# STUDENTS' PARTICIPATION IN VARIOUS FORMS OF EVENING CLASSES FOR FORMAL SCHOOL QUALIFICATION IN NORTH-CENTRAL AND NORTH-WESTERN STATES, NIGERIA

**BY**

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**ABSTRACT**

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**This study investigated the background characteristics of participants in evening classes and explored some factors which influence their participation in North-Central and North-Western States.**

**Such a study has practical value, for participants may have characteristics which may help to explain the success or failure of the evening class programmes provided at present. The study also investigated students' perceived motives in studying for their chosen qualifications, their reasons for deciding to study by evening classes and also their reasons for continuing to participate in evening classes. It was regarded as necessary to duplicate this study and know**

**whether or not the characteristics and motivation of participants in the two states are similar. This should be important to researchers since comparisons between two**

**states might lead to valid generalizations.**

**Five positional factors (age, sex, marital status, employment status and annual income) and three psychological factors (academic motivation, future security and personal adjustment) were selected for this study. Data for this investigation were collected from a randomly selected sample of participants in evening classes in North-Central (N = 210) and North-Western (N = 51) states, utilising a survey questionnaire and Student Problem Inventory (S.P.I.). A Bivaciats**

**research design utilising $X^2$ (chi-square) statistics was used to study the relationship between positional and psychological factors and participation in evening classes; and the strength of significant relationship was measured by C (Pearson's contingency coefficient).**

**The results of the study indicated the following:**

1. **Evening classes participants in North-Central and North-Western states were similar.**
2. **Statistical tests of the data revealed a significant relationship (P^.05) between age, sex, employment status, annual income, academic motivation, future security and participation in**

**evening classes. Marital status and the psychological trait of personal adjustment were not significantly related to participation in evening classes. For the most part, these variables operated similarly within the two states selected for this study i.e. North-Central and North-Western State.**

**3. Results derived from the calculations of C (Pearson's contingency coefficient) showed a high strength of significant relationships, notably between the variables annual income (North-Central State, C = .4781; North-Western State, £ = .5335); age (North-Central State,**

**£ = .4337; North-Western State, C = .4229); future security (North-Central State, C = .4125; North-Western State, C = .3447) and participation in evening classes.**

**4. A widely endorsed reason why students in evening classes study for their chosen qualification is to pass an examination that would lead them to a higher qualification.**

**There was also the necessity to fill gaps in earlier education and training.**

**5. Most students decide to study for their chosen**

**qualification by evening classes partly because there were no other means conveniently available for them by which they can take the course reasonably cheaply and partly because they were unable to gain admission into full time classes.**

**6. Students seem likely to continue to participate in evening classes if their part-time tutors are well qualified and show dedication to duty, and also if the evening classes are well organized.**

**It was concluded that in investigating the relationship between ..the selected positional and psychological factors and participation in evening classes, a bivariate analysis was good for an exploratory study such as this. However a multivariate analysis was suggested once researchers are satisfied that sufficient exploratory work had been done at a bivariate level. Other areas suggested for further research included the area of organization and planning of evening classes, and the problem of dropout from evening classes- Moreover further participation research is needed to investigate the ethnic background of participants in evening classes. It was contended that these research areas might be of value to planners and agencies of evening class programmes.**

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TABLE OF CONTENTS


| | Page |
|---|---|
| ABSTRACT ... ... ... ... ... ... | iii |
| ACKNOWLEDGEMENTS .. ... ... ... ... | viii |
| TABLE OF CONTENTS.. ... ... ... ... | x |
| LIST OF TABLES ... ... ... ... ... | xvi |
| LIST OF FIGURES ... ... ... ... ... | xviii |
| Chapter 1 - INTRODUCTION AND BACKGROUND ... | 1 |
| Performance of the Education Sector | 3 |
| Some Problems in the Education Sector ... ... ... ... | 6 |
| Low Enrolment ... ... ... | 6 |
| Drop-out ... ... ... | 7 |
| Unplanned and Unco-ordinated Expansion ... ... ... | 8 |
| Creation of States ... ... | 9 |
| Provision for Adult Education ... | 10 |
| The States Under Investigation ... | 14 |
| Chapter 2 - THE PROBLEM OF PARTICIPATION ... | 20 |
| Introduction ... ... ... | 20 |
| Objectives of the Study ... ... | 23 |
| Statement of the Problem ... ... | 24 |

| | | Page |
|---|---|---|
| | Analysis of the Problem ... ... | 24 |
| | Research Hypotheses ... ... | 25 |
| | Basic Assumptions ... ... ... | 26 |
| | Scope and Delimitation of the study | 27 |
| | Significance of the Study ... | 28 |
| | Definition of Terms ... ... | 30 |
| | Overview ... ... ... ... | 34 |
| Chapter 3 - | REVIEW OF RELATED LITERATURE ... | 36 |
| | The Concept of Participation from a general Perspective ... ... | 36 |
| | Studies on Participation in Adult Education Programmes in the United States and other Developed Countries | 39 |
| | Towards a Valid Comparison ... | 46 |
| | Studies on Participation in Adult Education Programmes in Nigeria and other Developing Countries ... | 48 |
| | Summary ... ... ... ... | 51 |
| Chapter 4 - | HISTORICAL PERSPECTIVE ... ... | 53 |
| | Traditional Adult Education ... | 53 |
| | The Origin of Missionary Education in Southern Nigeria ... ... | 56 |
| | Education in Southern Nigeria After 1900 ... ... ... ... | 62 |

Page

Koranic Education in Northern Nigeria ... ... ... ... 67

Education in Northern Nigeria After 1900 ... ... ... ... 71

Missionary Adult Education.. ... 77

The Development of Adult Literacy in Northern Nigeria.. ... ... 80

Government and University in Adult Education ... ... ... ... 86

Summary ... ... ... ... 95

Chapter 5 - METHODOLOGY ... ... ... 98

Methods of Research into Participation ... ... ... 98

Developing the Questionnaire ... 100

The Students Problem Inventory (SPI) 100

Description and Rationale for the Use of the SPI ... ... 101

Reasons for Using the SPI ... 102

Validity ... ... ... 103

Reliability ... ... ... 105

Selection of Respondents ... ... 105

Sampling ... ... ... ... 107

Design of the Study.. ... ... 110

Analysis of Data ... ... ... 113

Data from Questionnaire ... 113

Page

Scoring the SPI ... ... 113

Statistical Analysis ... ... 113

Methodological Assumptions and Limitations of the Study ... ... 115

Summary ... ... ... ... 121

Chapter 6 - PRESENTATION AND ANALYSIS OF DATA 123

Students' Characteristics .. ... 124

Research Findings ... ... 125

Interpretation of the Findings 141

Students' Reasons for Undertaking the Courses they had Chosen ... 149

Students' Reasons for Deciding to Study for their Chosen Qualification by Evening Classes .. ... ... 157

Students' Reasons for Continuing to Participate in Evening Classes ... 161

Summary ... ... ... ... 165

Chapter 7 - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ... ... ... 171

Conclusions ... ... ... 175

Recommendations ... ... ... 178

Theoretical Implications and Suggestions for further Research 186

Page

BIBLIOGRAPHY ... ... ... ... ... 190

Appendix A - The Questionnaire ... ... 206

Appendix B - Students' Problem Inventory ... 216

Appendix C - Inter-correlations Among the Various Sections of the SPI ... 217

Appendix D - Number of Participants in Evening Classes in North-Central State by Courses ... ... ... ... 218

Appendix E - Distribution of Participants in Evening Classes in North-Western State by Courses ... ... ... 219

Appendix F - Distribution of Participants in Evening Classes in North-Central State by Evening Class Centres and by Courses ... ... ... 220

Appendix G - Distribution of Participants in Evening Classes in North-Western State by Evening Class Centres and by Courses ... ... ... 221

Appendix H - Percentage Distribution of Students by Reasons for Studying for Chosen Qualification and by Sex in North-Central State ... 222

Appendix I - Percentage Distribution of Students by Reasons for Studying for Chosen Qualification and by Sex in North-Western State ... ... ... 224

Appendix J - Percentage Distribution of Students by Reasons for Deciding to Study by Evening Classes and by Sex in North-Central State ... ... 226

Page

Appendix K - Percentage Distribution of Students by Reasons for Deciding to Study by Evening Classes and by Sex in North-Western State ... ... ... 228

Appendix L - Percentage Distribution of Students by Reasons for Continuing to Participate in Evening Classes in North-Central State ... ... 230

Appendix M - Percentage Distribution of Students by Reasons for Continuing to Participate in Evening Classes in North-Western State ... ... 232

LIST OF TABLES


| Table | | Page |
|---|---|---|
| 1. | State Agencies Formally Charged with Providing Adult Education Programmes ... | 12 |
| 2. | Primary Schools in Operation in Southern Nigeria... ... ... ... | 63 |
| 3. | Secondary Schools in Operation in Southern Nigeria ... ... ... ... | 64 |
| 4. | Schools in Operation in Northern Nigeria | 75 |
| 5. | Performance of Successful and Failing Students on the SPI ... ... ... | 104 |
| 6. | Participants in Evening Classes in North-Central State ... ... ... | 108 |
| 7. | Participants in Evening Classes in North-Western State ... ... ... | 109 |
| 8(a) | Data Relating Sex to Participation in Evening Classes in North-Central State | 125 |
| 8(b) | Data Relating Sex to Participation in Evening Classes in North-Western State | 126 |
| 9(a) | Data Relating Marital Status to Participation in Evening Classes in North-Central State ... ... ... ... ... ... | 127 |
| 9(b) | Data Relating Marital Status to Participation in Evening Classes in North-Western State ... ... ... ... ... ... | 127 |
| 10(a) | Data Relating Employment Status to Participation in Evening Classes in North-Central State ... ... ... | 129 |
| 10(b) | Data Relating Employment Status to Participation in Evening Classes in North-Western State ... ... ... | 130 |

| Table | | Page |
|---|---|---|
| 11(a) | Data Relating Age to Participation in Evening Classes in North-Central State | 131 |
| 11(b) | Data Relating Age to Participation in Evening Classes in North-Western State | 132 |
| 12(a) | Data Relating Annual Income to Participation in Evening Classes in North-Central State ... ... ... ... ... ... | 133 |
| 12(b) | Data Relating Annual Income to Participation in Evening Classes in North-Western State ... ... ... ... ... ... | 134 |
| 13(a) | Data Relating Academic Motivation to Participation in Evening Classes in North-Central State ... ... ... | 135 |
| 13(b) | Data Relating Academic Motivation to Participation in Evening Classes in North-Western State ... ... ... | 136 |
| 14(a) | Data Relating Future Security to Participation in Evening Classes in North-Central State ... ... ... | 137 |
| 14(b) | Data Relating Future Security to Participation in Evening Classes in North-Western State ... ... ... | 138 |
| 15(a) | Data Relating Personal Adjustment to Participation in Evening Classes in North-Central State ... ... ... | 139 |
| 15(b) | Data Relating Personal Adjustment to Participation in Evening Classes in North-Western State ... ... ... | 140 |
| 16(a) | Reason for Studying for Chosen Qualification (North-Central State) - O'level ... | 151 |

Table Page

16(b) Reason for Studying for Chosen Qualification (North-Western State) - O'level ... 151

17. Reasons for Studying for Chosen Qualification (North-Central State) - A'level ... 153

18. *Reasons for Studying for Chosen Qualification* (North-Central State) - City and Guilds ... ... ... ... ... 154

19(a) Reasons for Studying for Chosen Qualification (North-Central State) - R.S.A. StateI 155

19(b) *Reasons for Studying for Chosen* Qualification (North-Western State) R.S.A. Stage I ... ... ... ... 156

20. Summary of Results Relating to Hypothesis Tested ... ... ... ... ... ... 168

*LIST OF FIGURES*

1. Schema Depicting the General Theoretical Model for the Investigation... ... ... 112

# Chapter 1

## INTRODUCTION AND BACKGROUND

Adult education in Africa has been sadly neglected in the past. During the colonial period, missionaries and educational administrators did not normally see the importance of adult education. When a child left, school, it was considered that he had finished, for better or worse his educational 'preparation for life'. Education in short was believed to be only for children and was planned with juvenile recipients in mind.[1]

Unfortunately, the lack of resources and ideas for adult education during the colonial period did not imply that the educational requirement of children were adequately catered for. Approximately 74 percent of Africa's population is illiterate.[2] In Nigeria, the British Colonial Government (while it lasted) and the

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1. Bown, Lalage, "The Education of Adults in African Societies in Jolly, R. (ed.) Education in Africa: Research and Action, Nairobi, E.A.P.H. and London, Heineman, 1969, pp 169-188.

2. Unesco, Literacy, 1969-1971, NICI, Ghent (Belgium) 1972, p. 22.

government of the then Central African Federation did very little for African Education or indeed for African advancement.[3] As a result, at independence in 1960, Nigeria like most of other African States had little to offer in terms of skilled manpower.

In 1960 with a population of 31,500,00[4] Nigeria had about 2,912,619 children in some 15703 primary schools, about 55,235 young people in 325 Secondary Grammar Schools and 27,908 were enrolled in 315 Teacher Training Colleges. In addition 1,350 students were attending the Nigerian Colleges of Arts, Science and Technology, while some 1,509 students were enrolled in the then two Universities (University College, Ibadan, and the University of Nigeria, Nsukka).[5] This was a striking achievement for a country which fifteen years before independence had no institution which

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3. Nuffield Foundation and Colonial Office. African Education: A study of Educational Policy and Practice in British Tropical Africa. London, Oxford University Press, 1953, pp 1-10 and p.. 15.

4. Nigerian Year Book. 1960 Daily Times Press, Lagos, 1960. p. 13.

5. Federal Education Department. Digest of Statistics, Nigeria, 1960. pp 1-13.

taught to University level,* no Universal Primary education and only a handful of schools. But remarkable as this achievement was, it was far from meeting Nigeria's urgent needs.[6]

Performance of the Education Sector

What was the educational scene like after independence when Federal and Regional Governments began widespread fundamental education? During the 1962-68 plan period, the Federal Government was responsible for education in the capital territory of Lagos as well as for certain higher institutions. The regions had primary responsibility for education in their areas. In addition to special Federal Government responsibility over Lagos, it was committed to programmes of assistance to the educational development of the regions.[7]

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* The Yaba Higher College opened in 1932 was the only higher education institution which offered some form of higher training in various vocational courses.

6. Nigeria, Federation. Investment in Education; Report of the Commission on Post-School Certificate and Higher Education in Nigeria. (Chairman, Sir Eric Ashby). Lagos, Government Printer, 1960, p.4.

7. Nigeria, Federation. First National Development Plan 1962-68. Federal Government Printer, 1962.

Programmes of primary education during the first national development plan period aimed at considerable increase in primary school enrolment. In 1961, total primary school enrolment stood at 2,803,836. By 1966, it had reached 3,025,981 and in 1968 an assumed* total of 3.1 million had been attained. The Northern States and Lagos accounted for the bulk of the increase during this period.[8]

There was relatively less expansion in secondary education during the first national development plan period. Total enrolment in secondary schools was about 195,000 at the beginning of the plan period in 1962. By 1966 it had risen to 211,000, reaching an estimated total of 215,000 in 1968.[9]

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* Owing to the Civil war which necessitated temporary closure of some institutions and consequently the total unavailability of necessary information from the 3 Eastern States, the data presented on 'Education Statistics' in 1968 by the Federal Ministry of Education excluded those from the former 'Eastern Region' of Nigeria.

8. Statistics compiled from:
   1. Federal Ministry of Education. Annual Digest of Education Statistics, 1961, series No. 1, Volume 1, p.15.
   2. Federal Ministry of Education. Statistics of Education in Nigeria. 1966, series No.1, Volume VI. pp.10, 12 and 13.
   3. Federal Ministry of Education. Statistics of Education in Nigeria, 1969, Series No.1, Vol.VI.

9. Ibid.

Enrolment in technical and vocational schools in the country was about 6,000 in 1962, rising to 10,000 by 1966 and an estimated 12,000 in 1968.[10]

Some expansion in teacher training took place during the plan period. There was also rapid development of the Universities; total enrolment rose from about 3,600 in 1962 to 8,600 in 1968.[11]

For the periods of 1970-74, a second National Development Plan was drawn up. The 1970-74 development plan ushered in new educational policies and objectives which provided guidelines for educational development in the next five years. A major policy of the second national development plan pertaining to education was the restoration of facilities and services damaged and disrupted during the civil war.[12] Another objective was the development and expansion of education at various levels (primary and secondary, including technical and teacher training education) in order to achieve higher enrolment ratios as well as

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10. Ibid.

11. Ibid.

12. Nigeria, Federation. Second National Development Plan, 1970-74. Federal Government Printer, Lagos. pp 237-238.

improved quality at these levels while at the same time reducing the educational gap in the country by "levelling upwards".[13]

In spite of the rapid expansion in the education sector during the last development plan period, some vital problems affecting development in the various levels of education remain.

## Some Problems in the Education Sector

### A. Low enrolment

Although there has been significant development in formal education over the past one and a half decades, only a small proportion of the population had had the benefit of formal education. In 1966, the primary school enrolment ratio for the nation as a whole was about 30 percent.[14] In other words, in the primary school age-group, less than one child in three was in school. As a yardstick, some developing countries such as Brazil or Indonesia have virtually

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13. Ibid.

14. Ibid.

achieved a ratio of 100 percent at this level.* At the secondary school level, the ratio was by far worse - only about 3 percent[15] compared with the ratio of about 60 percent which has been attained in some developing countries. Furthermore, serious imbalances in educational development exist among different areas of the country. Enrolment ratio at primary school level range from a low level of 4 percent in some areas, to a high level of 70 percent in others.[16] Similarly for the secondary school the range is between 0.4 percent to 12 percent.[17]

B. Drop-out

The sharp increase in primary school enrolment over the past one and half decades has been accompanied by a high drop-out rate (wastage) in our primary schools in various parts of the country. For example 'of the generation of primary school children who

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* Statistics from United Nations Source. Compiled by the Department of Educational Studies, University of Edinburgh for ODA three-month course, 1974, titled "Background Data Relevant to the study of comparative Adult Education". Mimeographed.

