PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF ADULT EDUCATION PROGRAMME IN GOMBE STATE, NIGERIA

BY

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A DISSERTATION SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING, DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

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DECLARATION

I hereby declare that this research report titled — Perceptions of Stakeholders on the Management of Adult Education Programme in Gombe State, Nigeria was performed by me under the supervision of Prof. B. Maina, and Dr. A. M Jumare. References were made to various sources of information and are specifically acknowledged by means of references. To the best of my knowledge this project work has never been presented or submitted for any other degree.

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CERTIFICATION

This dissertation titled ― "Perceptions of Stakeholders on the Management of Adult Education Programme in Gombe State, Nigeria" meets the regulations governing the award of the degree of Master of Educational Administration and Planning of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I wish to dedicate this research work to my beloved wife Mrs Hannatu Ishaya Dangoma for her support.

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I am grateful to Almighty God for his love, care, provision and protection over my life and for seeing me through my studies to the level of completion may all praise be ascribe to Him, words alone cannot express how grateful I am.

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ABSTRACT

This study was conducted to seek Perceptions of stakeholders on the management of Adult Education Programme in Gombe State, Nigeria. The six objectives of the study are to examine the perceptions of stakeholders on the management of instructional facilities, find out the perceptions of stakeholders on the condition of infrastructural facilities, identify the perceptions of stakeholders on record keeping among others. In order to achieve the objectives of the study, six research questions and six null hypotheses were formulated in line with the objectives. Related literature were reviewed along with four (4) empirical studies. Descriptive research design was used for the study. From the total population of 10,133, comprising of 691 staff of Adult and Non-Formal Education Agency, 199 staff of Non-Governmental Organisations and 9,243 Adult Learners, a total of 370 respondents were sampled through stratified and systematic sampling technique. It comprises 110 staff of Adult and Non-Formal Education Agency, 40 staff of Non-Governmental Organisations and 220 Adult Learners. A structured questionnaire designed on five point Likert scale was used to collect data from the respondents. The data collected were presented in tables and analysed using weighted mean to answer the research questions. The Six hypotheses were tested using one way Analysis of Variance (ANOVA) at 0.05 alpha level of significance out of which two were rejected and four were retained. The major findings of the study reveal that; there is proper management of instructional facilities in adult education in Gombe state; the condition of infrastructural facilities in the learning centres was not conducive and not adequate for adult education programme; it was identified that adult and non- formal education agency adopts both new and old modern methods of record organization and preservation; The following recommendations were made; The agency should closely walk with the international donor agencies to make provisions for more instructional facilities; It should work with the community leaders and members through communal effort in making the available infrastructural facilities like classes conducive with good source of light to make it a better place for learning; The agency should also make available workable procedures and policies to guide the use of Infrastructural Facilities and to ensure compliance with the established policy and procedures; The agency should develop a well-structured pattern of record keeping for easy retrieval. It should also organise regular training and update on the current methods and processes of record keeping. This will help ease work and add value to the programme.

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OPERATIONAL DEFINITION OF TERMS

1. **Management:-** Is organisation and mobilization of all human and material resources in a particular system for the attainment of set objectives.
2. **Adult Education Programme:-** This is the entire education literacy activities conducted in the learning centres and staff offices by adult learners and staff of Adult and Non-Formal Agency.
3. **Instructional Facilities:-** These are materials which make teaching and learning possible and easier. They can be Audio like Radio, Tape Recorder and so on. Visual materials that appeal to sense of sight only like Chalkboard, Chart, Filmstrip among others. Or Audio-Visual material which is the combination of both the sense of hearing and seeing like Television, Motion Pictures, Computers among others.
4. **Discipline:-** The act of guiding an individual or group to behave well and make decision reasonably and responsibly. It involve punishing an erring staff or student for non-compliance with rules and regulations.
5. **Infrastructural Facilities:-** These are physical facilities that facilitate teaching and learning in schools or learning centres. They include Toilets, Water Tanks class rooms, Laboratories, computer centres, stores among others.

LIST OF ABBREVIATIONS

ANFEA: Adult and Non-Formal Education Agency.

EFA: Education For All.

ETF: Education Trust Fund.

FBOs: Faith Based Organisations.

IDPs: International Development Partners.

MAMSER: Mass Mobilisation for Social and Economic Reforms.

MDGs: Millennium Development Goals.

NCMANE: National Commission for Mass Literacy, Adult and Non-Formal Education.

NGOs: Non-Governmental Organisation.

NMEC: National Mass Literacy Education Commission.

NPEC: National Primary Education Commission

NEC: Nomadic Education Commission.

NRC: Nigerian Railway Corporation.

P and T: Post and Telecommunication.

SEMA: State Agency for Mass Education.

UNDP: United Nations Development Programme.

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNICEF: United Nations International Children Education Fund.

UNO: United Nations Organization.

USAID: United State Agency for International Development.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The success of any organisation depends to a large extent on its management. A poorly managed organisation may not give the desired result, meaning that the organisational objectives and goals will not be achieved, such scenario will be tantamount to waste of resources. No organisation wants to record failure, however past experiences shows that some organisations in Nigeria have recorded successes, while some organisations like Nigerian Air Ways, Post and Telecommunications (P and T), Nigerian Railway Corporation (NRC), Nigerian Refineries and even Educational Programmes have recorded failures which most of these failures are associated with ineffective management.

The condition of our educational system in Nigeria has been erratic and this makes one to wonder the stability of our educational system. Scholars like Odia and Omofonmwan, 2007, Chux and Ita, 2013 have observed failure in primary and secondary education programmes, and have attributed such failures to poor management among others. On a general perspective the effectiveness of the management of our education programme is contentious. The management of adult education programme is not an exception. Besides Basic, Secondary and Tertiary Education programme, the Government of Nigeria has made provision for adult education programme which should serve as an avenue of making literate those adult illiterates who could not attend school or who because of one reason or the other dropped out of the school system. The history of adult education is as old as the history of education in Nigeria but considering the high level of illiteracy in Nigeria and Gombe State in particular, it will not be out of place to say that adult education programme has not brought about the desired change it

is expected to have brought especially where a large percentage of illiterates are found among adults. It may be true that other factors must have contributed to this unwanted state of affairs, but the fact still remains that if the programme had been properly managed in all the states in Nigeria, certainly the outcome would have been better.

The history of adult education in Nigeria can be tress back to the colonial period to be precise in 1940s the period when Government institutions started to organised evening classes. This assertion was corroborated by Aderinoye, (2004) when he stated that Holy Trinity Anglican School started evening classes in Kano in 1940. He maintain that in 1942 the history of an experiment in literacy and community development began in Udi district of the present Enugu State. Anyawu in Ihejirika, (2013) revealed that the colonial government pursued the substitution of the then indigenous and Islamic adult education with western adult education programmes. In 1943, there was an attempt to mobilised support and contribution of Nigerians to the war against illiteracy. That move was confronted with some problems.

Similarly in 1945, there was a serious demand for literacy education, this was after the second world war when the colonial government realised the need for mass education in Nigeria. A mass literacy programme was then lunched in 1946 to eradicating illiteracy, when it was realised that the percentage of illiterates ranges from 83% in the southern province to 97% in the north (Jibrin,1999). To that effect, a ten (10) years mass literacy campaign was launched in 1946 starting with a three years preparatory stage then followed by two years for a mop-up operation before finally the remaining five years of post-literacy. The campaign led to the setting up of pilot adult literacy centres in various parts of the country. The programme were primarily run by local government public enlightenment department. It led to the opening of literacy centres. Despite some careful planning and collaboration of individuals and the NGOs,

the campaign failed due to lack of colonial administration's commitment to the literacy programme. This same attitude was reported to have frustrated some officers out of the adult literacy sector (Omolewa in Ihejirika, 2013).

The period between 1974 – 1984 was another time when Nigerian government embarked on a new literacy campaign, but it is sad to note that this effort could not yield any fruitful result. Sarumi affirmed that when he said it was confronted with a bunch of problems which ranges from lack of funds to poor recruitment of instructors, inadequate literacy training, improper management among others (Sarumi, 2005). Despite all these, Nigerian government remain resolute and committed to its fight against illiteracy.

The launching of another ten years mass literacy programme on 8th September, 1982 by the Shehu Shagari's administration was another remarkable effort by the government of Nigeria which declared 1982 – 1992 as literacy decade. But like other previous efforts this one also failed because of lack of reliable data and non-involvement of the people that the programme was mend for, lack of governments commitment as well as opposition from other political parties.

Another land mark in the history of adult literacy programme was the year 1987, it was a period when the federal government directed that all states of the federation then including Federal Capital Territory (Abuja) should establish Adult and Non-Formal Education Agencies (ANFEA) to prosecute literacy in the states and local governments. That was the period that was characterised with formation of agencies like the National Primary Education Commission (NPEC), Nomadic Education Commission (NEC), National Commission for Mass Literacy, Adult and Non-Formal Education (NCMANE) all with the intension of fighting against the menace (illiteracy).

Worthy of note is the re-launch of literacy campaign by (NCMANE) in September, 1992 during Gen. Babangida's administration which declared 1990–2000 as another literacy decade through the introduction of Mass Mobilisation for Social and Economic Reforms (MAMSER) which got external assistance from donor agencies like the (UNDP). Sarumi, (2005) pointed out that success was limited because of political crisis, frequent changes in government, lack of continuity in personnel and lack of commitment by the illiterates. These formed the key factors that militated against the success of 1990–2000 mass literacy period.

Following the progression of events as discussed above, a careful x-ray will reveal that the problems encountered is not far from ineffective management in the adult education programme and looking back to the history, one could wonder why is it that till now, Nigerian government has not learn its lesson, even from the knowledge and experiences of some countries through the effort of their leaders in the area of adult education programme? The exemplary life of the former Tanzanian president Julius Nyerere who promoted literacy and the concept of self-reliance is worth emulation. Fidel Castro the Cuban president is another example. He declared to the United Nations that he will give illiteracy a running battle and he matches his words with action by closing all the universities for eight months and instructed that all student should join in the war against illiteracy that yielded good result. These among others are the directions that Nigerian government and particularly Gombe State government should begin to look into.

Illiteracy is a great agent which enslaves in the words of Fredrick Douglas quoted by Carl, (2002) who said that literacy is the path from slavery to freedom, there are many kinds of slavery and many kinds of freedom, but reading is still the path. Illiteracy is also responsible for under-development and non-realisation of national

goals. It is like a disease that kill the inside though the physical body still moves. Most of the socio-economic problems experienced in the society can be attributed to illiteracy hence the need to fight it. It is in the same respect that in 1990, the Jomtien Conference was set up to address some global issues that has to do with improving the global literacy rate especially in the under-developed countries, hence the revelation of the slogan Education For All (EFA). This giant move was what led the global literacy rate recording 85% and that of Nigeria recording 59.2% with male having 68.9% and female rating 49.3% (UNESCO, 2015). Despite this effort, it is unfortunate to note that Gombe State is still battling with less than fifty percent (50%) literacy rate, 41.2% literacy rate (Gombe State Bureau of Statistics, 2015).

Nigeria being a signatory to this international declaration on Education For All (EFA) has in its own way been part of the on-going eradication of illiteracy. Considering the importance of literacy to a nations development, the Gombe State government like other 36 states of the federation has join the fight against illiteracy by establishing Adult and Non-Formal Education Agency (ANFEA) and in pursuance of the vision, the state through the agency for mass literacy has established many literacy centres in all the eleven (11) local government in the state cutting across both rural and urban areas. In view of the fact that it has become obviously clear that most of these centres are faced with different challenges ranging from inadequate instructional and infrastructural facilities to improper record management among others. It has become mandatory for all the authorities to manage the little resources available. In a research conducted by Adedokun and Adeyomo, (2013) so many challenges facing adult education in Nigeria were outlined among which include; lack of enough and qualified facilitators, unconducive learning environment, inadequate teaching and learning

facilities and poor management among others. To which they maintained that effort must be made to look into these challenges with a view of finding solutions to them.

In a different study carried out by National Commission for Mass Literacy, Adult and Non-Formal Education NMEC, (2008) on Nigerian adult education using the 36 states of the federation including the Federal Capital Territory (Abuja), the findings of the study reveals that; policy provision for adult education in Nigeria are inadequate, there is inadequate funding, poor implementation of adult education programmes, lack of learning materials which make many learners to withdraw from literacy classes, the need for training and capacity building for all the supervisors, facilitators and organisers of adult literacy classes, poor management among others. These problems have to be tackled and the programme properly managed if the goals of adult education must be achieved. This study therefore suggest that, though much is expected to be done from the government, but stakeholders also need to ensure that the little that is available is well managed. For effective management of adult education programme will make for adequate management of human and material resources. It is based on this background that the researcher want to find out the perceptions of stakeholders on the management of adult education programme in Gombe State, Nigeria.

1.2 Statement of the Problem

In their day-to-day administration, leaders of most organisations are faced with diverse administrative problems which militate against the effective running of such organisations. These problems may range from lack of qualified and dedicated workers to insufficient funding, uncooperative attitude among other members of staff, indiscipline among staff among others. Educational institutions are not left out of these problems and adult education programme inclusive. Where the head fail to arrest these situations, the smooth running of such organisation will be compromised. How far the

above problems exist and their effect on the management of adult education programme is the focus of this study especially considering the fact that adult literacy is the fertilizer needed for development and democracy to take root and grow and also as ingredient for successful strategy of eradicating poverty, hence its management need to be effective.

Adult education in Nigeria has come a long way passing through different stages of organisation and development. The aim of adult and non-formal education as an excellent tool for lasting education has been enshrined in the National Policy on Education (NPE) section six (6) among which include; the provision of practical literacy and long-lasting education for adult and the youths. One remarkable outcome of such development is the introduction of the Adult and Non-Formal Education Agency in each state saddle with the responsibility of :-

a. Implementing the National Policy on Mass Literacy, Adult and Non-Formal education in the state.

b. Plan, Research, Organize, Develop and manage state mass literacy, Adult and Non-Formal Education Programme.

c. Monitor and ensure quality control of the state programme among others. (Federal Republic of Nigeria, 2004)

All these are carried out by the state agency for literacy and other stakeholders under the control of National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC). The programme is design to provide the opportunity to those adult who dropped out of school and those who did not had the opportunity to attend school.

The issue of lower literacy rate is not only a state or national problem but a global one. Most of the developing countries and their states are recording below

average, Gombe State inclusive. Gombe State Adult literacy rate is recording less than 50%, 41.2% (Gombe State Bureau of statistics, 2015), while the national and global adult literacy rate is 59.2% and 86.1% respectively (Unesco,2015). It is believed that effective management of adult education programme will not only better the life of adult illiterates, but also improve positively the adult literacy rate from state, nation and globally.

In a study conducted by Muhammad, (2013) on Challenges and Emerging Perspective in Adult Education Delivery in Nigeria, some problems like inadequate number of literacy instructors, poor remuneration of facilitators which he said contributes to the inadequate number of facilitators, inadequate funding, which he lamented that the budgetary allocation to adult education at all levels of government is inadequate, poor record keeping, which affect the data base needed for adequate planning and implementation were outlined among others. These problems are perceived to be domiciled in the study area, hence the need for this study.

In the entire Adult and Non-Formal Education Agency (ANFEA), which is responsible for overseeing the adult education programme at both state and local government level, every member of staff has specific duties to perform. How these duties are performed live much to be desired in the minds of concerned citizens which made it pertinent to ask this question how is adult education programme managed in Gombe State? Considering this question, the problem this study attempt to determined is; what are the perceptions of stakeholders on the management of adult education program and how effective is the management of adult education programme in Gombe State has been in meeting the national benchmark for adult and non-formal education and the objective of adult education in Nigeria?

1.3 Objectives of the study

The study was guided by the following objectives:

1. examine the perceptions of stakeholders on the management of instructional facilities for the achievement of adult education programme in Gombe State;
2. find out the perceptions of stakeholders on the condition of infrastructural facilities for the achievement of adult education programme in Gombe State;
3. identify the perceptions of stakeholders on record keeping for the achievement of adult education programme in Gombe State;
4. ascertain the perceptions of stakeholders on discipline for the achievement of adult education programme in Gombe State;
5. assess the perceptions of stakeholders on funding for the achievement of adult education programme in Gombe State; and
6. examine the perceptions of stakeholders on staff development programmes for the achievement of adult education program in Gombe State.

1.4 Research Questions

The following research questions guided the study:

1. Is there proper management of instructional facilities for adult education programme in Gombe State?
2. What is the condition of infrastructural facilities for adult education programme in Gombe State?
3. What is the perception of stakeholders on records organisation and preservation for adult education programme in Gombe State?
4. How is discipline maintained in adult education programme in Gombe State ?
5. How are funds managed for the achievement of adult education programme in Gombe State?

6. What is the level of staff development for adult education programme in Gombe State?

1.5 Hypotheses

The research was guided by the following hypotheses

Ho1. There is no significant difference in the opinion of state and local government officials of Adult and Non-Formal Education Agency (ANFEA), Non-Governmental Organisations and Adult Learners on the management of instructional facilities for the achievement of adult education programme in Gombe State.

Ho2. There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on the management of infrastructural facilities for the achievement of adult education programme in Gombe State.

Ho3. There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on record keeping for the achievement of adult education programme in Gombe State.

Ho4. There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on discipline for the achievement of adult education programme in Gombe State.

Ho5. There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on the management of funds for the achievement of adult education programme in Gombe State.

Ho6. There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on staff development programmes for the achievement of adult education programme in Gombe State.

1.6 Basic Assumptions

The following assumptions were formed to guide the studies:

1. If teaching and learning facilities are well managed, adult education programme in Gombe State will be improved;
2. If good and enough infrastructural facilities in adult education programme is provided, the adult learners performance in Gombe State will improve;
3. If records are organize and preserve, management of adult education programme in Gombe State can be enhanced;
4. Proper maintenance of discipline will positively influence members of adult education programme in Gombe State;
5. Enough provision and management of funds will improve adult education programme in Gombe State; and
6. If staff are developed, adult education programme in Gombe State will improve better.

1.7 Significance of the Study

This study is significant to government at all levels, adult instructors and monitoring officers, non-governmental organisations, general public (community members), educational planners and administrator and prospective researchers. The research attempt to provide a possible feedback for Government on its performance on adult education programme in the state, especially in the light of the fact that education plays a major role in the total wellbeing of the individual and that of the society. The

study intends to provide a necessary guide to Adult and Non-Formal Education Agency (ANFEA) in making adult literacy programme interesting to adult non-literates. It aimed to be of great significance to adult instructors and monitoring officers, educational planners and other prospective researchers in making recommendation and references. In more specific terms, the outcome of this research will help adult instructors and monitoring officers in the light of re-directing the strategies they employ in the management of available resources. The findings of this research will also be significant to non-governmental organisations and other stakeholders as a useful working document and to general public as a means of fighting against illiteracy as an effort to improve their health status, economic status, reducing poverty, promoting social development as well as curtailing crime. Finally, it is significant to Government especially the state and local government educational administrators towards the development of individuals and a re-awakening of their administrative role of providing education to its citizens especially the adult illiterates in the study area.

1.8 Scope of the Study

The study covered all the eleven (11) local governments of Gombe State. It focuses on the registered and recognised centres in the state which participates in adult literacy programme in all the local governments and the officers that oversees the activities of the adult education programme which are Facilitators, Supervisors, Local Government Adult Education Coordinators, Monitoring and Evaluation Officers and Senior Staff of ANFEA. It incorporated Non-Governmental Organisations that are partnering with the agency and adult learners that enrolled in post-literacy programme as members of the community. The study was limited to adult formal education in the state and covers all the learning centres in the state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study found out the perceptions of stakeholders on the management of adult education programme in Gombe State. This chapter is therefore set to accommodate review of related ideas, information and literatures which have related bearing to this study. Some among the items reviewed include: Theoretical Frame Work, the concept of Management, the concepts of Monitoring and Evaluation, Concepts of Instructional Facilities, Management of Record in Adult Education Programme, Management of Discipline in Adult Education Programme, Funding in Adult Education; Sourcing and Management, Concept of Adult Education, Staffing in Adult Education Programme and the review of related empirical studies.

