

**ASSESSMENT OF THE IMPLEMENTATION OF ADULT EDUCATION
PROGRAMME IN BENUE STATE, NIGERIA**

BY

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DECLARATION

I declare that this dissertation titled “Assessment of the Implementation of Adult Education Programme in Benue State, Nigeria” was carried out by me in the Department of Educational Foundations and Curriculum. The information obtained from literature has been acknowledged in the text and list of references provided. No part of this work has been presented for another degree or diploma at this or any other institution of higher learning.

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CERTIFICATION

This dissertation titled Assessment of the Implementation of Adult Education Programme in Benue State, Nigeria meets the regulations governing the award of the degree of Master in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research is dedicated to my wife - Mrs. Justina Ademu for all her support morally and financially during the programme.

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ABSTRACT

This study assessed the implementation of Adult Education programme in Benue state, Nigeria. Seven objectives guided the study, which are to; assess the extent to which adult education programme imparts literacy and numeracy skills to non-literate adults; examine the adequacy of the methods and techniques used by adult education facilitators for effective lesson delivery; evaluate the appropriateness of instructional materials used in teaching of adult education programme; assess the conduciveness of instructional environment of adult education centers in Benue State among others. Research questions and hypotheses were stated in line with the objectives of the study. Descriptive survey design was adopted in the study. The target population of the study was 2593 drawn from all the adult education centres across Benue state, the sample of 224 was used in the study, it was drawn using simple random technique. A modified likert scale questionnaire was used as instrument for data collection. Instrument was validated using Pearson Product Moment Correlation Coefficient (PPMC). And the reliability index was found to be 0.83. Chi-square was used to test the 7 null hypotheses that were tested at 0.5% alpha significant level. Findings emanated from the testing of hypotheses shows that; Adult Education Literacy programme has significant positive impact on the literacy level of the non-literate adult population in Benue state at ($P=0.03$). Both teachers/facilitators and supervisors have the same level of opinion on the adequacy of teaching methods which has significant positive impact in the teaching of adult education at ($P=0.00$) among others. Based on the findings of the study, it was recommended that; government should improve access to literacy skills of the non-literate adults in Benue State, the facilitators should perfect the teaching of addition, subtraction and division of numbers as this aspect was found to be the least part of numeracy impact on the adult education learners among others.

TABLE OF CONTENTS

	Page
Title	i
Declaration	ii
Certification	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
Table of Contents	vii
List of Tables	xi
Operational Definition of Terms	xiii
List of Abbreviation	xv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.1.1 Strategies	
1.1.2 Funding of Adult education programme	
1.1.3 Adult Education Practitioners/Resource Person	
1.1.4 Instructional materials for Adult Education Programme	
1.2 Statement of the Problem	23
1.2.1 Needs for Adult and Non-formal Education	24
1.3 Objectives of the Study	25
1.4 Research Questions	25
1.5 Hypotheses	26
1.6 Significance of the Study	27
1.7 Scope of the Study	28
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	30
2.2 Conceptual Framework	30
2.2.1 Concept of Adult and Non-Formal Education	30
2.2.2 National benchmark for adult and non-formal education	40

2.2.3	Concept of curriculum implementation	41
2.3	Theoretical Framework	44
2.3.1	Models of Curriculum Implementation	47
2.4	The Three Basic Forms of Adult Education	51
2.5	Adult and Non-Formal Education Programmes	52
2.6	The Roles of National Commission for Mass Education (NMEC)	56
2.6.1	Function Of NMEC Zonal Offices	59
2.7	Adult Education Curriculum	62
2.7.1	Adult education Learner	63
2.7.2	Characteristics of adult education learners	65
2.7.3	Adult Education Learning Centres/Instruction Environment	66
2.8.	Evaluation Strategies in Adult Education	68
2.8.1	Objective of Evaluation	68
2.8.2	Forms of Evaluation in Adult and Non-formal Education	69
2.8.3	Area to consider in monitoring for successful Evaluation	69
2.9	Empirical studies	71
	Summary	84
 CHAPTER THREE: RESEARCH METHODOLOGY		
3.1	Introduction	90
3.2	Research Design	90
3.3	Population of the Study	90
3.4	Sample and Sampling Techniques	92
3.5	Instrumentation	94
3.5.1	Validity of the Instrument	94
3.5.2	Pilot Study	95
3.5.3	Reliability of the Instrument	95
3.6	Procedure for Data Collection	95
3.7	Procedure for Data Analysis	96

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS	
4.1 Introduction	97
4.2 Frequency and percentage distribution of Bio-data variable	98
4.3 Response to Research Questions	100
4.4 Testing of Hypothesis	109
4.5 Summary of Hypotheses Testing	120
4.6 Summary of Findings	121
4.7 Discussion of Findings	122
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	
5.1 Introduction	130
5.2 Summary	130
5.3 Conclusion	131
5.4 Contributions to Knowledge	132
5.5 Recommendations	132
5.6 Suggestions for Further Studies	133
References	135
Appendices	143

LIST OF TABLES

Table	Page
3.1: Population Distribution	91
3.2: Sample Distribution	93
4.2: Status of Respondents	98
4.3: Gender of Respondents	98
4.4: Age of Respondents	99
4.5: Qualification of Respondents	99
4.3.1: Data collected from Section A item 1-10 through the administration of questionnaire involving teachers/facilitators, supervisors, students was analysed in order to answer this research question. This analysis was carried out in respect to research question 1 presented in Table 4.6.1.	100
4.3.2: Data collected from Section B item 11-20 through the administration of questionnaire involving teachers/facilitators, supervisors, students was analysed in order to answer this research question. This analysis was carried out in respect to research question 2 presented in Table 4.6.2.	102
4.3.3: Data collected from Section C item 21-30 through the administration of questionnaire involving teachers/facilitators, supervisors, students was analysed in order to answer this research question. This analysis was carried out in respect to research question 3 presented in Table 4.6.3.	104
4.3.4: Data collected from Section D item 31-40 through the administration of questionnaire involving teachers/facilitators, supervisors, students was analysed in order to answer this research question. This analysis was carried out in respect to research question 4 presented in Table 4.6.4.	105
4.3.5: Data collected from Section E item 41-50 through the administration of questionnaire involving teachers/facilitators, supervisors, students was analysed in order to answer this research question. This analysis was carried out in respect to research question 5 presented in Table 4.6.5.	106
4.3.6: Data collected from Section F item 51-60 through the administration of questionnaire involving teachers/facilitators, supervisors, students was analysed in order to answer this research question. This analysis was carried out in respect to	107

research question 6 presented in Table 4.6.6.

4.3.7:	Data collected from Section G item 61-70 through the administration of questionnaire involving teachers/facilitators, supervisors, students was analysed in order to answer this research question. This analysis was carried out in respect to research question 7 presented in Table 4.6.7.	108
4.1:	Chi-square analysis on the opinion of teachers and students on the acquisition of literacy and numeracy skills.	109
4.2:	Chi-Square analysis on the opinion of teachers/facilitators and supervisors on the adequacy of teaching methods and techniques in adult education	111
4.3:	Chi-Square analysis on the opinion of supervisors and organizers on the appropriateness of instructional materials.	113
4.4:	Chi-square analysis on the opinion of facilitators and supervisors on the conduciveness of instructional environment of adult education programme in Benue state, Nigeria.	114
4.5:	Chi-Square analysis on the opinion of local government adult education coordinators and monitoring evaluation officers on teachers/facilitators qualifications and training.	116
4.6	Chi-square analysis on the opinion of State agency for Mass Education (Same) staff and organizers on evaluation strategies in Benue State, Nigeria.	117
4.7:	Chi-square analysis on the opinion of facilitators and students on the vocational skills taught in adult education programme.	118
4.5.1:	Table showing the Summary of Hypotheses Testing	120

OPERATIONAL DEFINITION OF TERMS

The following terms have been operationally defined in the context of their usage in this study.

Adult Education: Educational system that is planned and organized for those adult, male and female who do not benefit from formal education system.

Programme: a plan of action to accomplish a specified end.

Benchmark: a standard of excellence, achievement, etc. against which similar thing must be measured or judged.

Curriculum: this is a planned educational program that the learner undergoes in the school in order to attain a certain goal (certificate).

Facilitator: is someone who engages in the activity of facilitation by helping a group of people understand their common objectives and assist them to plan how to achieve these objectives.

Literacy: it is traditionally meant as the ability to read and write. The modern terms meaning has been expanded to include the ability to use languages, numbers, images, computers and other basic means to communicate, gain useful knowledge solve mathematical problems.

Organogram: a diagram or chart that explain the relationship between different people in an organization.

Practitioner: someone who is qualified to or registered to practice a particular occupation, profession, or religion.

Sensitization: the action or process of sensitizing and the quality or state of being sensitized.

It is also a non-associative learning process in which repeated administration of a stimulus results in the progressive amplification of a response.

Resource person: one who has the ability to deal with a different or troublesome situation effectively.

LIST OF ABBREVIATIONS

AEP:	Adult Education Programme
ANFEA:	Adult and Non-formal Education Agency (the same as SAME)
CAM:	Cronbach Alpha Method
CP:	Centre Periphery
DRF:	Debt Relief Fund
ETF:	Education Tax Fund
FME:	Federal Ministry of Education
IDPs:	International Development Partners (UNESCO, UNDP, UNICEF, Action Aid Nigeria, etc)
LGAs:	Local Government Areas
LIFE:	Literacy Initiative for Employment
MDGs:	Millennium Development Goals
MoU:	Memorandum of Understanding
NCNE:	National Commission for Nomadic Education
NDE:	National Directorate of Employment
NGOs:	Non-Governmental Organizations
NMEC:	National Commission for Mass Education
NNCAE:	Nigeria National Council for Adult Education
NOGALSS:	Non-Government Association for Literacy Support Services
NPE:	National Policy on Education
PCM:	Proliferation of Centre Models
PS:	Problem Solving
PTF:	Petroleum Trust Fund

RDD: Research Development and Diffusion

REFLECT: Regenerated Freirian Literacy through Community Empowerment Technique

SAME: State Agency for Mass Education (the same as ANFEA)

SCM: Shifting Centre Models

SI: Social Interaction

SMoE: State Ministry of Education

SUBEB: State Universal Basic Education Board

UBEC: Universal Basic Education Commission

UNDP: United Nations Development Programme

UNESCO: United Nation Educational, Scientific and Cultural Organization

UNICEF: United Nationals Children Education Fund

CHAPTER ONE INTRODUCTION

1.1 Background of the Study

The Federal Government of Nigeria embarked on nationwide mass literacy campaign of which adult education is a component. The programme is aimed at adult persons and those who could not, for various reasons, complete their education in a formal setting when they were young (Orobosa, 2010).

The beginning of adult education can be traced to the establishment of literacy classes for adults. Such classes were established following the literacy revolution which accompanied the Jihad movement led by Usman Danfodio in the first half of the nineteenth century. About the same time the Methodist and the Church Missionary Society preachers founded evening classes and Sunday schools for the teaching of adults' converts in parts of southern Nigeria (Omolewa 2007). During this phase of missionary effort, emphasis was placed on the provision of literary education outside the school system. There were a mass of African population, yet, very few schools were provided for formal education. More so, some considerations have to be given to the work schedules of various adult groups who could only learn on returning from their farms, workshops and festivals.

Adult education promoted by these religious bodies was however not limited to literacy. It embraced the learning of moral ethics; spiritual values and catechism. There were of course, some cases in which the adults simply learnt the mode of behavior, the principles of the religion and the peculiarities of the selected denominations. Such induction courses were not necessarily accomplished by the learning of the art of reading and writing but were carried out in the mosques and churches (Omolewa, 2007).

There was however no doubt that most Nigerians were fascinated by the literary education brought by the religious bodies. The colonial administration recognized the importance of this make shift arrangement very early. Given their limited personnel and the little financial resources, they could not embark on massive educational programmes. Yet they were aware of the need for improving the content of traditional education. For example, they recognized the need for introducing literary education among the masses so that these people could read government instructions, rules and regulations with a view to appreciating the danger of breaking the rules. In addition, these learners could be used as interpreters between the colonial masters and Africans. (Aderinoye, 2008).

The colonial administrations also recognize the need for clerks, cooks and messengers. The formal school could not provide them with adequate learning requirements, except for evening schools which embraced different categories of Africans. Teachers were recruited from the village and city schools, district and native administration. Some ex-service men from World War II were recruited as teachers. These teachers, called instructors/facilitator were then exposed to the adult literacy programme in the Nigerian language of their locality, using the available primers in Hausa, Igbo, Yoruba, Kanuri, Efik and Tiv. Writing was accomplished by dictation to help in training the learners. A second stage of teaching was embarked upon after introduction to numbers up to hundred (100) in English and writing a letter during the fourth month. The students were introduced to the joint script, conversational English, Addition, Subtraction and Multiplication in Arithmetic.

A method as asserted by Pamoja (2011), is a general way that a teacher organizes him/herself in teaching. Method offers general guideline on the purpose of teaching the

content. A method could therefore be a combination of techniques which are specific means of accomplishing the general objectives.

The method of teaching that is mostly adopted in adult and non – formal classes is the problem – solving method, as against the transmission of content method. Adult are regarded as experienced people, self – directed, always eager to solve their immediate problems, and always have reasons for engaging in tasks. Teaching adults need to then tally with the adult characteristics. The art of teaching adults is known as andragogy. According to Athertson (2002) and Biao (2005), the concept of Andragogy as developed by Knowles is guided and supported by five theories. These theories include self – directedness, experience, readiness to learn, orientation to learning and motivation to learn.

Strategies

A strategy is a particular way of organizing different techniques to achieve some teaching objectives. Many more strategies are being employed to provide education and literacy through the non – formal approaches. These approaches include the conventional literacy model, the functional literacy model, and the conscientization model, the use of radio to provide instruction, among others (Fasokun 2012).

i. Conventional approach.

Through the conventional approach learners are taught how to read, write and compute in order to be made literate through the use of primers, and other face-to- face techniques (such as discussion, role play, drama and so on).

ii. Each – one – teach – one (EOTO) approach

This methodology is based on four principles as follows:

- a. Picture – word synthesis which utilizes the teaching concept (from known to unknown). It uses progression from picture recognition to reading of words.
- b. Syllabic analysis of the words – a breakdown of the word into syllables for ease of pronunciation.
- c. Use of primers with pictures and graded materials in order of difficulty, and
- d. Integration of reading and writing exercise.

iii. A literacy club.

This compose of a set up by students or teachers (including other staff) or both that organize themselves for the purpose of bringing together illiterates or semi – illiterate members of staff in their institution or agency with the view of making them literate. Membership of the club is expected to be voluntary. Members task themselves to source for materials necessary for providing literacy education to the learners.

iv. Functional literacy approach

This approach provide instruction that enable learners to read, write and calculate and at the same time apply their skills in their day-to-day life. It also provides them with life skills and vocational education. This will make the learners to be self – reliant

v. The use of literacy by Radio

NMEC (2013) with the support of UNESCO and UNICEF and the funding assistance from the MDGS debt relief funds has been able to adapt the Cuban approach of using radio to provide literacy to the citizens. The programme commenced with twelve pilot states. By 2009, trainings were conducted for the managers of the programmes at state level, including the federal capital territory-Abuja. These are technical communittee members consisting of agency directors, radio producers, desk officers of the

programme in the state, script writers, local Government representative and facilitators' representative. (Fasokun 2012).

vi. Literacy initiative for Empowerment (LIFE)

LIFE is a UNESCO programme of action to support the provision of education for All (EFA). It is a mechanism to increase literacy learning opportunities with the framework of the United Nations literacy Decade and to increase literacy for all by 2015. LIFE was launched by UNESCO in October 2005 in Paris

vii. Literacy Campaigns

Campaigns are always being undertaken to create awareness and to mobilize people on the need to become literate. The campaign is being done through the production and distribution of leaflets, posters and discussions and drama in the media.

viii. Stake holder Meeting

This is where all agencies involved in adult and non-formal education activities, including governmental organizations at federal and state levels, educational institutions (including universities and research institutions) NGOs and international Development partners, the media, among others meet to discuss issues and set up plans for the advancement of the Education sub-sector.

ix Workshops

Workshops are also constantly being organized by (NMEC, NGOs and international development partners) for the development of programmes and for training and improving the skills of personnel and enlightenment. (Ogunneye, 2011).

Funding of Adult Education Programmes:

According to NMEC (2012), funding here refers to money or other forms of support set aside for the implementation of the programme in order to achieve the stated objectives. Funding support could be in form of financial contributions, material equipment supplies (Primers, textbooks, exercise books, posters writing materials, computer sets, printing machines, papers), technical supports (Such as in relevant training, policy formulation, monitoring and evaluation and advices), construction of relevant structure (like classes, viewing centres, libraries) logistic support (in terms of motor vehicles, motor cycles bicycles, boats), labour and so on.

Sources of Funding

They include federal state and local governments' budgetary allocation, contributions of non-government organizations (NGOs) and community based organizations (CBOs), philanthropists and individuals and development partners, and support from companies and others

- a) **The Federal Government-Budgetary Allocation:** Allocation, Role of Education tax fund (ETF) and millennium Development Goals (MDGs), Debt Relief funds (DRF), in funding adult and non-formal Education programmes,
- b) **The State Government Budgetary Allocation:** Allocation to state Agency for Education (SAME) to run adult and non-formal education programme in the state
- c) **Local Government Budgetary Allocation:** Allocation to Adult and non-formal Education unit, for running the education programme in the local Government area (LGA).

- d) **Non-Governmental Organizations (NGOs):** NGOs supports of various kinds such as supply of teaching and learning material, provision of voluntary services to adult education programmes, building or lending structures for the setting up of centres, providing training and training facilities to facilitators and other personnel, contributing in the development of adult and non-formal education curricula and other curricula materials.
- e) **International Development Partners (IDPs):** IDPS support (United Nations development programmes (UNDP), United Nations international children education fund (UNICEF), United Nations Educational Scientific and cultural organization UNESCO), the World Bank and others) of various kinds. Supports from individual through financial contribution and other means
- f) **Supports from Faith-Based Organization (FBOs):** FBOs such as churches, mosques and other religion organizations in opening up classes, providing voluntary teaching services, supplying instructional materials. Supports of various kinds from institutions. Such as universities, banks telecommunication providers, oil companies and so on (NMEC, 2012).

Adult Education Practitioners/Resource Persons.

According to NMEC'S monitoring handbook:- (2008) and NMEC/UNICEF:- a facilitator's handbook for adult and non – formal education (2010), adult education resource persons includes: the teachers/ facilitators, supervisors, scheme organizers, local government adult education coordinators, zonal coordinators, monitoring officers, SAME senior staff.

Adult education teachers/ facilitators are responsible for running literacy classes. They play several roles in making effective learning to take place in adult and non – formal education programme implementation and quality control. Each of these categories of personnel has some roles to play in ensuring the effective running of adult education programmes (Adebola 2012).

The Teachers/Facilitators.

Facilitators refer to teachers in adult and non – formal education programme. These are the people directly charged with the responsibility of helping learners in adult education centers. They are facilitators because they are catalyst for learners to be made educated. They do help them to acquire new knowledge and skills.

Qualification of Facilitators:

The adult and non –formal education field experience has shown that most facilitators are holders of either certificate or diploma in adult education, teacher’s grade II certificate or West African school certificate (WASC) who are unemployed or work in the school system, but take up the facilitation as part – time activity to augment salaries(Akinola 2013).

Training Needs

Akinola (2013), observes that people recruited to teach in adult education programmes will need to undergo some sort of orientation training to acquaint them with current methodologies in the field. This is most especially for those coming outside the field of adult education. A newly recruited facilitator will need to have the knowledge of adults’ needs (including those of youths), their methods of learning, and knowledge of record

keeping, know how to operate the curriculum, the primers and other teaching aids, among others.

Training of adult and non – formal education practitioners can take the form of seminars, workshops, conferences, in – service trainings well as on – the job sort of training. Adult and non – formal education (2010), blue print prescribed that the programme content for the training should lay emphases on adult teaching philosophy and methodology /learning strategies, programme design and evaluation, supervision and management techniques, programme development and methods of data collection and interpretation.

Roles of Teachers/Facilitators

a. At the learning centers: The roles of Teachers/facilitators are being enumerated according to Vikoo (2012), as follows:-

1. The facilitator’s ability to encourage good conduct, through exhibiting good conduct (him or herself), showing commendation, appreciation or providing some rewards.
2. The ability to encourage learners to talk and ask questions most especially during classroom activities, and to answer questions asked (by learners).
3. Being a person that emphasizes understanding, always give clear and factual explanations of issues and relating instruction to learners’ daily experiences.
4. Being a person ready to listen to challenges from their learners.

b. Preparation and arrangement of learning facility.

A facilitator should lead in selecting an appropriate and agreeable learning space as centre for learning: The starting point for effective learning is to ensure that the physical environment where learning will take place is adequate, neat and spacious to ensure comfortable learning. Existing school buildings, mosques, churches, palaces and other public buildings and open spaces in the community may be used as learning centres, with the approval of all learners.

c. Preparation of Lessons.

A facilitator should always plan his work well.

1. He or she should have the mastery of his /her subject area.
2. Needs to be competent in both subject area and general knowledge of sources of information, current affairs and so on.
3. The knowledge of the use of computer and internet will be of great advantage for keeping and for accessing information.
4. He or she should make the lesson more interesting and pleasurable for the learners using improvise teaching/learning materials.
5. The preparation of the plan/note should include learning objectives to allow for the evaluation.
6. He/she should be resourceful by drawing examples from the community and from the learners' experience.
7. He/she should always obtain feedbacks from learners and the community with the view of improving the programme implementation.

8. Record keeping and management should be of paramount importance.
9. Facilitator/learner interaction should be encouraged. Respect for learners should be given utmost priority.

c. Relation with community

The teacher/facilitators should:

1. Have a good knowledge of the culture of the community where the programme is sited. This will help in citing local example (from known to unknown).
2. Be respectful and respected in the community so that the programmes are easily acceptable.
3. Have human relation, which is being approachable, friendly, mix with the learners, other facilitators and the community.
4. Be as a mobilizing officers and advocators consulting with parents and other members of the community through the stake holders meeting.
5. Facilitators need to be industrious, trustworthy and have initiative and a sincere desire to serve the people (Vikoo 2012).

Supervisors

Supervision is a process of assisting facilitators and other adult education practitioners to perform their work effectively by observing what is going on in the centres, interviewing all the participants in the programme including learners, getting feedbacks from all concerned and so on. According to Adebola (2012), supervision is not always about success but also weaknesses that can influence the achievement of the desired goals of the planned programme. It involves investigation and collection of basic data for decision making. Supervision is a continuous process that involves careful checking, observations

and assessing various activities. Adult Education supervisors are therefore responsible for the general management of adult education classes in their respective area of supervision.

