AN EXPLORATORY STUDY OF ADULT EDUCATION: A CASE FOR AHMADU BELLO UNIVERSITY

By

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Abstract

An Exploratory Study of Adult Education: A Case for Ahmadu Bello University, Zaria.

The idea to conduct this study originated from a survey which was conducted by the Department of Adult Education, Centre for Adult Education Ahmadu Bello University in 1978. Most universities' adult education component is usually an extension arm of the university which services the community in which it is situated. Rarely are they concerned with the status of adult education among its members of staff. The purpose of this study has therefore been to determine to what extent the entire -personnel of Ahmadu Bello University avail themselves of educational opportunities available and also to determine what factors either economic, social or personal, are important determinants to participation in adult education programmes.

A randomly selected sample of 300 members of staff who were cpmprised 114 members of junior staff, 63 members of intermediate staff and 96 members of senior staff was used in the study.

Data was collected using a Liekert-type questionnaire which was administered to the respondents either through the campus mail or through face to face contact. Treatment of the data was by (a) simple percentages and (b) by the chi square test which was tested at the significant level of $\alpha = .05$.

The main hypothesis tested was that participation in adult education programmes was highly dependent on its perception as a means of promotion in one's career. The significance of this hypothesis was considered as it related to the three occupational status in the university, namely; junior, intermediate and senior staff.

The results have revealed that the three occupational groups differ in their primary reasons for participation in adult education programmes. The reasons have ranged from (1) means for economic advancement (2) acquisition op requirements for higher education through (3) the need to make professional impact in one's field. The findings also indicate that more staff members who have had 14 years of education or more are involved in adult education programmes. Therefore of the three levels of education, the rank orders of their importance to participation in adult education programmes are as follows:

(1) the university level, (2) primary level and (3) the secondary level.

This investigator contends that the study would be of immense value to the University especially the Staff Development Section whose main objective is the development of the entire staff and also to the Centre for Adult Education and Extension Services of the university who provide and coordinate programmes for adults.

Finally some recommendations have been made based on the results of the study.

APPROVAL PAGE

DEPARTMENT OF EDUCATION

AHMADU BELLO UNIVERSITY

ZARIA

The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance, an independent study entitled "An Exploratory Study of Adult Education: A case for Ahmadu Bello University," submitted by Mrs Philippa Obiageli Chineme in partial fulfilment of the requirements for the degree of Master of Education.

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DEDICATION

This work is dedicated to my husband, Chijioke and children, Nkechi, Emeka and Ikechukwu and also to my parents, Christopher and Celina Nwobu.

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I do wish to sincerely thank Dr. J. C. S. Musaazi of the Faculty of Education, Ahmadu Bello University, who supervised this work. His help and valuable guidance are greatly appreciated.

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CHAPTER I

INTRODUCTION

"Every individual must be in a position to be learning through his life. The idea of life education is the key-stone of the learning societies"

Edgar Faure et al Learning

To be P. 181

1.1 The concept of life-long learning dates back to the traditional or social education that existed before colonialism and the formal school. The traditional education for example assisted the individual to fit into the life of his community and to contribute effectively to the society. The culture, the beliefs, the values, the norms, mores of the society and of-course the crafts or professions were handed down through this medium. Thus education was life long-learning. Formal education emphasized the education of the children. In 1925 the colonial office published its memorandum on Education Policy in British Tropical Africa in which it recommended that there should be a gradual expansion of education which should include

facilities for the masses; this recommendation was a result of the Phelps Stokes Education Commission of 1923.[1] Adult education was thus offered in Nigeria and indeed in many British African colonies by such bodies as the churches, the government and voluntary organizations. The concept of adult education then was traditional literacy or the acquisition of the rudimentary tools of reading and writing.

But education has to be a life-long process thus enabling people to live in a world where both new knowledge is created and old knowledge is renovated daily. Learning has to be a continuous process in order to keep pace with the vast technological changes taking place in African countries, particularly in Nigeria as a result of the great haste towards development.

Since the attainment of independence in 1960, Nigeria has been emphasizing the importance and necessity

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1. Okedera J.T. and Standsford (ed) The Role of Adult Education in Community Development, National Council for Adult Education, Jos Conference, 1974, p. 52.

of adult education programmes for all her citizens at all levels of development. This emphasis is reflected in the provisions that have been made for it in all the national development plans.[2] Although many Nigerians have tended to consider adult education as merely "adult literacy" it is important to emphasize the fact that adult education is more than adult literacy campaigns. Adult education includes basic education for those who have never been to school at all. For the drop-outs of the formal school system, adult education is also a complement to their elementary or professional training. Furthermore adult education is a prolongation of education for those whom it helps respond to new demands which their environment makes on them and finally adult education is further education for those who have already received high level training.[3] In other words,

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2. Federal Republic of Nigeria, National Development Plans, 1962 - 68, 1970 - 74, 1975 - 80, Ministry of Information, Lagos.

3. Faure, E. et al, Learning To Be, Paris, Unesco and London, Harrap, 1972, p. 205

adult education is for the junior, intermediate and senior members of staff in the case of Ahmadu Bello University. At the conference of the International Council for Adult Education - (ICAE) in June 1976, President Mwalimu Julius Nyerere of Tanzania pointed out that the purpose of education should be the liberation of man from the restraints and limitations of ignorance and dependency.[4] The role of the universities in this aspect cannot be overemphasized. Universities are charged among their primary roles to service the community in which they are situated. Among the functions listed by Joseph Rovan in his paper, "The University in life-long education", one which is of particular interest to us here is "the function of c continuing education of university personnel themselves, from senior academic through to domestic staff, pedagogic techniques for some, appropriate professional refresher

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4. Battaile, L. (ed) A Turning Point For Literacy, Oxford Pergamon Press, 1976, P. VII.

5. Rovan, J., "The University in Life-long Education" International Journal of University Adult Education. No. 2 Vol. XVII, July 1978, p. 63.

education for others, other forms of refresher education with new career opportunities for others again."[5]

Although much has been said about the vital necessity of adult education at every level of one's educational development, much needs to be explored at Ahmadu Bello University. In a recent survey carried out at Ahmadu Bello University Campus,[6] it was revealed that a good number of workers particularly non-academic staff fell under the category of those considered illiterate, thus lacking adult education programmes. One still wonders as to what extent the senior staff members of Ahmadu Bello University also avail themselves of adult education programmes. In fact the whole issue of adult education programmes at higher institutions of learning like Ahmadu Bello University raises a number of questions about its effectiveness. To be more explicit, the following are some of the more important questions to which attention is given in this

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6. Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria, "Literacy Survey" 1978 unpublished.

study:

1. What are the learning patterns among the staff of Ahmadu Bello University?

2. Do the University personnel avail themselves of the educational opportunities available?

3. Are there any significant relationships between the educational attainment of the adults and their involvement in adult education programmes?

4. Is there a significant difference among the sexes and their participation in adult education programmes?

5. Is economic gain a significant factor in participation in adult education programmes?

6. What social factors underlie participation in adult education programmes?

1.2 Statement of the Problem:

The objective of this study is to determine the status of adult learning among the staff of the Ahmadu Bello University and to make positive recommendations for its improvement. Specifically the study will focus on the following elements:-

(i) Which of the following levels of education is a more important factor to participation in adult education programmes; primary school, secondary school and university education?

(ii) Are more men likely to participate in adult education programmes than women?

(iii) Monetary reward as a necessary incentive for involvement in adult education programmes.

(iv) Is certification an important factor in participation in adult education programmes?

1.3 Basic Assumptions

The following assumptions are made in this study:

(i) The senior members of staff are more likely to engage in learning experience than the junior or intermediate members of staff.

(ii) Monetary promotions, that is, rewards in the career ladder will rate significantly high as a determining factor for involvement in adult education programmes.

(iii) Factors like previous educational attainment and sex are likely to influence participation in adult learning.

(iv) Knowledge for its sake will be rated very insignificantly as a reason for participation in adult education programmes.

1.4 Hypotheses

(1) Participation in adult education programmes is highly dependent on perception as a means of promotion in one's career.

The twenty questions in the questionnaire would each be treated statisticallly as a "hypothesis". The significance of the responses would be considered as they related to the three occupational status in the study, namely: junior, intermediate and senior staff.

1.5 Significance of the Study:

This study should provide relevant information for educational planners or administrators or any others who may be involved in the provisions of classes for adults.

It should help in guiding how to make adult education courses more relevant to the adult students. It should reveal the types of people that are more likely to engage in adult education programmes. Bergevin tells us that adult education programmes must start

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7. Bergevin P., A Philosophy for Adult Education, New York, Seabury Press, 1967, p. 125. A case in point is the cuban experience.

where the learners are environmentally as well as intellectually in order to be a success.[7] It is therefore imperative that the background characteristics of the adult learners be known and this will be achieved through the biographical data collected from the sample. The study should also provide information on how to reach those unwilling to engage in learning activities. Even though a literate population is not the only means to national development, it is certainly one of the basic requirements for national development.[8] In particular, this study should be of immense help to the staff Development section of this University who are concerned with improving the quality and productivity of the staff of the University.

1.6 Definition of Terms:

In this study, the following terms will be defined as follows:-

1. An adult has the same characteristics as required by the Nigerian Government that is someone who

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8. Lowe J. Grant N, Williams I.D. Education and Nation Building in the Third World, Ibadan, Onibonoje Press 1971, p. 210 - 231.

1. has attained the age of 18.
2. Adult education programmes includes literacy classes, G.C.E. evening classes, correspondence courses, self-imporvement courses such as the improvement "Home-Makers' Course", Know Your Car Course and education siminars, conferences, workshops, symposia etc.
3. "Adult education is a process whereby men and women undertake sequential and organised activities with the conscious intention of bringing about changes in information, knowledge or skills, appreciation and attitudes, or for the purpose of identifying and showing personal or community needs."[9]

1.7 Delimitation to the Study:

This study is confined to the senior, intermediate and junior personnel of Ahmadu Bello University and thus any findings will be limited to the University staff ...

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9. Liviright, A.A. et al, The Exeter Papers, Boston, CSLEA, 1968, p. 8.

only. Furthermore this study is concerned with the status of adult education among the university personnel.