2.2 Theoretical Framework

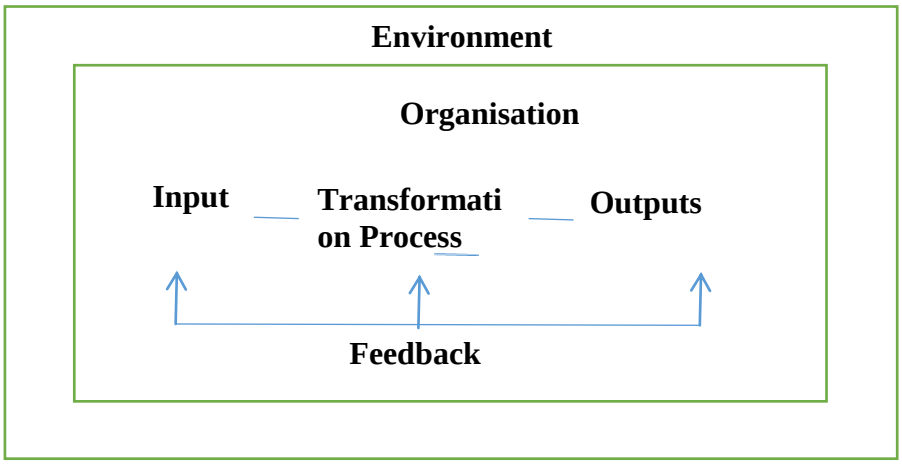
Many theoretical framework were put in place in explaining studies on management. However, three theoretical approaches were used in this research work, their choice was basically on their suitability to the study. The first approach is the System Theory presented by Peter Senge an American administrator, a manager and a writer on management, Theory of Motivation by Barnard-Simon and Stimulus Response Theory by Thorndike.

2.2.1 Systems Theory

System theory is one of the behavioural approaches to educational management where an organization is seen as a social system which can be further divided in to sub systems. A system can be defined as a set of interrelated elements that function as a unit for a specific purpose. It is an entity composed of members of parts, such that the relationship of both parts enhances their performance. The school system can be termed

a system because of the number of its parts (sub-systems). The relationship and the functions of these sub-systems which is inter-woven and inter-dependent in nature help in its success. One of the ways of understanding an organisation is having the idea that it works like a system. For instance, Ministry of education can be considered as a system, while Non-Governmental Organisations (NGOs), Adult and Non-Formal Education Agency (ANFEA) and Adult learners can be considered as sub systems. Whatever happens to one sub-system affect the whole system. A problem arising from one sub-system may be best approached by first examining other sub-systems. System theory help managers to be very alert bearing in mind that any disruption to a sub-system can damage the entire system. Systems theory has had a significant effect on management science and understanding organizations. A system is a collection of parts unified to accomplish an overall goal. It can also be viewed in the perception that is a set of interrelated elements that function as a unit for a specific purpose (Senge, 2001) If one part of the system is removed, the nature of the system is changed as well. An example is; a pile of sand, is not a system. If you remove a particle of sand, you will still have a pile of sand. However, a functioning car is a system. Remove one part like the carburettor or as small as a spark plug, and you can no longer get a working car. Peter Senge suggested that an organisation need to be studied as a whole, taking into consideration the interrelationship among its parts and its relationship with the external environment. He brought the concept of learning organisation and define it as the Place where people continually expand their capacity to create the result they truly desire, where new and expensive pattern of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together. Peter Senge describes a model called basic system model with five parts: Input, Transformation Process, Outputs, Feedback and the Environment. This is represented in figure 1.

Figure 1. Basic System Model



Source: Fred and Allan, 2008 page 116

Inputs – Are the human (adult illiterates), material, financial or information resources used to produce a product or service, through technology and administrative functions. The Inputs undergoes a **Transformation Process** – In schools, the interactions between students and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to society. This becomes possible as members of staff are planned, organized, motivated and controlled ultimately meeting the organization's goals.

Outputs – This include the organisation's product and services which is the result from the Process. An educational organisation generates and distributes knowledge e.g. literate adults.

Feedback – This is information concerning the Outputs or the process of the organisation that influences the selection of Inputs during the next cycle. Such information may lead to changes in both the Transformation process and future Outputs.

The Environment – Environment surrounding the organisation includes the social, political and economic forces that impinge on the organisation. The effect of systems theory in management is that writers, educators, consultants, etc. are helping managers

to look at an organization from a broader perspective. Systems theory has brought a new perspective for managers to interpret patterns and events in the workplace, to recognize the various parts of the organization and in particular, the interrelations of these parts.

2.2.2 Barnard – Simon Theory of Motivation

This theory is closely related to Getzel & Guba's theory of Nomothetic – Idiographic Model. They both recognize the relationship between the satisfactions of organisation through meeting the needs of the workers which influence the workers productivity. Both assume that the worker will perform satisfactorily if their needs are met. Barnard's theory of motivation is based on the principle in psychology which asserts that various needs arouse and direct the behaviour of the organism towards the satisfaction of those needs. According to this theory, maintaining equilibrium in an organisation is very important and can be achieve either through removing those members of the organisation whose motives are not in agreement with the goals of the organization or by sharing both financial, material and social benefit of the organisation with its members. Barnard had an industry organisation in mind when he postulated that they should share their profits with their members in order to achieve continuity in production and profit. In Education, though the benefits and profit derived from school is not like industries, they take longer time to yield result, it should not be forgotten that education constitute an important factor in the production of human resources that is needed for economic development of a nation. An analogy to back this is taking the form of payment made by school to its workers which can be through salaries, travelling allowance, gratitude, bonuses and other allowances which in turn can bust their performance. Other non-material benefits include health care services for workers and their families, maternity leave, annual leave, insurance policies and study leave (arrangement for professional growth and self-actualisation). Even the provision of

adequate instructional facilities to teachers can also be classified as non-material benefit. Instructional facilities constitute the raw material needed for production in school and we know how frustrating and non-encouraging it can be for a teacher wanting to teach but there is no facilities available. These and many more when put in place will serve as a motivating factor for teachers in school. To emphasize the fact that motivation positively influence employee, March & Simon, as cited by Gabor & Joseph, (2010) clearly stated that Barnard's theory postulates that employees agree to accept inducement (incentive) from organization in exchange for the contribution they will make, this incentive could either be commensurate to their contribution or greater than their contribution. To March & Simon, better condition for organisation and its employee is dependent on the sufficiency of the inducement made by the organisation to its employees.

2.2.3 Thorndike Theory.

Thorndike was the first American psychologist that used S.R (Stimulus Response) in his theory. He introduces the concept of reward in learning after he conducted a series of experiment on learning with animals. He studied the subject of learning systematically using standardize procedures and apparatus. At the end of his experiment and study of cat's behaviour in a puzzle box, he formulated three basic laws of learning.

The Experiment (The Puzzle Box)

According to Adeloye, (2002) a hungry cat was confined to a puzzle box with food visible from outside. The cat began pulling the string of the cage to come out of the box to get food. On the inside of the cage was a release mechanism which could be operated by the cat. When the cat was first place in the box, it engaged in a random movement such as scratching, jumping, plundering and trying to escape to get food.

Finally, it operates the release mechanism which allowed the cat to escape and get food. He quickly put the cat back in to the box for the next trial. The cat made a lot of attempt before opening the box. On subsequent trials, activity become less random, the cat was able to focus on the part of the cage near the release mechanism. Over a series of trials, the cat became more efficient in getting out of the box, the numbers of errors were now reduce. Thorndike concluded that the animals learn through active behaviour and trial by error. The learning of the cat can be explained in terms of formation of direct connection between the stimuli and the response. Two important factors are necessary for learning to occur. There should be motivation of some kind e.g. (cat was hungry). Food is necessary to satisfy the hunger of the cat (reinforcement). Based on his experiment with the hungry cat, Thorndike propounded three (3) laws of learning.

1. The law of readiness.
2. The law of exercise.
3. The law of effect.

These laws are discussed below considering their relevance to the study.

1) The Law of Readiness:- Adeloye, (2002) describes that the first law which is readiness states that an individual must be ready to face a given task. This means that the adult learners (illiterates) need to be ready; Readiness in mind, physically, psychologically and emotionally for the successful achievement of the desired behaviour and goals. This has to be done consciously through making awareness and campaigns by relevant authorities to stimulate the adult learners (the illiterates). Government also has to be ready by providing the materials to be used, the learning environment and all the needful.

2) The Law of Exercise:- This is the second law of learning which portrays an adage that says practice makes perfect, the more individuals are engaged in activities, the more

the exercise. And the more they repeats the activities, the more they understand the task and attain perfection which will enhance the retaining of the knowledge and skills and better their performance (like the cat). Relevant agencies should also create opportunities that will lead to activities and exercises which in return will better the performance and help in the process of mastery having in mind that repetition strengthens the connection between the stimulus and response.

3) The Law of Effect:- This third law, shows that learning occurs only when the response has some effect on the environment. Effect is the satisfaction or otherwise which is obtain from performing a task (making response). There should be reward immediately a task is satisfactory performed of this will encourage re-occurrence of such behaviour.

Bye and large, the relationship between Thorndike theory of learning in stimulus response (SR) and this study is that the stimulus to adult education workers on the one hand is the better condition of service, prompt payment of all financial benefits by Government among others. The response on the other hand is commitment and dedication to their services. On the side of adult learners (the illiterates), the stimulus takes the form of the benefits they can derive after their education and the response will be an improve society which will be evident through their developed communities.

2.3 The Concept of Management

Management is an integral part of any organisation. The survival of any organisation is dependant largely on the quality of management or administrative services available in that organisation. Management according to Akube (1991) is a method where a group of people at the highest level of organization plan, organize, communicate, co-ordinate, control and direct the actions and activities of people who work for the organization towards the achievement of organizational goals. Donnelly as

cited in Ogbonnaya, (1997) observed that; management is a process undertaken by two or more individuals to coordinate the activities of others to achieve results not achievable by an individual acting alone. In their own contributions, Obi and Ezegbe, (2002) stated that management is the process of ensuring judicious allocation of available organizational inputs (human and material resources) through planning, organizing, directing, controlling and processing for the purpose of maximizing results producing goods and services derived for the achievement of organizational set objects. Management exists in many organizations such as educational institutions to make resources productive in order that organization may achieve its goals. Obi (2004) conceives management as the process of planning, organizing, directing and controlling the activities of an enterprise (organization) to achieve specific objectives. Managers at every level of the organization perform these functions at varying degrees. Thus Adesina in Ofojebe, (2011) defines management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives of the system. Adesina further added that management anywhere in the world involves the marriage of labour, infrastructure and other resources and the effective supervision of that marriage to produce results. Management in other words is the process of getting things done through the co-operation and assistance of other people. In any organization such as educational institutions or learning centres, someone must fill the position and take the role of a leader. The leader guides orderly and efficiently in handling of the affairs of the institution or the learning centres. The manager or leader has the duty to procure and manage human, financial and material resources for effective implementation of organisation's goals, programmes and for maintenance of such organisation. Managers in schools usually use the management functions of planning, organizing, directing, controlling, etc. to manage teachers, materials and

capital resources, with the primary aim of achieving the goals set by such organisation. As revealed in National Policy on Education, (2004) that; the success of education is hinged on proper planning, efficient administration and adequate planning. It further posit that administration includes organisation and structure, proprietorship and control, inspection and supervision.

In his own view, Obayi (1998) saw management as the process through which an organization's strategy is formulated and is then implemented through the organization of work, people, finance and technology. An organization's strategy according to him, consists of what and how, over the long term, what its objectives are how they are to be achieved through the utilization of human, financial and technological resources. In agreement, Obi, (2003) citing Richman and Farmer, That Management involves strategy, innovation initiating about change, creativity, problem solving, decision making, seeking alternatives and opportunities, reformulating resources, negotiation, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship a high degree of risk taking and entrepreneurship. Managers are therefore, those who bring together the money, people, materials and machineries necessary to operate an organization. Such managers must plan for the future, organize the enterprise, direct the activities of employees and control the overall organization's operations. To do this, managers must decide how things are to be done for results to be achieved. One rationale for resource management in educational institutions is to ensure the provision and prudent use of available human, financial and material resources. It is enough therefore to say that school management is the process of achieving educational objectives through efficient utilization of available human and material resources. To have a better perception of management some management function are discuss below:

Planning

It is one of the basic management functions needed for effective management of adult education programme. It is usually the first step in managing. It usually occur when new programme, services or facility is about to be introduced. Most times it may be necessary after the outcomes of previous initiatives are found inadequate. Managers at all level plan though the focus, context and terms may differ. In simple words, planning is deciding in advance what is to be done, when, where, how and by whom it is to be done. It bridges the gap from where we are to where we want to go. It includes the selection of objectives, policies, procedures and programs from among alternatives. A plan is a predetermined course of action to achieve a specified goal. It is an intellectual process characterized by thinking before doing. It is an attempt on the part of a manager to anticipate the future in order to achieve better performance. Planning is the primary function of management. According to Koontz and O' Donnell, "Planning is an intellectual process, conscious determination of course of action, the basis of decision on purpose, facts and considered estimates. Basically, to plan means to project, forecast, design, or chart out a course, (Ogbonnaya, 1997). No organization can expect efficiency of its programmes without sound planning and consistent implementation of such plans. Thus Obi (2003) stressed that failure to plan gives rise to inefficiency, lack of direction and wastage of resources. Good planning is a pre-condition for better results. Planning though defined in various ways, is agreed to mean dreaming, the practical thinking, scheming of the actions and activities that would be performed in order to achieve the objective for which the enterprise was set up (Ejiogu in Ofojebe, 2011). From all indications, planning is a purposeful attempt to get ready for future, today and therefore, a wise way of avoiding the frustration of last minute rush which often leads to making the choice of wrong decisions. Past and present analysis of educational programmes

that failed shows definite deficiencies in planning. Example of such includes the then Universal Primary Education (UPE) of 1976. Ezeocha, (1992) confirmed this when he asserted that one of the problems faced by UPE scheme was inadequate planning for the supply of teaching personnel and facilities to run the scheme.

Ogbonnaya (1997) quoting Ukeje, said that in planning any educational programme, goals must be made clear, machinery to achieve the goals set up, various categories of staff, fund and equipment should also be provided. The following are process of planning suggested for planners;

a) Assess the available human, material and financial resources within the particular system to carry out the plan.

b) Examine the present infrastructural facilities and equipment that are available within the school system and how appropriate they are for the realization of the envisaged plan for the future.

c) Access the basic characteristic, potential and capabilities of the personnel and weight them against the ideal situation. (Ejiogu,1990)

From above, it has become evidently clear that planning is very important for the successful implementation of programme especially in the management of educational programme. Careful planning will help to examine the infrastructural facilities and equipment available and to ensure that they will be enough for the process of teaching and learning. It could be on different levels and with different time horizons; planning as a basic management function involve formulation of one or more detailed proposal to achieve optimum balance of needs or demands with the available resources. The planning process include

i. Identifying the goals or objectives to be achieved.
ii. Formulating strategies to achieve them.

iii. Arranging or creating the means required, and

iv. Implementing, directing, and monitoring of all the steps in their proper sequence.

Some of the advantages of planning are that it makes effective and proper utilization of organizations' resources. It identifies all such available resources and makes optimum use of these resources. Planning also ensures organizational effectiveness. While effectiveness ensures that the organization is in a position to achieve its objective due to increased efficiency of the organization. Similarly, planning assists in reducing the cost of performance. It includes the selection of only one course of action amongst the different courses of action that would yield the best results at minimum cost. It removes hesitancy, avoids crises and chaos, eliminates false steps and protects against improper deviations. Planning facilitates the achievement of objectives by focusing attention on them since there are clear definitions of objectives and appropriate alternative courses of action are taken.

Organizing

This is another management function needed for effective Adult education management. As planning established objectives, organizing develops intentional patterns of relationship among staff and other resources. Organizing has been defined by Obi (2004) as relating all the components of an organization into a coordinated whole so as to achieve set goals. It is through organizing that the activities and programmes of an institution is separated into different task and assigned to various positions. Edem (1982) stated that organizing includes the establishment of formal structural line of authority, which defines what is to be done, and by whom. In other words, through the processes of organizing, the task of an institution are subdivided, arranged, defined and coordinated for defined objective. Organizing, per say in an

organisation is one dimension of the task of achieving objectives by means of harnessing the actions of many individual to group purposes. For example, in an organization like school, the head or leader has the authority and responsibility of assigning roles to his staff (Akube, 1991). Organizing involves determination and grouping the activities, designing organization's structures and depart mentation. It is based on this grouping that the roles and responsibilities of the departments and of the job positions within these departments is defined. Organizing help in defining relationships between departments and job positions as well as defining authorities for departments and job positions. Directing, this to the management of adult education, managers should realize that a lot of effort is needed especially in the area of maintenance. It is for them to assign roles to the appropriate individuals or groups who can perform the jobs efficiently. From the foregoing, it is evident that effective organizational arrangements are necessary for the smooth management of the adult education.

Directing

Directing is one of the most important functions of management to translate organization's plans into execution. It includes providing leadership to people so that they work willingly and enthusiastically. Directing people involves motivating them all the time to enthuse them to give their best. Communicating the organization's plans throughout the organization is an important directing activity. It also means coordinating various people and their activities, giving staff details on how to go about their job. It is not once for-all-activity but an on-going one. Directing aims at achieving the best not just out of an individual but achieving the best through the groups or teams of people through team building efforts.

Co-ordination

This is uniting and correlating all the activities of all the participant in the organization, channeling them towards a coherent outcome. It also refers to the activities of different units to one another to ensure that the different activities are met, to achieve the set objectives. Good plans unify the interdepartmental activity and clearly lay down the area of freedom in the development of various sub-plans. Various departments work in accordance with the overall plans of the organization. Thus, there is harmony in the organization, and duplication of efforts and conflict of jurisdiction are avoided. Co-ordination occurs when the organization's numerous activities are planned, organized, directed and controlled.

Supervision

Supervision is among the management functions that can help for the smooth management of the Adult Education Programme in Gombe State. Supervision is define as a process of an activity whereby individual by means of advising and stimulating interests in teachers and pupils, help to improve teaching and learning situations in educational programmes, (Obi, 2003). Supervision is therefore the process of improving on all elements and conditions surrounding educational programmes to produce better results. Obi further said, supervision requires the establishment and maintenance of satisfactory human relations among the staff to function effectively. This implies that collective efforts of principal officers, their assistants are needed to ensure, foster and improve the supervision of educational programmes. Supervision serves as evaluative process that is crucial to successful programme implementation. It also helps teachers to learn what their problems are and to seek the best possible method of solving such problems (Adesina, 1981). The idea of solving these problems is to improve effectiveness of teachers so that they can contribute maximally to the attainment of the organizational goals. For supervision to achieve its purposes, it is

necessary that the supervisor have a clear understanding of what he wants in the supervision and how he can go about achieving them. This is important because an unclear purpose will definitely become hazardous in the process of supervision. Therefore, for the management of adult education, the Adult and Non-Formal Education Agency ANFEA who recruit and assign duty post to the supervisors should endeavour to instruct them properly on what their roles are or what is expected of them in the supervision of the adult education programme. Other administrators also in assigning duty to various personnel should equally define specific roles to handle in the management of adult education programme in Gombe State.

2.3.1 Concept of Adult Education

This refers to education, course or training programme that is design for adult. It also refers to provision of instructed learning events for adults who usually act or have acted in working life after earlier terminated or interrupted education within the regular education system. The concepts of adult education have been defined by different people in different perspective; but scholars have generally agreed that it is an education that has its clientele as adult. UNESCO in Nzeneri,(2010) define adult education as: The entire body of organized educational process, whatever the content, level and method, formal or otherwise, whether they prolong or replace initial education in the schools, colleges and universities as well as apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development. Omolewa in Mbah, (2014) sees adult education as the education provided for men and women who for one reason or the other dropped out of the formal school system, or

those who for the purpose of work and their engagements are un able to register for full time courses. In a related development, Eyibe in Mbah, (2014) sees adult education as any kind of education design for illiterate population, the formal school drop-out, and the un-skilled and semi-skilled workers and carried on outside the formal school setting. This brings us to another concept of who is an Adult? Different parameters are used in defining who an adult is. It ranges from Biological, Chronological, Historical, Psychological, Economical, Political and Social perspective among others.

The Adult: This concept, is mostly misinterpreted and misunderstood in the field of adult education. People are generally not comfortable about being address as old people so they tend to dissociate their self from the word since in their perception the term 'adult' seems to suggest 'old people' who are not physically and mentally functional, this is a serious misconception. Thou there is no any suitable word that can be used as alternative to substitute the term 'adult'. In the perception of Bown, (1979), Nzeneri, Ibeh, (2008) An adult is one who has achieved full physical development and is expected to have the right to participate as a responsible home maker, worker and member of the society. To them the adult is not only matured but responsible in all his engagements, agreements and undertakings. Both maturation and life responsibility are characterise by lots of life challenges for the adult. Advance countries consider an adult as one who has attained the voting age of twenty one (21) years or more, while in developing countries like Nigeria an adult is the one who has attained a voting age of eighteen (18) years old. Hence the United Nations Educational, Scientific and Cultural Organisation (UNESCO) gives a recommendation for who an adult is as cited in Muhammad, (2013) as a person regarded as an adult by the society to which he belongs.

