# EVALUATION OF THE MANAGEMENT OF ADULT EDUCATION PROGRAMME IN NIGER STATE, NIGERIA

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**NOVEMBER, 2017**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA, KADUNA STATE, NIGERIA**

**NOVEMBER, 2017**

# DECLARATION

I hereby declare that this dissertation is an original work of research done by me. It has never been presented partially or wholly anywhere for the award of higher degree in any form. All works cited have been acknowledged in the reference.

_____ _____

**Hauwa Dickson VYADA** **Date**
**M.ED/EDUC/23262/2012-2013**

# CERTIFICATION

This Dissertation titled: "***Evaluation of the Management of Adult Education Programme in Niger State, Nigeria" by*** Hauwa Dickson VYADA meets the regulations governing the award of Master's Degree in Educational Administration and Planning, Educational Foundations and Curriculum of Ahmadu Bello University, Zaria and is hereby approved for its contributions to Knowledge and literary presentation.

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Dean, School of Postgraduate Studies

# DEDICATION

This work is dedicated to my darling Husband, Mr Dickson Vyada and my Children.

## ACKNOWLEDGEMENTS

My special gift of thanks is to the supreme and Almighty God who has sincerely helped me to hit another target successively, with peace of mind and in good health.

I wish to express my profound gratitude to my supervisors; Prof. B.A Maina and Dr. A.A Igunnu for their untiring efforts, and encouragement which made this research work a reality.

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My appreciation goes to the entire members of staff of ABU- Department of Educational Foundations and Curriculum especially Dr, E. I. Makoju, Abubakar Muhammad Jumare, Dr M. I. Harbau whose wealth of knowledge I have tapped in fulfilling this task.

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## ABSTRACT

*The study is on Evaluation of the Management of Adult Education Programme in Niger State, Nigeria from 2010 – 2015. The study was carried out with five research objectives among which are to: determine the opinions of Ministry of Education Officials, head teachers and teachers on the enrolment and retention of learners in adult education programme in Niger State; ascertain the opinions of Ministry of Education Officials, head teachers and teachers on staffing in adult education programme in Niger State; examine the opinions of Ministry of Education Officials, head teachers and teachers on teaching and learning exercises of adult education programme in Niger State; assess the opinions of Ministry of Education Officials, head teachers and teachers on supervision exercise in adult education programme in Niger State and find out the opinions of ministry of education, head teachers and teachers on funding of adult education programme in Niger State. The study adopted descriptive survey research design with a total population of 250 respondents. A total 220 respondents were sampled using simple sampling technique to select 150 teachers, 30 head teachers and 40 Ministry of Education Officials. Data were collected using structured questionnaire tagged Evaluation and Management of Adult Education Programme Questionnaire (EMAEPQ). Pilot study was carried out on the instrument and a reliability index of 0.84 was obtained using Pearson Product Moment Correlation. The bio-data of respondents were analysed using simple frequency counts and percentages of the responses while mean and standard deviation were used to answer the research questions. The five null hypotheses were tested using Analysis of Variance (ANOVA) at 0.05 significant level. Out of the five hypotheses, four were retained while one was rejected. Based on the analysis, the following findings among others emerged: that there was prevailing of enrolment and retention of learners in adult education programme in Niger state; there were qualified staff but not enough to teach all the subjects offered in the schools especially subjects like English and Mathematics; and there were no enough teaching and learning facilities, no adequate fund and regular supervision in Adult education Programme in Niger State. In view of the findings, the study concluded that there is high rate of enrolment and retention of learners in Adult Education Programme in Niger State and qualified teachers with minimum of NCE qualifications were recruited to teach all subjects and no adequate fund to provide teaching and learning facilities. Finally, the study recommended that there should be employment of adequate number of staff at all levels to meet the ever increasing demand of Adult and Non-Formal Education in the state. Adult and Non-formal Education should be staffed with qualified personnel with proven ability so as to strengthen the system and help in the development of Adult and Non-formal Education in the State.*

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## ABBREVIATION

| | |
|---|---|
| ANOVA: | Analysis of Variance |
| F.R.N: | Federal Republic of Nigeria |
| LGA; | Local Government Area |
| M.O.E: | Ministry of Education |
| NBS: | Nigeria Bureau for Statistics |
| PEDP: | Primary Education Development Plan |
| P.T.A | Parent Teachers Association |
| PRESET: | Pre-service Teacher Education |
| SEDP | Secondary Education Development Plan |
| SSP; | Service Staff Project |
| UNESCO: | United Nation Educational**,** Scientific and Cultural Organization |
| UN: | United Nation |

## OPERATIONAL DEFINITION OF TERMS

| | |
|---|---|
| Adult: | an adult as one who is physically and psychologically matured and is socially, economically and politically responsible. |
| Adult Education: | discipline encompasses all education and training activities undertaken by adults for professional or personal reasons. It includes general, vocational and enterprise based training within a lifelong perspective. |
| Education: | is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. |
| Enrolment: | Enrolment is the total number of students or learners properly registered and/ or attending class at a school |
| Evaluation: | is the structured interpretation and giving of meaning to predict or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. |
| Facilities/Resources: | are something that can be used to enhance or improve educational programmes and promote teaching and learning. Resources can be human or material |
| Funding or financing: | as a means by which money is provided for the development and maintenance of the entire education system. All activities that are geared towards the process of sourcing, allocating and managing public school revenues in the production of educational services for the attainment of educational objectives constitute education finance. |
| Learning: | is a personal activity and each student has to construct his or her own knowledge. For learning to be personalized, it demands that learners should show commitment and interest, as well as actively participate in the learning process for meaningful understanding and assimilation of facts. |
| Management: | is the process of designing, developing, and effecting organizational objectives and resources so as to achieve predetermined organizational goals. |
| Retention: | defined as a student's satisfactory progress toward his/her educational objectives |

| | |
|---|---|
| Staffing: | According to the Oxford American Dictionary defines staffing in the narrowest terms, staffing means providing a staff of employees or assistants. |
| Supervision: | It is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers with the hope of seeking their cooperation in order that they may be successful in the task of teaching and classroom management |
| Teaching: | can be defined a on attempt to bring out desirable changes in human learning, activities and behaviour. |

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational (Ibeh, 2008).

Nzeneri (2002) defines an adult as one who is physically and psychologically matured and is socially, economically and politically responsible. Adult education is an inevitable instrument for the achievement of growth and development. Adult education is all-embracing as it brings about changes in information, knowledge, understanding or skill, appreciation and attitude. It enables individuals to become more useful to their society socially, economically, morally and politically (Asojo, 2001). Adult education is the practice of teaching and educating adults. This often happens in the workplace, through 'extension' or 'continuing education' courses at secondary schools, at a college or university. Other learning places include folk high schools, community colleges, and lifelong learning centers. The practice is also often referred to as 'Training and Development (Chijioke, 2010).”

Adult education, as an integral aspect of education, it is a learning process whether formal, informal and non-formal which the adult person engages in for better information, self and national development (Onyenemezu, 2012). Adult education emphasizes all forms of functional education programmes for youths and adults outside the formal school system. Such educational programmes include basic literacy programme, post literacy programme, continuing

education programme and vocational education programme (F.R.N. 2008). These adult education programmes are geared towards human and national development. Onyenemezu (2012), submitted that adult education exerts enormous influence on the larger society in terms of national development. Fasokun (2006) observed that; adult education is concerned not with preparing people for life, but rather, with helping/assigning people (adults) to live more successfully as useful and acceptable members of their societies and contribute meaningfully to the development of those societies.

Management involves the coordination of human, material, technological and financial resources needed for an organization to reach its goals'. For this coordination to take place there has to be managers and their subordinates (Daft, 2005). Inaddition, management is the attainment of organizational goals in a effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources' (Siciliano in Nzeneri, 2002). From these two definitions we can see that management provides both a functional role (planning, organizing, staffing, and so on) and a synthesizing role (coordinating the various organizational resources). In adult learning settings, managers of adult education organizations are mainly concerned with the offering of quality educational services that meet the needs of their (adult) students. Adult learners represent a special group of learners; they usually have clear goals, rich work and life experiences, and a self-directed, self-motivated attitude towards learning. The way adult education managers treat their main 'customers' – the learners – will determine their success in the provision and promotion of adult education.

In Nigeria, the importance of managing and educating adult was felt as far back as 1949 when the Department of Education in Lagos circulated a memorandum on fundamental education for adult employed in commerce and industry. In 1951 the Central Board of Education

endorsed a national policy on adult education, stating clearly the aims, content and administration. Since the attainment of independence in 1960, adult education has been the concern of the Nigeria government. This is shown in the repeated emphasis government has given it in her first, second and third National Development plans of 1962 to date respectively. Furthermore, the 1977, national policy on education stressed the need for, but also set up four agencies to foster adult and non formal education at the local, state and national levels, these agencies are the mass literacy board; the State Ministries of Education; the National Commission for adult education, universities adult and continuing education department.

Adult education programme in Niger state was introduced on the 11th April 1991 under edict No 7 of 1991. The Objectives of the agency include

- To eradicate illiteracy at all levels of the society in the state.
- To develop vocational skills of clients outside the formal system in order to enhance their proper participation in rural development.
- To promote positive attitudinal tendencies for mass mobilization, self reliance public spiritedness, political, social and economic well being in the mass. The agency is headed by Executive Director with five (5) departments namely are Administrative, Planning and monitoring, Literacy education, Continuing education and Women and vocational. Each department is headed by a director and the state has 10 zonal offices each is coordinated and headed by a coordinator. Generally the agency has 750 adult literacy centres spread across the state and each of the 25 local government areas has 30 adult literacy centres. Since then the programme have under gone a lot of development which is taking place as a result of global world. Education in Niger State generally has under gone significant reform compared to the past years of about 10 – 15 years back. Adult education deals with adults who engage in systematic

and sustained learning activities in order to gain new form of knowledge, skills, attitudes and values, this form of education can take place through extension school, school of continuing education. Adult education takes place at schools, colleges, universities, libraries and lifelong learning centres (Merriam, Sharan, & Brockett, Ralph, 2007). In evaluating adult education management in Niger State some managerial duties are to be carried out such as staffing, recruiting and retention, teaching and learning, supervision, funding, planning and many others. Evaluation is carried out in the management of adult education in Niger State to enable the facilitators to find out how some of this managerial function are carried out and also discover whose responsibility is it for evaluation, as well as dictate problems being faced and find out possible solution to those problems. Curriculum up grading by the Federal Ministry of education to go with modern ways of learning and also blend with the very societies the learning is carried out, that is the cultural norms and values of the society which is also considered in up grading the curriculum of adult education to enable them to decide on which area of learning they are to take either technical, vocational and the likes.

Niger state is one of the educationally disadvantaged states in Nigeria with about 50% - 65% of adult population who are illiterates. There is no doubt about the fact that since its inception in 1976, Niger State government has been trying to reduce the percentage of illiteracy in the state and this call for the evaluation of the management of the programme to determine the level of the state adult learners participation in the programme as well as the level of government involvement in the management of the programme and then make provision for the way forward for the betterment of our adults in the state. Initially, a huge resource commitment to the program was made by the government and other organizations like UNESCO resulting into very high learner enrolment. But support for the program has steadily decreased and attendance and

dropout rates have increased (Bunyi, 2006). Over the years however, there has been concern that the program that once thrived was doing very badly such after the introduction of adult education, many Nigerians still lack the minimum literacy level required to participate in national development. Adult education has become low-keyed, ineffective and characterized by poor participation, making it impossible to achieve the goals of adult literacy (Aluoch, 2005) despite legislations and policy establishments that have been made to boost this sector of education. It is imperative therefore that change in the curriculum and the organization of the program if the intended goals have to be realized.

In light of the above, this research work set to evaluate the management of adult education programme in Niger state with regard to the method of staffing, recruiting and retention, teaching and learning, supervision and funding.

## 1.2 Statement of the Problem

Adult education in Nigeria has apparently been a neglected aspect of educational activity in the country. This according to Ewuzie (2013) is attributable to several factors that include funding, supervision, staffing, departure from missionaries and colonial rule that pioneered adult education in order to achieve some social reengineering of Nigerians then. Adult Education in Nigeria has not been keeping pace with dynamic social challenges embracing the nation. Although education in general is supposed to be responsive to social challenges, Nigerian education planners lack the conscientious effort of exposing the adult education potentials in a developing nation. There are myriads of adult educational issues in the country that are hydra headed, such problems include but not limited to the challenges of creating community of learning targeting specific issues akin to a given locality.

Niger State is one of the disadvantaged states educationally. It is pertinent at this juncture to note that education is used as a major instrument for behavioural change and as a key to sustainable economic development but the situation is different in Niger State. The Niger State adult educational system is plagued with so many administrative and operational problems. In fact, the complexity of the system aids managerial evasion and avoidance. The system is so ineffective and inefficient that qualities of education can no longer be seen as an instrument for growth and as a key to sustainable economic development. These justified the need for this research work which sought to evaluate the management of adult education programme in Niger state.

## 1.3 Objectives of the Study

The study was set to achieve the following objectives:

1. determine the opinions of ministry of education officials, head teachers and teachers on the enrolment and retention of learners in adult education programme in Niger State;
2. ascertain the opinions of ministry of education officials, head teachers and teachers on the staffing in adult education programme in Niger State;
3. examine the opinions of ministry of education officials, head teachers and teachers on teaching and learning exercises of adult education programme in Niger State;
4. assess the opinions of ministry of education officials, head teachers and teachers on supervision exercise in adult education programme in Niger State and;
5. find out the opinions of ministry of education officials, head teachers and teachers on funding of adult education programme in Niger State.

## 1.4 Research Questions

The following questions were assured in this study:

1. What is the rate of enrolment and retention of learners in adult education programme in Niger State?
2. In what ways are the adult education programme staffed in Niger State?
3. What are the opinions of ministry of education officials, head teachers and teachers on Teaching and Learning processes of adult education programme in Niger State?
4. What are the impacts of supervision exercise on adult education programme in Niger State?
5. What are the systems of funding of adult education programme in Niger State?

## 1.5 Research Hypotheses

The following null hypotheses were postulated:-

$Ho_1$: There is no significant difference in the opinions of ministry of education officials, head teachers and teachers on the rate of enrolment and retention of learners in adult education programme in Niger State;

$Ho_2$: There is no significant difference in the opinions of ministry of education officials, head teachers and teachers on the staffing of adult education programme in Niger State;

$Ho_3$: There is no significant difference in the opinions of ministry of education officials, head teachers and teachers on the modes of teaching and learning exercises of adult education programme in Niger State;

$Ho_4$: There is no significant difference in the opinions of ministry of education officials, head teachers and teachers on the impact of supervision on adult education programme in Niger State; and

$Ho_5$: There is no significant difference in the opinions of ministry of education officials, head teachers and teachers on the system of Funding of adult education programme in Niger State.

## 1.6 Basic Assumptions

The study postulated the following as basic assumptions:

1. That when there is enough enrolment and retention of learners in adult educational programme in Niger state, there will be high academic performance and rise in number of adult learners;
2. Improvement in the staffing of adult education programme in Niger State will promote high standard in the management of adult education;
3. Recruitment of qualified and proficient facilitators in adult education programme in Niger state will improve the teaching and learning processes and adult learners will gain more understanding of what they are taught;
4. Effective supervision of adult programme in Niger state will ensure accountability and long lasting programme in the state; and
5. Provision. availability, transparency and utilization, of funds, will create a conducive environment for teaching and learning of adult programme in Niger State.

## 1.7 Significance of the Study

The findings of the study will assist administrators and educational planners in their allocation of funds and resources in effective management of adult education in Niger state. The findings will also help management staff to

be aware of one of the important variables that can influence their administrative duties, as well as staff and adult learner performances.

It will also benefit the institutions managers to identify their available facilities and plan on how to and maintain and use them judiciously. The findings of this would help both staff and students to acknowledge the importance of availability and maintenance of facilities in creating an effective teaching and learning environment. The findings would also help government and management staff to develop meaningful strategies and methods, towards staffing and supervision of the staff for effective and efficient teaching and learning. The research findings would further help adult facilitators, Managers and adult learners to appreciate the need to encourage hard work, and learn better through adequate utilization of their potentials and the few resources available. The study would help to appraise the past and present practices of procurement and maintenance of facilities in all adult programmes in Niger state, with a view to highlighting some of the crucial issues and problems connected therewith.

Finally, It is also hoped that the findings of this research work would contribute to the existing body of knowledge by bringing new ideas and challenges to educational management and administrator.

### 1.8 Scope of the Study

This study aimed to cover the entire Niger geographical area with emphasis on only registered adult learners with Niger state agency for mass education. It also put in to consideration the gender participation among the enrolled adult learners. Similarly the study

covers the entire adult education programme within the state which includes educational zones, namely Minna, Suleja, Bida, Kutig, Kotongora, Borgu, Wushishi, Shiroro and Agaie as in agreement with the prospectus requirements for adult learners. It evaluates the management process such as enrolment and retention of learners, staffing, teaching, learning, supervision and funding of adult education in Niger state. For the delimitations, areas that have bearing or relevance to the study, but are not of primary concern to the researcher are delimited such as social – economic background, social prestige, family responsibility are not studied in this research and the study focuses on Niger state, the findings and recommendations therefore shall be applicable to Niger state. The study will covered a period of 5 years i.e from 2010 – 2015.

# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.1 Introduction

This chapter examines the review of the related literature on the evaluation of the management of adult education programme in Niger state. The review of literature is considered under the following headings:

2.2 Conceptual Framework of the study;

2.2.1 Evaluation;

2.2.2 Management;

2.2.3 Adult Education Programme;

2.2.4 Enrolment and Retention;

2.2.4.1 Enrolment;

2.2.4.2 Retention;

2.2.5 Staffing;

2.2.6 Facilities for Teaching and Learning;

2.2.6.1 Teaching Facilities;

2.2.6.2 Learning Facilities;

2.2.7 Supervision;

2.2.8 Funding;

2.3 Theoretical Framework;

2.4 Empirical Studies; and

2.5 Summary

## 2.2 Conceptual Framework

**Adult Education:** Adult Education in the opinion of Okediran and Abidoye (2001) is a tool that frees people from poverty ridden situations and it is a tool through which individuals and nations rise above their challenges. Adedokun, (2008) expresses the view that adult and non – formal education has their aims in bringing about social transformation and reconstructing society to make it modernized, productive, participative and value oriented. This is why Omolewa (2006) in Adedokun (2008) sees it as an instrument for moving forward in that adult

and non-formal education helps people and institutions to meet their challenges and provides opportunities for re-growth to happen by providing avenue for change in individuals, communities, societies and nations. The implication of this is that adult education assists its recipients to experience transformation and a change of circumstances and so it is a source of providing opportunities for people at various levels.

Onyenemezu (2012) states that adult education is concerned not with preparing people for life but rather with assisting adults to live more successfully as useful and acceptable members of their societies and contribute meaningfully to the development of those societies: considering these importance of Adult education, its challenges should be removed to pave way for effective practice of adult education. Adult education programmes to Nnazor (2005) operate mainly as disparate, activities that are not integrated into coherent and purposeful strategy in the pursuit of a relatively development mission. The planners of adult education need to be coherent in the planning of programmes of adult education and policies on adult education should be followed to the letter if the dream of adult education of making adults self - reliant is to be achieved.

**Management:** According to Henri Fayol, "to manage is to forecast and plan, to coordinate and control". Van Fleet and Peterson (1984) in Skovan (2004) define management "as a set of activities directed at the efficient and effective utilisation of resources in pursuit of one or more goals". Keitner stated that "Management is a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment. Brech(2000) defined management as a social process which constitutes planning, controlling, coordinating and motivating. Okumbe (1999) who states that management

is the process of designing, developing, and effecting organizational objectives and resources so as to achieve predetermined organizational goals.