CHAPTER 2

LITERATURE REVIEW

2.1 Issues, Tasks and Problems of Adult Education:

Although the concept - adult education is as old as any other aspect of education, it is a field which is still striving for recognition. There are as many interpretations to it as there are countries and people. To some, it is merely literacy campaigns while to others it means life-long education which includes adult Basic Education for the illiterates through continuing education for the highly trained people. UNESCO which has been concerned with adult education in the world has been stressing the importance and necessity of the concept of life-long education. This concern is reflected in the themes chosen for the 2nd and 3rd International Conference on Adult Education in Montreal and Tokyo respectively. They were "Adult Education in a changing world"[1]

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1. Hely, A.S.A., New Trends in Adult Education. From Elsinore to Montreal, UNESCO UNESCO, 1962, p. 9 - 14.

and "Adult Education in the context of life-long learning."[2]

Other problems that adult education has had to face is that of grandiose plans on paper with very little action in resource allocation to follow suit. The National Adult Education of Tanzania in its findings came to the conclusion that "far too many states in Africa pay lip-service to the provision of adult education. Greater emphasis is placed on the provision of formal education for the children, (while) meagre resources are put at the disposal of adult education agencies and many states have window-dressing adult education bodies...."[3]

The conclusion that adult education has had to compete with the other aspects of the educational system

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2. Lowe, J., The Education of Adults, A World Perspective, UNESCO, OISE, Toronto, 1975 p. 12.

3. Erubu, H.G., "The Role of Adult Education In The Promotion of U.P.E." Adult Education In Nigeria, N.N.C.A.E., No. 1, Vol. 2, 1970, p. 15.

e.g. the primary or the secondary sectors whose objectives are better understood and consequently better appreciated is not far-fetched. Consequently there are relatively very few university graduates who are trained in adult education. A vast majority of the actual teachers in adult education programmes are part-time workers whose committments are in other fields.[4] This part-time work is only a minute aspect of their daily lives; it is only an additional source of income to which they devote only a few hours a week. Therefore there is paucity of research materials on adult education.

RELATED RESEARCH MATERIALS

2.2. Level of Educational Attainment:

Nonetheless, a survey of the educational pursuits of American adults by Johnstone and Riviera revealed that the main determinants of participation in adult education programmes are socio-economic status, age

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4. Des Brunner E., et al, An Overview of Adult Education Research, Adult Education Association of U.S.A. Washington, 1959, pp. 4 - 5.

and educational attainment but that the latter factor, that is educational attainment, was the most significant determinant. This led John Lowe to the conclusion that "the more education a person has exerienced, the more education he is likely to seek, the less education a person has the less education he is likely to seek".[5]

It is hoped that this finding won't be substantianted in this study because according to the latest figures by UNESCO, there are about 80 - 90% illiterates in Nigeria.[6]

2.3 Education of Women

Much has been said and written on the education of women and the great disparity that exists between the education of men and that of women. For example, in the recommendations in the Final Report of the Third International Conference on Adult Education by UNESCO

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5. Lowe J., The Education of Adults: A World Perspective, UNESCO, OISE, 1975, p. 41.

6. UNESCO, New Guide To Functional Literacy, 1973.

in Tokyo, a special plea was made for the education of women when it was stressed that no groups or individuals in the society should be denied access to adult education particularly the girls and women.[7] The reason for this disparity appears to be culturally and socially based because in a study conducted in Michigan, U.S.A., on the factors affecting adult participation in educational activities by Douglah A. Mohammed, it was revealed that males and females did not differ significantly in educational participation.[8] This same conclusion was arrived at by Johnstone and Riviera on the basis of the survey they conducted. However a study by Andrew O. Urevbu of the participants in evening classes for secondary-level examination in the former North-Central and North-Western States of Nigeria

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7. Lowe, J., The Education of Adults: A World Perspective, UnESCO, OISE, 1975, p. 40

8. Decrow R., and Loague, N., (ed) Adult Education Dissertation Abstracts, 1963,- 67, Adult Education Association of the United States, 1970, p. 35.

indicated that more men than women participated in the evening classes.[9]

2.4 Economic Factors

Economic factors as a determinant of participation in adult learning appear not as significant as expected. In a survey conducted by the Wisconsin State Board of Vocational, Technical and Adult Education on adult education participants, it was found that the participants' primary reason was to fulfil a "desire for general information and knowledge and to satisfy curiosity."[10] Furthermore, in another survey, by the Wisconsin Departmental Research Centre for Vocation Education, it was shown that the main reason given by participants was that it would enable them perform better on their jobs.[11] But is it possible to expect

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9. Urevbu, A., "Some Insights into the Problem of Adult Education Participation." Adult Education in Nigeria, N.N.C.A.E., No. 1, Vol. 2, 1976, pp. 45 -56.

10. ERIC, Research and Investigation in Adult Education Adult Education Association of the U.S.A., 1971, p.235

11. Ibid., p. 236.

the same findings in a country such as Nigeria where education although erroneously has and is being regarded as the passport to a good and well paying job.

2.5 Social Factors

According to Ralph Ruddock, the factors in the immediate environment of the adult and in the patterns of personal relations usually influence the participation of the adult in educational programmes.[12] Such factors may include maintainance of status, fear of ridicule etc.

2.6 Adult Education in Nigeria

The history of adult education in Nigeria dates back to the 1940's when the first mass education officer was appointed by the colonial government. This was as a result of the report "Mass Education in African Society" which was published in 1944 by the colonial

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12. Ruddock, R, Sociological Perspectives on Adult Education, Department of Adult Education, University of Manchester, 1972, p. 6.

13. Wilson J, Education and Changing West African Culture Oxford University Press, Ibadan, 1966, p. 65.

office.[13] In 1948, there was another report of the Advisory Committee on Education in the colonies entitled "Education for Citizenship in Africa."[14] In another report titled "The Committee on Mass Education [illegible] (Community Development), the colonial government sought to give adult education adequate attention.[15]

Inspite of the fact that colonial education contained clauses of adult education very little progress was made. According to Wilson, this lack of progress was partly as a result of the fact that people were sceptical of any education that was not in conformity with the formal educational system and partly as a result of the fact that the colonial government interpreted mass education as preparation for self government whereas to the people it meant an opportunity for those who missed schooling to acquire the literacy and numeracy skills without which they would not get the clerical or white collar job.

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14. Ibid., p. 66

15. Ibid., p. 67

According to the report "Mass Education in African Society", general well-being and prosperity can only be secured and maintained if the whole mass of people have a real share in education and have some understanding of its meaning and purpose.... without such understanding true democracy cannot function and the rising hope of self-government will inevitably suffer frustration.[16] Even after independence in 1960, there were no clear objectives or any consistent "placement" for adult education until the Formation of the National Policy on Education in 1977.[17] Prior to this, adult education was seen merely as public enlightement and therefore was under the Ministry of Information. Then it was placed with the Ministry of Community Development as the perception of its role shifted from that of public enlightenment. However lately, adult education is now part of the responsibilities of the Ministry of Education now that the emphasis is on education for

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16. Ibid pp. 67 - 72.

17. Federal Republic of Nigeria, National Policy on Education Federal Ministry of Information Lagos, 1977, p. 21

economic and social development.[17]

The government of Nigeria is committed to adult education but unfortunately this is only lip service when we consider that in the Second National Development Plan, only ₦1.46 million was allocated to adult education while ₦276 million was allocated to primary, secondary and tertiary education. Broken down, it means that each of the 55 million adults was allocated three kobo while 5 million children and adolescents had ₦276 million to share.[18] The same pattern is repeated in the third National Development Plan of 1975 - 80 where only ₦6.9 million out of a total allocation of ₦2.000 million for education was allocated to adult education in a country where 70% of its population are adults.[19] As an underdeveloped country we cannot afford to

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18. Akinpelu, J.A. "The Philosophy of life-long Education and the Current Certificate Racket" Adult Education in Nigeria, N.N.C. N.N.C.A.E., No. 1, Vol. I, 1975, p. 13.

19. Erubu H.G., "The Role of Adult Education In The Promotion of U.P.E.", Adult Education in Nigeria, N.N.C.A.E., No. 1, Vol. II, 1976, p. 15.

emphasise only formal education as its products take not less than fifteen years to become part of the labour force whereas the products of adult education immediately become part of the productive force. For example, the extra-mural department of the University of Ibadan helped in 1955 in the transition to self-government by training local government secretaries, treasurers, clerks, chairmen and other important personnel of local administration.[20] The Centre for Adult Education and Extension Services of the Ahmadu Bello University has performed similar roles for the governments of the ten northern states.

2.7 The Role of the Nigerian Universities in Adult Education

The Federal Government of Nigeria has charged the Nigerian Universities and the ministries of education

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20. Nwokorie, I.S., The Role of Nigerian Universities in Adult Education, Phd Thesis, California University 1965, p. 135.

21. Federal Republic of Nigeria, National Policy on Education, Federal Ministry of Information, Lagos, 1977, p. 21.

with the provision of adult education programmes in the country.[21] The University of Ibadan and the University of Nigeria have been the pioneers in this field. However, the remaining eleven universities in the country have followed suit. Their roles have been in accordance with the recommendations of the Asquith and Elliot Commissions for the promotion of extra-mural education. The Elliot Commission in 1945 recommended that "no university institution in West Africa will be carrying out its full tasks unless it is keenly and consantly concerned to stimulate education at all levels throughout the area which it serves."[22] Our Nigerian Universities have therefore provided tutorial classes for G.C.E. Ordinary and Advanced level, refresher courses for different professions, conferences, seminars and public lectures on a wide range of topics and in some cases part-time degree courses. They have ultimately extended their services beyond the teaching

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22. Nwokorie, I. S. The Role of Nigerian Universities in Adult Education, Ph.D. Thesis, California University, 1965.

of students and research.

One set back however is that most of the adult education component in our Nigerian Universities are of the extra-mural type of services. Only the University of Ibadan, University of Lagos, University of Ife and University of Jos currently offer degree programmes in adult.[23] Nevertheless we are hopeful that this situation will change soon as the 1977 recommendations of the Joint Consultative Committee (JCC) is implemented in every university. The J.C.C. recommended that adult education should become a component of all teacher training programmes.[24]

2.8 Ahmadu Bello University, Zaria

The extension and extra-mural services section of this university was established in 1971 and has since

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23. Obtained from the file of the Meeting of the "Committee of Heads of Adult Education Departments of Nigerian Universities."