An adult is also define as one who is physically and psychologically matured at the same time he is socially, economically, culturally, environmentally and politically

responsible (Nzeneri, 2010). The key words in the above definition are maturity and responsibility. Adesanya in Muhammad, (2013) says that the term adult is difficult to define because of its variance from one society to another. He maintained that the boundaries that determine who is considered an adult can depend on **Action**; which include (legal age to fight war, drive a car, vote amongst others)**. Activities**; which include (Age that one can begin to work and so on) and **Responsibilities;** which include (Marriage age, age to begin to support family and so on). An adult is a person who no longer attend school at a primary or full-time activity and who is over twenty one (21) years of age. He could also be seen as a person who has come in to certain stage of life in which he has assume responsibility for himself and usually for others, and who has concomitantly accept a functionally productive role in his community. (NOUN, 2012).

Meaning/Concept of Adulthood: This is a state in life when one becomes an adult. A time of life when one is expected to take responsibility for his own actions and well-being. In some communities, adulthood starts at fourteen (14) years of age, to some others, adulthood begin when one is eighteen (18) years of age. As cited in (NOUN, 2012) Ume, is of the view that adulthood is not determine by age or physical and psychological maturity but by circumstance that such a person finds himself/herself.

Adult and Adulthood as concepts has been define by many different authors and written from different perspectives. Some use Biological parameter in defining it, while others use Chronological, Historical, Economical, Psychological, Political, and Social parameters in defining an adult and identifying the state of adulthood. Below is the break-down of some of these ways:-

i. Biological State (Post-Puberty)
ii. Legal State (Aged 18 or over; Aged 21 or over)
iii. Psychological State (Their ‘self-concept’ is that of an adult)

iv. Form of behaviour (Adulthood as being in touch with one's capacities whatever the context)

v. Set of social roles (Adulthood as the performance of certain roles e.g. working, raising children etcetera) **(NOUN, 2012)**

Role of Adult Education in Rural Community Development

In rural communities, the adult is the parent, a farmer, tax payer, political activist decision maker in his family, producer and consumer, he is responsible for taking decisions that govern the area he resides. Unfortunately, many of those who dwell in the rural areas are illiterates and do not have access to education. Some either because education has not been brought to them or because they don't have the means. This is couple with the fact that the rural dwellers are usually very far away from the seat of the government. It should be noted that the food eaten in the urban area are produced by the illiterate rural farmers, this calls for the need of a functional literacy programmes in order to acquire literacy skills for occupational development. It implies that literacy skills will enable them to increase their production, sell more, earn more to even improve their living standards. Literacy skills will also help them acquire first-hand information in every aspect of their life especially the one that pertain their society this will help the adult life to become qualitative, be improved and will also be equipped with what they need to contribute towards national development. It also enable rural dwellers to increase their knowledge and skills to be up-to-date, this improves their well-being and reduces their illness. On the social aspect, adult education will help the adult illiterates to understand the nature and needs of their communities, ways to interact and relate to each other in order to bring about social harmony and affect societal improvement. Adult education will help the illiterates adults to understand and appreciate the meaning and need for development and will also make them to become

development conscious and will be aware of the need for development which will make them strive for it and achieve it for themselves and that will mean self-reliance; a quality of being able to think out needs and take necessary action to solve problems in order to satisfy the needs without depending on others.

Goals of Adult Education

One of the goals of adult education is to help adult learners satisfy their personal needs and achieve their professional goals and human fulfilments. Some of the goals include:

a) To achieve institutional needs.
b) To sustain democratic society, challenge and improve its social structure.
c) It help adult learner to attain employment and or better their current employment
d) Attain skills necessary to enter post-secondary education and training.
e) Exit public welfare and become self-sufficient.
f) Learn to speak and write English Language.
g) Gain self-esteem, personal confidence and sense of personal and civic responsibility

2.3.2 History of Adult Education in Nigeria.

Adult Education in the modern sense started in Badagry in 1845 with a literacy class for youths and adult (Omolewa 1981). Omolewa further maintained that the closest interest in adult education by the colonial government was the desire that adult should be trained to read government instructions with the view of appreciating the danger of breaking the rules. In effect adult education served the colonial need to produce submissive and obedient servants. The need for adult education increased during the second world war, with the aim of mobilising support and contribution to the

war efforts. Before 1946, the colonial education in Nigeria was limited to the one been provided by the missionary schools. Indeed, the colonial administration did not concern itself with educational institution at all until after 1918. Education was designed by evangelists to accord with the needs of Christianity, this was made possible through such groups as the Church Missionary Society (CMS), Church of Scotland, the Baptist church, the Sudan Interior Mission (SIM), and the Roman Catholics among others. This produced a haphazard and voluntarism network of schools that could hardly be called an educational system in Nigeria.

The main purpose of the colonial school system was to train Nigerians to help man the local administration at the lowest rank and to provide junior workers for capitalist firms owned by Europeans. In effect that meant selecting a few Nigerians to participate in the domination and exploitation of the country as a whole. It was not an educational system that grew out of Nigerian environment or one that was designed to promote the most rational use of material and social resources. It was neither an educational system design to give young people confidence nor a system that gives them pride as members of Nigerian society, but one which is sought to instil a sense of deference towards all that is not Europeans and capitalist. Nigerian colonial schooling rather became education for subordination, exploitation and the creation of mental confusion and the development of under-development in Nigeria (Jibrin, 2012).

Out of necessity the colonial masters provided literacy education for the people. The British were more interested in educating adults so that the adults can read, write and understand the colonial governments instructions and become menial workers like drivers, cooks, gardeners and also make them submissive to colonial rules (Omolewa, 1981).

The first government white paper on adult and community development

was issued in 1925 when the colonial government commented after a receipt of the report of Phelps-Strokes Commission on African Education. In 1922, a commission was set up by the Phelps-Stokes Fund to look into education in West and Equatorial Africa, which included Nigeria, this commission came out with a report titled: Education in Africa. The report emphasised the need for a policy on adult and community education. The commission's recommendation for the development and institution of a policy on adult education represented the first key formal acknowledgement of the need to develop adult education alongside youth education or schooling. The commission stressed the need for the education of the entire community, if education was to result in meaningful development. They emphases that it wouldn't make much sense to educate the children at school while the adult population remained largely illiterate and uneducated, that according to the commission will only amount to a grossly inadequate utilisation of education in development. Despite this report, serious action was not taken on adult education until 1940 when the outbreak and effect of second world war compelled the colonial government to set up a committee to look into the possibility of launching mass education in Nigeria. After that effort, the campaign on adult education activities increased during the second world war, this was to enable the colonial government to mobilize support and contribute to the war effort. In 1943, an Advisory Committee on Education in Tropical Africa came out with a report titled; 'Mass Education in African Society' the report suggested and recognised the need for training the colonial community in order to improve their lives. This was part of what resulted to the Udi Experience in the eastern part of the country in 1944 where mass education was used as a rallying point for community development programmes. It was the same

effort that brought about the launching of literacy programme in 1946 with the intension of eradicating illiteracy.

In 1951, the Central Board of Education endorsed a policy on adult education. The aim of adult education, as articulated in the policy, was to organise remedial primary education for adults. This included basic adult literacy and craft-making. The policy stressed the importance of women's participation in adult education. Following the policy, adult literacy classes sprung up in many parts of Nigeria. There was considerable enthusiasm for adult literacy among the people and the governments of the three regions of Nigeria: Eastern, Western, and Northern regions. This decision was also informed as a result of a ten-year mass education campaign that was introduced from (1946-1956) which led to the setting up of pilot adult literacy centres in various parts of the country and primers were written in many languages with both the federal and regional government's financial support. Such programmes were primarily run by local governments' public enlightenment departments. It lead to the opening of literacy centres in Asaba, Bauchi, Lafia, Okirika, Zuru, Aba, Abuja, Afikpo, Badagry, Benin, Ekiti, Ilaro and Jos. But history records that this effort did not achieve much success.

From the 1950s onward, adult education became a regional concern with little or no coordination at national level. This indeed paralyzed progress in mass education. In 1952, the northern regional government introduced a large scale adult education programme called "Yaki da Jahilci" (War Against Ignorance). At that time, the eastern and western part of the country have embraced the Universal Primary Education (UPE) and in the northern region, the regional governments' mass literacy programme had gain acceptance and was evidently showing a positive effect that leads to the setting up of literacy centres all over the region. Jibrin, 2012 pointed out that the programme led to the establishment of news-papers in local languages, that was how the Gaskiya Tafi

Kwabo (Truth is Worth a Penny) a Kaduna based Hausa paper and others were opened in the north. He maintained that This also led to the spread of indigenous papers like the Iwe Ihorin in the west, Dawu in Calabar and Cho in Aba. All these news-papers contributed greatly in the promotion of adult education in the country.

In 1974, a Non-Governmental Organisation (NGO) known as the National Council for Adult Education (NNCAE) was set up. This NGO contributed in lifting adult education programmes forward leading to the creation of adult education unit at the Federal Ministry of Education in 1974 and letter at each state Ministry of Education. In 1977 through the support of (NNCAE), a whole chapter was provided on Adult and Non-Formal Education in the Nigeria's National Policy on Education. Adult education proposal was incorporated into the 1979/80's National Development Plan and the recommendation of a ten year mass literacy campaign in Nigeria in the 1980s.

During the second republic, a first ten-year nationwide mass literacy campaign was launched September, 8th 1982 by the then president Alh. Shehu Shagari, whose party slogan was that of providing quality education to all, talking about National Party of Nigeria (NPN). This nation-wide campaign though faced with a lot of challenges, but amidst these challenges there was an increased adult education activities by some governmental outfit that were involved in social mobilisation like the Directorate of Social Mobilisation (MAMSER) which is now National Orientation Agency (NOA) and the former Directorate of Food, Roads and Rural Infrastructure (DIFRRI) and the present National Directorate of Employment (NDE). Other ministries like those of education, Agriculture, Health, Social Welfare, Youth and Information became increasingly involved in the running of adult education programmes. In fact some state government like Kano, Cross Rivers, Bauchi and Sokoto received the UNESCO Honorary award in 1983, 1984, 1992 and 1994 respectively. All of these awards was

given in recognition of their outstanding performance in adult education delivery which was considered as the outcome of the 1982/92 nation-wide literacy campaign. This was the situation until when the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) was set up to co-ordinate mass education activities nationwide in collaboration with the state agencies for mass education and civil society organisation.

Despite of all these developments, the country has developed a look warm attitude towards adult education, consequently, very little attention is paid to its development. Nevertheless, adult education has remain not fully attended to by the federal government. It should not be forgotten that is the same programme that was kept alive by the then regional governments. A critical x-ray From independent in 1960, will revealed that there have been several National Development Plans articulating the country's development priorities and strategies but none of such plans provided a comprehensive framework and impetus for the development of adult education. The Nigerian National Policy on Education was adopted in 1977 and modified in 1981. The policy provides for equal access to education, including continuing and further education, and commits to the eradication of illiteracy and promotion of lifelong learning. Beyond the articulation of desired outcomes, till now nothing much can be seen as achievement in terms of significant development of adult education. For instance, 40 years now after the adoption of the policy on education and 57 years after independence, Nigeria as a country cannot beat its chest for achieving more than 65% literacy rate consistently for more than two years. The literacy rate for Nigerians 15 years and older is about 66% (UNESCO Institute for Statistics, 2004). There has hardly been a sustainable, virile, and coherently comprehensive set of programs demonstrating government's commitment to adult education as a strategic priority in Nigeria's

development. It is through this direction that the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) should begin to plan and strategize as they fulfil their mandate of monitoring and coordinating adult education programs, as well as conducting researches related to the development of adult and non-formal education in the country.

2.3.3 Benefit of Adult Education

Democracy without education is meaningless. It is education and enlightenment that lifts a nation to the heights of progress and greatness. Unfortunately, the situation as it obtains in Nigeria in respect to education is not only distressing but disgraceful and deplorable. At present about more than 37% (UNESCO, 2017) of the people in Nigeria are illiterate; they cannot read or write their name or differentiate between the letters of the alphabets despite efforts by government for decade of years. This calls for an intensify effort, a purpose driven effort and concern to adult education programme which is needed as a powerful auxiliary and an essential incentive to primary education. No programme of compulsory universal education can bear fruit without the active support and co-operation of adults this means that when adults are educated, it will help in promoting primary education and will also help in curtailing the level of illiterates. Social education is also needed by the illiterates in order to guide them in spending their leisure in healthful recreations and useful activities.

Illiteracy and ignorance are diseases, and an illiterate adult is a burden on society and is usually confronted with a lot of difficulty, these difficulties have to be overcome by making a conscious effort that is, intentionally avoiding the state of illiteracy, only then can we hope for liberation to those that are enslaved by the power of illiteracy. It should not be forgotten that the purpose of all good teaching is to produce changes in human behaviour. Therefore all adult education stakeholders must adopt a positive

approach towards spreading adult education because it emancipates people from the tyranny of illiteracy. Worthy of note is the fact that some people, in their early age, did not have the chance to get education for different reasons, now that they are old, they should not be deprived of their right to education so that they can discover themselves in a new way especially that learning is a continuous process, and so adult persons should be given the privilege of continued relationship with knowledge. Some adult take much time to rest but if they are engaged in learning they can also have fun and friends. If they are busy with education, the outcome will make them create jobs, they will never feel boring rather they will feel healthier and happier. That can be achieved by creating awareness, and making campaigns by the relevant stakeholders.

In a complex modern democracy, citizens must be knowledgeable, research shows that older people who keep their minds active suffer less dementia and other memory type diseases in old age, but many people don't understand that. Therefore being well in age either thirty or even forty years or more doesn't matter; anyone can still go back to school to study. Some may ask this question, what benefit can one derive from adult education or learning?

The benefits acquired as a results of adult learning are so numerous. They include health benefits, civic engagement, parenting, poverty reduction, crime reduction, well-being and happiness among others. One may ask, having advanced in age what then do adults want to use literacy skills for? The reason will not be far from any of the following

a. **They will improve their employment situations.** That mean gaining more responsibility on their jobs, becoming more competent at what they do, being promoted, finding a better job or career, or being able to work. It is certain that improving their skills will lead to improving their work life and finances.

b. **They will be better parents, spouses, and family members.** Reading to children or helping them with homework, keeping better contact with faraway relatives, even writing love letters to husbands or wives is enough reason for learning to read and write better.

c. **They will be better citizens, and to participate in the political life of their communities.** Learners will be able to read about and understand the issues in political campaigns, contemporary issues in their communities and their nations as well as local controversies so they can make their own reasoned decisions, and will be able to work in their communities to influence or change the things they feel need to be changed.

Over the years, political as well as scientific debates have stressed the growing importance of Adult Education. Sabates, (2007) posit that there prevails a consensus that Adult Education plays a significant role in promoting personal, social and economic well-being, which has also long been recognized Internationally. Ferrer and Riddel, (2010) also concord that there is a deep rooted belief that adult education has the potential to create personal, economic and social value. The following are some of the benefit of adult education.

Economic Benefits of Adult Education

Adult learning can improve employability and income, which is a key pathway to realizing a range of other benefits. For example it enables people to choose and shape the context in which they live and work and even increase their social status. This indicates that Adult Education can have significant impact positively on earnings and the employment situation of individuals, which in turn can reduce the risk of unemployment.

Health Benefits of Adult Education

Empirical evidence has found that adult learning can have both transforming and sustaining effect on health. Transforming effects are when adult education learning changes health behaviour (for instance from smoking to non-smoking or None washing of hands before eating to washing hands before eating) while sustaining effects are when health behaviour is maintained, for example the likelihood of remaining a non-smoker or developing a habit of washing hands regularly. This implies that people attending Adult Education programme are more likely to have healthy lifestyles, which will also have a positive effects on the health of their children.

Civic and Social Engagement

Many countries share a concern about declining levels of voter participation and about the state of civic participation Nigeria inclusive. It is possible that adult education programme might inspire a change in attitude which in turn will bring about a change in behaviour. In their studies, OECD 2007, Field, (2009) show that learning can promote social cohesion and strengthen citizenship. Adult education programme may support the development of shared norms, greater trust towards other individuals and the government and more civic co-operation.

The following are suggestion that adult learning experiences can foster civic and social engagement in various ways:

I. By shaping what people know – the content of education provides knowledge that facilitates Civic and Social Engagement.
II. By developing competencies that help people apply, contribute and develop their knowledge in Civic and Social Engagement

III. By cultivating values, attitudes, beliefs and motivations to encourage Civic and Social Engagement. OECD, (2007)

Crime Reduction

It is clear that people with no work to do, no educational qualifications and no any source of income are more likely to be persistent offenders. Feinstein, Budge, Vorhaus, and Duckworth, (2008) stated that success or failure in learning is strongly related to propensity to commit crime. In another perception Schuller, (2009) believes that general education and training reduces the risks of people engaging in criminal activity and offences. For that, adult education can promote personal soft skills, such as self-regulation, behavioural management, social and communication skills. Those with such traits are less likely to commit crimes and that will help in crime reduction and imprisonment.

Poverty Reduction

Although inadequately understood, adult education has been cited as a key in reducing poverty levels around the world EAEA, (2010) as it has the capacity to positively affect many dimensions of poverty. Adult Education has a role to play in nurturing the skills and knowledge necessary for not only reducing the risk of poverty but also for providing the capacity to withstand poverty-inducing pressures. EAEA (2010) maintain that the empowering role that adult education can have in times of crisis, providing a stable community, a chance for reorientation, a safe place and social recognition cannot be over emphasise. Sabates, (2008) stated that participating in adult education and learning can help substantially to reduce poverty through enhancing employment prospects, improving health levels of poor people and giving better chances of acquiring

the tools needed to run their own lives. Therefore adult education is the way out to reducing poverty, as multiple initiatives are imbedded to lift people out of poverty.

Adult Education affects people's lives in ways that go far beyond what can be measured by labour market earnings and economic growth. Adult Education and learning has positive outcomes and influences attitudes and behaviours that directly affect people's well-being. Research indicates that Adult Education has a positive correlation with health (behaviour), intergenerational effects as well as the reduction of poverty and crime. It is shown that tolerance; open mindedness as well as civic engagement can be sustained and transformed by adult education and learning.

2.3.4 Monitoring and Evaluation

Monitoring means the process in which all activities in an organization are carefully observed giving timely and close guide making sure that observed activities is in accordance to the laid down rules and regulation of that organization and is in pursuance towards the attainment of the organizational goals. This does not take into account only human resources but material resources as well. According to American Heritage Dictionary of English Language, Monitoring is the act of observing something and sometimes keeping a record of it. It further stated that is the act of observing taking a patient look. According to the publication of Public Service Commission South Africa, (2008) monitoring have been perceived as; A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.

It is also the systematic and routine collection of information from projects and programs. The following are reasons for monitoring:

I. To learn from experiences to improve practices and activities in the future;

II. To have internal and external accountability of the resources used and the results obtained;

III. To take informed decisions on the future of the initiative;

IV. To promote empowerment of beneficiaries of the initiative.

Monitoring is a periodically recurring task already beginning in the planning stage of a project or programme. Monitoring allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans. The data acquired through monitoring is used for evaluation.

Evaluation

This is the process of assessing, systematically and objectively a completed project or programme (or a phase of an ongoing project or programme that has been completed). Evaluations appraise data and information that inform strategic decisions, thus improving the project or programme in the future. The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, development efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors. (PSC South Africa, 2008)

Evaluations should help to draw conclusions about five main aspects of an intervention: Relevance, Effectiveness, Efficiency, Impact, Sustainability.

Information gathered in relation to these aspects during the monitoring process provides the basis for the evaluative analysis. The findings obtained from monitoring and evaluation can be used for the following:

Soliciting Support for Programmes

If the success of a programme can be obtained by means of evaluation, the findings obtained can be used to gain support for the programme, example of such include continued or increased budgetary allocations for the programme or political support when important policy decisions affecting the programme are made.

Supporting Advocacy

Monitoring and Evaluation results from projects and programmes generally help to make an argument for the continuation, adjustment or termination of a programme. monitoring and evaluation in this context provides the means for supporting or refuting arguments, clarifying issues, promoting understanding of the aims and underlying logic of policies, documenting programme implementation and thereby creating an institutional memory, and involving more people in the design and execution of the programme. Through this it plays a vital advocacy role.