Supervisors' Role in Record Keeping

Supervisors are expected to work hand in hand with the teachers to keep the following record.

1. Statistics of learner environment,
2. The register of facilitators under their supervision,
3. List of the Teaching/Learning material of learners in each class and centre,
4. Inspection report on learners and facilitators' performance, physical facilities in place, teaching/learning materials,
5. End of the session reports of learners for classes, centres and the local government area under his/her supervision, and
6. The financial record of the centres under his/her supervision among others.

Areas to be supervised

The following areas are expected of supervisors to coordinate and monitor together with the monitoring officers.

1. Supervisors are expected to observed the enrolment trends in the centre and determining the challenges of attendance, timing and examination value;
2. How the facilitator presents his/her lesson, (drama, discussion, and demonstration , among others);
3. How facilitator interacts with learners in the classroom situation, including how he/she ask questions, the spread among the learners and how he/she answers learners' questions.

4. Assess the efficiency of personnel involved in the implementation of the programme. How facilitator uses primers, teaching aids and other teaching materials/equipment.
5. How learners ask questions, seek clarifications and relate their individual experiences to topics of discussion and so on.
6. How he/she organizes, supervises and correct learners' home works/assignments;
7. How he/she organizes learners in the class for individual or group works.
8. They observe the conduciveness of the learning environment to ensure that adequate spaces and sitting arrangements are in place and the classes are conducive for effective learning.
9. Observe the effectiveness of the programme
10. Assess the effectiveness of Non-Governmental organizations participating in the programme implementation; and
11. Assess the participation of the community in programme implementation and supervision.

Scheme Organizers

The scheme organizers are responsible for going round within the community to sensitize and mobilize learners to attend literacy classes. They are responsible for organizing the classes and enrolling learners in collaboration with community leaders and the learners themselves. Organizers collect and collate the result of learners in preparation for certification and possible graduation ceremonies.

They do complement each other's role in recordkeeping with supervisors and facilitators. Scheme organizers are expected to be appointed from among the community they are serving.

Roles of Organizers Include:

1. Helping in setting up literacy classes and centres in the various communities.
2. Organizing the various groups in the community including community leaders, learners themselves and SAME staff to participate in monitoring the programmes.
3. They do ensure that literacy networks are performing their functions as expected.
4. They do keep some class and centre records with them. Such records include statistics of enrolment (class by class, centre by center, local government by local government)
5. They also need to keep the register of the facilitators under them.
6. Record of materials/equipment supplied is also kept by organizers.
7. Organizers do keep the results of learner's performance, including end of year results for easy reference.
8. They also do keep some financial record of the centres under them, among others.
9. They are sometimes engaged in marking learner's examination scripts.

Organizers Needs

- a. They need to be trained how to conduct advocacy, community mobilization and sensitization including enrolment of learners to attend adult education classes.
- b. Aware and be able to understand the use of adult education curricula.
- c. Aware of how lesson plans are prepared,
- d. Aware of other teaching – learner's materials.

- e. Trained on recording keeping.
- f. Have the skill of monitoring programmes (Sarumi 2010).

Local Government Adult Education Coordinators

These are the officers coordinating adult education programmes at local government level. Sometimes they are staff of the state agency for mass education (SAME). Their responsibilities according to Sarumi (2010) include the following:-

- g. With the support of L.G.A officials, traditional and opinion learners, coordinators do ensure that people are adequately sensitized and mobilized to support and participate in the programme.
- h. They are responsible for running programmes in their respective local government area.
- i. They are responsible for their facilitator's welfare including their allowances or salaries as the case may be.
- j. They ensure that adequate and qualified facilitators are recruited to run the centers.
- k. They also ensure that adequate instructional materials/equipment are provided to the centres under their supervision and keep their records
- l. They keep statistics of learners, facilitators, supervisors and organizers operating under them.
- m. They do coordinate with local government adult education units to harmonize activities.
- n. Local Government Adult Education coordinator reports all that transpire in their local government area to SAME headquarters or to the head of the programme in the LGA (as the case may be)

Zonal Coordinators

These are area officers coordinating the activities of some local government adult's education coordinators under them, Sarumi (2010), states that each of them can be assigned some number of local government areas to coordinate adult and non-formal education programmes. Area officers do perform similar functions like those of local government adult education coordinators.

Monitoring and Evaluating Officers

They are responsible for monitoring the various programme to ensure proper implementation. As a result of the peculiar characteristics of adult education, the monitoring and evaluation system that will check this form of education must be all – encompassing. It must take into consideration the peculiarities of children, youths and adults. Monitoring officers exist at all levels. Other stake holders, including parents, community leaders and the learners themselves could participate in the monitoring exercises.

Monitoring officers are expected to monitor the learner's performances, the performance of the personnel involved, the learning facilities, adequacy and use of teaching/learning/materials/equipment, the methodology in use and so on (NMEC/FRN 2013).

SAME Senior Staff

Senior staff of SAMEs is the officials engaged in the management of the programme at state level in areas such as; policy formulation, disbursement of fund, materials equipment supplies, monitoring of programs and the overall supervision, among others. Senior officers here include the executive director of the SAME, his/her directors, assistant

directors, chiefs, assistant chiefs, among others responsible for the overall day-to-day running of adult and non – formal education programmes in the state.

Their Roles:

Senior officers of a state agency for mass education have the following functions to perform:-

- a. The officers here formulate policies for implementation, at state level.
- b. Budget for adult and non – formal education programmes in the state.
- c. Develop work plans for programmes delivery in the state.
- d. Involve in advocacy, sensitization and mobilization of citizen for mass literacy programme.
- e. Supervise the implementation of such policies at state and local government levels.
- f. Keep records of all learning facilities, learners and personnel involved in the programme implementation in the state.
- g. Ensure relevant and adequate materials / equipment is supplied to all the centres.
- h. Recruit qualified personnel and train them to effectively perform their duties of programme implementation.
- i. Ensure that the frontline workers (facilitators/local artisan) are properly and adequately remunerated to perform their functions effectively.
- j. Represent the state in all adult and non – formal activities at national international levels.
- k. Register and supervise all adult and non – formal education outfits in their respective state.
- l. Monitor all the programmes together with other state holders and so on.
- m. Perform whatever functions that may be assigned to them from time to time by the state ministry of education (Aderinoye, 2008).

Instructional Materials for Adult Education Programme

Instructional materials can simply be defined as anything a Teacher/Facilitator will use to facilitate teaching and learning. They are sometimes called audio-visual materials, instructional media or audio-visual resources. Akinola (2013) believes 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 a thing.

The Importance of Instructional Material in Teaching

According to Akinola (2013), these include:

1. Helping in enriching and enlivening learning;
2. Helping in holding learner' attention in the class,
3. Contribution in inducing greater acquisition and longer; retention of information by learners;
4. Contributing in stimulating learners desire to learn;
5. Bringing wider variety of experiment to the class;
6. Choosing audio-visual material tend to present concepts in such a manner as to create interest and motivation,
7. Illuminating and clarifying non-verbal image and symbols and quantitative relationship;
8. Making assimilation and memorization of materials easier;
9. Making subject matter clearer to learners of diverse background and varied abilities;

10. Providing an opportunity for the learners to do things they could not attempt in real life;

11. Making learning available to wider audiences and so on.

In general, instructional material can assist the facilitators in overcoming physical difficulties when presenting a subject matter.

Types and use of Instructional Materials

For better understanding, instructional materials are grouped into the following groups such as Non-projected material, Audio materials, still projected materials, and motion projected materials (Oyeneyin, 2008).

Non-Projected Materials

They are visuals that do not require projection for viewing. They include some real visual materials such as some real objects and life situation, some specimens representation of real media such as models, still pictures, chalk board diagrams, sketches and so on. These are often used in classrooms, and they are sub-divided into four groups:

- a) **Still pictures:** photographic representation of people, places and things. It also includes illustrations from book and periodicals'; Graphic material; they are non-photographic material such as diagrams, charts, maps, cartoons and posters.
- b) **Real things and models:** Examples of real things are plants, rocks, animals and human being. Models are representations of real things through painting, drawings, and specimen. Real things afford accuracy of impressions and concept to learners. Models are used in teaching to provide learning experience real things cannot provide such as dismantling to show internal organs.

- c) **Display formats:** they include chalk boards, bulletin boards, flannel boards, magnetic boards and papers. These are sometimes called perceptive materials because they are used to display information to learners. (Oyeniyin 2012).
- d) **Use of Chalkboard (CB):** This is the most common teaching aid in our classrooms CB, sometimes known as Black board (BB), comes in different forms such as slate and in black colour. Modern CB also exists, produced from steel coated with Vitreous materials or plywood or any flat sheet of wood. CB allows clarifications and illustrations to be more immediate and relevant than other teaching aids do permit. It is a quicker and easily accessible means of putting word or drawing or simple line diagrams during lesson or discussion.
- e) **Reading Material:** All kinds of printed materials or hand written materials such as primers, textbooks Magazines, newspapers, and library materials such as periodicals, Newspapers and journals; references such as Atlases, Enlydopedia, Gazetters, Yearbooks, Dictionaries and Almanac; fugitive materials such as Biography, Fiction,Folklore, Diaries and Analogies; others are programmed materials on map reading, reading skills and various area of content; Microforms such as microfilm, Microfiche and micro cards. (Oyeniyin 2008, Akintunde 2009).

Audio Materials

Audio materials are the aural materials or resources that convey information through the sense of hearing (Sounds, Voices) only. They include radio broadcast, records and record player with discs and tape recorder, language laboratories, telephone, microphones and loudspeakers. The do provide adult and non-formal education learners with the opportunity of developing listening skills and they

easily stimulate their imagination. As messages are being relayed through these media, listeners are expected to pay attention to enable them hear and understand messages being passed. Tape recorders do afford slow learners the opportunity of repeating sections of instruction as necessary and they afford quick learners to skip ahead or increase the pace of their instruction. Facilitators are therefore advised to familiarize themselves with the manuals before usage. (Okeke 2010)

f) Still Projected Materials

These are types of material which are projected on to a screen by the means of projectors, including still pictures from slides and filmstrips, overhead transparencies, 16mm salient cine films, opaque projectors, printed words and illustration from microfilms and 8mm salient films

g) Opaque Projector (episcopate): these project opaque materials like image from photographs, posters, books, leaves and magazines. Facilitators who cannot draw very well can use it for enlarging maps, charts and other drawings. Its only disadvantage is that it needs complete darkness for clear images; as such they cannot always be used in adult education classes.

h) Over-head Projector: these project transparencies. Materials to be projected are drawn, written or photocopied on a sheet of transparent material. The material is then placed on the glass stage and project on to a screen.

i) Film Strip projector: it projects filmstrips. A filmstrip is a roll of 35mm transparent film containing a series of related still pictures.

- j) **Slide projector:** it projects slides. Its operation is similar to filmstrip operation. Both filmstrip or slide projectors can be used for teaching skills, presenting usual description, stimulating the imagination and changing attitudes

Digital Projectors

- **Motion projected materials:** motion projected materials project motion pictures. They appeal to both the sense of hearing and sight. Such materials do convey sound, real objects/situation, other concrete visuals or pictures. Motion projected materials include some real object/situations and representational audio visual materials.
- **Real Life objects/situation:** This involves guided excursions/tours places such as river, hills, banks, hospitals, factories and schools. These are real life experiences.
- **Representational Audio Visual Materials:** They include film and loop projectors and video. Video tapes are not projectors but pictures are recorded on a tape which is used with video recorders to be shown on television screen. TV, VCD and DVD also fall in this category of materials. Still and motion projected materials can be used in community education, Category of materials to still and motion projected materials can be used in community education, group discussion with learners, to teach social studies and history. They have the advantage of influencing and changing attitudes. The choice of a particular material for use in adult and non-formal Education classes depends on the type of learners, availability of the materials and the subject matter at hand (Essiet, 2008).

1.2 Statement of the Problem

The current situation of Adult education programme in Nigeria and Benue state in particular is a concern to all including government and the society at large. A good number of male and female citizens who had not gotten opportunity to attend formal education opted for adult education programme. Statistics from Benue State Adult and Non-formal Education Board (AANE 2010), indicated that a huge number of adult population in the state still require formal education. This population ideally requires functional education to be able to engage in any activities in which education is required for effective functioning at least for self-help and that of the immediate community. Education according to UNESCO (2008 and 2010) was a right not a privileged. This implies that every adult person in the community must be involved in a continuum of learning in order to enable them achieve goals; develop their knowledge and potential to participate fully in their community and wider society.

The level of poverty affects pursuance of adult literacy in the study area. Many of the female adults as well as the male adult counter parts were on the streets and highways as banana, maize and orange hawkers as well as wheelbarrow pushers. This, depicted ineffectiveness in the implementation of Adult education curriculum in the state. The researcher is optimistic that adult education can be improved if their needs can be considered. Though, they are relegated to the background; especially those in rural areas who are engaged in the rural work and do not have opportunity of getting formal education. They are farmers, traders, and child bearers, some of whom are also school drop outs, who need to be educated to enable them acquire new skills and methods to improve their lifestyles.

Needs for Adult and Non-Formal Education

Adult and non-formal Education is provided to compliment the effect of the formal sector and to cater for those people left behind. Adedokun, (2011) and Paiko, (2012) observed that about 40 million Nigerians (youth and adults) need access to basic education which can better be reached through the non-formal approach. Adult and non-formal Education has its own peculiarities that require special and relevant techniques to provide. Some of these peculiarities may include the fact that.

- i. It provides a second chance for those that left school early without completing their education; the individual can continue with education from where he/she stopped through this system and attain whatever level of education he/she dim fit,
- ii. It provides opportunities for those that have never been to school before, to start their education,
- iii. It provides additional opportunities for even the educated ones to explore other areas of their interests' mostly for personal environment,
- iv. It provides opportunity for people to learn and be aware of their political, social and economic terrains,
- v. It is flexible as it can take place anywhere (at home, in the office, under the shade of a tree,
- vi. Its impact is usually immediate, unlike the formal education that is provided for the future of children. In adult education, learners can put into use what they have learnt,
- vii. Most of the clients are matured and experienced people. So they make learning more relevant and faster,

- viii. Learners can join the programme at any stage of implementation depending on the individual level of educational attainment,
- ix. It is cheap as it is being provided virtually free of charge,
- x. It is a bridge to cross to enable one to continue his/her education through mainstreaming later into the formal education sub-sector (Adedokun 2011).

1.3 Objectives of the Study

The objectives of this study were to:

1. assess the extent to which adult education programme imparts literacy and numeracy skills to non-literate adults in Benue state;
2. examine the adequacy of the methods and techniques used by adult education facilitators for effective lesson delivery in Benue State;
3. evaluate the appropriateness of instructional materials used in teaching of adult education programme in Benue State;
4. assess the conduciveness of instructional environment of adult education centers in Benue State;
5. assess the qualifications and trainings received by adult education resource persons (Teacher/Facilitator);
6. assess the evaluation strategies used by facilitators for effective learning in adult education programme;
7. ascertain the relevant vocational skill development programmes which could help socio-economic activities in Benue State.

1.4 Research Questions

The following were the research questions that guided the study:

1. To what extent has adult education programme imparted literacy and numeracy skills to the non-literate adults in Benue state?
2. How adequate are the methods and techniques used by adult education teachers/facilitators for effective lesson delivery?
3. How appropriate are the instructional materials used in teaching and learning process of adult education programme in Benue State?
4. How conducive is the instructional environment of adult education learning centres in Benue State?
5. What are the qualifications and training received by adult-education resource persons?
6. What are the evaluation strategies used by facilitators for effecting learning in adult education programme?
7. What are the relevant vocational skills taught in Adult education programme which can help in socio-economic activities in Benue State?

1.5 Research Hypotheses

Based on the research questions, the following hypotheses were formulated:

- H₀₁ There is no significant difference in the opinion of teachers/facilitators and students on the acquisition of literacy and numeracy skills;
- H₀₂ There is no significant difference in the opinions of facilitators and supervisors on the adequacy of teaching methods and techniques in adult education;
- H₀₃ There is no significant difference in the opinions of supervisors and scheme organizers on appropriateness of instructional materials;

- H0₄ There is no significant difference in the opinions of facilitators and supervisors on the conduciveness of instructional environment of adult education programme in Benue State;
- H0₅ There is no significant difference in the opinions of local government adult education coordinators and monitoring/evaluation officers on teachers/facilitator qualification and training.
- H0₆ There is no significant difference in the opinions of State Agency for Mass Education (**SAME**) Staff and the scheme organizer on evaluation strategies.
- H0₇ There is no significant difference in the opinions of facilitators and students on the vocational skill taught in adult education programme.

1.6 Significance of the Study

This study will be of benefits to the following education stakeholders, government officials, future research adult education studies, curriculum planners.

Future researcher will benefit from this study in order to improve the teaching and learning process of adult education programme in Nigerian adult education schools or study centres, and to make participation in the subject matter more attractive to adults. It is hoped that it will serve as an insight to researcher who might consult it in the process of carrying out similar study in the future.

Government will also find this study useful because it will show the areas where it has to come in, such as training and retraining of teachers and provision of necessary structures, resources and materials that will aid effective teaching and learning process in adult education programmes. The study will make the government to further realize that, adult

education programme is not just a mere addition to the attainment of the much needed values in order to attain national development through journals, conferences and seminars. In the same vein, adult education curriculum planners will benefit from the study especially when they are engaged in further review of the curriculum. The researcher also expects adult education students to benefit from the study when they find necessary to consult in the course of their studies. The research is hoped to be significant to adult education teachers who are expected to implement policies formulated for adult education programme as it makes them see the need to take necessary steps towards improving their performance through journals, conferences and seminars.

The officials of the ministry of education, state adult and Non-formal education board and adult education administrators will need the available information of this research work to help them formulate policies and make decisions on the need to make adult education programme more effective. It will help erase the misconceptions that many people have about adult education through journals, conferences and seminars.

Furthermore, the findings and recommendations of this study will contribute to the understanding of the nature and objectives of adult education as a problem solving discipline, capable of improving the socio-economic activities in the study area and the country at large.

1.7 Scope of the Study

The study covered Benue State. It is delimited to adult and non-formal education programme (ANFE) of the state agency for mass education (SAME). The study covered the teacher/facilitators and students of adult education centers across the twenty-three (23) local government areas of the state. It aimed at the assessment of the implementation of

adult and non-formal education curriculum in Benue State. The study focused on adult and non-formal education, curriculum materials, instructional resources, and resource persons, methods of teaching and evaluation strategies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed and discussed existing literatures by various authors related to the study. Specifically, the review covered the following aspects; conceptual framework, theoretical framework, concept of adult education, Benchmarks for adult education, institutional framework, adult education curriculum, adult education learners, adult education instructional environment, resource person/practitioner, method of teaching, teaching techniques instructional materials, funding, evaluation strategies, empirical studies and summary.

2.2 Conceptual Framework

For the purpose of this research, the following concept have been explained: Concepts of adult education, curriculum implementation, types of education, bench marks for adult and non- formal education, adult and non-formal education programs, rules of national commission for mass education, adult education curriculum, characteristics of adult education learners, adult education learning centres/ instructional environment

2.2.1 Concept of Adult Education

Adult Education is the education provided for people considered as adult by their community in the society. The concept of adult education programme was conceived by the early educators, notably among them were the Christian and Muslim leaders. It was introduced by the stakeholders in order to cater for the yearning of adults who were not privilege to benefit from the formal western education, Fafunwa (1999) in Paiko (2012). According to Paiko (2012) the emphasis was initially placed on the provision of literacy

education outside the school system. Omolewa (2007) define adult literacy as ability to read and write and illiteracy as inability to read and write in English Language.

The campaign for mass literacy however shifted ground following the provision of the National Policy on Education that Nigerians need to be provided with equal opportunity to education regardless to one's socio-economic status, sex, religion, ethnicity, class, age or cultural background. This campaign to provide education to all citizens therefore led to the acceptance and recognition of adult education as an instrument for reaching the goal. The programme was not only for the ability to read and write but also for socio- economic development of the beneficiaries.

The Three Basic Forms of Adult Education

There are three basic form of adult education. They are formal, non-formal and informal adult education, each with its own characteristics.

Formal Adult Education

This is the type of adult education which takes place in organized way and could be on. Full-time or part-time basis. It is the systematically organized education programme in which learners enroll to follow established courses and which takes place within the school walls. In formal adult education programmes, opportunities are provided for adult learners to study so that at the end of the day, they can sit for some public examinations to acquire some certificates and diploma (Ewuzie 2012).

Non-Formal Adult Education

Non-formal education takes place outside the school system. It is a sort of alternative to schooling or out of school education. Non-formal educations include training and instruction for adults and ranges from individualized apprenticeship to nationwide literacy

(Titmus, 2011). It includes education provided by mechanics, carpenters, tailor, bricklayers, weavers, typists and so on. It is on-the job sort of training for adults and others. Like formal education, non-formal education is deliberately planned, staffed and financially supported but flexible in delivery system. It is also functional, unrestricted as to time and place, and responds to constant changes in the need of the individual and the society at large.

Informal Adult Education

This kind of learning takes place unconsciously. It represents the education activities through which learners acquire some skills, knowledge and dispositions without conscious effort to do so. Here, there is no conscious planning, no scheduled examination at the end of the training. Ewuzie (2012), believes that almost all human situations present some kinds of opportunities for informal education. Similarly, listening to radio, watching television, reading of newspapers, books, and magazines are real life sources of informal education. Other sources include interaction with age groups, relations, members of the community, fellow club members, in canteen, in place of worship, churches, and so on.

Thus adult and non-formal system exist to take care of those people left behind in terms of education and this study will help the practitioners to take proper and effective care of those benefitting from the various programme being introduced.

Adult Education Learners (Beneficiaries)

According to the Adult and non-formal Education (ANFE) facilitator's Handbook, the notable groups for adult and non-formal education programmes include.

- School going age children and youths (6-15 years) not enrolled in the formal school system;

- Adult and youth (15 years and above) who are beyond school going age but had never had the grasp of the rudiments of reading, writing and numeracy;
- Semi-literates who want to improve their education;
- Even the literates who need other forms of education and training or want to advance their education;
- Pre-matured school drop-out who could not stay to acquire permanent literacy for effective work.
- Adult/Youth requiring rehabilitative education. This group includes the youths known as “yandaba” in the north and Area boys in the southern part of Nigeria, including prison inmates.

The above categories of people are mainly found among the following target group: women in purdah; rural women; peasant farmers; market women and men and out-of-school children and youths (Obe, 2012).

Characteristics of Adult Education Learners

Kwasi (2012), asserted that learners in Adult and NFE Centres varied in age, sex, religion, cultural, economic and education background. As a result of the above peculiarities of adult and non-formal education learners, the programme must take into consideration the peculiarities of children, youths and adult in its operation.