24. Extract from the Summary of discusions made at the 36th Bi-annual Session of the Joint Consultative Committee on Education held in Ilorin and Lagos, February and May 1976, p. 3.

then been engaged in conducting correspondence courses, G.C.E. evening classes, workshops and refresher courses, public lectures, provision of radio programmes and the teaching of adult education to full-time students. In addition to the functions it performs on the main campus, it has also set up Zonal Centres in Kwara, Plateau and Borno states where it performs similar services on the spot. However the status of adult education among the university personnel is an area that needs a lot of research. Professor Lalage Bown in her report "University and Community" which was based on investigation on the extension services of the university pointed out that "it would be hypocritical for the university to worry about the manpower training needs of other organisation if it were not to take steps to meet its own."[25] She was of course commenting on the development programme for non-academic staff but I believe this view equally applies to the academic staff

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25. Bown L. "University and Community", A Report to the Vice-Chancellor, Ahmadu Bello University, Zaria, 1970, p. 49.

as well.

The need for the study on the status of adult education among university personnel is inferred from this quotation from Alvin Toffler in Future Shock: "The technology of tomorrow requires not millions of lettered men, ready to work in unison at endlessly repetitious jobs, it requires not men who take orders in unblinking fashion, aware that the price of bread is mechanical submission to authority, but men who can make critical judgements, who can weave their way in through novel environments, who are quick to spot new relationships in the rapidly changing reality."[26]

2.9 Summary

In this chapter, attempt has been made to highlight some of the issues and problems that confront adult education. They are the problem of no standard interpretation of "adult education", the problem of inadequate financial allocation inspite of grand policies on paper

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26. Toffler, A., Future Shock, Batam Books, New York, 1970, p. 402.

and the few number of dedicated adult educators and paucity of research in adult education. The research materials that are pertinent to this study were also discussed. Furthermore, the history of adult education in Nigeria has also been traced. The roles our Nigerian universities play in adult education have also been touched upon. Finally we have discussed the role of Ahmadu Bello University in adult education and the rationale for the study in the University.

CHAPTER 3

RESEARCH DESIGN, METHODS AND PROCEDURES

3.1 Research Design

The purpose of this research is to determine the status of adult education among the entire staff of Ahmadu Bello University. The research has therefore been designed to include all categories of the staff of the university namely senior, intermediate and junior staff. A stage multiple random sampling method involving the faculties, the departments and the staff members has been utilised in the selection of the sample. A questionnaire has been used as the instrument for data collection. Data collected are to be analysed by use of

(a) percentages and

(b) by the chi-sqare test at the significant level of 5% or $P < 0.05$.

3.2 Population

The latest calendar (1978 - 1979) of the university lists the population of the departments, centres,

institutes and registry as 91.[1] The table below shows the distribution of the departments.

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1. Ahmadu Bello University Calendar, 1978 - 79.

Table 3.1

No. of Departments

No.	Faculties, Institutes, Centres etc.	No. of Departments
1.	Faculty of Administration	4
2.	Faculty of Agriculture	5
3.	Faculty of Arts and Social Science	8
4.	Faculty of Engineering	6
5.	Faculty of Education	4
6.	Faculty of Pharmaceutical Sciences	2
7.	Faculty of Environmental Design	5
8.	Faculty of Law	3
9.	Faculty of Medicine	16
10.	Faculty of Science	11
11.	Faculty of Veterinary Medicine	6
12.	Institute of Education	3
13.	Institute of Health	5
14.	Institute of Administration	1
15.	Institute for Agricultural Research	1
16.	School of Basic Studies	1
17.	Centre for Adult Education	1
18.	Centre for Social and Economic Res.	1
19.	Centre for Educational Technology	1
20.	Centre for Nigerian Cultural Studies	1
21.	Computer Centre	1
22.	Staff School	1
23.	Registry	3
24.	Kashim Ibrahim Library	1
25.	Division of Agricultural Colleges	1
26.	Agricultural Extension and Research Liason Services (AERLS)	1
27.	National Animal Production Research Institute (NAPRI)	1
28.	University Press	1
	Total	91

Altogether there are appromixately 4,500 staff in the university.[2]

3.3 Sampling: It was not possible to get accurate figures of the staff of A.B.U. in respect of sex, educational attainment, occupational status etc. Thus the sample could not be stratified. Therefore a multiple stage random sampling method has been used in the selection of the sample for this study. First a simple random sample of the Faculties, Institutes, Centres etc. was done using the table of random numbers. Total number selected was 20 (see table 3.2). Next was a simple random sample of the departments, having decided to select at least 2 from every faculty except in cases where there was only one department. Therefore total number of departments in the study amounted to 32. A cursory look through the Senior Staff list and Intermediate and Junior Staff list indicate that there are approximately 45-50 staff members in each department. In order to get a large enough

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2. Information obtained from the University payroll officers.

3. The staff list of Intermediate and Junior staff does not specify who is a junior or who is an intermediate staff. But information on the occupational status is got from the questionnaire.

number in the sample, 32 individuals were selected at random from each of the selected department. Total number of subjects in the sample was 1,024, that is 512 Senior Staff and 512 Intermediate and Junior Staff.[3] (see table 3.3)

Table 3.2

Faculties/Institutes and the number of departments in the sample.

No.	Faculty	No. of Departments	No. of Department in sample
1.	Faculty of Administra-	4	2
2.	Faculty of Agriculture	5	2
3.	Faculty of Arts and Social Science	8	2
4.	Faculty of Engineering	6	2
5.	Faculty of Education	4	2
6.	Faculty of Pharmaceutical Sciences	2	2
7.	Faculty of Environmental Design	5	2
8.	Faculty of Medicine	11	2
9.	Faculty of Veterinary Medicine	6	2
10.	Institute of Education	3	2
11.	Institute of Health	5	2
12.	Institute of Agricultural Research	1	1
13.	Centre for Adult Education	1	1
14.	Centre for Social and Economic Research	1	1
15.	Staff School	1	1
16.	Registry	3	2
17.	Division of Agricultural Colleges	1	1
18.	A.E.R.L.S.	1	1
19.	N.A.P.R.I.	1	1
20.	University Press	1	1
	Total	70	32

Table 3.3

Number of individuals in the sample

Occupational Status	No. in Sample
Senior	512
Intermediate/Junior	512
Total	N = 1024

3.4 Instrument For Data Collection

Most researches in adult education participation have been conducted with questionnaires which have been constructed to meet the various needs of the researchers.[4] A five-point scale Liekert type questionnaire has been designed to determine the status of adult education among the personnel of Ahmadu Bello University. The validity and reliability of Liekert scales when properly constructed are as high as 0.40

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4. Urevbu, A.O. Students' Participation in various Forms of Evening Classes for Formal School Qualification in North-Central and North-Western States of Nigeria, A.B.U., MED Thesis (unpublished) 1975, pp. 98 - 99.

and 0.80 respectively. A pilot study using mainly the staff of Centre for Adult Education and Extension Services was conducted to determine the reliability coefficient of this questionnaire, using the test re-test method after a period of three weeks. The correlational coefficient obtained was 0.85.

The scale values attached to the questionnaire were: strongly agree, agree, undecided, disagree and strongly disagree. The twenty items were constructed based on readings from How Adults Learn, by Dr. J. R. Kidd[5] and Henry A. Murray's list of psychogenic needs which were drawn up from his study of socially-motivated behavior.[6] The needs are as follows:-

(a) Needs pertaining to prestige and enhancement of self.

(b) Needs pertaining to the defense of status and avoidance of humiliation.

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5. Kidd, J. R., How Adults Learn, Associated Press, New York, 1968.

6. Vernon, M. D., Human Motivation, Cambridge University Press, London, 1969, pp. 99-101.

(c) Needs pertaining to the exercise of power or acceptance of the power of others.

(d) Needs pertaining to affectionate relations with others.

(e) Needs pertaining to inanimate objects i.e. materialism.

(f) Needs pertaining to cognition, needs to explore, ask questions, acquire knowledge and satisfy curiosity.

The questionnaire has been designed to elicit information on the sex, educational attainment and occupational status of the respondents and also on their learning habits and reasons for participation in the adult education programmes.

3.5 Presentation of the Instrument

The questionnaire was distributed through the university campus mail and by face to face contact. Evidence collected from the previous survey conducted by the Centre for Adult Education and Extension Services suggested that a good number of the junior staff especially the cooks and cleaners could neither speak

nor read English. Consequently a Hausa translated copy of the questionnaire was administered to those respondents who fell into that category. It was considered necessary to send out at least one thousand questionnaires in order that at least three hundred to four hundred would be returned. The completed questionnaires were the data on which this study is based.

3.6 Treatment of the Data

Information recorded by the randomly selected sample from the population of the university staff were compiled and tabulated. Two methods of analysis were chosen to analyse the data collected during the study.

The data on the following aspects of the study will be treated in percentages and descriptive narrative.

(a) The relationship between the educational attainment of the adults and their involvement in adult education programmes.

(b) The differences among the sexes and their level of participation in adult education programmes.

(c) The differences among the different occupational status and their level of participation.

(d) The differences among people of the different marital status and their level of participation.

The table below is an example of one the tables on percentages:

Table 3.4

Table of Percentages

(Differences among sexes and level of Participation)

(A) Males	No. of Respondents	Percentage
No. Involved in A/E No. Not Involved in A/E		
Total		
(B) Females		
No. Involved in A/E No. Not Involved in A/E		
Total		

The second method of analysis utilized is the chi-square (statistics (X^2). Which is used to test the significance of the relationship between the three occupational status and their responses to the items. Each scale value of the twenty statements were assigned numbers as follows:

strongly agree	=	5
agree	=	4
undecided	=	3
disagree	=	2
strongly disagree	=	1

Then a 3 by 5 classificatory table was drawn for each statement and the chi-square was calculated from the following formula:-

$$X^2 = \frac{(OF - EF)^2}{EF}$$

Where X^2 = the chi-square

OF = observed frequencies

EF = expected frequencies

The degrees of freedom were calculated from the formula: df = (r-I) (c-I)

r = number of rows

c = number of columns.

The following is an example of the table of chi-square for each question.

Table 3.5

Chi-square table

	Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		

The decision to test the hypothesis at 5% level of significance is based on the assumption that it is reasonable to take occupational status into consideration when planning adult education programmes if in 95% of the cases it is shown that there is relationship between the participants' occupational status and their perception of the programme. To stretch the chi-square test to 1% level of significance for example, carries serious implication of accepting that there is no relationship where there is one.