Promoting Transparency

One of the most persuasive uses for monitoring and evaluation is, if its findings are made available to a broader audience, it promotes transparency, and this facilitates decision-making and accountability. monitoring and evaluation requires a willingness to be subjected to scrutiny, as findings may be published and made available to the public.

2.3.5 Concept of Instructional Facilities

Effective utilization, sourcing and managing instructional material have been neglected by teachers. Most of them have generally been accused of over verbalization. This means that they make use of words excessively in trying to explain some certain

concepts which result to the fact that teachers end up talking too much without saying something tangible that can be remembered. They end up "talking at" the students instead of "talking with" the students. With the current development in modern methods of teaching, teachers/facilitators should adopt the method of using different type of instructional materials.

Instructional materials have been defined by various authors. For example, Obanya, (2009) viewed them as didactic materials which are supposed to make learning and teaching possible. Abdullahi was cited by Chirasha (2013), to which he said instructional materials are materials or tools locally made or imported that could made tremendous enhancement of lesson and impact well if intelligently used. Isola, (2010) referred to them as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-obu, 2005). Following the submissions above, one may say instructional material is anything a teacher/facilitator or instructor uses to facilitate teaching and learning. They can take the form of audio visual material, instructional media, audio or visual resources. Instructional materials are in various classes, such as audio, video or audio visual. Thus, audio instructional materials on one hand refer to those devices that make use of the sense of hearing only, like radio, audio tape recording and so on. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip among others. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture the computer etc. Each of these material resources have their uniqueness even though their usage depend on the subject and topic to be discuss. Teachers should make it a point of duty to always

use instructional material when teaching their students and in the situation of not having the material that are already made, they should improvise.

Sourcing of Instructional Materials/Equipments

There are several ways/places where instructional material could be sourced. These include provision by teachers and learners, universities, colleges of educations, museums, purchase in market place, and so on. Similarly there are ways instructional material can be managed, they include proper storage/safe keeping, ensuring their return after usage, making amend of any broken or spoiled material immediately and so on. Managers at all levels should be familiar with the way of managing such materials to elongate their life span. Instructional materials if properly managed will not only last but last longer and if properly used can accelerate learning. Teachers/facilitators should always remember that learners with physical, social and psychological problems need effective and consistent use of learning materials during teaching. It is therefore important that teachers be encourage to use such materials so that such learners can comprehend what goes on in the class.

Importance of Instructional Material in Teaching

The importance of instructional materials cannot be over emphasize. Bantu & Azubike, were reported to have quoted Kindler in Jibrin, (2012: 294) that people generally remember

10 % of what they read.

20 % of what they hear.

30 % of what they see.

50 % of what they hear and see.

70 % of what they say and

90 % of what they say as they do.

The aforementioned assertion clearly reveals how important instructional material is in teaching and learning. These importance can further be listed below;

i. It helps in holding learners attention in the class.
ii. It contributes in inducing greater acquisition and longer retention of information by learners.
iii. It contribute in stimulating learners desire to learn.
iv. It assists learning process by making assimilation and memorization of material easier.
v. Provide learners with opportunity to do things they could not attempt in real life, such as visiting far-off important historical places.

In general, instructional materials assist the facilitators/teachers in overcoming physical difficulties when presenting a subject matter.

Facilities Audit: According to the Planning Guide for Maintaining School facilities (2003), facilities audit is a comprehensive inventory of a school's facilities that provides a standard method for establishing baseline information about the components, policies and procedures of a new or existing facility. It provides information on the status of school facilities. It is carried out by assessing buildings, grounds and equipment, documenting the findings and recommending appropriate service options to increase efficiency, reduce waste, and save money. According to the guide, facilities audits are important to the educational system because they:

a. Help educational planners, managers and staff to know available facilities, their conditions, service history, maintenance needs, cost involvement and locations.
b. Provide facts, action plans for maintenance and improvement of school facilities.

c. Establish a baseline for measuring facilities maintenance progress. Allow for in-depth analysis of product lifecycles to occur on a routine basis, that is, measuring actual life versus expected life.

2.3.6 Record Keeping in the Management of Adult Education Programme

Record keeping is necessary ingredient for accountability and information dissemination. Without proper record of what goes on in an organization, institution or company, one will not be able to measure his/her performance in whatever he/she does. Just like other organizations, record keeping is accorded great importance in Adult and Non-Formal Education too. Records according to American Heritage Dictionary, (2011) is information or data on a particular subject collected and preserved. This definition implies that any processed or unprocessed datum that is collected and kept for future use constitutes a 'record'. On a regular basis, information on facilities, funds, school activities, learners, teachers and non-teachers, are collected, documented and preserved. These collections become school records. School records are therefore information or data which are collected on various aspects of a school and preserved for future use. The information or data which are written manually or electronically are preserved in books, files, diskettes, compact disc, and other electronic or manual storage devices. Mbiti in Fasasi,(undated) summarizes this concept when he stated that school records include all books and files containing information on what goes on in school, who is in the school and the type of properties owned by the school.

Records are the documented information generated, collected or received in the initiation, conduct or completion of an activity that comprises sufficient content, context and structure to provide proof or evidence of the activity (Adebowale & Osuji, 2008). In a more specific and educational perception, Hrach, (2006) defined school record as a unified, comprehensive collection of documentation concerning all services provided to

a student which may include intake information, evaluation(s), assessment(s), release of information forms, individual learning plan, all written notes regarding the student, all collateral information regarding the school and the students among others. Chifwepa was cited in Adebowale & Osuji, (2008) that a record is a documented proof of transaction. He maintained that such proof of transaction, (information) is what a record contains, stores and transmits. Hence, records do not only enable school managers to have a clear picture of what is available and what is required, they also provide justification for certain needs and seem to extend the memory by which persons and/or organizations can pass on their culture and achievement to the future generation. In fact, the content and quality of school record (such as lesson plans, report cards, etc.) can serve as a direct reflection of the amount of work that has been expended on the school enterprise. Also, records help school managers, governmental and non-governmental organisations to keep a concise and accurate timeline of events because it is more easier to use a written record to recollect past events than for an individual to just mealy think.

With the introduction of computer systems like desktops, laptops, external storage devices, and so on, which also introduces the most common and modern arrangement in record keeping in recent times, the old way has become obsolete, moment when storage and retrieval of data is demanding, large files containing large quantities of data and information relating to an organization's employees, accounts, achievement records, inventory, health records, etc., tend to accumulate over the years and occupy spaces, such that it often becomes difficult and time consuming to look for a specific item or information in the file because of the volume and period over which such records have to be kept. The resent development has now made information and its management easy and efficient in terms of generation, organization, storage, utilization, retrieval and even destruction (when the need arises). Although as good as this approach

appears to be, the limiting problems of cost and erratic power supplies appear to delimit the ability of the educational sector (particularly in our country Nigeria) to make effective use of this approach of record keeping. The frequent need for collection as evidence of student's learning is another important aspect why records should be kept. Students' attitude, physical health and outdoor activities, non-scholastic aspects of the students' characteristics like personal and social qualities (Extra-curricular activities) should also form part of the record that should be kept. The data has to be carefully kept and properly combined to give the correct picture of the learner at the end of the programme, to see if the programme has achieved its goal. Similarly, in order to ensure accurate generation, processing and utilization of data included in records, as well as, proper record management, the record keeping practices of the school instructors, monitoring officers and other management officers should be given a continues examination over time.

Alausa (2003) identified record keeping as a cardinal problem of continuous assessment implementation as records have to be accurately and meticulously kept over a long period of time in a form that will enhance easy retrieval, if the assessment technique is to be effective. Several records are kept as regards the various activities going on in schools or learning centres, they include enrolment register, attendance register, curriculum/syllabi and scheme of works, stock books, examination record, log and visitors book among others. Adult education programme in Gombe state like other educational programmes also need to improve on the existing method(s) of record keeping so as to meet up with the trend and the challenge in educational management in Nigeria.

Importance of Record Keeping

From the above exposition, school records are very important beyond emphasis and can be liken to a bank in which money is deposited for future use. But in this context, information is deposited and kept with the hope of retrieving and utilizing it someday in the future. Proper record keeping could enhance planning process and historical development. School record provides knowledge on students' academic performance and facilitates schools' financial administration. It also serves as a basis for advisory and counselling services. It provides raw data which can be used by officials of education ministries for planning purpose. Data collected on enrolment and school resources can be analyzed in order to determine the number of learners, teachers and other materials in the school.

Through records, the history of a school could be known, important events of the school could also be known. Hence, it serves as a good reference point of whoever intends to know the happenings of that school. In fact, it serves as historical sources of useful information to successive educational managers and to outside researchers' (Edem, in Fasasi).

School records also enables us know the termly and yearly academic performance of students, repeaters, drop-out, etc. School managers can determine the academic progress of the students and take necessary precautionary measures towards improving the academic performances. The financial status of the school could also be determined through school records. Income and expenditure of the school are entered into appropriate ledger, and this enhances accountability on the part of the school managers and administrators. In a related but different perspective, Abubakar, (2015) itemized the following as the importance of record in the school system:

a. Records provide information for employment and admission of student to schools.
b. Records give parents information about students' performance in school.
c. Records give school supervisors information about school performance.
d. Records help education managers to take good decisions.
e. Records provide details on how resources are expended in schools.
f. Records provide information for admission decisions.
g. Records show funds received and expenditure.

Record Keeping as a Management Strategy

One of the purposes a school record can serve is to assist in effective management of the school. Managers are required to keep records not only because it is a statutory duty but because of its value in improving management practices. School records can enhance managerial duty performances in the following area:

a. **Planning for resource acquisition and utilization**

Resources such as teachers, non-teachers and students, constitute the personnel in the school. They are to be absorbed into the school in adequate quantity and quality. Also, facilities that would be needed in the school should be determined by the administration. Records such as student admission and attendance registers, school inventories, book and teachers' register can be consulted in order to plan for acquisition of the resources. The utilization of such resources can also be planned for through the consultation of records. Time is another scarce resource which needs to be well managed in order to avoid wasting it. School calendar, time-table and class time-table can be used to allocate programs, curricular and co-curricular activities of the school. Planning, coordination,

control and organizing of school activities can be enhanced through the use of these records.

b. **Student and staff personnel services**

Teachers' office accommodation and students' classroom accommodation should be provided in the schools or learning centers. Also, teachers and students classroom attendance and movement during school periods should be monitored. Another aspect of personnel services is control and modification of students' and staff behavior. Records such as students attendance register, staff time book, staff movement book, student's class records book, teachers class record book, corporal punishment book, staff personal file and, student's personal file will be administratively relevant in this situation. As stated by Akube (1991) when people are aware that records are being kept about them, they tend to be more careful in their general behavior. Moreover, government regulations on what to do? (course content, curriculum), who does it? (Personnel), when to do it? (Time), where to do it? (Schools/learning centers), and how to do it? (methodology, funding, and facilities required), are vital to school management. These are contained in the education law and the National Policy on education which should be kept in the school.

c. **Financial management**

When funds are prudently spend, financial transactions properly documented and kept in records, incidence of fraud, overspending and financial wastages, will not be experienced because it will be curtailed to a large and reasonable extent. Records such as cash book, bank account book, deposit teller register, cheque book, account ledger, receipt for payments are useful records to be kept.

d. **Improvement of instructional programme**

This could also be achieved when records such as lesson plan, scheme of work and record of work are kept. Teacher's activities could be controlled and monitored when records are kept especially records of what has been done and what should be done within a particular period are checked.

e. **Maintenance of effective interpersonal relationship with the community and external agencies**

Record such as visitors book, Parent-Teachers Association minute book and Board of Governor's book, constitute points of reference of fostering good relationship between school and external bodies, knowing their needs and getting it done and sharing the needs of the school across to them.

Qualities of Good Record

While managing data the following criteria must be used as a reference points to ensure good management. According to Jibrin, (2012) they include; Validity, Reliability, Accessibility, Precision, Accuracy, Completeness and Timeliness.

Validity: This refers to quality of data which enable one to determine what it was design to obtain. If a design is meant to find out academic rank of resource person in a zonal literacy programme, and one get the number of the pupils in the programme, such data is therefore not valid. The concept is an important factor in data collection process.

Reliability: This refers to the quality of consistency that the data demonstrates over a period of time. The essence of data collection is to ensure that whatever data is obtained, if it has to be used by others, it should be able to give more or less similar information. This means that the data is consistent. Validity and Reliability they go hand in hand.

Accessibility: This implies that data should be such that can be reached by all the users of a programme. Its availability need to be ensured and guarantied, such data should be easy to comprehend and simple in terms of language and complexity.

Precision: For accurate data to be collected, apart from defining problems at hand, specifying objectives to be achieved and appropriate delimitation of subject area whether zones, sections or divisions, data collection must be one that go straight forward to elicit the desired response. It must be precise and address issues at hand. Account for events must be given honestly. Exaggerated reports and untrue statements makes mockery of records and such should be avoided.

Accuracy: The essence of data collection is to get accurate information about a situation. Data should therefore be such that reflect the true situation. In the collection of data, resources are utilised and times are expended. It would be unwholesome exercise and sheer waste of time if in the end data collected does not provide the true reflection of the requisite information about the programme.

Completeness: The information stored should be complete so that any time it is needed it will be collected complete, not half. An example of this is the record of the number of student or learners in the school or learning centre, such record should include both males and females where applicable and not only male population or female population alone.

Timeliness: This follows the common adage which says there is time for everything under the sun. Thus data and information need to be made available within the space of time otherwise it may not serve its expected purpose.

Usable: The information and record stored should be useful for planning and decision making. If the record kept cannot be used, it then means that the entire exercise would

have been a waste of time and resources. No benefits are derived from records if they are kept and not used.

2.3.7 Concept of Discipline

The act of discipline especially in an organization is a task that is expected by managers for their success in the management of any organization. The successful accomplishment of the organizational goals is dependent on how discipline the personnel of such an organization are. It is a most for every organization that wants to move forward. It is very essential for the smooth running of any firm or organization. It is also very important for sustainable peace and harmony in an organization. Peace between employers and employees, customers and clients. It is always necessary for discipline to be instilled in employees to get the best out of your workforce.

Disciplines have been conceptualized in different ways few among these concepts will be considered. Maina was cited by Abubakar, (2015) where he sees discipline as a system of guiding the individual to make reasonable and responsible decisions. He maintains that in school system, it implies control of teachers, students and other staff by the head towards achieving a desired behavior. This implies that discipline can either be the ability of an individual to behave well as he comply with the rules and regulations governing his organization or the steps or measures taken by managers/super-ordinates subjecting their employees/subordinates to comply, respect and follow the organization's rules and regulations. To Okeke, (1996) discipline in the work place does not mean strict and technical observance of rules and regulations for the survival of the organizational system. Rather, it implies a situation where workers are expected to cooperate and behave in a normal and orderly way, as any reasonable person would expect an employee to do. Discipline can be seen as a force that prompts individuals, organizations, nation and so on to observe rules and regulations stipulated

which are deemed necessary for the effective and efficient running of the group, organization or nation (Ndunuji, 2009). From the ongoing, Discipline can be seen as an orderly conduct by employees of an organization to adhere to the rules and regulations as well as policies guiding the activities and running of an organization.

Disciplinary Actions in Schools.

While disciplining an employee, it is always important to make sure that the disciplinary action enforced on the offender is always commensurate to the offence committed. Similarly those enforcing the disciplinary actions should take note that the same punishment should also be enforced to the same category of offenders. Another important thing in punishing defaulters is that the person must be given the opportunity to be heard. He must explain reasons for his action before a decision is taken against him. Certain mild offences should also be punished with mild penalties; this is applied to both staff and student. Some disciplinary actions include;

a. **Verbal warning:** This is when an offence committed is not so serious or when an offender happens to be the first person to commit such offence, he can be given verbal warning. The disciplinary committee or the disciplinarian will invites such a person, talks to him, caution him and warn him to desist from such actions in the future.
b. **Written warning:** When the offence committed by the defaulter or employee is not an offence that you can just warn him verbally and let him go, if he a staff is issued a query to which he is expected to reply. He will reply the query and explain reasons for his action. The query and his response are filed in the staff file for future references. After considering his response, a written warning also is issued to him and a copy of the warning letter also documented in the staff file.

c. **Loss of entitlement:** Some act of indiscipline is cautioned by denying the offender his or her entitlement as a reprimand or reproof for the action. In some cases, the offender may not be paid any allowance or bonus due to him to punish him for the offence or the act of indiscipline committed.

d. **Suspension:** If an offence is strong, the offender or employee may be suspended without pay. Depending on the level of offence the suspension may take up to two months or more without pay this may be subject to the disciplinary committees decision and most importantly the level of the offence committed.

e. **Demotion:** A staff can be demoted from his position because of indiscipline. If a manager for instance keeps on coming to work late, how will he lead and control his subordinates? The best thing is to demote him if he has been advised about it and he fells to change.

f. **Termination of appointment:** When an employee commits an offence that the organization cannot condone, his appointment may be terminated.

g. **Dismissal:** This is the strongest action that can be carried out on an offender. In this situation, when an employee gets involved in an immoral act like fraud, stealing, illegal business etc. the organization or firm may have no other option left than to dismiss him out rightly.

Disciplinary action is always carried out in sequence. For instance if one is a first offender, and the offence is not so bad, he can be warned verbally. Then if he commits another offence, he is queried and probably suspended from duty without pay. If another offence is committed by the same staff, his appointment may be terminated. On the other hand when a staff commits a grievous offence like fraud, the punishment is dismissal.

Causes of Indiscipline in Schools

Despite the fact that most firms and schools have laid down rules and regulations, and disciplinary actions are taken against defaulters, still indiscipline persists. Ndunuju, (2009) pointed out the following as causes of indiscipline in organizations;

1. **Favoritism**: Most managers and discipline enforcers in firms favor some staff in their decision making. There are cases where some staff or student will commit an offence and will not be punished for it while if it is another person he goes in for it. When such a fellow knows that he will not be punished for an offence, he goes on to commit more offense.
2. **Lack of Communication:** If the laws and rules governing students admission in school and employment of staff is not clearly communicated or is not communicated at all, there is bound to be several cases of indiscipline in that organization.
3. **Lack of Leadership:** For every department, there should be a leader who is to supervise the activities of that department. He monitors and instills discipline in his subordinates. Where there is no one like that to lead and control the others, indiscipline abounds.
4. **Low Morale and Motivation among Staff:** When employees are not motivated and their morale is low, they tend to work haphazardly. This will affect their discipline and way of work.
5. **Bad Habit:** Some employees have bad habits inbuilt in them that they may or may not be able to change. Once someone for instance has formed the habit of coming to work late, it will take termination of his appointment at times for the person to change.

How Managers can Instill Discipline in an Organization

The following are ways that can help managers to instill discipline in an organization:

a) **Rules and regulations should be clearly stated:** For discipline to be instilled in employees there should be clear rules and regulations that stipulates what is expected of each employee and what is not expected of them. The employee handbook for instance should be clear in the dos and don'ts of the firm.

b) **The rules and regulations should be constantly updated and reviewed:** This will make it possible to do away with rules that are no more necessary and addition of new ones that are needed.

c) **There should be no discrimination in enforcing rules and regulations:** To make sure that there is discipline in an organization there should be a general rule for every defaulter. Whatever applies to A when he defaults should also be applicable to B.

d) **Prevention and Discouragement:** Another important thing is that things that will prevent employees from getting involved in indiscipline should be discouraged and prevented.

e) **Communication:** There should be proper communication of the rules concerning discipline in the firm these rules should be written in the employee handbook and also put on notice boards. By so doing no employee can say he or she is not aware of the rules.

f) **Defaulters should be Severally Punished:** Disciplinary actions should be in such a way that defaulters will not want to be disciplined the second time after defaulting for the first time. (Ndunuju, 2009).

2.3.8 Funding in Adult Education Programme; Sourcing and Management

Funding refers to money or other forms of support set aside for the implementation of either a project or the daily running of an organisation in order to achieve the organisations objectives. In other words, is the process of providing money for doing something such as running of programmes or projects. Sourcing or mobilization on the one hand is the process or ways which these funds are collected or raised. According to Obanya, (2000) finance mobilization is the process by which tax revenues and other sources are derived from the establishment and operation of educational institution in different geographical areas. Financial management on the other hand deal with the activities of planning and controlling the ways funds are expended that is prudency in the utilisation of the fund for good accountability. Funding support as part of sourcing could be in the form of financial contributions, material/equipment supplies, text books, contribution of structures like classes, libraries, viewing centres, posters, writing materials, computer sets, printing machines, and vehicles among others. Money is perhaps one of the greatest limiting factors in the procurement and maintenance of facilities and equipment. Usually, little or sometimes no attention is paid to maintenance of teaching/learning facilities, infrastructural facilities (material resources) by school managers in different levels of management knowing fully that, the utilitarian nature of education demands that government should give priority to the education sector in its annual budgeting system, but this has not been so. According to the National Policy on Education, (2004) Education is an expensive social service and requires adequate financial provision from all tiers of government for successful implementation of the educational programmes. It has become evidently clear that government source alone cannot meet the countries educational needs. This should also serve as a wake-up call for managers especially school managers to

diversify means of sourcing funds as independent entities instead of depending fully on Government which has not consider educational sector in their ordering of national priorities.