- Some learners believe that they are too old to learn. They are worried about whether they can keep up, whether others will laugh at them if they make mistakes;
- Some of them have never been to school before, they do not know what to expect, and they have the fear of the unknown;
- Some have been in school sometimes, but have had bad memories of the experience; possibly they could not cope or failure in examination, or were severely punished;
- Most of them probably work on farms, or at home, or in shops or in factories. Going back to learn are not their main “occupation”
- Many of them are married; they are fathers and mothers at home and may be worried about problems such as sick child, food shortage, family quarrels, and problem of their children school fees and so on.

Some of the learners have community responsibilities such as being executive members of cooperative or local councilors or members of women club or church workers, or officers of a trade union. Accordingly these learners’ responsibilities may prevent some of them from attending one or more class sessions, or lead to their dropping out, or even be late to classes. Their responsibilities may interfere with their ability to concentrate while in class as their minds might be working on some their personal problems rather than learning the

task at hand. A facilitator, therefore, has to know some of those responsibilities of the learners with the view of helping them to learn. (Kwasi 2012).

Teaching Techniques in Adult and Non-Formal Education Programmes

Teachers/facilitators are expected to use the appropriate technique (s) suitable for teaching some given topic(s) or course(s). The ways and means of using any of these techniques depend in the topic at hand, the age of the learners, their level of learning and the environment which the learning is taking place (Ashibi 2010). Ashibi (2010) opines that several techniques exist; their usage must take into consideration the five principles of Andragogical approach to learning already examined. These include: self-directedness, experience, readiness to learn, orientation to learning and motivation to learn. He thus outlines some categories of techniques.

Teacher-Centered.

These techniques are the ones in which teachers dominate the lesson, teachers are recognized as having the reservoirs of knowledge. Major characteristics of this technique include the fact that.

1. Facilitators/teachers are the ones that dictate learning situation;
2. They have greater influence on whatever goes on in the classroom learning;
3. Learners are told what they have to learn in order to advance to the next learning state.

Learner-centered Technique

These ones are dominated by the inputs of the learners. Learners are recognized as experience people who can effectively contribute to their learning situation. The characteristics of learner-centered technique include the fact that:

- Learners are self- motivated; they prefer to engage in activities that interest them.
- Learner is responsible for his/her success in the learning process.
- The learner takes the leading role in the class since learning revolve round life work or situation rather than subject matter memorized by the facilitator.

Face-to-face Approach

The face-to-face technique includes literacy teaching method such as, Alphabetization Technique, Global Technique, primer/participator approach, functional literacy Approach, Real/ Literacy Materials/Learner-Generated Materials, Demonstration Method, Discussion method, Discussion Method, Drama, Debate, Excursion/Visit, role play, and use of resource persons, and soon (Jarvis 2010).

Literacy Teaching Method: Alphabetization, Global Technique.

i. The Alphabetization Technique

This literacy technique involves the identification and recognition as well as ability to pronounce and write alphabet in a given language. These letters of alphabets are taught with each of them stating the name of an object, backed by illustration. The facilitators further leads the learner to synthesize words, phrases and sentences, (with little attention paid to the meaning of such words). The letters of the alphabets are combined to form syllables, while syllables form phrases and phrases form sentences. This method encourages rote learning. (Learning without knowing the meaning of what is being learnt).

ii. The global Technique

Global Technique provides holistic way of teaching reading. This starts from meaningful wholes, ranging from words, phrases, sentences, stories to songs. This is done by breaking meaning whole into simpler units. For example, a sentence can be analyzed into syllable,

or into words and alphabets and alphabets can also be sentences relevant to the life of learners (Ngwu, 2013).

Primer Based/Participatory Approach

Use of primers through the conventional approach, in which learners are taught how to read, write and compute in order to be made literate through the use of primers. Here the facilitator follows the content of the primer systematically. The primer is the major learning material with little input from outside. They prepared instructional material for adult education learners.

Real Literacy Material/Learner-Generate Materials

- i. Real literacy Materials (RLM): The approach advocates for the selection of the readily available reading materials from learner's immediate environment to be used in providing literacy education these reading materials include signboards, billboard, and road signs and so on. Word written or phrases like "railway crossing", "slow down" "men at work" and so on. These materials could be written in mother tongue. The approach believed that rather than rely on primers, textbooks, or teachers, these limitless prepared real reading materials are sufficient to create reading and writing skills for learners.
- ii. Learner Generate Materials (LGM): Alphabets derived by learners from Real Literacy Material help them to form word, phases and sentences. These words, phases, sentences and others, are what is referred to as leaner Generated Materials. LGM is any reading words, phrases, sentences, or experience. Therefore the ability of learners to generate new words phases, sentences and so on from RLM is known as LGM (Aderinoye 2008).

- iii. **Demonstration Method:** This method according to Aderinoye (2008) gives learners mutual life experience. It allows for comparison of ideas for real or ideal situation through classroom demonstration by the facilitator or learner or by all, outside specialists where necessary, in the process of providing instruction to the learners. For example, a facilitator can demonstrate how to weave clothes.

Guided Discussion Method

In discussion method, atmosphere is provided for all learners to freely express their views on issues being discussed. The role of the facilitator here is to guide and moderate the discussing focusing on the objective of the lesson at hand. Through contributions by participants, more information could be generated on the topic of discussion.

Drama Technique

It involves characters acting scenes or situation. It requires proper planning and many initiative to stage. Learners themselves can respectively act scene to meet the objective of the lesson. This technique helps learner understand lessons better and it provide opportunity for easy retention of what has been learnt.

Debate

It is an organized argument for or against and issue/topic between two groups. Learners develop the spirit of courage to speak out and assert their position, opinion or idea; concerning their life and well-being. The debate must be relevant to the topic at hand.

Excursion/Visits

Through excursions learners see things for themselves outside their learning environment, using all their senses (of learning, seeing, smelling, feeling and tasting) learners need to be informed on the objectives of the visit ahead of time, and adequate arrangement needs to

be made before embarking on the visit. Through excursion, it is expected that seeing believes.

Role-Play

Role-play involves acting a role of another person to convey a message; it increases the understanding of the topic of discussion. A learner can act the role of photographer with camera in his/her hand, snapping pictures or act the role of medical personal trying to revive a patient. The role expected to be played needs to be known to the learners in advance and the role-play should be relevant to the topic at hand (Ngwu 2013).

Use of Resource Persons

Use of resource person involves inviting an expert or a specialist in a particular field to give talk on his/her field. Here a facilitator can invite a local tailor to teach sewing in the community and how to prevent them. Questions be asked, issue can be clarified and solutions be proffered.

Distant Learning

This involves the use of media (print and non-print) for it could involve the use of audio-visual media such as radio, television, video, filmstrips, textbooks, newspapers, magazine and journals. Radio lesson are interesting and other special techniques make listeners-learner to think more actively about the topic broadcasted. The different voices, dialogue, natural sounds, strong and learners with the opportunity to construct the mental pictures of events Aderinoye (2008) and Rogers (2010) noted that several techniques are available. The facilitator need to choose the technique that best suit the topic at. Hand and the level of understanding of the learners and this should be based on the resource at hand.

National Benchmarks for Adult and Non-Formal Education

The National commission for mass education (NMEC) which is responsible for setting standards for all implementing agencies of Government, civil and NGOs in the country, has through the document benchmarked some identified processes, methodologies, facilities and outcome so that monitoring and evaluation could effectively be conducted to ensure standards in adults and non-formal education programme. The national benchmark is expected to guide practitioners in planning and running adult and non-formal education programmes in the country. Benchmark is used to mean the expected level of involvement of all stake holders and the expected quality and quantity of inputs including the expected learning achievements in adult and non-formal education. It is considered that the benchmark will provide the indicators for the assessment of NFE programmes, whenever monitoring and evaluation is conducted at any level of the monitoring exercise (Paiko 2012). The following items listed by Paiko (2012), have been benchmarked by (NMEC) for the purpose of setting standard for the measuring of achievement:

- i. Literacy, programmes, centers and methodology;
- ii. Facilitators materials and equipment;
- iii. Curriculum, contact hour, learners-facilitators ratio and measurement of achievement;
- iv. Access, monitoring, evaluation and quality assurance;
- v. Governance, multilingual and partnership;
- vi. Continuity of learning, roles of stake holders including the international Development partners (IDPs) among others.
- vii. These items are considered as key issues and pivots on which others revolve. (NMEC 2013)

Expectations from the Benchmark

Below is the summary of the expectations from the benchmark.

- i. That no out-of-school children, youths, adolescents and adult illiterates should be denied access to adult education for any reason, including poverty and gender;
- ii. That the non-formal education centers should be learner-friendly;
- iii. That learning centres should be properly equipped with teaching/learning material/equipment;
- iv. That there should be education opportunities for learners to move from one stage or level to the other or be allowed to mainstream to formal sector if so wish with a view of self-actualization or academic target (s);
- v. That the teaching-learning processes should be andragogical, problem-solving and for attainment of literacy, numeracy and life skills.
- vi. That the national minimum standard should be followed for recruiting facilitators;
- vii. That funding should be by the three tiers of governments and including other stakeholders;
- viii. Vocational activities should be incorporated to encourage income generating activities and to eradicate poverty.

2.2.3 Concept of Curriculum Implementation

Offorma (2011) describes curriculum implementation as the translation of or the putting of curriculum plan into practice. In other words, it is putting the curriculum document into action. This aspect of the curriculum involves the joint efforts of the facilitator, learners and adult education administrators. Curriculum implementation is therefore the stage in the midst of learning activities where teachers/facilitators and learners are involved in

discussions aimed at promoting learning. The teacher adopts appropriate teaching methods and ensures that instructional materials are actively utilized in the process of interaction (Ajibola 2010).

Indices of Curriculum Implementation

These are referred to as the main factors influencing the implementation of curricula in Nigeria. Students are a central figure of any curriculum development. Full implementation occurs when students acquire planned skills, attitudes and ideas that aim to ensure they are effective and optimal in society. It involves the introduction of officially prescribed courses of study. The whole process is designed to help students purchase certain subjects to study them. It is important to understand that the implementation of curricula in Nigeria is not possible without students.

Teachers:

Teachers are the first to realize their role in the curriculum for their students. Usually, they select what they need to teach their students and how it can affect the entire learning process. Therefore, their curriculum is provided as an alternative because teachers can decide what they want to teach and what they really need to teach. Teachers tend to participate in the construction and implementation of the curriculum in Nigeria

Students:

Students can also influence the implementation of the curriculum in Nigeria. If teachers are provided with arbitrators of the educational process, but the students actually hold the key to the idea of learning activities. The official learning process is quite different from what the ideas of the country are prescribed.

Resource Materials:

Resource materials and premises clearly obvious that no meaningful educational process can be provided without resources and facilities. This factor significantly changes the whole picture of what is happening right now. The Ministry of Education has trouble providing the necessary resources for all educational institutions in Nigeria. In some schools, students must pay for their books and even supply their schools with the necessary equipment. Therefore, the implementation of the curriculum is impossible without providing the necessary elements for training. Rural areas are particularly affected by a lack of resources.

Interest Groups:

The interest group also plays an important role in the development and implementation of curricula in Nigeria. They tend to be the owners of large financial resources and can influence the political structure of our country. The curriculum may also be outdated and their implementation in some cases is not necessary and even harmful.

School Environment:

Implementing the curriculum also affects the school environment. For example, if a school is located in a quiet and pleasant socioeconomic area, then this school may undertake some extracurricular activities that may be suitable for people in the area. At the same time, if the school is not in the best place or location, it is possible that the school could change or not support the implementation. Therefore, the school environment can decide whether they need to follow the curriculum.

Culture and Ideology:

Culture and ideology can also change the implementation of curricula in schools.

Differences in culture are present in different parts of the country and even in the same school. Thus, culture can provide various interest solutions in the implementation of the curriculum in Nigeria

Training Supervision:

The curriculum is not possible without the supervisory functions provided by the government. Evaluation examination changes the way you think about the curriculum. It envisages new standards for satisfaction and all educational institutions will have the opportunity to meet these standards or change them accordingly. Implementation of the curriculum is possible in many ways. However, it is recommended to take into account all possible factors that may affect the implementation of curricula in order to develop an effective curriculum for education

2.3 Theoretical Framework

The research is predicted on the framework of the constructivist perspective. Constructivism is a psychological theory of knowledge which argues that learners construct knowledge and meaning from their experiences. Constructivism is a set of beliefs about knowledge that begins with the assumption that reality exists but cannot be known as a set of truth (Ubang, 2012). Constructivism is not accepting what one is told but his/her prior knowledge about what he/she is taught and his/her views about it. Active involvement of learners is emphasized in constructivism, hence knowledge gained last long in their memory.

Constructivism as a concept has its root in psychology and has been applied to Sociology and Anthropology, as well as cognitive psychology and education. The first constructivist philosopher, Giambattista Vico, commented in 1701 that “one only knows something if one can explain it” (Duke, 2010). Immanuel Kant further elaborated this idea asserting that learners are not passive recipients of information. Learners actively take knowledge, connect it to previously assimilated knowledge and make it theirs by constructing their own interpretation (Woolman 2012).

According to Kant in Woolman 2012, five basic themes pervade the diversity of theories expressing constructivism. These themes are:- (1) active agency (2) order (3) self (4) social-symbol relatedness (5) life span development. With different languages and terminological preferences, constructivists have proposed, first, that a learner’s experience involves continuous active agency. This distinguishes constructivism from other forms of determinism that cast learners as passive pawn in the learning situation. Secondly, comes the contention that much of learner’s capacity is devoted to ordering process- the organizational patterning of experience by means of tacit, emotional meaning-making processes. In a third common contention, constructivists argue that the organization of personal activity is fundamentally self-referent or recursive. This makes the body a fulcrum of experiencing and it honours a deep phenomenological sense of selfhood or personal identity. The forth common theme of construction is that individuals cannot be understood apart from their organic life of this active, meaningful and socially-embedded self. Organization reflects an ongoing developmental learning order and disorder co-existing in life long quests for a dynamic balance that is never quite achieved. The existential tone here is unmistakable. Collectively, these five themes convey a constructing

view of learner's experience as one that emphasis meaningful action by a developing self in complex and unfolding relationship.

Focusing on a more educational description of constructivism meaning is intimately connected with experience (Mahoney, 2010). According to Mahoney (2010) learners come into a classroom with their own experiences and in cognitive structure based on those experiences. These preconceived structures may be valid, invalid or incomplete. The learner will reformulate his/her existing structures only if new information or experiences are connected to knowledge already in the memory. Memorized fact or information that has not been connected with the learners prior experiences will be quickly forgotten. In-short, the learner must actively construct new information into his/her existing mental framework for meaningful learning to occur.

Cognitive theorists believe the role of the teacher is to provide learners with opportunities and incentives to learn. All learning, except for simple rote memorization, requires the learners to actively construct meaning. Learners' prior understanding and thoughts about a topic or concept before instruction exert a tremendous influence on instruction. The teachers or facilitators primary goal is to generalize what they learn. The change in the learner's cognitive structure or way of viewing and organizing the environment and learning in cooperation with others is an important source of motivation, support, modeling and coaching (Feden, 2010).

The constructivist theory of learning supports cognitive pedagogy and tends to oppose that which proposes that learners have an innate sense of the society and this domain allows them to move from passive observers to active learners. Caprico (2009) placed strong emphasis on identifying building upon and modifying the existing knowledge (prior

knowledge) that learners bring to the classroom, rather than assuming that they will automatically absorb and believe what they read in the textbook and are told in the class. Caprico (2009) further indicated that better exam grades were obtained by learners taught using constructivist methodology supporting this assertion, Siago (2010). Concluded that “the constructivist model has been found to greatly influence learners’ achievement in a positive way”

2.3.1 Models of Curriculum Implementation

The main purpose is to identify some curriculum models and strategies that are relevant in the assessment of the implementation of adult education programme. According to the Oxford Advanced Learner’s Dictionary (2011), a model is a design of something that is made so that it can be copied in another material; a simple description of a system, used for explaining or calculating something. Every successful implementation depends on its model and strategies; hence Mkpa (2009) argued that successful implementation of curriculum models must basically take into consideration a well-articulated plan of strategy through a policy provision and monitoring. He further described it as the actual classroom teaching which includes the use of infrastructure, personnel, materials, methods and techniques. There are several methods of curriculum implementation; some of them as reported by Ajibola (2010) include the following:-

- a) Research Development and Diffusion (R D & D).
- b) Social Interaction (S I).
- c) Problems Solving (P S).
- d) Centre Periphery(C P).
- e) Proliferation of Centre Models (P C M) and

f) Shifting Centre Models (S C M).

Research Development and Diffusion (R D & D): The models deal with empirical investigation into needs for a change in the aims, objectives and reasons for change. This assumes an orderly translation of knowledge from research to development, diffusion and finally to adoption. It involves getting the curriculum products right and then marketing them to a user such as the school. Thus, Bercher et al (1978) supported by Ajibola (2010) saw R D & D models as delivering the complete package or product to the school or for whom it is intended. An instance of this in Nigeria education system is the National Policy on Education (N P E) which supports Bercher's opinion in Ajibola (2010) that the target groups which consist of teachers and learners are passive receivers of the finished product from the central agencies. The developer, in this model; the teachers are not actively involved in the process of initiation of curriculum innovation.

Thus, the RD&D models depict the process of change in an orderly sequence of identification of a problem and activities in producing solution to a target group. The initiative in these activities is taken by the researchers, the developers, and the disseminators; the receivers remain essentially passive. Havelock (1971) in Ajibola (2010).

Social Interaction (S I): This second model is similar to the first where the need and problem of the target population (teacher and learners) is identified by the initiator who is not the one who will implement the curriculum change; but it is he that defines and determines the receiver's needs, Ajibola (2010). The change, which consists of solution to the identified problems will get to the point of implementation in the relationship. Formal and informal information are passed from sender to the receiver of the curriculum. The

adoption of the curriculum can be said to be through the model (Social Interaction) by members of the adoption group.

The Problem Solving Model (P S M): The receivers, (teacher and his learners) are actively involved in the initiation and development of curriculum innovation; through interaction between teachers, learners and learning materials at the local level. The receivers could be individuals or a group which identifies an area of concern. After identifying the problem area, the receiver seeks to effect a change through his effort or assistance of others from outside the system. The same people that are actively involved in curriculum implementation are the ones that initiate and develop the curriculum innovation materials. This reflects the actual needs of the people using the curriculum not the perceived needs as proposed by curriculum experts and researchers at the NERDC, WAEC, Ministry of Education and Institute of Education (Ajibola 2010).

Centre Periphery Model (C P M): This model depends on either government or an agency. All facilities are centrally controlled by the agency vested with responsibilities for implementation. Its effectiveness depends on communication network, adequate supply of human and material resources for the training, and regular monitoring of the programme in schools in order to have required feedback from the periphery.

Proliferation of Centre Model (P C M): Guga and Bawa (2012) opined that in curriculum implementation there should be both primary and secondary implementation centers. The primary centers are responsible for managing the secondary centers by providing them with training materials and the resources needed. The secondary centers engage in diffusing or spreading the changes in their individual areas or control. This resembles what is in the Universal Basic Education Commission. The commission controls

the U.B.E Boards in the states, while the state boards coordinate the affairs in the various local governments and send feedback to the commission. For this to succeed, it requires sufficient materials and training facilities at the centers; as well as effective communication network, adequate finance and effective supervision.

The Shifting Centre Model (S C M): This involves the implementation of an innovation in a particular place at a time. The idea dies off and later, another locality embraces the innovation and implements it in its own way. This may continue from place to place. This is a reflection of the U.P.E Scheme in Nigeria. In 1954, it was introduced in the Western region; in 1959, the East took it up and finally it was embraced by the Federal Government of Nigeria in 1973. It is worth to note that both the West and Eastern regions operated independently before it became a nationwide programme (Guga and Bawa, 2012).

It should, however, be noted that this model could be best practiced when engaging in pilot testing of the implementation strategies to ensure adequacy of the relevant components. But it is generally assumed that this model could be problematic because the entire process could be abandoned by those centers that are not financially stable to the find various aspects involved in the implementation process.

From the above process, the external change agent in RD&D is concerned with mainly preparing and disseminating packaged solution. In Social Interaction Model, the concentration is on identifying and strengthening communication network and promoting the exchange of ideas, while in the Problem Solving (P S) Model, it acts as a source consultant working in a non-directional relationship with the client. Specifically, the new input in Problem Solving (P S) is determined by the receiver whether or not this same input could also satisfy the needs of other receivers (that is mass diffusion).

For this study, Problem Solving (P S) Model for curriculum innovation was used. This is because the research (the study) tried to appreciate the implementation of Adult Education Programme by identifying the problems and actively involves in finding solutions to the problems. However, in Nigeria, the curricular are highly limited to certain areas. The Research Development Diffusion (RD&D) is most often used in curriculum implementation due to the centralized system of Nigeria educational system. Teachers are not involved in the curriculum decision making process, they just accept new ideas, practices and materials (if provided) from the top and implement (Oloruntegbe, 2010).

2.4 The Three Basic Forms of Adult Education

There are three basic form of adult education. They are formal, non-formal and informal adult education, each with its own characteristics.

Formal Adult Education

This is the type of adult education which takes place in organized way and could be on Full-time or part-time basis. It is the systematically organized education programme in which learners enroll to follow established courses and which takes place within the school walls. In formal adult education programmes, opportunities are provided for adult learners to study so that at the end of the day, they can sit for some public examinations to acquire some certificates and diploma (Ewuzie 2012).

Non-Formal Adult Education

Non-formal education takes place outside the school system. It is a sort of alternative to schooling or out of school education. Non-formal educations include training and instruction for adults and ranges from individualized apprenticeship to nationwide literacy (Titmus, 2011). It includes education provided by mechanics, carpenters, tailor,

bricklayers, weavers, typists and so on. It is on-the job sort of training for adults and others. Like formal education, non-formal education is deliberately planned, staffed and financially supported but flexible in delivery system. It is also functional, unrestricted as to time and place, and responds to constant changes in the need of the individual and the society at large.

Informal Adult Education

This kind of learning takes place unconsciously. It represents the education activities through which learners acquire some skills, knowledge and dispositions without conscious effort to do so. Here, there is no conscious planning, no scheduled examination at the end of the training. Ewuzie (2012), believes that almost all human situations present some kinds of opportunities for informal education. Similarly, listening to radio, watching television, reading of newspapers, books, and magazines are real life sources of informal education. Other sources include interaction with age groups, relations, members of the community, fellow club members, in canteen, in place of worship, churches, and so on.