Management in simple terms means the act of getting people together to accomplish desired goals. It comprises planning, organizing, Resourcing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources, and natural resources (Nwachukwu 2010). Management is also seen as a process demanding the performance of a specific function. Here, management is a profession. According to the American institute of management, it is used to designate either a group of functions or the personnel who carry them out; to describe either an organization's official hierarchy or the activities of men who compose it: to provide autonomy to either labour or ownership. Gareth and Jennifer (2013), the term "management" is the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently. While Smith and Lastett (2000), define management as the skill that is applied by an individual in an organization also in the presentation of lesson, in such a way that all the learners are actively involved in learning. Application of appropriate management techniques would assist in taking care of all available facilities. In other words, in the management of facilities which might have suffered neglect as a result of carelessness, ignorance, lack of commitment and lack of resources for management, would receive attention from school administrators and inspectors. Also, school facilities which are well managed are likely to be durable and will help save the lost of replacement within a short period of procurement and there would be safety from danger, disaster and theft when facilities are well managed, certain facilities, especially the ones in the laboratories, are delicate,

dangerous, expensive and explosive. They need to be well managed in order to avoid the danger which would arise from their usage. Also, disasters such as flood and fire could be avoided if there is proper planning for safety precautions.

**Enrolment and Retention:** Enrolment is the total number of students or learners properly registered and/ or attending class at a school (Wikipedia, 2012). Enrolment management is a comprehensive process designed to help achieve and maintain optimum student enrolment through recruitment, retention and graduation rates. Its goal is to manage the overall size and shape of the university, stimulate future enrolment growth and support the development of students, using a coherent and well-planned participation strategy that supports the university's mission, ethos and strategic academic, financial, student development and equity. Enrolment management refers to the ability of institutions of higher education to exert more systematic influence over the number and characteristics of new students, as well as influence the persistence of students to continue their enrolment from the time of their matriculation to their graduation. The rise of the enrollment manager and the cutthroat quest for competitive advantage has been the secret weapon for financial-aid leveraging (Seidman, 1995).

**Staffing**: The term staffing may be defined as the managerial function of hiring and developing the required personnel to fill in various positions in an organization (Gupta, 2008). Koontz and O'Donnell (1972) assert that, staffing involves managing the organizational structure through proper and effective selection, appraisal and development of personnel to fill the roles designed into the structure. This function involves the determination of the size and categories of staff requirement. It is also concerned with employing the right type of people and developing their skills through training. The staffing function focuses on maintaining and improving the manpower in an organization. Similarly, Green (2001) maintains that, staffing is the process of

identifying work requirements within an organization, determining the number of people and the skills necessary to do the work, recruiting, selecting and promoting the qualified candidates. It is the selection process of screening and hiring new employees, which include functions like resume reviewing, interview, medical testing, assessment testing and background experience.

***Teaching***: Teaching is a set of events, outside the learners which are designed to support internal process of learning. According to Olaitan and Agusiobo (1991), teaching can be defined a on attempt to bring out desirable changes in human learning, activities and behaviour. The aim of teaching therefore, is to influence learners to make those desirable changes in their behaviour that contribute to better living. Bello (1981 in Ibrahim, 2014) see teaching as activities in which the learners participate so that they can understand the process and learn Agusiobo (1991) sees teaching facilities as available that use by the instructor to bring out desirable changes in human behavior. This is situation that teacher use the available facilities to modify the behavior of a students for a better living. The total development of the learners in the cognitive, affective and psychomotor domains of teaching and learning can only take place in an environment that is conducive to teaching and learning. Teaching (Instruction) is outside the learner. There has been a change from the Traditional role to the Modern role in the present context. The learning increases when the teacher builds on the previous experience of the student. However, individual's learning differs and each individual learns at his or her own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on

experiences. Direct experiences are student centered and participation in problem solving. While in indirect experience, the contents are carefully designed and organized by teacher.

***Learning*:** Learning, according to Taber (2009), is a personal activity and each student has to construct his or her own knowledge. For learning to be personalized, it demands that learners should show commitment and interest, as well as actively participate in the learning process for meaningful understanding and assimilation of facts. This implies that learning could be meaningful and effective when students reflect on what is taught; develop interest on the subject matter and construct new knowledge based on their understanding of the concepts. In view of this, science teaching ought to be proactive and student- centred for meaningful learning and understanding. Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally (Sequeira, 2012). Some of the common adult learner expectations are :

- Adults expect to be taught.
- Adult students expect to have to work hard.
- Adult student expectation is that the work is related to the vocation.
- Adult student's expectation is that they expect to be treated as adults.

Each of these four expectations although stated in general terms needs to be interpreted as individual needs. Students may vary in age, sex, background, etc. If students treated as individuals - find out more about them (inside - outside classroom), the greater likelihood to

relate their learning to their needs and improve learning potential. Kindness, empathy and sincerity always reap rich dividends with adult learner.

***Funding or Financing***: Olagboye (2004) defines education finance as a means by which money is provided for the development and maintenance of the entire education system. All activities that are geared towards the process of sourcing, allocating and managing public school revenues in the production of educational services for the attainment of educational objectives constitute education finance.

Education finance can be further classified into two, namely; institutional finance and student finance. Institution finance relates to the cost of servicing the various inputs into the educational system, such as the human and physical resources. On the other hand, student finance can be defined as any form of assistance or aid by means of provision of money or material resources (books, equipment, stationery, materials) given to the students in need, to compliment the limited resources available to them in the course of studies, to help pay for their educational expenses. This can be in form of scholarships, loans, grants, bursaries, graduate fellowships, foreign aids, donations and exchange programmes.

***Supervision***: Mbiti (2004), defined supervision as one of the basic requirements of administration that concern itself with the tactics of efficiency and effective management of human and material resources. It is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers with the hope of seeking their cooperation in order that they may be successful in the task of teaching and classroom management. According to Ghiselli (1999), supervision involves directing the work of others, organising and integrating activities in order to ensure that the goals of the group are achieved. Supervision does not mean inspection, because supervision is not fault finding exercise or inquisition but it means guidance, assistance, support,

sharing of ideas by all those involved. It is a help provided by a professional supervisors to the teachers and learners to realize their full potentials in school. Supervision therefore refers to the art of watching over a literacy class with special attention to instructors' capability personality, the learners' comprehension and learning environment to ensure goal attainment in adult literacy programmes. Supervision according to Smith in state university.com (2012) is in types; they are supportive, educational and administrative supervision.

### 2.2.1 Evaluation

Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards (Mbiti, 2004). It can assist an organization, program, project or any other intervention or initiative to assess any aim, realisable concept/proposal, or any alternative, to help in decision-making; or to ascertain the degree of achievement or value in regard to the aim and objectives and results of any such action that has been completed. The primary purpose of evaluation, in addition to gaining insight into prior or existing initiatives, is to enable reflection and assist in the identification of future change. Evaluation is often used to characterize and appraise subjects of interest in a wide range of human enterprises, including the arts, criminal justice, foundations, non-profit organizations, government, health care, and other human services. It is long term and done at the end of a period of time.

Evaluation is the structured interpretation and giving of meaning to predict or actual impacts of proposals or results. It looks at original objectives, and at what is either predicted or what was accomplished and how it was accomplished. So evaluation can be formative that is taking place during the development of a concept or proposal, project or organization, with the intention of improving the value or effectiveness of the proposal, project organisation. It can also

be assumptive, drawing lessons from a completed action or project or an organisation at a later point in time or circumstance. Evaluation is inherently a theoretically informed approach (whether explicitly or not), and consequently any particular definition of evaluation would have be tailored to its context – the theory, needs, purpose, and methodology of the evaluation process itself. Having said this, evaluation has been defined as:

- A systematic, rigorous, and meticulous application of scientific methods to assess the design, implementation, improvement, or outcomes of a program. It is a resource-intensive process, frequently requiring resources, such as evaluate expertise, labour, time, and a sizable budget (Shuffleboard, 2002).
- The critical assessment, in as objective a manner as possible, of the degree to which a service or its component parts fulfills stated goals" (St Leger and Wordsworth-Bell, 2004) The focus of this definition is on attaining objective knowledge, and scientifically or quantitatively measuring predetermined and external concepts.
- A study designed to assist some audience to assess an object's merit and worth" (Shuffleboard, 2002). In this definition the focus is on facts as well as value laden judgments of the programs outcomes and worth. The main purpose of a program evaluation can be to "determine the quality of a program by formulating a judgment" (Marthe Hurteau, Sylvain Houle, Stéphanie Mongiat, 2009).

An alternative view is that "projects, evaluators, and other stakeholders (including funders) will all have potentially different ideas about how best to evaluate a project since each may have a different definition of 'merit'. The core of the problem is thus about defining what is of value (Shuffleboard, 2002). From this perspective evaluation "is a contested term", as

"evaluators" use the term evaluation to describe an assessment, or investigation of a program whilst others simply understand evaluation as being synonymous with applied research.

There are two function considering to the evaluation purpose Formative Evaluations provide the information on the improving a product or a process Summative Evaluations provide information of short-term effectiveness or long-term impact to deciding the adoption of a product or process. Not all evaluations serve the same purpose some evaluations serve a monitoring function rather than focusing solely on measurable program outcomes or evaluation findings and a full list of types of evaluations would be difficult to compile (Shuffleboard, 2002). This is because evaluation is not part of a unified theoretical framework, drawing on a number of disciplines, which include management and organisational theory, policy analysis, education, sociology, social anthropology, and social change.

### 2.2.2 Management

Management of Adult Education constitutes another major face to adult education practices. Management exists in any organization to make resources productive in order that the organization may achieve its goals. According to Henri Fayol, “to manage is to forecast and plan, to coordinate and control”. Van Fleet and Peterson (2005) define management “as a set of activities directed at the efficient and effective utilisation of resources in pursuit of one or more goals”. Keitner (1995) stated that “Management is a problem solving process of effectively achieving organizational goals and objectives through efficient use of scarce resources in a changing environment. Brech(1994) defined management as a social process which constitutes planning, controlling, coordinating and motivating. Okumbe (1999) who states that management is the process of designing, developing, and effecting organizational objectives and resources so as to achieve predetermined organizational goals. Nwachukwu (2010) been attributed to the

word “Management”. Some people see it as referring to a group of people. They think of management team or a group of individuals in an organization. Management is also seen as a process demanding the performance of a specific function. Here, management is a profession. According to the American institute of management, it is used to designate either a group of functions or the personnel who carry them out; to describe either an organization’s official hierarchy or the activities of men who compose it: to provide autonomy to either labour or ownership.

Gareth and Jennifer (2013) see “management” as the planning, organizing, leading, and controlling of human and other resources to achieve organizational goals effectively and efficiently. While Smith and Lastett (2000), define management as the skill that is applied by an individual in an organization also in the presentation of lesson, in such a way that all the learners are actively involved in learning.

Management of adult education and training programmes has become dramatically altered as a result of developments. From its traditional role as a once off measurement of program outcomes, management of adult education programme is an integral part of a continuous cycle of quality assurance which includes program philosophy, curriculum development, definition of quality standards, assessment, strategic planning, and internal and external assessment. Moreover, since in most cases management, as now constituted, encompasses both accountability and improvement focuses it must be multilevel, capable of responding to different needs and expectations from a variety of audiences. The trends have paralleled and are closely linked with changing concepts and practices in the evaluation of adult education and training. Consistent with developments in other fields there is an increased focus in management on methods which include community or stakeholder input from the beginning of

program definition and design. Such methods are designed to help program participants to evaluate themselves and their programs, still with the goal of improving outcomes but also of fostering autonomy and decentralized decision making.

Before the days of competences and quality assurance, the evaluation of adult education and training was primarily concerned with the measurement of traditional behavioural objectives. More recently, management theory and practice has become increasingly defined by a more sophisticated analysis of programs involving the inclusion of stakeholder perceptions and multiple forms of evidence, data, and indicators. Omolewa (1995) has warned that in order to fully achieve the country's national goals, as enshrined in the National Policy on Education, the Nigeria government has to pay more attention to other element of adult education as well, in addition to an accelerated functional literacy programme. He suggested that more attention should be given to areas such as cultural and aesthetic education by providing sporting and library facilities, among others, throughout the country inorder to achieve the set goals. The set goals, whatever it maybe to the organizations concerned, management is the process by which the goals can be attained. This applies even in situations where planning does not take place.

### 2.2.3 Adult Education Programme

Adult education is one of the fields of academic endevour that is saddled with the responsibility of solving socio-economic, cultural, political and environmental problems. There is positive association between adult education programmes and increased levels of self-esteem and high levels of knowledge and skills which thereby encourage positive and active engagement of people in their own development (Umar, Eshak, Bichi, & Aujara, 2010). Adult education is narrowly interpreted as literacy only. From 1960-1980 movements and

campaigns on adult education were largely confined to literacy the results were very discouraging because the programmes were too prescriptive in their content, structure and duration and insufficient resources and efforts were put into their design and implementation. Hence with some exceptions, large proportion of those who participated in the literacy campaigns dropped out and up to half of the participants who passed the test relapsed into illiteracy (Aderinoye, 2004).

Nzeneri (2010) defines adult education as: The entire body of organized educational process, whatever the content, level and method, formal or otherwise, whether they prolong or replace initial education in schools, colleges, universities as well as in apprenticeship, where by persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development.

The above definitions is encompassing in the sense that it has not only define adult education, but has gone to the extent of talking about its scope and content. Adult education is usually refers to any form of learning undertaken by or provided for mature men and women outside the formal schooling system (Seya, 2005). The main targets are specifically defined as youths (girls and boys over 15 years of age, but sometimes younger) as well as women and men, generally poor or socially disadvantaged. Seya (2005) adult

education is seen as: a transmission of process of general, technical or vocational knowledge as well as skills, values and attitudes, which takes place out of the formal education system with a view of remedying early education inadequacies of mature people or equipping them with knowledge and cultural elements required for their self –fulfillment and active participation in the social, economic and political life of their societies.

Adult education deals with adult human materials and it gives joy, fascination and enthusiasm. However, working with adults establishes confidence and impressions which allows the learners to realize their dreams. The fact that formal schooling is an unquestionable priority in the education sector does not justify adult education being left out. To make children compete with their parents in the education process is dangerous as it make create a break between two entities that are mutually dependent. A child's schooling performance is largely determined by the level of education of his or her parents. Therefore trying to achieve primary education at the expense of adult education defeats it own purpose. As long as poverty remains a distinctive feature in Nigeria, adult education will impose itself as an unavoidable ingredient of development process (Seya, 2005).

A difference is made between vocational education, mostly undertaken in workplaces and frequently related to up-skilling, and non-formal adult education including learning skills or learning for personal development. Adult education includes functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youth and adults outside the formal school system. Historically, definitions to adult educations have added within the areas of global interconnectivity, competition, and technological advancements that forced individuals to

continuously become involved in the lifelong learning pursuits. Adult education is the process by which men and women (alone, in groups, or in institutional settings) seek to improve themselves or their society by increasing their skill, knowledge, or sensitiveness; or it is any process by which individuals, groups, or institutions try to help men and women improve in these ways. The fundamental system of practice of the field, if it has one, must be discerned by probing beneath many different surface realities to identify a basic unity of process (Houle, 1996).

Technological progress as well as growth of a nation creates a demand of skilled work force. Knowles (1977) observed that improvement have been made in the areas of transportation, mass communication and other amenities of life that broke the monopolies of big cities. There is a need accordingly to expand adult educational offerings to every citizen who may not have had the privilege of traditional schooling. The author further observed that adult education field is a highly interactive social system. Nigeria could do better when adult education offerings are provided outside the cities that bring education to the doors of many of the Nigerian population living in the rural communities.

The Federal Republic of Nigeria (2004) provides for Adult and non-formal education as an instrument par excellence for lifelong education. Section 6 of the Policy outlines the goals of adult and non-formal education to include providing functional literacy and continuing education for adults and the youths, provide education for different categories of completers of the formal education system to improve their basic knowledge and skills, provide in-service, on-the-job, vocational and professional training for different categories of workers and give adult citizens of the country necessary aesthetics, cultural and civic education for public enlightenment.

The purpose of adult and non-formal education according to the Federal Republic of Nigeria (2004) includes:

(i). to provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or (dropouts)…These include the nomads, migrant families, the disable, and the disadvantaged gender.

(ii). to provide functional and remedial education for those who did not complete secondary education.

(iii). to present education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.

(iv). to provide in-service, on-the-job, vocational and professional trainings for different categories of workers and professionals in order to improve their skills, and

(v). to give the adult citizens of the country necessary aesthetic, cultural, and civic education for public enlightenment.

To implement adult education throughout the country, policy-makers have formulated a number of approaches. Included among these are (1) adopting mandatory continuing education; (2) adapting individual literacy programs to fit given cultural and sociological conditions; (3) creating national, state, and local in service programs; (4) developing a National Service Program that is a cross between Vista and military scholarship programs; and (5) establishing national commissions for adult education in each state to coordinate activities. There are, however, a number of barriers to successful

implementation of such programs, including corruption, conflicts between traditional Islamic beliefs and western educational practices, existing class structures, and the current totalitarian administration of Nigeria's educational program.

About 40 million Nigerians need to acquire adult education for the nation to achieve the Millennium Development Goals (MDGs) by 2015 according to the Vice Chancellor of the University of Ibadan (Tayo, 2013). Ewuzie (2013) observed that adult and non-formal education in Nigeria has been apparently been neglected aspect of educational activities in the country. This according author is attributable to several factors that include funding, departure from missionaries and colonial rule that pioneered adult education in order to achieve some social reengineering of Nigerians then. Adult Education Nigeria may not be keeping pace with dynamic social challenges embracing the nation. Although education in general is supposed to be responsive to social challenges, Nigerian education planners lack the conscientious effort of exposing the adult education potentials in a developing nation. There are myriads of adult educational issues in the country that are hydra headed. Such problems include but not limited to the challenges of creating community of learning targeting specific issues akin to a given locality. Egunyomi (2009) saw adult education as being subsumed in continuing education. The study concludes that continuing education is not only important in Nigeria but rather to the whole world at large, as it is a multi-dimensional discipline, which covers the behavior of a man from the beginning of his life to the end of his life. Akparobore ( 2011) saw the decaying and dissipating Nigerian libraries as a contributing factor to the demise of adult education and sees the library as a major means of promoting literacy in Nigeria. The study concludes that continuing education is not only important in Nigeria but rather to the whole world at large, as it

is a multi-dimensional discipline, which covers the behavior of a man from the beginning of his life to the end of his life. Nigerian educational curricula are morbid subscribing to old norms of behaviorists. Progressive educational planning that attempts to Nigerian issues are kept at the back burner. The lacks of research in education that attempt to address such indigenous issues are not encouraged. Further research and evaluation of Adult Education are needed to identify effective strategies and programs that would enhance the status of adult education in Nigeria (Mambula, 2002). Proactive education that ought to forestall new problems is none but existent.

The exodus of Nigerian teachers to greener pastures abroad where relevance of adult education is accepted and practiced could have contributed to the demise of Nigerian adult education. Nigerian Universities have offerings in adult education but where are the graduates employed after graduation is another question. Nigerian Open University System may be better positioned to rekindle the adult educational that could be targeted to specific geographical economies of Nigeria. Nigeria is still milling out graduates who are not really prepared for the workforce and those who graduate have little or opportunities to be employed in their field of learning. The country does not really encourage informal education that adult education attempts to address

### 2.2.4. Enrolment and Retention

#### 2.2.4.1 Enrolment

Enrolment is the total number of students or learners properly registered and/ or attending class at a school (Wikipedia, 2012). Enrolment management is a comprehensive process designed to help achieve and maintain optimum student enrolment through recruitment, retention and graduation rates. Its goal is to manage the overall size and shape of the university, stimulate future

enrolment growth and support the development of students, using a coherent and well-planned participation strategy that supports the university's mission, ethos and strategic academic, financial, student development and equity.

The term enrolment management refers to the ability of institutions of higher education to exert more systematic influence over the number and characteristics of new students, as well as influence the persistence of students to continue their enrolment from the time of their matriculation to their graduation. The rise of the enrollment manager and the cutthroat quest for competitive advantage has been the secret weapon for financial-aid leveraging (Seidman, 1995). The emergence of enrolment management as a new administrative structure within higher educational institutions originated in North America, but it has also been employed in Europe, Africa, and Asia (Astin, 1993). This phenomenon can be explained by the shifting of public-policy priorities in many countries, that results in governments reducing their subsidies for institutions of higher education, and for students aspiring for a post- secondary degree (Baum and Payea, 2004). Attending college is increasingly seen primarily as a private benefit to individuals rather than as a public benefit to society. Generally, adult education programme are being asked to fund more of their own budgets through tuition revenues, while students are required to borrow increasing amounts of money to pay the rising costs of higher education (McDonough, 1997). As a result of these trends, more and more students have come to view adult education as a consumptive decision, and the increased competition for students has caused governmental agencies, university governing bodies and administrators to pay considerable attention to developing more effective student enrolment strategies (Answers.com, 2002).