CHAPTER 4

PRESENTATION AND DISCUSSION

4.1 Presentation

A total of 348 copies of the questionnaires or approximately 34% were returned from the 1024 copies sent out. Forty-eight copies or 13.8% of those returned were not properly completed and therefore were not used in the analysis. Thus 300 copies were used in the study. Of the 300 respondents, 141 or 47% were members of the junior staff, 63 or 21% were members of the intermediate staff and 96 or 32% were senior staff members. On the ratio of male versus female respondents, 78% or 234 of them were males while 22% or 66 were females. Further details on the level of educational attainment, marital status and so on will be given in the presentation of the results.

4.2 Hypothesis tested:

The main hypothesis which was tested is stated thus "participation in adult education programmes is

highly dependent on its perception as a means of promotion in one's career."

Each of the twenty questions in the questionnaire has been treated statistically as a 'hypothesis'. Consideration was given to the significance of the responses as they related to the three occupational status, that is, junior staff, intermediate staff and senior staff.

4.3 Results and Discussion

The following are the results and analysis of the data which were collected. The first part of it deals with the presentation of the respondents' biographical data and their indication of participation in adult education programmes. The biographical data recorded are the ones of the 300 respondents who fully completed the questionnaires. The second part of this section deals with the analysis of the twenty questions in the questionnaire.

SECTION ONE: BIOGRAPHICAL DATA OF RESPONDENTS

Table 4.1

This table shows the distribution of respondents according to their level of educational attainment and also their involvement in adult education programmes.

(A) No Schooling	No. of Respondents	Percentage
Involved in A/E	19	79.2%
Not Involved in A/E	5	20.8%
Total	24	100%
(B) Primary Education		
Involved in A/E	49	73.1%
Not Involved in A/E	18	26.9%
Total	67	100%
(C) Post Primary Education		
Involved in A/E/	80	72.7%
Not Involved in A/E	30	27.3%
Total	110	100%
(D) University/Polytechnic		
Involved in A/E	28	70%
Not Involved in A/E	12	30%
Total	40	100%
(E) Post Graduate Education		
Involved in A/E	53	89.8%
Not Involved in A/E	6	10.2%
Total	59	100%

Key: A/E means any adult education programme . The responses on this table indicate that there is a similar pattern of involvement among the various categories of respondents that is, those who have not had any years of schooling through those who have had university education. The percentages ranged from 70% for those who have had university education or its equivalent to 79.2% for those who have had no years of schooling; 73.1% for those who have had primary education and 72.7% for those who have had post primary education. One could then assume that of these four levels of educational attainment, those who belong to the first category i.e those who have no years of schooling participate more in adult education programmes. However an interesting trend which seems to support John Lowe's conclusion that the more education one has the more education one seeks developes when the fifth category of educational attainment is considered. Eighty-nine percent of those who have had post - graduate education participate in adult education programmes as against 10.2% who do not participate. They are the majority in this group.

Table 4.2

This table indicates the percentage of respondents who participate in adult education programmes according to their sexes.

(A) Males	No. of Respondents	Percentage
Involved in A/E	183	78.2%
Not Involved in A/E	51	21.8%
Total	234	100%
(B) Females		
Involved in A/E	47	71.2%
Not Involved in A/E	19	28.8%
Total	66	100%

This table reveals that there is a very slight difference in the percentage of women who participate in adult education programmes from the percentage of men. It is encouraging that inspite of all the drawbacks which accompany the education of women, the female members of staff of Ahmadu Bello University do realise the importance of education and avail themselves

of the opportunities available in the university. This finding does not lend much support to what was reported by Andrew Urevbu in his study which was conducted in the former North Central and North Western States of Nigeria. He had found that more men participated in adult education programmes. However this similarity in educational participation may be due to the fact that these women are in an academic community and therefore have a heightened awareness of the benefit of education.

Table 4.3

This table shows the proportion of respondents who participate in adult education programmes according to occupational status.

(A) Senior	No. of Respondents	Percentage
Involved in A/E	76	79%
Not Involved in A/E	20	21%
Total	96	100%
(B) Intermediate		
Involved in A/E	45	71.4%
Not Involved in A/E	18	28.6%
Total	63	100%
(C) Junior		
Involved in A/E	108	77%
Not Involved in A/E	33	23%
Total	141	100%

The findings indicate that there is a very slight difference in the proportion of the three categories of staff who participate in adult education programmes.

However, the proportion is lowest for the intermediate staff. A greater percentage of the senior staff indicated that they took part in adult education programme and they were followed closely by the junior staff.

Table 4.4

On this table is shown the proportion of respondents who participate in adult education programmes according to their marital status.

(A) Married	No. of Respondents	Percentage
No. Involved in A/E	187	74.8%
No. Not Involved in A/E	63	25.2%
Total	250	100%
(B) Single		
No. Involved in A/E	37	82.2%
No. Not Involved in A/E	8	17.8%
Total	45	100%
(C) Divorced		
No. Involved in A/E	3	100%
No. Not Involved in A/E	-	-
Total	3	100%
(D) Widowed		
No. Involved in A/E	2	100%
No. Not Involved in A/E	-	-
Total	2	100%

The table on marital status of respondents shows that there is some difference in the percentage of those who participate in adult education programmes between the married and single members of staff. The findings reveal that more single members of staff participate in adult education programmes than the married. There are two possible reasons for this, namely:

(1) the single members of staff have more time and less commitments in the house,

(2) education in Nigeria is currently associated with the ticket for a better life and Nigerian men in particular usually do not want to get married until they have achieved a relatively secure and stable life. The number of divorced and widowed members of staff who responded to the questionnaire is too small to make any difference. The fact that 100% of the divorced and widowed participate in adult education may be given some psychological interpretation. They need to participate in order to meet other people and to keep busy. It is possible that they see the programmes as a sort of outlet to their uneviable situations,

or social life.

SECTION TWO

This section examines the responses of the participants on the twenty questions in the questionnaire using the chi square test.

Table 4.5

This table indicates the level of importance attached to promotion as a determinant of participation in adult education programmes.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at .05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
40.4%	18.4%	14.2%	18.4%	8.5%	11.1	17.5	12.7	39.7	19.0%	3.1%	5.2	12.5	36.5	42.7	91.907	18.307

Key: (a) QUESTION ONE - Do you participate in adult education programmes because you want to be promoted?

(b) No. of Junior Staff = 141

No. of Intermediate Staff = 63

No. of Senior Staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The responses to question one, which are summaried in Table 4.5 indicate that there is a significant relationship between the respondents' occupational status and their participation in adult education programmes because of the expected promotion prospects. It may be noted that the observed X^2 of the three groups on question one was 91.907 with the tabled significant value for α=.05 of 18.307. This finding is statistically significant and therefore there was no homogeneity in the responses. To the majority of the junior staff that is approximately 59%, their primary reason for participation in adult education programmes is the expected reward in promotion. The majority of the intermediate and senior staff - approximately 59% and 78% respectively indicated that their participation in adult education programmes is not based on the expected promotion to be received. This trend may be due to the fact that certification is an important criterion for promotions and a lot of the junior staff still do need the

prerequisites for higher education. They can only get these by taking part in adult education programmes.

Table 4.6

Table 4.6 indicates the opinions expressed by the three categories of staff concerning their desire to improve on their job performance.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
48.2%	36.9%	8.5%	5.0%	1.4%	31.7%	44.4%	7.9%	11.1	4.8%	30.2%	44.8	11.5	9.4	4.2	12.578	15.507

Key: (a) QUESTION TWO = Do you participate because the knowledge attained would improve your job performance?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

It is seen that the observed chi square of the three occupational groups on question two was 12.578 which is less than the significant value of α = 0.5 of 15.507. Thus the result which is summarized in Table 4.6 is not statistically significant and, therefore can be viewed as indicative of a homogeneous response by the 3 groups to this question. Eighty-five percent of the junior staff revealed that they saw adult education programmes as a means of improving their performance on their various jobs. A slightly lower percentage of the other two categories of staff that is 76% and 75% of the intermediate and senior staff also felt that the programmes were capable of helping them improve their job performance .

Table 4.7

This table shows the opinions of the respondents on why they wish to learn.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Table value at .05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
22.7%	22.7%	23.4%	22.7%	8.5	14.3%	15.9%	20.6	22.2	27.0%	27.1%	51.0%	12.5%	6.3%	3.1%	58.484	15.507

Key: (a) QUESTION THREE - Do you enjoy learning for its own sake?

(b) No. of Junior Staff = 141

No. of Intermediate Staff = 63

No. of Senior Staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The observed chi square value is 58.484 while the tabled significant level value of $X_{.05}$ is 15.507.

This means that there is a significant relationship between the respondents' occupational status and their derivement of enjoyment from learning. Whereas about 78.1% of the senior staff agree that they enjoy learning for its own sake, only 45% and 30% of the junior and intermediate staff respectively derive any pleasure from learning activities. Thus the concept of life-long learning is yet to find its place among the junior and intermediate staff. Cyril O. Houle identified three sub-groups of adult learners namely:

1. the goal-oriented learners
2. the activity-oriented learners
3. the learning-oriented learners.

We can safely classify our junior and intermediate staff as goal-oriented learners and in this case we can assume that their goal is certification or the acqusition of requirements for further education. According to him "the continuing education of the goal-oriented learner is in episodes, each of which begins with the realization of a need or the identification of an interest. There is no even, steady continuous flow to the learning of such people ... the need or interest appears and they

satisfy it ..."[1] The senior staff members fall into the group of learning-oriented learners whom Houle further typified as people who have been engrossed in learning as long as they could remember.

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1. Houle Cyril O, The Inquiring Mind, Madison University of Wisconsin Press, 1961, pp. 16-25

Table 4.8

This table shows the level of importance attached to the acquisition of requirements for higher education as expressed by the respondents.

Junior Staff					Intermediate Staff					Senior Staff					x^2	Tabled value at .05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
53.2%	31.9%	5.7%	5.0%	4.3%	49.2%	31.7%	6.3%	6.3%	6.3%	13.5%	20.8%	24.0%	19.8%	21.9%	77.571	15.507

Key: (a) QUESTION FOUR = Do you participate because it would give you the requirements for higher education?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly Agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The responses to Question Four are summarized in the above table. They indicate that there is a significant relationship between the respondents' occupational status and their desire to participate in adult education programmes because they need to meet the requirements for higher education. It is shown on the table that the observed chi-square is 77.571 while the tabled significant value of α = .05 is 15.5. Therefore the results are statistically significant as they indicate that the three occupational groups differed in their responses to the question. As much as 85% of the junior staff and 81% of the intermediate staff responded positively to the question while only 34% of the senior staff responded positively to the question. From this investigator's experience those in the former groups actually participate in adult education programmes e.g. preparatory classes for G.C.E. Ordinary and Advanced level examinations and many others, because they need to meet the requirements for higher education. This type of need is almost non-existent for most of the senior staff and therefore it is surprising that as high as 34% of them responded positively to this question.