Thus adult and non-formal system exist to take care of those people left behind in terms of education and this study will help the practitioners to take proper and effective care of those benefitting from the various programme being introduced.

2.5 Adult and Non-Formal Education Programmes

There are several forms of adult and non-formal education programmes in place. These programmes include among others, the following listed by (NMEC 2011) and (Agba, 2014).

- i. Basic literacy programme
- ii. Post literacy programme
- iii. Vocational Education programme

- iv. Women education programme
- v. Workers Education programme
- vi. Functional literacy programme
- vii. Nomadic Adult Education programme
- viii. Prison literacy programme
- ix. Literacy for the Disable programme
- x. NFE Girl-Child/Adolescent Girls programme
- xi. NFE Quranic Schools programme
- xii. NFE out-of-school Boys programme
- xiii. Literacy by Radio programme
- xiv. Continuing Education programme
- xv. Literacy for the blind programme, and so on.

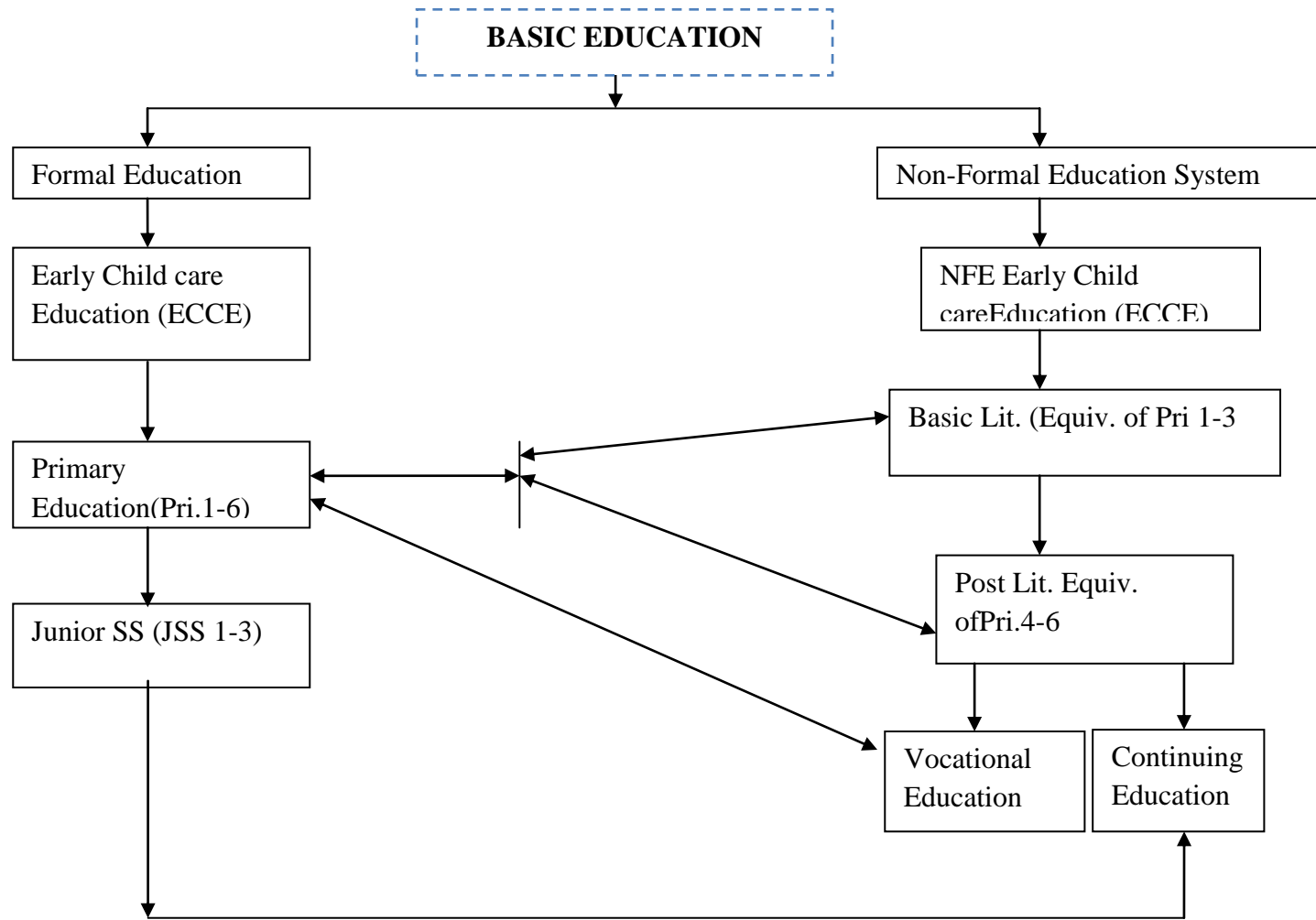
The programme as described by the NFE Benchmark.

Basic Literacy: Should be the ability to read simple passages and write simple letters and so on, and the ability to add, subtract and divide in units and in hundreds in the language of immediate environment. Basic literacy last between 9 months and 1 year and use language of immediate environment, and about 9 hours required per week. This is the equivalent of primary 1-3. Certificate acquired is the Basic Literacy certificate (primary 1-3 equivalent to basic literacy).

Post Literacy: Is the ability to read simple passage, write simple letters and make expressions in English and to add, subtract, divide numbers in units and hundreds in English language. Post literacy programme lasts between 2 to 3 years, uses language of immediate environment and English, with about 9 hours contact session per week. It is the equivalent of primary 4-6. The certificate acquired is the post literacy certification. (Primary 1-4 equivalents to post literacy Basic Literacy).

Formal and non-formal education systems are complementary to one another and in tune with nine years basic education in Nigeria. The two systems provide wider access and mainstream opportunities for the target groups (NMEC 2011).

Figure 1: Basic adult Education chart and its formal education system equivalent



Source: National Commission for Mass Education (NMEC) 2011

Continuing Education is based on the curricula of J.S.S and SSS. Continuing education is for completers of basic and post literacy programmes and those that have deficiencies in JSS and SSS. In this case, continuing education covers JSS, Advanced programmes, Remedial Education and Distance learning, among others. Certificate acquired here is the Basic Education certificate. For JSS, the duration is between 2 to 3 years, 15 hours per week. For SSS, the duration is also between 2 to 3 years, 15 hours per week. Completers of SSS could acquire WAEC and NECO certificates, JSS/SSS equivalent to continuing Education which allow individual to mainstream up to university (NMEC 2011).

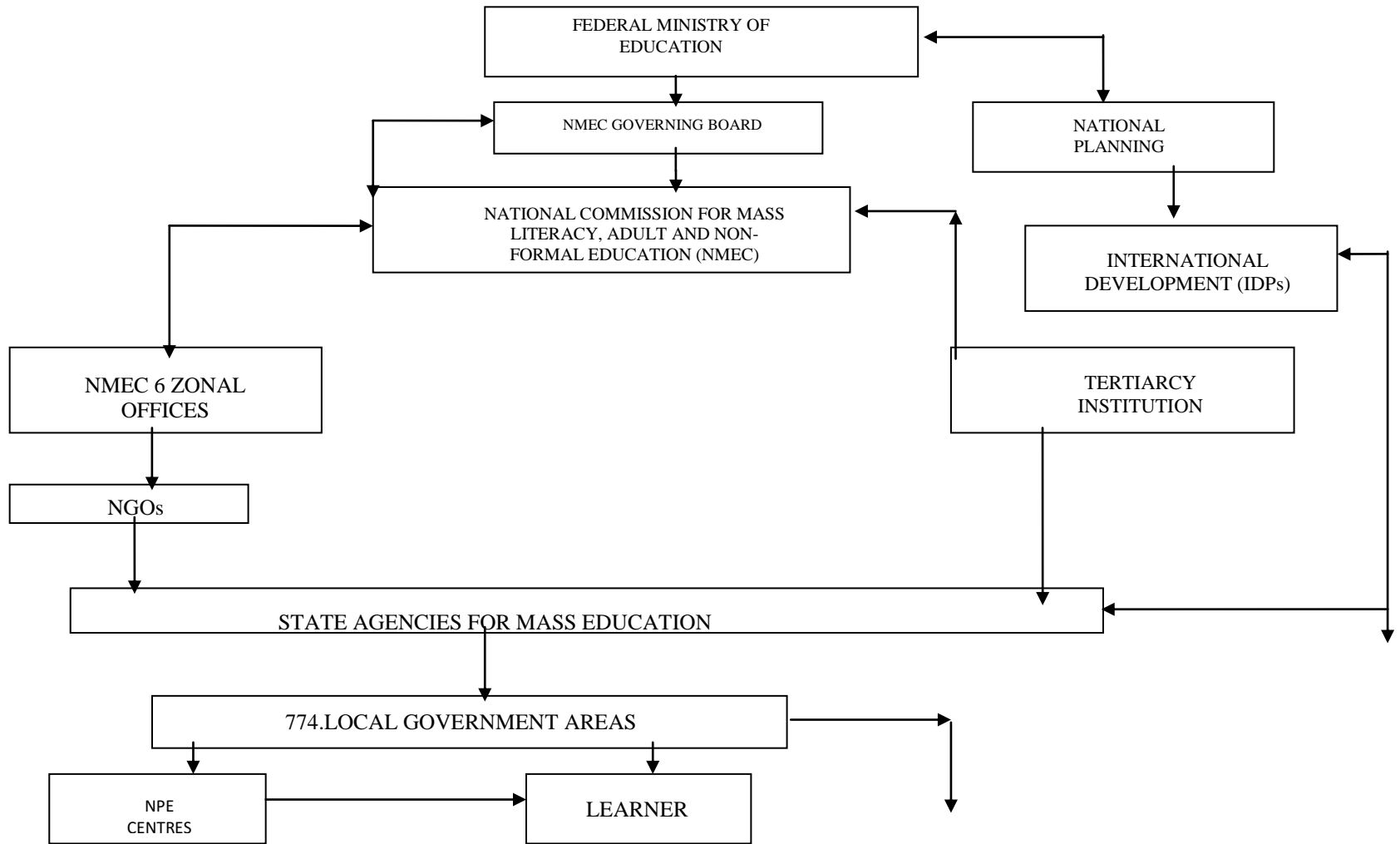
Vocational Skills should be based on the completers' ability to show talent and to produce some products using the skill acquired. Vocation centres are set up for skill acquisition. Learners are trained on viable trades such as sewing, knitting, embroidery, mechanic, welding, Carpentry, soap and pomade making, among others. For vocational education, the duration for learning is between 2 to 3 years, and it takes place daily and last until the learner is competent in the field of study. Certificate acquired here is the Federal Trade test 3. JSS/JIS vocational Education.

In measuring the competency level of learners, the ability to perform in each stage stated above is taken into consideration. In adult education programmes, certification should be based on continuous assessments, ability to carry-out certain tasks and examinations. Monitoring of each of the programmes should involve the representatives of all stake holders (NMEC, 2011; Paiko, 2012).

2.6 Institutional Framework

In order to effectively implement non-formal education programme, an administrative structure is put in place as shown in figure two below and followed by the roles of each unit of the structure.

Figure 2: Adult and Non-Formal Education Organogramme



Source: National Commission for Mass Education (NMEC) 2012

2.6 The Roles of National Commission for Mass Education (NMEC).

As part of NMEC's statutory responsibilities, policies on adult and non-formal education are formulated through official due process of going through joint consultative committees on Education (JCCE) and National Council on Education (NCE). Approved policies are sent to states and other relevant stakeholders for implementation. Adult and non-formal education in most cases is an unmet need. In order to create awareness, advocacy, mobilization and sensitization on the sector, activities are embarked upon by NMEC in collaboration with state Agencies for Adult and non-formal Education (SAME) or Agencies for Adult and non-formal Education (AANFE) in some states. This is done through television, radio, print medium and visitations to governors, commissioners and local government chairmen.

Sourcing for funds for implementation, material production and training are other responsibilities of NMEC. This is done through annual statutory budgeting system and by liaising with International Development partners and philanthropists. Train the trainers project is another annual activity of NMEC. Realizing that it is not financially feasible to train about two million field and administrative officers, only the trainers are trained for the state. The trained trainers are expected to train their colleagues at the state and L.G.A level.

Curricular and relevant instructional materials are developed in consultation with the state Agencies and other stakeholders for acceptability. However, it is NMEC that processes approval at JCCE and NCE levels, prints and distributes to the state. In some cases, writing and critique workshops are sponsored by UNICEF, while relevant officers from NGOs and scholars from tertiary institutions are used as resource persons. Reports on adults and non-

formal education are compiled by NMEC through annual monitoring and evaluation of its activities. These reports are often used for planning and budgeting (NMEC, 2007).

2.6.1 Function Of NMEC Zonal Offices

NMEC zonal offices were created to help facilitate literacy delivery in the country. By the virtue of this mandates, they serve as a link between NMEC and state agencies of adult and non-formal Education especially in the dissemination of information from-NMEC Headquarters to state Agencies of adult and non-formal Education. This includes collecting and distribution of materials to state, undertaking monitoring activities and also generating and collecting necessary data.

National Centre for Mass Literacy, Kano.

The national centre for mass Literacy, Kano became a child of necessity when adult and non-formal education acquired the desired status .its existence is meant to boost the moral and recognition gain by adult and non-formal education programme in the country. The centre thus develops and produces learning materials and also serves as a documentation centre. It also conducts researches in the area of adult and non-formal education in Nigeria.

Tertiary Institutions

Tertiary institution, anywhere in the world constitutes higher levels of learning and are in most cases refer to as Ivory towers of learning (**Emeh and Agba 2010**). In Nigeria's tertiary institutions, training of learners/staff of adult and non-formal education takes place while relevant researches are also equally conducted. Additionally too, adult and non-formal education courses are designed to produce middle and high manpower for non-formal education. Furthermore, tertiary institutions are members of stake holders meetings on adult and non-formal education for participatory planning.

State Governments

State governments through their Agencies for adult and non-formal education create conducive environment for the learners by opening centres in places of convenience based on majority's choices. Visa-Viz the provision of instructional materials and recruitment of facilitators, Supervise adult and non-formal education centres, co-ordinate and provide the state with reports which are compiled and produced by SAME/AANFES. The state reports are sent to NMEC for national coordination. Yet state governments are relentless towards meeting the peculiar needs of the state Agencies. The state addresses these needs by allowing Agencies to develop their own ANFE curriculum, primers and training manuals while others just make use of the nationally designed materials and use their state funds to produce additional copies to meet the state needs. Human resource development and capacity building especially on I C T and methodologies are also being done by the states. This is often based on each states needs and available funds. Implementation of basic education is not the responsibility of state's Governments alone as non-governmental organization (NGOs) and individuals are expected to also contribute. It is therefore the responsibility of the states to liaise with Agencies of mass Education to co-ordinate the activities of the NGOs and individual partners.

Local Government Councils

Local Government councils are the closest organs of government to the grass root as far as implementation of adult education is concerned. It is therefore the responsibility of the Local Government to collaborate with the states in the recruitment, training and payment of facilitators' allowance in line with the prescribed benchmark. It is also the responsibility of the local government to open centres in collaboration with the state. This is often being

followed up by environment drive. It is the responsibility of the Local Government to conduct, monitor, evaluate and provide grassroots reports to the Agencies of mass Education for onward submission to the state for the purpose of planning. Sensitization of all the stakeholders at the grass-root level is also the responsibility of the local Government, while stakeholders like the opinion leaders, politician, local philanthropists are to be mobilized and sensitized for massive support either in terms of funding, material provision, training or provision of venue as centres (Osokoya2011).

Osokoya (2011) concluded that Promotion of volunteerism among the NGOs and individual partners is also the responsibility of the local Government as the total cost of funding adult education cannot be borne by all the tiers of the government alone. Lastly, the Local Governments are expected to initiate programmes or projects that are grassroots oriented and that benefit the target groups for socio-economic and cultural development.

Voluntary Agencies and Non-Governmental Organizations

It is a fact that provision of adult and non-formal education is not the responsibility of Government alone. The involvement of voluntary Agencies like Boys scout, Girls Guide, lion club and other NGOs are needed (Jaja, 2011). The history of adult and non-formal education even recognized them as pioneers of non-formal Education (NFE) in Nigeria. Voluntary agencies and non-governmental organizations are expected to establish-self sponsored adult and non-formal education centre to support government in the eradication of illiteracy venture. And also to adopt each one-Teach-one or fund the teaching of one method in order to permeate the learners. Being close to the grassroots, Voluntary agencies and NGOs usually embark on grassroots sensitization for fund raising, enrolment drive and more grass root support. This grassroots organ of adult education implementation should

also be responsible for free provision of centre venue, furniture and material in addition to short-time training of facilitators and supervision.

Centre

This is the last unit in the structure of or organogram of adult and non-formal education. A centre is the place where teaching-learning take places. It is synonymous to a classroom in the formal sector. The centre keeps local records like timetable, attendance register and visitors register. Maintenance of chalk board, duster, vocational and materials are also being done at centre level. The centres also discuss needed innovation that will boost increase in enrolment, retention and completion rates (Agba and Ushie, 2012).

2.7 Adult Education Curriculum

There are several curricular materials in circulation for use in adult and non-formal Education centres all over the country. National commission for mass education (NMEC) with the support of United Nations international children education fund (UNICEF) was able to develop three curricular for nation-wide application. They include Adult and non-formal Education NFE Girl-Child/Adolescent Girls curriculum, NFE qur'anic schools and NFE out-of-school Boys curriculum (Paiko 2012). Each of the curriculums were developed in collaboration with other Adult and Non-formal Education Stakeholder. The steps include inviting experts in relevant subjects and other area, including adult education teachers and learners to workshops to fashion out a given curriculum. Learning materials such as primers, textbooks and others are also developed from approved curriculum by experts in the relevant field (Paiko 2012).

Some criteria used for the curriculum development process were under listed by the national commission for mass education (NMEC) as follows:

- i. Age of learners (the target group for the programme); for the youth it will be for age 15 to 21 (example are the three curricular for integrated qur'anic Education, for Adolescent Girls and Girl-child and for the out-of-school boys, while the Basic and post literacy curriculum is for the adult-age 15 and above).
- ii. Experience of learners (whether such learner have some rudiments of literacy or not); there is curriculum for beginners who do not have the rudiment of literacy on modern education (Basic literacy curriculum) might have started literacy classes and dropped and now want to continue;
- iii. Sex of learners (male or female) to make it gender compliance and relevance to the learners; the females may need some sex related skills such as child care and so on;
- iv. The level of the studies (basic, post-literacy and continuing education); there is sequence in learning from basic to tertiary level. The level of learners in a programme needs to be determined to develop curriculum for them;
- v. The type and nature of courses (literacy, vocational or continuing education and their respective levels) need to be taken into consideration in developing curricular;
- vi. Environmental influence (basing it on the need of the environment such as the common type of occupation, cultural and religious background);
- vii. The kind of personnel to use the curricula material (s) (based on the average qualifications of the operators of the curriculum), among others (NMEC 2013).

2.7.1 Adult Education Learners

According to the Adult and non-formal Education (ANFE) facilitator's Handbook, the notable groups for adult and non-formal education programmes include.

- School going age children and youths (6-15 years) not enrolled in the formal school system;
- Adult and youth (15 years and above) who are beyond school going age but had never had the grasp of the rudiments of reading, writing and numeracy;
- Semi-literates who want to improve their education;
- Even the literates who need other forms of education and training or want to advance their education;
- Pre-matured school drop-out who could not stay to acquire permanent literacy for effective work.
- Adult/Youth requiring rehabilitative education. This group includes the youths known as “yandaba” in the north and Area boys in the southern part of Nigeria, including prison inmates.

The above categories of people are mainly found among the following target group: women in purdah; rural women; peasant farmers; market women and men and out-of-school children and youths (Obe, 2012).

2.7.2 Characteristics of Adult Education Learners

Kwasi (2012), asserted that learners in Adult and NFE Centres varied in age, sex, religion, cultural, economic and education background. As a result of the above peculiarities of adult and non-formal education learners, the programme must take into consideration the peculiarities of children, youths and adult in its operation.

- Some learners believe that they are too old to learn. They are worried about whether they can keep up, whether others will laugh at them if they make mistakes;
- Some of them have never been to school before, they do not know what to expect, and they have the fear of the unknown;
- Some have been in school sometimes, but have had bad memories of the experience; possibly they could not cope or failure in examination, or were severely punished;
- Most of them probably work on farms, or at home, or in shops or in factories. Going back to learn are not their main “occupation”
- Many of them are married; they are fathers and mothers at home and may be worried about problems such as sick child, food shortage, family quarrels, and problem of their children school fees and so on.

Some of the learners have community responsibilities such as being executive members of cooperative or local councilors or members of women club or church workers, or officers of a trade union. Accordingly these learners’ responsibilities may prevent some of them from attending one or more class sessions, or lead to their dropping out, or even be late to classes. Their responsibilities may interfere with their ability to concentrate while in class as their minds might be working on some their personal problems rather than learning the

task at hand. A facilitator, therefore, has to know some of those responsibilities of the learners with the view of helping them to learn. (Kwasi 2012)

2.7.3 Adult Education Learning Centres/Instructional Environment.

Classes in adult education programme are run in regular school classrooms when pupil/students have closed for the day or on weekends, or during holidays. Classes are also held in palaces, mosques, churches, other public or private buildings, in make shift buildings, under trees and so on. Learning can take place in motor parks, market places, on farms, in factories, and any other place learners agreed to learn. In some places, standard classes are established purposely for adult and non-formal education programmes, while in others, borrowed or make-shift structures and used (Aderinoye, 2008).

Organization of Centres

Adult and non-formal education programmes are organized in schemes under the supervision of scheme organizers. Each scheme comprises of a member of centres (preferable not more than three centres) under a senior facilitator/teacher and each centre is composed of a member of classes (preferable not more than five classes) each under a facilitator. In one local government area, there could be one or more schemes, depending on demands of the community or local government area for adult education programme. The agreed standard is for a class to comprise of not more than twenty-five learners (even though the national minimum benchmark recommends up to forty). Schemes are under the local government adult education coordinator appointed by the state Agency for mass education (SAME) (NMEC 2010).

Steps/Guide lines in setting up adult education centres

Malcom (2010) outline the following as steps/guideline when an organization or an individual wants to set up adult education classes/centres.

- Identify the community that wants a centre or a class set up in their own domain,
How many communities are interested in getting new centres?
- Advocacy, sensitization and mobilization of the community so identified.

Advocacy: it involves contact with all that matters on a given affair. All stake holders in the planned project or programme need to be contacted and educated on the need or importance of that particular programme. Advocacy visits are undertaken to all policy makers, religion and opinion leader within the community to solicit for their support and cooperation so that the programme can be successfully implemented.

