

**ACHIEVING IMPROVED PRODUCTIVITY IN ANDRAGOGY AND PEDAGOGY
THROUGH VALUE REORIENTATION OF FACILITATORS AND TEACHERS**

By

IDOWU VICTOR AKINSANYA

Dept. of Adult & Non – Formal Education

School of Education

Federal College of Education

Abeokuta, Nigeria.

Phone: 08034555812

E-mail: Idowuvictor1234@gmail.com

&

SODIPE – LAWAL FATIMAH OLASUBOMI

Dept. of Educational Foundation and Management

School of Education

Federal College of Education

Abeokuta, Nigeria.

Phone: 08033662778, 08059732830

E-mail: queenfatimah2k3@yahoo.com

&

AWE OLUSOLA OLAITAN

Dept. of Educational Foundation and Management

School of Education

Federal College of Education

Abeokuta, Nigeria.

Phone: 08033577825

E-mail: aweolusolaolaitan@gmail.com

Abstract

The process of imparting knowledge, skills and idea to pupils and learners is an uphill task that requires systematic approaches. Andragogy and pedagogy as approaches to learning involve systematic planning and presentation of subject matter to learners and pupils in such a way that the comprehension of such subject matter is made easier and faster. In order for learning to be achieved, these personnel need value reorientation as a corrective measure that will help to keep them on the track or bring them back to the track when they are derailing. Based on this, the paper examines how andragogy and pedagogy could be improved upon through value reorientation of facilitators and teachers. To achieve this, the paper rolled out the meaning of andragogy, pedagogy, value and value reorientation. It further discussed facilitator, teacher cum the process of instructional delivery and analyzed the core values required by these personnel to function optimally. Finally, the paper discussed value reorientation as it helps to improve productivity in instructional delivery. Based on the discussion so far, the paper recommended that without any form of preferences, favouritism, godfatherism and consideration, erring facilitators and teachers should be punished in accordance to the law guiding the education industry.

Key words: Improved productivity, Andragogy, Pedagogy, Value reorientation, Facilitators and teachers.

Introduction

Facilitators and teachers are indispensable stakeholders in the education industry. Their contributions towards knowledge impartation are invaluable and as such, they need to maintain a consistent level of commitment required for the smooth running of the teaching and learning processes. Ukeje (2003) opined that if we hold that the child is the centre of the educational system, then the teacher is the pivot of the educational system.

In other words, instructional delivery personnel have undergone series of training that bring out in them the effectiveness, efficiency, motivation,, dedication, commitment and other important attributes needed for learning to take place. At the school level and as members of the community, the facilitator and the teacher play critical roles in Nigerian's strive for intellectual, socio-cultural, economic, scientific and technological transformation and development (Ajayi & Omiyefa, 2011).

Contrary to the picture painted above, many facilitators and teachers have deviated from their original nature to carefree personnel with questionable characters. In order to bring these questionable characters to their bearest minimum, there is need for value re-orientation to reorder the commitment, dedication, motivation, and a host of other desirable qualities expected from an instructional delivery personnel. Ajayi and Omiyefa (2001) maintained that it is this type of moral vision against the false value of acquisitive, oppressive and explorative society that will re-awaken Nigeria teachers to the duties and responsibilities to the nation.

Concept of Andragogy and pedagogy

Generally speaking, teaching and learning processes in adults and children can be achieved through the application of appropriate teaching methods. Andragogy and pedagogy are basically arts and science of teaching and guiding learners; while andragogy suits adult learning, pedagogy is the appropriate means of achieving learning in children.

Andragogy as art and science of imparting knowledge to adults is regarded as a learner centered method which affords the learners the opportunity to receive knowledge and interpret it through discovery. Through guidance by facilitators, learners organize their learning experiences, acquire new knowledge and develop new skills. According to Okemakinde and Dada (2014), such learning works best when the learners are relatively mature and posse significant related knowledge or where there is no particular sequencing of the materials to be learned. Knowles (1984) argued that

andragogy refers to a theory of adult learning that details some of the ways in which adult learn differently than children.

Andragogy suits adult learning because it is democratic in nature. Here, adult learners are accorded the opportunity to participate fully in the teaching and learning process. They take part in all the learning activities while the facilitator guides the learning and applies all necessary tactics to make learning achievable.

