative study addresses three questions. First, the researcher asked the 147 participants to rate their perceptions of how they feel engaged with the standards they are expected to address in their classrooms, how they interact with students, and how they engage with professional development opportunities. Second, the study sought to establish the statistical difference between certified and uncertified participants. The third question aimed to know how the less experienced group among participants differed from the more experienced group.

The findings indicate that all of the teachers agree that they feel prepared to teach the adult basic literacy standards the program proposed. While a statistically significant difference was found between certified and uncertified teachers, the less/more experienced grouping did not show such a difference. As one of the rare empirical studies on the issues addressed, this study provides data to inform hiring as well as teacher development decisions in the Kaduna State, Nigeria. Further research is needed to understand how, beyond perceptions, teachers actually perform in their classrooms.

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IRB Research Approval

Indiana University of Pennsylvania
www.iup.edu

Institutional Review Board for the
Protection of Human Subjects
School of Graduate Studies and Research
Stright Hall, Room 113
210 South Tenth Street
Indiana, Pennsylvania 15705-1048

P 724-357-7730
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irb-research@iup.edu
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September 01, 2017

Dear Yusuf Aliyu:

Your proposed research project, "Teacher Perceptions of Instructional Practices in the Adult Basic Literacy Classroom in Kaduna State, Nigeria," (Log No. 17-219) has been reviewed by the IRB and is approved. In accordance with 45CFR46.101 and IUP Policy, your project is exempt from continuing review. This approval does not supersede or obviate compliance with any other University requirements, including, but not limited to, enrollment, degree completion deadlines, topic approval, and conduct of university-affiliated activities.

<u>You should read all of this letter, as it contains important information about conducting your study</u>.

Now that your project has been approved by the IRB, there are elements of the Federal Regulations to which you must attend. IUP adheres to these regulations strictly:

1. You must conduct your study <u>exactly as it was approved</u> by the IRB.

2. <u>Any additions or changes</u> in procedures <u>must</u> be approved by the IRB <u>before</u> they are implemented.

3. You must notify the IRB promptly of <u>any</u> events that affect the safety or well-being of subjects.

4. You must notify the IRB promptly of any modifications of your study or other responses that are necessitated by any events reported in items 2 or 3.

The IRB may review or audit your project at random *or* for cause. In accordance with IUP Policy and Federal Regulation (45CFR46.113), the Board may suspend or terminate your project if your project has not been conducted as approved or if other difficulties are detected

Although your human subjects review process is complete, the School of Graduate Studies and Research requires submission and approval of a Research Topic Approval Form (RTAF) before you can begin your research. If you have not yet submitted your RTAF, the form can be found at http://www.iup.edu/page.aspx?id=91683 .

While not under the purview of the IRB, researchers are responsible for adhering to US copyright law when using existing scales, survey items, or other works in the conduct of research. Information regarding copyright law and compliance at IUP, including links to sample permission request letters, can be found at http://www.iup.edu/page.aspx?id=165526.

I wish you success as you pursue this important endeavor.

Sincerely,

Jennifer Roberts, Ph.D.
Chairperson, Institutional Review Board for the Protection of Human Subjects
Professor of Criminology

JLR:jeb

Cc: Dr. Sue Rieg, Faculty Advisor

Informed Consent Form

**Teacher Perceptions of Instructional Practices in the
Adult Basic Literacy Classroom in Kaduna State, Nigeria**

My name is Yusuf Aliyu. I am a doctoral student in the Department of Professional Studies in Education at Indiana University of Pennsylvania. I am currently conducting my dissertation on teacher perceptions of instructional practices in the adult basic literacy classroom in Kaduna state, Nigeria. You are invited to participate in the study. The following information is being provided to you so you can make an informed decision to participate or not. You are eligible to participate because you meet the criteria: (1) You are at least 18 years old and (2) you are registered as facilitator in the Kaduna State Agency for Mass Literacy.

Purpose and Benefits of this Study:
The current study has been designed to study and to explore (1) adult basic literacy teachers' perceptions of their preparation to teach the learning standards proposed by the curriculum and (2) determine the relationships between teacher perception of their preparation to teach the basic literacy learning standards and teacher certification status, and teaching experience. Upon completion of this study, we expect to gain a better understanding of these issues. Participants in the study will derive the following benefits: (1) participants will have an opportunity to reflect on the ways in which they support their students' in learning. This could result in increased attention to this area; (2) participating in this study could heighten the self-esteem of teachers who are facilitating the effectiveness of learning in adult basic literacy centers, and propel those who are not into action.