Sensitization: involves making people aware of something such as a project or programme. Through sensitization, community members that are expected to benefit from the programme are informed about the importance of such programme to their community members. The aims and the objective of the programme are explained to the people's mind and thus prepared for the implementation of the programme.

Mobilization: involves enlisting people into the programme. People are sensitized to rally round and participate in the programme. Such support could be moral, economic, or otherwise. After people are sensitized, beneficiaries can then be called upon to organize themselves by registering into adult and non-formal education classes. The registration process is the mobilization process Malcom (2010).

2.8 Evaluation Strategies in Adult Education

Evaluation is the detailed analyses of a section of or the whole programme at a given stage, or after its completion with the view of measuring whether the section or the whole of the programme has met its planned objectives (Baba, 2009). Baba opines that whatever programme is being planned, there is the need to infuse element of evaluation into it to ensure that the planned programme is properly implemented. It is therefore necessary to properly and adequately provide space for evaluation of adult education programmes to ensure its successful implementation.

2.8.1 Objectives of Evaluation

Evaluation cannot be undertaken without reasons. It usually has some objectives planned to achieve. According to Jarvis (2010), some of the objectives of evaluation in adult education programmes are to:

- a) Periodically ascertain the progress of an adult education programme in the light of declared objectives.
- b) Regularly determine the effectiveness and efficiency of implementation strategies in an on-going programme;
- c) Foster prompt remedy of any fault or lapses in the implementation process of a program.
- d) Provide opportunity for prompt identification of and appropriate reaction to difficulties arising in the course of implementing a programme' and
- e) Determine for purpose of future positive planning, the level of achievement attained at the end of a program as well as factors that impeded or facilitated the implementation process.

2.8.2 Forms of Evaluation in Adult and Non-Formal Education

Ezimah (2013), asserts that several forms of evaluation are available for use in the evaluation process of adult and non-formal education programmes; they include monitoring and quick appraisal, internal/external evaluation, participative and collective evaluation, Formative and summative evaluation and impact evaluation. According to Ezimah (2013), evaluation in adult education has been described in different categories. The categorization includes those rooted in value-internal/external evaluation, controlled/participatory evaluation; those rooted in resource allocation of time and effort-monitoring/quick appraisal; those distinguishing process from product-formative/summative evaluation; and those distinguishing among unit of analysis-learners evaluation, programme evaluation, evaluation of impact on communities, among others

2.8.3 Areas to Consider in Monitoring for Successful Evaluation

The areas to monitor adult and non-formal education programmes include objectives, programmess, strategies, adult education personnel, resources, the context, and the learners themselves (NMEC 2008).

The Objective of the programme

According to NMEC (2008), the objective refers to what the programme was set to achieve. Mass literacy programm are usually set to provide literacy to the beneficiaries. Other objectives could include the acquisition of some life skills, learning how to read and write in a foreign language and so on.

The programme itself

That is the adult education programmes which include kept record (learners' registration and attendance register, facilitators' registration and attendance registers. Facilitators

report on learners performance (in assignment, test, examination and projects), facilitators scheme of work record and human (personnel) and materials resources such as primers, pencils, exercise books, chalks, chalkboard, follow-up reading materials) financial record, among others is monitored. Are the course content being adhered to by the teachers/facilitators and are they relevant to the learners? Are the instructional techniques effective? (Yabo 2011).

Personnel Involved

Personnel include local government adult education coordinators scheme organizers, supervisor, facilitator, learners and other adult education staff at federal, state, local government and NGO levels. The facilitators and supervisors are always expected to attend to their lessons promptly and keep the proper record of the class room activities.

Resources Available

These include human and material resources-the human resource refer to the personnel involved in the adult education programme while the material resources include the teaching/learning materials and equipment like typewriters, computers, photocopies, and also the means of transportation such as cars, motor-cycle, bicycles, boat, and animals. Are they relevant? Are they adequate?

Learning Context

This refers to the learning environment/facilities. Learning environment include classrooms/furniture (table/chair) ventilation, closeness of classes to the learners. Are the learning centres close enough to the learners? Is the sitting arrangement proper? Is the environment conducive for learning? Are the classes located in churches, mosques, under trees, in palaces and in primary schools, what is the sanitary condition?

Learners Themselves

They are those people (male/female) adults enrolled into the adult education classes to acquire literacy education. Are they responding positively to the instruction? What is the level of performance? What is their class attendance level? Essiet (2008), further listed some specific items that must form part of the monitoring exercise. They include: Registration, attendance records, facilitators note/progress report, financial records, records of facilities/resources, and participant information's or reactions (Olagboye 2012).

2.9 Empirical Studies

Onipe (2008). Carried out a research on assessment of social studies curriculum in value clarification, competence and utilization; among Junior Secondary Schools students in Kano metropolis. The study focused on the following objectives: to assess the role of government and supervision in the social studies curriculum implementation; to examine the adequacy of the methods and techniques used by social studies teachers for lesson delivery towards achievement of value clarification, competence and utilization among Junior secondary school students in Kano metropolis; To evaluate the appropriateness of instructional materials used in teaching of social studies for enhancing value clarification, competence and utilization among Junior secondary school students. The population for the study comprised of ten (10) Government Junior secondary schools and fifteen (15) in private schools, Kano metropolis. Out of these, a sample of twenty (20) teachers, one hundred and twenty (120) students and twenty (20) parents was randomly selected from eight (8) schools. The instrument used was questionnaire. The researcher adopted a descriptive survey design. Data was analyzed using mean, standard deviation and z – test. The study concluded that social studies objectives and curriculum contents are value

oriented and that, social studies can help to reduce the problems of indiscipline among students.

The objectives of this study was to assess the programme of adult education while that of Onipe (2008), was to assess social studies curriculum on value clarification, competence and utilization among Junior secondary school students. Both studies were on assessment of educational programmes, both studies adopted the same design, which is descriptive survey and the both studies use questionnaires as instruments to achieve their objectives. But Onipe (2008) carried out his research in Kano state and focused on social studies while the present study is in Benue state, and centred on Adult Education.

Lawal (2008), conducted a research on assessment of Adult Literacy curriculum implementation in Zaria Local Government Area of Kaduna state. The study focused on the following research questions; how adequate are the instructional materials available for the implementation of Adult Literacy curriculum? To what extent do teachers in the Adult Literacy programme make use of instructional materials? To what extent do government and non – governmental organization support the implementation of Adult Literacy Programme in the study area? What are the challenges of implementing Adult Literacy Programme in Zaria Local government area?

The researcher adopted a descriptive survey design. The population of the study comprised of all instructors and students of Adult Literacy Programme in Zaria Local Government Area which consisted of fifty (50) instructors and four hundred (400) students. A sample of one hundred and ninety – five (195) students and fifteen (15) instructors was randomly selected using a Hat – Replacement pick method. Questionnaire was used as an instrument

for data collection. Four (4) null hypotheses were tested using chi –square (X^2) and t – test statistics at 5% (0.05) significance level.

The study concluded that, adult literacy programme implementation in Zaria L.G.A is a viable and good programme, worthy of encouraging, that both male and female in the study area benefited immensely from the programme. The study recommended that the elites and well-to-do indigenes of Zaria Local Government should assist in funding Adult Literacy Programme in the area in order to encourage its development and sustenance. The current study was similar to that of Lawal (2008) since it used descriptive survey design like that of Lawal (2008). The population of this study wa all the students and instructors of adult education programme in Benue state while that of Lawal (2008), were students and instructors of Adult Literacy programme in Zaria Local Government area in Kaduna state. Lawal (2008), used questionnaires as an instrument for collecting data and the present study used questionnaire in collecting data.

Ojo (2010), carried out a research on assessment of the chemistry curriculum implementation for senior secondary schools in Kwara State. A descriptive survey research design was adopted in the study as a research design. The population of the study was 237 subject teachers consisting of all chemistry teachers in the sixteen (16) local government area of Kwara State. A sample of 150 respondents was randomly selected. Five objectives, five research questions and five null hypotheses were formulated to guide the study. Questionnaire, interview and observation schedules were research instruments used for data Collection. Teachers' questionnaires were sealed using four point rating scales. Pearson Product Moment Correlation Coefficient (PPMC), ANOVA and chi-square test statistical tools were used in testing the hypotheses at 0.05 level of

significance. The major findings of the study were poor motivation of chemistry teachers by the government, laboratories ill-equipped, ineffective way of conducting supervision and inadequate professional teachers.

The study recommends that teachers should be motivated, provide training and retraining through seminars, workshop or conference. Also the laboratories should be well equipped for effective implementation of Chemistry curriculum in senior secondary schools. The studies are related in the sense that, both studies have adopted descriptive survey research design and as well descriptive and inferential statistics were employed for analysis of data collected in the studies. However, it differs from the present study as it looked on the assessment of the implementation of Chemistry curriculum in senior secondary schools while the present study will look on to the assessment of the implementation of adult education programme in Benue State, Nigeria. In the field of evaluation, some experts use the term evaluation and assessment inter-changeably while others contend that evaluation is broader than assessment and involves making judgments about, the merit or worth of something. When such distinction is made, “assessment” is said to primarily involve characterizations and appraisals that is determinations of merit and or worth Yusuf (2012). It also differed from the present study in possession of five objectives, five research questions and five null hypotheses, while the present study possess seven objectives, seven research questions, seven null hypotheses and seven basic assumptions.

However, a population of 237 subject teachers consisting of all chemistry teachers in the sixteen; (16) local governments areas of Kwara State, and a sample of 150 respondents were involved in the research. Questionnaire, interview and observation schedules were used as instruments for data collection in the study while in this present study only

questionnaire would be used as an instrument for data collection. So also, Pearson Product Moment Correlation Coefficient (PPMC), one way analysis of variance (ANOVA) and Chi - Square test were used to test the hypotheses at 0.05 level of significance, while in this present study, Chi- square test was used to test the hypotheses of the study at 0.05 level of significance. It however differed in such a way that, the study was carried out in Kwara State while the present study would be carried out in Benue State.

Zubairu (2011), on Evaluation of Biology Curriculum Implementation in Public Secondary Schools in Kaduna Metropolis. Target population was SS II Biology students and their teachers. The samples selected from the target population were 21 biology teachers and 142 biology students were randomly selected using stratified random sampling techniques. The study involved four objectives, four research questions and four null hypotheses to guide the study, the data were collected through research instrument called Biology Achievement Test (BAT) questionnaire for both teachers and students. Biology Teachers Question (BTQ) and Biology Students Questionnaire (BSQ) with reliability of 0.66, questionnaire, checklist and observation schedule were used as instrument for data collection. The instruments were constructed using the process of curriculum implementation which are teaching methodology frequently used by the biology teachers, the adequacy of the content of Biology.

Moreover, t-test statistics at $P < 0.05$ level of significance was used to determine the difference between the mean. Analysis of the data collected shows that qualified biology teachers are inadequate in all sampled schools. Evaluation of students' performance at end of every term shows little or no improvement after Biology instructions. Most physical facilities were available are grossly inadequate or not available at all. The smaller the class

size the more adequate it is for proper implementation of the biology curriculum. Based on these findings recommendations were made. One of which sensitization of various stakeholder of secondary schools education in Kaduna State to ensure the provision of adequate facilities in schools and employment of qualified biology teachers for the effective implementation of the biology curriculum.

The study is related to this present study as it concerned with process of curriculum implementation in senior secondary schools. However, it differs with present study in the sense that, it focused on the evaluation of biology curriculum implementation while the present study looked at the assessment of the implementation of adult education programme in Benue State, Nigeria. The sample of the study consisted of 21 biology teachers, and 142 biology students. The study used Biology Achievement Test (BAT) as an instrument used for data collection while the present study used students, teachers/facilitators, supervisors and L.G authority's questionnaire as an instrument for data collection. The study used t-test to test the hypotheses at 0.05 level of significance while the present study would use Chi-square test to test the hypotheses at 0.05 level of significance. The location of study is also matter, where the study was conducted in Kaduna Metropolis while the present study was carried out in Benue State.

Ikoh (2011), carried out a research on assessment of women education in Southern Kaduna community and its' implication for curriculum reforms. The design used for the study was descriptive survey design. The target population for the study was four hundred and twelve thousand, six hundred and sixteen (412,616) comprised of all the women in Southern Kaduna communities. The researcher selected three (3) Local government areas representing one – third ($\frac{1}{3}$) of the total local government areas in Southern Kaduna area

where she obtained a sample of three hundred and eighty – four (384) persons by random selection.

Questionnaire was used as instrument for collecting data. Some of the major findings in Ikoh (2011), study revealed that the level of awareness concerning women education is still low in the remote rural areas of the Southern Kaduna communities. The urban women were constantly on the advantage which women education offered and the positive implication that can be achieved from it. The rural women were not so lucky. The study recommended that awareness campaign on the relative essence and advantages of women education be intensified in Southern Kaduna, by church leaders, Muslim leaders and traditional leaders; that, effort should be made by the government to bridge the gaps between educational and employment opportunities for men and women in Southern Kaduna by extra budgetary allocations for women education. This study was on assessment of adult education programme while that of Ikoh (2011), was an assessment of women education and its implication for curriculum reforms. However, the two studies were on assessment of education and both used descriptive research design and questionnaires as instrument for collecting data.

Rikichi (2011), conducted a study on the assessment of the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna state. Seven (7) objectives, seven (7) research questions and seven (7) hypotheses were proposed for the study. The study used survey research design. The target population of the study covered all social studies teachers of the State Universal Basic Education Board in Kaduna state totaling five thousand, five hundred and fifty two (5,552) spread across the twenty – three (23) Local Government Areas of the state. The researcher used stratified random

sampling techniques to select three hundred and fifty – seven (357) social studies teachers as a sample for the study. Questionnaire was used as instrument for collecting data. In the pilot study, the researcher used five (5) public primary schools selected from Kaduna North and Kaduna South Local Government Education Authorities respectively, and fifty (50) social studies teachers selected for this purpose. The schools and teachers selected were excluded from the main study. The result of the pilot test showed Cronbach's Alpha part 1 and part 2 to be 0.800 and 0.9952 respectively while the Gutman split half coefficient was 0.684. These indicated that the instruments were adjudged reliable being that they fell between 0.5 and positive +1. Simple percentage, mean, Pearson chi-square were used to analyze the research questions while t-test was used to test the hypotheses.

The previous study concluded that significant relationship existed between the role of government, supervision and the implementation of social studies curriculum objectives for effective citizenship. Also trained teachers were better in achieving high level of the social studies curriculum objectives than the untrained teachers.

Both studies were directed towards assessment of educational programme. The two studies employed survey research design and used questionnaires as instrument. The two studies used t-test statistic as a tool for data analysis. On the other hand, the current study centres on Benue state as the population of the study while the previous study had Kaduna state as the focus.

Habu (2011) conducted a study titled: Assessment of influence of citizenship Education on Adolescents in SabonGari Local Government Area of Kaduna state. The study used two different designs namely descriptive survey and Quasi – experimental designs. The study used students in Junior secondary schools class three (3) of both private

and public schools within SabonGari Local Government Area which comprised of twenty – eight (28) private and ten (10) public schools making a total of thirty – eight (38) in all with an estimated student population of one thousand, six hundred and eighty – nine made up of boys and girls. Questionnaire was used as data collection instruments. Three research hypotheses were proposed for the study. The data analysis tool was t – test statistics.

The study revealed that, there was no significant difference between male and female students on their perception of the influence of citizenship education on adolescents. The study also revealed that the present social studies curriculum contents for citizenship education had influence in adolescents, having observed that students exposed to citizenship education performed better than those not exposed. The study recommended that equal opportunity and motivations for learning should be given to both male and female students in junior secondary school level. Also teachers' motivation should be improved upon as it determines better performance in inculcating citizenship education values among young adolescents.

The current study and the previous studies were both directed towards assessing education programme. The current study employed descriptive survey design while that of Habu (2011) employed descriptive survey and quasi – experimental. The two studies are similar in the area of descriptive survey design, instrumentation and the use of percentages for statistical analysis, but differ in the use of t-test and chi square test respectively.

Ishaya (2014) carried out a research on assessment of the implementation of integrated science curriculum in junior secondary schools in Kaduna. The study used survey research design and questionnaire for data collection. The population of the study covered all the integrated science teachers of the study area totaling one hundred and fifty

teachers spread across fifty – five (55) public junior secondary schools and sixty – three (63) private junior secondary schools in Kaduna state. The study answered four (4) research questions and tested four (4) hypotheses. The simple percentage was used to analyze the bio-data while the statistical mean was used to answer the research questions. The hypotheses were tested using t-test statistics.

The study revealed that integrated science as a subject in the school curriculum had objectives which were intended to be achieved through the teacher, hence training of teachers is very paramount in the realization of the objectives because teachers have been taught the rudiments of teaching. This research and that of Ishaya (2014), differs in some ways. This study used adult education students and instructors in Benue state as the population of the study while Ishaya (2014), used integrated science teachers in Kaduna state as the population of the study. Nevertheless the two studies are similar in the area of research design, sampling techniques, instrumentation and method of data analysis.

Abdu (2014), on the Assessment of the Implementation of Mathematics in Senior Secondary Schools in Kano State. Non-experimental or qualitative descriptive design was adopted in the study as research design. The population of the study was 3679, and a sample of 624 was selected from the population. Four objectives, four research questions and four null hypotheses were used to guide the study. Two types of questionnaire were used in the study. Teachers' questionnaire and supervisors' questionnaire. Teachers questionnaire were made up of thirty items that were adopted from Mehmet (2005) and Ismet (2005), while supervisors' questionnaires was made up of 20 items. The respond pattern or pattern of questionnaire is open ended. On the spot collection technique (Mkpa, 1998), was employed in the collection of questionnaire distributed to the subjects.

Descriptive and inferential methods of data were employed in the analysis of the collected data. Descriptive method of simple percentage was employed to test the research questions of the study. While inferential analysis of chi-square was used to test the research hypotheses.

The findings revealed that mathematic curriculum contents in senior secondary schools in Kano State were not fully implemented. In addition, it was discovered that some internal factors that is those inclusive aspects within curriculum and other external factors such as provision of teaching and learning facilities, qualified teachers were influential to effective implementation of mathematics curriculum. Recommendation were provided at the concluding part which emphasized on the need for the review of the entire curriculum contents in order to make it relevant to the need and demand of the modern era.

The study is related to the present study as both of them considered the mode of curriculum implementation an important aspect of educational process. The former study has four objectives, four research questions and four null hypotheses, while the present study has seven (7) each. Both studies are related in making use of questionnaire as an instrument for data collection and use of descriptive and inferential statistics for analysis of data to answer research questions and testing the hypotheses. The study differed with the present study as it focused on the assessment of the implementation of mathematics curriculum in senior secondary schools in Kano State, while the present study would focus on the assessment of the implementation of adult education programme in Benue State, Nigeria. The present study also differed with afore mentioned study with the possession of four basic assumptions to guide the study. The study was conducted in Kano State, while the present study would be conducted in Benue State.

In a related study carried out by Adebule and Akomolafe (2014), to examine the Evaluation of the Implementation of Senior Secondary School Physics Curriculum. Survey research design was adopted. Sample for the study was consisted of physics teachers who implement the physics curriculum in 25 senior secondary schools in the state. Two research questions were raised and data collected were analyzed using descriptive statistics. The result from the study showed that teachers revealed that none of the section of the physics curriculum content was fully implemented. The result also showed that teachers introduced their students to physics practical works at the certificate class while they are preparing for senior secondary school physics examination.

The study is related to this present study, this is because both the studies focused on curriculum implementation as one of the variable of the studies. They are also interrelated by adopting descriptive survey research design and the use of questionnaire as an instrument for data collection. However it differs from the present study as it focused on the physics curriculum implementation while the present study will focus on assessment of the implementation of adult education programme in Benue State, Nigeria. They also differ in areas where the research is carried out, the study under discussion was carried out in Ekiti State while the present study would be carried out in Benue State. The study also has only one objective and two research questions with no hypothesis while the present study would have seven objectives, seven research questions, seven null hypotheses and seven basic assumptions to guide the study. The study used descriptive statistics in the analysis of data on the other hand the present study also used descriptive and inferential statistics to analyze the data.

Ifeobu (2014), on Evaluation of the Implementation of National Curriculum for Secondary School Biology in Anambra State. Evaluation research design was adopted in the study. The evaluation model used was Stufflebeam (1971) context, input, process product and constraints (CIPPC) model, which is a modified form of Stufflebeam (1971) context, input, process and product (CIPP) model. The three set of population for the study were 300 biology teachers and 45,739 biology students and 179 states owned senior secondary schools in Anambra state. Six objectives and six research questions were raised in the study. A structured response questionnaire which was validated by experts and experienced personnel both in biology teaching and programmes was used to collect data. Mean and standard deviation were used to answer the research questions. Among the major findings of the study were that: the aims and objectives of the national curriculum for secondary school biology have been achieved only to moderate extent; the content of the Biology curriculum for senior secondary schools can achieve the objectives of the secondary school Biology to a moderate extent; Biology teachers utilize the available instructional materials for teaching and learning Biology only to a less extent; teachers comply with the appropriate teaching methods recommended for use in the Biology curriculum to a moderate extent; teachers use the recommended evaluation techniques in assessing their students to a moderate extent; students' poor background from basic science; under funding of education; forty minutes Biology lesson period; inadequate number of trained Biology teachers where the problems militating against the implementation of the national curriculum to a moderate extent. It was thus recommended among others that biology content should be monitored periodically to assess the extent to which the objectives are being achieved.

The study is related to the present study as it concerned with the curriculum implementation in senior secondary schools as major aspect or process of education for the attainment of educational objectives. Both studies used descriptive statistics for analysis of data. It is however differed from this study as it was carried out in respects of the implementation of biology curriculum in senior secondary schools while the present study was carried out in respect of assessment of the implementation of adult education programme in Benue State, Nigeria. Six objectives and six research questions were used in the study while the present study would possess of seven objectives, seven research questions, seven null hypotheses and seven basic assumptions to guide the study.

Summary and uniqueness of the study

The study examined the assessment of the implementation of the adult education programme in Benue State. The research reviewed the following concepts in relation to the study. Concepts of Adult Education, Curriculum Implementation, Forms of Adult Education, National Benchmark for Adult and Non-Formal Education, Adult and Non-Formal Education Programmes and so on. The research also reviewed some theories (theoretical framework) and models of Curriculum Implementation that supported the work.