15. Ibid.
16. Ibid.
17. Ibid.

reached primary six in 1965, 63 percent had dropped by the wayside. With drop-outs of this magnitude most children who enter primary school do not complete primary four which is usually taken as the minimum requirement for permanent literacy.'[18] This has been marked in areas where free primary education schemes have been in operation.[19]

C. Unplanned and Unco-ordinated Expansion

The considerable expansion in primary education was not accompanied by a proportionate expansion in secondary education. This has resulted in a large output of school leavers many of whom are unable to obtain places in secondary schools, since the existing secondary school facilities are very inadequate to meet the considerable turn-out from primary schools.[20]

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18. Ogunsheye, A. Educating the Whole Nation. Sunday Times, (Lagos). Nigeria. 22nd March 1970. pp 7 and 13.

19. Nigeria, Federation. Second National Development Plan 1970-74. Federal Government Printer, Lagos.

20. Ibid.

D. Creation of States

The creation of twelve states[21] in May 1967 has shown in bolder relief the problems of educational development in many areas of the country. The emerging needs of the public services of the new states have tremendous implications for education and training. Another dimension of the problem is the imbalance among the states in the availability of requisite expertise and skills. While some states have a surfeit of some skills, other particularly the Northern states and Rivers state are experiencing shortage in many fields. There is also the problem of educational gap among the geographical areas of the country.[22]

In order to promote the kinds of education a developing country needs for its development, investment needs to be made in both formal school education

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21. The Mid-Western State has been created a region in 1963, and was alone unaffected by the creation of states except for the change in name.

22. Nigeria Federation. Second National Development Plan, 1970-74. Federal Government Printer, Lagos.

for youths and adult education.[23] Any educational system must take account of both types since both are needed to produce balanced and effective citizens. Each of these forms of educational enterprise is more effective for developing human resources in different kinds of situation.[24] Adult education in Nigeria has not only to cater for the illiterate but also for the ever-increasing number of primary school leavers, many of whom are unable to obtain places in secondary schools, primary and secondary school drop-outs and also for all persons not participating in the formal school system.[25]

Provision for Adult Education

The post-independence years in Nigeria have witnessed development and increase in adult education

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23. Okedara, J.T. Education for the Young and the Old. Extracts from a speech delivered at the International Literacy Day Celebrations at Ilorin. Published in Daily Times, (Lagos, Nigeria) February 7th, 1975. p. 7.

24. Lowe, John. 'The Role of Adult Education' in Lowe, J. (ed.) Education and Nation Building in the Third World. Edinburgh and London, Scottish Acad. Press, 1971. p. 146.

25. Ogunsheye, A. Educational structure and Development in Nigeria in Adaralegbe, A. (ed.). A Philosophy for Nigerian Education, Report of the National Curriculum Conference. 8-12 September, 1969, Ibadan, Heineman. pp. 274-279.

programmes. Of particular importance has been the setting up of organization and administrative machineries for the proper running of adult education.[26] Since the creation of twelve states in 1967, each state government has been busy modifying or evolving its own pattern and provision of adult education programmes.

The government agencies formally charged with providing adult education programmes are shown in Table 1.

All the state governmental ministries run literacy education, nine of them run continuing education and vocational education while eight of the twelve states run social education.[27] In addition the Universities, voluntary agencies and several private bodies provide various forms of adult education programmes.[28]

Continuing education of persons not participating in the formal school system is the most widely

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26. Okedara, J.T. Developing an Adult Education Profession in Nigeria in I.C.U.A.E. Journal, Volume XIII, No. 3, November 1974, pp. 28-34.

27. Ibid.

28. Okedara, J.T. 'An Exploratory Survey of the Organization and Administration of Adult Education in Nigeria' in West African Journal of Education, Volume XVI, No.1, February 1972, pp 55-68.

Table 1

State Agencies Formally charged with Providing Adult Education Programmes*

| State Government | Agency |
|---|---|
| Benue-Plateau State | Ministry of Education, Benue-Plateau State, Jos. |
| East-Central State | Ministry of Education, E.C.S., Enugu. |
| Kano State | Ministry of Education, Kano State, Kano. |
| Kwara State | Ministry of Education, Kwara State, Ilorin. |
| Lagos State | Ministry of Education and Community Development, Lagos State, Lagos. |
| Mid-Western State | Ministry of Economic Development and Reconstruction, Mid-Western State, Benin; Ministry of Education, Mid-Western State, Benin City. |
| North-Western State | Ministry of Education, Adult Education Division, North-Western State, Sokoto. |
| North-Eastern State | Adult Education Department, North-Eastern State, Maiduguri. |
| North-Central State | Ministry of Information, Public Enlightenment Division, North-Central State, Kaduna. |
| Rivers State | Ministry of Education, Rivers State, Port-Harcourt. |
| South-Eastern State | Ministry of Education, Adult Education Division, South-Eastern State, Calabar. |
| Western State | Ministry of Economic Planning and Reconstruction, Western State, Ibadan. |

Source: Okedara, J.T. The Nigerian Adult Education Directory (1970-1971) Ibadan, Caxton Press, 1972.

* These agencies have special responsibility for adult literacy, immediate post-literacy, other school-type education for adults and in most cases for non-formal education for women. There is one large Federal agency with formal adult educational responsibilities for about 250,000 people - the Nigerian Army Education Corps. There are also various Federal and State agencies for in-service training and for non-formal adult education such as agricultural extension - but this thesis is concerned in particular with the type of adult education which is the responsibility of the ministries listed.

practised form of adult education in Nigeria.[29] This consists of the following:

1. Post literacy courses, refresher and training courses for adult literacy instructors and organizers;
2. Remedial courses for primary and secondary school drop-outs, refresher courses for language and science teachers;
3. General certificate courses (ordinary and advanced levels) in Arts and Sciences, West African School Certificate course and Army Certificate of Education courses.[30]

At present many state governmental ministries and private agencies (including some universities) run continuing education programmes which offer remedial courses leading to the General Certificate of Education (G.C.E.) ordinary and advanced levels, school certificate, R.S.A. and City and Guilds examinations for people seeking further education, including primary school leavers and secondary school drop-outs. These forms of continuing education programmes are

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29. Ibid.

30. Ibid.

most commonly referred to as Evening Classes.[31] These evening class programmes are partly a duplication of instruction offered by the formal education institutions and partly a remedial effort designed for the purpose of making up for the education of those with little formal schooling.

Most states have made considerable progress in the provision of evening classes for men and women, boys and girls not participating in the formal school systems. The evening class programmes in two states - North-Central and North-Western States - have been selected for this investigation.

The States Under Investigation

The North-Central and North-Western States were both part of the old northern region of Nigeria. In the north, the early 1960's witnessed a general move to enlighten the people not only on what the government was doing, but also on the importance of education, good health, social, cultural and economic activities.* Public enlightenment devices including posters (in

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31. Probably because the classes are usually held after working hours in the evenings.

* This was popularly known as "Waye Kan Jama'a", meaning "Public Englightenment".

about eight languages) films and other kinds of mass media devices were used. Field headquarters was established at Zaria as an arm of the Ministry of Information of the then northern region for this campaign. This development was significant because it became a training centre for Adult Education staff in general for the north.[32] It is therefore to be noted that North-Central and North-Western States share a similar pattern of adult education provision.

(a) North-Central State

The area comprising North-Central State is 27,108 square miles and covers about 7.6 percent of the total area of the Federal Republic of Nigeria. The population of the state as projected from the 1963 census is about 4.87 million with an average population density of 176 people to the square mile.[33] The population density is more in the north and central parts of the

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32. Adamu Yakubu. A Survey of Adult Education in Kano State. B.A. (Education) dissertation (Faculty of Education, Ahmadu Bello University, Zaria) 1974. p. 14.

33. North-Central State of Nigeria. First National Development Plan 1970-74, Kaduna. Government Printer, Kaduna, 1970. p.13.

state especially around Katsina, Zaria and Kaduna. In some parts of the south the density is as low as 25 persons per square mile.[34]

The state comprises two provinces, namely Katsina and Zaria provinces. Katsina province covers an area of 9,466 square miles while Zaria province measures 17,597 square miles. The Kaduna capital territory occupies an area of 45 square miles. Administrative area councils have been created in both provinces and there are at present four administrative area councils (namely Katsina, Dutsin-ma, Funtua and Daura) in Katsina province and five (namely, Zaria, Kachia, Saminaka, Birnin Gwari and Jema'a) in Zaria province.[35]

Kaduna metropolitan centre stands unique as government capital, industrial town and a military garrison besides locating several state institutions - amongst these, the Kaduna Polytechnic is important as an institution of higher learning. Kaduna is a well planned town served by a Radio and Television network. Zaria, the historic Hausa town is the next important

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34. Ibid.

35. North-Central State of Nigeria. Statistical Year Book 1973, Kaduna. Government Printer, Kaduna 1973, p.1.

city and together with its neighbourhood has a population over 197,000. Though not as industrialized as Kaduna, it is now becoming another focal point for industries. Its importance is enhanced by the University. Other important towns include Katsina, Funtua, and Kafanchan.

The state has relatively good communication system. The main Lagos - Kano railway line runs through the southern part of the state with a branch line from Zaria to Gusau in the North-Western State passing through Funtua. Roads from other states converge on to the North-Central State before making their way south or north.

The 1963 census figures did not give the number of people who had never been to school, however it is estimated that at least 83,471 people had been enrolled in literacy classes.[36] Although formal provision for adult literacy was first made in Zaria as early as 1935, evening classes for G.C.E. and R.S.A. courses were only a recent innovation. Evening classes were first started in Zaria and Katsina in 1968 and have since then been running on and off. At present there

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36. Ibid. p. 135.

are five evening class centres in the state distributed in Kaduna, Zaria and Katsina.

(b) North-Western State

The North-Western State has an area of approximately 65,143 square miles which represents about 1/5th of the country. The population of the state in 1970 as projected from the 1963 census was estimated to be 6,813,000.[37]

The state comprises ten administrative divisions with twenty-three development areas. The administrative divisions are Abuja, Agaie/Lapai, Bida, Kontagora, Minna, Zuru, Argungu, Gwandu, Sokoto and Yauri. Each of these divisions comprises of one or more development areas and Local Authority Units.[38]

The majority of the population are engaged in subsistence economy, although increasing numbers are now growing cash crops in addition, and live in scattered villages.

The largest centres of population are where government has established administrative offices in

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37. North-Western State of Nigeria. Statistical Handbook 1972. Economic Planning Division, Sokoto, 1974. p. 1.

38. Ibid.

the ten administrative divisions. For example the state capital, Sokoto, has a population of 89,817, Gusau 69,231, Minna 59,988, Bida 55,007 and Kontagora 24,633.[39] The centres are connected by roads, but distances are great. It is for example 520 miles from Sokoto to Bida and 208 miles from Gusau to Birnin Kebbi.

The administrative headquarters contain the largest concentration of people who have been to school, or have had some bit of formal education - mainly civil servants and teachers; and it is in these places that evening class programmes are mainly organized. Evening classes were first started in Sokoto at about 1970; but in 1975 there are only three evening class centres in the state, namely in Bida, Minna and Birnin Kebbi. Plans are being made to start more classes in Gusau, Argungu, Kontagora, Abuja, Zuru and to revive the evening classes in Sokoto.

## Chapter 2

## THE PROBLEM OF PARTICIPATION

### Introduction

In this period of planned expansion of education in Nigeria, there exists a need for alternative avenues for the increasing number of students seeking further education. Considering the increase in enrolments in primary and secondary schools, in teacher training institutions and in universities, it is a record of which we can justly be proud. And yet the uneasy feeling that all is not well with our education is widespread.[1] Hundreds of millions of adults in the world today need education not only for the purpose of contributing to their own development or perfecting their capabilities, but because the demands for over-all social, economic and cultural development of the twentieth century societies require maximum potential of an educated citizenry. As Edgar Faure and his

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1. Ogunsheye, A. Educating the Whole Nation. Sunday Times (Lagos, Nigeria), 22nd March, 1970, pp 7 and 13.

co-authors succinctly put it:

> Every individual must be in a position to keep learning throughout his life. The idea of life education is the key of the learning societies.[2]

The need for continuing education exists in every society and in every country, and most of all in developing countries.

In Nigeria, the system of formal education has left untouched a large segment of the population whose educational needs have to be met through programmes of continuing education.[3] Moreover there is an under-functioning of large sections of our population in every facet of life, private or public, social or economic agricultural or industrial and inasmuch as there is an educational component underlying such underfunctioning, it becomes a task for continuing education to remedy it.[4]

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2. Faure, Edgar and others. Learning to Be, Paris, Unesco and London, Harrap 1972, p. 142.

3. Fafunwa, Babs A. 'Educational Philosophy and structure for Economic Development' in Yesufu, T. M. (ed.). Manpower Problems and Economic Development in Nigeria. The Report of the International Seminar on Manpower Problems and Economic Development held in Lagos, 2-11 March, 1964, Ibadan. OUP. 1969 pp 152-54.

4. Ibid.

The purpose of continuing education in this context is to fulfil the needs of society for the education of its citizens throughout their life-span, enabling them to realize their full potential as individuals and to contribute effectively to social and economic development.[5]

Programmes of continuing education take a variety of forms and provide among other things for remedial education for those insufficiently educated. Evening class programmes provide an avenue for making up the education of those with little formal schooling.[6] The justification for establishing evening classes is that such classes attract all sorts of people in the community wishing to pursue further education. If this is true, then there is a real cause for not neglecting participants in these evening classes.

Since the creation of states in 1967, considerable progress had been made in the provision of evening classes to citizens of the North-Central and North-Western States. These evening class programmes have reached out to larger numbers in urban areas so far

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5. Ibid.
6. Ibid.

than in rural areas of both states but they do provide opportunities for a number of men and women, boys and girls with little formal schooling to pursue formal school courses leading to certain public examinations.

Although interest and participation in these evening classes are growing rapidly in these two states, no research information exists on the participants in these programmes. The background characteristics of people attracted to evening classes remains unexplored and a systematic investigation is needed of factors influencing their participation. Against this background arises the need for this research. We need to study those who participate and find ways of improving and operating more effectively for their benefit, the existing programmes.

## Objectives of the Study

The specific objectives of this investigation are:

1. To analyze the background characteristics of those who participate in evening classes in North-Central and North-Western States.
2. To determine the influence of some positional and psychological factors on participation in evening evening classes programmes.

3. To test the statistical significance between each positional and psychological factor studied and participation in evening classes.
4. To measure the strength of significant relationships between the positional and psychological factors and participation in evening classes.
5. To investigate students perceived motives in studying for their chosen qualification.
6. To find out their reasons for deciding to study f for their chosen qualification by evening classes.
7. To find out the reasons why they continue to participate in evening classes.

## Statement of the Problem

The major problem of this investigation may be stated thus:

What are the influence of some (i) positional and (ii) psychological factors on students' participation in evening classes?

## Analysis of the Problem

The problem has been broken down to answer the following specific questions:

1. What are the (i) positional and (ii) psychological

characteristics of students who participate in evening classes in North-Central and North-Western States?

2. Are there any significant relationships between each positional and psychological factor and participation in evening classes?
3. What are the strength of significant relationships between the positional and psychological factors studied and participation in evening classes.
4. What are the reasons given by participants for:
   (a) Working towards their chosen qualifications;
   (b) Deciding to study for their chosen qualification by evening classes;
   (c) Continuing to participate in evening classes?

Research Hypotheses

The univariate components of the following hypotheses will be tested in this study. Stated in the null form, these are:

(A) Ho: Students' participation in evening classes is independent of positional factors. There are five univariate components of this

hypothesis. These are:

(i) Sex (a positional factor)

(ii) Marital status. (a positional factor).

(iii) Employment status. (a positional factor).

(iv) Age (a positional factor).

(v) Annual income (a positional factor).

(B) Ho: Students' participation in evening classes is also independent of psychological factors. There are three univariate components of this hypothesis. These are:

(i) Academic motivation (a psychological factor).

(ii) Future Security. (a psychological factor).

(iii) Personal adjustment. (a psychological factor).

Basic Assumptions

The following assumptions have been made for this study:

1. There is considerable diversity in background characteristics among participants in evening class programmes in the two states selected for this study.
2. Participants in various forms of evening class programmes are influenced by several factors such

as age, sex, annual income, religious background etc.

Scope and Delimitation of the Study

Two forms of evening class programmes are included in this study; these are, Ministry - provided evening classes and formally organized private evening classes (or night-schools) which offer courses leading to formal school qualifications (i.e. G.C.E. O'Level and A'Level, R.S.A. or City and Guilds).

This investigation is confined to North-Central and North-Western States for two reasons. First, given the constraint of time, it was not possible to undertake a study that would embrace all the twelve states of Nigeria, as this study was intended as a thesis for the M.Ed. degree programme. Secondly, the many agencies engaged in evening classes for formal school qualifications, the diversity of their programmes and the episodic nature of adult participation may make a nation-wide study difficult, as this may lead to evergeneralizations.

Significance of the Study

The study should be significant for the following reasons:

1. Adult education professionals, whether they are administrators, classroom teachers, researchers, coordinators, planners or consultants, at one time or another in their professional careers, find themselves asking such questions as:

(a) How can we make our educational experiences more relevant to the needs of our clientele?

(b) How can we increase that clientele?

(c) How can we serve others so far unreached in the community?

These are only some of the questions that are constantly being raised by adult educators. They raise these questions not because their existence is being threatened, but because raising such questions is mandatory on the part of any agency, public or private, which has as its primary purpose that of meeting the educational needs of society's adults. Of course no one would be naive enough to suggest that there exist neatly packaged recipes which provide instant solution to such complex and multidimensional

problems. However any rational discussion concerning any of these questions should include, at least in part, a very serious consideration of the problem of participation - the kind of people who attend a given programme and factors influencing their participation. The value of this kind of study is that 'participants may have characteristics which could help explain the failure or success of the programme.'[7]

2. Bergevin[8] probably suggests the best reason for this type of study. He indicates the necessity to study the background characteristics of adult learners. As he succinctly puts it: "adult education programmes must start where the learners are." It is hoped that this investigation is making an effective contribution in collecting background information on sex, employment status, annual income etc. of the participants in evening class programmes in the two states selected for study.

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7. Odokara, E.O. 'Guidelines for Adult Educational Research (with special attention to Evaluation)' in Bown, L. (ed.) Adult Education in Nigeria: The Next Ten Years. NNCAE, Kano Conference 1972. p. 83.