Your Involvement in this Study
The research assistant will send a package containing the consent form, a survey questionnaire, and a returned envelope to thirty participant across all 24 centers in the Kaduna State. After reading the consent form, you can decide whether or not to participate in the study. If you choose to participate, please complete this survey, place it in the envelope, seal the envelope and returned it to the research assistant. Completing the survey will take about twenty minutes.

Potential Risks

There are no anticipated risk to the participants.

Your participation in this study is voluntary.

You are free to choose if you want to participate in this study or not participate. Participation or non-participation will neither affect your promotion in the agency nor your employment with the state government. You can withdraw at any point during the study simply by notifying the research assistant. Your director in the agency nor any administrative staffers will know whether you participated in this study, because all your responses will be anonymous. The physical data collected will be kept for three years, and will be locked in a file cabinet that can be accessed only by the lead researcher and the digital data will be kept in a password protected hard disk. When the study is finished, the study results may be presented at conferences and/or published in academic journals. The information will only be used for academic purposes.

Your completion of the surveys implies your consent. Your data would not be able to be withdrawn after submission as there would be no way of knowing which data belonged to which individual.

Thank you for consideration and assistance with this study. If you have any questions or would like additional information, please contact Yusuf Aliyu, the lead researcher.

Lead Researcher: Yusuf S. Aliyu
Doctoral Student
Department of Professional Studies in Education
Indiana University of Pennsylvania USA
724-467-0913
cvvs@iup.edu

Faculty Sponsor: Dr. Gary J. Dean
Professor
Department of Adult and Continuer Education
Davis Hall 103 Indiana, PA 15705
(724) 357-2400
gjdean@auxmail.iup.edu

THIS PROJECT HAS BEEN APPROVED BY THE INDIANA UNIVERSITY OF PENNSYLVANIA INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS (PHONE 724.357.7730).

Appendix C

Survey Questionnaire

1. How many years have you been teaching adult basic literacy classes? (Please write the number of years) _____

2. What is your highest level of education? (Please check your highest level of education)

    ___ Elementary

    ___ High school

    ___ Associate degree

    ___ Bachelor's degree

    ___ Master's degree

    ___ Doctor of philosophy

    ___ Other: _____

3. Are you a certified Adult basic literacy teacher? (Please circle your choice)

    ___ Yes

    ___ No

4. What is your age? (Please circle your range) 20-29   30-39   40-49   50+

For items 5 through 51 use the following scale:

1 = Strongly Disagree
2 = Disagree
3 = Somewhat Disagree
4 = Neither Agree nor Disagree
5 = Somewhat Agree
6 = Agree
7 = Strongly Agree

For each item, circle the number indicating your level of agreement that you are adequately prepared for each activity.

Items 5 through 27: rate the extent to which you agree that you are adequately prepared to teach each subject.

	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Disagree nor Agree	5 Somewhat Agree	6 Agree	7 Strongly Agree
5. I am adequately prepared to teach financial transactions with banks.	1	2	3	4	5	6	7
6. I am adequately prepared to teach business communication.	1	2	3	4	5	6	7
7. I am adequately prepared to teach best customer care practices.	1	2	3	4	5	6	7
8. I am adequately prepared to teach record keeping.	1	2	3	4	5	6	7
9. I am adequately prepared to teach anti-corruption.	1	2	3	4	5	6	7
10. I am adequately prepared to teach micro-credit management.	1	2	3	4	5	6	7
11. I am adequately prepared to teach income generating activities.	1	2	3	4	5	6	7
12. I am adequately prepared to teach effective use of telephones.	1	2	3	4	5	6	7
13. I am adequately prepared to teach effective use of e-mail.	1	2	3	4	5	6	7
14. I am adequately prepared to teach effective use of text messaging.	1	2	3	4	5	6	7
15. I am adequately prepared to teach effective use of the internet.	1	2	3	4	5	6	7
16. I am adequately prepared to teach learning to use information communication technologies.	1	2	3	4	5	6	7
17. I am adequately prepared to teach reading.	1	2	3	4	5	6	7
18. I am adequately prepared to teach writing.	1	2	3	4	5	6	7
19. I am adequately prepared to teach integrated reading and writing.	1	2	3	4	5	6	7
20. I am adequately prepared to teach basic arithmetic.	1	2	3	4	5	6	7