Enrollment management is a comprehensive process designed to help achieve and maintain optimum enrollment (recruitment, retention and graduation rates). It is an institution

wide process that permeates virtually every aspect of the College's function and culture (Seidman, 1995). Enrolment management term is often used at university level to describe well-planned strategies and tactics to shape the enrollment of an institution in order to meet the established goals. Plainly stated, enrolment management is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over the new student intakes (Bailey et al., 2006). Such practices generally include marketing, admission policies, retention programs, and financial aid awarding. These strategies and tactics are mainly informed by collection, analysis, and use of data to project successful outcomes. Activities that produce measurable improvements in yields are often continued and expanded, while those activities that do not are discontinued or restructured (Cope, 1981; Morrison, 1992).

#### 2.2.4.2 Retention

Retention can be defined as a student's satisfactory progress toward his/her educational objectives (Kelly, 2010). Within this context, students who are recruited and enrolled at school should reasonably expect that the programs, policies, procedures and interventions necessary for students to successfully complete their programs are in place. Recruitment and retention are inexorably linked. It is essential from the enrollment management perspective that recruitment and retention be coordinated (Gaither, 2000). In order to coordinate recruitment and retention, adult education programme must focus on both student and institutional enrollment decisions and the factors that influence them (Fretwell, 2011).

The investment institution makes in student retentions tends to pay tremendous dividends in terms of more revenue from returning students, increased graduation rates, and coming closer to fulfilling the school mission. Given an increase in diversity of students, significant shifts would take place in the demographics of school enrolment. These student demographics would

bring more diversity to schools by broadening the cultural atmosphere of the universities. Adult education centres should adjust to the diverse needs of its incoming students in order to maintain a quality university experience. Also school should be ready to take advantage of the tremendous enrollment opportunities these changes can bring (Levitz, 2011). Other studies have revealed that many key assumptions on which enrollment management practices can be based need to be challenged and modified. Adult education programme have often acted on the basis that students are most vulnerable to dropping out within their first three months of enrollment by creating "success-centered" classes. When we delve further into what motivates students to persist until graduation, we find that "it is total employee commitment and involvement that makes the difference (Fennell and Miller, 2011).

Retention rates are calculated based on aggregate enrolment data and provide an indicative measurement of student engagement in secondary education. The term retention rate reflects that retention rates are influenced by factors not taken into account by this measure such as:

- Students repeating year levels.
- Interstate and overseas migration.
- Transfer of students between education sectors or schools.
- Students who have left school previously, returning to continue their school education.

The Department has found that computing ARR at geographical areas smaller than DEECD regions (e.g. LGA, Postcode) can produce erratic and misleading results that are difficult to interpret or make use of. There are influencing factors such as:

- The movement of secondary school students from one area to another.
- The level of provision/availability of secondary school education in such area

- Smaller enrolment numbers.
- The effect of relatively small changes in enrolment numbers which can create large rates and movement in such rates.

The influences of such factors are mitigated at the state-wide and DEECD region level.

The following paragraphs are a representation of how the Nigeria Bureau of Statistics (ABS) defines the apparent retention rate it calculates for the Schools, Nigeria collection. Please note that the ABS calculates apparent retention using the number of full-time school students only whereas at the DEECD we use the number of full-time equivalent school enrolments. Data reported in the ABS Schools, Australia collection is based on enrolment data collected in August by all jurisdictions. Apparent retention rates provide an indicative measure of the number of full-time school students who have stayed in school, as at a designated year and grade of education. It is expressed as a percentage of the respective cohort group that those students would be expected to have come from, assuming an expected rate of progression of one grade per year.

In small populations, relatively small changes in student numbers can create large movements in apparent retention rates. These populations might include smaller jurisdictions, Aboriginal and Torres Strait Islander students, and subcategories of the non-government affiliation. There are a number of reasons why apparent rates may generate results that differ from actual rates. These reasons include, but are not limited to:

- Students progressing at a faster or slower than expected rate of one grade a year.
- Students changing between full-time or part-time study.
- Migration (interstate/international).
- Inter-sector (affiliation) transfer.

- Enrolment policies (which contribute to different age/grade structures between states and territories).
- Students who attend school in a state/territory different to that in which they live.
- A different reference period used in calculating ERP (30 June) verses that used as the reference in the school system (1 August).
- The children of diplomats, short term international exchange students and possible other anomalies, where students are counted in one statistic (school attendance) but not in another (ERP).
- Other sources of inconsistency between data sources that may lead to non-sampling error.

Studies have shown that behind every human action there is a reason or motive. Therefore, for parents to enroll their children and see them stay in school there must be a motive. Why we think and behave as we do is what motivates us. Many factors may have direct or indirect role in influencing decisions. These factors may vary depending on individual students, contents of the curriculum, teacher personality, nature of school and classroom, level of self motivation of learners and support from parents and others. Teachers play a major role in influencing retention in schools by creating classrooms that maximize pupils' thinking ability and learning style. When curriculum is relevant to learners, it makes a lot of sense to them. Teachers on the other hand make learning environment either comfortable or not through their teaching method and attitude to pupils. When pupil's progress is being communicated appropriately through feedback, it gives them a chance to know their progress and competency and learning will therefore, become meaningful. Treating all pupils equally will improve their self-esteem and can promote self confident learners who will be willing to remain in school. Teachers can make class and school environment comfortable by making pupils think of their ability as something that can be

change and improved rather than adopting a prove yourself attitude to achievement (Mclean, 2003). For learning situation to make much sense to pupils, there is need for feedback. It is one of the approach that if properly utilized can promote retention in schools. It helps them make sense of progress in a way that builds their self-belief. Confidence-building schools communicate how much everyone is learning and the many ways to succeed and consciously try to value all pupils equally. They treat mistakes as opportunities to learn by linking failure to factors that pupils can repair (Mclean, 2003). Studies have shown that key factors must be in place for effective intervention strategies to improve enrolment and retention in schools (Wagstaff & Jarvis, 2002). These can include dedicated staff, trusted and shared leadership, effective Parents Teachers Association (PTA), a positive climate as well as identification, evaluation and assessment of school and student needs such as mentoring to increase student's school attendance.

### 2.2.5 Staffing

The concept of staffing includes different elements depending on the context in which it is used. According to the Oxford American Dictionary defines staffing in the narrowest terms, staffing means providing a staff of employees or assistants. In general, however, it is used with a broader meaning. Internal staffing includes policies, practices and procedures relating to promotion, transfer, demotion, resignation, disability, retirement, severance and death (Castetter & Young, 2000). McPartland and Fessler (1992) suggest three overlapping dimensions of staffing patterns at primary and secondary schools: the extent of hierarchy of differentiated staff roles and responsibilities; the way that individual staff responsibilities are associated with curricular specialisation; and the degree to which the roles of instructional staff are interdependent or interactive.

The term staffing may be defined as the managerial function of hiring and developing the required personnel to fill in various positions in an organization (Gupta, 2008). Koontz and O'Donnell (1972) assert that, staffing involves managing the organizational structure through proper and effective selection, appraisal and development of personnel to fill the roles designed into the structure. This function involves the determination of the size and categories of staff requirement. It is also concerned with employing the right type of people and developing their skills through training. The staffing function focuses on maintaining and improving the manpower in an organization. Similarly, Green (2001) maintains that, staffing is the process of identifying work requirements within an organization, determining the number of people and the skills necessary to do the work, recruiting, selecting and promoting the qualified candidates. It is the selection process of screening and hiring new employees, which include functions like resume reviewing, interview, medical testing, assessment testing and background experience. Okumbe (1998) adds that staffing is the whole personnel function of bringing in and training the staff and maintaining favourable condition of work. Thus, staffing involves the process of recruiting, selection, deployment, training as well development and performance assessment of individual workers in organization.

#### 2.2.5.1 Features of Staffing

Staffing is an important managerial function. Staffing function is the most important managerial acting along with planning, organizing, directing and controlling. The operations of these four functions depend upon the manpower availability, because staffing is the process of matching people with jobs (Dyer &Holder, 1988). Therefore, the following are some of features of staffing. Staffing is a universal activity. This implies that it is performed by all managers,

depending upon the nature of institution, size of the institution, qualifications and skills of managers (Gupta, 2008). In small institution, the top management generally performs this function. In medium and large scale institution, it is performed especially by the personnel department of that concern. For example, the heads of the schools are appointed by the permanent secretary where the criteria used to appoint them are the same. Basically, all organizations-business, political, cultural and social are involved in staffing because it is staffing which helps an organization and education in particular towards accomplishment of a definite purpose. However, setting universal norms can be a problematic. Thus, there has to be a general acceptance of the methods used to arrive at the norms (Scott, 2003).

Nevertheless, staffing is a dynamic function; which is a never ending process. With changes in the size and environment of the organization, changes take place also to the personnel required to accomplish the organization tasks. For instance, the splitting process of larger school into two or more small schools simplifies the management and administration. This was mainly done in Tanzania where bigger primary schools, from 2003-2005 were divided into relatively into small size schools (Babyegeya, 2007). It was largely caused by enrolment expansion, where bigger schools with large number of students were divided and enhanced the effectiveness of staffing. The strategy of splitting large schools into relatively small size schools is making schools more effective both administratively and in performance of both teachers and pupils.

Staffing is a continuous activity. This is because staffing function continues throughout the life of an organization due to the transfers and promotions that take place. Beer (1985) describes staffing as a process that governs the flow of people into, through and out of the organization. It also encompasses the whole arena of interrelated activities of the organization,

such as human resource planning, job analysis, mobility, evaluation and career planning and development (ibid). Being a process, it also consists of other several activities such as estimating man power needs, recruitment, selection, training and development, deciding on remuneration for work to be performed, transfer, promotion and performance appraisal. It is therefore, rightly to say that an educational institution without staffing is simply like an unproductive shell. Education as lifelong learning is purposefully continuous activity undertaken by people keen on increasing their knowledge developing and adapting their skills as well as modifying their attitudes (Nyirenda and Ishumi, 2002). All teachers regardless of their previous training, education and experience must be given further training and development. This is because the competence of workers will never last forever, due to such factors as curriculum and technological changes, transfers and promotions (Okumbe, 1998).

#### 2.2.5.2 Staffing processes in schools

Staffing as a managerial function involves a number of activities. The staffing processes involve the procurement, development, compensation, integration and maintenance of personnel in an organization (Gupta, 2008). Likewise, Zaccaro and Klimoksi (2001) point out some of the staffing functions. One among them is assessing of manpower requirements; the first activity in staffing is to plan the manpower inventory required by a concern in order to match them with the job requirements and demands. Therefore, it involves forecasting and determining the future manpower needs of the concern. As the requirements have been identified the organization makes an advertisement of the personnel with their qualifications required. The advertisement involves job description, mode of application and the dead line for the applications. Likewise, Marquis (1994) advises that, assessment of manpower should be done now and then to avoid

costly action during acute staffing shortages. The projection of needed staff depends on several indicators which include the demographic structure of the population, data obtained from sampling surveys of children expected to start schooling or transmit from one level to the other, and the trend in previous demand of school opportunities (URT, 2008). Once the projected staffing needs are identified for the total facility, strategies and timeframes are established for recruitment. The process requires a broad based inventory of faculty talents and interests. Projection of staffing needs is used to formulate a wide work force plan, outlining costs and implementation process. Thus, projection provides a general picture of the future staff needs and shortage in school institution facilities. Basically, projection of needed staff helps to identify the training requirements and cost implications of deploying particular cadres of staff in different educational institution settings. It also provides a macro level overview of human resource requirements, future detailed planning, priority needs as well as other relevant variables (Service Staff Projection Tool, 2011). For instance, before the initiation of Primary Education Development Plan (PEDP) and Secondary Education Plan (SEDP) in Tanzania, there was a projection about the number of students who will be enrolled during the implementation process of the programmes. The enrolment targets gave an overview on the number of teachers who could accommodate the expected number of students (teacher-student ratio) for training purposes. Since the programmes went hand in hand with the reforms of the curriculum, the projection about the in-service teacher training was also inevitable. However, the exercise appeared to be less successful as it was cost-effective to implement.

Recruitment is another staffing function in a work place. Once the requirements have been notified, the concerns invite and solicit/reviews applications according to the invitations made to the desirable candidates. The procedure requires attentions and resources. In Tanzania,

these procedures have been strictly followed in recruiting the non-teaching staff. Also, it is a process of actively seeking out qualified applicants for existing position in the organization in a cost effective manner. Recruitment requires long term planning and continuous efforts if the organization is to be productive in recruiting and retaining a highly qualified staff (ibid). On other hand, Okumbe (1998) points out that, recruitment refers to the process of making a worker interested in a particular job, so as to apply for it. Likewise, Cole (2002) asserts that, recruitment is to attract sufficient and suitable potential employees to apply for vacancies in the organization. In the Tanzanian context, the recruiting teaching staff differs from non-teaching staff. The recruitment of teaching staff is done through the formal education system where students finishing secondary education are selected to join teacher training institutions, including education faculties of Universities. In the case of secondary teacher recruitment in public secondary schools in Tanzania, it is practically performed by the Ministry of Education and Vocational Training in Dar es Salaam upon receiving the estimates of the number of teachers required from each region. The Ministry prepares the estimates indicating the number of teachers and associated costs (personnel emoluments). The estimates are then submitted to the President's Office-Public Service Management for the approval and processing of the employment permit. Sometimes the President's Office-Public Service Management makes some adjustments on the number of teachers to be recruited depending on the budget approved by the Ministry of Finance and Economic Affairs in respect to the Ministry of Education and Vocational Training. Thereafter, the President's Office-Public Service Management (PO-PSM) issues the employment permits to allow the Ministry of Education and Vocational Training to continue with the recruitment process of teachers.

In the case of primary education, the recruitment is done through the Ministry of Education and Vocational Training according to the demand of teachers in relation to students' enrollment. According to Chediel (2009) several measures have been taken in meeting the increasing demands for new teachers for primary schools in Tanzania and there have been strategies provided to expand the recruitment of students in the Pre-service Teacher Education (PRESET). The following table shows how the estimated and actual enrollment in schools related to the estimated and actual recruitment of students in PRESET

### 2.2.6. Facilities for Teaching and Learning

Evaluating, availability and maintenance of facilities teaching and learning facilities occupies an important position in an organization of learning is to provides and makes for the smooth planning, directing, organizing, staffing and controlling within the institutions. The main aim of evaluation of available facilities and its maintenance is therefore to develop a viable system to minimize the effective use of facilities in the process of teaching and learning. It's also aimed at assisting management staff, staff (Academic and Non-academic staff) and students to operate in order to produce effective and accurate product to the society at large. In additions, it answers the increasing needs of an educational sector as it allows staff and students to have access to all relevant institutional facilities which enable them to take active role within and outside community (Fasokun, 2006).

#### 2.2.6.1 Teaching Facilities

Teaching can be defined a on attempt to bring out desirable changes in human learning, activities and behaviour Olaitan and Agusiobo (1991). The

aim of teaching therefore, is to influence learners to make those desirable changes in their behaviour that contribute to better living. These changes include:

(a) Can increase and store useful information and the understanding of basic principles in the subject matter

(b) Acquisition of skills abilities and habits for instance, psychomotor skills, the physical competence required to perform certain activities efficiently.

(c) Possession of desirable attitude and ideas, such as developing satisfaction about learning outcome or achievements obtained through the process of sharing meaning. Rapaport (1995)

Ibrahim (2014) teaching involves activities in which the learners participate so that they can understand the process and learn. Teaching is a process by which one interacts with another person with the intention of influencing the learning of that person. It is the interplay between the teacher and the learners. Teaching, as a useful and practical art calls for intuition, creativity, improvisation and expressiveness.

Instructional materials or facilities are easily identified with direct teaching functions. They serve essentially as centres for learning and teaching in the school set up. Enaohwo and Efferetteya (1988) defined instructional facilities as "a systematic way of designing, carrying out and evaluating the total process of learning and teaching interms of specific, objective to bring about more effective learning". Good learning situation are those that make it possible for students to use materials or facilities through which they can learn

more effectively, teaching facilities in terms of textbooks, teaching aids and equipment are essential to effective teaching-learning.

The lists of teaching facilities that teachers can use are inexhaustible. The teachers level of resourcefulness, creativity and imagination is, infact, not limited. Teaching facilities will, therefore, include all forms of information that can be used to promote and encourage effective teaching-learning activities. These are textbooks, supplementary books, workbooks, reference books, charts, magazines, maps, journals, periodicals, pamphlets, newspapers, posters, programmed texts and non-printed materials like; film, filmstrips models, mock-up, slides, pictures, audio and videotapes, records, transparent, globes, board and a host of others (Adekunle, 2010).

Management of teaching resources is the process concerned with planning, organizing, creating, maintaining, stimulating, controlling and unifying teaching resources in order to achieve predetermined educational objectives in teaching and learning. Teaching materials should be preserved and protected in the shelves, drawers and even in the store room. These will help us to reduce dust, dirt, damage by the students, misplacement of materials and proper accountability and management of the teaching resources. Some of the teaching resources to be managed include; Human Resources, Physical Facilities and Fund

Ndu (1991), stated that human resources include “all the knowledge, skills and expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in various ways in operating social

and economic institutions and enterprises". She further observed that human resources do not come by chance. They are created and developed in order to achieve the overall goals of the various sectors of national economy. There is need for proper management of professional and non professional human resources in order to enhance learners' performance and achieve the educational objectives. Baikie (2002) observed that education deals with human resources, which have to be properly managed, so as to achieve educational goals. No matter how good the teachers are and no matter how abundant the facilities are provided and regardless of how well education is funded, not much will be achieved unless there are good educational managers.

Indeed, human resources should be effectively deployed in teaching and learning processes in order to achieve the desired objectives of a lesson. Human resources can be managed by ensuring that teachers are enough for teaching and students are well organized and arranged in the classes. Professionals and non-professionals should be used effectively and efficiently in order to make teaching and learning fruitful. Facilities are very important in teaching and learning processes. Effective management of physical facilities can yield good result. According to Ehiametalor (2001:305) facilities are "those factors which enable production workers to achieve the goals of an organization". In a school where the buildings are not enough, the classes will be overcrowded. In a situation where seats are inadequate, children are forced to sit on the floor, thus learning becomes difficult. Facilities just like human

resources need to be managed to increase productivity. Ehiametalor (2001:305) further noted that; *School facilities are the operational inputs of every instructional programme. The school is like a manufacturing organization where plants and equipment must be in a top operational shape to produce result. Efficiency in the production function depends on how well the plants have been maintained. Effectiveness in the use of materials is dictated largely by the operationality of facilities.*

Schools that have well managed facilities and instructional materials such as libraries with books, equipped laboratories, teaching and learning materials both visual and audio-visual will perform better than where the facilities are not available or where they are available but not properly managed. This is because learners learn better with their five senses. They will like to see, hear, touch, smell and taste. In fact, facilities should be provided to schools. The schools should make sure that the facilities are properly managed. This is because without effective and efficient management of teaching resources, the objectives of education will not be achieved.

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. There has been a change from the Traditional role to the Modern role in the present context (Sequeira, 2012). The learning increases when the teacher builds on the previous experience of the student. However, individual's learning differs and each individual learns at his or her own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on experiences. Direct experiences are student centered and participation

in problem solving. While in indirect experience, the contents are carefully designed and organized by teacher.

Teach, instruct, tutor, train, educate share the meaning of imparting information, understanding, or skill. Teach is the broadest and most general of these terms and can refer to almost any practice that causes others to develop skill or knowledge: to teach children to write; to teach marksmanship to soldiers; to teach tricks to a dog. Instruct almost always implies a systematic, structured method of teaching: to instruct paramedics in techniques of cardiopulmonary resuscitation. The evolving role of the teacher thus changes from the traditional authoritarian teacher to a facilitator of learning. In the words of Knowles (1980), the goals of adult education should be self-actualization; thus, the learning process should involve the whole emotional, psychological and intellectual being. He goes further to affirm that the mission of adult educators is to assist adults to develop their full potentialities and andragogy is the teaching methodology used to achieve this end. In Knowles' view, the teacher is a facilitator who aids adults to become self-directed learners (Darkenwald and Merriam, 1982).