8. Bergevin Paul. A Philosophy for Adult Education. The Seabury Press, New York, 1967, 176p.

3. This study should have a major implocation for evening class programmes. It will help the sponsoring agencies to know the characteristics of adults now involved; but perhaps equally important too, it should aid to detect significant clues to the kind of people not now involved, who might become more active if conditions were such as to encourage their participation.

4. The present study should also provide some basic information on the motives of participants in evening classes; reasons why they study for their chosen qualification, why they decide to study by evening classes and continue to participate in these programmes. The implication of this study, it is hoped, will influence the evening class programmes in the two states selected for this study and in other states with similar programmes.

Definition of Terms

Terms used in this study which may otherwise be misinterpreted are operationally defined below.

Positional factor(s) - The position a person occupies in the social structure including such variables as sex, age, employment status, marital status and annual

income. These are the positional factors with which this study is concerned.

Psychological factors - Factors which influence the manner in which the roles associated with the various positions are performed. The positional factors or variables selected for this study are academic motivation, future security and personal adjustment.

Employment Status - The condition of being employed, self-employed, unemployed, retired or a full-time housewife.

Primary School leaver - A person who completes only the primary school with formal schooling.

Formal Education - This is the hierarchically structured, chronologically graded "education system" running from primary school through the University and including in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training.

Formal School qualification - Qualifications which are designed for training or education that is conventional i.e. regular, full-time school attendance. The

qualifications referred to in this investigation are the General Certificate of Education (G.C.E.) O'Level and A'Level; the Royal Society of Arts (R.S.A.) and the City and Guilds (C and G.).

Informal Education - The truly life long process whereby every individual acquires attitudes, values, skills and knowledge, from daily experiences and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from work and play, from the market place, the library and mass media. Through informal education for example, a child acquires a substantial vocabulary at home before going to school, a daughter learns child care and cooking from helping and observing her mother, a son picks skills from his father and children and adolescents learn from their peers. For the most part this process is relatively unorganized and unsystematic, hence the rubric 'informal'.

Non-formal Education - Any organized educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve

identifiable learning clienteles and learning objectives. Non-formal as used in this study, simply implies that a given educational programme though organized is not part of the formal system. 'Its participants may be any age. Thus all Adult Education is non-formal, but not all Non-Formal Education is Adult Education. In the Nigerian context a good deal of non-formal education is aimed at the young adults i.e. schools leavers.'[8]

Continuing Education - All forms of Adult Education dependent on previously acquired knowledge - as implied, it is concerned with continuing an education already begun. It is a process by which adults are given the chance to keep their knowledge up-to-date in most cases by going to school, while working. Continuing education enshrines the concept that learning is a life-long process, that one is "never too old to learn."[9]

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8. Nigerian National Council for Adult Education. Proposal for A National Adult Education Programme for Inclusion in the Third National Development Plan. Drawn by a Task Force of the NNCAE convened at the University of Ibadan, October, 1973. p. 56.

9. Ibid.

Adult Education - 'A process whereby (men and women)... "undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge or skills appreciation and attitudes, or for the purpose of identifying and solving personal or community needs."[10] An adult is usually regarded as someone who besides being biologically mature, is fitting an adult role in society and is not attending a full-time educational institution (of the kind normally catering for juveniles). He may have had little or no schooling, or he may have been right through the formal education system. Adult education is usually concerned with the needs of the individual and with the purposes of society and programmes have to be devised to match the two.'[11]

Overview

In chapter 3, the pertinent literature is reviewed. A brief historical account of the development of adult education in Nigeria and the contributions of the

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10. Liveright, A.A. and Haygood, Noreen. The Exeter Papers: Report of the 1st International Conference on the Comparative study of Adult Education, Boston, 1968, p.8.

11. NNCAE, op.cit.

missionaries, Islam and the Universities to adult education are given in chapter 4. The development of research tools used, the sampling method devised for gathering data and the methods of analysis of data are described in chapter 5. The study results follow in chapter 6; conclusions reached and suggestions for further research are reported in chapter 7.

## Chapter 3

## REVIEW OF RELATED LITERATURE

The literature on students' participation in various forms of Adult Education programmes is quite extensive, especially in the United States and other developed countries. In Nigeria, very little has been published in this area. A major purpose of this chapter is to discuss what information is available in Nigeria and elsewhere as it is considered pertinent to the present study.

### The Concept of Participation from a General Perspective

Like many other broad concepts in the behavioural sciences, the meaning of participation is often contingent upon the context in which it is used.

Most adult educators[1,2] use the term in reference to voluntary, part-time involvement by mature people in events, activities or programmes whose primary

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1. Houle, Cyril. The Inquiring Mind. Wisconsin, University of Wisconsin Press, 1961.
2. Rogers, Jennifer. Adults Learning, Aylesbury, Hazel Watson and Viney Ltd., 1973.

purpose is educational in nature. The use of the term does of course cover a wide range of behaviours from simply attending one lecture to becoming actively involved in a comprehensive long term programme.[3]

Political Scientists use participation to refer to involvement in the political institutions of the community. But again the concept is used to describe a number of behaviours ranging from voting in a township election to a very active part in a presidential campaign.[4]

Sociologists use the concept in reference to interacting with others in a socially defined relationship. This interaction can take place within the context of formally organized groups such as family and friendship groups.[5]

Others use the concept to denote a process of joint decision-making with emphasis on the amount of

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3. Houle, C. op.cit.

4. Grazia, Alfred de. Political Behaviour: The Elements of Political Science, Volume 1. New York, The Free Press, 1965. pp 169 - 171.

5. Klein, Josephine. Working with Groups. London, Hutchinson & Co. (Publishers Ltd.), 1961, pp 113-115.

influence one has on the plans and decision agreed upon by the group.[6]

However in spite of the breadth of the concept, Douglah outlines the following as being the common properties of participation.

1. The act of participation is both a group and an individual phenomenon. It is a group phenomenon when it takes place within a group setting such as an adult education class or a voluntary organization, and it is an individual phenomenon when a person decides to act individually without direct association with a group. Examples of this latter form of participation would be the adult who decides to pursue an educational experience through self-study, or the conscientious citizen who keeps himself informed on political matters through selective exposure to mass media and never misses voting in an election.

2. There is a quantitative dimension to participation. This could be the number of clubs an adult belong to, the number of classes he attends, or the number of elections he has voted it.

3. There is a qualitative dimension to participation. This could be operationalized in such terms as the type of activity an adult participates in, or the nature of the contributions one makes to the achievement of individual or group goals.

4. The act of participation is usually a means towards an end. It is an instrument for satisfying individual or group goals which are perceived to be desirable by participants. For example participation in adult education activities could be used

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6. Klineberg, Otto. Social Psychology, New York, Holt, Rinehart and Winston, 1954. pp 437-75.

> as a means of achieving a variety of goals, one of which may be learning. Similarly, political participation can be viewed as a means for exercising control over political institutions... 7

This last point by Douglah should be emphasized since some researchers investigate the phenomenon of participation as if it were an end in itself. Some researches fail to raise explicitly the question 'why participate?'

## Studies on Participation in Adult Education Programmes in the United States and other Developed Countries

In recent years, research and studies on adult participation have most often taken the form known as "Clientele Analysis", which consists of 'a description of the characteristics of the participants in an adult education program in one or more agencies in comparison with the characteristics of the general population of adults who could potentially be served.'[8]

Three major approaches have been made to clientele analysis. One approach compares the characteristics of

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7. Douglah, Mohammed. "Some perspectives on the Phenomenon of Participation" in Adult Education: A Journal of Research and Theory, Volume XX, No. 2, 1970 pp 67-87.

8. Knox, Alan. "Clientele Analysis" in Review of Educational Research, Volume XXXV, 1965, pp 231-39.

adult education participants in al agencies with non-participants on a national or regional basis. The second approach analyzes the characteristics of participants within a type of agency such as a school or university. The third approach described the participants in one agency in a specific community.[9,10] But most of these studies are purely descriptive.

However Knox suggests that 'Clientele Analysis' has served important functions. These functions are:

1. Confirmation of more general research findings.
2. Indication of variability within a type of agency.
3. Direct contribution of the findings to administrative decision-making within the agency in which the clientele analysis was conducted... Clientele analysis can encourage more effective studies.[11]

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9. Ibid.

10. Brunner, Edmund De, et al. An Overview of Adult Education Research. Adult Education Association of the U.S.A., Washington D.C. 1959.

11. Knox, op.cit.

Johnstone and Rivera, in the United States, conducted a study on adult education participation and gave a detailed characteristics that differentiated adult education participants in all agencies from non-participants. The study described the typical adult participant in the following words.

> The participant is just as often a woman as a man, is typically under forty, has completed high school, or better, enjoys an above average income, works full-time and most often a white collar occupation, is typically white and protestant, is married and a parent, lives in an urbanized area and is found in all parts of the country, but more frequently on the West Coast than would be expected.12

Conversely, the non-participant was described as being older, having less than high school education, of low socio-economic status and a rural resident. The data from this research have made possible the most detailed and accurate analysis of the adult education participant in the United States. This generalization may probably not be true for adult education participants in developing countries.

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12. Johnstone, John, W.C. and Rivera, Ramon J. Volunteers for Learning. Chicago, Aldine Publishing Company 1965.

The study by London, Wenkert and Hagstrom[13] was conducted in Oakland, California. Its primary purpose was to analyze social class difference in attitudes toward participation in adult education programmes by Oakland men aged twenty to fifty-nine. The analysis of data in this piece of research was purely descriptive. The percentage rate of participation of adults was adopted for data collected on adults within various demographic categories e.g. sex, age, marital status,occupational status, income and level of education. In their study, educational level was found to have a greater influence on participation rates than any other factor investigated.

Another investigation by Knox and Videbeck[14] was based on inverview data from an area probability sample of 1,500 adults, a representative cross section of the total population. One purpose of this study was to compare the adults who had participated in adult

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13. London, Jack, Wenkert Robert, and Hagstrom Warren O. "Adult Education and Social Class" U.S. Department of Health, Education and Co-operative Research. Project No. 1017 (Berkeley Survey Research Centre, University of California), 1963 in Knox op.cit.

14. Knox Alan B. and Videbeck in Knox op.cit.

education programmes during the prior year with those who had not. The nation wide study was similar to the Johnstone and Rivera study in sample selection, interview questions, research procedures and results.

The data from all three descriptive studies provided a basis for testing generalizations made by Brunner and his co-authors that adult education participants had more formal education, higher occupational status and more income and were younger than non-participants.[15] However data from these studies did not seek to test any hypothesis; they merely described the participants in various adult education agencies. They were reported in descriptive forms and in general adopted a methodologically less rigorous analysis.

Psychological factors which are related to participation have as a whole received considerably less attention in the literature. Knox and Sjogren[16] in their discussion on motivation to participate in

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15. Brunner Edmund De et al. op.cit.

16. Knox Alan B. and Sjogren, Douglas, "Motivation to Participate and Learn in Adult Education." in Adult Education Journal, Vol.XII, 1968. pp 238-242.

Adult education programmes, suggest five question areas which might be explored through research. One such question is "Do any psychological characteristics differentiate the participant in adult education from the *non*-participant?" They suggest an investigation of such factors as attitudes towards education activities, future security, anxiety, and needs such as achievement, satisfaction in life roles such as citizen or worker or user of leisure. However, this present study does not attempt to differentiate between participants and non-participants. It only intends to investigate the background characteristics of participants only and to explore factors influencing their participation.

Relatively few studies have investigated the relationship between factors which influence participation and levels of education.

Douglah and Moss conducted a recent study with education as a control. Two sub-samples of respondents were obtained, differentiated according to level of education. Designated as having a high educational level were 128 respondents with formal schooling beyond grade twelve, while the low educational level consisted

of 274 respondents with less than twelve years of formal schooling. In their study, they found a significant relationship between sex, age, employment status, annual income, number of children, withdrawing tendencies and participation of persons of low educational level. The participation of persons of high education was not accounted for to any great extent by any of the factors included in their study.[17]

A research study on adult participation was carried out in England by John Lowe in 1963.[18] The aim of his survey, amongst other things, was to explore key characteristics of students in a selection of extra-mural classes, W.E.A. classes and evening institutes. The findings of his survey were based upon a questionnaire distributed among students participating in some of these classes. The questionnaire was designed to elicit information regarding age, sex,

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17. Douglah, Mohammed and Moss, Gwenna. "Differential Participation Patterns of Adults of High and Low Educational Attainment" in Adult Education Journal, Volume XVIII, No.4, 1968. pp 274-59.

18. Lowe John. Adult Education in England and Wales. A Critical Survey. London, Michael Joseph, 1970 pp 238-270.

marital status, socio-economic ranking, number of young children, educational background, method of travel and length of journey and regularity of attendance. Here it would be necessary only to summarize the general inferences that were drawn from the survey. What stood out prominently was the high socio-economic status of students. The administrative, professional and managerial group formed the majority in all. Retired people represented a small percentage of student population. On the whole there were more married people than single people. A surprisingly high proportion of married students had children. This would seem to show that having young children is no barrier to at least one parent in a family attending classes. The overwhelming motive for students attending classes of all kinds was general, cultural/intellectual interest or special interest in the subject.

Towards a valid Comparison

A valid comparison cannot yet be made between participants in Adult Education programmes in developed countries and those in Nigeria. Provision for Adult Education in the United States and other advanced countries takes a variety of forms and includes, among

other things, courses like: Cooking, Home decorating, Car maintenance, Grace and Poise, Tailoring, Floral Art, Cake Decorating, Woodwork, Painting, Safe Boating, Rapid Reading, History, Mathematics, Effective speech, Astronomy, Music, New Testament, Greek, Russian language, Drawing and Painting, Japanese language, Spanish language, Biology, Economics, Keep-fit, Singing - to mention a few.

Evening classes (and indeed Adult Education) programmes in Nigeria do not provide for such wide range of courses. Most evening classes provide only for formal school subjects such as: Geography, History, Mathematics, Biology, English language, Accounting, Economics, Shorthand, Typing, French, Bible knowledge, Commerce, Chemistry, leading to certain public examinations like the G.C.E. and R.S.A.

Therefore, generalization derived from studies on adult education participation in advanced countries may not necessarily apply to Nigeria or other developing countries. The developing countries are in a very different position with respect to adult education. Because they do not have the same broad economic base or the same broad base of popular education as the

developed countries to build on, they face quite another set of urgent needs and priorities.[19]

In developing countries, a vast number of people have never seen the inside of a formal classroom - and perhaps never will.[20] The industrialized countries of Europe and North America have increasingly come to recognize that formal education - at whatever level - must be followed by appropriate forms of adult education. There has evolved very rapidly in most developed countries an astonishing network of adult education programmes. 'The need is evident, the motivation is strong and the resources can be found.' If this fact is overlooked, the well - meant efforts of researchers from industrialized countries to apply their methods and results to developing countries could prove detrimental.[21]

Studies on Participation in Adult Education Programs in Nigeria and other Developing Countries

A significant study related to adult participation in evening classes for G.C.E. courses in Nigeria

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19. Coombs, Philip H. The World Educational Crisis: A Systems Analysis, New York, Oxford University Press, 1968. pp 138-144.
20. Ibid.
21. Ibid

was conducted by Dada[22] in 1968.

Dada in his study, amongst other things looked into factors which attracted students to evening classes, occupational status of students, purpose in attending evening classes, drop-outs and the problem of tutors, accommodation and supply of materials. From his study, most if not all, of the students of evening classes were either 'junior' workers in the university, teachers in local primary and secondary modern schools or workers in other establishments (private and/or government). What attracted most students to evening classes was the chance they offered to study for one or other paper qualification as well as the abilities of the tutors recruited to teach in the evening classes. For instance, if students of the evening classes suspected that some tutors were not properly qualified, the students would not register and if the tutors showed any laxity in attendance or ability to meet up to expectations of the students, many of the students would

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22. Dada, Paul. "Evaluation of Evening Classes - An Experiment in Adult Education at the University of Ife, Nigeria (1968-1970)", in ICUAE Journal, Vol. X, Number 2, July, 1971. pp 61-69

forego their fees and withdraw on their own.

According to Dada, students' purpose in attending evening classes seemed to be for self-development. A few felt that attendance was for possible economic emancipation or for leisure. However, Dada's study was purely descriptive; and did not seek to test any hypotheses.

Boshier[23] in a recent piece of research in New Zealand studied the differential motivation of men and women adult education participants, and the relationship between motive for attendance at, and subsequent drop-out from adult education classes. His study utilized the Education Participation scale, composed of 48 items detailing reasons for participation; respondents were asked to check on a nine-point scale the extent to which the reasons influenced him to enrol in his adult education class.

His study showed that women were significantly more inclined than men to enrol in order to "seek knowledge for its own sake", "fulfil a need for

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23. Boshier, Roger, "Motives for Attendance at Adult Education: Their Relationship to Sex and Drop-out" in ICUAE Journal, Volume X, No.3, November, 1971. pp 35-51.

personal associations and friendships", "participate in group activity", "become acquainted with congenial people", "provide a contrast to the rest of my life", "get a break in the routine of home and work", "improve my social relationships", "provide a contrast to my previous education", and "make friends".

His study also revealed that drop-outs were more inclined than persisters to have enrolled in order to "stop... becoming a cabbage", ($r = -.11$), "meet members of the opposite sex" ($r = -.13$), "improve my social relationships" ($r = -.10$), and "maintain or improve my social position" ($r = -.11$). These are all "deficiency" motives and in Boshier's view characterize people who, in the short term, are seeking homeostasis rather than heterostasis.[24]

Summary

This entire literature review has focussed attention on factors which are related to adult education participation, drop-outs and reasons for attending adult education programs. What seems noteworthy are the variety of variables associated with

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24. Ibid.

adult participation found from studies conducted in developed countries. Among these are variables such as age, sex, marital status, level of education etc., and situational factors, including those of a non-institutional nature (e.g. distance from school, mode of transportation). Dada's study also points at the association between some of the above-named factors and participation in evening classes.

However most previous researches on adult education participation have been rather descriptive. This present study will therefore attempt to extend on what is now known by testing hypotheses and providing explanations for relationship found between variables.

Chapter 4

# HISTORICAL PERSPECTIVE

The purpose of this chapter is to provide a brief historical account of the development of adult education in Nigeria. It is mainly a critical description taking account of the contributions of the missionaries, Islam, the universities and of the part played by the colonial government through the Education Department. Such background information is essential for proper understanding and appreciation of the present study.