Table 4.9

This table indicates the expressed appreciation of two of the on-going courses by the three categories of staff.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
30.5%	22.7%	31.2%	8.5%	7.1%	28.6%	50.8%	19.0%	0%	1.6%	30.2%	38.5%	31.3%	0%	0%	36.145	15.507

Key: (a) QUESTION FIVE = Do the homemakers course and know-Your-Car Course help in becoming more efficient and economical?

(b) No. of Junior Staff = 141

No. of Intermediate Staff = 63

No. of Senior Staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

It may be seen from table 4.9 that the observed chi square of the junior, intermediate and senior staff was 36.145 with the tabled significant value of α = 0.5 of 15.507. Although this reveals that the three groups were heterogeneous in their responses, the relative popularity of the above mentioned courses is highlighted in the percentages of people who responded positively to the question. Fifty-three percent of the junior staff, 79% of the intermediate staff and 69% of the senior staff agreed that these courses do help in becoming more efficient and economical especially during these inflation-ridden days. The popularity of these courses among the university community and environs is testified to by the observation that only a small fraction i.e. 8% of the 300 respondents responded negatively to the question.

Table 4.10

This table reveals the level of importance attached to adult education programmes as avenues for social purposes.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
19.1%	36.9%	9.9%	23.4%	10.6%	7.9%	50.8%	11.1%	15.9%	14.3%	10.4%	41.7%	20.8%	19.8%	7.3%	15.670	15.507

Key: (a) QUESTION SIX = Do you participate because adult education programmes would give you the opportunities to meet people and make new friends?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree D = Disagree

A = Agree SD = Strongly disagree

U = Undecided

Although the relationship between the desire to meet people and make new friends and occupational status is significant its level is however close to the acceptance level. The observed chi square value is 15.670 whereas the tabled value at 5% level of significance is 15.507. This means that for the staff of ABU, irrespective of their occupational status, participation in adult education programmes is not merely used as a social outlet which is typical of Cyril Houle's 2nd sub-group of learners. This is because our culture and tradition creates opportunities for human interaction at all times and therefore people do not have that difficulty that some western countries have in meeting people and making friends. Houle stressed that the activity oriented people sought social contact and that their selection of any activity was essentially based on the amount and kind of human relationship it would yield to them.[2]

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2. Houle, Cyril O, The Inquiring Mind, Madison, University of Wisconsin Press, 1961, pp. 16 - 25

Table 4.11

This table shows the opinions expressed by the three categories of staff on their needs tc boost their ego and status.

Junior Staff					Intermediate Staff					Senior Staff					x^2	Tabled value at 0.5
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
22.7%	33.3%	14.9%	15.6%	14.5%	12.7%	31.7%	19.0%	25.4%	11.1%	2.1%	18.8%	25.0%	33.3%	20.8%	35.897	15.507

Key: (a) QUESTION SEVEN = Do you participate because it boosts your ego and status?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The results as they are shown on table 4.11 indicate that the relationship between the respondents' occupational status and their participation in adult education programmes because they want to boost their ego and status is statiscally significant. Whereas the tabled significant value of χ = .05 was 15.507, the observed chi square value was 35.897. This means that the three groups differed in their responses to the question. More of the junior and intermediate staff responded positively, that is 56% and 44% respectively as against 21% of the senior staff whose response was the same. This may be given the interpretation that the junior and intermediate staff would want to be reckoned with in an academic setting where everybody is directly or indirectly connected with books and learning.

Table 4.12

This table reveals the level of importance attached to conferences as providing opportunities to travel as indicated by the respondents.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
5.7%	13.5%	31.2%	29.8%	19.9%	1.6%	9.5%	14.3%	41.3%	33.3%	4.2%	6.3%	15.6%	47.9%	26.0%	21.689	15.507

Key: (a)

Key: (a) QUESTION EIGHT = Do you like attending conferences because you like travelling?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

It is observable from the above table that there is a significant relationship between the respondents' occupational status and their participation in adult education programmes as a result of the opportunity to travel. The observed chi square was 27.689 while the tabled significant value was 15.507 thus the results were indicative of heterogeneous responses from the three groups. A greater percentage of the junior staff either indicated they liked attending conferences because of the opportunity to travel or they expressed the opinion that they were undecided - that is 29% and 31% respectively. While 75% of the intermediate staff and 74% of the senior staff answered negatively to the question, only 49% of the junior staff responded negatively.

Table 4.13

This table shows the opinions of the three categories of staff as regards the opportunities for shopping which conferences provide.

Junicr Staff					Intermediate Staff					Senior Staff					X^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
8.5%	14.2%	27.0%	34.8%	15.6%	4.8%	14.3%	22.2%	17.5%	41.3%	2.1%	18.8%	13.5%	21.9%	43.8%	34.541	15.507

Key: (a) QUESTION NINE = Do conferences overseas provide opportunities for shopping?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The opinions expressed in Table 4.13 reveal that there is a significant relationship between the respondents' occupational status and their perception of conferences overseas as opportunities for shopping. The results which have been summed up in the table show that while the observed chi square value was 34.541 the tabled significant value for $\alpha = 0.05$ was 15.507. Therefore the results are statistically significant as they indicate that the three groups differed greatly in their responses to this question. Approximately 50% of the junior staff, 59% of the intermediate staff and 64% of the senior staff responded negatively to this question. Thus only the majority of the junior staff saw conferences overseas as opportunities for shopping. Because of the high costs of consumer goods in the country, the practice has been to do some shopping while attending conferences overseas. It is the trend in Nigeria as in most of the developing countries that certain goods which the elite group has developed tastes for are either not available in the country or are too expensive if available. Nevertheless this significant value observed from this question indicates that eventhough conference attendance provides

opportunities for shopping, they do not overshadow the educational aims and objective of the exercise.

Table 4.14

This table depicts the opinions expressed by the respondents concerning the need to participate participate in adult education programmes in order to break the monotony of their daily routine.

Junior Staff					Intermediate Staff					Senior Staff					x^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SSA	A	U	D	SD		
9.2%	29.1%	19.1%	24.8%	17.7	3.2%	27.0%	31.7%	9.5%	9.4%	1.0%	34.4%	30.2%	22.9%	10.4	16.751	15.507

Key: (a) QUESTION TEN = Do you participate in adult education programmes because they break the monotony of the daily routine?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly Agree

A = Agree

U = Undecided SD = Strongly Disagree

D = Disagree

It is observable from the above table that the observed chi square value was 16.751 while the tabled significant value of χ = 0.05 was 15.507 thus indicating that there was no consensus of opinion among the three groups of staff. While 42% of the junior staff and 41% of the intermediate staff felt that their participation in adult education programmes was not because they wanted to break the monotony of their daily routine, only 33% of the senior staff felt the same. However approximately 30% of the senior staff were undecided on this question.

Table 4.15

This table represents the opinions expressed by the respondents concerning the registration fees for the courses on campus.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
19.1%	36.9	16.3%	15.6%	12.1%	9.5%	27.0%	36.5%	15.9%	11.1%	4.2%	21.9%	57.0%	14.6%	8.3%	38.588	15.507

Key: (a) QUESTION ELEVEN = Are the registration fees for the courses on campus adequate?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The results which have been summarized on the above table show that there is a significant relationship between the respondents' occupational status and their acceptance of the registration fees as adequate. It can be seen that the observed chi square value was 38.588 and that the tabled significant value was 15.507. This means that the responses of the three groups varied. Approximately fifty-six percent expressed the fact that the fees were adequate while 32% and 26% of the intermediate and senior staff respectively expressed the same. Majority of them indicated that they were undecided on the adequacy of the fees. As the trend of the inadequacy of the fees for the course was not specified, it is a little diffficult to say whether the fees are too little or too much. However I would speculate that they mean that the fees are too much based on the fact that generally people complain of the high cost of living and not of low cost of living.

Table 4.16

This table shows the distribution of staff who believe that adult education programmes could provide one with a means for additional income.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
30.5%	35.5%	15.6%	14.9%	3.5%	17.5%	54.0%	7.9%	14.3%	6.3%	7.3%	47.9%	24%	14.6%	6.3%	26.751	15.507

Key: (a) QUESTION TWELVE = Could adult education programmes provide one with a means for additional income?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree D = Disagree

U = Undecided SD = Strongly disagree

The results as they are summarized in table 4.16 denote that the responses from the three groups concerning this question were dissimilar. Thus the results are statistically significant; the observed chi square is 26.751 while the tabled significant value of α = 0.05 is 15.507. A closer look at the table reveals that 66%, 72% and 55% of the junior, intermediate and senior staff respectively indicated that adult education programmes could provide them with a means for additional income. The responses on this table also agree with those on Question one where a majority of the junior staff and to some extent the intermediate staff indicated that the expected promotion prospect was a determinant to their participation in the programmes.

Table 4.17

This table reveals the respondents' opinion on the need to participate in adult education programmes in order to have an interesting hobby.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
10.6%	36.2%	27.0%	19.1%	7.1%	7.9%	33.3%	22.2%	28.6%	7.9%	6.3%	26.0%	34.4%	18.6%	14.6%	11.061	15.507

Key: (a) QUESTION THIRTEEN = Do you need an interesting hobby?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The results which are shown on the above table reveal that the observed chi square was 11.061 and the tabled significant value was 15.507. This implies that the responses of the three groups were the same and therefore the results are not statiscally significant. We have also indicated that people are goal oriented in their quest for knowledge and this is further lent tendency by the information that only 47%, 41% and 32% of the junior, intermediate and senior staff respectively felt that they should participate because they needed an interesting hobby which is anyway another word for leisure time activities.

Table 4.18

This table indicates the opinions expressed by the respondents concerning their awareness of conferences as avenues to meet and discuss with professional colleagues.