Pedagogy and Andragogy are two contrasting Greek derivations used in education to characterize children or formal education and adult education respectively. Pedagogy, defined as the art and science of teaching adolescents has for ages connoted teachings and learning whether for children or adults have since the age bee anchored. And so Houle (1972) rejecting the dichotomy between pedagogy and andragogy preferred to view education as a single fundamental human process. He argued that even though there were differences between adults and children, the learning activities of men and women were essentially the same as those of boys and girls. Furthermore, Houle (1972) joined by London (1973) and Elias (1979) question andragogy's theoretical status, general utility, and how it was different from progressive

education applied to adults. The study above basically suggest that both pedagogical and andragogical methods of teaching produced no differential effects on the satisfaction, performance and the attitudes of the learners.

Hence, non on the teaching methodologies are preferred to the other since both of them produce the same effect. Even though andragogy emerged as an alternative teaching methodology for adults, its credibility over and above pedagogy remains in doubt. Debate along the pedagogy – andragogy dichotomy has been ongoing and arguments about their superiority or subordination to one another remains an unresolved issue in adult education delivery. Although much has been said about andragogy (Houle, 1972; Nzeneri, 1966) and a lot of debate regarding its status (Cross, 1981) and role in adult education are documented in many research journals, periodical and several adult education texts, a dearth of empirical investigations still document the superiority or subordination of andragogy to pedagogy as a teaching methodology.

It is also observed that not much has been documented or done with respect to preference for andragogical or pedagogical instruction nor much done about the effectiveness of andragogy over pedagogy in adult education delivery. While the reported dearth of empirical investigations in this area of adult education delivery is limited to the western education environment, not much if any can be said about pedagogy - andragogy research in Africa particularly in Nigeria. In education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor.

Imhabekhei (2009) is of the opinion that a person that is not a trained adult educator, may not be able to function as expected in terms of teaching the adult and he thus posited that there is need to differentiate between the method for teaching the young ones (Pedagogy) and the method

for teaching adults (andragogy). Facilitators should learn to incorporate methods of learning that prove effectiveness in every learning situation. Combining methods will help both facilitators and learners to achieve learning, doing this may however be difficult for an untrained facilitator on whom the effectiveness of adult education lies. The facilitator who is not a trained adult educator may not be conversant with the nature and characteristics of adult learner and may not really understand that adults achieve less when the learning tasks involve too much theory and memorization. It is therefore important for trained adult educators to be employed for the purpose of effective adult education. This can be accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills. Different ways to teach are often referred to as pedagogy. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. Many times, teachers assist in learning outside of the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of the internet over the past decade, has begun to shape the way teachers approach their roles in the classroom (Kelly, 2010).

A teacher may follow standardized curricula as determined by the relevant authority. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities (Sequeira, 2012). Teaching using pedagogy also involve assessing the educational levels of the students on particular skills. Understanding the pedagogy of the students in a classroom involves using differentiated instruction as well as supervision to meet the needs of all students in the classroom. Pedagogy can be thought of in two manners. First, teaching itself can be taught in many different ways,

hence, using a pedagogy of teaching styles. Second, the pedagogy of the learners comes into play when a teacher assesses the pedagogic diversity of his/her students and differentiates for the individual students accordingly. For example, an experienced teacher and parent described the place of a teacher in learning.

The real bulk of learning takes place in self-study and problem solving with a lot of feedback around that loop. The function of the teacher is to pressure the lazy, inspire the bored, deflate the cocky, encourage the timid, detect and correct individual flaws, and broaden the viewpoint of all. This function looks like that of a coach using the whole gamut of psychology to get each new class of rookies off the bench and into the game (Hattie, 2003). He further maintained that the most significant difference between primary school and secondary school teaching is the relationship between teachers and children. In primary schools each class has a teacher who stays with them for most of the week and will teach them the whole curriculum. In secondary schools they will be taught by different subject specialists each session during the week and may have ten or more different teachers. The relationship between children and their teachers tends to be closer in the primary school where they act as form tutor, specialist teacher and surrogate parent during the course of the day.

#### 2.2.6.2 Learning Facilities

The usual psychological definition of learning is change, or modification of behavior or responses as a result of some forms of experiences Obanya (1980). This change is the intellectual and emotional functioning which is important meaning that the learner now begins to reason in a different ways he sees a problem from a different perspective becomes increasing aware of the complexity of a particular problem and interacts in a more socially acceptable

way with other people in his environment. Therefore, teaching and learning depends on certain things which make students not to face challenges as it relates to students in tertiary institution in Kaduna state. Such challenges are in adequate learning materials, reading materials, books, internet services café, inadequate accommodation availability and inadequate water supply, electricity to mention but a few. The learning environment as one of the essentials being the most important school clients, also have basic human needs which they desire to satisfied. Thus in one school setting, most students and teachers are sometimes aware that parents and government expect them to perform at the highest level of their motivational needs which are; self respect, prestige recognition, self achievement of personal goals and talents as the best teachers or students.

However students and staffs may be able to attain their higher other needs in the teaching learning processes, when institutions facilities are well managed and maintained, adequately supplied and managed in such a way that staff and student can satisfy their lower level needs of food, drinks, shelter, safety and love. This statement is further supported by Fuller (1987) and Heyneman (1977) they both upheld that better facilities provide more motivational conditions for teaching-learning particularly among the developing countries such as Nigeria and Uganda. Fuller (1987) and heyneman (1977) in a related discussion Edem (1987) reassured that staff and students morale may fall in the absence of inadequate availability and maintenance materials inducement in institutions. It is the more reason why highly motivated teacher or staff and students are considered important resources for academic progress.

Concept learning also refers to a learning task in which a human or machine learner is trained to classify objects by being shown a set of example objects along with their class labels. The learner simplifies what has been observed by condensing it in the form of an example. This simplified version of what has been learned is then applied to future examples. Concept learning may be simple or complex because learning takes place over many areas. When a concept is difficult, it is less likely that the learner will be able to simplify, and therefore will be less likely to learn. Colloquially, the task is known as learning from examples. Most theories of concept learning are based on the storage of exemplars and avoid summarization or overt abstraction of any kind (McLean, 2003). Adult literacy education must however be transmitted through viable and effective communication strategies or media to achieve its goals and objectives. Communication is then defined by Oyewo in Babajide and Oyedola (1999) as the process of transmitting, receiving and acting upon message, information, thoughts, ideas, attitudes and feelings through mutually agreed understandable and determined codes or symbols. The definition points out three components of communication essential to the communication network. These are the communicator or the sender, content or message and the audience or receiver. In adult literacy context, communication can therefore be defined as the transfer of educational message(s) from the instructor to the learner to make him/her gain knowledge or become literate, thus, changing his/her behaviour where necessary allowing him or her to act on the knowledge to achieve useful results.

Major elements of communication in adult teaching/learning process in relation to the present study are: the information source which refers to the facilitator or instructor, the content or message that is, civic literacy education, the channel which implies communication or the instructional strategies or methods employed in teaching the learners; receiver or destination is

the adult learner while the feedback is the performance or achievement or reaction to aspects of the message received by the learner. Without it, the instructor cannot evaluate the effectiveness of his teaching. With the background that education and literacy in particular constitute an important socio-economic indicator of development, demands an appropriate and suitable strategies of transferring its messages at different literacy teaching/learning fora. At the same time, the choice of inappropriate communication or instructional strategies can mar the essence of any adult literacy teaching. In fact, adult instructors, curriculum planners and adult education policy makers should always note the peculiar characteristics of adult learners in adult literacy teaching programme to achieve maximal success. Adult learners tend to be more self-directed and bring a variety of experiences to the educational setting. Moreso, adults learn best when new knowledge or development programme like literacy education is based on existing knowledge and integrated in their culture or tradition.

What really motivate and sustain interest in learning depends on so many factors. The nature of both the classroom and home environment has significant impact in shaping children's beliefs and attitudes towards learning. Calvert (2003) argued that to attract children's interest and foster their learning, there is need for curriculum contents to match pupil's developmental stage. When children display interest in learning through asking questions, there is need for parents and teachers to welcome their questions by answering to sustain their interest. Children's interest in learning can be sustained by encouraging their curiosity, enjoyment, mastery and independence. Teachers and parents can nurture children's curiosity about the world by encouraging exploration and providing supporting and encouraging environment. When pupils have the best start in life and are ready to succeed, sustaining their interest in learning comes easily. The creation of a peaceful learning environments, improved relationships and positive behaviour in schools

promote pupil's involvement in learning. The school climate can be classified into different factors e.g. personality and sex of teachers. Classroom climate can be the ages and social background of pupils. Also the personality i.e. attitude of teachers, teaching and learning activities and contents as well as ways of reinforcement can all influence level of interest of children in learning.

Mclean (2003) outlines four main drivers that sustain interest in learners - engagement, structure, relevance and feedback. To sustain interest in learning, there is need for teachers to engage learners through various activities that promotes participation. Classroom engagement promotes good relationship with teachers, whereby learners are understood, known, respected and valued as individuals irrespective of their sex, age or ability. Engaging learners also indicate teacher's interest in learner's progress. The next driver is the structure, meaning quality, goal setting whereby the teacher is the authority in charge, setting and monitoring goals to avoid chaos and to give learners a sense of security. When teachers set limits and give clear guidance, the level of interest in learning will be sustained. Relevance of curriculum is fundamental to learning. The teacher will be in charge and will explain to the learners the need for sharing responsibilities by stimulating and sustaining interest in learners. Feedback impacts on learners and give them a sense of self-belief and a feeling of ownership of their progress. Though praise sometimes creates arrogance according to Mclean (2003). He argued that more bonding and giving learners feedback sustain learner's interest in learning. Interest in learning can be sustained if the progress of learners is communicated appropriately to them. One of the advantages of feedback is that it makes learners feel good about themselves and have confidence in what they are learning. Therefore, if education will be made relevant to the needs of the nomads, learning will be worthwhile. However, for learning to be motivating, factors may

include but not limited to standard of the curricular, the expertise of the teachers and the use of proper reinforcements in nomadic schools. Psychologists believe that the home environment shapes the initial formation of attitudes to learning that children develop. When children's curiosity about the world is being nurtured by parents through the encouragement of exploration, welcoming questions and familiarization with resources that can enlarge their world, it gives them the feedback that learning is worthwhile. Although the Fulbe nomadic children's motivational histories accompany them right from home to the classroom as well as to the larger society, it is essential for teachers to view themselves as "active socialization agents capable of stimulating student motivation to learn"(Brophy, 1998).

Lar (1989) in Adediran (2002) is also of the opinion that teachers directly stimulate interest, encourage effort and prevent boredom among students. Another way of sustaining interest in learning is by involving parents in school activities (e.g. P.T.A meetings) so as to have more support and trust. The choice of creative school activities (e.g. outings, visitations) make pupils be familiar with the world beyond their home community in ways that expand their horizons while strengthening their own identities. The provision of a more positive environment to establish friendly relationship between the pupils and the school system in the earliest grades would sustain more interest in learning than working to rectify a negative relationship at later stage, suggest Ford and Sutphen (1996).

### 2.2.7 Supervision

The class as a social composition in an educational institution cannot function effectively if supervision of the entire system is defective. The term supervision is commonly used not only in the education sector but in every component of life. This is because it is a very important

ingredient in a social system to ensure success in goal achievement. The epistemology of the word, is derived from the Latin word '*Supervidere*'. The word supervision can literally mean 'to oversee'. This connotes hierarchy, meaning someone is set over another to watch his /her deeds.

Educational supervision refers to an art of overseeing educators (instructors) and learners in all educational settings Paul (2012). Supervision therefore refers to the art of watching over a literacy class with special attention to instructors' capability personality, the learners' comprehension and learning environment to ensure goal attainment in adult literacy programmes. Supervision as one of the basic requirements of administration that concern itself with the tactics of efficiency and effective management of human and material resources (Mbiti, 1974). It is a way to advise, guide, refresh, encourage, stimulate, improve and oversee teachers with the hope of seeking their cooperation in order that they may be successful in the task of teaching and classroom management. According to Ghiselli (1971), supervision involves directing the work of others, organising and integrating activities in order to ensure that the goals of the group are achieved. Supervision does not mean inspection, because supervision is not fault finding exercise or inquisition but it means guidance, assistance, support, sharing of ideas by all those involved. It is a help provided by a professional supervisors to the teachers and learners to realize their full potentials in school.

In modern day, we talk more of instructional supervision or supervision of instruction in our educational institutions. This concept: instructional supervision is focused on how to improve learning. The objective of supervision of instruction is to improve the overall teaching process and to ensure that effective educational services are rendered by the teachers to the students. Supervision of instruction is carried out by those designated to do so. Supervision according to Smith in state university.com (2012) is in types; they are supportive, educational

and administrative supervision. This classification was based on Kadushins' model of supervision. As far back as 1969 Robert Gold Hammer in Smith (2005) proposed five stages of clinical supervision as cited below:

i. A pre- observation conference between supervisor and teacher concerning the elements of the lesson to be observed.

ii. Classroom observation.

iii. A supervisors' analysis of notes from the observation and planning for the rest post observation conference.

iv. A post observation conference between supervisor and teacher.

v. A supervisors' analysis of the post observation conference.

Some practitioners in supervision however reduced the stages in three as follows:

i) pre- observation conference.

ii) The observation and

iii) Post- observation conference.

The roles of supervision can be perceived in different ways by different people. Some view the role of the supervisors as threat to their jobs, judges, fault finders, etc. but others see the supervisors as a guides, helpers, colleagues, etc. However, as diverse as these views are, the purpose of supervision makes it easier to identify the role of the supervisor. According to Starratt in state university.com (2012) the following are the roles and responsibilities of supervisors:

a. Mentoring or providing for mentoring of new instructors to facilitate a supportive induction into the profession.

b. Bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision).

c. Improving individual teachers' competencies, no matter how proficient they are deemed to be.

d. Working with groups of instructor's in collaborative effort to improve students' learning.

e. Working with groups of instructor's to adapt the local curriculum to the needs and abilities of diverse groups of learners while at the same time bringing the local curriculum in line with state and national standard.

f. Relating instructor's efforts to improve their teaching to the larger goals of literacy centre's improvement in the service of quality learning for all adults.

Supervision as an aspect of educational management is very important in educational services. In the 18th century, supervision was characterized by inspection for control and was carried out by layman (Onoyase, 1991). Supervision of education programmes in Nigeria is an aspect of quality control. It is bound with the efficiency of learning and improvement of the teaching/learning services.

Supervision in Nigeria began as a process of external inspection as supervisors were inexperienced in the act of supervision because they had little or no formal training of the ethnics, concepts and practice of supervision. Until the takeover to the control of schools by government in 1976, school supervision was left in the hands of the missionaries (Onoyase, 1991). Supervision of educational programmes in Nigeria is a formal activity exercised by educational administrators. Just as the lecturers in tertiary institution supervises their students in the field of education, so do supervisor's supervisees' adult education learning centres for proper coordination and efficiency. Supervision has been defined by various authors. Equninyenga (2005) perceives supervision as an action taken to improve teaching and learning situation for learners. Educational supervision is a flexible process of education. It is not a fixed system. Its

context and contents vary from place to place especially with adult education programmes and learning centres. The task of supervision in adult learning programmes is geared towards the improvement, observation, modification, correction of adult education and their improvement of teaching and learning situations (Nakpodia, 2006).

Supervision forms part of the overall quality monitoring and improvement of the system. Supervision is the process of stimulating professional growth and a means of helping educators to grow on the job. In the early years of the introduction of western education in Nigeria, supervision concentrated on educator's activity in education programs. They visit learning centres in order to blame the educators when they erred. Educators had to window dress to impress the supervisors once they are aware of their visit. The impression the educators had about supervision then was that supervisors were responsible for making judgment about educators and not helping them on how to teach and impact knowledge effectively (Onoyase, 1991). The essence of supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in the school.

Supervision is thus a combination or integration of a number of processes, procedures and conditions that are consciously designed with the sole aim of advancing the work effectiveness of teachers and other personnel involved in the schooling process. It should noted that educational supervision focuses on changing the behaviour of staff for an improved performance. In most cases, it is internally arranged by the school head and at times assisted by

other agencies and stakeholders. Supervision pays more attention to personnel and instructional delivery more than the pupils in the school. In other to enhance instruction, the role of the supervisors should be supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather directing. Supervision of instruction takes place in educational institution which is a social system with a number of interacting sub-systems. These sub-systems are the teaching subsystem, the school management sub-system, the counseling and co-curriculum subsystems etc. It can also be said that supervision of instruction is a professional, continuous and cooperative exercise that covers all the aspects of the life of a school. It covers all the sub-systems of the school and influences them. The main purpose of influencing all the sub-systems in the school is to ensure improvement in teaching learning situation and also to ensure quality teaching and learning in the school. Ofoegbu (2004) defined instructional supervision as a process of ascertaining that teachers carry out the task of teaching to an expected level, according to the stipulated guidelines, which control the educational system. It is a way of persuading teachers to desist from application of wrong teaching methods and procedures in instructional delivery. Supervision of instructional is a concept that emphasizes the improvement of instructional delivery methods. Modern supervision is cooperative and is focused on the aims and objectives of education, instructional materials, methods of teaching, staff and students and the entire school environment. It involves all those who are involved and engaged in the task of solving the problems in the school and improving instruction.

### 2.2.8 Funding

Adult and non-formal education is a productive human development investment. Thus, financing adult and non formal education is an investment in human development that produces benefits. Some of these benefits are listed by Okech (2004), citing UNESCO (1997). The costs of

adult learning must be seen in relation to the benefits that derive from reinforcing the competence of adults. The education of adults contributes to their self reliance and personal autonomy, to the exercise of basic rights and to increased productivity and labour efficiency.

The concern of school finance or educational finance is the relationship between cost and expenditure in the production of educational services. The real cost of an activity is not simply money spent on it, but the alternative opportunities that have to be foregone or sacrificed when a particular choice is made. Resources allocated to an activity can either be measured in terms of expenditure (paid or money value) or in real terms (opportunity cost); it could be time put in by the teachers and students and services rendered by physical facilities(buildings, equipment and furniture) with respect to an educational process. The measurement of real cost is based on the opportunity cost concept. In other words, if a particular choice of an activity has been made, then opportunity cost of that activity is the alternative opportunities that have been given up. For example, to a student, the opportunity cost for attending a secondary school, is represented by the alternative way he could have spent his time among others.

For the purpose of achieving quality education delivery, both institutional and student financing require adequate attention and this is what education finance is all about. The goal of education finance is to ensure adequate provision and effective utilisation of available resources, while at the same time exploring alternative strategies to ensure continuous inflow of resources for sustainable education.

Oguntoye (1987) viewed educational financing as the process of procuring and disbursing of financial resources for the provision of education of a given standard, stipulated by a society. Olagboye (2004) defines education finance as a means by which money is provided for the development and maintenance of the entire education system. All activities that are geared

towards the process of sourcing, allocating and managing public school revenues in the production of educational services for the attainment of educational objectives constitute education finance.

Obanewa (2000) further classified educational finance into two, namely; institutional finance and student finance. Institution finance relates to the cost of servicing the various inputs into the educational system, such as the human and physical resources. On the other hand, student finance can be defined as any form of assistance or aid by means of provision of money or material resources (books, equipment, stationery, materials) given to the students in need, to compliment the limited resources available to them in the course of studies, to help pay for their educational expenses. This can be in form of scholarships, loans, grants, bursaries, graduate fellowships, foreign aids, donations and exchange programmes. The realization of the benefits that can accrue to the funding of adult and non formal education underscores the need for consistent and adequate financing of adult education programmes.

Adult and non-formal education in Nigeria is provided by the private individuals and organizations in the formal and informal sectors of the economy. Specifically, the following are some of the organizations providing adult and non formal education in Nigeria.

**Government:** The federal government creates a section in the Federal Ministry of Education to oversee adult education programme. Besides, the National Commission for Adult and non-formal Education and other Ministries provide adult education for the people. A similar situation takes place at the state level. Apart from Education Ministries, others like local government, commerce, Industries, Agriculture and States Agencies provide adult education programmes for the people.

**Quasi government:** These include universities, parastatal organization, information services, service and goods producing industries.

**Non-governmental:** These are voluntary organizations, mosques, churches, workers organization, employing bodies, political organization and foreign agencies.