## Traditional Adult Education

In most traditional African Societies, people have often acquired their knowledge, skills and attitudes from institutions other than formal schools. Even where formal school systems have been established, a relatively recent phenomenon, it is still difficult to separate the impact of schooling from that of one's family, community, cultural and social institutions.[1]

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1. Scanlon, David G. Traditions of African Education, New York, William Byrd Press, Inc., 1964 pp 1-26.

'The fact that pre-colonial Africa did not have "schools" - except for short periods of initiation in some tribes - did not mean that the adults and children were not educated. They learned by living and doing... Education was thus "informal"; every adult was a teacher to a greater or lesser degree. But this lack of formality did not mean that there was no education nor did it affect its importance to the society'.[2] This quotation from Mwalimu Julius Nyerere hints at the reasons for regarding traditional education as one of very interesting experience however 'inadequate and limited it may have been'.[3]

Before the introduction of Western Education, it is pertinent to note that the peoples of Nigeria had their traditional forms of adult education[4] - there were a wide variety of institutions designed to transmit knowledge, ideas and codes of behaviour, as well as systems of training for particular functions in

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2. Nyerere, Julius K. Education for Self-Reliance Dar es Salaam. Government Printer, 1967. p 2.

3. Moumouni, Abdou. Education in Africa, Praeger 1968.

4. Fafunwa Babs A. History of Education in Nigeria, London, George Allen & Unwin Ltd., 1974. pp 17-34.

society, both economic and non-economic and residues of these institutions and systems still persist till the present day. Life in the family or clan, work or play, initiation rites, ceremonies and public discussions were all day-to-day opportunities of learning. Among the Hausas in Northern Nigeria, for example, the tradition of public discussion at "karauka" meaning "people's central meeting place" educated the individual on the laws, social values and norms of the society.[5] In many Nigerian tribes, there were evening sessions of story telling in which adults and children had their memory exercised and learnt something of the accepted techniques of communication, as well as absorbing the mythological or historical content of the stories. Traditional musicians set cultural standards and ethics, and in songs also conveyed genealogy and stories about the past. Traditional religious cults in some communities required the education of its postulants; while in Islamic areas, the mallam (teacher) imparted his learning to anyone interested.[6]

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5. Adamu Yakubu, op.cit.

6. Fafunwa, op.cit.

Yet other institutions had the prupose of providing training for specific crafts or professions. In many Nigerian tribes there were guilds of smiths, carvers, medicine men (or herbalists) who had regular apprenticeship systems in which techniques were learnt in less formal ways. These modes of education provided avenues for traditional adult education before the colonial period. The coming of the missionaries into Nigeria however, signalled the introduction of formal western education into the country. 'Although the hub of this activity was formal schooling for the young, yet some adult education was carried out to provide the impetus to successful children's education.'[7] It would therefore be pertinent to go into some brief background history of the development of education in Nigeria.

## The Origins of Missionary Education in Southern Nigeria

The south comes first into the picture because it was here that the Afro-European contacts brought to

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7. Anyanwu, C.N. "Some Aspects of the Development of Adult Education in the Southern States of Nigeria" in West African Journal of Education, Volume XVIII, No.2, June 1974. pp 267-272.

Nigeria the conception of Western Education through the Christian missionaries. Missionary activities in education could be traced to the early sixteenth century. In 1515 Portuguese missionaries who visited Benin obtained the permission of the Oba of Benin to teach his son and the sons of a number of other chiefs the rudiments of the Christian faith. A mission which reached Benin in 1539 found a Christian Negro, who was held prisoner by the Oba, teaching boys to read. A Portuguese seminary which was established in Sao Thome, off the Nigerian Coast, in 1571 sent missionaries to Warri to teach the Itsekiris to read. These early attempts were scattered and sporadic and so made no lasting impact as far as organized formal education was concerned.[8]

It was not until the last quarter of the eighteenth century that Western Education made any significant impact upon Nigeria; and modern educational institutions derive from work began in the mid 19th century.

The first missionary effort at education in modern times in Nigeria was made by the Rev. Thomas Freeman and Mr. de Graft and his wife, all of the

8. Lewis, L.J. Society, School and Progress in Nigeria, Oxford, Pergamon Press Ltd., 1965, p. 23.

Wesleyan Methodist Mission who arrived at Badary on September 24th, 1842, started a mission and built a school. By 1878, the Methodist Mission had advanced its educational work sufficiently to open a High School for boys and another for girls in Lagos.[9]

Meanwhile, the original Methodist group had been closely followed by the Church Missionary Society, who had arrived in Badagry within a few months. This was in answer to an appeal made by James Fergusson, a Yoruba freed slave who left Sierra Leone and came to settle in Badagry. In his letter dated March 2, 1941 to Reverend Thomas Dove, the Wesleyan missionary in Freetown who converted him to Christianity, Fergusson wrote as follows:

> So I humbly beseach you, by the name of Jehovah to send one of the messengers of God to teach us more about the way of Salvation because I am now in a place of darkness where no light is... so I humbly beg you that you... send us one of the servants of Christ to instruct us. By so doing if we ourselves are well instructed, I will speak to them the same as I have been instructed.10

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9. Nigeria. Annual Report of the Department of Education, Lagos, 1952, Government Printer, pp 5 - 6.

10. Solaru, T.T. Teacher Training in Nigeria, Ibadan University Press, 1964, p.2.

The Church Missionary Society's team comprised Samuel Ajayi Crowther, a Yoruba who had been rescued by a British naval vessel from a slave-trading ship, and who was later to become the first African Bishop in the Anglican Church, Mr. Townsend and the Reverend Golmer. They landed at Badagry from Sierra Leone and in 1846 they got to Abeokuta; there they built a mission, a church and a school. By 1849 the C.M.S. Yoruba mission had established four main stations, at Badagry, Lagos, Abeokuta and Ibadan. In 1859, the mission opened a grammar school for boys at Lagos. This initial effort in Western Nigeria was followed by enterprises into the Niger Delta and Eastern Nigeria. Crowther and his party visited Onitsha in 1857 and established a mission at Bonny in 1863.[11]

In 1847, the United Free Church of Scotland set up a mission at Calabar. It established vernacular schools along the rivers, and in 1895 opened the Hope Waddell Institute at Calabar, which provided vocational training as well as training of teachers and pastors.[12]

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11. Lewis, op.cit., pp. 24-27.

12. Nigeria, Annual Reports 1951-52, Government Printer, Lagos.

In 1853, the American Southern Baptist Convention began work at Oyo, founded the Baptist Academy at Lagos and developed a vocational and trade school at Abeokuta.[13]

The Roman Catholic Mission established at Lagos in 1868 and in 1872 four sisters from France organized education there for girls. A Catholic Grammar School (the fore runner of St. Gregory's College) was opened in Lagos in 1878.[14]

The Qua Iboe Mission, a Protestant Society with its head quarters in Northern Ireland arrived at Eket and Uyo in 1887, while in 1894 the Primitive Methodist Missionary Society spread its work over Calabar and Owerri.[15]

The earliest Christian Mission school in Nigeria was no doubt an adjunct of the church; for the establishment of a church always went hand-in-hand with the opening of a school for the young on the same premises. 'The missions without exception used the

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13. Lewis, op.cit., p. 27

14. Nigeria, Annual Report of the Education Department 1952, Government Printer, Lagos. p. 7.

15. Ibid.

school as a means of conversion and each found that children were more valuable for this purpose than adults - though adults were not ignored in their evangelical enterprise'[16] The main purpose of education in the early stages was to teach Christianity with a view of converting all those who came within the four walls of the mission-house.

For nearly half a century the entire educational provision was dependent upon efforts of Christian missions supported by their home churches and gifts from friends.[17] In 1882, government participation in education was limited to a share of a single Inspector of Schools for the whole British West Africa, an administrative unit which in those days included the Gambia, Sierra Leone, the Gold Coast and the "settlement of Lagos."

In that year the first Education Ordinance, which provided amongst other things a Board of Education, was passed. Until the end of the century, education was almost in the hands of the missions, government

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16. Fafunwa, op.cit. p. 92.

17. Lewis, op.cit., p. 27.

effort being confined to supervision and the provision of small grants.[18]

Education in Southern Nigeria after 1900

In 1900, two important administrative changes occured. The turn of the century, witnessed two important events in the history of Nigeria. The first was the establishment of the protectorate of Northern Nigeria on December 27, 1899, and the second was the establishment of the protectorate of Southern Nigeria which comprised Western, Eastern and Mid-Western Nigeria and the Delta. Thus the entire area now know as Nigeria (formerly North, South and the Colony of Lagos) came under the British sphere of influence.[19]

'The establishment of the two new protectorates (Northern and Southern) had a considerable impact on the development of education in Nigeria. For one thing it provided a measure of protection for Christian evangelism in Nigeria.[20] For another it made the

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18. Nigeria, Annual Report of Education Department, 1929. Lagos, Government Printer, p.1.

19. Fafunwa, op.cit., p. 95.

20. Ibid., p. 95-96.

government more involved than ever before in the education of the people it was either ruling or protecting.'[21]

After 1900 the rate of educational development was accelerated and by 1912 the situation was as follows:

Table 2*

PRIMARY SCHOOLS IN OPERATION IN SOUTHERN NIGERIA

| Agency | No. of Primary Schools | No. of Pupils |
|---|---|---|
| (a) C. M. S. | 27 | 11,732 |
| United Free Church of Scotland | 19 | |
| Methodist | 6 | |
| R. C. M. | 36 | |
| Qua Iboe | 1 | |
| United Native African Church | 2 | |
| (b) Government | 59 | 3,984 |
| Unassisted | ? | 20,000 |
| (c) Qur'ranic Schools | ? | 50,000 |

* Source: Fafunwa, op.cit., pp 97-98.

21. Ibid.

Table 3*

SECONDARY SCHOOLS IN OPERATION IN SOURTHERN NIGERIA

| Agency | Name of Institution | Location |
|---|---|---|
| | Assisted Schools | |
| Government | Kings College | Lagos |
| Anglican (C.M.S.) | C.M.S. Grammar School | Lagos |
| Anglican (C.M.S.) | C.M.S. Girls Seminary | Lagos |
| Catholic | St. Gregory's Grammar School | Lagos |
| Catholic | St. Mary Convent | Lagos |
| | Unassisted Schools | |
| Anglican (C.M.S.) | Abeokuta Grammar School | Abeokuta |
| Methodist | Hope Waddell Institute | Calabar |
| Methodist | Boy's High School | Lagos |
| Methodist | Girl's High School | Lagos |
| African | Eko Boy's High School | Lagos |

* Source: Fafunwa, op.cit., pp. 97-98.

Between 1912 and 1919 educational facilities were increased. Prior to 1925, the British Government had no clearly defined policy on education for its African Colonies.[22] When Sir Hugh Clifford took over from Lord Lugard, the then Governor-General of Nigeria, he inherited the problem of unassisted schools indiscriminately opened by missions, private individuals and organizations. The number of unassisted schools continued to grow rising from 2,432 with 122,000 pupils in 1922 to 2,584 with 162,000 pupils in 1923.[23]

The criticism of missionary education in Africa was summed up in 1922 in the report of the Phelps-Stokes Commission, Education in Africa:

> Though educational facilities in Africa are largely credited to Missions and a really great service has been rendered by them to the Native people, many of the missions have yet to realize the full significance of education in the development of the African people. The defects in the education program, so far as they exist have usually been due to their conception of education. Some have thought of education merely as the imparting of information, or at most, as the development of the mind without relation to the mind without relation to the moral and spiritual life. To such a group, education has no religious significance. Others have thought of education as necessary chiefly to enable the

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22. Ibid. p. 119

23. Ibid.

> natives to read the Bible and to understand the spirit of Christianity. This group has been content with education in books. For the masses they have provided the three R's. For the Catechists and the advanced pupils they have endeavoured to give a knowledge of literature, including of course, an interpretation of religion. In this, limiting education to classroom instruction in books, missionaries were following the ideals prevailing in their home country... the missions have failed to see how their success depends on native welfare, and have therefore been strangely indifferent to the economic value of agriculture and, little concerned with the health and morals of the people.24

The remarks were made on behalf of a group of people, some of whom were missionaries themselves.

This phase of educational development came to an end in Nigeria, as in the rest of Africa under British control, with the publication in 1925 by the colonial office of the memorandum, Educational Policy in British Tropical Africa.[25] The memorandum visualized the establishment of systems of education providing elementary, secondary, vocational, university and adult education. The latter was intended to provide means by which identity of outlook would be ensured between the newly

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24. Lewis, L.J. (ed.) Phelps-Stokes Report on Education in Africa (edited and abridged) Oxford University Press, London, 1962. p. 9. Also Lewis, op.cit. pp 30-31.

25. Memorandum on Educational Policy in British Tropical Africa, Cmd. 2374, (HMSO, 1925).

educated generation and their parents. Between 1925 and 1945, Nigeria's educational policy was based upon principles enunciated in this and successsive memoranda which increasingly related education to the social and economic development of the people.[26]

Koranic Education in Northern Nigeria

In the North, the situation was different. In Nigeria, Islam pre-dated Christianity by well over 300 years. Although the North was late to accept Western European Education, learning itself was not new at any levels. For even before the coming of the missionaries to the south, formalised education in the North had already been known and respected.[27]

After the rise of Islam in Arabia in the 9th and 10th centuries, there was vast political upheaval which speeded up migration through Egypt into North and West Africa. From this early period began the intermingling of religious, economic and intellectual influences much of which is today reflected in the life of Northern Nigeria.[28]

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26. Fafunwa, op.cit., p. 125.
27. Fafunwa, op.cit., p. 100
28. Desmond Wright Bittinger, "An Educational Experiment in Northern Nigeria in its Cultural setting" (Ph.D. thesis, University of Pennysylvania, 1941) pp. 1-17.

Before the establishment of the protectorate of Northern Nigeria, native Moslem schools were already functioning on a fairly wide scale. These were for the most part Koranic schools* where religious instruction was emphasized by Mallams able to read and write the Koran. There were in addition a few higher schools conducted usually by Alkalis and Imams. In 1913, the number of native Moslem schools was estimated as 19073 with a total attendance of 143,312.[29]

In this complicated situation obtruded another factor, the advent of the Christian missionaries wishing to extend their fields into the new British possession. In 1865, Bishop Crowther moved his mission station to Lokoja at the invitation of Consul Fell. In September of the same year, Crowther opened

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* There were two types of Koranic Schools in Hausaland: Makarantar Allo or 'Tablet school' and Makarantar 'Ilmi' or the higher school. The first school was meant for beginners while the higher school embraced all aspects of Islamic studies.

29. Hilliard, F.H. A Short History of Education in British West Africa, London, Thomas Nelson and Sons Ltd., 1957. pp 157-158.

a school, the very first of its kind in Northern Nigeria, which has existed ever since and is today know as "The Trinity School." A mission college named "Institution Cause Preparandi" was added in 1875 but made little progress and was discontinued in 1891.[30]

The Church Missionary Society Niger mission stationed in Lokoja was primarily concerned with the conversion of non-Moslems, but in May 1898, Lugard had been approached by Bishop Tugwell of the C.M.S. with a request for permission for a party of missionaries who had studied in Tripoli and who wished to establish a Christian mission at Kano, to enter the new protectorate. The Hausaland mission was planned as a mission to the Moslems.[31]

This was the beginning of what later developed into intensive government and missionary tangle over the education of Moslems in Northern Nigeria. Lugard also gave permission to the Sudan Interior Mission

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30. Wingfield, R.J. The Saga of Lokoja's 100 Years... Features of the Northern Region of Nigeria, Kaduna, Northern Nigeria Information Service, Baraka Press 1960, pp. 8-9.

31. Graham, Sonia F. Government and Mission Education in Northern Nigeria 1900-1919, Ibadan University Press, 1966, p.7.

about the same time. The C.M.S. established the Hausa mission in Zaria and then proceeded to Kano, but was ordered out by the Emir and had to retreat to Zaria.[32]

All the northern Emirs were political and spiritual leaders of their people and would not tolerate any local or foreign interference. It is not surprising therefore that the advent of Christianity caused a head-on collision with Islam.[33]

The establishment of the protectorate in 1900 did not immediately bring any change in either the kind or scope of education. The question of missionary cooperation in the Northern Provinces was one of peculiar difficulty. Sir Frederick Lugard, when the Protectorate was formed, pledged government not to allow any interference with the religion of the people, whereas the missions were eager to explore this new field.[34]

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32. Ibid. pp 11-12.

33. Fafunwa, op.cit. pp 100-102.

34. Ibid.

Education in Northern Nigeria after 1900

The Southern Christian Missionaries intensified efforts to penetrate the North. The Roman Catholic Mission made unsuccessful attempts to open stations at Ibi and Bassa in 1901 and finally had to withdraw from the North in 1905.[35]

At Bida, the C.M.S. opened a school for Mallams which was to be secular.[36] It was hoped that this would encourage court officials to write Nupe and Hausa in Roman script. The Mallam school engaged two West Indian assistants and work was from 7 a.m. to 9 a.m. The subjects taught were scripture, geography, singing, and reading and writing in the Vernacular. The textbooks included Labarin Allah, the C.M.S. Hausa St. Mark, and Bible stories translated into Hausa and Nupe. English was added to the syllabus a few months after classes started. Lugard insisted that the school should be secular but the mission, while partly carrying out this instruction, was still bent on converting the Mallams. The field secretary

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35. Graham, op.cit. p. 25.