	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Disagree nor Agree	5 Somewhat Agree	6 Agree	7 Strongly Agree
21. I am adequately prepared to teach HIV and AIDS prevention.	1	2	3	4	5	6	7
22. I am adequately prepared to teach basic hygiene.	1	2	3	4	5	6	7
23. I am adequately prepared to teach basic nutrition.	1	2	3	4	5	6	7
24. I am adequately prepared to teach peace building.	1	2	3	4	5	6	7
25. I am adequately prepared to teach democracy.	1	2	3	4	5	6	7
26. I am adequately prepared to teach good governance.	1	2	3	4	5	6	7
27. I am adequately prepared to teach economic development.	1	2	3	4	5	6	7
Items 28 through 36 indicate the extent to which you agree that you are adequately prepared to help students develop these skills:							
28. I am adequately prepared to help students learn to use technological innovations.	1	2	3	4	5	6	7
29. I am adequately prepared to help students plan their professional development.	1	2	3	4	5	6	7
30. I am adequately prepared to help students learn to learn new skills.	1	2	3	4	5	6	7
31. I am adequately prepared to help students learn new designs.	1	2	3	4	5	6	7
32. I am adequately prepared to help students learn new techniques.	1	2	3	4	5	6	7
33. I am adequately prepared to help students prepare to enroll in a higher level programs.	1	2	3	4	5	6	7

	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Disagree nor Agree	5 Somewhat Agree	6 Agree	7 Strongly Agree
Items 34 through 51: rate your level of agreement on how well you are prepared for these teacher professional development activities:							
34. I am adequately prepared to help students engage in activities that involve problem solving.	1	2	3	4	5	6	7
35. I am adequately prepared to develop assessments that are intended to help students learn.	1	2	3	4	5	6	7
36. I am adequately prepared to help students feel comfortable with the classroom atmosphere.	1	2	3	4	5	6	7
Items 37 through 51: rate your level of agreement on how well you are prepared for these teacher professional development activities:							
37. I am adequately prepared to manage the classroom atmosphere/space so that students are involved	1	2	3	4	5	6	7
38. I am adequately prepared to handle infractions.	1	2	3	4	5	6	7
39. I am adequately prepared to communicate teacher expectations to students.	1	2	3	4	5	6	7
40. I am adequately prepared to help student's complete tasks in small groups.	1	2	3	4	5	6	7
41. I am adequately prepared to engage students in discussion activities.	1	2	3	4	5	6	7
42. I am adequately prepared to use teacher responses to help students achieve learning goals.	1	2	3	4	5	6	7
43. I am adequately prepared to use student questions modify teacher instruction.	1	2	3	4	5	6	7
44. I am adequately prepared to use questions to prompt student discussions.	1	2	3	4	5	6	7
45. I am adequately prepared to place students with similar needs in the same groups for group work.	1	2	3	4	5	6	7

	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Disagree nor Agree	5 Somewhat Agree	6 Agree	7 Strongly Agree
46. I am adequately prepared to communicate assessment criteria to students prior to the actual assessment.	1	2	3	4	5	6	7

In this section, I am actually focusing on teachers' participation in professional development activities deemed important to enhance their readiness to deliver instruction effectively:

	1 Strongly Disagree	2 Disagree	3 Somewhat Disagree	4 Neither Disagree nor Agree	5 Somewhat Agree	6 Agree	7 Strongly Agree
47. I am adequately prepared to plan instruction in collaboration with other teachers.	1	2	3	4	5	6	7
48. I am adequately prepared to attend encounters with other professionals.	1	2	3	4	5	6	7
49. I am adequately prepared to discuss teaching issues with the coordinator of the center or his/her associates.	1	2	3	4	5	6	7
50. I am adequately prepared to develop plans on a regular basis to reflect my own teaching activities.	1	2	3	4	5	6	7
51. I am adequately prepared to record and use my reflections to revise my teaching.	1	2	3	4	5	6	7

Appendix D

Research Request Permission Letter

Yusuf S. Aliyu
Doctoral Candidate,
C/O Dr. Gary J. Dean,
104 Davis Hall,
570 South Eleventh Street,
Indiana, PA 15705-1080
08/15/2017

Mrs. Justina I. Yahaya
The Executive Director,
Kaduna State Agency for Mass Literacy
P.M.B 2342, Yakubu Gawon Way, Kaduna
Nigeria.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN ALL THE ADULT EDUCATION CENTERS IN THE KADUNA STATE, NIGERIA

Dear Mrs. Yahaya,

My name is Yusuf Aliyu, a doctoral candidate in the Administration and Leadership Studies Program at Indiana University of Pennsylvania, United States of America. I am writing to request permission to conduct dissertation research involving facilitators who are registered with the agency. This research will be conducted under the supervision and direction of my dissertation committee chaired by Dr. Gary J. Dean a renowned professor from the Department of Adult Education and Communication Technology, College of Education and Educational Technology, Indiana University of Pennsylvania.