Onipe (2008) Differs from this study in some aspects. The research was conducted on assessment of social studies curriculum in value clarification, competence and utilization among Junior Secondary School students. The population comprised of ten (10) Government Junior Secondary Schools and fifteen (15) private schools in Kano metropolis. Sample of twenty (20) teachers, one hundred and twenty (120) students and twenty (20) parents were randomly selected from eight (8) schools. While this study was

conducted on assessment of the implementation of Adult Education programme in Benue State using adults mainly with target population of two thousand, five hundred and ninety-three (2593) and one hundred and twenty four (124) respondents

Lawal (2008). Differences still existed as the research was conducted on assessment of Adult Literacy Curriculum Implementation only in Zaria Local Government Area of Kaduna State. A descriptive survey was used with the population of fifty (50) instructors and four hundred (400) students. A sample of one hundred ninety-five (195) students and fifteen (15) instructors were randomly selected. The current study on assessment of the implementation of adult education programme though used descriptive design and questionnaire as instrument for data collected, but was conducted in different location of Benue State. It covered the whole state with the population of two thousand five hundred and ninety-three (2593). A sample of two hundred and twenty-four (224) were selected from fifteen (15) Local Government.

Ojo (2010). Differs in number of guiding objectives (ie four objectives) as the research focused on Assessment of the chemistry curriculum implementation for senior secondary schools. It was also differ in level and location where the research was conducted using secondary school students and in Kwara State using chemistry subject with the population of two hundred and thirty-seven (237) subject teachers and a sample of one hundred and fifty (150) respondents. The present study has seven objectives and was conducted on assessment of the implementation of adult education programme in Benue State, focusing on adult learners, with the population of two hundred and six (206) facilitators and two thousand three hundred and eighty seven (2387) students and two hundred and twenty-four respondents. Multiple instrument of questionnaire, interview and

observation schedules were used for data collection in the formal study unlike the only questionnaire used in the present study.

Zuberu (2011). Differs in the sense that it focused on the evaluation of Biology curriculum implementation in public secondary schools in Kaduna metropolis. The samples selected from the target population were twenty-one (21) Biology teachers and one hundred and forty-two (142) Biology students. The study used Biology achievement test (BAT) as an instrument for data collection. But the present study looked at the assessment of the implementation of adult education programme in Benue State, Nigeria with the sample population of two hundred and twenty-four (224) dependences. Questionnaire was used as instrument for data collection. The former study used 't-test' to test the hypotheses at 0.05 level of significance while the present study used chi-square test to test the hypotheses at 0.05 alpha level of significance. The location of the study also differs as it was conducted in Kaduna while the present study in Benue State.

Ikoh(2011). Differs in objectives as the former attempted to assess women education only in the southern Kaduna community. Population for the study was four hundred and twelve thousand, six hundred and sixteen (412616) comprised of all women in southern Kaduna communities. A sample of three hundred and eighty-four (384) persons were selected from three (3) local government areas respectively, one-third (1/3) of the total local government areas in southern Kaduna. But the present research focused on assessment of the implementation of Adult and Non-formal Education programme in entire Benue State with the target population of two thousand five hundred and ninety-three (2593) persons and a sample of two hundred and twenty-four (224) respondents selected from fifteen (15) local government areas in Benue State.

Rikichi (2011). Was differ in some aspects. The research was conducted on the implementation of social studies curriculum for effective citizenship in primary schools in Kaduna State with the target population of five thousand five hundred and fifty-two (5552) persons, and three hundred and fifty-seven (357) social studies teachers as a sample. While the present research was to assess the implementation of Adult and Non-formal Education in Benue State using the target population of two thousand, five hundred and ninety-three (2593) persons with two hundred and twenty-four (224) respondents. The former focused attention on regular primary schools and social studies subject teachers in Kaduna State where the differences existed with the present research which focused on Adult and Non-formal Education in Benue State, Nigeria.

Habu (2011). Differences existed as the research was conducted on assessment of influence of Citizenship Education on Adolescents in Sabon Gari Local Government Area of Kaduna State. The study used two different designs of descriptive survey and Quasi-experimental designs. Junior Secondary School classes three were used which comprised of thirty-eight (38) schools with an estimated student population of one thousand six hundred and eighty-nine (1689) made up of boys and girls. The two studies differ in location, level, age of students and area covered. Also, the former used 't-test' while the present study used chi-square to test the hypotheses.

Ishaya (2014). Differs in some ways. It used integrated science teachers in Kaduna State as the population of the study while the present study used Adult Education facilitators and students in Benue State as population of the study. More so, the two studies were carried out at different locations.

Abdu (2014). Differs in some aspects as the research was conducted on implementation of Mathematics in Senior Secondary Schools in Kaduna State using the target population of three thousand, six hundred and seventy-nine (3679) persons with a sample of six hundred and twenty-four (624) respondents, while the present study focused on implementation of Adult Education programme in Benue State using the target population of two thousand, five hundred and ninety-three (2593) persons with a sample of two hundred and twenty-four (224) respondents. Both studies differ in level, age and locations involved.

Akomolafe (2014). Examined the Evaluation of the implementation of Senior Secondary School Physics curriculum in Ekiti State. Differences was shown as sampling population for the study consisted of physics teachers drawn from twenty-five (25) Senior Secondary Schools within the state. Two research questions were raised to guide the study, one objective and no hypotheses, while the present study has seven objectives, research questions and hypotheses each. It differs as it focused on implementation of physics curriculum. While the present study assessed the implementation of Adult Education programme. They also differ in terms of location as the former was carried out in Ekiti State while the later in Benue State.

Ifeobu (2014). Showed some differences as the research was to evaluate the implementation of National Curriculum for secondary school Biology in Anambra State. Evaluation model of stuffle beam (19710 context, input, process, product and constraints (CIPPC) was used. The population target of three hundred (300) Biology teachers and forty-five thousand, seven hundred and thirty-nine (45739) Biology students were also used. The present research on the other hand, made use of models of curriculum

implementation such as problem solving model and interaction model as it was ment to assess the implementation of Adult Education programme in Benue State. Both studies differ as the former was carried out on formal and regular system of education while the present study was on Adult and Non-formal Education programme. Differences also existed in age, level and location of the learners involved in the research.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes and explains the method used in the collection of data in the study. Issues discussed in the chapter includes research design, population of the study, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability of instrument, procedure for data collection and procedure for data analysis.

3.2 Research Design

The researcher adopted a descriptive survey design. This is the type of design that permits the researcher to study elements that are in large population. It enables the researcher to select what is called samples and thereafter, the sample is studied and used to make generalization from the entire population (Nworgu 2006). This study has a large population; hence, the researcher considered it fit to use the design.

3.3 Population of the Study

The target population of this study consisted of all the students and teachers/facilitators Supervisors, Scheme Organizers, Adult Education Coordinators, SAME staff, Monitoring/Evaluation officers and other resource persons of adult education programme in Benue state. The population was made up of two hundred and six (206) teachers/facilitators and two thousand three hundred and eighty-seven (2387) students spread across the twenty-three (23) local government areas of the state as shown on table

3.1

Table 3.1: Population Distribution

L G A	Students	Teachers/ Facilitators	Supervisors	Scheme Organizers	LG Adult Edu. Coordinators	SAME Rep Staff	Monitoring/ Evaluation Officers	Total
Ado	140	11	3	3	1	1	2	161
Agatu	142	10	3	3	1	1	2	162
Apa	145	10	3	3	1	1	2	165
Buruku	56	7	3	3	1	1	2	73
Gboko	168	12	3	3	1	1	2	190
Guma	62	5	3	3	1	1	2	77
Gwer East	60	7	3	3	1	1	2	77
Gwer West	64	6	3	3	1	1	2	80
Katsina – Ala	147	10	3	3	1	1	2	167
Ukum	57	6	3	3	1	1	2	73
Konshisha	72	7	3	3	1	1	2	89
Kwande	62	6	3	3	1	1	2	78
Logo	60	6	3	3	1	1	2	76
Makurdi	177	14	3	3	1	1	2	201
Obi	87	7	3	3	1	1	2	104
Ogbadibo	54	7	3	3	1	1	2	71
Okpokwu	57	8	3	3	1	1	2	75
Ohimini	52	5	3	3	1	1	2	67
Oju	91	9	3	3	1	1	2	110
Otukpo	167	13	3	3	1	1	2	190
Tarka	92	8	3	3	1	1	2	110
Ushongo	72	8	3	3	1	1	2	90
Vandeikya	89	8	3	3	1	1	2	107
Total	2173	190	69	69	23	23	46	2593

Source: Department of Research and Statistics; Benue State Adult and Non- formal Education Board (2017)

3.4 Sample and Sampling Techniques

A sample of two hundred and twenty – four (224) made up of one hundred and five (105) students, Forty-four (44) Teachers/Facilitators, fifteen (15) Supervisors, fifteen (15) Scheme Organizers, fifteen (15) LG Adult Coordinators, fifteen (15) SAME Staff, fifteen (15) Monitoring/Evaluation Officers of Adult Education programme were randomly selected from fifteen (15) local government areas of the State Adult Education board, Benue state as shown on table 3.2 below. Based on Nworgu (2006), the researcher asserted that ten percent of the population was appropriate for sample size, hence, the researcher calculated ten percent (1.5) of each sample selected to arrive at the total sample of 224. The researcher use balloting system wherein the sample selected was through pick and balloting. The researcher tore four pieces of paper and wrote on each piece of paper (000) and then one (1). The despondences were asked to pick from the box. The respondent that picked one (1) was automatically the sample selected.

3.2: Sample Distribution

L G A	Total Population	Students	Teachers/ Facilitators	Supervisors	Scheme Organizers	LG Adult Edu. Coordinators	Same Rep Staff	Monitoring /Evaluation Officers	Total
Ado	161	7	3	1	1	1	1	1	15
Agatu	162	7	3	1	1	1	1	1	15
Apa	165	-	-	-	-	-	-	-	-
Buruku	73	7	3	1	1	1	1	1	15
Gboko	190	-	-	-	-	-	-	-	-
Guma	77	7	3	1	1	1	1	1	15
Gwer East	77	7	3	1	1	1	1	1	15
Gwer West	80	-	-	-	-	-	-	-	-
Katsina – Ala	167	7	3	1	1	1	1	1	15
Ukum	73	-	-	-	-	-	-	-	-
Konshisha	89	7	3	1	1	1	1	1	15
Kwande	78	-	-	-	-	-	-	-	-
Logo	76	7	3	1	1	1	1	1	15
Makurdi	201	7	3	1	1	1	1	1	15
Obi	104	7	3	1	1	1	1	1	15
Ogbadibo	71	7	3	1	1	1	1	1	15
Okpokwu	75	7	3	1	1	1	1	1	15
Ohimini	67	7	3	1	1	1	1	1	15
Oju	110	-	-	-	-	-	-	-	-
Otukpo	190	6	3	1	1	1	1	1	14
Tarka	110	-	-	-	-	-	-	-	-
Ushongo	90	-	-	-	-	-	-	-	-
Vandeikya	107	7	3	1	1	1	1	1	15
Total	2593	104	45	15	15	15	15	15	224

3.5 Instrumentation

The research instrument for this study was a questionnaire. Akande (2008) defines a questionnaire as “a self-reporting research method used in writing highly structured items or questions”. Ogunleye (2008) defines it as “an instrument used for getting answers to a set of questions for using a format which the respondents fills by himself. The questionnaire was self-structured in two parts. Section one (A) solicited for biographical or personal information of respondents, while sections two (B) has items on the views of respondents. Responses to items on the questionnaires are on four (4) points modified likert scale of Strongly Agree (SA) 4; Agree (A) 3; Disagree (D) 2; and Strongly Disagree (SD) 1. The respondents were required to choose one of the options. The questionnaire has a total of 70 test items, 10 each from sections, the questionnaire were developed based on each of the seven (7) objectives formulated for the study.

3.5.1 Validity of the Instrument

The instrument used in this study was vetted by the researchers’ supervisors in the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. This was to determine the construct and content validity of the instruments. All necessary corrections and modifications were made on the affected items and research statement(s) were constructed based on the comments of the supervisors. The essence of the validation was ensure that instrument developed were in line with variables of the study and not either below or above the standard of the students. Having done that, the researcher subjected the instrument for pilot testing.

3.5.2 Pilot Testing

A pilot testing was conducted in one adult education study centre in Otukpo local government area of Benue State. Using split-half method, 20 copies of the questionnaire were given to 20 groups of students, that were collected and mark, 20 copies of the questionnaire were again given to the same group of students. Both score were collected and correlated. The number of questionnaire used for the pilot study was 40. The school used for the pilot study was not involved in the sample study. The purpose of the pilot study was to enable the researcher determined the reliability of the instrument.

3.5.3 Reliability of the Instrument

The data collected from the pilot testing were correlated and test- retest method was used in order to calculate to determine the reliability coefficient using Pearson Product Moment Correlation Coefficient (PPMC). The results obtained from the test was 0.83 which showed that the items were reliable within the acceptable limits. The requirement for internal consistency in average value of the reliability co-efficient must be higher than 0.05 (Osuala, 2008).

3.6 Procedure of Data Collection

The researcher administered the instruments (questionnaire) to the respondents personally. Before going to study area, the researcher collected a letter of introduction from the Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria (see Appendix F). The researcher met with the students and teachers/facilitators of Adult Education Programme (AEP) in various centres in Benue

State and administered copies of the questionnaire to them. A total of two hundred and twenty-four (224) copies of questionnaires were administered.

3.7 Procedure for Data Analysis

The rating scale of the items on the questionnaire were done by using numerical values based on the weight and statement as follows: Strongly Agree (SA) =4 points, Agree (A)=3 points, Disagree (D)=2 points, Strongly Disagree (SD)=1 point. The simple percentage was used to analyze the bio-data, while the mean and standard deviation were used to answer the research questions. The 7 null hypotheses were tested using contingency chi-square in order to determine the level of significant difference. The null hypotheses were rejected or retained at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The study assessed the implementation of Adult Education Programme in Benue State. To achieve this, the study was structured along seven specific objectives with seven research questions as well as seven research hypotheses. A total of 224 respondents sampled for the study, responded to the study. The data was analyzed with statistical package of IBM (International Business Machines) Version 23. The analysis was presented in three main sections. The first section presents the frequency and percentage distribution of the bio data variables. These include the respondents' status, age, gender, and qualification. The second section answers the seven research questions using in each section, item frequencies, means and standard deviations. The cumulative/aggregate mean was computed which is compared with the standard/decision mean of 2.5000, to determine agreement or disagreement with the question. The standard/Decision mean computation was based on the 4-likert scale options of the study/ i/e $(4+3+2+1)/4 = 2.500$. The third section condition results of the seven null hypotheses tested using chi-square for differences between each two of the categories of respondents in each case. All the hypotheses were tested at 0.05alpha level of significance. The next section presents the summary of the major findings of the study.

4.2 Frequency and Percentage distributions of Bio-data of Respondents

Table 4.2: Status of Respondents

Status	Frequency	Percent
Students	105	46.9
Teachers/Facilitators	44	19.6
Supervisors	15	6.7
LG coordinators	15	6.7
SAME staff	15	6.7
Monitoring/evaluation officers	15	6.7
Organizers	15	6.7
Total	224	100.0

The Table 4.1.1 shows the distribution of respondents according to status. A total of 105 or 46.9% were students, while 44 or 19.6% were teachers/facilitators, as against 15 or 6.7% that were supervisors while 15 or 6.7% others were Local Government coordinators while another 15 or 6.7% are State Agency Monitoring evaluation officers and the rest 15 or 6.7% were organizers.

Table 4.3: Gender

Gender	Frequency	Percent
Male	135	60.3
Female	89	39.7
Total	224	100.0

Table 4.1.2 shows that a total of 224 respondents comprised of 135 or 60.3% males and the rest 89 representing 39.7% were female respondents.

Table 4.4: Age of Respondents

Age	Frequency	Percent
21-25	9	4.0
26-30	49	21.9
31-40	86	38.4
41-50	45	20.1
51 and above	35	15.6
Total	224	100.0

As presented in Table 4.1.3, a total of 9 or 4.0% were between 21-25 years while 49 or 21.9% were between 26-30 years as against 86 or 38.4% that were between 31-40 years while another 45 or 20.1% were between 41-50 years and the rest 35 or 15.6% were aged 51 years and above.

Table 4.5: Qualification of Respondents

Qualification	Frequency	Percent
TCII	43	19.2
WASC/NECO	41	18.3
Cert in Adult Education	12	5.4
Diploma	32	14.3
NCE	6	2.7
Degree	9	4.0
Masters	68	30.4
Others	13	5.8
Total	224	100.0

The qualification of the respondents as shown in the Table 4.1.4 showed that while 43 or 19.2% possessed TCII, another 41 or 18.3% possessed WASC/NECO as against 12 or 5.4% with certificate in Adult education while 32 or 14.3% possessed Diploma while 6 or 2.7% possessed NCE. Besides, 9 or 4.0% possessed degree as against 68 or 30.4% that possessed Masters and the rest 13 or 5.8% had other forms of qualification

4.3 Research Questions

Various research questions raised in the study were answered using mean and standard deviation. This section presents the summary of analysis done on each of the research questions as follows:

Question One: To what extent has Adult Education Programme impacted literacy and numeracy on the non-literate adult in Benue state?

Table 4.3.1: Data collected from Section A items 1-10.

The administration of questionnaire involving teachers/facilitators, and students was analysed in order to answer this research question. This analysis was carried out in respect to research question 1 presented in Table 4.3.1.

S/No	Items	Response Categories				mean
		SA	A	D	SD	
1	In basic literacy, non-literate adult learners are first introduced to the alphabets	54	82	4	9	3.2148
2	The learners are taught simple spelling and pronunciation of simple words	89	48	5	7	3.4698
3	Basic literacy last between 9 months and 1 year and uses the language of immediate environment	53	83	7	6	3.2282
4	Post literacy program helps the learners to read simple passages, write simple letters and make simple expressions in English language	81	57	4	7	3.4228
5	Post literacy program last between 2 to 3 years uses the language of immediate environment and English it is the equivalence of primary 4-6	35	100	9	5	3.1074
6	Learners in basic literacy classes begins the numeracy aspect with counting of numbers such as 1-10, 11-20, 21-30 and so on	48	86	9	6	3.1812
7	learners are introduced to simple addition, subtraction and division of numbers in units and in hundreds in the language of immediate environment	35	101	7	6	3.1074
8	Adult learners of post basic classes can perfectly add, subtract and divide numbers.	22	77	43	7	2.7651
9	They can differentiate between numbers in units, tens and hundreds	23	115	6	5	3.0470
10	They learn and understand how to solve word problems	18	124	4	3	3.0537
	Cumulative mean					3.1597

Decision mean = 2.50

The Table 4.3.1 shows the perception of respondents on the extent of literacy and numeracy impacted on non-literate adults in Benue State. It was observed that the cumulative mean response on all the ten (10) items was 3.1597, which was found to be higher than the decision/standard mean of 2.5000. Specifically, the learners are taught simple spellings and pronunciation of simple words as this opinion had the highest mean agreement of 3.4698 with 137 respondents in agreement while 12 were in disagreement. Also post literacy programme helps the learners to read simple passages, write simple letters and make simple expressions in English Language had the second highest mean response of 3.4228 with details showing that 138 were in agreement while the rest 11 were in disagreement with this view.

Research Question Two: How adequate are the methods and techniques used by adult education teachers/facilitators for effective lesson delivery?

Table 4.3.2: Data collected from Section B items 11-20.

The administration of questionnaire involving teachers/facilitators, and supervisors, was analysed in order to answer this research question. This analysis was carried out in respect to research question 2 presented in Table 4.3.2.

S/No	Items	Response categories				mean
		SA	A	D	SD	
1	Problem solving method is mostly adopted as against the transmission of content method	22	26	6	5	3.1017
2	Traditional and participatory literacy delivery method which involves face to face approach	26	22	5	6	3.1525
3	The use of literacy by radio method increase the chance of achieving Education for all (EFA) goals	17	28	6	8	2.9153
4	Demonstration method is used to give learners mutual life experience as it allows for comparison of ideas for real or ideal situation	22	22	6	9	2.9661
5	Guided discussion method which provides for all learners to freely express their views on issues being discussed	16	36	4	3	3.1017
6	some technique used by adult education teachers/facilitators include: Alphabetization technique	14	29	10	6	2.8644
7	some technique used by adult education teachers/facilitators include: Primer/participatory approach	14	31	8	6	2.8983
8	some technique used by adult education teachers/facilitators include: Functional literacy approach	19	25	8	7	2.9492
9	some technique used by adult education teachers/facilitators include: Real literacy material (RLM)	17	28	8	6	2.9492
10	some technique used by adult education teachers/facilitators include: Learner-Generated Material (LGM)	20	30	4	5	3.1017
	Cumulative mean					3.0000

Decision mean = 2.5

Table 4.3.2 shows the perception of respondents on adequacy of the methods and techniques used by adult education facilitators for effective lesson delivery. The cumulative mean response recorded from the ten items was 3.0000 and was higher than the decision mean of 2.5000. Specifically traditional and participatory literacy delivery methods which involve face to face approach had the highest mean agreement level of 3.1525 with 48 agreeing while only 11 disagreed. In the same vein, problem solving method and guided discussion method had the second highest mean response of 3.1017 respectively. These showed that adequate methods and techniques were being used by facilitators for effective lesson delivery.

Research Question Three: How appropriate are the instructional materials used in teaching and learning process of adult education?

Table 4.3.3: Data collected from Section C items 21-30.

The administration of questionnaire involving supervisors, and organizers was analysed in order to answer this research question. This analysis was carried out in respect to research question 3 presented in Table 4.3.3.

S/No	Items	Response categories				mean
		SA	A	D	SD	
1	Chalk board is the most common instructional material	20	3	5	2	3.3667
2	Other display formats such as bulletin boards, flannel boards and magnetic boards display information to learners.	13	2	11	4	2.8000
3	Still pictures such as photographic representation of people, places and things, illustrations from books and periodicals are also used.	10	9	10	1	2.9333
4	Graphic materials such as diagrams, charts, maps, cartoons and posters are also used as instructional materials.	3	15	8	4	2.5667
5	Real things or objects such as plants, rocks, animals and human being are being used as examples to afford accuracy of impression and concept to learners.	7	14	6	3	2.8333
6	The use of models through paintings, drawings and specimen to represent real things.	6	16	6	2	2.8667
7	All kinds of printed materials or hand written materials such as primers, textbooks, magazines and newspapers are used as teaching aids.	7	13	4	6	2.7000
8	There are provision of audio-software such as radio-tapes, cassettes and record CDs for listening and oral activities	6	4	8	12	2.1333
9	Television and video sets are sometimes used to appeal to both the sense of hearing and sight	7	3	9	11	2.2000
10	Guided excursions or tour to places such as rivers, hills, banks, hospitals, factories, schools and so on are sometimes embarked for real life experiences.	4	18	3	5	2.7000
	Cumulative mean					2.7100
Decision mean = 2.5						

The respondents' response in Table 4.6.3 revealed that appropriateness of instructional materials used in teaching and learning process of adult education programme in Benue

State is high as the cumulative mean of 2.7100 is above the 2.5000 standard mean. As seen on the table, except for two items, the mean response of the remaining eight items was higher than the decision mean of 2.5.