36. Ibid. p. 27

to the Niger mission wrote "As we shall use the Gospel as our text-books and carefully chosen texts as writing copies, I feel it will be very definitely a missionary opportunity. Also if people see these mallams coming to us for teaching we shall possibly later on be able to open a school on more definite missionary lines." The Mallams' school dwindled over the first five months when only a few stalwarts were left. This was because the curriculum included (indirectly) religious teaching and probably the Mallams doubted the motives of the mission.[37]

Dr. W.R.S. Miller of the C.M.S. improved on the Bida experiment by proposing a scheme for educating the Mallams and the sons of chiefs. The Zaria school which Miller had planned began in 1907.[38]

> Lloyd and Fox, both graduates of Cambridge, helped with the teaching of boys in Zaria. They found that only two of their pupils showed genuine interest in their lessons, two of the others were married and were boys only by Western age-standards, and that an average attendance of eight each session was all that could be obtained from their class of fifteen. Although the boys' school was a secular one, all the reading books in Hausa were Miller's carefully selected translation of the Gospels

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37. Ibid. pp 27-28

38. Ibid. p 48.

> of St. John and St. Mark and stories from the new testament. The school neither grew nor filfilled Miller's dream. In 1910 the boys' school became an ordinary code school.39

The Mallams' school faced fewer initial difficulties and achieved better results. One convert, Mallam Fate was to prove a great help to Miller in all translation work. However, the Mallams' school in the long run did not materialize into a training school for teachers nor did it ever received two Mallams from every province. 'It remained as a class for adult inquirers who came and went as they pleased'.[40]

From 1907 the mission societies were to find it increasingly difficult to extend their spheres within Northern Nigeria, and the C.M.S.'s hope of developing mission education throughout the Moslem provinces was damned. 'Their all-consuming preoccupation with the conversion to Christianity of the Northern Nigerians at the initial stage created for a long time among the people a dislike for Western type schools in general and Christian schools in particular. This attitude more than any thing else was responsible for the slow

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39. Ibid. p. 51.

40. Ibid. p. 51.

educational development of the North.'[41] However all was not lost.

In 1909 Hans Vischer, a former C.M.S. Missionary worker in Northern Nigeria now turned an administrative Officer, was appointed to organize a system of education for the protectorate of Northern Nigeria. Hans Vischer must be given full credit for being the first colonial education officer clearly to enunciate his objectives of education in Nigeria. As a result of his recommendations a Government school was opened in 1909 in Nassarawa near Kano. The Nassarawa school was secular and became the training grounds for teachers who later manned the schools set up at Sokoto and Katsina. The Nassarawa school eventually branched into primary, secondary and technical schools.[42]

From 1900 to 1914 the missions continued to be the only agency to establish schools in non-Moslem areas of the North. In 1910 an Education Department was established, Dr. Vischer being appointed the first director.

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41. Fafunwa, op.cit., pp 105-106.

42. Ibid., p. 106-107.

In 1913, the school population in the Northern provinces was as follows:

Table 4

SCHOOLS IN OPERATION IN NORTHERN NIGERIA*

| Agency | No. of Schools | No. of Pupils | Area Served |
|---|---|---|---|
| 1) Mission | | | |
| C. M. S. | 13 Elementary Schools | ? | |
| Sudan United Mission | 4 Elementary Schools | 63 | |
| Sudan United | 1 (Freed Slave Home) | 118 girls<br>60 boys | Kumashi |
| Sudan Interior Mission | 7 Elementary Schools | ? | Niger |
| Mennonite Brethren in Christ | 3 | 38 | |
| Roman Catholic | 1 | 60 | Lokoja |
| 2) Government Schools | 12 | 527 | |
| 3) Koranic Schools | 19073 | 143,312 | |

* Source: Fafunwa, op.cit. p. 109.

By 1914, considerable disparity existed between North and the South in the area of education (see Tables 2, 3, and 4. The North had no secondary schools in 1914 while the South had eleven. The primary school population in the south in 1913 was 35,176 as compared with 1,131 in the North for the same period. Of course the North had about 140,000 children in its Koranic schools as compared with 50,000 in the South.[43] Thus there existed an educational gap between Northern and Southern Nigeria due to geographical and religious differences. This problem was to plague the development of education in Nigeria for over sixty years.

This was the situation in 1914 when the colony and protectorate of Southern Nigeria was politically amalgamated with the protectorate of Northern Nigeria. But this merger of the two protectorates did not result immediately in the unification of the two hitherto separate Education Departments. This anticipated objective was only realized in 1929.[44]

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43. Fafunwa, op.cit., p. 110

44. Ibid.

Missionary Adult Education

As said earlier, long-standing avenues of adult education existed before the advent of the Christian missionaries to Nigeria in the 19th century.

However, when the missions came into Nigeria, they brought with them their type of adult education through Sunday School activities.[45] Anna Hinderer, the wife of the first C.M.S. Missionary to open up work at Ibadan in Western Nigeria, described one of their Sunday Schools for adults in these words.

> The first bell rings at half-past eight: from then till a few minutes before nine, when the second bell rings, we can look out and see our people coming, with their nice English bags of coloured print, or their own grass bags, on their heads, containing their books; some with only the primer, others more advanced in the new art of reading, with various portions of the word of God: St. Luke, the Psalms, Proverbs, and Genesis, being among the great favourites. Now the whole of the New Testament is complete, and bound in one volume, and our people will, I know, be much delighted with such a volume. We see our people hasterning towards us as nine O'clock approaches, for the one hour of school is too precious to be wasted by being five minutes too late. The school consists of men and women, who are most anxiously and deligently reading and learning to read; men on one side of the church and women on the other. We

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45. Ajayi, J.F.A. Christian Missions in Nigeria 1841-1891, Ibadan, Longmans, 1965 pp 131-132.

> have to use our more advanced day scholars as teachers for some classes, and it is very pretty to see the thankfulness and attention of these men and women, some with grey hairs, to their young teachers, and they often bring them presents of honey or fruit, to tempt these children to go on teaching them when the school is over. We have about eight or nine classes of different stages; and a very interesting assembly, at the bottom of the church of those who cannot learn to read. We gather these together, and first tell them a short simple Bible story, and let them tell it to us again, to see that they remember it, and take it in. Then we teach them a text, or a verse of a hymn, and the last quarter of an hour is always given in all the classes to teaching by repetition some catechism, and sometimes for a change we have they whole school together to go over the Creed, the Lord's Prayer, and the Ten Commandments, to make sure they are not forgotton.46

Thus the Christian churches had brought with them the tradition of the Sunday school system and in most cases made ability to read the Gospel a qualification for full membership of the church.

Besides Sunday schools, some missionary stations provided evening classes during the week. In these different ways the majority of the early converts who by the nature of things had to be very keen and

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46. Hinderer, Anna. "Seventeen Years in the Yoruba Country", (Seeley, Jackson & Halliday, London 1873) p. 81 quoted by L.J. Lewis, op.cit. p.25.

zealous did learn to read at least some portion of the Bible.[47]

Evening classes were begun with the foundation of the Government King's College in 1909. In that year there were also at Lagos, classes for teachers every evening of the week for four months, and the attendance was 31. At Bonny, Sapele and Onitsha there were vacation classes for teachers during the Christmas vacation. There was also in Lagos classes for clerks for instruction in shorthand and commercial arithmetic.[48]

Thus the missionary educational enterprise in Southern Nigeria which started in 1842 made good progress. The importance was recognized from the start that indegenous natives should be trained as teachers to help man the schools. Commercial houses needed accountants and clerks to keep their record books; the administration needed clerks and interpreters, the missions needed catechists; the building of the railway and the development of mines required

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47. Ajayi, op.cit., p. 131.

48. Igboko, P.M. Adult Education in Nigeria (M.Ed. Thesis, University of Birmingham, 1964.

artisans and technicians. It was not only from among school-children that the personnel was recruited. The learning of skills needed to contribute to an efficient development of the country was also made available to adults. For instance, the government schools at Bonny and Warri had, besides teacher training sections, technical departments. Adults, known as 'apprentices' were trained along with youths for the handling of power-driven machinery. In 1913, there were 151 apprentices and 187 boys in the two schools. The adults were trained quickly and deployed in the wharves and railway yards where their services were considered necessary for constructional purposes.[49]

The recognition of the need to mobilize adequate manpower for the effective running of the various systems of the society marked an important turning point in the history of adult education in the country.

## The Development of Adult Literacy in Northern Nigeria

The development of literacy and indeed adult education in Northern Nigeria is always to be linked with the advent of Islam in the early forteenth

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49. Anyanwu, C.N. op.cit.

century. As has already been stated, Islam brought to Nigeria one of its unique methods of teaching, namely that of Koranic schools. The Koranic schools system produced scholars who were proficient in the Arabic language and were able to read and interpret the Koran.[50] Arabic is in many respects the classical language of Western Africa[51] and in the non-Arabic speaking Moslem countries it is studied because it is the language of the Koran and therefore is regarded as having great spiritual value.[52] The Koranic school graduate reflected the influence of Islam which had developed as an all-embracing institution and bound together religion, politics and education.[53]

After the British came to Nigeria the Christian missionaries turned their attention to educational work. They opened schools and colleges and their

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50. Jimoh, S.A. "A Critical Appraisal of Islamic Education with particular reference to Recent Happennings on the Nigerian Scene". in Nigerian Journal of Islam, Vol.2, No.1, July 1971-72. p.40.

51. Hamidu Alkali. "A Note on Arabic Teaching in Northern Nigeria." in Kano Studies, No.3 (June 1967) p. 11.

52. Fafunwa, op.cit., p. 55

53. Graham, op.cit., p. 3.

programme of teaching was largely based on English. 'There is no doubt that there was very little liaison between the early Islamic and the Western system of education.'[54] The Christian churches had brought with them the tradition of Sunday schools and in most cases made ability to read the Gospels a qualification of the church. There were also evening classes for adults to supplement their education and to provide them opportunities for further training. 'Those who acquired such training easily got jobs under Government while the graduates of the Koranic school had no future.' This was an impossible situation, so some Moslem intellectuals began to propose reforms in the existing system of Arabic and Islamic education.[55] In 1931, the education report announces that 'the Emirs, the religious and Legal luminaries and the Native Administrations co-operate in a scheme for giving some training to Koranic teachers in secular subjects which they introduced afterwards into their Koranic schools. At selected centres special courses

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54. Fafunwa, op.cit., p. 65.

55. Ibid.

of a year's duration, followed by periodic refresher courses were arranged for Koranic school teachers'.[56]

When Alhaji Abdullahi Bayero, Emir of Kano returned from pilgrimage to Mecca in 1934, he brought with him new ideas based on what he had seen in the Middle East and Arabia. He set up a school at Kano to be maintained jointly by all native authorities for the training of Alkalis. It was named the Kano Law School. This was taken over by the Northern Government on the 1st of April 1947, and it is now known as the School for Arabic Studies. Fashioned after the Western style, this school has ever since been producing scholars who not only possess an advanced knowledge in Arabic and Islamic Studies but also attain a considerable proficiency in other secular subjects.[57]

The year 1935 saw the milestone in Adult Education in the north. In addition to the special adult classes for special groups in the community such as Koranic school teachers, Native Authority

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56. Nigeria, Report of the Education Department, 1931, Government Printer, Lagos. p.6.

57. Jimoh, op.cit. p.46.

administration and Government employees, which were running hitherto, there were general adult classes. The general classes taught the rudiments of the 3 R's running English classes for those who have passed a vernacular literacy test. There were big centres in Bornu, Zaria, and Kano, Potiskum, Biu and Dikwa with people travelling from surrounding villages. It was reported that the number of students in the Kano adult classes exceeded 1,000 at one time.[58]

On April 1, 1946 the then colonial government launched a ten-year development plan with an estimated total of 55 million pounds. Out of this amount, the government earmarked £5,174,193 for general and technical education and for the establishment of mass literacy programmes throughout the colonies.[59] As far as Northern Nigeria was concerned, this plan provided for the establishment of rural education centres and of a mass literacy programme. Classes were started mostly in rural areas where it was thought the demand

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58. Nigeria, Report of the Education Department, December 1935, Government Printer, Lagos. pp 34-35.

59. Okedara, J.T. in NNCAE, op.cit.

for literacy was greater than in the urban areas; and all adult literacy classes - apart from those run by missions and private bodies - were organized by the Native Authority (N.A.)[60]

By 1947, mass education programmes had begun in the North and various organizations like the church missions, government and voluntary bodies had begun to be fully involved in adult education; the earliest and more permanent form of adult education was adult literacy, popularly known as "Yaki Da Jahilci" meaning "war against ignorance or illiteracy."[61] A factor which contributed to the development of adult education was the establishment of the Northern Literature Agency (NORLA) at Zaria in 1954, which later became the Gaskiya Corporation. This agency produced primers, follow-up booklets, detailed syllabuses, instructors' hand-books, posters and news-sheets such as the Gaskiya ta Fi Kwabo, Sodangi, Jakadiya and the Himma.[62]

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60. Chollom, M.J. "Some Adult Education Services in the Northern States." Lecture delivered to the Nigerian Library Association at Kano. Mimeographed. Ahmadu Bello University, Zaria, March 1st, 1975.

61. Ibid.

62. Adamu Yakuba, op.cit.

At the same time, UNESCO sponsored Mr. A.J. Carpenter as mass education specialist for Nigeria and he concentrated most of his work in Northern Nigeria.[63]

Government and University in Adult Education

Adult Education received no official attention on a significant scale until after 1944. In 1923, the Duke of Devonshire while secretary of state to the colonies, set up an Advisory Committee on Native Education in the British tropical Africa. In 1925 this committee issued a memorandum which stressed that education should be 'adapted to the mental aptitudes, occupations and traditions of the various peoples.'[64] A decade later, this statement was elaborated upon. The 1935 Advisory Committee Report drew attention to the need for ensuring that other education agencies work in harmony to improve communual life. Adult education, community development, health and agriculture were, in addition to formal education, were to be given adequate attention.[65]

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63. Okedara, J.T. in NNCAE, op.cit.

64. Nduka, O. Western Education and the Nigerian Cultural Background, Ibadan, Oxford University Press, 1964, p. 51.

65. Ibid. p. 44.

The first major impetus to adult education came from the report of a sub-committee of the Advisory Committee on education in the colonies published in 1943.[66] This report entitled Mass Education in African Society defined Mass Education as follows:

1. The wide extension of schooling for children with the goal of universal schooling within a measurable time.

2. The spread of literacy among adults, together with a widespread development of literature and libraries.

3. The planning of mass education of the community itself, involving the active support of the local community from the start.

4. The effective co-ordination of welfare plans and mass education plans in order that they might form a comprehensive and balanced whole.67

The factors which brought about and influenced the development of adult education were many, principally 'the effects of the second World War, the exposure of educated Nigerians to Western Europe ideas and ideals, urbanization and industrialization, social changes in Nigeria including the changing roles of women in society, the increasing acceptance

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66. Lewis, op.cit. p. 89

67. Ibid., p. 89-90.

in Britain of education and welfare of the citizens as functions of the state, the rise in Nigeria of nationalism and the desire to revive and revitalize Nigerian cultures and languages, and changes in British colonial policy involving the need to prepare Nigerians for self-government.'[68]

In 1949 the Government's first mass literacy programme was officially launched by the Department of Education Lagos. The department circulated a memorandum on fundamental education for adults employed in commerce and industry. The document became a guideline for the organization, administration and curriculum of such a program.[69]

By 1951, the need for adult education became more and more apparent. The Central Board of Education at its meeting in November of that year, endorsed the following statement of territorial policy in regard to Adult Education:

1. The essential aim of Adult Education is to organize facilities for remedial primary education for adults, especially in rural areas.

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68. Federal Republic of Nigeria. Nigeria Handbook, Lagos, Federal Ministry of Information, 1973. p. 104.

69. Nigeria, Citizenship Education in the Colonies, Lagos, (H.M.S.O.), Government Printer, 1949.

2. Facilities for remedial primary education may be extended to adolescents, i.e. persons about twelve years old and above, who are not school pupils. Conditions for the admission of such adolescents to adult classes or the provision of separate classes for them must be determined locally in accordance with instructions issued by a Regional Director.

3. The first objective of all Adult Education activities is to help illiterates to read and write in their language of conversation so that they can feed and enrich their own minds and take an intelligent part in social, economic and political development.

4. Provision should be made in Adult Education Centres for post-literacy instruction in accordance with courses of study approved by the Education Department.

5. The programme of Adult Education should include such activities as home-craft for women, talks, discussions and practical community improvement projects.

6. In view of the urgent importance of the social education of women they should be given special consideration in the Adult Education Program.

7. A determined effort should be made by the Regional Governments to co-ordinate the activities of the agencies concerned with Adult Education.70

There were considerable enthusiasm in the then three regions; and classes, mainly for literacy education, sprang up in many parts of Nigeria.

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70. Nigeria, Annual Report of the Education Department 1951-52, p. 73.

In Northern Nigeria, adult literacy programmes were organized in 53 areas and 1,477 centres with an enrolment of 53,232 adults and 6,591 literacy certificates were issued in that year.[71] The resources of Gaskiya Corporation were developed and reading rooms were opened in a large number of centres. In the Eastern Region, the emphasis was placed largely upon community development and literacy was treated as incidental to community development projects. In the Western Region, the main effort was given to literacy classes in the towns. This memorandum gave meaning and direction to the forces of adult education. Gradually the objectives of adult education to be pursued by the Government and other agencies became more comprehensive than literacy education.[72]

In January 1948, the new University College at Ibadan which both the Asquith[73] and the Elliot[74]

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71. Ibid.

72. Ibid.

73. Report of the Royal Commission on Higher Education in the Colonies, Cmd. 6647 (Asquith Report) London HMSO, 1945.

74. Report of the Royal Commission on Higher Education in West Africa, Cmd. 6655 (Elliot Report) London, HMSO 1945.

Commissions recommended was opened but unfortunately a department of extramural studies was not considered. Early in February 1947, at the request of the Colonial Office, the Secretary to the Oxford University Delegacy, Mr. T.L. Hodgkin, explored the field for the establishment of extramural programmes in Nigeria. Beset by the immense size of the country, he did not visit the then Northern region. He travelled to the Eastern and Western Provinces.[75] Among the Adult Education activities in progress were evening classes, and occasional public lectures, and many clubs were operated. Examples of such clubs were the Ibadan Progressive Union Study Group, the Enugu Literary Society etc.[76] In the summer of 1948, Oxford University sent long-range tutors to conduct classes in the main Nigerian towns. They met with an immediate response from the active voluntary groups which Hodgkin had found there. The subjects taught were Economic History and Problems, Development of Political Ideas, European History and Problems, and

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75. Yousif, A.A. University Extra-mural Studies in Ghana and Nigeria, 1946-1964 (M.Ed. Thesis University of Leicester, 1961.

76. Ibid.

English language. The membership of these classes comprised school masters, clerks and other people with some amount of post-primary education.[77] In October, 1949, the University College, now being in a position to do so, took over Extramural work from the Oxford University Delegacy. 'The Oxford Delegacy's pioneering work did much to convince public opinion that Universities had a mission to interpret new ideas to a wider and maturer audience than the closed circle of young undergraduates... and that strong extramural departments had an important contribution to make'.[78]

Thus the enthusiastic students left by the Oxford Delegacy tutors formed the nuclei of extramural activities of the University College Ibadan. In addition to centres opened by the Oxford tutors, new ones were opened in Lagos, Ibadan, Ijebu Ode, Enugu, Onitsha, Port-Harcourt, Kano, Katsina and Zaria. Subjects taught included English language and literature, French, Latin, Economics, Political Science,

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77. Ibid.