Junior Staff					Intermediate Staff					Senior Staff					x^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
36.2%	41.8%	16.3%	2.1%	3.5%	39.7%	50.8%	4.8%	1.6%	3.2%	59.4%	37.5%	2.1%	0%	1%	26.501	15.507

Key: (a) QUESTION FOURTEEN = Do conferences provide opportunities to meet and discuss with professional colleagues?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided SD = Strongly disagree

D = Disagree

Although the majority in each of the occupational status responded positively to the question there still existed a significant relationship between occupational status and the respondents' acceptance of conferences as avenues to meet and discuss with professional colleagues. From the table it is seen that the observed chi square was 26.501 and that the tabled significant value for α = .05 was 15.507. This indicates that there was not a homogeneous response from the three occupational groups. Seventy-eight percent of the junior staff, ninety percent of the intermediate staff and ninety-seven percent of the senior staff agreed that conferences do provide avenues to meet with professional colleagues. These very high percentages may be due to the fact that people are aware of the need to be abreast with current knowledge especially in one's world of work and also to explore possible job openings which one would otherwise know nothing about.

Table 4.19

This table depicts the distribution of the responses concerning the need to participate in adult education programmes in order to make some impact in one's field.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Table value at 0.5
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
30.5%	51.1%	14.2%	2.1%	2.1%	36.5%	52.4%	7.9%	1.6%	1.6%	47.9%	44.8%	5.2%	1.0%	1.0%	11.018	15.507

Key: (a) QUESTION FIFTEEN = Is it necessary to make professional impact in one's field?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

It is observed from the above table that majority of the respondents irrespective of their occupational status responded positively to the question. Hence the results are not statiscally significant as the observed chi square was 11.018 and the tabled significant value for α = 0.05 was 15.507. Approximately 82%, 89% and 92% of the three groups of staff respectively felt that it was necessary to make professional impact in one's field.

Table 4.20

This table represents the distribution of respondents who indicated that fear of ridicule could keep one away from adult education programmes.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
17.7%	34.0%	13.5%	19.9%	14.9%	11.1%	27.0%	12.7%	23.8%	25.4%	7.3%	33.3%	26.0%	25.0%	8.3%	20.052	15.507

Key: (a) QUESTION SIXTEEN = Can the fear of ridicule keep people away from adult education programmes?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The responses on table 4.20 indicate that there is a significant relationship between the respondents' occupational status and their awareness of the fact that the fear of ridicule may keep people away from adult education programmes. The observed chi square which was 20.052 was greater than the tabled significant value for α = 0.05, 15.507. This shows that the responses of the three groups were heterogeneous. While 52% of the junior staff felt that ridicule could keep them away from programmes, only 38% and 41% of the intermediate and senior staff respectively felt the same. Surprisingly, more than one quarter of the senior staff expressed that they were undecided. This indecision may be interpreted to mean that the senior staff may have the feeling that the end which in this case is knowledge justifies the means that is insults, ridicule and so on.

Table 4.21

This table reveals the opinion of respondents on the fact that adult education means more than literacy campaigns

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
38.3%	39.0%	12.1%	7.8%	2.8%	30.2%	47.6%	11.1%	4.8%	6.2%	26.0%	57.3%	8.3%	5.2%	3.1%	10.139	15.507

Key: (a) QUESTION SEVENTEEN = Does adult education mean more than literacy campaigns?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The responses to this question which have been summarized on table 4.21 indicate that there is no significant relationship between the respondents' occupational status and their understanding of the term "adult education" as meaning more than literacy campaigns. It may be noted that the observed chi squre of the three groups on this question was 10.139 with the tabled significant value for α = 0.05 of 15.507. This finding is not statistically significant and, therefore, can be viewed as indicating a homogeneous response to the question. The majority of the respondents in each of the occupational status agreed to the question - 77%, 78% and 83% respectively. It is gratifying to note that the struggle for recognition which adult educators have had to grapple with must have yielded some positive results among the staff of Ahmadu Bello .. University.

Table 4.22

This table shows the respondents' opinions on the awareness of adult education as an important tool for national development.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value at 0.05
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
55.3%	39.7	4.3	7%	0%	58.7%	39.7%	0%	0%	1%	47.9%	49.0%	3.1%	0%	0%	9.799	15.507

Key: (a) QUESTION EIGHTEEN = Is adult education an important tool for national development?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree SD = Strongly disagree

The finding from this table indicates that the majority of the respondents irrespective of their occupational status are aware of the fact that adult education is an important tool for national development. It can be seen that the observed X^2 was 9.799 while the tabled significant value for α = 0.05 was 15.507. The former value is less than the latter one and is therefore viewed as indicative of a homogeneous response by the three groups in the study. Approximately 95%, 98% and 97% of the junior, intermediate and the senior staff respectively responded positively to the question. The finding is not statistically significant.

Table 4.23

This table indicates the opinions of the respondents on the awareness of the fact that adult education is an effective means of improving or acquiring new skills.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
48.2%	46.1%	5.0%	7.0%	0%	49.2%	44.4%	4.8%	1.6%	0%	30.2%	59.4%	8.3%	2.1%	0%	9.782	12.592

Key: (a) QUESTION NINETEEN = Is adult education an effective means of improving or acquiring new skills?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree SD = Strongly disagree

The information from the table reveals that the staff of Ahmadu Bello University are unanimous in their recognition of the usefulness of adult education programmes as a means of improving or acquiring new skills. It may be noted that the observed chi square of 9.782 was less than the tabled significant value of α = 0.05 which was 12.6. The results are not statistically significant as the three groups responded alike - 94%, 94% and 90% respectively.

Table 4.24

This table indicates the opinions expressed by the respondents concerning the effectiveness of the role of the Centre for Adult Education, Ahmadu Bello University.

Junior Staff					Intermediate Staff					Senior Staff					X^2	Tabled value
SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD		
34.8%	36.2%	15.6%	7.1%	6.4%	22.2%	27.0%	23.8%	14.3%	12.7%	4.2%	31.3%	51.0%	9.4%	4.2%	57.327	15.507

Key: (a) QUESTION TWENTY = Is the role of the Centre for Adult Education in Ahmadu Bello University efficient?

(b) No. of junior staff = 141

No. of intermediate staff = 63

No. of senior staff = 96

(c) SA = Strongly agree

A = Agree

U = Undecided

D = Disagree

SD = Strongly disagree

The results which have been summarized on table 4.24 indicate that there is a significant relationship between the respondents' occupational status and their perception of the efficiency of the role of the Centre for Adult Education in Ahmadu Bello University Zaria. The observed chi square was 57.327 and was greater than the tabled significant value for α = 0.05. The results are therefore statistically significant and therefore indicate that the responses of the three groups are not homogeneous. A greater percentage of the Junior and Intermediate than the Senior staff agree that the role of the Centre is efficient. Although it is not in the scope of this study to evaluate the efficiency of the role of the Centre, it is imperative for those concerned to take note that only 55% of the respondents agree that the Centre is effective while the remaining 45% either are undecided or do not agree that the work of the Centre is effective. A closer look at the responses reveal that perhaps only the needs of the junior and intermediate are currently being met at the Centre. It is therefore necessary that courses that are geared towards the needs of the senior staff members be mounted.

4.4 Summary of the Discussion

From the responses on the questionnaire it seems that the reasons for the junior staff of Ahmadu Bello University's participation in adult education programmes are that of the promotions prospects which are envisaged, the need to break the monotony of their daily lives and the need to improve their job performance. The need to obtain requirements for higher education which were primary ones for the intermediate members of staff were distinctly secondary reasons for the junior staff. For the senior staff the need to make professional impact in one's field and their quest for life-long learning emerged as their primary and secondary reasons for participating in adult education programmes. Because of the fact that most of the courses currently offered or organised by the Centre for Adult Education and Extension Services, Ahmadu Bello University are geared towards the needs of the junior and intermediate staff, (A list of these courses is shown in appendix V). One can summarise (1) that expected monetary rewards are enough incentive for

involvement in adult education programmes (2) that certification is an important factor in participation in adult education. Therefore the typical adult education student on campus is more likely a junior or intermediate member of staff who has probably completed 7 to 14 years of education but needs requirements for higher education. The question of sex seems irrelevant since evidence indicates that there is a very slight difference between the participation patterns of the sexes. The responses also indicate that the senior staff who have attained more than 14 years of education do indeed participate in adult education programmes such as professional/academic seminars, symposia workshops and many others.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study has been conducted to determine the status of adult learning among the staff of the Ahmadu Bello University. Lifelong education is very necessary in this technological era. The specific aim of this study was to find out to what extent the staff do avail themselves of adult education programmes and also the factors which may have any significant relationship with their participation in the adult education programmes. Factors which were considered included:

(a) The level of educational attainment

(b) Sex

(c) Marital status

(d) Economic factors

(e) Occupational status

(f) Social factors.

The results of this study which have generally shown the level of participation in adult education programmes among the university personnel and also have revealed some of their expressed opinions concerning pertinent factors of participation

would be of great importance to the university. This inference is further supported by William C. Strasser Jr. who stated that "continuing in-service development programmes will help administrators and faculty members adapt to changes in society and on their campuses"[1] Therefore the results would benefit particularly the Staff Development Section of the university whose main concern is improvement of the quality and consequently of the productivity of the university personnel.

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1. Strasser Jr. W. C., "Post-graduate Continuing Education for College Personnel," Educational Record, Journal of the American Council on Education, Vol. 60, No. 2, pp. 207 - 211.

The following elements were focused on in this study:

1. Which of the three levels of education - primary, secondary or university level is a more important factor in adult education programmes?
2. Are more men likely to participate in adult education programmes than women?
3. Is the expected monetary reward a necessary incentive for involvement in adult education programmes?
4. Is certification an important factor in participation in adult education programmes?

The main hypothesis tested was that "participation in adult education programmes is highly dependent on perception as a means of promotion in one's career." Furthermore, the twenty questions asked in the questionnaire have each been treated statistically as a 'hypothesis'. Consideration was given to the significance of the responses as they related to the three occupational status in the study.

A research questionnaire was developed for the collection of data after the literature and pertinent studies on participation in adult education were reviewed.

A five-point Liekert-type questionnaire which contained twenty items was constructed to elicit informations on the characteristics and factors that are important determinants to participation in adult education programmes. Consideration was given to the significance of these factors and their relationship to the three occupational status of staff namely:- junior, intermediate, and senior staff.

The data for this study were collected from a randomly selected sample of 300 university personnel of which 141 or 47% were members of the junior staff, 63 or 21% were members of the intermediate staff and 96 or 32% were members of the senior staff. The data for this study were collected through the university campus mail and by face to face contact during the months of May through July 1979. The collected data were collated, tabulated and analysed by simple percentages and by the chi square test at .05% level of significance.