Andragogical concept emphasized that adult learning must take into consideration some assumptions which include:

- (i) Self-directedness: This has to do with the ability to take decision and pass judgment without depending on other people's view or opinion. Basically, as adult advances in age, he or she takes on different tasks and responsibilities; hence taking decision and passing judgment are eminent.
- (ii) Experience: series of problems encountered dictate the volume of experience which makes such a person a resource for learning.
- (iii) Readiness to learn: Most often, people take on more responsibilities as they grow up. Their orientation towards life in general changes and this will eventually pave way for their attention towards learning. Readiness to learn is often propelled by the developmental tasks and social roles of adults.
- (iv) Orientation to learning: As a person grows and matures, his or her desire and aspiration also change and their time of accomplishment also changes from far future to the near future. Accordingly their orientation towards learning shifts from one of subject centeredness to that of problem centeredness.
- (v) Motivation to learn: As individuals mature, their motivation to learn becomes intrinsic. The urge for learning is internally derived. Perhaps, this urge may be informed by their quest for improved standard of living or better delivery of their professional tasks (Knowles, 1984).

Based on these assumptions, Knowles (1984) further discussed four principles that facilitator should consider in the course of teaching. These principles are:

- (i) Since adults are known for self - directedness, then they should be allowed to have a say in the content and process of their learning.

- (ii) Based on the fact that adults have so much experience to draw from, their learning should complement what they have learnt in the past.
- (iii) Since adults prefer practical learning, contents should focus on issues relating to their work and personal life.
- (iv) Basically, learning should be centered on solving problems rather than contents that require memorization.

Pedagogy which literally means leading children is regarded as teacher centered or directive learning. This method of teaching is more appropriate when learners are less mature and lack necessary experience or prior knowledge. It is believed that learners who are less mature may find it difficult to choose their learning contents especially when they are asked to do it on their own.

Pedagogy could be described as an act of teaching adopted to shape the action and judgment of children. According to Shulman (1987), this method aims at understanding the interest, needs and the background of the learners. Pedagogy aims at general development of human potential which could also be narrowed down to imparting and acquisition of specific skills. Here, teachers are regarded as custodians of knowledge who apply appropriate instructional strategies to teaching as informed by the learner's background knowledge, situation, environment and the learning goals. (Kincheloe, 2008).

Pedagogy involves systematic delivery of contents in accordance to the dictate of the curriculum. In the course of planning towards instructional delivery, the teacher often bases his teaching on his experience and the content at hand. Pedagogy as a method and practice of teaching encompasses teaching styles and teaching theory.

Teaching styles are integral parts of a competent teacher. It is the totality of the teacher's background, context and personal preference. Teaching styles can be broken down into different approaches which include phonics, Montessori, Socratic questioning, retrieval practice and host of other approaches. A teacher may decide to employ any of these teaching approaches listed or he or she may decide to use the combination of the approaches depending on the content to be delivered.

Teaching theories are ideas that explain how one can absorb, process and retain knowledge. Teachers apply theories to assist themselves in planning and modifying approaches to be used in the course of teaching. Teaching theories include Bloom's taxonomy theory, Growth Mindset, Flipped learning, SOLO taxonomy and philosophy for children while common learning theories include social constructivism, cognitivism and constructivism and Behaviourist (Avis, Fisher & Thompson, 2018).

Value and value re-orientation defined

Ideally, values are seen as moral ideas, interest, needs, preferences, sentiments and dispositions. Most often, they connote rightness, goodness or inherent desirability. Values are beliefs and ideas shared by people of a culture. It points to what is good or bad, desirable or undesirable. Haralambos (2004) maintained that a value is a belief that something is good and desirable. The belief practiced by members of a particular culture plays a major role in their attitude and behaviour and as such, they serve as the basis of their existence. According to George and Lehner (2003), values are an integral part of the personal philosophy of life by which we generally live. Also, Mukherjee (1999) argued that values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards and aspirations.

Generally speaking, values are the preferred mode of conducts that guide the actions of people. They are the collective conceptions of what is considered as proper or improper in a culture. Zaleznik and David (2019) submitted that values are ideas in the mind of men compared to norms in that they specify how people should behave. Values help to shape our behaviour as they help us to decide what is right, wrong, just and unjust. This represents the belief that guides our actions and judgment.

Since values in their positive sense act as motivators in the life of every individual; it is pertinent to uphold them and reecho them to the hearing of the personnel who may need them for change of behaviour and attitude required for improved productivity. Besides, some personnel in various organizations have practically derailed from the acceptable norms without any iota of remorse for their shameful behaviour.

Through value reorientation, the general way of life of these personnel are ordered to conform to what is regarded as the acceptable standard in the organization they find themselves. Olasinde and Sodiq (2016) submitted that the reorientation of value system is a conscious development of human resources through ideological appeals, planning, training, productivity and efficiency in the achievements through corporate culture.

Value reorientation involves dishing out to concerned individuals the ideal ways of doing things cum acceptable standard in order to perform maximally in one's place of work. The rationale for value reorientation is that the world is dynamic and as such human behaviour can not be static.

So, the gap created between these dynamics and human behaviour is filled by the application of corrective measure tagged as value reorientation.