Research Question Four: How conducive are the instructional environments of adult education learning centers in Benue State?

Table 4.3.4: Data collected from Section D items 31-40.

The administration of questionnaire involving teachers/facilitators, and supervisors, was analysed in order to answer this research question. This analysis was carried out in respect to research question 4 presented in Table 4.3.4.

S/No	Items	Response categories				mean
		SA	A	D	SD	
1	The actual number of students for a class is not more than twenty five learners.	15	35	2	7	2.9831
2	Most of the centers are located in school premises	4	40	9	6	2.7119
3	Others are accommodated in churches, mosque and private houses/compounds and inside palaces.	17	23	9	10	2.7966
4	Most learners travel 20 – 30 minutes to get to centers while a few have to travel more than 30 minutes.	7	44	5	3	2.9322
5	Fees are not charged in most centers while other centers are fee paying.	36	12	7	4	3.3559
6	Good toilet facilities are available in some centers while they are lacking in other centers.	18	29	6	6	3.0000
7	Classroom, table and chairs are available in some centers while they are lacking in other centers.	22	24	6	7	3.0339
8	Sitting arrangements are properly made and the classrooms are well ventilated in each of the centers.	12	23	17	7	2.6780
9	Learning centers are equipped with libraries.	6	36	11	6	2.7119
10	Good water sources are also provided.	6	39	10	4	2.7966
	Cumulative mean					2.9000

Decision mean = 2.500

Table 4.6.4, based on the perception of the respondents revealed that the conduciveness of the instructional environment of adult education learning centers in Benue State was

adequate. This is the mean response of each of the ten items and the cumulative mean of 2.9 were all higher than the decision mean of 2.5.

Research Question Five: What are qualifications and training received by adult education resource persons?

Table 4.3.5: Data collected from Section E items 41-50.

The administration of questionnaire involving local Government Adult Education Coordinators and Monitoring/Evaluation Officers was analysed in order to answer this research question. This analysis was carried out in respect to research question 5 presented in Table 4.3.5.

S/No	Items	Response categories				mean
		SA	A	D	SD	
1	The minimum qualification for teaching in Nigeria is Nigerian certificate in Education (NCE). All others are regarded as auxiliary teachers	16	2	7	5	2.9667
2	In adult education, most facilitators are holders of certificate in adult education	8	12	7	3	2.8333
3	Some are Diploma holders	7	19	2	2	3.0333
4	Others are teachers grade II certificate holders or West African School Certificate (WASC)	7	18	3	2	3.0000
5	Some university graduates also teach in some centers as volunteer facilitators	20	6	4	1	3.5000
6	People recruited to teach in adult education programme undergo orientation training, especially those coming from outside the field of adult education	14	8	4	4	3.0667
7	Newly recruited facilitators are being trained to have knowledge of adult needs and youthssuch as, how to operate curriculum, primers, teaching aids among others	9	12	5	4	2.8667
8	Training of adult education practitioners takes the form of seminars, workshops, conferences.	12	8	8	2	3.0000
9	In service training as well as on-the-job sort of training	2	20	5	3	2.7000
10	The programme content for training lay emphasis on teaching philosophy, designs and evaluation, supervision, management data collection and interpretation.	18	7	2	3	3.3333
	Cumulative mean					3.0300

Decision mean =2.50

The responses here were in general agreement that qualifications and training received by adult education resource persons in Benue state were adequate. This is the mean response of each item and the cumulative mean were all higher than the decision mean of 2.5.

Research Question Six: What are the evaluation strategies used by facilitators for effective learning in adult education programme?

Table 4.3.6: Data collected from Section F items 51-60.

The administration of questionnaire involving, State Agency for Mass Education (SAME) staff and Organizers on evaluation strategies was analysed in order to answer this research question. This analysis was carried out in respect to research question 6 presented in Table 4.3.6.

S/No	Items	Response categories				mean
		SA	A	D	SD	
1	Examinations	18	6	4	2	3.3333
2	Home work/Assignments	10	10	5	5	2.8333
3	Tests	9	15	2	4	2.9667
4	Quiz	3	15	9	3	2.6000
5	Interviews	2	19	5	4	2.6333
6	Projects	2	18	4	6	2.5333
7	Observations	8	14	2	6	2.8000
8	Attendance records	13	7	5	5	2.9333
9	Facilitators Notes/ Progress reports	9	14	3	4	2.9333
10	Participants information or reactions	8	14	3	5	2.8333
	Cumulative mean					2.8400

Decision mean =2.500

The respondents believed that all the ten evaluation strategies identified were used by facilitators for effective learning in adult education programme. This is because the individual item means and the cumulative mean, were higher than the standard/decision mean of 2.5000. This indicates that the evaluation methods used included examinations,

assignments, tests, quiz, interviews, projects, observation, attendance, records, progress reports, and participants' information.

Research Question Seven: What are the relevant Vocational skills taught in Adult Education programme which can help in socio economic activities in Benue state?

Table 4.3.7: Data collected from Section G item 61-70.

The administration of questionnaire involving Facilitators and Students was analysed in order to answer this research question. This analysis was carried out in respect to research question 7 presented in Table 4.3.7.

S/No	Items	Response categories				mean
		SA	A	D	SD	
1	Welding and fabrication	35	99	8	7	2.9664
2	Electrical works	35	87	14	13	3.0268
3	Carpentry and joinery	33	96	11	9	3.2752
4	Catering	72	54	15	8	3.0537
5	Computer studies	28	108	6	7	3.3087
6	Sewing and knitting	85	33	23	8	3.5906
7	Shoe making/cobbler	112	20	10	7	3.0336
8	Barbing and hair dressing	46	71	23	9	3.3490
9	Cap making and Embroidery	73	62	7	7	2.7114
10	Bricks laying/mason	5	104	32	8	3.1403
	Cumulative mean					3.0872

Decision mean = 2.5000

As can be seen on table 4.3.7, respondents agreed that welding and fabrication, carpentry and joinery, catering, computer studies, sewing and knitting, shoe making, barbing and hair dressing, cap making and embroidery, and brick laying and masonry, were relevant vocational skills taught in adult education that could help in socio – economic activities in Benue State. This is shown in the fact that the mean of each of the items and the cumulative mean were higher than the decision mean of 2.50. In all the items, sewing and

knitting attracted the highest mean of 3.5087; while cap making and embroidery had the lowest mean of 2.7114. The cumulative mean stood at 3.0872. The results shows that all the skills were helpful in promoting socio - economic activities in Benue State, Nigeria.

4.4 Testing of Hypotheses

Hypothesis One: There is no significant difference in the opinion of teachers and students on the acquisition of literacy and numeracy skills.

To test this hypothesis, the chi-square statistic was used to show whether there is significant relationship among the two variables on the differences of the responses regarding the literacy and numeracy skills.

Table 4.1: Contingency table analysis showing the distribution on the opinion of teachers and students on the acquisition of literacy and numeracy skills

(4) Post literacy programme helps the learners to read simple passages, write simple letters and make simple expressions in English language. * (9) They can differentiate between numbers in units, tens and hundreds Crosstabulation

Count

		(9) They can differentiate between numbers in units, tens and hundreds					Total
		.00	SA	A	DA	SD	
(4) Post literacy programme helps the learners to read simple passages, write simple letters and make simple expressions in English language.	SA	2	9	14	25	18	68
	A	4	30	27	11	33	105
	DA	0	9	0	3	39	51
Total		6	48	41	39	90	224

Table 4.1.1: Chi-square analysis on the opinion of teachers and students on the acquisition of literacy and numeracy skills

N	X ² -cal	Df	A	X ² -cri	P	Decision
224	89.616 ^a	25	0.05	12.59	0.03	Significant

*Significant at $P \leq 0.05$, P-value = 0.03, Df. = 25, N = 224

From table 4.1 above, the chi-square statistic revealed that significant difference exist on the opinion of teachers and students on the acquisition of literacy and numeracy skills, result showed that, the chi-square value of 89.616 is greater than chi-square critical of 12.59 while the P-value observed is 0.03 which is less than the 0.05 of alpha value. This implies that both students and teacher have the same level of opinions on the acquisition of literacy and numeracy skills. In other word, both agree that the Adult Education Literacy programme has positively impacted numeracy on the non-literacy adult population in Benue state. Hence the null hypothesis which states that there is no significant difference in the opinion of teachers and students on the acquisition of literacy and numeracy skills is hereby rejected.

Hypothesis Two: There is no significant difference in the opinion of teachers/facilitators and supervision on the adequacy of teaching methods and techniques in adult education.

To test this hypothesis, the chi-square statistic was used to show whether there is significant relationship among the two variables on the difference in the responses of the opinion of teachers/facilitators and supervision on the adequacy of teaching methods and techniques in adult education.

Table 4.2: Contingency table showing the distribution on the opinions of teachers/facilitators and supervision on the adequacy of teaching methods and techniques in adult education

(6) Some techniques used by adult education teachers/facilitators are as follows. * (10) Real literacy material (RLM) Crosstabulation

Count		(10) Real literacy material (RLM)					Total
		.00	SA	A	DA	SD	
(6) Some techniques used by adult education teachers/facilitators are as follows.	.00	1	3	0	0	0	4
	SA	0	45	35	0	25	105
	A	0	47	30	9	9	95
	DA	0	6	1	0	0	7
	SD	0	0	0	0	13	13
Total		1	101	66	9	47	224

Table 4.2.1: Chi-Square analysis on the opinions of teachers/facilitators and supervision on the adequacy of teaching methods and techniques in adult education

N	X ² -cal	Df	α	X ² -cri	P	Decision
224	76.697 ^a	16	0.05	14.45	0.00	Significant

^aSignificant at $P \leq 0.05$, P-value = 0.00, Df. = 25, N = 224

Regarding the outcome of the chi-square statistic on table 4.2 above, it was revealed that the chi-square value of 76.697 is greater than chi-square critical of 14.45 while the P-value observed is 0.00 which is less than 0.05 of alpha value. Thus it means that, there is significant difference in the used of appropriate methods and the use of inappropriate methods in the implementation of educational curriculum in adult education programme in Benue State. However, both teachers/facilitators and supervisors have the same level of opinion on the adequacy of teaching methods used in the teaching of adult education in Benue state. Hence the null hypothesis which states that there is no significant difference

in the opinion of teachers/facilitators and supervision on the adequacy of teaching methods and techniques in adult education is rejected.

Hypothesis Three: There is no significant difference in the opinion of supervisors and organizers on the appropriateness of instructional materials.

To test this hypothesis, the chi-square statistic was used to show whether there is significant difference in the opinion of supervisors and organizers on the appropriateness of instructional materials.

Table 4.3: Contingency table showing the distribution on the opinion of supervisors and organizers on the appropriateness of instructional materials.

(8) There are provision of audio-software such as radio-tapes, cassettes and record C D S for listening and oral activities. * (10) Guided excursions or tour to places such as rivers, hills, banks, hospital, factories, schools and so on are sometime embarked for real life experiences. Cross tabulation

Count		(10) Guided excursions or tour to places such as rivers, hills, banks, hospital, factories, schools and so on are sometime embarked for real life experiences.					Total
		.00	SA	A	DA	SD	
(8) There are provision of	.00	1	0	3	0	0	4
audio-software such as	SA	2	36	10	26	67	141
radio-tapes, cassettes and	A	0	20	21	21	3	65
record C D S for listening	DA	0	0	0	4	0	4
and oral activities.	SD	0	3	2	5	0	10
Total		3	59	36	56	70	224

Table 4.3.1: Chi-Square analysis on the opinion of supervisors and organizers on the appropriateness of instructional materials.

N	X ² -cal	Df	X ² -cri	A	P	Decision
224	300.034 ^a	20	9.488	0.05	0.04	Significant

*Significant at $P \leq 0.05$, P-value = 0.04, Df. = 25, N = 224

Based on the chi-square statistic in table 4.3, the responses revealed that the chi-square value 300.034 is greater than chi-square critical 9.488 while the P-value observed is 0.04 which is less than alpha value of 0.05. This indicates that there is significant difference in the opinion of supervisors and organizers on the appropriateness of instructional materials. This implies that both the organizers and supervisors agreed that the instructional materials used in the delivery of adult education in Benue state were appropriate. Hence the null hypothesis which states that there is no significant difference in the opinion of supervisors and organizers on the appropriateness of instructional materials is hereby rejected.

Hypothesis four: There is no significant difference in the opinion of facilitators and supervisors on the conduciveness of instructional environment of adult education programme in Benue state, Nigeria.

To test this hypothesis, the chi-square statistic was used to show whether there is significant difference of the responses in the opinion of facilitators and supervisors on the conduciveness of instructional environment of adult education programme.

Table 4.4: Contingency table showing the analysis on the opinions of facilitators and supervisors on the conduciveness of instructional environment of adult education programme in Benue state, Nigeria.

(2) Most of the centers are located in school premises * (9) Learning centers are equipped with libraries Crosstabulation

Count		(9) Learning centers are equipped with libraries					Total
		.00	SA	A	DA	SD	
(2) Most of the centers are located in school premises	.00	1	0	0	0	0	1
	SA	3	65	36	12	16	132
	A	0	37	23	3	3	66
	DA	0	3	0	0	6	9
	SD	0	14	2	0	0	16
Total		4	119	61	15	25	224

Table 4.4.1: Chi-square analysis on the opinions of facilitators and supervisors on the conduciveness of instructional environment of adult education programme in Benue state, Nigeria.

N	X ² -cal	Df	X ² -cri	a	P	Decision
224	250.022 ^a	25	5.991	0.05	0.01	Significant

*Significant at $P \leq 0.05$, P-value = 0.01, Df.= 25, N = 224

According to the result of the chi-square statistic above, it was revealed that the chi-square value 250.022 is greater than chi-square critical 5.991 while the P-value observed is 0.01 which is less than alpha value of 0.05. This indicates that both teachers/facilitators and supervisors had the same level of opinions on the conducive for learning. Hence the null hypothesis which states that there is no significant difference in the opinion of facilitators and supervisors on the conduciveness of instructional environment of adult education programme in Benue state is therefore rejected.

Hypothesis Five: There is no significant difference in the opinion of local government adult education coordinators and monitoring evaluation officers on teachers/facilitators qualifications and training.

Furthermore, to test this hypothesis, the chi-square statistic was used to show whether there is significant difference in the opinion of local government adult education coordinators and monitoring evaluation officers on teachers/facilitators qualifications and training.

Table 4.5: Contingency table showing the distribution on the opinions of local government adult education coordinators and monitoring/evaluation officers on teachers/facilitators qualifications and training.

(1) The minimum qualification for teaching in Nigeria is Nigerian Certificate in Education (N C E). Others are regarded as auxiliary teachers. * (2) In adult education most facilitators are holders of certificate in adult education. Crosstabulation
Count

		(2) In adult education most facilitators are holders of certificate in adult education.				Total
		.00	SA	A	DA	
(1) The minimum	.00	2	0	0	0	2
qualification for teaching in	SA	0	12	20	0	32
Nigeria is Nigerian Certificate	A	0	75	63	1	139
in Education (N C E). Others						
are regarded as auxiliary	DA	0	51	0	0	51
teachers.						
Total		2	138	83	1	224

Table 4.5.1: Chi-Square Analysis on the opinions of local government adult education coordinators and monitoring evaluation officers on teachers/facilitators qualifications and training.

N	X ² -cal	Df	X ² -cri	α	P	Decision
224	228.680 ^a	25	15.15	0.05	0.00	Significant

*Significant at $P \leq 0.05$, P-value = 0.00, Df. = 25, N = 224

The table above revealed that the chi-square value of 228.680 is greater than chi-square critical 15.15 while the P-value observed is 0.00 which is less than the alpha value of 0.05. This implies that both the two respondents were in agreement that adult education resources personnel received the various qualifications and training identified. Conversely, the null hypothesis which states that there is no significant difference in the opinion of local government adult education coordinators and monitoring evaluation officers on teachers/facilitators qualifications and training in Benue state is hereby rejected.

Hypothesis Six: There is no significant difference in the opinion of state agency for Mass education (SAME) Staff and organizers on evaluation strategies.

To test this hypothesis, the chi-square statistic was used to show whether there is significant difference in their opinion of State Agency for Mass Education (SAME) Staff and organizers on evaluation strategies.

Table 4.6: Contingency table showing the analysis on the opinions of state agency for mass education (same) staff and organizers on evaluation strategies in Benue State, Nigeria.

**(7) Others used are: * (9) Facilitators Note/progress report
Crosstabulation**

Count		(9) Facilitators Note/progress report				Total
		SA	A	DA	SD	
(7) Others used are:	.00	8	0	0	0	8
	SA	32	9	3	62	106
	A	20	21	3	12	56
	DA	0	6	3	0	9
	SD	21	4	0	20	45
Total		81	40	9	94	224

Table 4.6.1: Chi-square analysis on the opinions of state agency for mass education (same) staff and organizers on evaluation strategies in Benue State, Nigeria.

N	X ² -cal	Df	X ² -cri	a	P	Decision
224	268.422 ^a	25	6.892	0.05	0.04	Significant

*Significant at $P \leq 0.05$, P-value = 0.04, Df.= 25, N = 224

According to table 4.6 above, the result of the chi-square statistic revealed that the chi-square value 268.422 is greater than chi-square critical 6.892 while the P-value observed is 0.01 which is less than alpha value of 0.05. This implies that both groups disagreed that various evaluation techniques identified were used by facilitators for effective learning. However, the null hypothesis which states that there is no significant difference in the opinion of State Agency for Mass Education (SAME) Staff and organizers on evaluation strategies in Benue state is therefore rejected.

Hypothesis Seven: There is no significant difference in the opinion of facilitators and students on the vocational skills taught in Adult Education Programme.

To test this hypothesis, the chi-square statistic was used to show whether there is significant relationship among the two variables on the difference of the responses in the opinion of facilitators and students on the vocational skills taught in Adult Education Programme.

Table 4.7: Contingency table showing the distribution on the opinions of facilitators and students on the vocational skills taught in adult education programme.

(1) Welding and fabrication * (6) Sewing and knitting Crosstabulation

Count		(6) Sewing and knitting					Total
		.00	SA	A	DA	SD	
(1) Welding and fabrication	.00	0	0	0	0	1	1
	SA	1	39	35	16	73	164
	A	0	11	21	2	6	40
	DA	0	3	3	6	0	12
	SD	0	0	0	0	7	7
Total		1	53	59	24	87	224

Table 4.7.1: Chi-Square Analysis on the opinions of facilitators and students on the vocational skills taught in adult education programme.

N	χ^2 -cal	Df	a	χ^2 -cri	P	Decision
224	86.797 ^a	16	0.05	15.45	0.03	Significant

^aSignificant at $P \leq 0.05$, P-value = 0.03, Df. = 16, N = 224

Regarding the outcome of the chi-square statistic, it was revealed that the chi-square value 86.797 is greater than chi-square critical 15.45 while the P-value observed is 0.03 which is

less than 0.05 of alpha value. Thus it means that there is no significant difference in the opinion of facilitators and students on the vocational skills taught in Adult Education Programme. However, this is to say that both facilitators and students agreed that various vocational skills taught in adult education can help in the socio-economic activities of Benue state. Therefore, the null hypothesis which states that there is no significant difference in the opinion of facilitators and students on the vocational skills taught in Adult Education Programme is rejected.

4.5 Summary of Hypotheses Testing

The table above gives a summary of the statistical analyses conducted to test the seven hypotheses formulated in chapter one of this research work.

4.5.1: Table showing the Summary of Hypotheses Testing

S/N	Hypotheses	Analysis Tools	P-Value	Alpha level	Result
1	There is no significant difference in the opinion of teachers and students on the acquisition of literacy and numeracy skills	Chi-square	0.03	0.05	Rejected
2	There is no significant difference in the opinion of teachers/facilitators and supervision on the adequacy of teaching methods and techniques in adult education.	Chi-square	0.00	0.05	Rejected
3	There is no significant difference in the opinion of supervisors and organizers on the appropriateness of instructional materials.	Chi-square	0.04	0.05	Rejected
4	There is no significant difference in the opinion of facilitators and supervisors on the conduciveness of instructional environment of adult education programme in Benue state, Nigeria.	Chi-square	0.01	0.05	Rejected
5	There is no significant difference in the opinion of local government adult education coordinators and monitoring evaluation officers on teachers/facilitators qualifications and training.	Chi-square	0.00	0.05	Rejected
6	There is no significant difference in the opinion of state agency for Mass education (SAME) Staff and organizers on evaluation strategies.	Chi-square	0.04	0.05	Rejected
7	There is no significant difference in the opinion of facilitators and students on the vocational skills taught in Adult Education Programme.	Chi-square	0.03	0.05	Rejected

4.6 Summary of the Findings

The following are the summary of the major findings of the study:

1. The Adult Education Literacy programme has significant positive impact on the literacy level on the non-literacy adult population in Benue state at ($P = 0.03$)
2. Both teachers/facilitators and supervisors have the same level of opinion on the adequacy of teaching methods used in the teaching of adult education, it has positive impact on the teaching of adult education at ($P = 0.00$).
3. The organizers and supervisors agreed that the instructional materials has significant positive impact in the delivery of adult education in Benue state were appropriate at ($P = 0.04$).
4. Teachers/facilitators and supervisors had the same level of opinions on the conduciveness for learning environment, it has significant positive impact on the teaching of adult education at ($P = 0.01$).
5. The adult education resources personnel received the various qualifications and training identified teachers has significant positive impact on the teaching of adult education in Benue state at ($P = 0.00$).
6. Both groups disagreed that various evaluation techniques identified were used by facilitators for effective learning evaluation techniques has significant positive impact on the teaching of adult education in Benue state at ($P = 0.04$).
7. The facilitators and students agreed on the vocational skills taught in Adult Education Programme has significant positive impact on the teaching of adult education programme in Benue state at ($P = 0.03$).

4.7 Discussion of Findings

There were seven stated research questions and hypothesis for this study. Finding number one revealed that adult education program has significant positive impact on the literacy and numeracy of the non-literate adult population in Benue State. Some variables relevant to the question were analyzed with a view to providing objective analysis as represented in table 4.3.1. The result obtained shows that learners in adult education program could read passages, write simple letters and make expression in English language, and also solve simple arithmetic calculations. Meanwhile, hypothesis one which says that there are no significant differences in the opinion of teachers and students on the acquisition on literacy and numeracy skill, having been tested by chi-square(x^2) analysis on table 4.1 was rejected. Reasons being that calculated p value of 0.03 was lower than 0.05 alpha level of significance. Both agreed that adult education program had positively impacted literacy and numeracy on the non-literate adult population of Benue state. The findings also agreed with Lawal (2008) who conducted a research titled Assessment of Adult literacy curriculum implementation in Zaria local Government Area of Kaduna state, and he revealed that Adult literacy in Zaria local Government was viable and worthy of encouraging, as both males and females in the study area benefited immensely.