5.2 Conclusions

The following are the conclusions which have been made based on the findings of this study:

1. A good number of the personnel in Ahmadu Bello University do participate in adult education programmes. (Seventy-seven percent of the representatives in the sample indicated that they participate in adult education programmes).

2. More staff members who have had 14 years of education or more are involved in adult education programmes. Therefore of the three levels of education the most important one to participation in adult education programmes is the university level, the next secondary level.

3. There is a very slight difference on the participation pattern of both sexes among the university staff. Although there are more male participants, the difference is not significant.

4. More single/divorced/widowed members of staff participate in adult education programmes than do the married members of staff.

5. The primary reason the junior staff participate in adult education programmes is the promotion prospects expected. Their secondary reasons are (i) to get requirements for higher education and

(ii) to improve their job performance.

The primary reason the intermediate staff participate in adult education programmes is to obtain requirements for higher education and their secondary reason is also the desire to improve on their job performance. For the senior staff the primary reasons they participate in adult education programmes are:

(i) to make professional impact in their professional field or discipline and

(ii) to learn for the sake of knowledge.

The desire to improve on their job also emerged as their secondary reasons.

6. Certification is an important factor in participation in adult education programmes for the junior and intermediate members of staff.

7. The need to boost one's ego and status has a strong relationship to participation in adult education programmes.

8. People particularly adults are afraid to make mistakes. The study revealed that people could stay away from courses if they felt they would be ridiculed.

9. The courses on campus are very popular especially among the junior and intermediate staff but the registration fee which is currently N25 a course is felt to be may be somewhat too much.

10. There is no significant relationship between the respondents' occupational status and their participation in adult education programmes due to their awareness of adult education as an important tool for national development.

11. Only the junior and intermediate members of staff feel that the Centre for Adult Education and Extension Services is fulfilling its role efficiently.

5.3 Recommendations:-

There seems to be some evidence from the study to suggest that the needs of the senior members of staff of Ahmadu Bello University are not being met by the Centre for Adult Education and Extension Services. It is therefore recommended that courses or activities which will be geared to their needs be mounted from time to time. These should be in the form of group discussions, seminars, workshops

and conferences which are relevant to their vocational professions and leisure-time or self-enrichment courses.

2. In view of the fact that adults could and do stay away from courses because of the fear of ridicule and also in view of the fact that there are still very few trained and qualified adult educators, it is suggested that a short orientation course be made available for the numerous parti-time tutors in adult education. Such courses should cover topics like "the psychology of the adult learner", "methods and techniques of teaching adult education" and so on. The implication of the lack of such orientation or induction programme could mean that the adult student would be treated in class as if he were a child. This would indeed be very unsatisfactory.

3. It has been impossible to stratify the sample in this study but in order to satisfy the needs of most staff members, it is hereby suggested that further research be carried out to determine the important factors as they relate to the following categories of staff:

(i) Administrative and academic staff

(ii) The staff in the science-oriented departments and those in the art-oriented departments.

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Appendix I

Centre for Adult Education
& Extension Services,
Ahmadu Bello University,
ZARIA.

Date: _____

Dear Colleague,

We are interested in determining the status of adult education among the staff of this university. We are particularly interested in finding out the extent to which members of the university staff are involved in adult education programmes which include all Literacy classes, G.C.E. evening classes, Home-Makers course, Know Your Car course, Clerical course, Stenographic course, Correspondence course, all Seminars, Workshops, Symposia, Conferences, Professional continuing education courses attended either locally or overseas. It will therefore be appreciated if you would respond to this questionnaire. All information received will be treated confidentially.

Please return all completed questionnaire to Mrs. Philippa O. Chineme, Centre for Adult Education & Extension Services, Ahmadu Bello University, Zaria.

Thank you.

Philippa O. Chineme (Mrs.)

QUESTIONNAIRE

Biographical Data

Please tick the most appropriate box with an 'X'

1.	Sex	Male	☐
		Female	☐
2.	Marital Status	Married	☐
		Single	☐
		Divorced	☐
		Widowed	☐
3.	Ethnic Group	Hausa	☐
		Yoruba	☐
		Igbo	☐
		Tiv	☐
		Others	☐
4.	Religion	Islam	☐
		Christianity	☐
		Others	☐
5.	Occupational Status	Junior	☐

Intermediate ☐

Senior ☐

6. Occupation _____

7. Present Income ₦846 - ₦2058 ☐

₦2142 - ₦3552 ☐

₦3546 - ₦14268 ☐

Please tick the last educational level attained.

8. (a) Educational Attainment:

None ☐

Primary 1 - 6 years of schooling ☐

Secondary 7 - 10 years of schooling ☐

University 11 - 14 " " " ☐

Post graduate - Above 14 years ☐

Teacher training-College 7 - 10 years of schooling ☐

Polytechnics 11 - 14 years of schooling ☐

Commercial Colleges 7 - 10 years of schooling ☐

(b) Did you complete the level indicated? Yes ☐

No ☐

9. (a) Which of these adult education programmes are you currently engaged in:-

None ☐

Literacy classes ☐

G.C.E. evening classes ☐

Basic clerical course ☐

Stenographic course ☐

Correspondence courses ☐

Home-Makers course ☐

Know Your Car Course ☐

Seminars, workshops ☐

Symposia (academic or otherwise) ☐

(b) If you have ticked the last category, how many of such activities have you attended during this session _____

(c) If you have not ticked any of the above programmes please state why

Please tick the response which most appeals to you after each statement.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. I participate in adult education programmes because I want to be promoted.					
2. I participate because the knowledge attained would improve my job performance					
3. I enjoy learning for its own sake.					
4. I participate because it would give me requirement for higher education					
5. The Home-makers course and know your car course help in becoming more efficient and economical in our daily chores.					
6. I participate because adult education programmes give me opportunities to meet people and make new friend.					

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
7. I participate because it boosts my ego and status.					
8. I like attending conferences because I like travelling.					
9. Conferences overseas provide opportunities for shopping.					
10. I participate in adult education programmes because they break the monotony of the daily routine.					
11. The registration fees for the courses on campus are adequate.					
12. Adult education programmes could provide one with a means for additional income.					
13. I do need an interesting hobby.					
14. Conferences provide opportunities to meet and discuss with professional colleagues.					
15. It is necessary to make professional impact in one's field.					

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
16.	Fear of ridicule may keep people away from adult education programmes.					
17.	Adult Education means more than literacy campaigns.					
18.	It is an important tool for national development.					
19.	It is an effective means of improving or acquiring new skills.					
20.	The role of the Centre for Adult Education in Ahmadu Bello University is efficient.					

Appendix I[a]

Cibiyar Ilimin Manya Da Yada
Ilimin Yaki da Jahilci,
Jami'ar Ahmadu Bello,
Zaria.

Kwanan Wata _____

Zuwa ga Abokanan Aikinmu,

Muna da sha'awar gano matsayin ilimin manya da yaki da jahilci ga ma'aikatar wannan jami'ar. Haka Kuma, muna da sha'awar gano yadda ma'aikatar wannan jami'ar suka himmatu wajen nazari a kan aikace-aikace na kungiyar ilimin manya da yaki da jahilci na Jami'ar Ahmadu Bello Kamar haka: darasi akan karatu da rubutu, ajujuwan yamma na ilimi gaba da piramare (G.C.E.), ajujuwa na sha'anin dafe-dafe da sake-sake (darasi akan kulawa da aikace-aikacen gida), darasin kula da motodi, darasin aikin akawu, darasin magatakardar ofis, darasin da ake aikawa ta gidan waya, da kuma darusan taron tautaunawa ta daliban jami'a, taron watsa kwakwaluwa, taron tautaunawa, darusa wadanda ake bayarwa a kan sana'ar ma'aikata ko a nan gida (Nigeria) ko a [illegible] kasashen waje.

Saboda haka zai gamsar da mu in har za ka/ki iya

amsar wadannan tambayoyin.

Bugu da kari, duk amsar da ka bayar zamu dauketa kuma mu rike ta cikin asiri.

Don Allah a maido mana da wannan takardar tambayoyin ga:

(Uwargida) P. O. Chineme,
Cibiyar Kungiyar Ilimin Manya
da Yaki da Jahilci,
Jami'ar Ahmadu Bello,
Zaria.

Na gode.

P. O. Chineme (Uwargida)

TAMBAYOYI

Asa alamar X a cikin akwatun da ya shafe ka.

1.	Namiji ka mace	Namiji	☐
		Mace	☐
2.	Aure	Ina da aure	☐
		Aure ya mutu	☐
		Banyi aure ba	☐
		Mijina ko matata ya/ta rasu	☐
3.	Harshe	Hausa	☐
		Ibo	☐
		Tibi	☐
		Wani daban	☐
4.	Adini	Musulunci	☐
		Kirista	☐
		Wani addini daban	☐

5. Matsayin aiki

Karamin ma'aikaci ☐

Tsakatsakin ma'aikaci ☐

Babban ma'aikaci ☐

6. Sana'a _____

7. Kudin da ka (ki) ke samu a shekara

₦ 846-2058 ☐

₦2142-3552 ☐

₦3546-14268 ☐

A sa alamar (X) a cikin akwatun dama wanda ya nuna matsayin ilimin ka/ki

8. (a) Ilimin da ka/ki samu:-

Bani da ilimi ☐

Piramare ☐

Sakandare ☐

Jami'a ☐

Babban Digiri ☐

Makarantar horon malamai ☐

Makarantar koyon sana'u ☐

Makarantar koyon aikin ofis ☐

b. Ka/Kin kare makarantar da ka/kika je? E ☐

A'a ☐

9. Wanne daga cikin wadannan shirye shiryen ilimin manya ka/ki ke ciki yanzu?

Yaki da jahilci ko kuma darasi akan karatu da rubutu ☐

Ajujuwan yamma na ilimi gaba da piramare (GCE) ☐

Darasi akan aikin akawu ☐

Darasi akan aikin magatakardar ofis ☐

Darasin da ake aikawa ta gidan waya ☐

Ajujuwa na sha'anin dafe-dafe da kuma sake-sake (darasi akan kulawa da aikace-aikacen gida) ☐

Darasi akan kulawa da motoci ☐

Darusan taron tautaunawa ta daliban jami'a, taron watsa kwakwaluwa ☐

Taron tautaunawa (ko na ilimin kimiya ko wani iri daban ☐

b. Idan ka zabi taron tautaunawa (ko na ilimin kimiya ko wani iri daban, sau nawa ka/ki kaje irin wannan taron a cikin wannan shekara? _____

c. Idan ba ka/ki cikin ko daya daga cikin shirye-shiryen ilimin manya da yaki da jahilci; ko me yasa? _____

_____

Ka/ki sa alamar (—/) a cikin akwatin da ka/kin fiso a damar wadannan tambayoyin:-

	Na yarda kwarai	Na yarda	Ban yi shawara ba	Ban yarda ba	Ko kadan ban yarda ba
1. Ina cikin shirye-shiryen ilimin manya da yaki da jahilci don ina son a kara mini girma.					
2. Ina halarta saboda ilimin da zan samu zai taimaka wajen cigaban aiki-na.					
3. Ina jin dadin kara ilimi kwarai.					
4. Ina halarta don zan sami ilimin da ake bukata don zuwa karo wani ilimin.					
5. Kwas din aikace-aikacen gida da na kulawa da motoci suna iya kyau-tata ayyukanmu da kuma rage abin da muke batarwa.					