Financing education programmes presupposes that there are benefits that can be obtained either by the individual or by the community. Thus, financing adult education programmesis based on certain consideration, as identified by Ubeku (1975), Akilaiya (1999) and Obanewa (2000). These include:

i.) Whether the money spent on educational programme is producing the results needed by the individuals and organizations.

ii.) What improvements can be made to the training/educational procedures in order to reduce the costs and improve efficiency?

iii.) Whether the type of training given or educational programme provided is necessary to improve individual and organizational effectiveness, whether the money, if spent on another activity, will lead to the attainment of individual and organizational goals.

Mechanisms for comparing costs of a function or programme with its outcomes have been described by a variety of terms, such as cost-benefit analysis, cost utility analysis operation research, operation analysis, cost quality analysis and cost effectiveness analysis (Hassan, 1994). The terms that appear to have achieved popularity and widest acceptance however, are cost-benefit analysis and cost effectiveness analysis. Meanwhile, cost benefit analysis according to Akilaiya (1999), implies a systematic comparison of the magnitude of the cost and benefits of some form of investment in order to assess its economic profitability; it is used in education

because of its investment nature which yields returns. The uses of cost benefits analysis identified by this scholar include:

i.) To point the way for allocation of resources, especially financial and human resources available for education.

ii.) To provide answer to the question as to who or which body should finance education.

iii.) To help find a way of increasing the cost of education so as to increase rate of returns or decrease the cost and increase rate of returns.

Cost-effectiveness analysis is different from cost-benefit analysis, according to Hassan (1994) citing Okedara (1979). For benefit is measurable in money unit called a return. However, effectiveness may not be measurable in money unit except in some objective criteria of the programme. As such using cost–effectiveness strategy for evaluation of educational programmes involves paying attention to the following elements of analysis: the area of study; the objectives of the educational programmes stated in behavioural terms; both the cost and alternative costs of the programme must be known; and valid and reliable measures of the attainment of the objectives must be available. In practical terms, financing adult and non-formal education in Nigeria takes into account the following cost categories:

i.) The personnel costs incurred at different levels.

ii.) The instructors/ facilitators' costs.

iii.) Course fees (tuition, examination, instructional materials, etc).

iv.) Equipment and materials.

v.) Building and facilities used for classes.

vi.) Administration, especially fuel, subsistence and other transport costs.

vii.) Learners cost (opportunity costs /earning forgone).

Okech (2004) identifies a number of problems or difficulties involved in having access to information on financing of adult education in Uganda. There is the difficulty on having access to adult and non-formal education programmes which may be due to the complexity of activities that constitute adult education. The diversity of provision, without focus or co-ordination, complicated the effort to identify the budgets or expenditure dedicated to adult education. In many cases, budgets that serve adult education are not in budget line explicitly designed as adult education. What Okech (2004) reported in Uganda is similar to the difficulty being encountered in Nigeria. It is in recent years, for example, that local government councils in Nigeria now have votes for community development programmes; this makes department of community development become functional in the local government administration.

Furthermore, the Federal and States Ministries of Agriculture, Health, Commerce, Industry and Cooperative carry out adult and non-formal education activities. The budget in these Ministries is not clearly dedicated to adult education. Even some civil society organizations involved in adult education often have adult education as part of other activities and may not necessarily have a distinct budget for it. When these organizations do have distinct budget for adult education, it is often more specifically for adult literacy. One other difficulty is that both government and non- governmental organizations are usually reluctant to reveal information on their finances. The consequence of this problem is that there may be the lack of researched information on the economics and financing of adult education and related activities.

Some other difficulties pointed out by Oyedeji (1980), Bown and Okedara (1981) Woodhall (1989) and DFID (2001) include:

i.) The responsibility for administering adult education programmes frequently falls on individuals such as trade union official, for whom adult education is only a peripheral of their work.

ii.) The problems of double counting arise when public agencies give grants to non-governmental education agencies, and both donors and recipients include these in their total expenditure figures.

iii.) The information on the payments by individuals for books or other direct expenditures and indirect cost such as earning forgone or travel expense may not be available.

## 2.3 Empirical Studies

Evaluation of the management of adult education programme cannot be ignored if effective adult literacy delivery is to be ensured. The following are empirical studies reviewed.

Nkechi and Mary (2012) carried out a study titled "evaluation of adult literacy programme in Orumba North Local Government area of Anambra State, Nigeria. Specifically the study investigated the characteristics of the instructors, some bio-data of the learners, staffing and enrolment of learners. The study adopted descriptive survey design with population 500 to sample 14 instructors and 47 learners spread in 13 towns of the local government area (LGA) were used for the study. Data were collected from documents and with two questionnaires and analysed using Chi square. The result showed that the instructors were qualified, and experienced. The learners were all above 15 years of age, 83% of the learners were those who did not complete primary school and only 17% were those who have never been to school. The instructor-learner ratio was 1:3, enrolment and staffing were good but the learners did not have access to good teaching and the programme was not completely free. They recommended that qualified instructor and proper funding should be provided and also campaign to mobilize

illiterate adults for the literacy programme should be intensified. The adult literacy programme should be made completely free. The similarities of this study to the present study is that the review study focus on the evaluation of adult literacy programme in Orumba north local government area, Anambra state, Nigeria with reference to funding and enrolment. The only difference is that both studies were carried out in different state but have the same variable such as staffing, enrolment and funding, only teaching and learning were not included.

Leena (2000) "Non formal education and the upliftment of rural masses, a study with reference to the coastal areas of Nigeria". The objectives are; to study the content of non-formal education in general and in Lagos, to analyze the efficiency of state agencies and voluntary organization to the functioning of Adult Education Programme, to find out the impact of non-formal education on the socio economic and cultural life of rural people, to study impact of non-formal education on rural women, to study functions of open universities, distance education, adult education for the upliftment of rural masses. The researcher use purposive research design and data were collected from four Districts. The sample of this study comprised 400 subjects drawn from various categories of Respondents in the District. Interview schedule and questionnaire were used for collection of data. Data collected were analysis using central tendencies, correlation chi-square test to find relationship. The study revealed that in coastal areas of Nigeria, there were number of voluntary organizations like charitable societies used Non- formal channel to impart functional learning directed to the betterment of individual and society. Non formal education highly influenced the socio economic political and cultural life of rural masses. Most of rural people were not properly aware of adult education. The study revealed that the benefits of programme did not reach the actual beneficiaries and which were not utilized adequately. The review reveals that no attempt was made by any researcher to find

out the retention, enrolment, teaching, learning and staffing in adult education programme in Nigeria which this present study sought to fill the gap. The similarity between the present study and the former is that both look at the importance of Adult and non formal Education, especially in the rural settings of Nigeria.

Ometere (2013), "Use of Adult Education as an Agent for Social Change in Nigeria: A case study of Lagos State. The overall objectives of the research is to empirically find out whether adult education has had significant impact on Lagos State, it also discuss the importance of adult education as well as the challenges facing adult education in Nigeria. The research distinguishes between adult education for working adults and Adult Education as a course of study in the University Using Lagos State as a case study, the research adopts descriptive research survey with focus on 200 adult students offering various courses at Lagos State University. Questionnaire was developed to cover the research questions and hypotheses. A total of 40 respondents were sampled and used for the study. Chi Square statistical tool was used for data analysis. The findings of the study reveals that there is a significant relationship between non-formal education and human and national development and the study shows that there is Failures of the Government to give adequate recognition to Adult and Non-Formal Education as a key sector of basic education, problem of accessibility, the rise of fees to attend evening courses is becoming a huge issue all over the country, inadequate funding ,lack of mobilization and inadequate number of literacy instructors or personnel who posses. Finally, the study recommended that there is need to empower a specialised agency to carry out the job of mass literacy, and adult and youth non-formal education. This paper is aimed at policy makers and governments in the third world who are struggling to meet the 2015 Millennium Development Goals (MDGs). The finding of this study is related to the present study as it looks into the

problem facing adult education in Nigeria interms of enrolment and funding of the programme. The difference between the two studies is that looked at thegeneral problems that affects the programme while the present study evaluates the managemenr of the adult prgramme in terms of teaching learning, staffing, enrolment and retention of learners in the programme

Ayinde (2009) conducted a study on :Financing adult and non-formal education in Nigeria: The objectives of the study was to determine how adult and non formal education is financed and the problems of financing adult and non-formal education in Akungba Akoko, Ondo State, Nigeria. Survey research design was used to carry out the study. Three hundred and twenty five (325) out of 757 respondents were selected from government agencies, non-governmental organizations, and private individuals which served as the sampled of the study. The study used simple random sampling techniques. The instrument used was Financing Adult Education Questionnaire (FAEQ). Mean, standard deviation and Chi-square was used for the analaysis of the respondent. The findings showed that: governments were not funding adult and non-formal education adequately in Nigeria; funds for adult and non-formal education was obtained from other sources; adult literacy, distance, labour and prison education received fund from the government; there was a political will on the part of government to fund adult and non formal education; and some problems were confronting financing adult and non-formal education in Nigeria. Based on the findings, it is recommended that effort should be made by the policy makers to fund adult and non formal education for the benefit of the masses; and other sources of fund should be explored in order to realize the potency of adult and non-formal education. The relationship between the study of Ayinde (2009) and the present study is that both studies are carried out to look into financing of adult education. The differences between the two

studies is that Ayinde carried out his own in Ondo state while the present study was conducted in Niger state, Nigeria.

In supervision, Nwobi (2014) carried a study titled "Investigating the challenges and prospects of supervision of adult education learning centres in Anambra State, Nigeria in the 21st Century. The main objective of the study is determine the methods and effectiveness of supervision on Adult Education. Descriptive survey research design was adopted. The population for the study was 692 adult participants drawn from the two local government areas of Awka and Njikoka in Anambra State. The sample for the study was made up of 23 adult learning centres with a total number of 650 adult participants of Awka South and Njikoka adult education centres of Anambra State. The instrument used was questionnaire. Mean and standard deviation were used for analyzing the research questions. The findings of the study include among others that the role of supervision in Adult Education learning centres, should be made clear to the supervisors; that the time allocated to teaching/learning is not adequate, what more, non-uniformity of learning materials in Adult Education learning centres posses a lot of problems to the centres. The study recommendations include among others that training, workshops, courses are necessary to improving supervisor's productivity for effective coordination of adequate supervision in adult education learning centres. This study carried out by Nwobi (2004) is related to the present study as it deals with investigating the challenges and prospects of supervision of adult education learning centres in Anambra state. The notable differences between the two study is the location of study and variables such as staffing, enrolment and funding was not considered by the researcher

## 2.13 Summary

The literature review is on evaluating the Management Function in Adult Education in Niger State, Nigeria. This evaluation and management was considered from the point of the enrolment, retention, teaching, learning and staffing of adult education in Niger state. The review also discussed on the managerial principles adopted by the Ministry of Education, Head teachers and Teachers in the management of Adult Learners as in provision of teaching and learning resources, recruitment of qualified staff, enrolment and retention of learners and supervision of the programme in the state. It is believed that the managerial skills adopted by the management of adult Education programme plays a great role in determining the effectiveness of the programme and its survival. However, the empirical study was carried out to drawn relationship to the topic under study and to make comparison on the findings on the impact of teaching, learning, staffing and financing in the management of Adult Education in Niger state.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter discussed the method and procedure used in carrying out the research. The chapter discussed the following sub-headings: research design, Population, sample and sampling techniques, instrumentation, validity of the instrument, pilot study, reliability, procedure for data collection and procedure for data analysis.

## 3.2 Research Design

The research design used in this study is descriptive survey design. This is a research method that describes a given state of affairs at a particular time. According to Olayiwola (2010), this research design permits the gathering of information through the use of questionnaires and interviews, from a population based on appropriate sampling techniques. According to Obeka, (2011), survey research is interested in some characteristics of the population or universe he used a carefully selected sample from the population for intensive study of the characteristics of the population. This is in line with the opinion of Kennedy (2011) who asserts that "survey design studied large and small population by selecting sample drawn from the population to discover the idealistic incidence, distribution and inter-relation on sociological and psychological variables of the study. This corresponds with the main objective of this study which seeks to survey the evaluation of the management of adult education programme in Niger State.

### 3.3 Population of the study

The population of the study consisted of all registered adult learners within the Niger state agency for mass education from 2010 – 2015 which for the purpose of the study referred to: (Literacy centres, Zonal offices and facilitators) The total population of this is 1510 consisting of seven hundred and fifty (750) literacy centres spread across the state, ten (10) zonal offices and seven hundred and fifty (750) facilitators. The population is as presented in table 3.1:

**Table 3.1: Population of the Study**

| S/N | Name of Zone | LGAs | No. of centres | Facilitators | Zonal Officials |
|---|---|---|---|---|---|
| 1. | Bida Zone | Bida, Gbako, Katcha | 90 | 90 | 1 |
| 2. | Kutigi Zone | Kutigi, Edati, Mokwa | 90 | 90 | 1 |
| 3. | Borgu Zone | Borgu, Agwara | 60 | 60 | 1 |
| 4. | Kotongora Zone | Kontagora, Mariga | 60 | 60 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| 5. | Rijau Zone | Rijau, Magama | 60 | 60 | 1 |
| 6. | Wushishi Zone | Wushishi, Rafi, Mashegu | 90 | 90 | 1 |
| 7. | Minna Zone | Minna, Bosso, Paikoro | 90 | 90 | 1 |
| 8. | Shiroro Zone | Shiroro, Munya | 60 | 60 | 1 |
| 9. | Suleja Zone | Suleja, Gurara, Tafa | 90 | 90 | 1 |
| 10. | Agaie Zone | Agaie, Lapai | 60 | 60 | 1 |
| Total | | | 750 | 750 | 10 |

**Source:** Ministry of Agency for Mass Education, Niger State.

### 3.4 Sample and Sampling Technique

Sample size of the study comprises representatives of zonal officers and facilitators from the literacy centre under study while sampling is a method of drawing a sample from the population so that each member of the population is given an equal and independent chance of being selected (Iyela, 2002). The researcher use simple sampling technique for the study. A total of 250 sample size was obtained using simple random sampling techniques to ensure even distribution of the respondents from a total population of (1510). This is supported by Nwanna cited in Agbonmiewalen (2007) when he recommended that when the population runs into few hundred use 40% or more, when several hundred use 20%, when thousand use 10% and when several thousand use 5% or less. The table below shows the sample size of respondents from each category. Table 3.2 shows the sample of the study.

**Table 3.2: Sample Size of the Study**

| S/N | Name of Zone | LGAs | Sampled Numbers of respondents |
|---|---|---|---|
| 1. | Bida Zone | Bida, Gbako, Katcha | 30 |
| 2. | Kutigi Zone | Kutigi, Edati, Mokwa | 30 |

| | | | |
|---|---|---|---|
| 3. | Borgu Zone | Borgu, Agwara | 20 |
| 4. | Kotongora Zone | Kontagora, Mariga | 20 |
| 5. | Rijau Zone | Rijau, Magama | 20 |
| 6. | Wushishi Zone | Wushishi, Rafi, Mashegu | 30 |
| 7. | Minna Zone | Minna, Bosso, Paikoro | 30 |
| 8. | Shiroro Zone | Shiroro, Munya | 20 |
| 9. | Suleja Zone | Suleja, Gurara, Tafa | 30 |
| 10. | Agaie Zone | Agaie, Lapai | 20 |
| Total | | | 250 |

### 3.5 Instrumentation

The study used structured questionnaire as an instrument for data gathering. Questionnaire is defined as the statement which the respondent have to react in writing so as to find out their feeling, and opinion on the designed items in the questionnaire. The study utilize structured questionnaire as an instrument for data gathering. The questionnaire was prepared based on Five Likert scales. The respondents are expected to react to each item on a five point scale ranging from Strongly Agreed (S.A), Agreed (A), Undecided (U.D), Strongly Disagreed (S.D), and Disagreed (D). The questionnaire is divided in to seven (7) sections. Section 'A' contains the respondent's personal information, while sections B-G contains statements aimed at answering the questions raised by the study. The instrument is tagged "Evaluation of the Management of Adult Education Programme Questionnaire" ( EMAEQ).

### 3.6 Validity of the Instrument

The instrument was subjected to both face and content validity especially in terms of its content coverage, the language used and arrangement of questions. The instrument was given to the researcher's supervisors and panel of experts in the Department of educational management, administration and planning in Ahmadu Bello University at Ph.D level. However, useful input such as reframing some of the items, deleting irrelevant ones and simplifying some ambiguous ones, comments and observations form the basis of necessary modification of the instrument.

### 3.6.1 Pilot Study

In order to determine the stability and consistency of the research instrument, pilot study was conducted at Kaduna South Zone using 25 respondents. The zone was not part of the sample of the study. Twenty five (25) questionnaires were distributed to the ministry of education officials, head teachers and teachers in the zone. The aim of the pilot study was to ascertain the reliability of the instrument, their difficulty level and their power of discrimination. The result of the pilot helped in standardizing the instrument as its paved way for corrections of the instrument for the study.

### 3.6.2 Reliability of the Instrument

Reliability is concerned with the consistency in result given by the same instrument at all times. In order to determine the reliability of the instrument a pilot test was conducted. The data collected from the pilot study was statistically tested using split half method of reliability. In view of Akuezuil (2004) this method involves, the summing up the scores on items on the questionnaire separately to a group of respondents. The split half reliability coefficient was determined correlating the scores of the items statement by using pearson product moment correlation coefficient (PPMCC) of 0.87 was obtained as the reliability of the instrument. This is

in line with Akeuzuilos (1993) statement that a correlation of about seven and above could be said to be high.

### 3.7 Procedures for Data Collection

Since the research involved a lot of personalities, questionnaires was the best alternative for obtaining information relating to the study. The questionnaires was administered personally by the researcher and with the help of research assistants and some facilitators in the sampled zones in Niger State. It takes the researcher three days to administer and filling of the questionnaire and to carry out oral interview on the officers making the entire exercise to cover about three weeks.

### 3.8 Procedure for Data Analysis

The data collected from the various respondents in this research were analyzed and computed in form of tabulation, frequencies and percentages. The respondent's opinions were scored under Strongly Agreed, Agreed, Undecided, Strongly Disagreed and Disagreed. The frequency and percentage for each item in the instrument were computed and shown in tables in chapter four. Frequency and percentage distribution were used to show the respondents opinions on a given item on the table. Analysis of Variance (ANOVA) statistical tool will be used to test the study hypotheses at an alpha level which will be fixed at 0.05 for accepting or rejecting.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1 Introduction

This chapter focused on the analysis and discussion of data collected for this study. Opinions of Ministry of Education officials, Adult facilitators (Head Teachers and Teachers) were presented. The chapter was divided into four sections, namely, section "A" deals with analysis demographic data of the respondents, section "B" is on the analysis and presentation of the opinions of respondents. The frequencies of responses were presented in tabular form to show opinions to describe to what degree the respondents opinions expressed in the study. Forty items were presented for the questionnaire. Simple descriptive statistics was used to analyze the variables and various aspects of the respondents' opinions to show frequency and percentages. With the use of questionnaire, the responses were "strongly agreed", "agreed", "undecided", "disagreed" and "strongly disagreed"

Out of the two hundred and fifty (250) copies of questionnaire distributed, only two hundred and twenty (220) were duly completed and returned. This constituted 88.5% of respondents that were involved in the first part of the study. The third section tests the research hypotheses using the inferential statistics of the Analysis of Variance (ANOVA) for determining accepted or rejected of significant differences among the respondents. All hypotheses were tested at 0.05 alpha level of significant. The fourth section summarizes and discusses the findings of the research work.

## 4.2 Presentation of Bio-Data of Respondents

This section presented and discussed respondents' bio-data. A total of 220 respondents consisting of 40 Ministry of Education officials, 30 Head teachers, 150 teachers from the adult educational zone in Niger state were involved in the study. The personal characteristics of the respondents included their educational status, gender, educational qualification, and years of working experience. These variables are presented in tables that follow using simple frequencies and percentages.

**Table 4.1 Captured Respondents Educational Status**

| Educational Zones | Frequency | Percentages (%) |
|---|---|---|
| Teachers | 150 | 68.18 |
| Head teachers | 30 | 13.64 |
| M.O.E Officials | 40 | 18.18 |
| Total | 220 | 100.00 |

Table 4.1 indicates the educational status of the respondents. It shows that teachers have the highest number of respondents accounting for 150 or 68.18%, Head teachers with 30 or 13.64% while the remaining respondents were the Ministry of Education Officials with total response of 40 or 18.18%. Since about 82% of the total number of respondents were teachers who are directly involved in the implementing of Adult Education Programme in the state, Hence they can respond more appropriately to the issues raised in the questionnaire, thus eliminating educational status bias from the study.