78. Bown Lalage, "A Conspectus of University Adult Education in Nigeria" in ICUAE Journal, Vol.IV No. 1., March 1965. pp 7-21.

History and Geography, Logic, Mathematics, Biology and Chemistry. The students included professional men, teachers, civil servants, petty traders, and technical apprentices.[79]

Besides the need for improving the public service generally, there was the special need to improve production in the various segments of the economy. Thus the extramural courses were organized to meet these needs. In the next decade following the establishment of the University extramural classes, the emphasis was on continuing higher education services for individuals and associations, while the following decade extramural programmes for formal academic education leading to certain public examinations were started.[80]

By the early 1960's the Universities of Ife, Ahmadu Bello, Lagos and Nigeria came into existence[81]

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79. Okedara, J.T. The Impact of the Department of Adult Education of University of Ibadan, on Manpower Development in Nigeria, Ibadan Nigeria, The University of Ibadan, Department of Adult Education.

80. Ibid.

81. The University of Ife, Ile-Ife was formerly opened in October 1962; Ahmadu Bello University, Zaria was opened on 11th October 1962; the University of Lagos was opened in October 1962; and the University of Nigeria, Nsukka was opened on 7th October 1960.

and later joined the University of Ibadan in providing adult education programmes to citizens in their respective regions.

The years following independence witnessed development and increase in adult education. 'Of particular importance is the development of core personnel and the setting up of organizations and administrative machineries for the proper running of adult education programmes.[82] Immediately after the creation of twelve states in 1967, three-quarters of the state Governments had divisions of adult education; and since then, every state has had some agency (governmental ministries) responsible for adult education.[83]

Within this current year, a most important new development has been the launching of the third National Development Plan and the allotting of 7 million naira as opposed to 1.460 million naira to adult education during the Second National Development Plan period,[84] and in addition a National Adult

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82. Okedara, J.T. op.cit. pp 28-34.

83. Ibid.

84. Nigeria, Federation. Second National Development Plan. Federal Government Printer, 1970. p. 239.
Nigeria, Federation, Third National Development Plan, Lagos, 1975.

Education Division has been set up by the Federal Government. This means that for the first time in the history of Adult Education in Nigeria, the Federal Government has taken a more direct role in the guiding and provision of adult education.

Thus far we have seen the contributions to adult education of Christian missions, Islam, the Government and the Universities. These are big contributions and each meets real and vital social needs.

Summary

The entire chapter has focussed attention on the advent of the missionaries, the introduction of Western type of education, and the role played by Government Islam and the Missions in promoting both adult and formal school education.

With the coming of the colonial powers in Nigeria, a formalised Western type of education was introduced and emphasis was placed on child education. In Nigeria, demand for formal education on the part of parents and government increased rapidly especially after independence. Nigeria could legitimately claim that the need for high level manpower justified the

rapid expansion of primary, secondary and high level educational institutions. The manpower is urgently needed to Nigerianize the public service and to staff management positions in the private sector.

In the meantime, there is continued rapid expansion of formal educational systems. These educational systems are expected to create useful citizens and to prepare young people for the lives they must lead in adult societies by providing them with basic minimum skills.

However it has become increasingly apparent in must countries that learning acquired in a life-long process is of far greater importance than the more specific knowledge transmitted in schools. One of the spurs to widespread interest in life-long education in recent years has been the growing recognition that education can no longer be viewed as a time-bound, place-bound process. The idea and the necessity of seeing education as a life-long process has been most recently emphasized by the UNESCO-appointed International Commission on the Development of Education.

The modernization process, however, has continued to place a heavy emphasis on formal school systems.

Today a large percentage of Nigeria's population is illiterate or not literate in Western script. There are in Nigeria today millions of twelve-year-olds who may never see the inside of a school. There are also many who had been to school but had not completed the primary school; and also those who complete a fixed level of schooling.

With this situation it is no longer possible to avoid the question of what is being done for the large number of boys and girls, men and women who do not make it through the formal school system. It has become increasingly evident that formal schools, important as they are, cannot solve all the problems now facing any developing society. It is therefore necessary to develop an educational strategy that will enable the majority of our population to share in the modernization process.

## Chapter 5

## METHODOLOGY

In this chapter, the procedure for gathering the data needed in this study is described. The sampling method employed and the instruments used for collecting the information are also described with the procedure for its analysis.

Letters explaining the purpose of the study and seeking permission to collect data as well as to use tools needed in the investigation were sent to the various state ministries of education, private agencies which sponsor evening classes programmes and appropriate bodies and individuals concerned.

### Methods of Research into Participation

Different methods have been used in studies of participation in adult education. Except for certain rural studies[1] in which interviews were

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1. Brunner Edmund De. et. al. op.cit. p. 114.

used and Boshier's[2] study which utilized an Education Participation scale, there has generally been a preponderance of the survey questionnaire in this type of study. Dada[3] Lowe[4], Douglah[5] and a host of other researchers used survey questionnaires to study participants in particular institutions or types of institutional programmes. However the variations and differences in questionnaires used to study participants in adult education reflect differences in objectives, situational factors and characteristics of the population under study.

In this present study it was necessary to develop a questionnaire which was applicable to local conditions in the two states under investigation. The writer however drew from the experiences of Dada and Lowe in preparing the questionnaire for this study.

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2. Boshier, R. op.cit.
3. Dada, P. op.cit.
4. Lowe, John, op.cit.
5. Douglah, M., op.cit.

Developing the Questionnaire

The literature, including the study by Dada, indicates certain factors which may be associated with participation in adult education programmes. Based on these studies a survey questionnaire was developed. The questionnaire was designed to elicit information regarding subjects and courses enrolled for, and personal characteristics such as sex, age, marital status, employment status, annual income, level of education, and students' perceived reasons why they enrol for evening classes and are working towards their chosen qualification, and why they continue to participate in evening classes. Planned to ensure maximum response, the questionnaire was anonymous, short and easily answerable.

The questionnaires were distributed by face-to-face contact at about the same time, namely in the months of May and June, 1975.

The Students' Problem Inventory (S.P.I.)

The Students' Problem Inventory (S.P.I.) developed at the psychology laboratory at the Department and Institute of Education of the University of Ibadan was administered to the subjects to investigate

the three psychological variables selected for this study. The variables were personal adjustment, future security and academic motivation.

Description and Rationale for the use of the S.P.I.

The S.P.I. is a self-report inventory through which the individual subject describes his or her personal problems according to his awareness of them and according to the extent to which he is willing to disclose them. The S.P.I. was developed along the same lines as the Mooney Problem Check Lists which are being widely used in the American setting. The S.P.I. has however been specifically designed for use with African subjects. The S.P.I. surveys some problem areas and may be used for instance to identify the frequency by problem area of students problems at different ages among different sexes and among students from different socio-economic and religious background. It may also be used to identify the relationship between the number of a student's personal problems and the effectiveness of his intellectual or social functioning. The S.P.I. scores can be correlated with the results of personality tests e.g. need-achievement,

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future security, self-concept etc.[6]

Reasons for using the S.P.I.

The S.P.I. was selected for use in this investigation for the following reasons.

1. The language is simple enough for completion by any persons studied in this research.
2. The whole inventory is relatively short so as to avoid the boredom, lack of interest or random marking arising from excessive length.
3. The items are stated in brief self-sufficient phrases.
4. The items represent problems actually within the experience of participants in evening classes.
5. It retains in some instances the language or the sense of the Mooney Problem Check Lists and thus facilitates inter-cultural comparisons of findings.

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6. Bakare, C.G.M. Student Problem Inventory. Provisional Manual., Ibadan, University of Ibadan, 1970.

Validity

Congruent and Construct Validity have been established for the S.P.I. For instance the Congruent Validity of the Inventory has been established by showing that it correlates with other well-known Instruments in the expected direction. It correlates .50 ($N = 50$; $p < .01$) with the Taylor Manifest Anxiety Scale and .45 ($N = 50$; $p < .01$) with the Saranson Test Anxiety Scale. It also correlates - .43 ($N = 49$; $p < .01$) with the Bakare Study Habits Inventory (SHI). In another randomly selected group, it correlates .52 ($N = 43$; $p < .01$) with the Taylor Manifest Anxiety Scale and .41 ($N = 42$; $p < .01$) with the Saranson Test Anxiety Scale. In the same group, it also correlates -.48 ($N = 42$; $p < 01$) with the Bakare Study Habits Inventory.

Evidence for the validity of the SPI is also provided by the fact that intercorrelations among the various sections of the Inventory are in the expected direction. Appendix C shows such intercorrelations. It can be seen for instance that Sections J & K correlates .54; Sections C & E correlates .52 and Sections E & F correlates .56.

The Construct Validity of the SPI is also established by the fact that it is able to distinguish between groups that are known to differ on the construct measured by the Inventory. For instance, since personal problems are known to affect student's academic performance, the SPI, if it is valid, must be able to distinguish between successful and failing students. Table 5 shows the SPI's ability to do this.

Table 5

PERFORMANCE OF SUCCESSFUL AND FAILING STUDENTS ON THE SPI

| | SUCCESSFUL STUDENTS | | | FAILING STUDENTS | | | | |
|---|---|---|---|---|---|---|---|---|
| VARIABLE | N | MEAN | S.D. | N | MEAN | S.D. | T | P |
| Age | 136 | 21.01 | 16.24 | 139 | 21.13 | 16.62 | .06 | NS |
| SPI | 136 | 23.98 | 15.48 | 139 | 30.79 | 15.77 | 3.62 | .01 |
| Academic Performance (% Score) | 136 | 63.98 | 8.12 | 139 | 39.21 | 7.22 | 27.9 | .01 |

Reliability

The SPI was administered twice to a randomly selected group of 36 Form V pupils, all males (Age: $\bar{X}$ = 15.6 years; S.D. = 1.2 years) with an interval of six weeks between the two administrations. The test-retest reliability of the Inventory was found to be .64. The Inventory was also administered twice to a randomly selected group of 28 Form V girls (Age: $\bar{X}$ = 15.02 years; S.D. = 1.1 years) with an interval of six weeks as well between the two administrations. The test-retest reliability of the Inventory for this sample was found to be .79. These test-retest reliabilities are considered adequate for a problem inventory especially within a six week interval during which personal problems are likely to undergo some change - some problems having been eliminated and new ones coming into salience.

Selection of Respondents

Earlier studies on participation relied upon enrolment or membership as indexes of participation in adult education. Recognition that enrolment or membership constitutes a very low order of participation resulted in the use of other criteria such as

regular attendance, contributions etc.[7] Stuart Chapin[8] combined these items weighted so as to give a better representation to more intensive forms of participation into a Social Participation scale. Although the Chapin scale has been more widely used than any other index of participation in developed countries, it has never achieved universal acceptance.[9]

In this study, all evening class students who had been fully enrolled for at least six months at the office of the Area Inspector of Education were regarded as participants. However, because of the unavailability of well-kept institutional daily attendance records in several of the evening class centres, it was not possible to use the criterion of regular attendance. Due to the rather small number of evening class centres in the North-Central and North-Western States, the geographical proximity of some of the towns where evening classes are operating and good transportation

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7. Brunner Edmund de. et. al., op.cit., p. 115.

8. Chapin, Stuart F. Social Participation and Social Intelligence. American Sociological Review, Vol. IV, April 1939.

9. Brunner Edmund, de. et. al., op.cit.

and communication facilities, it was possible to reach a large percentage of the participants in evening classes with questionnaires and SPI. However it was not possible to reach all individuals who were actually participating. As is usual with participants in evening classes, some of the students were on shift duties with their employers, others, especially those employed in the civil service had been transferred to other towns while others had travelled out of town or had simply 'dropped-out' of evening classes. This limitation reduced the number of actual respondents to 632 in North-Central State and 152 in North-Western State from a possible number of 751 and 161 in North-Central and North-Western States respectively.

Tables 5 and 6 indicate the distribution of number enrolled and actual respondents by evening class centre in North-Central and North-Western States.

Sampling

Subjects were stratified into groups, namely G.C.E. O'level, G.C.E. A'levels, City and Guilds intermediate, and R.S.A. Stage I. For the total

Table 6

PARTICIPANTS IN EVENING CLASSES IN NORTH-CENTRAL STATE

| Evening Class Centre | Number enrolled | Actual respon-dents | Percen-tage response |
|---|---|---|---|
| Government College, Kaduna | 400 | 381 | 95.25 |
| Government Technical School, Kaduna | 45 | 43 | 95.55 |
| Government Secondary School, Zaria | 77 | 47 | 61.03 |
| Government Commercial College, Zaria | 140 | 110 | 78.57 |
| Government Secondary School, Katsina | 89 | 51 | 57.30 |
| Total | 751 | 632 | 84.15 |

Table 7

PARTICIPANTS IN EVENING CLASSES IN NORTH-WESTERN STATE

| Evening Class Centre | Number enrolled | Actual respon-dents | Percen-tage response |
|---|---|---|---|
| Central Primary School, Minna | 101 | 87 | 86.13 |
| Government Secondary School, Birnin Kebbi | 10 | 10 | 100 |
| Government College, Bida | 60 | 55 | 91.66 |
| Total | 160 | 152 | 95.00 |

population of students reached with questionnaires and the S.P.I. (actual respondents) stratified samples of approximately 33 percent were taken, using a table of random numbers. A sample size of 210 was therefore selected for North-Central and 51 for North-Western States in this study.

*Design of Study*

Data gathered for the study were arranged in two-dimensional (r x c) contingency tables. The design over variables was:

*Two-Dimensional Contingency Table*
(r x c)

(1) Participation in Evening Classes

| Positional Factor: Row / Column | 1 | 2 | ... | C | Totals |
|---|---|---|---|---|---|
| 1 | | | | | $r_1$ |
| 2 | | | | | $r_2$ |
| 3 | | | | | $r_3$ |
| ... | | | | | ... |
| r | | | | | $r_r$ |
| Totals | $C_1$ | $C_2$ | ... | $C_c$ | N |

(2) Participation in Evening Classes

| Psychological Factor | Column | 1 | 2 | ... | C | Totals |
|---|---|---|---|---|---|---|
| Row | 1 | | | | | $r_1$ |
| | 2 | | | | | $r_2$ |
| | 3 | | | | | $r_3$ |
| | ... | | | | | ... |
| | r | | | | | $r_r$ |
| | Totals | $C_1$ | $C_2$ | ... | $C_c$ | N |

The total number of observations from all the samples is denoted by N, while r and c denote rows and columns respectively.

$$N = r_1 + r_2 + r_3 \ldots + r_r$$

$$N = C_1 + C_2 \ldots + C_c$$

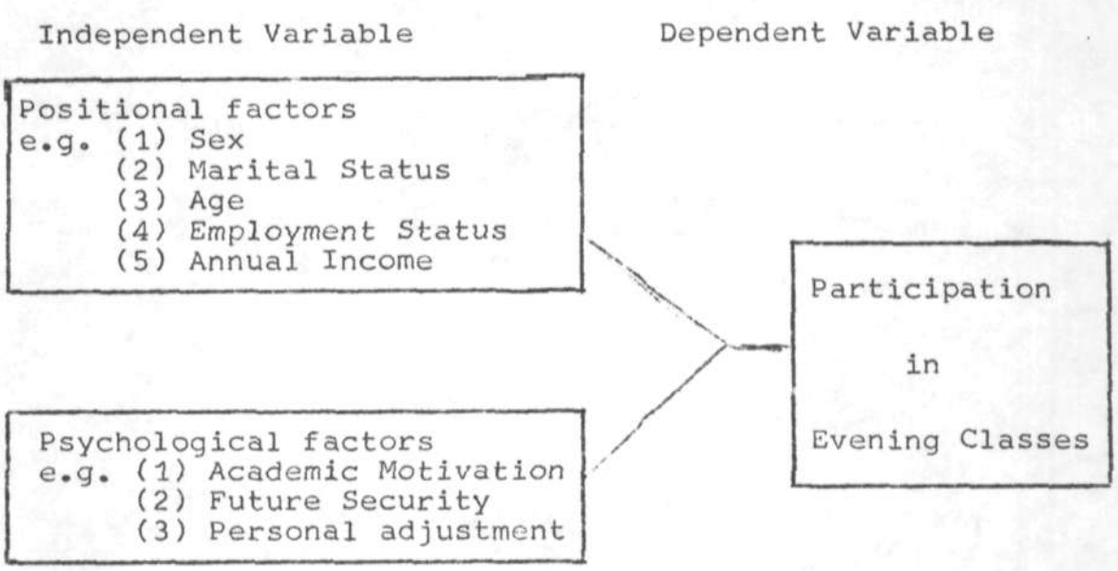
In (1) the independent variables (positional factors) were age, sex, marital status, employment status and annual income, the dependent variable was student's participation in evening classes. In (2) the independent variables (psychological factors) were academic

motivation, future security and personal adjustment, the dependent variable was student's participation in evening classes. (See overleaf).

The purpose of this design was to test the two hypotheses stated earlier on page 25.

Figure I

Schema Depicting the General Theoretical Model for the Investigation



## Analysis of Data

Data from Questionnaire. Information recorded on the questionnaire filled-out by a random selected sample of participants in evening classes in North-Central and North-Western States were compiled. Tabulation and subsequent analysis of data were made at the Computer Centre of Ahmadu Bello University, Zaria.

Scoring the S.P.I. The total number of ticks in each section was counted and entered against each section in the column titled "Raw Score" on the back of the inventory. Then this column was added to give the total raw score. To obtain the stanine equivalent for each section's raw score, the appropriate table of norms given in the test manual was consulted. For each of the three problem areas of the S.P.I., the scores were classified into three categories based on the stanine norms. Divisions were made at the 3rd stanine and below; from the 4th to the 6th stanine inclusive, and above the 7th stanine.

## Statistical Analysis

Three statistical procedures were selected to analyze the data collected during the study.

The chi-square statistic was used to determine the statistical significance of association between each positional and psychological variable selected for this study and participation in evening classes (Hypotheses A and B). The chi-square was calculated from the following formula.

$$X^2 = \left(\frac{o-e}{e}\right)^2$$

where $X^2$ = chi-square

o = observed frequencies.

e = expected frequencies.