Teacher, facilitator and the process of instructional delivery

Instructional delivery process involves helping learners to acquire knowledge, ideas and understanding of a particular concept. In other words, instructional delivery is a task geared towards creating desirable changes in human behaviour. Through this phenomenon, the receiver of knowledge (pupils, students and learners) interact with the givers of knowledge (teacher, instructor and facilitator) and the contents they are trying to deliver.

Teaching as a means of instructional delivery involves programmed instruction aimed at influencing desirable changes in the behaviour of pupils and students. Clark and Starr (1974) as cited in Adeyanju and Balogun (2012) argued that the teacher's task is to create or influence desirable changes in behaviour of his or her students. Teaching affords the teacher the opportunity to stand as authority that dishes out content of a subject in sequence with the view of developing the mind of the recipients who happen to be the learners.

Delivery of instruction through teaching may involve the use of different teaching methods or the combination of two or three to make learning easily achievable. The major controversy as recorded by many scholars is that it makes the pupils passive learners with little or no contributions to the learning process. Although teaching as a means of imparting knowledge and other values has proved to be effective over the years; hence it remains the major means of instructional delivery in the pedagogical settings.

On the other hand, facilitating involves guiding adults to learn. Going by the fact that adults are independent, they will find it difficult to learn in an environment where a figure representing an authority stands in the centre to direct the affairs of teaching and learning without considering the view of the learners. This method is said to be flexible since it affords the learners the opportunity to fully participate in their learning process. Besides, both facilitator and learners cooperate and reach agreement on the best possible way to achieve learning without infringing on the right of any one of them. Above all, andragogy emphasizes that the content to be imparted to adult must be practically relevant to their needs. This assumption is premised on the belief that adult are responsible independent learners that will only make himself / herself readily available for learning when the contents to be imparted are of immense benefits to their economic and social lives.

Delivery of instruction through teaching or facilitating has a common goal of equipping its recipients with relevant knowledge, idea, skills and understanding needed to perform a particular task in order to survive in the ever demanding and challenging world. It is pertinent to note that when pedagogy and andragogy are applied appropriately to their recipients, actualization of learning is ensured.

Laudable core values required for effective delivery of instruction

Teaching and facilitating as means of transferring skills, knowledge and ideas to recipients share common features. Although their features may be peculiar and suitable for transferring knowledge and other values to their recipients in different unique ways yet their goal of actualizing learning is the same. Based on this, the values required for effective delivery of instruction through teaching and facilitating are also the same. For clarification, Bolarinwa (2005) identified these values as discussed below.

Detesting laziness: Laziness among personnel in an organization is a terrible indice that retards the pace at which an organization grows. It is a state of not being willing to work or a state of not being willing to apply efforts to carry out a particular task. Laziness among facilitators and teacher is a factor that confines learning process to a state of disrepute. On the contrary, when these personnel frown at laziness, their level of commitment tends to be raised, thus the rise in their level of commitment is evident in the quality of their output.

Respect for authority: The authority of any organization comprises people that are at the helms of affairs of that organization. These people see to the running of such organization. Ideally, such people demand respect from their subordinate. This scenario is also applicable to the education industry because bureaucracy abounds. Respect for the people in the position of authority helps to accelerate the pace at which the objectives of an organization are achieved since productivity is realized through team work.

Hardwork: Facilitators and teachers that are hardworking seldom have problem with the constituted authority. Such personnel are always prepared to deliver their lesson with all seriousness and dedication. These personnel make sure they write their lesson notes up to date and prepare their instructional materials in line with the content to teach. More so, they go extra mile to take part in all the school activities, especially those that readily add value to their area of interest and job

specification. Going by the magnitude of the efforts put up by these personnel, improved productivity is inevitable.

Commitment: Committed facilitators and teachers often display high sense of responsibility. Most often, they come to school as early as possible, attend to their classes promptly and above all, they perform all duties assigned to them with all sincerity. Committed personnel serve as role models to others with carefree attitude. Sometimes they are given merit awards that serve as morale booster to others that exhibit traits of laziness.

Honesty: Honest personnel are unique and they are very difficult to come by. Usually, they discharge their duties with the fear of God and the rule of law. Honest facilitators and teachers often show love to people around them. Even where they have to criticize, they do it with love and sincerity. They serve as utility to education industry since they work with less supervision owing to the fact that they are trustworthy, dependable, reliable and result oriented.

Dignity of labour: Dignity of labour is a philosophy which emphasizes that all jobs are equal. Here, it is believed that no job is considered superior and no one should discriminate against any job for any reason, thus all jobs are to be respected equally. Whether one engages in physical or mental job, dignity of labour maintains that every job deserves its respect. Personnel in education industry; especially facilitators and teachers who discharge their duties based on this philosophy are always selfless in all their dealings since issues relating to fear, inferiority complex, insubordination and other issues capable of disrupting the smooth running of the system have been taken care of.