**Table 4.2: Gender of Respondents**

| Gender | Frequency | Percentages (%) |
|---|---|---|
| Male | 122 | 55.45 |
| Female | 98 | 44.55 |
| Total | 220 | 100.00 |

Table 4.2 shows that 122 respondents representing 55.45% were male while 98 respondents representing 44.55% were female. This showed that males were more than the female in the population of the study, thereby eradicating gender bias.

**Educational Qualification of Respondents**

**Table 4.3: Qualification of the respondents involves in Adult Education Programs in Niger State.**

| Educational Status | Frequency | Percentage (%) |
|---|---|---|
| N.C.E | 110 | 50.00 |
| N.ED | 65 | 29.55 |
| B.ED | 40 | 18.18 |
| Others | 5 | 2.27 |
| Total | 220 | 100 |

Table 4.3, shows that majority of the respondents represented by one hundred and ten (50.00%) were NCE holders, while sixty five respondents representing (29.55%) have N.ED. Forty respondents representing (18.18%) have B.ED, while five respondents representing (2.27%) have

other qualification like M.ED, HND, B.SC and PGDE. The implication of the above is that since more than 50% of the total number of the teaching staff in the State were NCE/N.ED qualification level, this finding could be of crucial disadvantage for appropriate and proper implementation of adult education programme in the State due to their lack of experience and exposure.

## Years of Working Experience of Respondents

**Table 4.4: Years of Working experience of the respondents presented in frequency and percentages in Niger State.**

| Teaching Experience | Frequency | Percentage (%) |
|---|---|---|
| 0 – 5 | 72 | 32.72 |
| 6 – 10 | 115 | 52.27 |
| 11 – 15 | 15 | 6.82 |
| 16 – 20 | 13 | 5.91 |
| 21 years and above | 5 | 2.27 |
| Total | 220 | 100 |

Table 4.4 shows that majority of respondents had 6-10 years of working experience representing 115 respondents with (52.27%), respondents that had 0- 5years working experience had 72 (32.72%) of respondents and respondents that had 11 – 15 years working experience had 15 respondents represented by (6.82%), 13 respondents representing 5.91% had 16 – 20 years of

working experience and the remaining 5 respondents representing 2.27% have 21 years and above working experience. These demographic data showed that the respondents were well informed to perceive the needs of managing and coaching the learners. It is therefore indicative that majority of the respondents had acquired a considerable number of years in active teaching. Hence the respondents were in good position to respond more appropriately on the aspect about implementing of adult education programme in the State.

## 4.3. Data Presentation

This section presents a descriptive analysis of data collected from the questionnaire administered to teachers, Head teachers and Ministry of Education Officials on each section of the questionnaire set to answer each research question. The section contained table 4.3.1-4.3.6. The tables captured serial number, item statement, Agreed, Disagreed and Undecided, each with frequency and percentages on the same item statements.

### 4.3.1 Enrolment and Retention of Adult Education in Niger State

The first issue raised in this study was the enrolment and retention of Adult Education in Niger State. Items 1-7 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.5.

**Table 4.5**: **Opinions of Respondents on the Enrolment and Retention of Learners in Adult Education Programme in Niger State, Nigeria**

| S/N | Item statement | Cat. Of Resp. | A (%) | DA(%) | UD (%) |
|---|---|---|---|---|---|
| 1. | Enrolment of learner is done by the Ministry of Education | M.O.E | 0(0.0) | 40(100.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 150(100.0) | 0(0.0) |
| 2. | Enrolment of learners is done by the principal | M.O.E | 0(0.0) | 40(100.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 150(100.0) | 0(0.0) |
| 3. | Enrolment of learners is done by | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |

| | | | | | |
|---|---|---|---|---|---|
| | the agency responsible for Adult Education in the State | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 4. | Enrolment is in line with existing facilities | M.O.E | 9(30.0) | 21(70.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 35(23.3) | 94(62.7) | 21(14.0) |
| 5. | Enrolment comes after the process of advertisement | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(0.0) | 0(0.0) | 0(0.0) |
| 6. | Quota system is adopted in enrolment of learners | M.O.E | 0(0.0) | 40(100.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 150(100.0) | 0(0.0) |
| 7. | The authority ensures that learners are retained up to completion period | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 129(86.0) | 21(14.0) | 0(0.0) |

**Figures in bracket ( ) are in percentage (%)**

Table 4.5 revealed that the respondents believed that there is massive enrolment and retention of students in adult education programme in Niger state. The data collected in item 1 showed that all the respondents representing 220 (100%) of the respondents disagreed that Enrolment of learner is done by the Ministry of Education and principals. No response from agreed and undecided. In item 3 all the respondents representing 40(100.0%) of ministry of education officials, 30(100.0%) head teachers and 150(100.0%) teachers agreed that Enrolment of learners is done by the agency responsible for Adult Education in the State. No respondents disagreed or remain undecided. This implies that enrolment of students into adult education programme in Niger state is done by the custodians of every centres in the state.

Item 4 elicit information on either the enrolment is in line with the existing facilities or not, 9 or 30.0% ministry of education officials and 35 or 23.3) teachers agreed to the statement. On the other hand, a significant majority of the respondent being 21 or 70.0% ministry of education officials, 30 (100.0%) head teachers and 94 or 62.7% disagreed that the enrolment of student is not in line with the existing facilities while 21 or 14.0% were undecided. This implies that the number of students enrolled for the programme outnumber the available facilities such

chairs, table classroom etc. in response to item 5 an overwhelming responses were obtained as all the respondents being 40(100%) ministry of education officials, 30(100%) head teachers and 150 (100%) teachers agreed that enrolment of students in adult education programme in niger state comes after the process of advertisement. No respondents neither disagreed nor undecided. This is shows that advertisement is carried out to create awareness to the masses that are willing to enroll into the program. Also in item 6 all the respondents 40(100%) ministry of education officials, 30(100%) head teachers and 150 (100%) teachers disagreed that Quota system is adopted in enrolment of learners. This implies that students are enrolment into the programme in respective of their state, tribe or ethnic group, provided the learners are willing to enroll into the programme. In the last item on the table a significant majority of the respondents representing 40 or 100% of ministry of education officials, 30 or 100% head teachers and 129 or 86% teachers agreed that the authority ensures that learners are retained up to completion period, but 21 or 14% of teachers disagreed with the statement. The analysis for items 1 – 7 in the questionnaire revealed that majority of the respondents disagreed with most of the statements. The results could therefore, be interpreted to mean that enrolment and retention of learners in adult education programme is done by agency responsible for the programmed and learners and retained up to completion period.

### 4.3.2 Staffing in Adult Education in Niger State

Another issue raised in this study was the staffing process of Adult Education in Niger State. Items 8-17 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.6

**Table 4.6: Opinions of Respondents on the Staffing Process of Adult Education Programme in Niger State, Nigeria**

| S/N | Item statement | Cat. Of Resp. | A. (%) | DA (%) | UND. (%) |
|---|---|---|---|---|---|
| 8. | There are enough teachers to teacher English Language | M.O.E | 35(87.5) | 5(12.5) | 0(0.0) |
| | | Head Teachers | 11(36.3) | 19(63.7) | 0(0.0) |
| | | Teachers | 37(24.7) | 113(75.3) | 0(0.0) |
| 9. | There are enough teachers to teach Mathematics | M.O.E | 17(42.5) | 23(57.5) | 0(0.0) |
| | | Head Teachers | 11(36.7) | 19(63.3) | 0(0.0) |
| | | Teachers | 2 (1.3) | 148 (98.7) | 0(0.0) |
| 10. | There are enough teachers that teach all the subjects offered in the School | M.O.E | 18(45.0) | 22(55.5) | 0(0.0) |
| | | Head Teachers | 6(20.0) | 14(46.7) | 10(33.3) |
| | | Teachers | 27(18.0) | 123(582.0) | 0(0.0) |
| 11. | Teachers that teach English language are qualified | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 12. | Teachers that teach Mathematics are qualified | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 13. | Teachers that teach other relevant subjects are qualified | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |

| | | | | | |
|---|---|---|---|---|---|
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 14. | Teachers are allowed to go for in-service training | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 101(67.3) | 32(21.3) | 17(11.3) |
| 15. | Teachers are allowed to go for conferences | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(66.7) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(0.0) | 0(0.0) | 0(0.0) |
| 16. | Teachers are allowed to go for workshops | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 17. | Teachers are allowed to go for Seminars | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 130(86.7) | 5(3.3) | 15(10.0) |

As indicated by table 4.6, a small proportion of Ministry of Education official being 5 or 12.5%, and a larger proportion of Head Teachers and Teacher being 19 or 63.7% and 113 or 75.7% respectively disagreed with item 8 that there are enough teachers to teacher English Language in Niger State Adult Education Programme. However, a significant majority of the respondents being 35 or 87.5% of Ministry of Education official, minority of teachers and head teachers with 37 or 24.7% and 11 or 36.6% respectively agreed with the statement. This implies to an extent that staffs in Adult Education Programme in Niger State are not satisfied with the number of English teachers recruited for the Programme. For item 9, a larger proportion of Ministry of Education Officials being 23 or 57.5%, 19 or 63.3% of Head teachers and 148 or 98.7% of teachers disagreed with the statement that There are enough teachers to teach Mathematics. At the same time, a significant minority of the respondents being 17 or 42.5% of Ministry of Education officials, 11 or 36.7% Head teachers and 2 or 137% teachers agreed with the statement. This implies that to a limited extent, some staff in Adult Education Programme in Niger state are not satisfied with the number of Mathematics teachers recruited to teach the subject.

The responses to item 10 indicated that a good proportion of the respondents being 22 or 55.5% Ministry of Education officials, 14 or 46.7% Head teachers and 123 or 82.0% teachers were not in support of the statement that there are enough teachers that teach all the subjects offered in the School. On the other hand 45% of Ministry of Education officials, 20% Head teachers and 18% teachers were agreed to the statement. Therefore, the analysis shows that there are no enough teachers that teach all the subjects in Adult Education Programme in Niger State. For item 11, all the respondents of both Ministry of Education officials, Head teachers and teachers being 40 or 100.0%, 30 or 100.0% and 150 or 100.0%, respectively agreed with the statement that teachers that teach English language are qualified. This is also applied to item 12 and 13 respectively, where all the respondents agreed that teachers that teach Mathematics and other relevant subjects in the Adult Education Programme in Niger state are qualified. This is attributed to the fact that the qualification of teachers needed to teach in the programme is at NCE level which about 50% of the respondents merited the qualification. In response to item 14, 15, 16 and 17, all the respondents' representing 40 or 100.0%Ministry of Education officials, 30 or 100.0% of Head teachers and 150 or 100.0 of teachers agreed to the four items that teachers are allowed to go for in-service training and also attended conferences, workshops and seminars, Only in items 14 and 17 where 32 or 21.3% and 5 or 3.3% of teachers disagreed with the statement while 15 or 10% were undecided on the statement.

The analysis for items 8-17 indicated that the responses for agree were greater than responses for disagree. This result implies that the conditions governing staffing in Adult Education programme is adequate, since the teachers are qualified and also staff development is considered. The only noticeable problem in the programme is inadequate teachers to teacher all the

relevant subjects. In other words, the general opinion of the respondents shows that there are no enough teachers to teach all the relevant subjects offered by Adult Education programme in Niger state.

### 4.3.3 Provision of Teaching and Learning Facilities of Adult Education in Niger State

Another issue raised in this study was the Provision of Teaching and Learning Facilities in Adult Education in Niger State. Items 18-27 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.7

**Table 4.7**: **Opinions of Respondents on the provision of Teaching and Learning Facilities of Adult Education Programme in Niger State, Nigeria**

| S/N | Item statement | Cat. Of Resp. | A. (%) | DA. (%) | UND. (%) |
|---|---|---|---|---|---|
| 18. | There are enough desks for learners to use in the school | M.O.E | 34(85.0) | 6(15.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 150(100.0) | 0(0.0) |
| 19. | There are enough chairs for learners to use in the school | M.O.E | 31(77.5) | 9(22.5) | 0(0.0) |
| | | Head Teachers | 5(16.7) | 25(83.3) | 0(0.0) |
| | | Teachers | 5(3.3) | 145(96.7) | 0(0.0) |
| 20. | There are enough textbooks for learners to use in the school | M.O.E | 18(45.0) | 20(50.0) | 2(5.0) |
| | | Head Teachers | 8(26.6) | 17(56.7) | 5(16. 7) |
| | | Teachers | 4(2.7) | 137(91.3) | 9(6.0) |
| 21. | The learners are provided with | M.O.E | 17(42.5) | 20(50.0) | 3(7.5) |

| | | | | | |
|---|---|---|---|---|---|
| | enough exercise books in the school | Head Teachers | 5(16.7) | 25(83.3) | 0(0.0) |
| | | Teachers | 17(11.3) | 133(88.7) | 0(0.0) |
| 22. | There are enough classrooms for learners to use in the schools | M.O.E | 33(82.5) | 7(17.5) | 0(0.0) |
| | | Head Teachers | 10(33.3) | 20(66.7) | 0(0.0) |
| | | Teachers | 22(14.7) | 114(76.0) | 14(9.3) |
| 23. | Teaching aids are provided enough in the school | M.O.E | 32(80.0) | 5(12.5) | 3(7.5) |
| | | Head Teachers | 3(10.0) | 27(90.0) | 0(0.0) |
| | | Teachers | 5(3.3) | 138(92.0) | 7(4.7) |
| 24. | There is library in the school for learners to use | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 142(94.7) | 0(0.0) | 8(5.3 ) |
| 25. | There are computer facilities in the school for students to use | M.O.E | 34(85.0) | 5(12.5) | 1(2.5) |
| | | Head Teachers | 12(40.0) | 15(50.0) | 3(10.0) |
| | | Teachers | 15(10.0) | 118(78.7) | 17(11.3) |
| 26. | There are workshops for learners in the school | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 27. | There is provision of good boards in the classroom for teachers to use for teaching | M.O.E | 30(75.0) | 8(20.0) | 2(5.0) |
| | | Head Teachers | 11(36.7) | 19(63.3) | 0(0.0) |
| | | Teachers | 37(24.7) | 105(70.0) | 8(5.3) |

Opinion of respondents in table 4.7 posited that there is no prevailing of teaching and learning facilities in Adult education program in Niger state. Item 18 and 19 on the table shows that 34 or 85.0% and 31 or 77.5% Ministry of Education officials, 0%, 16.7% of head teachers and 0%, 3.3% of teachers agreed that there are enough desks and chairs for learners to use in the school while 30 or 100.0% and 25 or 83.3% of head teachers, and 150 or 100.0% and 145 or 96.7% of teachers respectively disagreed with the item statement.. It is surprising that more than half of the head teachers and teachers', who are the facilitators of this programme in this regard, responded in disagreement. For item 20, 20 or 50.0%ministry of education officials, 17 or 56.7% head teachers and 137 or 91.3% teachers disagreed with the statement that there

are enough textbooks for learners to use in the school. However, the fact that 18 or 45.0%ministry of education officials, 8 or 26.6% head teachers and 4 or 2.7% of teachers agreed with this statement, implies that to a minimum extent, some of these books are outdated and may not be available to the learners. In response to item 21, a good proportion of the respondents being 20 or 50.0%ministry of education officials, 25 or 83.3% head teachers and 133 or 88.7% teachers disagreed with the statement that The learners are provided with enough exercise books in the school. However, a significant minority of the Ministry of Education officials being 17 or 42.5%, Head teacher 5 or 16.7%% and teachers representing 17 or 11.3% agreed with this statement. This implies that the learners are not provided with enough exercise books in the school, even if they are provided as agreed by some responded, it might be in some local Government centre. Moreso, some of these centres reveals that the exercise books provided do not go round to the whole students in the centres. The responses to item 22 indicated that 7of the respondents being 17.5% Ministry of Education officials, 20 or 66.7%head teachers and 114 or 76.0% teachers disagreed with the statement There are enough classrooms for learners to use in the schools. Although, few respondents representing high majority of Ministry of Education officials representing 33(82.5%), followed by 22(14.7%) teachers and 10(33.3%) head teachers agreed that there are enough classrooms for learners to use in the schools. This difference in the opinion of respondent may be attributed to the fact that since most of the Adult education programme take place in Government primary schools, so any of these schools

with available classroom will accommodate more compared to those centres with few classes or dilapidated buildings. Responses to item 23 showed that 5 or 12.5%Ministry of Education officials, 3 or 10.0% Head teachers and 5 or 3.3% teachers agreed with the statement that Teaching aids are provided enough in the school. However, a significant majority of the teachers being 138 or 92.0%, head teacher being 27 or 90.0% and 32 or 80.0% of Ministry of Education officials disagreed with the statement, implying that enough teaching aids are neither provided nor available in the school and this in turn affect the teaching and learning process in the schools.

The responses to item 24 indicated that a high majority of the respondents with total responses of 40 or 100.0% Ministry of Education officials, 30 or 100.0% Head teachers and 142 or 94.7% teachers claimed that there are available library in the school for learners to use while 8 or 5.3% of teachers remain undecided on the item. The responses to item 25 indicated that 34 or 85.0% Ministry of Education officials, 12 or 40.0% head teachers and 15 or 10.0% teachers agreed with the statement that there are computer facilities in the school for students to use. This statement was disagreed by a high proportion of respondents representing 118 or 78.7% of teachers, 15 or 50.0% of head teachers with few 5 or 12.5% Ministry of Education officials while about 2.5% of M.O.E officials, 10.0% of head teachers and 11.3% of teachers were undecided on the item statement. The result of the analysis could therefore, be interpreted to mean that to some limited extent, some centre/schools have computer facilities that are accessible to the learners while some centre are not accessible to the learners.

For item 26, an overwhelming response was recorded as all categories of respondents being 40 or 100.0% Ministry of education, 30 or 100.0%head teachers and 150 or 100.0%

teachers were of the opinion that There are workshops for learners in the school where handiwork. As for item 27, 30 or 75.0% M.O.E officials, 11 or 36.7% Head teachers and 37 or 24.7% teachers were of the opinion that There is provision of good boards in the classroom for teachers to use for teaching while majority of Head teachers being 19 or 63.3%, teachers being 105 or 70.0% disagreed with the statement. Only 8 or 5.3% of teachers were undecided on the item. The analysis for items 18-27 of the questionnaire revealed that the responses for disagree were by far greater than responses for agree. The result could, therefore, be interpreted to mean that teaching and learning facilities are not adequately available or provided to facilitate teaching and learning in Adult Education programme in Niger State.