The degrees of freedom were calculated from the formula:

$$df = (r - 1)(c - 1).$$

where r = number of rows

c = number of columns.

To measure the strength of significant relationships between the positional and psychological variables studied in this investigation, the Pearson's Contingency Coefficient was used. This was calculated from the following formula:

$$\bar{C} = \sqrt{\frac{X^2}{N + X^2}}$$

where $\bar{C}$ = Contingency Coefficient

$X^2$ = chi-square

N = size of the sample.

In addition to the statistics outlined above some of the data were reported as percentages and in descriptive narrative.

## Significance Level Chosen

The .05 of significance was selected as a basis for accepting or rejecting the hypotheses tested. Thus, if the probability was at or less than 5 times in one hundred ($P < .05$) that the observed difference could be attributed to chance, the research hypothesis was rejected; if the observed difference was greater than 5 times in one hundred ($P > .05$) through the operation of chance factor, the research hypothesis was accepted.

## Methodological Assumptions and Limitations of the Study

Chi-square Test for Contingency Tables. In testing the significance of observed association between two variables in a contingency table, the chi-square

is generally used.[10] When however we wish to measure the strength of association most authors[11, 12, 13] recommend the use of Pearson Coefficient of Contingency, a function of chi-square which may be referred the conventional range (-1, + 1) although it cannot attain the limits of this range. In determining the statistical significance of association between the positional and psychological factors and participation in evening classes (Hypotheses A and B), we wished to test the null hypothesis of no association between all independent variables and participation in evening classes. For chi-square analysis (employed in the study) to test these hypotheses it is usually assumed that:

1. Each sample was a random sample;
2. The outcome of the various samples were all

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10. Conover, W.J. Practical Non-parametric statistics, New York, John Wiley and Sons Inc., 1971. pp 140 - 202.
11. Stuart, A. "The estimation and comparison of strength of association in contingency tables" in Biometrika, Volume 40, 1953, pp 105-110.
12. Hayman, G.E. and Leone, F.C. "Analysis of Categorical data" in Biometrika, volume 52, 1965, pp 654-66.
13. Conover, W.J. Ibid.

mutually independent;

3. Each observation was classified into exactly one of r (row) different categories according to one criteria and into exactly one of the C (column) different categories according to a second criteria.

One of the problems encountered in the practical application of the chi-square theory in this study was the difficulty of the proper classification of evening class participants into the respective courses in which they were enrolled; as participants were sometimes enrolled in more than one course. Recent articles by Mote and Anderson[14], Chapman and Meng[15] and Mosteller[16] point out that, for contingency tables,

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14. Mote, V.L. and Anderson R.L. "An Investigation of the effect of Misclassification on the properties of $X^2$-tests in the analysis of categorical data" in Biometrika, volume 52, 1965. pp 95-110.

15. Chapman, D.G. and Meng, R.C. "The Power of Chi-square tests for Contingency Tables" in Journal of American Statistical Association, Vol. 61, 1966, pp. 965-975.

16. Mosteller, F. "Association and Estimation in Contingency Tables" in Journal of American Statistical Association, Volume 63, 1968, pp 1-29.

when misclassification takes place only in one direction, the usual test do not need any modification; however misclassification does reduce the asymptotic power of the chi-square test.

Two-dimensional Contingency Table. In testing the statistical significance between positional and psychological factors and participation in evening classes (Hypotheses A and B), it should be mentioned that while the investigator was aware of the fact that a three-dimensional contingency table could have led to a more rigorous analysis of data, a two-dimensional contingency table was preferred in this analysis. Goodman[17, 18, 19] Ireland, Ku and

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17. Goodman, L.A. "Simple methods for analyzing three-factor interaction in Contingency tables" in Journal of the American Statistical Association, Volume 59, 1964, pp 319-352.

18. Goodman, L.A. "The Multivariate Analysis of Qualitative Data: Interactions among Multiple Classifications" in Journal of the American Statistical Association, Volume 65, 1970, pp 226-256.

19. Goodman, L.A. "The Analysis of Cross-classified Data: Independence, quasi-independence and interactions in contingency tables with or without missing entries" in Journal of the American Statistical Association, Volume 63, 1968, pp 1091-1113.

Kullback[20] have proposed methods for the multivariate analysis of m qualitative variables (m = 2, 3, 4...), i.e. m - dimensional contingency tables; and for the multiplicative interactions among m - variables and the indirect testing of hypotheses pertaining to these variables. The classical chi-square test applied to the two-dimensional contingency table, tests the hypothesis that the tables two qualitative variables (say sex and participation in evening classes) are related or not related; and similarly a generalized form of this test applied to the m-dimensional contingency table tests certain kinds of hypotheses about the 'm' variables. The chi-square approach has been criticised because (1) it does not provide estimates of the effects of the tables 'm' variables on each other, and (2) its application to the m-dimensional contingency table is complicated when m 2. One of the alternatives to the chi-square approach has been an

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20. Ireland, C.T., Ku, H.H., and Kullback, S. Symmetry and Marginal Homogeneity of and r x r Contingency Table". in Journal of the American Statistical Association, Volume 64, 1969, pp 1323-1341.

analysis based on logits. This analysis is applicable when the dependent variable is dichotomous. However a three-dimensional contingency table (i.e. a cross-classification of the variables within states) has not been used in this study for two reasons. First, such a contingency table might appear at first sight hardly comparable. Conover[21] also holds that data presented in the form of a three, or more dimensional contingency table often look 'awkward on ordinary paper, and therefore are not often used.' Secondly, the mutual relationships or interactions among the 'm' variables and the corresponding test are not desired in this research. It was therefore necessary within the basic objectives set for this study to utilize only the two-dimensional contingency table in testing the relationships between the variables selected for this study.

Contingency Tables with Zero or small frequencies. One limitation in the use of the chi-square test is that expected or theoretical frequencies in any cell in a contingency table should be at least five if we are to get a valid chi-square. This is a practical requirement

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21. Conover, Ibid.

made necessary by the fact that the chi-square formula involves certain mathematical approximations which are not fulfilled when the expected frequencies are small. While it is probable that the zeros and small frequencies in some of the contingency tables are likely to affect the precision of their chi-square values, Yates[22] Ku[23] and Conover[24] contend that this error is greatest only when there are zeros in every cell except one cell in each row and in each column. However this limitation was overcome in the 2 x 2 table by applying the Yates correction.

Summary

The account in this chapter describes the methods used in collecting the data for the study. Information about the characteristics of participants in

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22. Yates, F. 'Contingency tables involving small numbers and the $X^2$ test' in Journal of the Royal Statistical Society, Volume 1, 1934, pp 217-235 in Conover op.cit.

23. Ku, H. H. 'A note on Contingency tables involving zero frequencies and 21 test' in Technometrics, Volume 5, 1963. pp 398-400.

24. Conover, Ibid.

evening classes in North-Central and North-Western States was obtained by means of survey questionnaires and the Student Problem Inventory (S.P.I) which were administered to students in evening classes in both states. Students were also required to give the reasons why they have enrolled for evening classes, and are working towards their chosen qualifications, and also why they have continued to participate in evening classes.

Data collected were analyzed at the Ahmadu Bello University Computer Centre. Two main hypotheses were tested, the results of which are reported in the next chapter.

# Chapter 6

## PRESENTATION AND ANALYSIS OF DATA

In this chapter, a summary of the data gathered during this investigation, the analysis of data and findings based on this analysis are presented. It consists of four sections:

1. Analysis of the background characteristics of participants in evening classes in North-Central and North-Western States.
2. Students perceived motives in studying for their chosen qualification.
3. Students' reasons for deciding to study for their chosen qualification by evening classes.
4. Students reasons for continuing to participate in evening classes.

The chapter ends with a summary of results derived from the study.

## Students' Characteristics

In this part of the study, the background characteristics of those who participate in evening classes in North-Central and North-Western States were analyzed.

### Hypotheses Tested

The Univariate components of the following hypotheses were tested.

(A) Ho: Students' participation in evening classes is independent of positional factors. There are five univariate components of this hypothesis. These are:

(i) Sex

(ii) Marital Status.

(iii) Employment Status.

(iv) Age.

(v) Annual income.

(B) Ho: Students' participation in evening classes is independent of psychological factors. There are three univariate components of this hypothesis. These are:

(i) Academic motivation.

(ii) Future security.

(iii) Personal adjustment.

In order to test each of the null hypothesis, the $X^2$ (chi-square) test of independence was employed and the probability level $P < .05$ was used as a basis for rejecting or accepting the hypothesis.

Research Findings

Table 8a

Data Relating Sex to Participation in Evening classes in North-Central State (N = 210)

| | Participation in Evening Classes | | | | |
|---|---|---|---|---|---|
| Sex | G.C.E. O'level | G.C.E. A'level | City & Guilds (Intermediate) | R.S.A. Stage 1 | Total |
| Male | 102 | 41 | 14 | 14 | 171 |
| Female | 31 | 2 | 0 | 6 | 39 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2 = 12.22$; df = 3; $P < .01$; $\bar{C} = .2345$

Table 8b

Data Relating Sex to Participation in Evening Classes in North-Western State (N = 51)

| | Participation in Evening Classes | | |
|---|---|---|---|
| Sex | G.C.E. O'level | R.S.A. Stage I | Total |
| Male | 22 | 21 | 43 |
| Female | 8 | 0 | 8 |
| Total | 30 | 21 | 51 |

$X^2 = 4.77$; $df = 1$; $P < .05$; $\bar{C} = .2934$

In testing the null bivariate hypothesis that students' participation in evening classes is independent of (positional factor) ~~age~~ sex the data in tables 8(a) and 8(b) give calculated $X^2$ values 12.22 and 4.77 which are greater than chi-square table values 7.815 and 3.841 respectively. This bivariate hypothesis is therefore rejected in both cases. Both results show that sex is significantly related to participation in evening classes, with men having a higher participation rate than women.

Table 9(a)

Data Relating Marital Status to Participation in Evening Classes in North-Central State (N = 210)

| Marital Status | Participation in Evening Classes | | | | |
|---|---|---|---|---|---|
| | G.C.E. O'level | G.C.E. A'level | City & Guilds (Intermediate) | R.S.A. State I | Total |
| Single | 74 | 22 | 9 | 11 | 116 |
| Married | 59 | 20 | 5 | 8 | 92 |
| Divorced | 0 | 1 | 0 | 1 | 2 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2$ = 10.42; df = 6; P > .05; $\bar{C}$ = .2174; Not significant

Table 9(b)

Data Relating Marital Status to Participation in Evening Classes in North-Western State (N = 51)

| Marital Status | Participation in Evening Classes | | |
|---|---|---|---|
| | G.C.E. O'level | R.S.A. State I | Total |
| Single | 17 | 12 | 29 |
| Married | 11 | 9 | 20 |
| Divorced | 2 | 0 | 2 |
| Total | 30 | 21 | 51 |

$X^2$ = 2.11; df = 2; P > .05; $\bar{C}$ = .1993; Not Significant

In testing the null bivariate hypothesis that students participation in evening classes is independent of (positional factor) marital status the data in tables 9(a) and 9(b) give calculated $X^2$ values 10.42 and 2.11 which are lesser than chi-square table values 12.59 and 5.99 respectively. This bivariate hypothesis is therefore not rejected in both cases. Both results confirm that there is no significant relationship between the variable marital status and participation in evening classes. While not statistically significant observed frequencies however show that single persons participated more in evening classes than people who were married, and those who were divorced participated the least.

Also of interest are the results which emerged within the sexes. In North-Central State, among the women participants, 66.67 percent were single compared with 30.77 percent who were married; while the remaining 2.56 percent were divorced. Only 52.63 percent of the men were single while those married constitute 46.78 percent and .59 percent were divorced. Similarly, in North-Western state, among the women participants 50.00 percent were single compared with 37.50 percent

were married, while 12.50 percent were actually divorced. Only 58.14 percent of the men were single, while those married constitute 40 percent; the remaining 2.33 percent were divorced.

Table 10(a)

Data Relating Employment Status to Participation in Evening Classes in North-Central State (N = 210)

| | Participation in Evening Classes | | | | |
|---|---|---|---|---|---|
| Employment Status | G.C.E. O'level | G.C.E. A'level | City & Guilds Intermediate | R.S.A. Stage I | Total |
| Employed (full-time) | 97 | 40 | 11 | 14 | 162 |
| Unemployed | 19 | 1 | 0 | 2 | 22 |
| Employed (part-time) | 8 | 1 | 3 | 1 | 13 |
| Self-Employed | 5 | 0 | 0 | 0 | 5 |
| House wives (If not employed) | 4 | 1 | 0 | 3 | 8 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2 = 24.73$; df = 12; $P < .02$; $\bar{C} = .3245$

Table 10(b)

Data Relating Employment Status to Participation in Evening Classes in North-Western State (N = 51)

| Employment status | Participation in Evening Classes | | Total |
|---|---|---|---|
| | G.C.E. O'level | R.S.A. Stage I | |
| Employed (full-time) | 19 | 16 | 35 |
| Unemployed | 8 | 0 | 8 |
| Employed (part-time) | 0 | 3 | 3 |
| Self-Employed | 2 | 2 | 4 |
| House wives (if not employed) | 1 | 0 | 1 |
| Total | 30 | 21 | 51 |

$X^2 = 11.02$; df = 4; $P < .05$; $\bar{C} = 4215$

Hypothesis A also predicates that participation in evening classes in independent of employment status. In testing the null bivariate hypothesis that students' participation in evening classes is independent of (positional factor) employment status, the data in tables 10(a) and 10(b) give calculated $X^2$ values 24.73 and 11.02

which are greater than table values 21.03 and 9.488 respectively. This bivariate hypothesis is therefore rejected in both cases. Both results confirm that employment status is significantly related to participation in evening classes; and observed frequencies show that those who were employed participated to a significantly greater extent than did unemployed, part-time employed persons, self-employed and house wives not going out to work. The data for the five groups were significantly different at the .02 and .05 levels.

Table 11(a)

Data Relating Age to Participation in Evening Classes in North-Central State (N = 210)

| | Participation in Evening Classes | | | | |
|---|---|---|---|---|---|
| Age | G.C.E. O'level | G.C.E. A'level | City & Guilds (Intermediate) | R.S.A. Stage I | Total |
| 16 - 20 | 35 | 4 | 2 | 8 | 49 |
| 21 - 25 | 71 | 9 | 10 | 7 | 97 |
| 26 - 30 | 23 | 22 | 1 | 3 | 49 |
| 31 - 35 | 4 | 6 | 1 | 2 | 13 |
| Above 35 | 0 | 2 | 0 | 0 | 2 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2 = 48.66$; df = 12; $P < .001$; $\bar{C} = .4337$

Table 11(b)

Data Relating Age to Participation in Evening Classes in North-Western State (N = 51)

| | Participation in Evening Classes | | |
|---|---|---|---|
| Age | G.C.E. O'level | R.S.A. Stage I | Total |
| 16 - 20 | 4 | 1 | 5 |
| 21 - 25 | 22 | 12 | 34 |
| 26 - 30 | 1 | 8 | 9 |
| 31 - 35 | 2 | 0 | 2 |
| Above 35 | 1 | 0 | 1 |
| Total | 30 | 21 | 51 |

$X^2 = 11.11$; df = 4; $P < .05$; $\bar{C} = .4229$

In testing the null bivariate hypothesis that students' participation in evening classes is independent of (positional factor) age, the data in tables 11(a) and 11(b) give calculated $X^2$ values 48.66 and 11.11 which are greater than chi-square table values 21.03 and 9.488 respectively. This bivariate hypothesis is therefore rejected in both cases. The results show that age is significantly related to participation in evening classes. The highest participation rate was

found in the age-range of 21 - 25 years. There was a significant decline in participation rates after 30 years, while people above 35 had the least participation rates. These observed differences were found to be significant at the .001 level in North-Central and .05 level in North-Western states.

Table 12(a)

Data Relating Annual Income to Participation in Evening Classes in North-Central State (N = 210)

| Annual Income | Participation in Evening Classes | | | | Total |
|---|---|---|---|---|---|
| | G.C.E. O'level | G.C.E. A'level | City & Guilds Intermediate | R.S.A. State I | |
| Non-Salaried | 19 | 1 | 0 | 2 | 22 |
| Under ₦700 | 7 | 2 | 0 | 4 | 13 |
| ₦700 - 799 | 24 | 3 | 1 | 10 | 38 |
| ₦800 - 899 | 10 | 5 | 4 | 3 | 22 |
| ₦900 - 999 | 21 | 4 | 8 | 1 | 34 |
| ₦1000 and over | 52 | 28 | 1 | 0 | 81 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2 = 62.23$; df = 15; $P < .001$; $\bar{C} = .4781$

Table 12(b)

Data Relating Annual Income to Participation in Evening Classes in North-Western State ($N$ = 51)

| | Participation in Evening Classes | | |
|---|---|---|---|
| Annual Income | G.C.E. O'level | R.S.A. Stage I | Total |
| Non-salaried | 7 | 2 | 9 |
| Under ₦700 | 1 | 0 | 1 |
| ₦700 - 799 | 3 | 0 | 3 |
| ₦800 - 899 | 2 | 12 | 14 |
| ₦900 - 999 | 4 | 4 | 8 |
| ₦1000 and Over | 13 | 3 | 16 |
| Total | 30 | 21 | 51 |

$X^2 = 20.39$; df = 5; $P < .01$; $\bar{C} = .5335$

The last of the variables dealt with in Hypothesis A was annual income. In testing the null bivariate hypothesis that students' participation in evening classes is independent of (positional factor) annual income, the data in tables 12(a) and 12(b) give calculated $X^2$ values 62.23 and 20.30 which are greater than chi-square table values 25.00 and 11.07 respectively. This bivariate hypothesis is therefore rejected in both cases. Both

cases show that annual income is significantly related to participation in evening classes. The highest participation rate was found among people earning above ₦1,000, while the least participation rate occured among people earning under ₦700. These differences were significant at the .001 level in North-Central State and at .01 level in North-Western State.