Sources of funding

Funding could come from so many sources. In adult education programme the following are sources of funding:

a) **Federal Government Budget:** This includes the allocation from the budget, role of Education Tax Fund (ETF) and Millennium Development Goals (MDGs) Debt Relief Fund in funding Adult and Non-Formal Education Programmes.

b) **State Government Budget:** This is the allocation of budget by the state to ANFEA or SEMA to run Adult and Non-Formal Education in the state.

c) **Local Government Budget:** Allocation by the Local Government Council to Adult and Non-Formal Education unit for the running of Adult Education Programmes within the Local Government.

d) **Non-Governmental Organisation (NGOs):** There is support of various kind from such organisations like the supply of teaching and learning material, provision of voluntary services, setting up centres with building, providing training and training facilities to facilitators and other personnel, contribution in the area of curricula materials.

e) **International Development Partners (IDPs):** These comprises of (UNDP, UNICEF, ACTION/AID, UNESCO, The World Bank, among others). Support from individuals through financial contributions and other means. Support from philanthropist of various kind.

f) **Support from Faith Based Organisations (FBOs):** This include Churches, Mosques and other religious organisations in opening up classes, providing

voluntary teaching services, supplying instructional materials and so on. Support of various kinds from institutions such as Universities, Banks, Telecommunication providers, Oil companies and so on. In a related view, Eracimadu,(1996) perceived that it has become absolutely necessary for education managers to proficiently exploit other avenues for generating school funds and to also embark on cost saving devices to be followed by prudent management. Among such devices he suggested are:

i. **Endowment Fund-** To him rich citizens (philanthropies) could assist education by means of endowments. These funds may be accessed from individual citizens who have the resources especially for the advancement of education.

ii. **Non-Monetary Measure and Cost Saving Devices-** In this case, support could also be raised from both internal and external source such as Companies, Banks, NGOs like UNESCO, UNICEF, USAID among others. Other forms of support could also include; Scholarship to study abroad, provision of teaching and learning materials, funding of institution or school in co-operation with government, communities, or private individuals.

iii. **School Commercial Activities** among others.

Budgeting in Organisation

In the broadest sense, a budget is an allocation of money for some purpose. Budgeting as an activity which ranges in extent from managing the entire units of an organization to the preparation of the Budget itself continually from time to time this activity need to be observed by the officials of the organization. Budgeting should always be part of the activities of an organization it is an activity that should be

observed by managers for good planning and management of fund. Budget does not only limit expenditures; they also predict income (sources). It can be considered as a tool for control and are also used as a means of determining whether funds could be generated so much that there could be staff welfare such as bonuses to staff of the organization either at the end of term or at the end of the year. Unless the budgetary process is managed with extreme skill and care the very virtues of budgeting can turn to be negative hence the need for budgeting exercise to be handled by an expert.

Budgeting Process in the Management of Adult Education Programme

In large organizations, budgeting takes the form of a collective process in which operating units prepare their plans in conformity with general goals established by top management of that organization. Each unit plan is intended to contribute to the achievement of the general goals. Unit managers or heads prepare projections ranging from operating costs, to all activities they intend to carry out for a particular period. Similarly they put in to consideration how these funds needed can be sourced. As part of this process, each unit presents its plans and budget to a reviewing upper management panel or committee and May thereafter make whatever changes they need to make resulting from instructions or negotiations with the high level management. Approved budgets then become the road-map for operation. Ideally monthly or quarterly budget reviews track performance against the budget. As part of such reviews, changes to the budget may be approved. At year-end managers are judged by their performance against the budget. But this days managers show little or no interest on budget and budgeting process which affect the way funds is being expended and because of in-effective and poor monitoring and evaluation process, the little funds allocated to organizations are spent some times with no good accountability.

2.3.9 Staffing in Adult Education Programme

Poor performance of staff most times and low morale exhibited by workers is either as result of lack of supervision or a reflection of their condition of service, their poor living and working environment remuneration also inclusive. The following are some suggestions that if properly implemented may bring about improvement in the staffing situation especially in Adult and Non-Formal Education Agency in Gombe State.

i. Prompt payment of salaries.
ii. Provision of housing accommodation for staff.
iii. Provision of loans.
iv. Provision of free medical care for teachers and their immediate family members.
v. Inducement allowance for teachers and their immediate family members.
vi. Allowance for staff posted to rural and difficult training.
vii. Scholarship scheme to biological children of staff maximum of two children.
viii. Pension, gratuity and other retirement benefit should be paid promptly.
ix. Life insurance scheme for adult education workers.

The officials and staff of Adult and Non-Formal Education Agency at both State and Local Government level include; Facilitators/Teachers, Supervisors, Scheme Organisers, Local Government Adult Education Coordinators, Zonal Coordinators, Monitoring and Evaluation Officers and (Management Staff) ANFEA Senior Staff. (Jibrin, 2012). Below is an attempt to explain their roles and their duties.

1) **Facilitators/Teachers**: This refers to teachers in adult and non-formal education programme. They are the people directly charge with the responsibility of helping learners in adult education centres. They are important agents that help

in the fight against illiteracy. Some of them are contracted on part-time appointment basis while others are voluntary engagement. They serve as liaison officers; they are responsible for reporting all that goes on in the centre to the Local Government Adult and Non-Formal Education or ANFEA office. They also collect information and other relevant materials/equipments from office to their centres for successful delivery of programme or from community and centres to the office. These things are among the qualities of a good facilitator; Competence, Good relationship with learners and good relationship with the community at large.

2) **Supervisors**: These are officers who help facilitators in discharging their duties effectively by observing what is going on in the centres, interviewing all the participants in the programme including learners so as to help them get feedback from all those concern. Adult education supervisors are responsible for the general management of adult education classes as they discharge their duties within their jurisdiction. They ensure that programmes are run as planned and facilitators perform their duty as expected. They supply instructional materials and makes sure they are adequately and effectively utilized. They are also responsible for ensuring that facilitators follow the right syllabus. They have the role also of keeping records and ensuring that records are kept and maintained in the learning centres.

3) **Scheme Organisers**: These are people responsible in going round within the community to sensitize and mobilize learners to attend literacy classes. They organise classes and help in enrolling learners in collaboration with community leaders and the learners themselves. Organisers collect and collect the results of

learners and prepare certificates and graduation ceremonies for graduating adult learners.

4) **Local Government Adult Education Coordinators**: These are officer's coordinating the activities of adult education programme at the Local Government level. Sometimes they are staff of State Agency for Mass literacy Education. Their responsibility among others include; ensuring that people are adequately sensitise and mobilise to support and participate in the programme through the help and support of Local Government council, traditional and opinion leaders. They are also responsible for their facilitators welfare making sure their allowances and salaries are paid accordingly as the case may be, making sure record of material/equipments supplied to the centres under them are properly kept.
5) **Zonal Coordinators**: These are area officers that coordinate the activities of some Local Government Adult Education coordinators under their jurisdiction. Each can be assign with a number of Local Government Area to coordinate their programme. They perform the same function as Local Government Adult Education Coordinators.
6) **Monitoring and Evaluation Officers**: These are people who monitor various programmes to ensure proper implementation. Monitoring officers are expected to monitor the learners' performances, the performance of the personnel involved, the learning facility adequacy, use of teaching and learning material/equipment and the methodology used in teaching. Their role include; Analysing data gathered at the state, zonal and national levels, identifying areas of needs of learners and workers with the view of finding solutions to them,

training supervisors and facilitators, identifying facilitators area of strength and weakness and helping them to improve on their competence.

7) **ANFEA/SAME Senior Staff**: These consist of the officials engaged in the management of the programme at the state level. They handle areas such as; Policy Formulation, Disbursement of Funds, Material/Equipment Supplies, Monitoring of Programmes and the overall supervision among others. These officers include; Executive Director of ANFEA/SAME, Directors, Assistant Directors, Chiefs, Assistant Chiefs, among others. They are responsible in the day-to-day running of the adult education programmes in the state. Part of their role also include; budget for adult education programmes in the state, developing a work-plan for programme delivery in the state. A work-plan- Is an organise set of activities intended to be taken by individuals, organizations, institutions and so on in a stipulated period. These officials ensure that relevant and adequate materials/equipments are supplied to all the centres.

2.4 Staff Training and Development in Organization

The terms training and development have different meanings but are used synonymously by some writers. However, the two terms are different on two fold counts. One, they are either different on the basis of the subject matter involved or the level of the participants drawn from the organization. While training usually implies specific, factual, and narrow-range content on the one hand, development on the other hand refers to a focus on general decision making and human relations skills. In both staff training and staff development the aim is to improve the skills and performance of the employee.

From the above distinctions, therefore, staff development is itself a training process and can be best viewed in two dimensions. The first being an in-service

training programme where individuals in an organization are given opportunities to further their education to enable them prepare for future positions. While the second type of training is aimed at preparing individuals to be able to handle new job assignments. Sharma in NOUN, (2011) summited that staff development is aimed at achieving the following:

A. Improving the current level of performance of incumbents in their present jobs; and

B. Equipping men with potentials for higher level responsibilities.

The former represents the immediate pre-occupation or objective of staff development concerned with considerations currently relevant; whereas the latter involves long range considerations and planning.

Training both physically, socially, mentally and intellectually are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. Therefore, the need and importance of training to educational administrators cannot be over emphasise because it is through training that they acquire knowledge which is the ability, the skill, the understanding, the information, which every individual require in order to function effectively and perform their duty efficiently. Human resources, are among the most valuable assets in every organization, with the machines, materials and even the money, nothing gets done without man-power. Thus, training and staff development can simply be defined as activities provided for the middle and upper management in and outside an organization. A narrow view to the meaning of staff development was given by Campbell, Dunnete, Lawler and Aveick, (1990) when they stated that "Staff Development is a teaching activity planned and initiated by an organization".

Harris in NOUN, (2011) view staff development as that aspect in administration which implies the training of an individual in an organization to enhance his performance. In a related but different perception, Ngu (1990) perceive it as the process of behavioural modification or moulding of workers in order to integrate organizational needs with their characteristics. Abiodun, (1999) further submitted that Training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job. It can take place in a number of ways, on the job or off the job; in the organization or outside the organization. Adeniyi (1995) conceptualised staff training and development as a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. He therefore, provides a systematic approach to training which should include the main elements of training. From the above definitions, it becomes clear that staff training and development connotes the organization's efforts in its programme to provide the needed training and education to its workers to enable them become competent in handling their present or future assigned tasks as we know that the effectiveness and success of an organization lies on the people who form and work within the organization. It follows therefore that for the employees in an organization to perform their duties and make meaningful contributions to the success of the organizational goals, they need to acquire the relevant skills and knowledge and that can majorly be achieved through staff training and development. In appreciation of this fact, organization like educational institutions should not be left out; they need to conduct training and development programmes for the different levels of their manpower. Staff training and development is a vital tool for organisational growth and effectiveness. It is because of the importance of staff training and development as revealed by the reviewed literatures that this research work deems it feet to examine the perception of stakeholder on staff

development programs for the achievement of adult education program in the study area.

Usually, before training or development programmes are organized, efforts are being made through individuals and organization's appraisals to identify the training needs, having identified the need, training will then follow. After the training and development programmes, an evaluation should be carried out to ascertain the effectiveness of the programme in line with the needs which had been identified. It is worthy of mention that the development of any organization follows the development of individuals who forms part the organization. These therefore suggest that no organization can be effective and efficient until the individuals in such organisation are train and have applied the required skills and knowledge they have learnt. In fact the need for organizations to embark on staff development programme for employees is very important to the point that absence of these programmes may manifest into tripartite problems of incompetence, inefficiency and ineffectiveness. It is in that view Oribabor (2000) submitted that training and development aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth. Isyaku (2000) also postulated that the process of training and development is a continuous one. Man is dynamic in nature, therefore the need to be current and relevant in all spheres of human endeavours make staff development a necessity to keep track with current event and methods. Ajibade, (1993) Adeniyi, (1995) and Arikewuyo (1999) have drawn the attention of all and sundry to the importance and inestimable value of training and development. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Management board of organisations therefore need to recognize the fact that training is obviously indispensable not only in the development of the

individuals but also that of the organisation and it facilitate the productive capacity of the workers. Training is not coaxing or persuading people to only do what is needed rather a process of creating organizational conditions that will cause personnel to strive for better performance. There are so many benefits attached to training and development they include; increase in productivity, improvement in the quality of work, improvement in skills, knowledge, understanding and attitude; it enhance the use of tools and machine; reduces waste, accidents, lateness, absenteeism, eliminates obsolesce in skills, technologies, methods, products and capital management. Furthermore, it brings incumbents to that level of performance that will befit the latest skills to handle the job; it enhances the implementation of new policies and regulations; it prepares people for achievement, improves man-power development and ensures the survival and growth of the enterprise among others. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and development and the desire to meet organizations objectives of higher productivity, makes it absolutely compulsory. The scope of staff training and development scheme in terms of its coverage varies from one organization to another. The variations in coverage may arise due to the resources an organization may decide to earmark for the purpose within its reach. According to Sharma, Humble in NOUN, (2011) the broadest scheme is made up of all the members of the management at the top level down to the lower level. The issue was further corroborated by Humble, when he noted that staff development is reappraisal of the staff resources to achieve the desired objectives of an organization. He maintain that it covers both managers and labour force. He went further to give the objectives of staff development as follows:

1. The preparation of management succession plans.

2. Recruitment objectives for specific type of managerial and technical skills.
3. Training plans.
4. The introduction of specific forms of incentive and wage payments; and
5. The setting of limits to labour staff turnover.

Types of Staff Development Training

Training policy can be defined as a written statement on organizational plans or programmes to develop the skills of the workers. Training needs or objectives are usually derived from the current manpower situation in an organization, state or country. The existing manpower situation determines the training objectives. To be able to identify training needs, it is important to carry out a comprehensive manpower survey, which will expose or reveal the type of skills of personnel that need to be trained or developed. Before the training process commences, the training objectives must have been identified, the participants or the trainees selected, qualified instructors also selected, and the training facilities adequately provided.

The training method to be used by instructors will depend largely on the training content and the extent of both physical and mental maturity of the trainees. Throughout the training process, the instructors should help to create exciting illustrations. Training by virtue of time should not be unnecessarily too long. Instructors should not do the talking or demonstration all alone. Training lessons must be prepared ahead of time. Both preparation and presentation of the lesson must be based on the level, qualifications, skills or experience of the trainees. Evaluation of Training need to be conducted, this is to enable the employers to determine the effects of training on both

the trainees (employees) and the organization. The types of training that can be helpful for the training of members of staff in an organization include:

1. **In-service Course for Teachers:** One most important concern and duty of the school head is the professional development of the staff through in-service training. Whenever possible and necessary, the staff should be given opportunities to attend relevant useful courses, which will update their knowledge in their subject areas and help some teachers and even the school heads upgrade their qualifications and thereby improve their conditions of service and prospects of advancement in the service. Apart from the benefit to the individual members of staff who participate in in-service courses, other members of staff could also benefit through discussion and implementation of some of the ideas and techniques gained in the course. Thus, all the staff members would be grounded in their knowledge and techniques of current development and problems in their respective areas of discipline. The school therefore, stands to benefit from a well-planned and coordinated staff training programme as it would contribute to qualitative improvement in education.

2. **Staff Seminar**: Sometimes seminars on selected topics for staff members can be organized as part of school programmes, such seminar can contribute to staff professional development. There may be the very knowledgeable and experienced teachers among his staff, or in the community who may be willing to lead discussions on such topics which are organized not only as a means of promoting staff professional growth but also as a way of improving staff relations.

3. **Induction Courses:** These are conducted to introduce the newly employed personnel to their new jobs, since most of them are not likely to possess previous

experience. It is designed to bring the knowledge and skills of the new employees to a satisfactory level.

4. **On-the-Job-Training:** This is similar to the induction course just concluded above. The major objectives of the two types of training are similar in the sense that they entail acquiring new skills to be able to handle new jobs. Induction course is basically meant for new employers. However on the job training can be extended to include old employees, if a new skill is introduced in the organization.

5. **Off-the-Job-Training:** This is the type of training that can be conducted outside the working environment. It is usually conducted in classrooms where trainees are given theoretical knowledge on how to handle a particular operation. The only practical aspect of this type of training is the use of films or charts or diagrams for illustrations.

6. **On-and-Off-the-Job-Training:** It combines classrooms instructions with practical instruction in the working environment. This has almost the same major objective with "Industrial Attachment" programmes for technicians or teaching practice for teacher trainees.

7. **Refresher Course:** As the name implies, it is used mainly to update knowledge and skills internally or externally or both. It is very useful and necessary with innovations through changes of ideas. It serves as a motivating factor where the employee feels satisfied for being given the opportunity for learning.

8. **Conference Training**: This is usually a formalized event where resource persons are invited to educate employees on certain area of knowledge that relate to their work or present speeches on solutions to work related problems

identified in their organisation. The trainees are treated as participants and not just passive recipients. The theme usually chosen for conferences must be relevant to the organization's objectives.

9. **Role Playing:** This is another training device that can be used in organizations; it can be used for executive development. The participants assume the roles or positions they are expected to occupy after the training then their performance are simultaneously evaluated and corrected where necessary by the training instructors.

10. **Sensitivity Training:** It is used for development of awareness to behavioural pattern of oneself and one's colleagues. It is used to encourage mutual understanding among working group. It is highly recommended for leadership training and executive development.

11. **Workshop:** This is usually an intensive course of education which could either be of small or large group of people. The discussion is interactive in nature with emphasis on practical ways to solve problems and how to achieve the organisations objectives.

12. **Supplementary Training:** Since many organizations use quite a good number of the training methods discussed above it may still be inevitable for them to seek supplementary training methods from independent institutions. Public or private organizations used the supplementary training method by sponsoring their employees in different institutions of learning.

2.5 Empirical Studies

The management of adult education programme cannot be ignored if effective adult literacy programme delivery is to be ensured. In this section of the review, related empirical studies on the management of adult education programme are addressed.

The first study reviewed was conducted by Emenalo and Okonkwo, (2015) on management of adult literacy for gender access and retention in Imo State. The study originated from the researchers concern on the need for proper management of adult and non-formal education for gender equity in education. They aimed at ascertaining the gender access and retention in adult and non-formal education from 2012-2014 and the effectiveness of the management of adult and non-formal education. The study was guided by four (4) research questions and no hypothesis was formed. The research design employed was expo-facto. Ten (10) officials of the adult and non-formal education agency (ANFEA) in Imo State formed the population of the study. The instrument used was interview with eighteen (18) structured questions and documentaries. The research questions was analyse using percentages. The findings of the study revealed that there is decreasing trend in the enrolment in to adult and non-formal education in Imo State between the years under study, female adult accessed adult and non-formal education more than the males. In the same vein, more males were retained than females unless in 2014 when there was a drastic reduction in both. On the issue of management, the study also found out that just like any other state of the federation, Imo State have ANFEA in the state which was set up to ensure eradication of illiteracy among adults, youths and out of school children as declared in JOMTIEN conference in 1990 which came with the slogan of Education For All (EFA), from the interview with the officials of the agency, it was revealed that the number of centres in the area of the study is on the decrease, and further re-affirmed by the documentaries. It was revealed also that some of the established centres are at a distance and cannot be

easily accessed by some adult learners which can deter learners' access from non-formal education. Furthermore, the interview report dictates that students are not given books and other learning materials; the learning environment is not conducive as there is no convenience, no adequate and portable water and no source of power supply. Supervision of centres was reported by the interview to be sparingly done three (3) times in a year and learners are rarely given orientation and counselling. This has given room for a drastic drop in retention percentage rate. From this scenario of the management of adult and non-formal education in Imo State, it is justified that adult education fall below expectation (Non-effective) and required drastic measures to revive the situation. After the discussion on the findings, recommendations were made among which are; Both federal and state ministries of education should channel enough resources to facilitate the programme, proper orientation and counselling should be given to the adult learners regularly to ensure retention and adequate supervision of what transpires in adult and non-formal education agency centres need to be done and should be continues in nature.