### 4.3.4 Supervision of Adult Education in Niger State

Another issue raised in this study was the Supervision of Adult Education in Niger State. Items 28-37 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.8

**Table 4.8**: **Opinions of Respondents on Supervision Exercise of Adult Education Programme in Niger state, Nigeria**

| S/N | Item statement | Cat. Of Resp. | A. (%) | D. (%) | UND. (%) |
|---|---|---|---|---|---|
| 28. | Supervision Exercise is carried out every year in the school | M.O.E | 29(72.5) | 11(27.5) | 0(0.0) |
| | | Head Teachers | 23(76.7) | 7(23.3) | 0(0.0) |
| | | Teachers | 117(78.0) | 25(16.7) | 8(5.3) |
| 29. | Supervision Exercise is carried out every term in the school | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 5(!6.7) | 25(83.3) | 0(0.0) |
| | | Teachers | 5(3.3) | 145(96.7) | 0(0.0) |
| 30. | Supervision Exercise is carried out twice in a term | M.O.E | 0(0.0) | 40(100.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 132(88.0) | 18(12.0) |
| 31. | Supervision Exercise is carried out three times in a term | M.O.E | 0(0.0) | 40(100.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0.) | 0(0.0) |
| | | Teachers | 3(2.0) | 140(93.3) | 7(4.7) |
| 32. | Supervision Exercise for Adult Education Programme is not carried out at all | M.O.E | 0(0.0) | 40(100.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 150(100.0) | 0(0.0) |
| 33. | There are qualified supervisors to supervise the adult education programme in the state | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 137(91.3) | 10(6.7) | 3(2.0) |
| 34 | There are enough facilities for supervision exercise in the state | M.O.E | 12(30.0) | 28(70.0) | 0(0.0) |
| | | Head Teachers | 9(30.0)) | 17(56.7) | 4(13.3) |
| | | Teachers | 15(10.0) | 127(84.7) | 8(5.3) |
| 35. | Supervisors sent to schools are friendly | M.O.E | 31(77.5) | 9(22.5) | 0(0.0) |
| | | Head Teachers | 27(90.0) | 3(10.0) | 0(0.0) |
| | | Teachers | 132(88.0) | 13(8.7) | 5(3.3) |
| 36. | Supervisors interact with teachers and principals effectively | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 141(94.0) | 9(6.0) | 0(0.0) |
| 37. | Supervisors' visits enhance the Adult Education Programme in Niger State | M.O.E | 28(70.0) | 8(20.0) | 4(10.0) |
| | | Head Teachers | 18(60.0)) | 7(23.3) | 5(16.7) |
| | | Teachers | 73(48.7) | 47(31.3) | 35(23.3) |

Table 4.8 presents the frequency and percentage distribution of respondents‟ opinions on supervision in adult education programme in Niger State. As shown in the table, in item 28 which solicit information on whether supervision exercise is carriedout every year in the school 29 respondents with 73 percent, 23 respondents with 77 percent and 117 respondents with 78% agreed with the statement while 11 respondents with 28 percent, 7 respondents with 23 percent and 25 respondents with 17 percent disagreed with the item statement. Only 8 respondents with 5 percent were undecided. Responses on item 29 shows that 40 or 100.0% of M.O.E officials, 5 or 6.7% of Head teachers and 5 or 3.3% of teachers agreed that supervision exercise is carried out every term in the school. On the other hand majority of the Head teachers and teachers with 25(83.3%) and 145 (96.7%) respondents disagreed with the statement. This implies that that supervision exercise is not carried out on termly basis rather every year as shown in item one. Also in item 30, 31 and 32, it shows that 40(100%), M.O.E Officials, 30(100.0%) Head teachers, and 150 (100.0%) teachers disagreed that that supervision exercise is carried twice, thrice or not carried out at all. Only in item 31 were 2% of teachers agreed while the remaining 12% teachers in item 30 and 5% in item 31 were undecided. This implies that supervision exercise is done every year in the school.

On the qualification of supervisor, items 33 shows that 40 or 100.0% of M.O.E officials, 30 or 100.0% Head teachers and 137 or 91.3% of teachers agreed that the supervisors are qualified to supervise the adult education programme in the state. Meanwhile 10 or 6.7% of teachers disagreed with the statement. This probably explains that there are qualified supervisors but they are not being utilized as expected for the programme. It is evident from table 4.3.4 that in response to item 34, 12 or 30% M.O.E officials, 9 or 30.0% Head teachers and 15 or 10.0% teachers agreed that there are enough facilities for supervision exercise in the state. However,

majority of the respondents being 28 or 70.0% M.O.E officials, 17 or 56.7% Head teachers and 127 or 84.7% teachers disagreed with the statement. This implies that though there are qualified supervisors but no enough facilities for them to carry out their duties. For item items 35-38, an overwhelming proportion shows that 31 or 77.5%, 40 or 100.0%, 28 or 70.0% M.O.E Officials, 27 or 90.0%, 30 or 100.0%, 18 or 60.0% Head teachers and 132 or 88.0%, 141 or 94.0%, 73 or 48.7% Teachers claimed that the supervisors sent to schools are friendly, interact with teachers and principals effectively and enhance the adult education programme in Niger state. However, 22.5%, 0%, 20% Ministry of Education Officials, 10%, 0%, 23% Head teachers and 9%, 6%, 31% teachers disagreed with the item statement while 38 or 26.9% of teachers, 4 or 10% of M.O.E officials and 5 or 16.7% of Head teachers were undecided on the items. With this significant minority that disagreed or remains undecided, it implies that they have no idea on the relevant of supervision and its effects on school development.

The analysis for items 28-37 revealed that the responses for agree were equal to the responses for disagree. The result was, therefore, interpreted to mean that the opinion of the three categories of respondents are in concurrent with one another as both agreed that supervision exercise is carried out every year not termly, twice, thrice or not carried out at all. The analysis concluded that there is no regular supervision of Adult education programme in Niger state.

### 4.3.5 Funding of Adult Education in Niger State

Another issue raised in this study was the level of funding of Adult Education in Niger State. Items 38-45 in the questionnaire were used to analyse this issue and the results obtained are presented in table 4.9

**Table 4.9**: **Opinions of Respondents on Funding of Adult Education Programme in Niger State, Nigeria.**

| S/N | Item statement | Cat. Of Resp. | A. (%) | DA (%) | UND. (%) |
|---|---|---|---|---|---|
| 38. | The Adult Education Programme is funded adequately | M.O.E | 8(20.0) | 32(80.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(100.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 150(100.0) | 0(0.0) |
| 39. | Adult Education Programme is funded by the state government only | M.O.E | 13(32.5) | 27(67.5) | 0(0.0) |
| | | Head Teachers | 2(6.7) | 28(93.3) | 0(0.0) |
| | | Teachers | 14(9.3) | 135(90.0) | 1(0.7) |
| 40. | The Federal Government assist in the funding of Adult Education Programme in Niger State | M.O.E | 21(52.5) | 19(47.5) | 0(0.0) |
| | | Head Teachers | 13(43.3) | 17(56.7) | 0(0.0) |
| | | Teachers | 31(20.7) | 102(68.0) | 17(11.3) |
| 41. | World Bank assist in the funding of Adult Education Programme in Niger State | M.O.E | 29(72.5) | 11(27.5) | 0(0.0) |
| | | Head Teachers | 20(66.7) | 7(23.3) | 3(10.0) |
| | | Teachers | 55(36.7) | 87(58.0) | 8(53.3) |
| 42. | Philanthropic Organizations assist in funding of Adult Education Programme in Niger State | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 43. | Wealthy Individuals assist in the funding of Adult Education Programme in Niger State | M.O.E | 0(0.0) | 40(20.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(40.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 137(91.3) | 13(8.7) |
| 44. | The funding of Adult Education Programme comes largely from the school fees charged by learners | M.O.E | 40(100.0) | 0(0.0) | 0(0.0) |
| | | Head Teachers | 30(100.0) | 0(0.0) | 0(0.0) |
| | | Teachers | 150(100.0) | 0(0.0) | 0(0.0) |
| 45. | Adult Education Programme is funded through loans from commercial banks in Nigeria | M.O.E | 0(0.0) | 40(40.0) | 0(0.0) |
| | | Head Teachers | 0(0.0) | 30(0.0) | 0(0.0) |
| | | Teachers | 0(0.0) | 150(100.0) | 0(0.0) |

The need for adequate provision of resources for quality education delivery services underscores the importance that is associated with issue of finance. This is because among the various resources (that is, human, material and finance) required for the success of an educational system, finance plays a vital role. To confirmed this statement, table 4.9 elicit information on the opinion of respondents on funding of adult education programme in Niger state. In item 38, majority of the respondents being 32 or 80% ministry of education officials, 30 or 100% head teachers and 150 or 100% teachers disagreed that the adult education programme is funded adequately, only 8 or 20% of ministry of education officials agreed to the item statement. This implies that adult education programme in Niger state is not properly funded. Item 2 on the table shows that 13 (32.5%) Ministry of Education Officials, 2(6.7%) head teachers and 14(9.3%) teachers agreed that adult education porgamme is funded by the state government. However, majority of the respondents being 27 or 67.5% ministry of education, 28 or 93.3% and 135 or 90.0% teachers disagreed with the statement. This shows that state government do not finance adult education progamme in Niger State. In item 40, 21 or 52.5% ministry of education, 13 or 43.3% head teachers and 31 or 20.7% teachers agreed that the Federal Government assist in the funding of Adult Education Programme in Niger State. Unexpectedly, however, 19 or 47.5% ministry of education officials, 17 or 56.7% head teachers and 102 or 68.0% teachers disagreed with the statement. This result implies that the federal government, does not often provide financial assistance to adult education programe in Niger state. With regards to item 41, 29 or 72.5% ministry of education officials, 20 or 66.7% head teachers and 55 or 36.7% teachers agreed that World Bank assist in the funding of Adult Education Programme in Niger State. A good proportion of the, ministry of education officials 11 or 27.5%, 7 or 23.3% head teachers and 87 or 58.0% teachers disagree with the statement while 3or 10% head teachers and 8 or

53.3% of teacher were undecided. This is means that those respondents that disagreed or undecided with the statement may have or no idea on how the adult education is being finance in the state. In response to item 42, the highest response being 40 or 100.0% of ministry of education officials, followed by 30 or 100.0% head teachers and 150 or 100.0% teachers agreed that Philanthropic Organizations assist in funding of Adult Education Programme in Niger State. No respondents disagreed with this view. Similarly, the highest response to item 43 being 40 or 100.0%ministryu of education officials, 30 or 100.0% head teachers and 150 or 100.0% teachers disagreed that Wealthy Individuals assist in the funding of Adult Education Programme in Niger State. This implies that no wealthy individual in Niger State assist in the funding of adult education programme. Response to item 44 all the categories of respondents being 100% of ministry of education officials, head teachers and teachers were of the view that The funding of Adult Education Programme comes largely from the school fees charged by learners. The implication of the analysis is that adult education programme in Niger State is self finance by the students through their schools paid. This means that where the cost charged by the agency cannot be afforded by the students, then enrolment of learners into the programme will be affected as learners will be discouraged.

Finally, It is evident from table 4.3.5 that in response to item 45, all the respondents being 100% ministry of education officials, 100% head teachers and 100% teachers disagreed that Adult Education Programme is funded through loans from commercial banks in Nigeria The analysis for items 38-45 revealed that the responses for disagree were larger than responses for agree. The result was, therefore, interpreted to mean that financial assistance from both State and Federal government will have positive impact on the management of adult education programme

in Niger State. It is also worth noting that to some extent, the teachers had the highest percentage of disagreement in most of the items.

## 4.4 Hypotheses Testing

This section tests the research hypotheses formulated for the study as stated in chapter one. A total of seven research hypotheses were formulated and tested using ANOVA. The level of significance for all hypotheses is 0.05 at alpha level which serves as the basis for the accepting or rejecting of the stated hypotheses. Details of the hypotheses are shown in table 4.4.1 – 4.47 below.

**Hypothesis 1: There is no significant difference in the opinions of respondents on the level of Enrolment and Retention of Learners in Adult Education Programme in Niger State.**

For hypothesis 1, items 1 – 7 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to analysis of variance and the result obtained is presented in table 4.10.

***Table 4.10:*** **Analysis of Variance on the opinions of respondents on the level Enrolment and Retention of Learners in Adult Education Programme in Niger State.**

| Status | Sum of Square | Df | Mean Square | F | P. | F. critical |
|---|---|---|---|---|---|---|
| Between groups | 27.089 | 3 | 15.215 | 0.356 | 0.543 | 3.00 |
| Within groups | 69106.305 | 217 | 26.041 | | | |
| Total | 9982.963 | 220 | | | | |

P<0.05 no significant difference

Table 4.10 shows the response on the item revealed that the calculated f-ratio value(2.478) at 3 df 217 and at the level 0.05. The critical value (3.00) is greater than f. ratio values (2.478), The probability level of significance P(0.543) is greater than 0.05. This means that there is no significant difference on the opinions of respondents on the Enrolment and Retention of Learners in Adult Education Programme in Niger State. Therefore, the null hypothesis is retained.

**Hypothesis 2: There is no significant difference in the opinion of respondents on the Staffing of Adult Education Programme in Niger State.**

For hypothesis 2, items 8 – 17 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to analysis of variance and the result obtained is presented in table 4.11.

**Table 4.11: Analysis of Variance on no significant difference in the opinion of respondents on the Staffing of Adult Education Programme in Niger State.**

| Status | Sum of Square | Df | Mean Square | F | P. | F. critical |
|---|---|---|---|---|---|---|
| Between groups | 941.042 | 3 | 42.049 | 0.984 | 0.429 | 3.00 |
| Within groups | 202207.274 | 217 | 61.372 | | | |
| Total | 14669.319 | 220 | | | | |

P<0.05 no significant difference

Table 4.11 reveals that the calculated f-ratio value(0.984) at 3 df 217 and at the level 0.05. The critical value (3.00 ) is greater than f.ratio values (0.984), The probability level of significance P(0.429) is greater than 0.05. This means that there is no significant difference in

the opinion of respondents on the Staffing Situations of Adult Education Programme in Niger State. Therefore, the null hypothesis is retained.

**Hypothesis 3: There is no significant difference in the opinion of respondent on the level of Teaching and Learning Exercises of Adult Education Programme in Niger State**

For hypothesis 3, items 18 – 27 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to analysis of variance and the result obtained is presented in table 4.4.3.

**Table 4.12: Analysis of Variance on the opinion of respondent on the level of Teaching and Learning of Adult Education Programme in Niger State.**

| Status | Sum of Square | Df | Mean Square | F | P. | F. critical |
|---|---|---|---|---|---|---|
| Between groups | 458.878 | 3 | 44.345 | 4.295 | 0.003 | 3.00 |
| Within groups | 12581.580 | 237 | 15.258 | | | |
| Total | 16580.685 | 220 | | | | |

P<0.05 significant difference

Table 4.12 shows that the calculated f-ratio value(4.295) at 3 df 217 and at the level 0.05. The critical value (3.00 ) is lesser than f. ratio values (4.295), The probability level of significance P(0.003) is lesser than 0.05. This means that there is significant difference in the opinion of respondent on the level of Teaching and Learning Exercises of Adult Education Programme in as Niger State. Therefore, the null hypothesis was rejected while the alternative hypothesis is accepted.

**Hypothesis 4: There is no significant difference in the opinion of the respondent on the nature of Supervision Exercise of Adult Education Programme in Niger State.**

For hypothesis 4, items 28 – 37 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were

subjected to analysis of variance and the result obtained is presented in table 4.13.

**Table 4.13: Analysis of Variance on no Significant Difference in the Opinion of the Respondent on the Nature of Supervision Exercise of Adult Education Programme in Niger State.**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F.critical |
|---|---|---|---|---|---|---|
| Between groups | 321.243 | 3 | 25.826 | 0.479 | 0.219 | 3.00 |
| Within groups | 54665.422 | 217 | 81.452 | | | |
| Total | 23415.663 | 220 | | | | |

P<0.05 No Significant Difference

Table 4.4.4 reveals that the calculated f-ratio value (0.479) at 3 df 217 and at the level 0.05. The f. critical value (3.00) is greater than f. ratio values (0.479), The probability level of significance P(0.219) is greater than 0.05. This means that there is no significant difference in the opinion of the respondent on the nature of Supervision Exercise of Adult Education Programme in Niger State. Therefore, the null hypothesis retained.

**Hypothesis 5: There is no Significant Difference in the Opinion of the Respondent on the System of Funding of Adult Education Programme in Niger State**

For hypothesis 5, items 38 – 45 in the questionnaire were used in testing the hypothesis. The scores of the three categories of respondents were subjected to analysis of variance and the result obtained is presented in table 4.14.

**Table 4.14: Analysis of Variance on the Opinion of Respondent on Significant Different on the System of Funding of Adult Education Programme in Niger State**

| Status | Sum of Square | Df | Mean Square | F | Prob. | F.critical |
|---|---|---|---|---|---|---|
| Between groups | 213.193 | 3 | 22.375 | 0.516 | 0.391 | 3.00 |
| Within groups | 43514.023 | 217 | 68.437 | | | |
| Total | 24783.867 | 220 | | | | |

***P<0.05 No Significant Difference***

Table 4.4.5 shows that calculated f-ratio value (0.516) at 3 df 217 and at the level 0.05. The critical value (3.00) is greater than f. ratio values (0.516), The probability level of

significance P(0.391) is greater than 0.05. This means that there is no significant difference in the opinion of the respondent on the system of Funding of Adult Education Programme in Niger State.

**Table 4.15: Summary of Hypotheses Testing**

The table below presented the summary of the five hypotheses tested for the study

| S/N | Ho: Statement | Statistical tool used | Sig. level | P.value Result | Comment |
|---|---|---|---|---|---|
| 1 | There is no significant difference in the opinions of ministry of education, head teachers and teachers on the rate of enrolment and retention of learners in adult education programme in Niger State. | ANOVA | 0.05 | F. calculated is 0.356, while the t. value is 3.00 @ 0.05 sig. level. | **Ho** was retained. This means that no significant difference existed in the opinion of respondents |
| 2 | There is no significant difference in the opinions of ministry of education, head teachers and teachers on the ways of staffing of adult education programme in Niger State. | ANOVA | 0.05 | F. calculated is 0.984, while the t. value is 3.00 @ 0.05 sig. level | **Ho** was retained. This means that no significant difference existed in the opinion of respondents |
| 3 | There is no significant difference in the opinions of ministry of education, head teachers and teachers on the modes of teaching and learning exercises of adult education programme in Niger State | ANOVA | 0.05 | F. calculated is 4.295, while the t. value is 3.00 @ 0.05 sig. level | **Ho** was rejected. This means that significant difference existed in the opinion of respondents |
| 4 | There is no significant difference in the opinions of ministry of education, head teachers and teachers on the impact of supervision exercise of adult education programme in Niger State. | ANOVA | 0.05 | F. calculated is 0.4579, while the t. value is 3.00 @ 0.05 sig. level | **Ho** was retained. This means that no significant difference existed in the opinion of respondents |

| | | | | | |
|---|---|---|---|---|---|
| 5 | There is no significant difference in the opinions of ministry of education, head teachers and teachers on the system of Funding of adult education programme in Niger State | ANOVA | 0.05 | F. calculated is 0.516, while the t. value is 3.00 @ 0.05 sig. level | **Ho** was retained. This means that no significant difference existed in the opinion of respondents |

The table above clearly indicated that four null hypotheses were retained while only one was rejected and the result could be interpreted to mean the following:

1. There is no significant difference in the opinions of respondents on the level of Enrolment and Retention of Learners in Adult Education Programme in Niger State.
2. There is no significant difference in the opinion of respondents on the Staffing in Adult Education Programme in Niger State.
3. There is significant difference in the opinion of respondent on the level of Teaching and Learning of Adult Education Programme in Niger State
4. There is no significant difference in the opinion of respondent on the nature of Supervision of Adult Education Programme in Niger State.
5. There is no significant difference in the opinion of the respondent on the system of Funding of Adult Education Programme in Niger State?

**4.5 Summary of Major findings**

The study revealed that:

1. There was high number of enrolment and retention of learners in Adult Education Programme in Niger State;
2. There was no enough staff to teach all the subjects offered in Adult Education Programme in Niger State;

3. There were no enough teaching and learning facilities for learners to use in Adult Education Programme in Niger State;
4. Supervision exercise was not regularly carried out in Adult Education Programme in Niger State; and
5. Adult Education Programme in Niger State was not adequately funded by the government rather philanthropic organization and the schools fees paid by the students are used to finance the programme in Niger State.

## 4.6 Discussions of the Findings

The findings of the study are as follows:

The first issue discussed in this study centered on the opinions of respondents on the level of Enrolment and Retention of Learners in Adult Education Programme in Niger State. Actually, it is one thing for an institution to enroll learners and it is also another thing to retain them for the programme In this regard, the finding implies that the enrolment of learners in adult education in Niger State has a positive impact on the retention of the learners for the program and this is confirmed by 40 or 100% of ministry of education officials, 30 or 100% head teachers and 129 or 86% teachers agreed that the authority ensures that learners are retained up to completion period. The finding also revealed that a significant minority of the respondents were not in support of this claim, implying that some of the learners drop out of the programme before the completion period due to financial problems. The study also found out that the enrolment of learners is carried out by the agency

responsible for the programme in the state through advertisement to create awareness on the existence of the programme.

The first aspect of this finding is in line with the opinions and findings (Gaither, 2000) who asserted that it is essential from the enrollment management perspective that recruitment and retention be coordinated. He further maintained that in order to coordinate recruitment and retention, adult education programme must focus on both student and institutional enrollment decisions and the factors that influence them. Similarly, Levitz, (2011) specifically explained that Adult education centres should adjust to the diverse needs of its incoming students in order to maintain a quality education experience. Also school should be ready to take advantage of the tremendous enrollment opportunities that these changes can bring for the development of the progamme.