The second finding revealed that teaching methods used in the teaching of adult education classes in Benue state were adequate. The question raised, was based on the fact that teaching method are identified by scholars and psychologists as essential instruments of implementation and also a viable factor employed as tactics for ensuring effective implementation. Table 4.3.1 analyzed the adequacy of the methods in relation to traditional

and participatory literacy delivery method, Guided discussion method and the use of literacy by radio method and so on. Based on the obtained responses, it was discovered that the suggested teaching method were adequately relevant to adult education program. This agrees with the assertion of Paiko (2012) that a method is a general way that a teacher organizes him/herself in teaching to offer general guidelines on the purpose of teaching the content. One possible conclusion that can be drawn from the analysis is that the suggested teaching methods in adult education program are meant to facilitate smooth transfer of knowledge into the adult which are ideally more concerned with the form of learning that will enable hem solve their immediate problems. In addition hypothesis two was used to identify the significant difference in the opinions of teachers/facilitators and supervisors on the adequacy of teaching methods and techniques in adult education. The hypothesis was tested by using Chi-square(χ^2) Statistics and the result rejected the null hypothesis. It was therefore established that both groups agreed that the teaching method used in the teaching of adult education in Benue state were adequate as shown in table 4.2 where in P values of 0.00 was lower than the alpha value of 0.05. The analysis revealed that the suggested teaching methods such as problem solving, Demonstration, Guided discussion and techniques such as alphabetization primer/participatory approach, functional literacy approach and others could actually facilitate effective learning in the implementation of adult education program. Rikichi (2011) had similar findings in his research titled Assessment of the Implementation of Social Studies Curriculum for effective citizenship in primary schools in Kaduna state. He observed that there were textbooks for the teaching of subjects to ensure effective implementation of the curriculum, but some teachers lack methodology of teaching as they read directly from the text material with little or no

explanation to the learners. To support Rikichi's observation, therefore it is important to say that at any stage, curriculum or program implementation should essentially have competent skills in handling the subject matter for enhancement of teaching and learning.

Finding number three revealed that the instructional materials used in the delivery of adult education lessons in Benue state were appropriate. The question was answered in Table 4.3.3 which analyzed the content in relation to printed materials such as primers, textbooks, newspapers and magazines, chalkboards, bulletin board, real objects, television and video set, graphic materials such as diagrams, charts, and maps. Software such as radio-tape, cassettes and record CDs. The responses revealed that the instructional materials used in the teaching and learning process were very appropriate, except that while some adult education study centers have access to some important instructional materials, they are lacking in some other centers, which to an extent negates the effective implementation of the program in such Centre. Indispensably the suggested instructional materials are capable of facilitating learners' interest which is an essential booster to effective teaching and learning process. As indicated by Malcom K. (2010), instructional materials facilitate active transfer of learning. Thus, it can easily be deduced that with effective transfer of learning and continuous flow of previous learning experience into subsequent learning task, learning process are made easier and effectively faster, thereby facilitating the completion of adult education curriculum content within the stipulated time frame. Hypothesis three which says there is no significant difference in the opinion of adult education supervisors and organizers on the appropriateness of instructional materials was tested by chi-square(x^2) analysis on table 4.3. The outcome showed that there was no significant difference between the two respondent variables. Both have the same level of

opinion in the instructional materials used in the delivery of adult education in Benue state. Consequently the null hypothesis was rejected. Rikichi (2011) also in his research findings substantiated the importance of using appropriate instructional materials by saying that they make the lesson real as they transmit the knowledge to the learners. And so when teachers lack instructional materials and cannot improvise in the face of scarcity of the material; this adversely could affect the learners learning of the subject matter. The findings established from this analysis therefore depicts that the use of appropriate instructional materials in adult education teaching and learning situation cannot be overemphasized as affirmed by Enahoro (2008).

Finding number four revealed that the instructional environment of adult education in Benue state is conducive. The data analysis presented in table 4.3.4 indicated that most of the learning centers were located in school premises where learners have the advantage of using the available facilities. It was also revealed that each center was composed of a number of classes (not more than five classes) each under a facilitator. This however falls within the acceptable limits of not more than 30 learners recommended in the National Benchmark for adult education as outlined by National commission for Mass Education (NMEC 2013). Good instructional environment as opined by Agba M.O (2014) should be created to stimulate effective teaching and learning so that there would be total commitments on the part of both the teacher and the learner. Analysis of the hypothesis test on table 4.4 revealed that the chi-square value of 250.022 was greater than chi-square critical 5.991 while the p-value observed is 0.01 which is less than alpha value of 0.05. Essentially both groups agreed that the learning environment for adult education in Benue state was conducive. A good instructional environment promotes effective learning

atmosphere. This agrees with Ezimah (2013) who remarked that overcrowded as well as unarranged classroom settings was a serious impediment to effective learning. The research also made use of observation in facts finding for this study. He indeed observed that while some of the adult education centers, apart from having some good classrooms, also have good conveniences and source of clean water and these were lacking in other centers mostly located in suburb areas. While he interacted with the facilitators and students, he advised that absent of these things were capable of hampering effective teaching and learning in the implementation of adult education program, hence provisions and maintenance of these facilities should be an effort of beneficiaries.

The fifth finding revealed that a significant number of adult education resource persons in Benue state had the required qualification for teaching in adult education. The question was rationally included because teachers' qualification is being regarded by scholars, psychologist, and Curriculum Experts as one of the basic fundamental facilitating factor in effective curriculum implementation. The question was answered in the data analysis presented in Table 4.3.5. The finding revealed that most of the teachers in adult education program were professionally qualified. Most facilitators acquired the minimum qualification for teaching, which is, Nigeria Certificate in Education (NCE). Others have diplomas and certificates in adult education. There were also university graduates who offered to teach in some centers as volunteer's facilitators. These categories of facilitators upon their various areas of discipline receive specialized trainings to acquaint them with the methods and principle of handling the adults. The idea which commensurate with the views of Malcom K. (1988) in Paiko (2012) that adults are experienced people, self-directed and always eager to solve their problems. Teaching adults therefore need to tally

with the adult characteristics. This therefore implies that training of teachers/facilitators is very paramount in the realization of objective of adult education curriculum. The hypothesis tested with the Chi-square (χ^2) on the opinion of Local Government Adult Education Coordinators and Monitoring Evaluation officers on teacher/facilitator qualification and training showed that calculated P value of 0.00 was lower than the 0.05 alpha level of significant. Therefore the hypothesis which states that there is no significant difference in their opinions was rejected. This implies that both groups of respondents upheld similar views that adult education resource persons received the various qualification and training identified. National Commission for Mass Education (NMEC, 2011) once viewed that in any stage of education program, the teacher/facilitator remains the focus of knowledge dissemination, as he has the responsibility of passing educational information to the learners. Therefore qualification and training of facilitators remains paramount in the realization of objectives of adult education program. Regular training to enhance their delivery ability was also a common view opined by Oshokoya (2011). Lack of adequate training to handle the adult learner was still a challenge that was glaring among some teachers /facilitators when the researcher had an observation mission to some adult education study centers. Another thing observed, was some teacher's negligence to properly use some of the available instructional materials such as the flash cards, primers, maps and textbooks.

Finding number six was derived from the question answered in Table 4.3.6 after many variables that were suggested were analyzed. The results obtained from the respondents showed that most of the variables were considered to be relevant to the question. This explains that different evaluation strategies such as tests, Home/Assignment,

quiz, examination, projects and others were used by facilitators satisfactorily for effective learning in adult education program. Based on the obtained response pattern, a possible conclusion can be drawn from the analysis that all the suggested evaluation strategies can be used perfectly as measuring instrument to access or ascertain the level of achievement of objective of adult education program. To achieve a successful implementation of adult education program therefore, teachers/facilitators must be equipped with workable evaluation strategies. EME (2012) and Paiko (2012) asserted that evaluation involves detailed analysis of a program at a given stage or after its completion with the view of measuring, whether a programme has met its' planned objectives. The hypothesis was tested using the chi-square (χ^2) statistics as shown in table 4.6 above. The result revealed that there was no significant difference in the opinion of the state Agency for Mass Education (SAME) Staff and Adult Education Organizers on evaluation strategies. The result indicated that P value of 0.04 was below the 0.05 alpha level of significance. Therefore, the hypothesis which states that there is no significant difference in the opinion of both group of respondent was rejected, this implies that they both agreed that the various evaluation techniques identified were used by facilitators for effective learning in Adult Education Classes. According to Guga and Bawa (2012), the concept of evaluation is concerned with the process of determining the extent to which instructional objectives have been achieved and this can be done basically through tests, assignments, termly examinations, the West Africa Examination Council (WAEC), the National Examination Council (NECO) and so on. It was also revealed in the result of the analysis that Adult Education teachers cannot conventionally teach without the use of relevant evaluation techniques as a way of determining the stated objectives of the lesson. This study agreed

with Ishaya (2014) who also identified evaluation strategies as effective instrument for determining the learning objectives.

Finding number seven revealed that the relevant vocational skill taught in adult education program significantly helps in the socio-economic activities in Benue state. The results is in line with Ubong (2012) who assumes that, for adult learners, one route to achieving education for self-reliance is through entrepreneurship education that is the bedrock of vocational education. Meanwhile, the vocational section in adult education program was set up for skills acquisition where adult learners are being trained on different trades such as sewing, knitting, welding, soap and pomade making, plumbing, computer operation and others. In addition, the outcome of the hypothesis which was tested with Chi-square (χ^2) statistics was that, the Chi-square value of 87.797 was greater than Chi-square critical of 15.45 while the P-value observed was 0.03 which was less than alpha value of 0.05. Thus, it means that there is no significant difference in the opinion of facilitators and students on the vocational skills taught in Adult Education program. Both groups of respondent agreed that various vocational skills taught in adult education can help in the socio-economic activities of Benue state. Therefore, the null hypothesis which states that there is no significant difference in the opinions of facilitators and students on the vocational skills taught in Adult Education Program was rejected.

This study supports the view of Ubong (2012) which said that, ‘The philosophy of adult-education programme should be tied to the national philosophy on vocational education for self-reliance based on the provision of teachers endowed with a balanced approach between principles on practices of adult education for academic and vocational ends’.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of the study. The main objective of the study was to assess the implementation of adult education programme in Benue State.

5.2 Summary

Adult and non-formal education programme amongst other components of education in Nigeria was also being emphasised by the Federal government in her nationwide mass literacy campaign, hence the provision for Adult and non-formal education guidelines in the National policy on Education (NEP). Comments and reports about the less impact of adult and non-formal education on the non-literate population in the state led the researcher to set out seven objectives to ascertain suitable strategies needed for educating the non-literate adults in Benue State, Nigeria.

Adult and non-formal education is the education provided for people who are being considered as adult by their community in the society. The programme is aimed at adult persons and those who could not for various reasons acquired or complete their education in formal setting. Theories of constructivism and cognitivism as well as curriculum implementation models have guided the study. Eleven empirical studies were reviewed in order to identify the existing gap that needs to be filled.

The researcher employed descriptive survey design which gives an avenue for using questionnaires. A sample of two hundred and twenty-four (224) respondents was drawn from the target population of two thousand, five hundred and ninety-three (2593).

Questionnaire was used as instrument which was validated through content validity. Pilot testing was conducted at adult education study centre in Otukpo in which 0.83 was ascertained as reliability index method. Mean and standard derivation was used to respond to all research questions. While chi-square was used for Ho1, Ho2, Ho3, Ho4, Ho5, Ho6 and Ho7.

The data was collected based on the questionnaires distributed to the students, facilitators, supervisors, organisers and local government co-ordinators of Adult education programme in various centres. The seven research questions were responded using mean and standard deviation. Ho1 – Ho7 were tested using chi-square. The findings proved that adult and non-formal education in Benue received desired support by way of conducive learning environment adequately trained facilitators and appropriate instructional materials, therefore, it yielded the desired outcome by impacting the needed literacy and numeracy and also equipping the learners with vocational skills.

5.3 Conclusion

Based on the findings, it was confirmed that adult and non-formal education programme has greatly impacted the needed literacy numeracy skills to the non-literate adult population in Benue State. Adequate teaching method and techniques were being used by facilitators for effective lesson delivery. The instructional materials used in the delivery of adult and non-formal education programme in Benue State were appropriate. The instructional environment of adult education learning centres in Benue State were conducive. Qualifications and training received by adult education resource persons in Benue State were adequate. All the evaluation strategies identified were used by

facilitators for effective learning in adult education programme. All the vocational skills were helpful in promoting socio-economic activities in Benue State.

5.4 Contributions to Knowledge

Based on the conclusions of the study which emanated from the findings of the study, the following have been adjourned as contributions to knowledge:

The study empirically established that, Adult Education Literacy programme has significant positive impact on the literacy level of the non-literate adult population in Benue state. Furthermore, the study established that, both teachers/facilitators and supervisors have the same level of opinion on the adequacy of teaching methods has significant positive impact used in the teaching of adult education.

In addition, the study established that, the organizers and supervisors agreed that the instructional materials have significant positive impact used in the delivery of adult education in Benue state were appropriate. Furthermore, the study contributed to knowledge by establishing that, Teachers/facilitators and supervisors had the same level of opinions on the conducive for learning has significant positive impact on the teaching of adult education.

5.5 Recommendations

Based on the findings of this study as shown in the above, this re commendations therefore, were made so that education stakeholders such as federal and State, Ministry of Education, curriculum experts, non-government organization, school administration could utilize them to improve adult education programme in Benue state and Nigeria as whole.

1. Government should improve access to literacy skills on the non-literate adults in Benue State, the facilitators should perfect the teaching of addition, subtraction and

division of numbers as this aspect was found to be the least part of numeracy impact on the adult education learners.

2. Facilitators should be encouraged to use primer/participatory approach, as this method was the least used for the programme.
3. Government should provide audio-software such as radio-tapes, cassettes and record CDs for listening and oral activities in the adult education programme to make the instructional materials appropriate.
4. The instructional environment should be made conducive through providing instructional and infrastructural facilities and fees should be abolished by the government as this will attract more prospectus learners.
5. Facilitators on adult education programme should be sent on scholarship to attend in-service and regular attendance of workshop or seminars.
6. Other evaluation strategies beside examinations such as projects, quiz, interviews and periodic tests should be involved in measuring learners' competency.
7. Cap making and local embroidery should be included among the vocational skills taught in adult educational programme to help in socio-economic activities of the learners.

5.6 Suggestions for Further Studies

The following research topic was suggested for future research to be carried out:

1. Evaluate the relationship between socio-economic status and adult education programme in Benue state, Nigeria.
2. Effects of cultural beliefs on the implementation of adult education curriculum in North Central Region of Nigeria.

3. Assessment of the contributions of non-governmental organization on adult education programme in Benue state, Nigeria.
4. Evaluation of adult education students' performance in external examinations in Benue state, Nigeria.

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APPENDIX I

Department of Educational Foundations
and Curriculum,
Faculty of Education,
Ahmadu Bello University, Zaria.
15th March, 2017.

Sir/Madam,

A LETTER OF INTRODUCTION

I am a post-graduate student of curriculum and instruction section in the Department of Educational Foundations and Curriculum Faculty of Education, Ahmadu Bello University, Zaria, undertaking a research titled “Assessment of the implementation of adult education programme in Benue state, Nigeria”.

I solicit for your co-operation in providing the required information regarding the topic. The information supplied shall be used confidentially for that purpose.

Thanks for your co-operation.

Yours Faithfully,

ADEMU Lawrence Onehi
(M.ED/EDUC/20932/2012-2013)

APPENDIX II
QUESTIONNAIRES

Section A: Personal Data

Instruction: Tick (√) Appropriate Boxes

1. Names _____

2. Status (a) Students Male () Female ()
 (b) Teachers/Facilitators Male () Female ()
 (c) Supervisors () Male () Female ()
 (e) LG Adult Education Coordinators Male() Female()
 (g) Monitoring/evaluation officers Male () Female ()

3. Age (a) 15-20 () (b) 21-25 () (c) 26-30 ()
 (d) 31-40 () (e) 41-50() (f) 51 and above ()

4. Highest Qualification (a) TCII () (b) WASC/NECO ()
 (c) Certificate in Adult Education ()
 (d) Diploma () (e) NCE ()
 (g) Degree () (h) Masters ()
 (i) Ph.D. ()

Section B: To what extent has adult education programme imparted literacy and numeracy skills to the non-literate adult (For facilitators/students).

S/N	ITEMS	S.A	A	DA	SD
1.	In basic literacy, non-literate adult learners are first introduced to the alphabets.				
2.	The learners are taught simple spelling and pronunciation of simple words.				
3.	Basic literacy lasts between 9 months and 1 year and uses the language of immediate environment.				
4.	Post literacy programme helps the learners to read simple passages, write simple letters and make simple expressions in English language.				
5.	Post literacy programme last between 2 to 3 years, uses the language of immediate environment and English it is the equivalence of primary 4-6.				
6.	Learners in basic literacy classes begin the numeracy aspect with counting of numbers such as 1-10, 11-20, 21-30 and so on.				
7.	Learners are introduced to simple addition, subtraction and division of numbers in units and in hundreds in the language of immediate environment.				
8.	Adult learners in post basic classes can perfectly add, subtract and divide numbers.				
9.	They can differentiate between numbers in units, tens and hundreds				
10.	They learn and understand how to solve word problems.				

**Section C: How adequate are the methods and techniques used by adult education teachers/facilitator for effective lesson delivery?
(Facilitators/Supervisors)**

S/N	ITEMS	SA	A	DA	SD
1.	Problem-solving method is mostly adopted as against the conventional of content method.				
2.	Traditional and participatory literacy delivery method which involves face to face approach are often used.				
3.	The use of literacy by Radio method to increase the chance of achieving Education for All (E F A) goals.				
4.	Demonstration method is used to give learners mutual life experience as it allows for comparison of ideas for real or ideal situation.				
5.	Guided discussion Method which provides for all learners to freely express their views on issues being discussed.				
	Some techniques used by adult education teachers/facilitators are as follows.				
6.	Alphabetization technique				
7.	Primer/participatory approach				
8.	Functional literacy approach				
9.	Real literacy material (RLM)				
10.	Learner- Generated Material (L G M)				

SECTION D: How appropriate are the instructional materials used in teaching and learning process. (For Supervisor/scheme Organizers)

S/N	ITEMS	SA	A	DA	SD
1.	Chalk board is the most common instructional material				
2.	Other display formats such as bulletin boards, flannel boards and magnetic boards display information to learners.				
3.	Still pictures such as photographic representation of people, places and things, illustration from books and periodicals are also used.				
4.	Graphic materials such as diagrams, charts, maps, cartoons and posters are also used as instructional material				
5.	Real things or objects such as plants, rocks, animals and human beings are being used as examples to afford accuracy of impression and concept to learners.				
6.	The use of models through paintings, drawings and specimen to represent real things.				
7.	All kinds of printed materials or hand written materials such as primers, textbooks, magazines and newspapers are used as teaching aids.				
8.	There are provision of audio-software such as radio-tapes, cassettes and record C D S for listening and oral activities.				
9.	Television and video sets are sometimes used to appeal to both the sense of hearing and sight.				
10.	Guided excursions or tour to places such as rivers, hills, banks, hospital, factories, schools and so on are sometime embarked for real life experiences.				

**SECTION E: How conducive is the instructional environment of adult education
(for facilitators/Supervisors)**

S/N	ITEMS	SA	A	DA	SD
1.	The actual number of students for a class is not more than twenty five learners.				
2.	Most of the centers are located in school premises				
3.	Others are accommodated in churches, mosques, and private houses/compound and inside palaces.				
4.	Most learners travel 20-30 minutes to get to centres while a few have to travel more than 30 minutes				
5.	Fees are not charged in most centres while other centers are fee paying.				
6.	Good toilet facilities, are available in some centres while they are lacking in other centers.				
7.	Classrooms, tables and chairs are available in some centers while they are lacking in other centers				
8.	Sitting arrangements are properly made and the classrooms are well ventilated in each of the centres.				
9.	Learning centers are equipped with libraries				
10.	Good water sources are also provided				

Section F: What are qualifications and training received by adult education resource persons? (for L.G coordinators and monitoring and evaluation officers)

S/N	ITEMS	SA	A	DA	SD
1.	The minimum qualification for teaching in Nigeria is Nigerian Certificate in Education (N C E). Others are regarded as auxiliary teachers.				
2.	In adult education most facilitators are holders of certificate in adult education.				
3.	Some are Diploma holders.				
4.	Others are teachers grade ii certificate holders or west Africa School Certificate (W A S C)				
5.	Some university graduates also teach in some centres as volunteer facilitators.				
6.	People recruited to teach in adult education programmes undergo orientation training; especially those coming from outside the field of adult education.				
7.	Newly recruited facilitators are being trained to have the knowledge of adult needs (including those of youths), their method of learning, knowledge of record keeping, how to operate the curriculum, the primers, other teaching aids among others.				
8.	Training of adult education practitioners takes the form of seminars, workshops, conference.				
9.	In-service training as well as on-the –job sort of training.				
10.	The programme content for the training lay emphasis on teaching philosophy and methodology/learning strategies, programme design and evaluation, supervision and management techniques, programme development and method, of data collection and interpretation.				

Section G: What are the evaluation strategies used by facilitators for effective learning? (For SAME Staff and scheme organizer)

S/N	ITEMS	SA	A	DA	SD
1.	Examinations				
2.	Home work/Assignments				
3.	Tests				
4.	Quiz				
5.	Interview				
6.	Project				
7.	Observation				
	Others used are:				
8.	Attendance record				
9.	Facilitators Note/progress report				
10.	Participants' information or reactions.				

Section H: What are the relevant vocational skills taught in adult education programme to help in socio-economic activities? (For Facilitators and Students)

S/N	ITEMS	SA	A	DA	SD
	The following are some of the vocational skills learnt in Adult education programme.				
1.	Welding and fabrication				
2.	Electrical works				
3.	Carpentry and joinery				
4.	Catering				
5.	Computer studies				
6.	Sewing and knitting				
7.	Shoe making/cobra				
8.	Barbing and hair dressing				
9.	Cap making and embroidery				
10.	Bricks laying/mason				

**ASSESSMENT OF THE IMPLEMENTATION OF ADULT EDUCATION
PROGRAMME IN BENUE STATE, NIGERIA**

BY

Lawrence Onehi ADEMU

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM
AHMADU BELLO UNIVERSITY, ZARIA**

APRIL, 2021