The study reviewed relate with the on-going study on the aspect that they both assess adult education programme to see its effectiveness and they all consider the entire state though the location differ as the on-going study is conducted in the north eastern part of the country (Gombe State) while the study reviewed was conducted in the south eastern part of the country (Imo State). The reviewed study did not employ research hypothesis and because the population of the study was small, there was no sampling which were all employed in the on-going study. Another thing that was left out as a gap from the study reviewed which the on-going study sets to bridge or achieve is that the officials interviewed not specifically mentioned (specification of duty) the on-going study clearly specified all the officials involve in the study.

Another study reviewed was the one conducted by Chima and Emmanuel, (2012) on managing adult education programme for poverty alleviation in Nigeria through effective utilisation of guidance and counselling services. The main purpose of the study was to explore the management of adult education in reducing poverty through the use of counselling services. Three (3) research questions and two (2) hypotheses guided the study and the hypotheses were tested using Z-test. The study adopted a quasi-experimental design covering a population of all the adult education officers in the south eastern states of Nigeria (Abia, Anambra, Enugu, Ebonyi and Imo States). Purposive sampling technique was used to select Anambra, Imo and Ebonyi States as sample size. Similarly, thirty (30) adult education students were randomly selected from the three (3) south eastern states for the study. The instrument used for the study was questionnaire and interview administered to all the adult education officers in the sixty (60) local governments of the three (3) selected states and thirty (30) adult education students. Base on the data collected, it was revealed that all the participant in the study were experiencing problems in managing adult education programme in their various local government areas. This corroborates the report of NMEC, (2008) and Akudo, (2009) on the state of Nigerian adult education programme. The findings further reveals that the use of guidance and counselling services is needed for effective management of adult education for poverty alleviation. Out of the seven (7) proposed guidance and counselling services, it was revealed that all of them are needful. They include Orientation, Information, Appraisal, Planning and Placement, Referral, Evaluation and Counselling Services. Finally the study revealed the views of adult education students through oral interview that if the programme is properly organised, it will help in no small measure in alleviating poverty in Nigeria. From the discussion of the findings, recommendations were made they include; Professional counsellors should

be attached to all the adult education centres in all the local governments in Nigeria, adult education should be community based by including special community education programmes such as skill acquisition, entrepreneurial skills and management of small business among others.

The study discussed above relate with the on-going study in the following ways; they are both on management of adult education programme, they both use research questions and hypotheses. Their population both comprises of all adult education officers and adult learners and questionnaire was used as instrument for data collection. Though they differ in location, research design and the statistical tools used.

Another study was conducted by Esomonu, (2012) on the topic; Evaluation of adult literacy programme in Orumba North Local Government of Anambra State. The main objective of the study was to evaluate the adult literacy programme in the study area. The study employ a survey research design covering a population of fourteen (14) instructors/facilitators, forty seven (47) learners spread across thirteen (13) towns in the local government area. There was no sampling because the population was small. The instrument used for data collection was questionnaire while the data was analysed through percentage. The result showed that the instructors were qualified and experienced. The learners were all above fifteen (15) years of age. Eighty three (83) percent of the learners were those who did not complete primary school while only seventeen (17) percent were those who never attended school. The instructor-learner ratio was 1:3 which was good, physical facilities were good but the learners did not have access to school library and mobile libraries and the programme was not completely fee free. Base on the finding of the study it was recommended that both school libraries and mobile libraries should be provided. Campaign to mobilise illiterate

adults for the literacy programme should be intensified and the adult literacy programme should be made completely free.

This study reviewed differ with the on-going study in most of the areas except in the area that they all assess adult literacy programme, they both employ survey research design and they both use questionnaire as instrument for data collection. The study reviewed had no research hypothesis and because of the population that was small there was no sampling. Base on the objectives of the reviewed study, the evaluation focuses only on instructors/facilitators and learners in the local government living other officials like the local government supervisors, coordinators and other key officers which their views would have also help in the process of evaluating the programme. That left a gap which the on-going study sets out to achieve.

Another study reviewed was the one conducted by Ibiam and Undie, (2009) on Management of adult education programme in Abia State, Nigeria. The main purpose of the study was to x-ray the management of adult education programme in Abia State which deal with the instruction or controlled experiences for the mature persons so that they may attain social, economic, cultural, political and technical competence (individual development). Hence the importance of management in adult education programme cannot be over emphasized because of the vital role it plays in organizing, planning, directing and controlling the programme. Survey research design was used for the study covering a total population of 190 adult education instructors to answer a 30-item questionnaire. Data were analysed using simple percentage. The result revealed that the management and implementation of adult education policies in Abia State was very poor. Lack of man-power, poor attitudes by the government, lack of funding, poor facilities and supervision are constraints to adult education programme in the State. Based on the findings, conclusions were drawn from the study as follows: Adult Education

Programme should be encouraged to eradicate mass illiteracy in the State. While several recommendations were made among which include; Government should develop curriculum for Adult Education and accordingly, monitor and ensure quality control of state programme by having spot-checks and supervision of the activities of the literacy Network committees in the state.

The study reviewed relate with the on-going study in the topic of the study, research design and the instrument for data collection. On the use of research hypotheses the study reviewed did not use hypotheses and there was no sampling because of the population that was small to accommodate the study. More so the study reviewed concentrated on instructors/facilitators only in sourcing information showing less concern on other relevant agents like the learners, other state and local government officials which this on-going study incorporated them as part of the study.

2.6 Summary

This study reviewed literatures on the perception of stakeholder on the management of adult education programme. The chapter was reviewed under three (3) headings; conceptual framework, theoretical framework, and empirical studies. The conceptual framework was examined under which the concept of management, concept of adult education, monitoring and evaluation, record keeping, discipline and funding in adult education were all discussed. An attempt was also made by the researcher to discuss fully the history of adult education programme in Nigeria from post-independence through second republic to date and the benefit of adult education programme. Three (3) theoretical framework were reviewed considering their suitability to the study, they are the system theory by Peter Senge; where an organization is seen as a social system which can be divided in to sub systems. It is an entity composed of members of parts, such that the relationship of both parts enhances their performance.

The school system can be termed a system because of the number of its parts (sub-systems). The relationship and the functions of these sub-systems which is inter-woven and inter-dependent in nature help in its success. It was discussed that one of the ways of understanding an organisation is by having an idea that it works like a system.

The theory of motivation by Barnard and Simon; which recognizes the relationship between the satisfaction of organisation through meeting the needs of the workers which in turn influences the worker's productivity. The theory postulated that workers will perform satisfactorily if their needs are met. The theory reveal that, maintaining equilibrium in an organisation is very important.

On the theory of learning (stimulus response) by Thorndike, he introduces the concept of reward in learning after he conducted a series of experiment on learning with animal. His finding revealed two important factors that are necessary for learning to occur. There should be motivation of some kind, and there should be a provision to satisfy a need. Based on his experiment with a hungry cat, Edward Thorndike propounded three (3) laws of learning. They are :- The law of readiness, the law of exercise and the law of effect.

The concept of management from different points of view were reviewed, it was explained that the survival of any organisation is largely dependent on the quality of management or administrative services available in that organisation. It has also been expressed as, the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives of the system. It envolve a high level of creativity, problem solving, decision making, seeking alternatives and opportunities, reformulating resources, negotiation, resolving conflicts, dynamic or active leadership, diplomacy, statesmanship and a high degree of risk taking.

Concept of adult education, was explained as education course or training programme that is design for adult. It also refers to provision of instructed learning events for adults who usually act or have acted in working life after earlier terminated or interrupted education within the regular education system.

Concepts of Instructional Facilities has been considered as didactic materials which are supposed to make learning and teaching possible. It has been dicussed that its effective utilization, sourcing and managing have been neglected by most teachers. Most of the teachers have been accused of over verbalization. This means that they make use of words excessively in trying to explain some certain concepts which result to the fact that teachers end up talking too much without saying something tangible that can be remembered. They end up "talking at" the students instead of "talking with" the students. With the current trend in modern methods of teaching, teachers/facilitators should adopt the method of using different type of instructional materials in their teaching.

Discipline as a system of guiding the individual to make reasonable and responsible decisions. Also implies control of teachers, students and other staff by the head towards achieving a desired behavior. This and many more were discussed on the concept of discipline. Impliedly discipline can either be the ability of an individual to behave well as he comply with the rules and regulations governing his organization or the steps or measures taken by managers/super-ordinates subjecting their employees/subordinates to comply, respect and follow the organization's rules and regulations. These and other concepts were discussed and reviewed in this chapter along site the related empirical studies.

CHAPTER THREE

RESEARCH METHDOLOGY

3.1 Introduction

This chapter deals with the procedures and methods used in the conduct of this research. These methods and procedures include; Design of the Research, Population of the Study, Sample and Sampling Techniques, Instrument for Data Collection, Validity of the Instrument, Pilot Study, Reliability of the Instrument, Procedure for Data Collection and Procedure for Data Analysis.

3.2 Research Design

A survey research design was adopted for this study. A survey attempt to examine the existence or occurrence of phenomenon or variable. It is usually employed by collecting data and describing it in a systematic manner the characteristic features or facts about a given population from a few people or items considered to be representative of the entire group (Akuezuilo & Agu, 2005).

3.3 Population of the Study

The population of this study consisted all the Non-Governmental Organisations involve in adult education programme, state/local government adult education staff and the adult learners of post-literacy programme in the eleven (11) Local Government Areas of Gombe State. It comprises all the senior staff of Adult and Non-Formal Education Agency (ANFEA), all Local Government Adult Education Coordinators, all Facilitators, Supervisors, Monitoring and Evaluation officers and Chief Organisers in the state making total of (691). The study also consisted of (9,243) of all adult learners enrolled for post-literacy programme (2017) in the state and (199) members of NGOs making a total of (10,133). See table 3.1 for details.

Table 3.1: Population Distribution According to Local Government Areas

S/N	LGAs	POST-LITERACY ADULT LEARNER	ANFEA STATE/LGA OFFICIALS	NGO(s)	TOTAL
1	AKKO	186	125	14	325
2	BALANGA	744	66	-	1810
3	BILLIRI	585	48	24	657
4	DUKKU	740	48	15	803
5	FUNAKAYE	980	49	21	1050
6	GOMBE	1334	58	35	1427
7	KALTUNGO	517	57	31	605
8	KWAMI	1346	53	17	1416
9	NAFADA	832	57	5	1894
10	SHONGOM	1044	38	18	1100
11	YAMALTU/ DEBA	935	33	19	987
12	ANFEA	-	59	-	59
	TOTAL	**9,243**	**691**	**199**	**10,133**

Source: Adult and Non-Formal Education Agency (ANFEA) Gombe State.

Table 3.1. above, shows the list of all the eleven (11) Local Governments in the state, the number of adult learners that enrolled in post-literacy programme in 2017 giving a total of Nine Thousand, Two Hundred and Forty Three (9,243), the breakdown of all the State and Local Government officials of ANFEA in each local government totalling Six Hundred and Ninety One (691), the number of the staff of NGOs that are involved in adult education programme adding up to One Hundred and Ninety Nine (199) and Fifty Nine senior staff of ANFEA. In all making a grand total of Ten Thousand, One Hundred and Thirty Three people that formed the population of the study.

3.4 Sample and Sampling Techniques

The sample of this study was drawn from all the staff of ANFEA at both state and local government level and the entire adult learners offering programme in post-literacy in all the local governments of the state. The population of the study is (10,133) driven from the eleven local government. Thus out of the eleven local government six

(6) local governments was chosen to represent the population through stratified and systematic random sampling technique. They were selected from the three senatorial zones in the state namely Gombe South, North and Central zone from which two (2) local governments were selected from each zone. Out of the total population of (10,133), a sample size of (370) was used to represent the population of the study. This is from the sample size table recommended by the research advisors (2006). The table recommended sample size for a population of 10,000, a confidence level of 95%, and a margin of error (degree of accuracy) of 0.05% to be 370. See Table 3.2 for the distribution.

Table 3.2: Sample Size Distribution Table

S/N	LGA	ADULT LEARNERS	ANFEA	NGOs	Total
1	Billiri	10	18	10	36
2	Shongom	62	10	6	78
3	Funakaye	33	20	8	61
4	Kwami	78	21	6	105
5	Akko	7	32	5	42
6	Yamaltu/Deba	30	9	5	44
	Total	**220**	**110**	**40**	**370**

Table 3.2. above shows the names of the sampled Local Government and the corresponding number of respondents from each Local Government making a total of the required respondents.

3.5 Instrumentation

The instrument used for the collection of data in this study is named Perception of Stakeholders on the Management of Adult Education Programme Questionnaire (PSMAEPQ). The instrument contains thirty six (36) items which all the respondents responded to both the items. The structured questionnaire was design base on five (5) point Likert Scales of Strongly Agreed (SA) 5, Agreed (A) 4, Undecided (U) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. Both are divided into sections A-G. Section A contains information on status and gender of the respondents while section B-G contains general questions.

3.5.1 Validity of the Instrument

The structured questionnaire (PSMAEPQ) was vetted and scrutinize by the researcher's supervisors. Similarly Research experts from the Faculty of Education, Ahmadu Bello University, Zaria also helped in validating the instrument. This is in consonance with the view of Hanger & Becker, (2005) who stress the need and significance of establishing the validity of a research instrument by a panel of experts to determine if its items (contents) can elicit the desired data they are intended to elicit. In essence, it is to ensure content validity and to make adjustment were necessary.

3.5.2 Pilot Testing

Pilot testing was conducted in two (2) Local Government in the state which are not part of the sample size, but are considered to have similar characteristics with the sampled local governments; these are Gombe Local Government and Kaltungo Local Government. The instrument was administered to 37 respondents from these two local governments and letter collected. This is in line with the view of Connelly, (2008) who suggest that a pilot study sample should be 10% of the sample size projected for the

large parent study. The data collected was subjected to statistical analysis to determine the coefficient correlation.

3.5.3 Reliability of the Instrument

In order to ascertain the reliability of the instrument, the result of the pilot test was analysed using Chronbach Alpha. A coefficient alpha of 0.67 was obtained, that shows that the instrument was reliable. This is in line with Alphonsus, (2012) who said a reliability should be calculated and should be at least 0.5 and above to ensure the instrument is reliable.

3.6 Procedure for Data Collection

Copies of the questionnaire were distributed to the sampled size which comprises Local Government Adult Education Coordinators, Facilitators, Supervisors, Monitoring and Evaluation Officers, Chief Organisers, ANFEA Senior Staff, Adult Learners and staff of Non-Governmental Organisation. The researcher administered the questionnaires with the help of research assistants and letter collected the completed ones.

3.7 Method for Data Analysis

The researcher employed two statistical techniques in analysing the data and computing the result of the findings. The data collected through the questionnaire was analysed using the Statistical Package for Social Sciences (SPSS) which was used to generate the frequency and percentage of the scores for the bio- data of respondents. Weighted (decision) mean of 3.0 was used to answer the research questions. Second was the use of Analysis of Variance (ANOVA) to test the hypotheses and see if differences exist. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The researcher presents the analysis and interpretation of results in this chapter. The analysis of data focuses mainly on respondent's opinions on perception of stakeholder on the management of adult education programme in Gombe State. The Data analysed was based on the personal data of the respondents, the research questions and the null hypotheses. A total number of three hundred and seventy (370) copies of questionnaire were distributed and three hundred and twenty nine (329) were successfully completed and retuned. Table of frequency and percentage was used to analyse personal data of the respondents. Weighted mean of 3.0 was used to answer the research questions. A bench mark of 3.0 and above was set for acceptance of the item statement and a score of less than 3.0 was set for rejection of the item statement. One way Analysis of Variance was used for the Analysis at 0.05 level of significant.

The analysis of Bio-Data which contain the status and gender of the respondents were done and presented in table 4.1.

4.2 Analysis of Bio-Data of respondents

Table 4.1: Analysis of Personal Data of the Respondents

S/N	Bio-Data	Category	Frequency	Percentage %	Cumulative Percentage
		Adult learners	209	63.5	63.5
1	Status	NGOs	36	10.9	74.4
		ANFEA	84	25.5	100
		Male	230	69.9	69.9
2	Gender	Female	99	30.1	100

Table 4.1 shows that 209 Adult Learners, 36 Staff of Non-Governmental Organisation and 84 ANFEA Officials representing 63.5%, 10.9% and 25.5%, respectively took part in the study. A total of 230 respondents representing 69.9% were males while 99 representing 30.1% were females.

4.2.1 Answers to Research Questions

The researcher used 3.0 as the mean (weighted mean) otherwise known as decision mean since the instrument was structured along a modified five point Likert scale to take decision on whether to accept or reject the research questions. Therefore, a mean score of 3.0 and above indicates acceptance; while a mean score below 3.0 indicates rejection. This is shown below.

SA = 5 points

A= 4 points

UD= 3 points

D= 2 points

SD= 1 point

$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3.0$$

4.3.1 Research Question One: Is there proper management of instructional facilities for adult education programme in Gombe State?.

The data collected in respect of research question one was analysed and the result of the finding was reported in table 4.2 below.

Table 4.2: Mean Score of Respondents on the Management of Instructional Facilities for the Achievement of Adult Education Programme in Gombe State.

S/N	Item statement	Respondent	SA	A	U	D	SD	N	Mean
1	Adult and Non-Formal Education Agency do carry out Facility Audit annually to ensure that Instructional Facilities are available and in good working condition.	NGOs	12	20	2	-	2	36	4.1
		ANFEA	4	80	-	-	-	84	4.0
		LEARNERS	25	139	5	20	20	209	3.6
2	Adult and Non-Formal Education Agency have a policy that ensures maintenance of available instructional facilities.	NGOs	24	10	-	-	2	36	4.5
		ANFEA	77	7	-	-	-	84	4.9
		LEARNERS	98	62	15	20	14	209	4.0
3	The Agency have monitoring team that regularly monitor how Instructional Facilities are used by the Facilitators.	NGOs	10	10	-	10	6	36	3.2
		ANFEA	4	80	-	-	-	84	4.0
		LEARNERS	119	64	6	9	11	209	4.3
4	Adult and Non-Formal Education Agency respond regularly to complains by facilitators and students on Instructional Facilities.	NGOs	13	9	-	12	2	36	3.5
		ANFEA	-	74	-	6	4	84	3.7
		LEARNERS	25	159	5	10	10	209	3.3
5	Adult and Non-Formal Education Agency Gombe State have a clear procedure on the provision of Instructional Facilities.	NGOs	17	11	2	4	2	36	4.0
		ANFEA	-	78	-	2	4	84	3.8
		LEARNERS	29	150	6	20	12	209	3.9
6	The Agency ensures replacement of broken and affected Instructional Facilities.	NGOs	6	12	2	8	8	36	3.0
		ANFEA	54	13	-	13	4	84	4.1
		LEARNERS	19	84	6	72	28	209	2.9

Table 4.2, sought the opinions of respondents on management of instructional facilities for adult education programme. Item 1 was on whether Adult and Non-Formal

Education Agency do carry out Facility Audit annually to ensure that Instructional Facilities are available and in good working condition. The responses of the respondents indicated that all the respondents agreed with the item statement, NGOs 4.1, ANFEA 4.0 and Adult Learners 3.6. this shows that Adult and Non-Formal Education Agency do carry out Facility Audit annually.

Item 2 was on whether Adult and Non-Formal Education Agency have a policy that ensures maintenance of available instructional facilities. The responses indicated that all the respondents agreed with the item statement, NGOs 4.5, ANFEA 4.9 and Adult Learners 4.0. This implies that Adult and Non-Formal Education Agency have effective policies that ensure maintenance of available instructional facilities.

Item 3 was on whether the Agency has monitoring team that regularly monitor how Instructional Facilities are used by the Facilitators. The responses indicated that all the respondents agreed with the item statement, NGOs 3.2, ANFEA 4.0 and Adult Learners 4.3,. This implies that Adult and Non-Formal Education Agency have monitoring team that regularly monitor how Instructional Facilities are used by the Facilitators.

Item 4 was on whether Adult and Non-Formal Education Agency respond regularly to complain by facilitators and students on Instructional Facilities. The responses indicated that all the respondents agreed with the item statement, NGOs 3.5, ANFEA 3.7, and Adult Learners3.3. This implies that Adult and Non-Formal Education Agency respond regularly to complain by facilitators and students on Instructional Facilities.