I will be studying teacher perceptions of Instructional practices in the adult basic literacy classroom in Kaduna State. Listed below are some tentative research questions for the research.

1. To what extent do adult basic literacy teachers perceive that they are prepared to teach the learning standards proposed by the curriculum in the Kaduna State, Nigeria?

2. To what extent is there a statistically significant difference between certified and uncertified teachers' perceptions of their preparation to teach curriculum standards?

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3. To what extent is there a statistically significant difference between experienced and less-experienced teachers' perceptions of their preparation to teach curriculum standards?

Also below are some of the sample items participants will be asked to rate.

i.   I am adequately prepared to teach financial transactions with banks.

ii.   I am adequately prepared to teach business communication.

iii.   I am adequately prepared to teach best customer care practices.

iv.   I am adequately prepared to teach record keeping.

v.   I am adequately prepared to teach anti-corruption.

vi.   I am adequately prepared to teach micro-credit management.

vii.   I am adequately prepared to teach income-generating activities.

I am hereby seeking your consent and permission to conduct this research in the entire centers around the 23 Local Government Areas in Kaduna State. The design for the research is underway.

After approval by the Institutional Review Board (IRB) of Indiana University of Pennsylvania. I will provide you with a copy of my proposal which will includes the research design and protocols, copy of research instrument, copy of the consent forms to be used in the research process, as well as a copy of the approval letter received from the Institutional Review Board (IRB). Later on, I will use this approval letter and IRB approval letter to contact the local government area coordinators for the conduct of the research.

Upon completion of the study, I undertake to provide the Agency for Mass Literacy, and each of the centers used for the study with a bound copy of the full research report. If you require any further information, please do not hesitate to contact me on email: cvvs@iup.edu or by phone at +1 724 467 0913.

Thank you for your time and consideration in this matter.

Yours Sincerely,

Yusuf S. Aliyu
Doctoral Candidate,
Administration and Leadership Studies Program
Indiana University of Pennsylvania.

Appendix E

Site Approval Letter

KADUNA STATE AGENCY FOR MASS LITERACY

EXECUTIVE DIRECTOR
Tel: 062-243757

Yakubu Gowon Way
P.M.B 2342,
Kaduna-Nigeria.
RefNo. KDS/AML/LIT.II/263

TELEGRAM:_____

Your Ref:_____

DATE: 21st August, 2017

The Chairperson,
Institutional Review board (IRB),
Indiana University of Pennsylvania,
Straight Hall, 210 South Tength Street,
Indiana, PA 15705.

Dear Human Subjects Review Committee,
Indiana University of Pennsylvania (IUP).

It is my understanding that Mr. Yusuf S. Aliyu will be conducting a dissertation study at Adult Basic Literacy Centers in Kaduna State, Nigeria on the topic "**Teacher Perceptions of Instructional Practices in the Adult Basic Literacy Classroom in Kaduna State, Nigeria.**" Mr. Yusuf S. Aliyu has sent us his request to conduct the study at aforementioned center. He described the procedures as well as the perceived benefits of the study to development of adult basic literacy program in the State.

To this note, I hereby, on behalf of the agency give permission to Mr. Yusuf S. Aliyu to use the list of facilitators, and permission to use the Adult Basic Literacy Centers in Kaduna State to conduct his study.

I support this effort and will provide any assistance necessary for the successful implementation of this study. If you have any questions, please do not hesitate to call. I can be reached at +234 703 080-2215.

Sincerely,

Shehu Mohammed
For: Executive Director,
Kaduna State Agency for Mass Literacy

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Introduction Letter

Dear Facilitators,   09/04/2017

My name is Yusuf S. Aliyu, I am a doctoral student in the Department of Professional Studies in Education at Indian University of Pennsylvania (IUP). I am currently conducting a research on Teacher Perceptions of Instructional Practices in the Adult Basic Literacy Classroom in Kaduna State, Nigeria.

Please read the attached Informed Consent Form before completing this survey questionnaire. This survey asks questions about three broad areas: teaching the Kaduna State Agency for Mass Literacy Standards, helping students succeed, and professional development activities. For each item, rate your level of preparedness. Preparedness is defined as the extent to which you feel you are adequately prepared through your education and professional development experiences to teach the topics.

Thank you for your time in participating in this important study.

Sincerely,

Yusuf S. Aliyu
Doctoral Candidate,
Administration and Leadership Studies Program
Indiana University of Pennsylvania