Respect for sanctity of life: Sanctity of life refers to the idea which maintains that human is precious and sacred. The implication of these value to the education industry is that every personnel who holds this view will have respect for human life; hence such personnel will find it so difficult to conceive any evil plot against his / her co –worker. By so doing, the level of cooperation among these personnel becomes higher and this may further lead to improved productivity.

Public spiritedness: Public spiritedness places emphasis on showing unselfish interest in the people around you. A public spirited person often places premium on helping others even when he / she is being confronted with the same problem. Facilitators and teachers who exhibit this invaluable character discharge their duties with high sense of dedication and they may go farther to lend a helping hand to their colleagues that may need assistance. This type of gesture act as a catalyst that makes improved productivity possible within a short period of time.

Value re-orientation for improved productivity in instructional delivery

Nigeria as a country is immensely blessed with abundant human and material resources. Among the human resources produced by the country are the instructional delivery personnel comprising teachers, facilitators, and instructors. Undoubtedly, the fate of the nation's educational system lies majorly in the hands of these stakeholders. Without any prejudice, they are regarded as the hob of the Nigeria educational system.

Contrary to the picture presented above, the current state of education in Nigeria is shaky and it is unfortunate that many of the set educational objectives are yet to be achieved. Omolewa (2007) observed that the Nigeria educational system has failed to meet the objectives of its existence. Although the failed state of education has been attributed to many factors of which value decadence is one.

The image of the nation's education is being dragged in the mud as a result of the carefree and non challant attitude put up by many of the instructional delivery personnel. Many of the public primary and post primary schools parade teachers that sometimes absent themselves away from the school without any prior notice or genuine reason while some are known for being arbitrary late comers. Many others are noted for trading during the school hours and some are known for bribery and other corrupt practices. Mustapha, Ajisafe and Lawal (2016) affirmed that corruption in education takes many forms which may include bribes paid by parents to teachers to ensure good grade in examination result, bribe paid by teachers to public officials to get promotion, embezzlement of fund allocated to purchase of teaching materials and selling of information on examination.

To worsen the situation, many of these personnel who involve themselves in unethical conduct and professional misconduct are rarely punished; and as such they do not see their waywardness as a threat to the smooth running of the nation's educational system.

Sequel to the aforementioned problems created by many of these personnel, the call for value reorientation is imminent as it seems to be the best way to address myriads of problems confronting the nation's educational sector. Bolarinwa (2005) identified some core values to include the following; detesting laziness, dignity of labour, respect for parents/elders, hospitality, public spiritedness, respect for authority, hardwork, respect for sanctity of life, honesty and truthfulness. The belief is that if these values are grossly compromised, there is bound to be trouble in the nation's educational system.

In order to reclaim the past glory and redirect the steps of the instructional delivery personnel in the educational system back to the right track, the call for value reorientation abounds. Once these values are reintroduced, the level of commitment of the instructional delivery personnel will be raised; hence improved productivity is assured.

Value reorientation helps to reorder questionable human behaviour back to acceptable ones. It helps to regulate our day to day behaviour and forms the basis of our judgment about carrying out activities that are perceived to be desirable, beautiful, correct, important, proper, worthwhile and good. This basically explains the reason why value reorientation can easily influence the conduct of facilitators and teachers in their workplace. Once these personnel are able to reabsorb the core value like honesty, discipline, respect for authority, commitment and a host of others back to their system, there is a tendency that their general attitude towards their job will change for good.

Furthermore, facilitators and teachers tend to become more efficient as they are motivated to act as positive role models to others that uphold opposite values which are detrimental to the smooth delivery of their services. Above all, value reorientation is needful in our educational system because it forms the basis on which moral standard that inspires and motivates instructional delivery personnel stands.

Conclusion

The importance of value reorientation cannot be overemphasized in the nation's educational system. Without any doubt, value reorientation process will help redeem and salvage the dwindling image of the nation's educational sector. If facilitators and teachers are rescued from exhibiting questionable characters that are capable of retarding the smooth running of the nation's educational system, then there is an assurance that education in general will witness a magnificent turn around that will require very little effort to sustain.

Recommendations

The following recommendations are made:

- (i) After recruitment, all newly employed facilitators and teachers should compulsorily undergo orientation programmes aimed at introducing to them the core values that are of

immense benefit to the education industry. Afterwards, precisely few years on the job, such personnel should be reorientated in order to reclaim the values acquired after recruitment.

- (ii) Without any form of preferences, favouritism, godfatherism or consideration, erring facilitators and teachers should be punished in accordance to the law guiding the education industry.
- (iii) Monitoring teams from Education Boards should be empowered and encouraged in order to double their efforts towards discharging their statutory duties aimed at checking the excesses of facilitators and teachers.
- (iv) Upward review of salaries and other incentives should be done as at when due. This will help to suppress the corrupt tendencies inherent in many of these personnel.

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