Item 5 was on whether Adult and Non-Formal Education Agency have a clear procedure on the provision of Instructional Facilities. The responses indicated that all

the respondents agreed with the item statement, NGOs 4.0, ANFEA 3.8, and Adult Learners 3.9. This implies that Adult and Non-Formal Education Agency clear procedure on the provision of Instructional Facilities

Item 6 was on whether the Agency ensures replacement of broken and affected Instructional Facilities. The responses indicated that two of the respondents agreed with the item statement, while one disagree. NGOs 3.0, ANFEA 4.1, and Adult Learners 2.9. This implies that the Agency ensures replacement of broken and affected Instructional Facilities. The finding shows that indeed, there is proper management of instructional facilities for adult education programme

4.3.2 Research Question Two: What is the condition of infrastructural facilities for adult education programme in Gombe State?

The data collected in respect of research question two was analysed and the result of the finding was reported in table 4.3 below.

Table 4.3: Mean Score of Respondents on the Opinions of Respondents on Condition of Infrastructural Facilities for Adult Education Programme in Gombe State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	Mean
1	Classrooms and learning centres are conducive for learning with cross ventilation and good source of light.	NGOs ANFEA LEARNERS	12 5 45	2 70 15	- - -	2 9 139	20 - 10	36 84 209	2.5 3.8 2.7
2	The condition of Infrastructural Facilities is monitored consistently by the Gombe State Adult and Non-Formal Education Agency.	NGOs ANFEA LEARNERS	20 60 98	10 14 72	- - -	4 10 30	2 - 9	36 84 209	4.2 4.5 4.1
3	Adult and Non-Formal Education Agency have enough classes and learning centres that accommodates the adult learners for learning	NGOs ANFEA LEARNERS	8 4 60	10 5 9	- - 4	10 70 120	8 5 16	36 84 209	3.0 2.2 2.8
4	The agency provides clean water, good toilet facilities and is well maintained.	NGOs ANFEA LEARNERS	10 70 40	9 5 130	3 - 10	12 6 19	2 3 10	36 84 209	3.4 5.8 3.8
5	The Agency have an established policy and operational procedure that guides the use of Infrastructural Facilities.	NGOs ANFEA LEARNERS	17 78 35	11 4 140	- - 10	4 2 16	4 - 8	36 84 209	3.9 4.9 4.3
6	The Agency ensures compliance with the established policy and procedures on the use of Infrastructural Facilities in Gombe State.	NGOs ANFEA LEARNERS	- 54 40	15 15 69	1 - -	12 15 72	8 - 28	36 84 209	2.6 4.3 2.8

Table 4.3, sought the opinions of respondents on management of infrastructural facilities for adult education programme. Item 1 was on whether Classrooms and learning centres are conducive for learning with cross ventilation and good source of light.. The responses of the respondents indicated that almost all the respondents disagreed with the item statement except ANFEA officials, NGOs 2.5, ANFEA 3.8, and

Adult Learners 2.7, this shows that Classrooms and learning centres are not conducive for learning.

Item 2 was on whether The condition of Infrastructural Facilities is monitored consistently by the Gombe State Adult and Non-Formal Education Agency. The responses indicated that all the respondents agreed with the item statement, NGOs 4.2, ANFEA 4.5, and Adult Learners 4.1. This implies that the condition of Infrastructural Facilities is monitored consistently.

Item 3 was on whether Adult and Non-Formal Education Agency have enough classes and learning centres that accommodates the adult learners for learning. The responses indicated that two of the respondents disagreed with the item statement, while one group of the respondents agree, NGOs 3.0, ANFEA 2.2, and Adult Learners 2.8. This implies that Adult and Non-Formal Education Agency have no enough classes and learning centres.

Item 4 was on whether The agency provides clean water, good toilet facilities and are well maintained. The responses indicated that all the respondents agreed with the item statement, NGOs 3.4, ANFEA 5.8, and Adult Learners 3.8. This implies that Sanitary Facilities like antiseptics, water guard, disinfectants are regularly use

Item 5 was on whether The Agency has an established policy and operational procedure that guides the use of Infrastructural Facilities. The responses indicated that all the respondents agreed with the item statement, NGOs 3.9, ANFEA 4.9, and Adult Learners 4.3. This implies that The Agency have an established policy and operational procedure that guides the use of Infrastructural Facilities.

Item 6 was on whether The Agency ensures compliance with the established policy and procedures on the use of Infrastructural Facilities in Gombe State. The

responses indicated that only one group of respondents agreed with the item statement, while two disagree. NGOs 2.6, ANFEA 4.3, and Adult Learners 2.8. This implies that The Agency does not ensures compliance with the established policy and procedures on the use of Infrastructural Facilities. The findings revealed that the condition of infrastructural facilities in the learning centres is not conducive and not adequate for adult learners.

4.3.3 Research Question Three: What is the perception of stakeholders on records organisation and preservation for adult education programme in Gombe State?

The data collected in respect of research question three was analysed and the result of the finding was reported in table 4.4 below.

Table 4.4: Mean Score of Respondents on the Opinions of Respondents on Records Organisation and Preservation for the Achievement of Adult Education Programme in Gombe State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	Mean
1	Adult and Non-Formal Education Agency Gombe State adopt only the new modern approach (use of computer) in keeping their records	NGOs	-	32	-	2	2	36	3.7
		ANFEA	-	80	-	4	-	84	4.0
		LEARNERS	25	145	-	29	10	209	3.8
2	Adult and Non-Formal Education Agency adopt only the old modern approach (use of archives, cupboards, drawers) in keeping their records.	NGOs	5	10	-	19	2	36	2.9
		ANFEA	-	6	-	38	40	84	1.7
		LEARNERS	100	72	-	28	9	209	4.1
3	Adult and Non-Formal Education Agency Gombe State adopt both new and old modern approach in keeping their records.	NGOs	8	5	-	10	13	36	2.6
		ANFEA	4	65	5	5	5	84	3.7
		LEARNERS	123	35	6	29	16	209	4.1
4	Records generated by Adult and Non-Formal Education Agency are retain for five (5) years before they are discarded.	NGOs	10	9	3	12	2	36	3.4
		ANFEA	70	-	1	3	10	84	4.4
		LEARNERS	40	105	5	39	10	209	3.5
5	Adult and Non-Formal Education Agency Gombe State have a policy guide on record retention and disposition.	NGOs	17	11	-	4	4	36	3.9
		ANFEA	78	-	-	2	4	84	4.7
		LEARNERS	35	135	6	20	22	209	3.8
6	Adult and Non-Formal Education Agency have well-structured pattern of record keeping for easy retrieval.	NGOs	-	5	1	22	8	36	2.1
		ANFEA	-	1	-	43	40	84	1.5
		LEARNERS	45	24	5	102	33	209	2.8

Table 4.4, sought the opinions of respondents on record organisation and preservation for adult education programme. Item 1 was on whether Adult and Non-

Formal Education Agency Gombe State adopt only the new modern approach (use of computer) in keeping their records. The responses of the respondents indicated that all the respondents agreed with the item statement, NGOs 3.7, ANFEA 4.0, and Adult Learners 3.8. This shows that Adult and Non-Formal Education Agency adopt the new modern approach in keeping their records

Item 2 was on whether adult and Non-Formal Education Agency adopts only the old modern approach (use of archives, cupboards, drawers) in keeping their records. The responses indicated that all the respondents agreed with the item statement, NGOs 2.9, ANFEA 1.7, and Adult Learners 4.1. This implies that adult and Non-Formal Education Agency uses old modern approach (use of archives, cupboards, drawers) in keeping their records.

Item 3 was on whether Adult and Non-Formal Education Agency Gombe State adopt both new and old modern approach in keeping their records. The responses indicated that all the respondents agreed with the item statement, NGOs 2.6, ANFEA 3.7, and Adult Learners 4.1. This implies that adult and Non-Formal Education Agency adopt both new and old modern approach in keeping their records.

Item 4 was on whether records generated by Adult and Non-Formal Education Agency are retain for five (5) years before they are discarded. The responses indicated that all the respondents agreed with the item statement, NGOs 3.4, ANFEA 4.4, and Adult Learners 3.5. This implies that Records generated by Adult and Non-Formal Education Agency are retain for several years before they are discarded.

Item 5 was on whether adult and Non-Formal Education Agency Gombe State has a policy guide on record retention and disposition. The responses indicated that all the respondents agreed with the item statement, NGOs 3.9, ANFEA 4.7, and Adult

Learners 3.8. This implies that adult and Non-Formal Education Agency have a policy guide on record retention and disposition.

Item 6 was on whether Adult and Non-Formal Education Agency have well-structured pattern of record keeping for easy retrieval. The responses indicated that all the respondents agreed with the item statement, NGOs 2.1, ANFEA 1.5, and Adult Learners 2.8. This implies that the Agency have a well-structured pattern of record keeping for easy retrieval. The findings revealed that adult and non- formal education agency adopt both new and old modern methods of record organization and reservation for adult education programme.

4.3.4 Research Question Four: How is discipline maintained in adult education programme in Gombe State ?

The data collected in respect of research question four was analysed and the result of the finding was reported in table 4.5 below.

Table 4.5: Mean Score of Respondents on the Opinions of Respondents on how Discipline is Maintained for the Achievement of Adult Education Programme in Gombe State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	Mean
1	Punishment of erring members of staff and students is done consistently without favouritism	NGOs	4	32	-	-	-	36	4.1
		ANFEA	4	80	-		-	84	4.0
		LEARNERS	35	145	-	20	9	209	3.8
2	Adult and Non-Formal Education Agency have a clear written policy and procedure for discipline.	NGOs	5	29	-	-	2	36	4.0
		ANFEA	15	47	-	-	21	84	3.4
		LEARNERS	8	37	15	71	49	209	2.0
3	Adult and Non-Formal Education Agency usually gives an orientation to its members of staff and students on discipline policies and procedures.	NGOs	18	15	-	-	3	36	4.3
		ANFEA	12	65	-	5	2	84	3.9
		LEARNERS	120	35	-	38	16	209	3.9
4	Staff and students' non-compliance with rules and regulations in the agency is corrected with punishment.	NGOs	10	9	3	12	2	36	3.4
		ANFEA	20	36	-	6	22	84	3.3
		LEARNERS	30	105	5	40	29	209	3.3
5	Staff and students' non-compliance with rules and regulations in the agency is corrected through counselling.	NGOs	17	11	-	4	4	36	3.9
		ANFEA	70	14	-	-	-	84	4.8
		LEARNERS	35	114	6	46	17	209	3.6
6	Disciplinary procedures and actions in Adult Education Programme are effective and strictly followed.	NGOs	22	5	1	-	8	36	3.9
		ANFEA	34	35	-	15	-	84	4.0
		LEARNERS	116	24	5	31	33	209	3.8

Table 4.5, sought the opinions of respondents on maintenance of discipline for adult education programme. Item 1 was on whether Punishment of erring members of staff and students is done consistently without favouritism. The responses of the respondents indicated that all the respondents agreed with the item statement, NGOs 4.1, ANFEA 4.0 and Adult Learners 3.8. This shows that Adult and Non-Formal Education Agency Punishes erring members of staff and students.

Item 2 was on whether adult and Non-Formal Education Agency has a clear written policy and procedure for discipline. The responses indicated that all the respondents agreed with the item statement, NGOs 4.0, ANFEA 3.4 and Adult Learners 2.0. This implies that Adult and Non-Formal Education Agency has a clear written policy and procedure for discipline.

Item 3 was on whether Adult and Non-Formal Education Agency usually gives an orientation to its members of staff and students on discipline policies and procedures. The responses indicated that all the respondents agreed with the item statement, NGOs 4.3, ANFEA 3.9 and Adult Learners 3.9. This implies that Adult and Non-Formal Education Agency gives orientation to its members of staff and students on discipline policies and procedures.

Item 4 was on whether Staff and students' non-compliance with rules and regulations in the agency is corrected with punishment. The responses indicated that all the respondents agreed with the item statement, NGOs 3.4, ANFEA 3.3, and Adult Learners 3.3. This implies that Staff and students' non-compliance with rules and regulations in the agency is corrected with punishment by Adult and Non-Formal Education Agency.

Item 5 was on whether staff and students' non-compliance with rules and regulations in the agency is corrected through counselling. The responses indicated that all the respondents agreed with the item statement, NGOs 3.9, ANFEA 4.8 and Adult Learners 3.6. This implies that Adult and Non-Formal Education Agency correct staff and students' non-compliance with rules and regulations through counselling.

Item 6 was on whether disciplinary procedures and actions in Adult Education Programme are effective and strictly followed. The responses indicated that all the

respondents agreed with the item statement, NGOs 3.9, ANFEA 4.0 and Adult Learners 3.8.This implies that disciplinary procedures and actions in Adult Education Programme are effective and strictly followed. The findings revealed that there is high level of discipline among staff and students in adult education programme in Gombe state.

4.3.5 Research Question Five: How are funds managed for the achievement of adult education programme in Gombe State?

The data collected in respect of research question five was analysed and the result of the finding was reported in table 4.6 below.

Table 4.6: Mean Score of Respondents on the Opinions of Respondents on Funds Management for the Achievement of Adult Education Programme in Gombe State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	Mean
1	Budget system of financial management is practiced in adult education programme in Gombe State.	NGOs ANFEA LEARNERS	4 - 35	22 67 100	- - -	10 13 45 -	- 4 29 -	36 84 209	3.6 3.5 3.3
2	Funds are donated to Adult and Non-Formal Education Agency by the stakeholders because of good financial management.	NGOs ANFEA LEARNERS	5 60 58	- 7 67	- - 5	29 14 30	2 3 49	36 84 209	2.4 4.4 3.3
3	There is proper accountability in the management of funds for adult education programme in Gombe State.	NGOs ANFEA LEARNERS	18 - 120	10 65 59	- 4 -	5 10 14	3 5 16	36 84 209	3.9 3.5 4.2
4	Funds are controlled and prudently disbursed for Adult Education Programme in Gombe State.	NGOs ANFEA LEARNERS	10 70 50	12 6 115	2 - -	12 8 19	- - 25	36 84 209	3.6 4.6 3.7
5	Budget of adult education programme in Gombe State are strictly followed and implemented.	NGOs ANFEA LEARNERS	17 8 27	11 22 105	 - -	4 12 69	4 44 17	36 84 209	3.9 2.3 3.4
6	There is strict supervision and monitoring of funds for Adult Education Programme in Gombe State.	NGOs ANFEA LEARNERS	2 - 25	5 - 4	1 - 5	20 3 102	8 81 73	36 84 209	2.3 1.0 2.1

Table 4.6, sought the opinions of respondents on management of funds for adult education programme. Item 1 was on whether Adult and Non-Formal Education Agency use budget system of financial management. The responses of the respondents indicated that all the respondents agreed with the item statement, NGOs 3.6, ANFEA 3.5 and Adult Learners 3.3. This shows that Adult and Non-Formal Education Agency use budget system.

Item 2 was on whether funds are donated to Adult and Non-Formal Education Agency because of good financial management. The responses indicated that all the respondents agreed with the item statement, NGOs 2.4, ANFEA 4.4 and Adult Learners 3.3. This implies that Adult and Non-Formal Education Agency gets there donations because of good financial management.

Item 3 was on whether the Agency gives proper accountability in the management of funds. The responses indicated that all the respondents agreed with the item statement, NGOs 3.9, ANFEA 3.5 and Adult Learners 4.2. This implies that Adult and Non-Formal Education Agency gives proper accountability.

Item 4 was on whether funds are controlled and prudently disbursed for Adult and Non-Formal Education Agency. The responses indicated that all the respondents agreed with the item statement, NGOs 3.6, ANFEA 4.6 and Adult Learners 3.7. This implies that funds are controlled and prudently disbursed for Adult and Non-Formal Education Agency.

Item 5 was on whether budget of Adult and Non-Formal Education Agency are strictly followed and implemented. The responses indicated that all the respondents agreed with the item statement, NGOs 3.9, ANFEA 2.3, and Adult Learners 3.4. This

implies that budget of Adult and Non-Formal Education Agency are strictly followed and implemented.

Item 6 was on whether the Agency ensures strict supervision and monitoring of funds. The responses indicated that all the respondents disagreed with the item statement, NGOs 2.3, ANFEA 1.0 and Adult Learners 2.1. This implies that the Agency does not ensures strict supervision and monitoring of funds. The finding revealed that adult and non-formal education objectives were achieved due to proper management of fund available to the agency.

4.3.6 Research Question Six: What is the level of staff development programmes for adult education programme in Gombe State?

The data collected in respect of research question six was analysed and the result of the finding was reported in table 4.7 below.

Table 4.7: Mean Score of Respondents on the Opinions of Respondents on Staff Development Programmes for the Achievement of Adult Education Programme in Gombe State.

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	Mean
1	Conferences are often organised and conducted by the agency	NGOs	-	32	-	2	2	36	4.6
		ANFEA	24	60	-	-	-	84	4.3
		LEARNERS	45	105	-	49	10	209	3.6
2	Seminars are organised by the agency quarterly.	NGOs	5	10	-	19	2	36	2.9
		ANFEA	27	47	-	5	-	84	3.9
		LEARNERS	89	42	-	31	47	209	3.5
3	Members of staff are permitted to develop themselves through in-service training.	NGOs	8	5	-	10	13	36	2.5
		ANFEA	62	20	-	2	-	84	4.7
		LEARNERS	114	35	6	29	23	209	3.8
4	Workshops are organised and conducted annually by the agency.	NGOs	10	9	3	12	2	36	3.4
		ANFEA	20	55	-	5	4	84	2.1
		LEARNERS	120	30	5	34	20	209	3.9
5	Staff of Adult and Non-Formal Education Agency Gombe State attend local and national retreat regularly	NGOs	7	1	-	14	14	36	2.3
		ANFEA	28	8	-	14	34	84	2.8
		LEARNERS	29	39	6	116	28	209	2.2
6	Non-professional staff are permitted to go on-the-job training.	NGOs	-	5	1	22	8	36	2.1
		ANFEA	7	4	-	23	50	84	1.8
		LEARNERS	20	24	5	107	53	209	2.3

Table 4.7, sought the opinions of respondents on staff development programmes for adult education programme. Item 1 was on whether Conferences are often organised and conducted by the agency. The responses of the respondents indicated that all the respondents agreed with the item statement, NGOs 4.6, ANFEA 4.3 and Adult Learners 3.6. This shows that Conferences are often organised and conducted by the agency.

Item 2 was on whether Seminars are organised by the agency quarterly. The responses indicated that two of the respondents agreed with the item statement, while one disagreed with the corresponding mean scores, NGOs 2.9, ANFEA 3.9, and Adult Learners 3.5. This implies that Seminars are organised by the agency quarterly.

Item 3 was on whether members of staff are permitted to develop themselves through in-service training. The responses indicated that two of the respondents agreed with the item statement, while one disagree with the corresponding mean scores, NGOs 2.5, ANFEA 4.7 and Adult Learners 3.8. This implies that staff are permitted to develop themselves through in-service training.

Item 4 was on whether workshops are organised and conducted annually by the agency. The responses indicated that two of the respondents agreed with the item statement while one disagree, NGOs 3.4, ANFEA 2.1 and Adult Learners 3.9.This implies that workshops are organised and conducted annually by the agency..

Item 5 was on whether Staff of Adult and Non-Formal Education Agency Gombe State attend local and national retreat regularly. The responses indicated that all the respondents disagreed with the item statement, NGOs 2.3, ANFEA 2.8 and Adult Learners 2.2. This implies that Staff of Adult and Non-Formal Education Agency Gombe State do not attend local and national retreat regularly.

Item 6 was on whether non-professional staff are permitted to go on-the-job training. The responses indicated that all the respondents disagreed with the item statement, NGOs 2.1, ANFEA 1.8 and Adult Learners 2.3. This implies that non-professional staff are not permitted to go on-the-job training. The findings revealed that staff of adult education are allowed to participate in staff development programmes organized by the agency.

4.4 Hypotheses Testing

In this section, all results and outcome of the null hypotheses raised and tested in line with the objectives of this study are summarized and presented. Data obtained as responses from the respondents (NGOs, ANFEA officials and Adult Learners.) from the questionnaire administered were tested. The test of hypotheses was carried out using one way Analysis of variance (ANOVA). This was determined at 0.05 level of significance and statistical package for social sciences (SPSS) was used to analyse the data. All the six hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significance set by the study (F-value at 0.05). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study.

4.4.1 Ho1: There is no significant difference in the opinion of state and local government officials of Adult and Non-Formal Education Agency (ANFEA), Non-Governmental Organisations and Adult Learners on the management of instructional facilities for the achievement of adult education programme in Gombe State.