	Na yarda kwarai	Na yarda	Ban yi shawara ba	Ban yarda ba	Ko kadan ban yarda ba
6. Ina zuwa saboda shirye-shiryen ilimin manya da yaki da jahilci suna bani damar saduwa da mutane da kuma kulla abokai.					
7. Ina halarta shirye-shiryen ilimin manya da yaki da jahilci saboda suna kara mukamina a wurin jama'a.					
8. Ina halartar taron tautaunawa saboda ina sha'awar tafiye-tafiye.					
9. Taron tautaunawa da ake yi a kasa-shen waje suna bada damar sayen abubuwa daga can.					
10. Ina halartar shirye-shiryen ilimin manya don suna bani damar hutawa daga ayyukan da na saba yi yau da kullum.					

	Na yarda kwarai	Na yarda	Ban yi shawara ba	Ban yarda ba	Ko kadan ban yarda ba
11. Kudin da ake biya kon shiga kwas-kwas din ilimin manya da yaki da jahilci anan jami'ar sun dace.					
12. Shirye-shiryen ilimin manya za su iya karawa mutum nauyin aljihunsa.					
13. Ina halartar shirye-shiryen ilimin manya don abubuwan sha'awa ne.					
14. Taron tautaunawa suna iya baiwa mutum damar tautaunawa da kwararrun abokan aikinsa na fanni daban-dabam.					
15. Muhimmin abu ne mutum ya nuna kwarewarsa a fannin da ya yi ilimi.					

	Na yarda kwarai.	Na yarda	Ban yi shawara ba	Ban yarda ba	Ko kadan ban yarda ba
16. Gudun jin kunya ya iya kebe mutane daga halartar shirye-shiryen ilimin manya da yaki da jahilci.					
17. Ilimin manya da yaki da jahilci ba koyon karatu da rubutu ne ba kawai.					
18. Ilimin manya muhimmiyar hanya ce ta bukansa ci gaban kasa.					
19. Bada ilimin manya hanya ce wadda ta dace da mutane su kyautata sana' o'in sababbi.					
20. Cibiyar ilimin manya da yaki da jahilci ta Jami'ar Ahmadu Bello tana aikinta sosai a wannan jami'ar.					

Appendix II

Summary of Chi-square Values in questionnaire

Question	Degrees of Freedom	Observed X^2	Tabled X^2	Significance
1	10	91.9	18.3	
2	8	12.6	15.5	*
3	8	58.5	15.5	
4	8	77.6	15.5	
5	8	36.1	15.5	
6	8	15.7	15.5	
7	8	35.9	15.5	
8	8	21.7	15.5	
9	8	34.5	15.5	
10	8	16.6	15.5	
11	8	38.6	15.5	
12	8	26.8	15.5	
13	8	11.1	15.5	*
14	8	26.5	15.5	
15	8	11.0	15.5	*
16	8	20.1	15.5	
17	8	10.1	15.5	*
18	8	9.8	15.5	*
19	6	9.8	12.6	*
20	8	57.3	15.5	

*The hypothesis activity of questions 2, 13, 15, 17, 18 and 19 are accepted because the observed X^2 of each of them was less than the tabled significant value of α = .05. Their results are not statistically sifnificant and therefore can be viewed as indicative of a homogeneous response by the three groups to each of the questions.

The others were rejected because the observed X^2 of each was greater than the tabled significant value of α = 0.05. Thus the questions were statistically significant as there was homogeneity in the responses to these questions.

APPENDIX III

Table of Percentages for the three Occupational Groups.

Items	Junior					Intermediate					Senior					Tabled X^2 at 5% D/F		Observed X^2
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
1	40.4	18.4	14.2	18.4	7.1	11.1	17.5	12.7	39.7	19	3.1	5.2	12.5	36.5	41.7	18.3	10	91.9
2	48.2	36.9	8.5	5.0	1.4	31.7	44.4	7.9	11.1	4.8	30.2	44.8	11.5	9.4	4.2	15.5	8	12.6
3	22.7	22.7	23.4	22.7	8.5	14.3	15.9	20.6	22.2	27.0	27.1	51.0	12.5	6.3	3.1	15.5	8	58.5
4	53.2	31.9	5.7	5.0	4.3	49.2	31.7	6.3	6.3	6.3	13.5	20.8	24.0	19.8	21.9	15.5	8	77.6
5	30.5	22.7	31.2	8.5	7.1	28.6	50.8	19.0	0	1.6	30.2	38.5	31.3	0	0	15.5	8	36.1
6	19.1	36.9	9.9	23.4	10.6	7.9	50.8	11.1	15.9	14.3	10.4	41.7	20.8	19.8	7.3	15.5	8	15.7
7	22.7	33.3	14.9	15.6	13.5	12.7	31.7	19.0	25.4	11.1	2.1	18.8	25	33.3	20.8	15.5	8	35.9
8	5.7	13.5	31.2	29.8	19.9	1.6	9.5	14.3	41.3	33.3	4.2	6.3	15.6	47.9	26	15.5	8	21.7
9.	8.5	14.2	27.0	34.8	15.6	4.8	14.3	22.2	17.5	41.3	2.1	18.8	13.5	21.9	43.8	15.5	8	34.5
10.	9.2	29.1	19.1	24.8	17.7	3.2	27	28.6	31.7	9.5	1.0	35.4	30.2	22.9	10.4	15.5	8	16.6
11	19.1	36.9	16.3	15.6	12.1	9.5	27	36.5	15.9	11.1	4.2	21.9	51	14.6	8.3	15.5	8	38.6

APPENDIX III continued

Items	Junior					Intermediate					Senior					Tabled at X^2 5% D/F		Observed X^2
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
12	30.5	35.5	15.6	14.9	3.5	17.5	54	7.9	14.3	6.3	7.3	47.9	24	14.6	6.3	15.5	8	26.8
13	10.6	36.2	27	19.1	7.1	7.9	33.3	22.2	28.6	7.9	6.3	26	34.4	18.8	14.6	15.5	8	11.1
14	36.2	41.8	16.3	2.1	3.5	39.7	50.8	10.7	1.6	3.2	59.4	37.5	2.1	0	1	15.5	8	26.5
15	30.5	51.1	14.2	2.1	2.1	36.5	52.4	7.9	1.6	11.6	47.9	44.8	5.2	1.5	1	15.5	8	11.0
16	17.7	34	13.5	19.9	14.9	11.1	27	12.7	23.8	25.4	7.3	33.3	26	25	8.3	15.5	8	20.1
17	38.3	39	12.1	7.8	2.8	30.2	47.6	11.1	4.8	6.3	26	57.3	8.3	5.2	3.1	15.5	8	10.1
18	55.3	39.7	4.3	.7	0	58.7	39.7	0	0	1.6	47.9	49	3.1	0	0	15.5	8	9.8
19	48.2	46.1	5	.7	0	49.2	44.4	4.8	1.6	0	30.2	59.4	8.3	2.1	0	12.6	6	9.8
20	34.8	36.2	15.6	7.1	6.4	22.2	27	23.8	14.3	12.7	4.2	31.3	51.0	9.4	4.2	15.5	8	57.3

Appendix IV

Table of Raw data

	Junior					Intermediate					Senior					
Scale Value	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	
Questions																Total
1	57	26	20	26	10	7	11	8	25	12	3	5	12	35	40	297
2	68	52	12	7	2	20	28	5	7	3	29	43	11	9	4	300
3	32	32	33	32	12	9	10	13	14	17	26	49	12	6	3	300
4	75	45	8	7	6	31	20	4	4	4	13	20	23	19	21	300
5	43	32	44	12	10	18	32	12	0	1	29	37	30	0	0	300
6	27	52	14	33	15	5	32	7	10	9	10	40	20	19	7	300
7	32	47	21	22	19	8	20	12	16	7	2	18	24	32	20	300
8	8	19	44	42	28	1	6	9	26	21	4	6	15	46	25	300
9	12	20	38	49	22	3	9	14	11	26	2	18	13	21	42	300
10	13	41	27	35	25	2	17	18	20	6	1	34	29	22	10	300
11	27	52	23	22	17	6	17	23	10	7	4	21	49	14	8	300
12	43	50	22	21	5	11	34	5	9	4	7	46	23	14	6	300
13	15	51	38	27	10	5	21	14	18	5	6	25	33	28	14	300
14	51	59	23	3	5	25	32	3	1	2	57	36	2	0	1	300
15	43	72	20	3	3	23	33	5	1	1	46	43	5	1	1	300
16	25	48	19	28	21	7	17	8	15	16	7	32	25	24	8	300
17	54	55	17	11	4	19	30	7	3	4	25	55	8	5	3	300
18	78	56	6	1	0	37	25	0	0	1	46	47	3	0	0	300
19	68	65	7	1	0	31	28	3	1	0	29	57	8	2	0	300
20	49	51	22	10	9	14	17	15	9	8	4	30	49	9	4	300

Appendix V

List of Adult Education Programmes offered by the Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria.

1. Adult literacy classes in (a) English (b) Hausa
2. G.C.E. Advanced and Ordinary level - Preparatory Classes in:
   - Mathematics
   - Economics
   - English language
   - English literature
   - Government
   - History
   - Geography
3. Preparatory Classes in professional courses:
   - Commerce
   - Accounts
   - Marketing
4. Home Makers' Course:
   - Basic and Advanced Cookery
   - Basic and Advanced Sewing and Knitting

5. Know-Your-Car Course

6. Mass Media Programmes:

   "Hausa by Radio"

   "Road Safety" Programme

7. Adult Education Supervisors' Course