On the second aspect of this finding, earlier researchers such as (McDonough, 1997) had pointed out that adult education programme are being asked to fund more of their own budgets through tuition revenues, while students are required to borrow increasing amounts of money to pay the rising costs of adult education. (Adelede, 2002) shared a similar opinion that as a result of these trends, more and more students have come to view adult education as a consumptive decision, and the increased competition for students has caused governmental agencies, and administrators should pay considerable attention to developing more effective student enrolment strategies. It can be observed from these opinions that the advantage of this finding over previous ones is its ability to discover that most of the adult learners that are willing to enroll into the

programme were discourage as a result of the cost involve in financing the progamme, therefore the number of enrolment tend to drop and retention become very difficult.

The null hypothesis formulated in relation to the opinion of respondents on the level of enrolment and retention of Learners in Adult Education Programme in Niger State was tested and accepted because the calculated f-ratio value(2.478) at 3 df 217 and at the level 0.05. The critical value (3.00) is greater than f. ratio values (2.478), The probability level of significance P(0.543) is greater than 0.05. This means that there is no significant difference on the opinions of respondents on the Enrolment and Retention of Learners in Adult Education Programme in Niger State.

The next issue discussed in this study was on the Staffing Situations of Adult Education Programme in Niger State. The finding implies that the conditions governing staffing in Adult Education programme is adequate, since the teachers are qualified and also staff development is considered. The only noticeable problem in the programme is inadequate teachers to teach all the relevant subjects. In other words, the general opinion of the respondents shows that there are no enough teachers to teach all the relevant subjects offered by Adult Education programme in Niger state. This is seen on table 4.3.2, in responses to item 10 indicated that a good proportion of the respondents being 22 or 55.5% Ministry of Education officials, 14 or 46.7% Head teachers and 123 or 82.0% teachers were not in support of the statement that there are enough teachers that teach all the subjects offered in the School. The study also found out that there are qualified teachers to teach all the subjects offered by the programme especially, in Mathematic and English. The findings tallies with Gupta (2008) who asserted that once the requirements have been notified, the concerns invite and solicit/reviews applications according to the invitations made to the desirable candidates, a process of actively seeking out qualified applicants for

existing position in the organization in a cost effective manner is considered. On the other hand, the finding of the study revealed that there is existence of staff development. Majority of the respondents agreed that staff are allowed to attend seminar, conferences, in-service training and workshops. This finding corresponds with that of Aderinoye (2009) who stated that Adult education Programme should employed on a part-time basis and should from time to time be drilled on the techniques of teaching adults through seminar or workshops . Also, Afuwai (2003) mentioned that externally organized conferences, seminars and workshops are preferred by staff and with the opinion of Alabi (2012) who mentioned conferences, seminars and workshops as some of the methods used in developing staff in schools.

The null hypothesis formulated to test the opinion of respondents on the staffing of Adult Education Programme in Niger State was retained. This was because the calculated f-ratio value(0.984) at 3 df 217 and at the level 0.05. The critical value (3.00) is greater than f.ratio values (0.984), The probability level of significance P(0.429) is greater than 0.05. This means that there is no significant difference in the three categories of respondents on the Staffing Situations of Adult Education Programme in Niger State.

Another issue discussed in this study bordered on the level of provision of teaching and learning facilities in adult education programme in Niger State. Teaching and learning facilities forms an integral part of quality education and success of any education system largely depends on their meaningful utilization. The finding in this aspect implies that to a large extent, teaching and learning facilities such as chairs, tables, classroom, textbooks, exercise book blackboard, teaching aid etc are not adequately provided. This is because without provision of essential teaching and learning facilities to schools there would be no meaningful teaching and learning and thus effective implementation of adult education in the state would not be achieved. In

addition to this, the finding also showed that the availability of library in the schools could not be effectively utilized by the students due to insufficient textbooks and inaccessibility of adult student to the library. This finding is not far away from the opinion of Hinjari (2000) opined that for the schools to function properly, effective and efficient schools facilities has to be provided. Inaddition, Nwangu (2002) contend that the quality of education which the learners receives bears direct relationship with the availability of teaching and learning facilities and the overall atmosphere in which learning takes place. Similarly, Ozigi, (2007) argued that the teaching and learning facilities are essential aids to any effective teaching and learning process. Accordingly, teaching and learning facilities define facts and information more easily and precisely any institution that is lacking in essential facilities cannot be reasonably expected to achieve its main objectives.

The null hypothesis formulated in testing the opinion of respondents on the level of provision of Teaching and learning facilities in Adult Education Programme in Niger State of was tested and rejected. The rejection was due to the fact that the calculated f-ratio value(4.295) at 3 df 217 and at the level 0.05. The critical value (3.00 ) is lesser than f. ratio values (4.295), The probability level of significance P(0.003) is lesser than 0.05. This means that there is significant difference in the opinion of respondent on the level of Teaching and Learning facilities in Adult Education Programme in Niger State.

The impact of supervision provided for Adult education in Niger state was another issue discussed in this study. Although, the task of supervision in adult learning programmes is geared towards the improvement, observation, modification, correction of adult education and their improvement of teaching and learning situations. The finding in relation to this issue revealed

that there is no regular supervision of Adult Education programme in Niger state. The finding further revealed that there are qualified supervisors to monitor the programme but there are insufficient facilities to carry out the exercise effectively. These therefore, explain why supervision exercise is embarked upon once in a year in the state. This finding concur with the finding of Samson (2009) said that materials resources such as papers, pens card board papers, cabinets, furniture, etc are highly inadequate in most offices of the supervisors in most states in Nigeria. There are no printing materials in most of the offices, so typing reports for the office are done in Computer business centers, a situation affecting confidentiality.

The null hypothesis formulated in this regard was tested and retained. The null hypothesis was retained because the calculated f-ratio value (0.479) at 3 df 217 and at the level 0.05. The f. critical value (3.00) is greater than f. ratio values (0.479), The probability level of significance P(0.219) is greater than 0.05. This implies that there was no significant difference in the opinion of the respondent on the level of Supervision Exercise of Adult Education Programme in Niger State.

The last issue discussed in this study was on the opinion of respondents on funding of Adult Education programme in Niger State. In order for schools to executive its projects and achieve the aims and its objectives, there is always a need for financial assistance from Federal, State and money generated through the school fees. This is why schools often work in collaboration with educational agencies in order to finance such project. The finding in this aspect implies that adult education in Niger State is adequately financed by both Federal and State Government. The finding also reveals that funding of Adult

Education programme in Niger State comes largely from the school fees charged by learners and from Philanthropic Organizations. Actually, it is surprising that Federal and State Government in Nigeria do not provide financial assistance for the running of the programme. This finding is in consonance with Samson (2006) who stated that poor funding of Adult Education learning centres is equally a serious problem, killing almost all Adult Education learning centres from existence. He maintained Funding is one of the life wires of any programme, where this is lacking the programme dies a natural death – Adult Education learning centres inclusive. Also related to this finding is the work of Hussain (2013) who mentioned that the budgetary allocation to adult education at all levels of government is grossly inadequate especially when compared to the formal education sector. More importantly Non-Formal Education is excluded in the share of two percent consolidated fund meant for Basic Education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to Non-formal education sector.

The last null hypothesis was also tested and retained because as in the other cases, the calculated f-ratio value (0.516) at 3 df 217 and at the level 0.05. The critical value (3.00) is greater than f. ratio values (0.516). The probability level of significance P(0.391) is greater than 0.05. This means that there is no significant difference in the opinion of the respondent on the system of Funding of Adult Education Programme in Niger State.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

In this chapter, the summary, Conclusions and recommendations were presented. The suggestions and recommendations were drawn according to the research findings. The main objective of this study is to evaluation of the management of adult education programme in Niger state Nigeria.

## 5.2 Summary of Findings

The study is on the evaluation of the management of adult education programme in Niger State, Nigeria. Chapter one introduces the study through the background to the study. The study was carried out with seven objectives which are to: determine the opinions of ministry of education, head teachers and teachers on the enrolment and retention of learners in adult education programme in Niger State; ascertain the opinions of ministry of education, head teachers and teachers on the way of staffing in adult education programme in Niger State; examine the opinions of ministry of education, head teachers and teachers on teaching and learning exercises of adult education programme in Niger State; assess the opinions of ministry of education, head teachers and teachers on supervision exercise in adult education programme in Niger State and find out the opinions of ministry of education, head teachers and teachers on funding of adult education programme in Niger State. The five objectives which were in line with five research questions, five research hypotheses formulated and tested for the study and five basic assumptions, scope and significance of the study.

The chapter two of the work deal with Literature reviewed on enrolment and retention, staffing, provision of teaching and learning facilities, supervision and funding. Empirical studies were also review to show the similarities and difference of this research work and other related studies review for this study.

Furthermore, chapter three is on research methodology used in conducting the research. The research design adopted for the study was descriptive survey because the target population of adult education programme in Niger state was found to be very large, and the instrument used for data collection was the structure questionnaire developed and validated by Dr Maina. A total of 230 copies of questionnaire were administered to three categories of respondents (Ministry of Education officials, Head teachers and Teachers) in the entire selected adult education centre in the state for the study. 220 copies of questionnaire were duly completed and returned by the respondent. The data collected were compiled and analysed using simple frequency distribution and simple percentages in order to give a general description of the data. Also, Analysis of Variance (ANOVA) was used to test the formulated hypotheses.

The findings revealed that there is prevailing of enrolment and retention of learners in adult education programme in Niger state. It was also revealed that there are qualified staff that teach all the subjects offered in the school, but not adequate enough especially in subjects like English and Mathematic. Also staff development is encouraged through in service training, attending of conference, seminar and workshops to develop the staff. Inaddition, the study shows that here are no enough teaching and learning facilities for learners to use in Adult

education Programme in Niger State and Supervision exercise is not regularly carried out in Adult Education programme in Niger State, but there are qualified supervisors to supervise the Adult programme and finally, the finding reveals that Adult education Programme in Niger State is not adequately funded by the government rather philanthropic organization and the schools fees paid by the students are used to finance Adult programme in Niger State.

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## 5.3 Conclusions

On the basis of findings, the following conclusions are made:

1. there is high level of enrolment and retention of learners in Adult education programme in Niger state and this is done by the agency responsible for the programme in the state;
2. qualified teachers with minimum of NCE qualification are recruited to teach all subjects and teachers are allowed to attend seminar, conference and workshops for teachers improvement and development;
3. supervision exercise is carried every year by few qualified supervisor with little facilities;
4. there is no adequate provision and sufficient of teaching and learning facilities for conducive learning; and
5. the adult education programme in Niger state is not properly funded by the government only, but philanthropic organization and school fees paid by students are major fund used to finance the programme.

## 5.4 Recommendations

On the basis of findings and conclusions, the following recommendations are:

1. Since enrolment of learners is being carried out by the agency responsible for the programme, the study recommends that adequate facilities such as mass media, fund etc be provided by the federal and state government in order to sensitization, mobilization create awareness, accommodate and retain the enrolled students up to completion period and to improve the adult enrolment in the state;
2. Employment of adequate number of staff at all levels to meet the ever increasing demand of Adult and Non-Formal Education in the state. Adult and Non-formal Education should be staffed with qualified people with proven ability so as to strengthened the system and helps in the development of Adult and Non-formal Education in the State. Also finding reveals that teachers are allowed to participate in conferences, seminars and workshops and this have positive impact on the job performances of the teachers. The study, therefore, recommends that the federal and state Ministry of Education as well as adult education agency, should endeavour to provide more opportunities for teachers to participate in such training courses in order to learn and improve upon their job performances.;
3. There should be provision and supply of essential teaching and learning facilities to all Adult education Programmes centre in the state. In addition, School libraries and mobile libraries should be provided for the learners;
4. There should be regular supervision and monitoring of the programme to ensure that the facilitators perform their duties effectively and efficiently and also Supervisors be

equipped with the necessary facilities that will help them in carrying out the functions and responsibilities effectively; and

5. The government, non-governmental organizations and all-good spirited individuals should be involved in the funding of the adult literacy programme by creating budgetary and statutory allocation for the programme. The adult literacy programme should be made free as enshrined in the Millennium Development Goals Blue Print.

**5.5 Suggestions for Further Studies**

The study makes the following suggestions for further studies:

1. Evaluation of availability and maintenance of teaching and learning facilities in adult education. This is vital because embarking on this research topic will help create awareness to adult education managers to understand the relevance and necessity of teaching and learning facilities such as instructional materials, furniture like table, chairs, desk etc, school materials like scheme of work, etc.;

2. Repositioning Adult and Formal Education for Nigerian Educational Development. This will help to exposed and enlighten people to the relevance of adult education in our society; and

3. Utilization of Instructional Materials In Distance Education Programmes In Nigeria. The main objective of teaching and learning is to be able to communicate or pass the required information to the learners, therefore instructional materials has the ability to do so. Therefore, more research

should be carried with the aim of showing the importance of instructional material in adult learning.

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**EVALUATION OF THE MANAGEMENT OF ADULT EDUCATION PROGRAMME QUESTIONNAIRE**

**APPENDIX I**

**QUESTIONNAIRE**

**DEPARTMENT OF FOUNDATIONS AND CURRICULUM**

**FACULTY OF EDUCATION**

**AHMADU UNIVERISTY, ZARIA**

Dear Respondents

I am a postgraduate student of the above mentioned department. I am undergoing a research work titled "Evaluation of the Management of Adult Education Programme in Niger State, Nigeria".

Your sincere contribution and assistance is highly needed in order to successfully complete the research work. Please answer the questions as frankly as possible. Your response shall be treated with utmost confidentiality.

Thanks in anticipation

Please tick (√) the appropriate box that best relates your response.

Section A: Bio-data of the Respondents

1. Gender: Male ( ) Female ( )
2. Educational Qualification/Level of Education:

   NCE/OND ( ) Degree/HND ( ) Master ( ) Ph. D ( )
3. Marital Status: Single ( ) Married ( ) Divorce ( )

**4.** Age: 20 – 25 years( ) 26 – 30 years ( ) 31 – 35 years ( ) 36 years and above ( )

**Section B: Management of Adult Education in Niger State, Nigeria**

**SA: Strongly Agreed**

**A: Agreed**

**UN: Undecided**

**SD: Strongly Disagreed**

**D: Disagreed**

**Table 1: Enrolment and Retention of Adult Education Programme in Niger State, Nigeria**

| S/N | Item statement | SA (%) | A(%) | UD (%) | SD. (%) | D (%) |
|---|---|---|---|---|---|---|
| | Enrolment of learner is done by the Ministry of Education | | | | | |
| | | | | | | |
| | | | | | | |
| 2. | Enrolment of learners is done by the principal | | | | | |
| | | | | | | |
| | | | | | | |
| 3. | Enrolment of learners is done by the agency responsible for Adult Education in the State | | | | | |
| | | | | | | |
| | | | | | | |
| 4. | Enrolment is in line with existing facilities | | | | | |
| | | | | | | |
| | | | | | | |
| 5. | Enrolment comes after the process of advertisement | | | | | |
| | | | | | | |
| | | | | | | |
| 6. | Quota system is adopted in enrolment of learners | | | | | |
| | | | | | | |
| | | | | | | |
| 7. | The authority ensures that learners are retained up to completion period | | | | | |
| | | | | | | |
| | | | | | | |

**Table 2: Staffing situation of Adult Education Programme in Niger State, Nigeria**

| S/N | Item statement | SA(%) | A (%) | UD (%) | SD. (%) | D. (%) |
|---|---|---|---|---|---|---|
| | There are enough teachers to teacher English Language | | | | | |
| | | | | | | |
| | | | | | | |
| 9. | There are enough teachers to teach Mathematics | | | | | |
| | | | | | | |
| | | | | | | |
| 10. | There are enough teachers that teach all the subjects offered in the School | | | | | |
| | | | | | | |
| | | | | | | |
| 11. | Teachers that teach English language are qualified | | | | | |
| | | | | | | |
| | | | | | | |
| 12. | Teachers that teach Mathematics are qualified | | | | | |
| | | | | | | |
| | | | | | | |
| 13. | Teachers that teach other relevant subjects are qualified | | | | | |
| | | | | | | |
| | | | | | | |
| 14. | Teachers are allowed to go for in-service training | | | | | |
| | | | | | | |
| | | | | | | |
| 15. | Teachers are allowed to go for conferences | | | | | |
| | | | | | | |
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| 16. | Teachers are allowed to go for workshops | | | | | |
| | | | | | | |
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| 17. | Teachers are allowed to go for Seminars | | | | | |
| | | | | | | |
| | | | | | | |

**Table 3: Teaching and Learning Facilities of Adult Education Programme in Niger State, Nigeria**

| S/N | Item statement | SA(%) | A. (%) | UD. (%) | SD. (%) | D. (%) |
|---|---|---|---|---|---|---|
| 18. | There are enough desks for learners to use in the school | | | | | |
| | | | | | | |
| | | | | | | |
| 19. | There are enough chairs for learners to use in the school | | | | | |
| | | | | | | |
| | | | | | | |
| 20. | There are enough textbooks for learners to use in the school | | | | | |
| | | | | | | |
| | | | | | | |
| 21. | The learners are provided with enough exercise books in the school | | | | | |
| | | | | | | |
| | | | | | | |
| 22. | There are enough classrooms for learners to use in the schools | | | | | |
| | | | | | | |
| | | | | | | |
| 23. | Teaching aids are provided enough in the school | | | | | |
| | | | | | | |
| | | | | | | |
| 24. | There is library in the school for learners to use | | | | | |
| | | | | | | |
| | | | | | | |
| 25. | There are computer facilities in the school for students to use | | | | | |
| | | | | | | |
| | | | | | | |
| 26. | There are workshops for learners in the school | | | | | |
| | | | | | | |
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| 27. | There is provision of good boards in the classroom for teachers to use for teaching | | | | | |
| | | | | | | |
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**Table 4: Supervision Exercise of Adult Education Programme in Niger state, Nigeria**

| S/N | Item statement | SA(%) | A (%) | UN. (%) | SD. (%) | DA (%) |
|---|---|---|---|---|---|---|
| | Supervision Exercise is carried out every year in the school | | | | | |
| | | | | | | |
| | | | | | | |
| 29. | Supervision Exercise is carried out every term in the school | | | | | |
| | | | | | | |
| | | | | | | |
| 30. | Supervision Exercise is carried out twice in a term | | | | | |
| | | | | | | |
| | | | | | | |
| 31. | Supervision Exercise is carried out three times in a term | | | | | |
| | | | | | | |
| | | | | | | |
| 32. | Supervision Exercise for Adult Education Programme is not carried out at all | | | | | |
| | | | | | | |
| | | | | | | |
| 33. | There are qualified supervisors to supervise the adult education programme in the state | | | | | |
| | | | | | | |
| | | | | | | |
| 34 | There are enough facilities for supervision exercise in the state | | | | | |
| | | | | | | |
| | | | | | | |
| | Supervisors sent to schools are friendly | | | | | |
| | | | | | | |
| | | | | | | |
| 36. | Supervisors interact with teachers and principals effectively | | | | | |
| | | | | | | |
| | | | | | | |
| 37. | Supervisors' visits enhance the Adult Education Programme in Niger State | | | | | |
| | | | | | | |
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**Table 5**: **Funding of Adult Education Programme in Niger State, Nigeria.**

| S/N | Item statement | SA. (%) | A (%) | UD. (%) | SD. (%) | D. (%) |
|---|---|---|---|---|---|---|
| 38. | The Adult Education Programme is funded adequately | | | | | |
| | | | | | | |
| | | | | | | |
| 39. | Adult Education Programme is funded by the state government only | | | | | |
| | | | | | | |
| | | | | | | |
| 40. | The Federal Government assist in the funding of Adult Education Programme in Niger State | | | | | |
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| | | | | | | |
| 41. | World Bank assist in the funding of Adult Education Programme in Niger State | | | | | |
| | | | | | | |
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| 42. | Philanthropic Organizations assist in funding of Adult Education Programme in Niger State | | | | | |
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| 43. | Wealthy Individuals assist in the funding of Adult Education Programme in Niger State | | | | | |
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| | | | | | | |
| 44. | The funding of Adult Education Programme comes largely from the school fees charged by learners | | | | | |
| | | | | | | |
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| 45. | Adult Education Programme is funded through loans from commercial banks in Nigeria | | | | | |
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