This hypothesis was tested to find out the differences that exist in the opinion of respondents on management of instructional facilities in adult education programme using one way Analysis Of Variance, the results are presented in table 4.8

Table 4.8: Summary of Analysis Of Variance (ANOVA) on the Opinion of Respondents on the Management of Instructional Facilities for the Achievement of Adult Education Programme in Gombe State.

Instructional	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	6.299	2	3.149	11.048	0.000
Within Group	92.931	326	0.285		
Total	**99.230**	**328**			

From table 4.8, the F-value is 11.048 and the P-value is 0.000 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinion of respondents on the management of instructional facilities for the achievement of adult education programme in Gombe State.

Table 4.9: Result of the Scheffe Post-Hoc Test on the Mean Score of the Respondents on the Management of Instructional Facilities for the Achievement of Adult Education Programme in Gombe State.

		Mean			95% Confidence Interval	
(I) Status	(J) Status	Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
NGOs	ANFEA	-.14302	.07671	.178	-.3317	.0456
	Adult Learners	.17315	.08031	.099	-.0243	.3706
ANFEA	NGOs	.14302	.07671	.178	-.0456	.3317
	Adult Learners	.31617*	.06727	.000	.1508	.4816
Adult Learners	NGOs	-.17315	.08031	.099	-.3706	.0243
	ANFEA	-.31617*	.06727	.000	-.4816	-.1508

The mean difference is significant at the 0.05 level.

The result of the Scheffe Post-Hoc test indicated that the observed significant difference was between NGOs and Adult Learners, NGOs and ANFEA, but there was no significant difference between the opinions of ANFEA and Adult Learners

4.4.2 Ho2 There is no significant difference in the opinion of respondents on the management of infrastructural facilities for the achievement of adult education programme in Gombe State.

This hypothesis was tested to find out the differences that exist in the opinion of respondents on the condition of infrastructural facilities in adult education programme using one way Analysis Of Variance, the results are presented in table 4.10

Table 4.10: Summary of Analysis Of Variance (ANOVA) on the Opinions of Respondents on the Condition of Infrastructural Facilities for the Achievement of Adult Education Programme in Gombe State.

Infrastructural	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
Between Groups	0.984	2	0.492	2.231	0.118
Within Group	10.591	48	0.221		
Total	**11.575**	**50**			

From table 4.9, the F-value is 2.231 and the P-value is 0.118 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinions of respondents on the condition of infrastructural facilities for the achievement of adult education programme in Gombe State.

4.4.3 Ho3 There is no significant difference in the opinion of respondents on record keeping for the achievement of adult education programme in Gombe State.

This hypothesis was tested to find out the differences that exist in the opinion of respondents on record keeping in adult education programme using one way Analysis Of Variance, the results are presented in table 4.11

Table 4.11: Summary of Analysis Of Variance (ANOVA) on the Opinion of Respondents on Record Keeping for the Achievement of Adult Education Programme in Gombe State

Record Keeping	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.605	2	1.302	3.671	0.026
Within Groups	115.634	326	.355		
Total	**118.239**	**328**			

From table 4.11, the F-value is 3.671 and the P-value is 0.026 at 0.05 level of significance. Since the P-value is less than the level of significance set for the study, the hypothesis is therefore rejected, thus, there is significance difference in the opinion of respondents on record keeping for the achievement of adult education programme in Gombe State.

Table 4.12: Result of the Scheffe Post-Hoc Test on the Mean Score of the Respondents on the Opinion of Respondents on Record Keeping for the Achievement of Adult Education Programme in Gombe State.

					95% Confidence Interval	
(I) Status	(J) Status	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
NGOs	ANFEA	.14347	.08557	.247	-.0669	.3539
	Adult Learners	-.05230	.08959	.843	-.2726	.1680
ANFEA	NGOs	-.14347	.08557	.247	-.3539	.0669
	Adult Learners	-.19577*	.07503	.034	-.3803	-.0113
Adult Learners	NGOs	.05230	.08959	.843	-.1680	.2726
	ANFEA	.19577*	.07503	.034	.0113	.3803

The mean difference is significant at the 0.05 level.

The result of the Scheffe Post-Hoc test indicated that the observed significant difference was between ANFEA and Adult Learners, NGOs and ANFEA. There was no significant difference between the opinions of NGOs and Adult Learners.

4.4.4 Ho4: There is no significant difference in the opinion of respondents on discipline for the achievement of adult education programme in Gombe State.

This hypothesis was tested to find out the differences that exist in the opinion of respondents discipline in adult education programme using one way Analysis Of Variance, the results are presented in table 4.13

Table 4.13: Summary of Analysis Of Variance (ANOVA) on the Opinion of Respondents on Discipline for the Achievement of Adult Education Programme in Gombe State.

Discipline	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.338	2	0.669	1.943	0.145
Within Groups	112.216	326	0.344		
Total	**113.554**	**328**			

From table 4.11. The F-value is 1.943 and the P-value is 0.145 at 0.05 level of significance.

Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance difference in the opinion of respondents on discipline for the achievement of adult education programme in Gombe State.

4.4.5 Ho5: There is no significant difference in the opinions of respondents on the management of funds for the achievement of adult education programme in Gombe State.

This hypothesis was tested to find out the differences that exist in the opinion of respondents on management of funds in adult education programme using one way Analysis Of Variance, the results are presented in table 4.14

Table 4.14: Summary of Analysis Of Variance (ANOVA) on the Opinion of Respondents on the Management of Funds for the Achievement of Adult Education Programme in Gombe State.

Funds	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.424	2	0.212	0.310	0.734
Within Groups	222.623	326	0.683		
Total	**223.047**	**328**			

From table 4.12. the F-value is 0.310 and the P-value is 0.734 at 0.05 level of significance.

Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significance in the opinion of the respondents on the management of funds for the achievement of adult education programme in Gombe State.

4.4.6 Ho6: There is no significant difference in the opinion of respondents on staff development programmes for the achievement of adult education programme in Gombe State

This hypothesis was tested to find out the differences that exist in the opinion of respondents on staff development programes in adult education programme using one way Analysis Of Variance, the results are presented in table 4.15

Table 4.15: Summary of Analysis Of Variance (ANOVA) on the Opinion of Respondents on Staff Development Programmes for the Achievement of Adult Education Programme in Gombe State.

Staff Development	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.637	2	0.819	1.822	0.163
Within Groups	146.502	326	0.449		
Total	**148.140**	**328**			

From table 4.13, the F-value is 1.822 and the P-value is 0.163 at 0.05 level of significance. Since the P-value is greater than the level of significance set for the study, the hypothesis is therefore retained, thus, there is no significant difference in the opinion of respondents on staff development programmes for the achievement of adult education programme in Gombe State.

4.14 Summary of Hypotheses Testing

The following table present the summary of hypotheses testing for the study.
The summary of the six Null Hypotheses tested for this study is presented below:-

Table 4.16:

S/N	Ho statement	Statistical Tool used	Result	Level of sig.	Decision
1	There is no significant difference in the opinion of state and local government officials of Adult and Non-Formal Education Agency (ANFEA), Non-Governmental Organisations and Adult Learners on the management of instructional facilities for the achievement of adult education programme in Gombe State.	Analysis Of Variance (ANOVA)	F-ratio is 11.048, While the p-value is 0.00	0.05	H01 was rejected. this mean that there is significant difference in the opinions of respondents
2	There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on the condition of infrastructural facilities for the achievement of adult education programme in Gombe State.	Analysis Of Variance (ANOVA)	F-ratio is 2.231, While the p-value is 0.118	0.05	H02 was retained. this mean that there is no significant difference in the opinions of respondents
3	There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on record keeping for the achievement of adult education programme in Gombe State.	Analysis Of Variance (ANOVA)	F-ratio is 3.671, While the p-value is 0.026	0.05	H03 was rejected. this mean that there is significant difference in the opinions of respondents
4	There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on discipline for the achievement of adult education programme in Gombe State	Analysis Of Variance (ANOVA)	F-ratio is 1.943 While the p-value is 0.145	0.05	H04 was retained. this mean that there is no significant differences in the opinions of respondents
5	There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on the management of funds for the achievement of adult education programme in Gombe State	Analysis Of Variance (ANOVA)	F-ratio is 0.310, While the p-value is 0.734	0.05	H05 was retained. this mean that there is no significant difference in the opinions of respondents
6	There is no significant difference in the opinion of state and local government officials of (ANFEA), Non-Governmental Organisations and Adult Learners on staff development programmes for the achievement of adult education programme in Gombe State	Analysis Of Variance (ANOVA)	F-ratio is 1.822, While the p-value is 0.163	0.05	H05 was retained. this mean that there is no significant difference in the opinions of respondents

4.6 Summary of Major Findings

The findings of the study revealed that**:**

1. There is proper management of instructional facilities for adult education programme in Gombe state;
2. The condition of infrastructural facilities in the learning centres was not conducive and not adequate for adult education programme.
3. Adult and non-formal education agency adopts both new and old modern methods of record organization and preservation for adult education programmes.
4. There was high level of discipline among staff and students in adult education programme in Gombe state;
5. Adult and non-formal education objectives were achieved due to proper management of funds available to the agency; and
6. Staff of adult education are allowed to participate in staff development programmes organized by the agency.

4.7 Discussion of the findings

Based on the result of the findings so far, it could be seen that from the point of view of both respondents, the staff of Non-Governmental Organisation, officials of Adult and Non-Formal Education Agency and Adult Learners, there is proper management of instructional facilities for adult education programme in Gombe State. The findings further revealed that agency do carry out facility audit annually to ensure that instructional facilities are available and in good working condition. The findings further reveals that the agency have a monitoring team that monitor how instructional facilities are used by the facilitators, and there is a policy that ensures maintenance of

the available instructional facilities. In addition the findings revealed that efforts were made to ensure regular responds to complains by facilitators and students on instructional facilities and it also ensures replacement of broken and affected instructional facilities. Based on the above, it is therefore suggested that the Adult and Non-Formal Education Agency should maintain the situation as this may help in ensuring that available instructional facilities are in good condition.

The result of the findings on the condition of infrastructural facilities for adult education programme in Gombe State, reveals that the learning centres are not conducive for learning, no cross ventilation and no good source of light, the learning centres are not adequate. The findings further revealed that Adult and Non-Formal Education Agency need to have more classes and learning centres that will accommodates the adult learners for learning. Even though the study reveals that the Agency has an established policy and operational procedure that guides the use of Infrastructural Facilities, but the agency need to ensure adherence to the laid down policies this will improve the condition of the infrastructural facilities for adult education programme in Gombe State.

Findings from the study clearly revealed that records organisation and preservation for adult education programme is taken seriously by the agency in Gombe State. It revealed that Adult and Non-Formal Education Agency Gombe State adopt both new and old modern approach in keeping their records; they have a policy guide on record retention and disposition. However, it was found out that Adult and Non-Formal Education Agency do not have well-structured pattern of record keeping for easy retrieval. This therefore suggests that a well-structured pattern should be introduced and be practiced to help in record keeping for easy retrieval.

On the opinion of respondents state and local government officials of (ANFEA), staff of Non-Governmental Organisations and Adult Learners on discipline for the achievement of adult education programme in Gombe State, the entire respondents agreed with the item statement. The findings revealed that Punishment of erring members of staff and students is done consistently without favouritism; Adult and Non-Formal Education Agency have a clear written policy and procedure for discipline. Adult and Non-Formal Education Agency usually gives an orientation to its members of staff and students on discipline policies and procedures, Staff and students' non-compliance with rules and regulations in the agency is corrected through counselling. Based on that it implies that there is high level of discipline among staff and students in adult education programme in Gombe State and that should be maintained.

Finding from the study indicated that adult and non-formal education objectives were achieved due to proper management of fund available to the agency. This implies that almost all respondents agreed with the item statement. The findings further revealed that Budget system of financial management is practiced in adult education programme, there is proper accountability in the management of funds for adult education programme, funds are controlled and prudently disbursed for Adult Education Programme only that the respondents do not agree that there is strict supervision and monitoring of funds for Adult Education Programme in Gombe State. This mean that the agency should improve on the aspect of supervision and monitoring of fund.

The finding of the study indicated that staff of adult education agency are allowed to participate in staff development programmes organized by the agency for the achievement of adult education programme in Gombe State. Almost all of the respondents agreed with the item statement. The findings revealed further that conferences are often organised and conducted by the agency, members of staff are

permitted to develop themselves through in-service training, seminars are organised by the agency quarterly. However, the finding also shows that Staff of Adult and Non-Formal Education Agency in Gombe State do not attend local and national retreat regularly and that Non-professional staff are not permitted to go on-the-job training.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is presented under the following sub- headings:

Summary;

Conclusions;

Recommendations; and

Suggestions for further studies.

5.2 Summary

This study was conducted on perceptions of stakeholders on the management of adult education programme in Gombe State. In order to achieve the objectives of the study, six specific objectives were raised, in line with these objectives, six research questions and six null hypotheses were formulated. Related literatures were reviewed along with four (4) empirical studies. Descriptive statistic research design was used for the study, a total of 370 respondents were sampled from the total population of 10,133. A structured questionnaire designed on five point Likert scale was used to collect data from the respondents. The data collected were presented in table and were analysed using weighted mean to answer the research questions. The six hypotheses were tested using one way Analysis of Variance (ANOVA) for the null hypotheses at 0.05 alpha level of significance. Descriptive statistic was used to analyse the bio-data of the respondents. The major findings of the study were; there is proper management of instructional facilities for adult education programme in Gombe state; the condition of infrastructural facilities in the learning centres is not conducive and not adequate for adult education programme; adult and non-formal education agency adopts both new and old modern methods of record organization

and preservation for adult education programme; there is high level of discipline among staff and students in adult education programme in Gombe state; adult and non-formal education objectives were achieved due to proper management of fund available to the agency; staff of adult education are allowed to participate in staff development programmes organized by the agency.

5.3 Conclusions

Based on the findings of this study, it can be concluded that:

Proper management of instructional facilities contribute greatly to the success of adult education programme in Gombe State. The condition of infrastructural facilities in the learning centres is not conducive and not adequate for adult education programme hence the need to make it conducive and adequate. The use of both new and old modern methods of record keeping made record organization and preservation for adult education programme much easier. Staff and students are well behaved due to enforcement of discipline policies and procedures in adult education programme. The management of available funds to the agency has led to the realization of objectives of adult education programme. staff of adult education are allowed to participate in staff development programmes organized by the agency.

5.4 Recommendations

In view of the findings, the following recommendations were made:

1. Since the study revealed that there is proper management of the available instructional facilities; The agency should closely walk with the international donor agencies to make provisions for more instructional facilities especially those lacking in adult education programme like; white boards and markers to replace the old black board, audio visual materials like projectors, televisions, VCDs, which can be use in teaching the adult learners and can help in meeting

up with the contemporary trend. The agency should maintain the tempo of its practice and intensify methods and procedures for maintaining the facilities through conducting facility audit and supervision quarterly instead of annually this will aid effective teaching and learning process;

2. The Agency for adult education programme should work with the community leaders and members through communal effort in making the available infrastructural facilities like classes conducive with good source of light so as to make the learning centres a better place for learning. This can be done through the use of carpenters, bricklayers, plumbers that reside within the community to create more windows for lightening and cross ventilation. The agency should also make available workable procedures and guidelines on the use of Infrastructural Facilities and ensure compliance with the established policy and procedures;

3. Adult and Non-Formal Education Agency should develop a well-structured pattern of record keeping for easy retrieval. It should also organise regular training and update on the current methods and processes of record keeping. This will help ease work and add value to the programme;

4. The level of discipline among staff and students in adult education programme should be maintained and further improve upon. This will help in maintaining standard of the programme;

5. There should be strict supervision and monitoring of funds for Adult Education Programme by the appropriate organs of government. The agency should also ensure strict adherence to budget implementation and prudent disbursement of funds. There should also be regular financial audit exercise to ensure good accountability; and

6. Staff of Adult and Non-Formal Education Agency Gombe State should be exposed to local and national retreat regularly. This will not only keep them informed but boost their capacity to discharge their duties.

5.5 Suggestions for Further Studies

The researcher suggested the following areas for further studies;

1. A replication of this study could be carried out in another state in Nigeria.
2. Assessment of the Provision and Management of Funds for the Achievement of Adult Literacy Programme.
3. Evaluation of the State, Provision and Maintenance of Learning Facilities for Adult Literacy Programme.
4. Strategies for Improving the Management of Adult Education Programme for a Sustainable Development Goals.

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Appendix 1

Sample Size Table

From The Research Advisors

Required Sample Size†

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

Appendix 2

PERCEPTIONS OF STAKEHOLDERS ON THE MANAGEMENT OF ADULT EDUCATION PROGRAMME IN GOMBE STATE, NIGERIA.

SECTION A:

1. **STATUS**

Staff of Non-Governmental Organisation NGO. ( ) Staff of Adult and Non-Formal Education Agency ANFEA. ( ) Adult Learner. ( )

2. **GENDER:** Male. ( ) Female. ( )

Fill the section below by ticking ( ) beside the option that best describe your opinion.

SECTION B: Opinion of Respondents on the Management of Instructional Facilities for Adult Education Programme in Gombe State

S/NO	STATEMENTS	SA	A	U	D	SD
1	The Agency do carry out Facility Audit annually to ensure that Instructional Facilities are available and in good working condition.					
2	The Agency have a policy that ensures maintenance of available instructional facilities.					
3	The Agency have monitoring team that regularly monitors how Instructional Facilities are used by the Facilitators.					
4	The Agency responds promptly to complains by facilitators and students on Instructional Facilities.					
5	The Agency have a clear procedure on the provision of Instructional Facilities.					
6	The Agency ensures replacement of broken and affected Instructional Facilities.					

SECTION C: Opinion of Respondents on the Conditions of Infrastructural Facilities for Adult Education Programme in Gombe State

S/NO	STATEMENTS	SA	A	U	D	SD
1	Classrooms and learning centres are conducive for learning with cross ventilation and good lighting system.					
2	Infrastructural Facilities are monitored consistently by the Agency.					
3	The Agency have enough classes and learning centres that accommodates the adult learners enrolled for the programme.					
4	The agency provides clean water, good toilet facilities and are well maintained					
5	The Agency has an established policy and operational procedure that guides the use of Infrastructural Facilities.					
6	The Agency ensures compliance with the established policy and procedures on the use of the Infrastructural Facilities.					

SECTION D: Opinion of Respondents on Record Keeping Practice for the Achievement of Adult Education Programme in Gombe State

S/NO	STATEMENTS	SA	A	U	D	SD
1	The Agency adopts only the new modern approach (use of computer) in keeping their records.					
2	Agency adopts only the old modern approach (use of archives, cupboards, drawers) in keeping their records.					
3	The Agency adopts both new and old modern approach in keeping their records.					
4	Records generated by the Agency are retained for five (5) years before they are discarded.					
5	The Agency have a policy guide on record retention and disposition.					
6	The Agency have a well-structured pattern of record keeping for easy retrieval.					

SECTION E: Opinion of Respondents on Maintenance of Discipline in Adult Education Programme in Gombe State

S/NO	STATEMENTS	SA	A	U	D	SD
1	Punishment of erring members of staff and students is done consistently without favouritism.					
2	The Agency have a clear written policy and procedure for discipline.					
3	The Agency usually gives an orientation to its members of staff and students on discipline policies and procedures.					
4	Staff and students' non-compliance with rules and regulations in Adult Education Programme is corrected with punishment.					
5	Staff and students' non-compliance with rules and regulations in Adult Education Programme is corrected through counselling.					
6	Disciplinary procedures and actions in Adult Education Programme are effective and strictly followed.					

SECTION F: Opinion of Respondents on Management of Funds in Adult Education Programme in Gombe State

S/NO	STATEMENTS	SA	A	U	D	SD
1	Budget system of financial management is practiced in adult education programme in Gombe State.					
2	Funds are donated to the Agency by stakeholders because of good financial management.					
3	There is proper accountability in the management of funds for adult education programme in Gombe State.					
4	Funds are controlled and prudently disbursed for Adult Education Programme in Gombe State.					
5	Budget of adult education programme in Gombe State are strictly followed and implemented.					
6	There is strict supervision and monitoring of funds for Adult Education Programme in Gombe State.					

SECTION G: Opinion of Respondents on Staff Development Programmes for Adult Education Programme in Gombe State

S/NO	STATEMENTS	SA	A	U	D	SD
1	Conferences are often organised and conducted by the agency					
2	Seminars are organised by the agency quarterly.					
3	Members of staff are permitted to develop themselves through in-service training.					
4	Workshops are organised and conducted annually by the agency.					
5	Staff of Adult and Non-Formal Education Agency Gombe State attend local and national retreat regularly					
6	Non-professional staff are permitted to undertake on-the-job training.					