Hypothesis B

Table 13(a)

Data Relating Academic Motivation to Participation in Evening Classes in North-Central State (N = 210)

| | Participation in Evening Classes | | | | |
|---|---|---|---|---|---|
| Academic Motivation | G.C.E. O'level | G.C.E. A'level | City & Guilds (Intermediate) | R.S.A. Stage I | Total |
| Low | 16 | 9 | 7 | 4 | 36 |
| Medium | 47 | 8 | 2 | 5 | 62 |
| High | 70 | 26 | 5 | 11 | 112 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2 = 17.03$; df = 6; $P < .01$; $\bar{C} = .2738$

Table 13(b)

Data Relating Academic Motivation to Participation in Evening Classes in North-Western State (N = 51)

| | Participation in Evening Classes | | |
|---|---|---|---|
| Academic Motivation | G.C.E. O'level | R.S.A. Stage I | Total |
| Low | 4 | 4 | 8 |
| Medium | 7 | 11 | 18 |
| High | 19 | 6 | 25 |
| Total | 30 | 21 | 51 |

$X^2 = 6.22$; $df = 2$; $P < .05$; $\bar{C} = .3297$

The first of the variables dealt with in Hypothesis B was Academic motivation. In testing the null bivariate hypothesis that students' participation in evening classes is independent of (psychological factor) Academic motivation, the data in tables 13(a) and 13(b) give calculated $X^2$ values 17.03 and 6.22 which are greater than chi-square table values 12.59 and 5.991 respectively. This bivariate hypothesis is therefore

rejected in both cases. Both results show that academic motivation is significantly related to participation in evening classes. Over fifty percent of the students showed high academic motivation. Students with low academic motivation constituted less than seventeen percent in both states. These differences were significant at the .01 level in North-Central State and at .05 level in North-Western State.

Table 14(a)

Data Relating Future Security to Participation in Evening Classes in North-Central State (N = 210)

| | Participation in Evening Classes | | | | |
|---|---|---|---|---|---|
| Future Security | G.C.E. O'level | G.C.E. A'level | City & Guilds (Intermediate) | R.S.A. Stage I | Total |
| Low | 13 | 8 | 9 | 6 | 36 |
| Medium | 54 | 5 | 2 | 9 | 70 |
| High | 66 | 30 | 3 | 5 | 104 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2 = 43.07$; df = 6; $P < .001$; $\bar{C} = .4125$

Table 14(b)

Data Relating Future Security to Participation in Evening Classes in North-Western State (N = 51)

| Future Security | Participation in Evening Classes | | |
|---|---|---|---|
| | G.C.E. O'level | R.S.A. Stage I | Total |
| Low | 6 | 4 | 10 |
| Medium | 7 | 12 | 19 |
| High | 17 | 5 | 22 |
| Total | 30 | 21 | 51 |

$X^2 = 6.88$; df = 2; $P < .05$; $\bar{C} = .3447$

In testing the null bivariate hypothesis that students' participation in evening classes is independent of (psychological factor) Future Security, the data in tables 14(a) and 14(b) give calculated $X^2$ values 43.07 and 6.88 which are greater than chi-square table values 12.59 and 5.991 respectively. This bivariate hypothesis is therefore rejected in both cases. The results derived from both states confirm that future security is significantly related to participation in evening classes. Overall response of participants show

that students with a High future security participated more in evening classes while those who had little future security participated the least. The responses were significantly different at the .001 level in North-Central State and at the .05 level in North-Western State.

Table 15(a)

Data Relating Personal Adjustment to Participation in Evening Classes in North-Central State (N = 210)

| | Participation in Evening Classes | | | | |
|---|---|---|---|---|---|
| Personal Adjustment | G.C.E. O'level | G.C.E. A'level | City & Guilds (Intermediate) | R.S.A. Stage I | Total |
| Low | 11 | 8 | 2 | 3 | 24 |
| Medium | 53 | 12 | 8 | 11 | 84 |
| High | 69 | 23 | 4 | 6 | 102 |
| Total | 133 | 43 | 14 | 20 | 210 |

$X^2$ = 10.21; df = 6; P > .05; $\bar{C}$ = .215; Not significant

Table 15(b)

Data Relating Personal Adjustment to Participation in Evening Classes in North-Western State

| Personal Adjustment | Participation in Evening Classes | | |
|---|---|---|---|
| | G.C.E. O'level | R.S.A. Stage I | Total |
| Low | 4 | 2 | 6 |
| Medium | 6 | 8 | 14 |
| High | 20 | 11 | 31 |
| Total | 30 | 21 | 51 |

$X^2 = 2.01$; df = 2; $P > .05$; $\bar{C} = .1947$; Not significant

Hypothesis B also predicates that students' participation in evening classes is independent of (psychological factor) Personal adjustment. In testing this null ~~bi~~variate hypothesis, the data in tables 15(a) and 15(b) give calculated $X^2$ values 10.21 and 2.01 which are lesser than chi-square table values 12.59 and 5.991 respectively. This ~~bi~~variate hypothesis is therefore not rejected in both cases. Both results show that

there is no significant relationship between personal adjustment and participation in evening classes. However, whilst not statistically significant, observed frequencies indicate that students with high personal adjustment participated more than students with average personal adjustment; and students with low personal adjustment participated the least.

## Interpretation of the Findings

### A. Positional Factors

The positional factor of marital status was found to have no significant relationship with participation in evening classes for students in both North-Central and North-Western States. The remainder of the positional variables studied: sex, employment status, age and annual income, were significantly related to participation in evening classes; and results derived from the calculations of $\bar{C}$ (Pearson's Contingency Coefficient) show a high strength of significant relationship, notably for the variables annual income, age and employment status. Many reasons could be advanced for the support of these findings.

A.1. Sex

Among students in evening classes, men participate to a significantly greater extent than do women. The figures which emerged from this study were 81 percent men and 19 percent women for participants in North-Central State and 84 percent men and 16 percent women for North-Western State. A major reason can be advanced why evening classes appeal more to men than women. One explanation might be that men had more opportunities to learn to read and write in the past and are therefore eligible in larger numbers for enrolment in evening classes, and thus the pool of men available to participate is greater. Part of this relationship may actually be linked to a number of factors which in the past have impeded the expansion of educational opportunities for the females. For instance in North-Central State, of the total population of 608,100 children who were of school age in 1967, only 23,247 girls were in primary school; similarly in the North-Western State some 15,187 girls were in primary school of the total population of 851,400 who were of primary school age. By contrast, the total number of boys enrolled in primary school in

1967 were 51,634 for North-Central State and 36,190 for North-Western State; thus the total number of boys enrolled in primary school in each state had more than doubled those of girls during the same period.[1] This lag in girls' education, it is suggested, has been primarily responsible for the significant difference in the participation rate of the sexes in evening classes of the type studied.

A.2. Marital Status

Marital status was found to have no significant relationship with participation in evening classes. However, of interest is the observation that married and single persons participated at a rate not significantly different from each other although divorced persons participated the least (1%, North-Central State and 2% North-Western State). It appears that family responsibilities do not hinder participation, possibly because the demands of a larger family on a limited income may lead some persons to use evening classes in

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1. Ministry of Education. Education in the six Northern States, Kaduna, Ministry of Education, Planning Division, Kaduna, Baraka Press, Ltd., Kaduna, 1967, pp 57, 79-83.

an attempt to increase their earning power.

A.3. Employment Status

Unlike marital status, which was not associated with participation in evening classes, employment status was found to be significantly related to participation of students in both states. Among students in evening classes, those who are employed participate to a significantly greater extent than do unemployed, part-time employed persons, housewives not going out to work and the self-employed. There is the elementary fact that those in employment probably have easier access to money to pay the fees; but possibly job requirements and attempts to upgrade vocational skills and acquire higher academic qualifications are in part responsible for the higher participation of working persons. Apparently the greater amount of free time available to the unemployed, housewives and the part-time employed is utilized in ways other than through participation in this type of evening class. The low participation rates of housewives not going out to work may be explained in relation to factors which are inextricably tied to the institution of purdah (i.e. kulle) and marriage customs in predominantly Moslem

communities. Purdah, or the seclusion of women known generally in most Hausaland as "kulle" has been a controversial issue among the rising generation of educated persons in the Northern states of Nigeria.

A.4. Age

In the case of age, there was a significant curvilinear relationship between age and participation in evening classes. As is seen from the table of results, students above 35 years participated the least, probably because of the limiting effect of advanced age. Also at 35 or so, many people may begin to feel that their path to life is more or less fixed, and there is a decline in ambition and in curiosity. The highest participation rate however, was found not in the youngest age-group, but in the middle age-range of 21-25 years. A possible explanation for this finding might be that most persons who complete a fixed level of education (at the primary school level), namely primary school leavers, do not immediately realize the limitations of their lack of adequate formal schooling for some time after leaving school. However, students who drop out of secondary and technical schools and are employed, appear to begin to participate in late

adolescence and continued to take part well into early adulthood. Only after age 35 does a significant decline in the participation rate occur.

A.5. Annual Income

Annual income is significantly related to participation in evening classes for students in both North-Central and North-Western States. The lowest participation rate (6 percent, North-Central State; 2 percent, North-Western State) occurred among persons with incomes of under ₦700 and the highest participation rate (39 per cent, North-Central State; 31 percent North-Western State) was found among those whose income were ₦1,000 or more. It may be explained that part of this relationship may actually be due to employment status, since it is likely that a higher proportion of persons employed full-time are included in the high income category, while a good number of self-employed and part-time employed persons may be included in the low income category. It is therefore likely that those who are in the high income category are in positions where they see advancement as a real possibility.

B. Psychological Factors

The psychological variable of personal adjustment was found to have no significant relationship with participation in evening classes for students in either state. The other two variables, of academic motivation and future security, were significantly related to participation in evening classes; and the strength of significant relation was notably high for the variable future security. Some reasons could be advanced to explain these findings.

B.1. Academic Motivation

Academic motivation, as used by the S.P.I., refers to adequate study skills and habits, inducement to learn. This factor was found to be significantly related to participation in evening classes for students in both states. Since these evening classes offer courses which lead to formal academic examinations, one might hypothesize that participation would increase as academic motivation increases. This hypothesis is substantiated for respondents in North-Central State where participation rates rose from 17 percent to 53 percent; and from 16 percent to 49 percent for respondents in North-Western State as

academic motivation increased.

B.2. Future Security

This factor refers to an individual who is optimistic about his future life; he feels he has a clear guarantee of future well-being. Future security was found to be significantly related to participation in evening classes. For students in evening classes, participation increases significantly as future security increases. Evening classes enable participants to fill gaps in their earlier education and to pass examinations that would enable them take courses leading to higher qualifications. It appears that these opportunities provided by evening classes result in higher participation rates as problems about the future decrease. The lowest participation rate (17 percent in North-Central State and 10 percent in North-Western State) occurred among persons with low future security and the highest participation rate (50 percent North-Central State and 44 percent North-Western State) was found among those with high future security.

B.3. Personal Adjustment

The individual who is said to be well personally adjusted is one who has little or no psychological problems about himself. While participation in evening classes in both states showed a tendency to increase as personal adjustment increased, neither trend was significant at the 0.05 level.

## Students' Reasons for Undertaking the Courses they had chosen

To obtain the data needed to answer this question, ten possible reasons* which might have influenced the students' decision to study for their particular qualification were set out, and the students were asked to assign to each reason one of the three ratings; namely 'very important'; 'of some importance'; and 'of no effect or did not apply'. For brevity these ratings are designated A, B and X respectively as in the questionnaire. There was also provision for students to record the importance to them of other reasons they themselves could offer. The responses are summarized in Appendix H and I.

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* Refer to Appendix A for questionnaire used.

An important observation that could be drawn from the data is that the responses of the students clearly associate a particular set of objectives with each group of qualification, and although there is some common ground between those studying for G.C.E. O'level, G.C.E. A'level, City and Guilds (Intermediate) and R.S.A. Stage I (namely the obvious aim of passing an examination that would lead them to a higher qualification) this is limited and it would therefore be more appropriate for the purpose of this analysis to treat each group separately.

A. G.C.E. O'level

The data indicate a wide range of objectives for this group. Seven of the reasons listed were rated important (i.e. either A or B) by more than 60 percent of the students in both states. The results are shown in tables 16(a) and 16(b).

Table 16(a)

Reason for Studying for Chosen Qualification (O'level) (North-Central State)

| Reason | Rating A + B (%) | Rating A (%) | Rating B (%) |
|---|---|---|---|
| 9 | 100 | 93 | 7 |
| 2 | 98 | 90 | 8 |
| 8 | 98 | 88 | 10 |
| 1 | 91 | 79 | 12 |
| 4 | 77 | 68 | 9 |
| 5 | 67 | 56 | 11 |
| 7 | 64 | 52 | 12 |

Table 16(b)

Reason for Studying for Chosen Qualification (O'level) (North-Western State)

| Reason | Rating A + B (%) | Rating A (%) | Rating B (%) |
|---|---|---|---|
| 9 | 100 | 100 | 0 |
| 8 | 100 | 100 | 0 |
| 2 | 96 | 93 | 3 |
| 1 | 87 | 70 | 17 |
| 4 | 76 | 63 | 13 |
| 7 | 69 | 53 | 16 |
| 5 | 69 | 43 | 20 |

This group were more preoccupied with the concept of qualification (Reasons 9 and 8). They acknowledged the motive of study for the sake of passing an examination that would enable them to take a course of study leading to a higher qualification (reason 9) and the necessity of filling gaps in earlier education and training (reason 2).

The high level of rating accorded to reason 9 and 2 takes on a particular significance. Reason 9 confirms the use made by examination authorities of O'level attainment as an avenue of entry qualification to higher courses, while reason 2 strengthens the impression that most of the students had either had little formal schooling or fixed level of education.

The possibility of a change in occupation (reason 7) also appeared but did not apply to a substantial proportion as compared with the other reasons.

B. G.C.E. A'level

The overall responses of the students were quite similar to the O'level students. Their responses

showed these as their major objectives:

Table 17

Reasons for Studying for Chosen Qualification A'level) (North-Central State)

| Reason | Rating A+B (%) | Rating A (%) | Rating B (%) |
|---|---|---|---|
| 9 | 100 | 98 | 2 |
| 8 | 100 | 91 | 9 |
| 4 | 86 | 77 | 9 |
| 2 | 81 | 73 | 8 |
| 1 | 75 | 65 | 11 |
| 5 | 67 | 44 | 23 |
| 7 | 65 | 49 | 26 |

Studying for the purpose of obtaining a higher qualification (reason 9) ranked first. A most remarkable feature here is the level of importance accorded reason 4. This was the only group in which more than 70 percent rated interest in subjects in the syllabus (reason 4) as very important (A). It is possible that this response largely represents the mature students pursuing one or two subjects in which they failed or

did not sit for during their full-time education; it is also likely that by the time students reach this level of education, they have also the sophistication to discriminate between subjects.

C. City and Guilds

For this group, the principle of qualification (reasons 8 and 9) were in themselves of primary importance, their objectives being rated thus:

Table 18

Reasons for Studying for Chosen Qualification (City & Guilds) (North-Central State)

| Reason | Rating A+B (%) | Rating A (%) | Rating B (%) |
|---|---|---|---|
| 8 | 100 | 100 | 0 |
| 9 | 100 | 93 | 7 |
| 2 | 93 | 86 | 7 |
| 5 | 78 | 71 | 7 |
| 6 | 78 | 64 | 14 |
| 7 | 71 | 57 | 14 |

From the data it is also observable that the concept of improved expertise (reason 5) was a clearly strong factor, and the hope of gaining promotion in current occupation (reason 6) seemed to underline many of their responses. There was some emphasis on study with the possibility of a change in occupation or trade (reason 7)

D. R.S.A. Stage I

Here the data suggest a group also concerned with acquiring a better qualification (reasons 8 and 9). In order, their motives were:

Table 19(a)

Reasons for Studying for Chosen Qualification (North-Central State)

| Reason | Rating A+B (%) | Rating A (%) | Rating B (%) |
|---|---|---|---|
| 8 | 100 | 100 | 0 |
| 9 | 100 | 100 | 0 |
| 2 | 85 | 75 | 10 |
| 6 | 75 | 60 | 15 |
| 5 | 70 | 55 | 15 |

Table 19(b)

Reason for Studying for Chosen Qualification
(North-Western State)

| Reason | Rating A + B (%) | Rating A (%) | Rating B (%) |
|---|---|---|---|
| 8 | 100 | 100 | 0 |
| 9 | 100 | 95 | 5 |
| 2 | 95 | 95 | 0 |
| 5 | 89 | 85 | 4 |
| 6 | 81 | 71 | 10 |
| 7 | 77 | 67 | 10 |

This group, however, shared with the City and Guilds students a concern with study for the sake of professional advancement both in expertise (reason 5) and promotion (reason 6). A possible change in occupation was also emphasized.

## Students' Reasons for Deciding to Study for their Chosen Qualification by Evening Classes

As with the preceding question, ten reasons* which may have influenced the students' decision to study by evening classes were set out and the students were asked to assign one of three ratings to each reason; A (very important), B (of some importance), and X (of no effect or did not apply). There was also provision for students to record the importance to them of other reasons they themselves could afford. The responses are summarized in Appendix J and K.

Of interest is the presence of relative agreement in the level of the ratings for individual reasons which could be observed between the qualification groups. From the summary of responses, it was clear that for the greatest population of the students, the predominant reason was:

> Because there are no other means conveniently available for you to take the course (reason 3).

This was rated either A (very important), or B (of some importance) by about 90 percent of the

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* See Appendix A for Questionnaire used.

students. Within qualifications, the proportions who rated it in the North-Central State were: G.C.E. O'level students, 95 percent; G.C.E. A'level students, 90 percent; City and Guilds (intermediate) students, 86 percent; and R.S.A. Stage I students, 95 percent. In the North-Western State, the proportions who rated it were 96 percent G.C.E. O'level students and 86 percent R.S.A. Stage I students.

The reason which ranked second in order of importance was:

> Because you were unable to gain admission into a full-time class (reason 7).

More than 70 percent of the students rated this either A. or B. The values for rating were: G.C.E. O'level students, 92 percent; G.C.E. A'level students, 74 percent; City and Guilds students, 64 percent and R.S.A. Stage I students, 70 percent for those in North-Central State. In North-Western State, the values were 90 percent G.C.E. O'level students and 66 percent R.S.A. Stage I students.

Another reason which was rated by a substantial proportion of the students was:

> Because your domestic responsibilities prevent

you from attending full-time class (reason 2).

This was assigned rating A by proportions ranging from 89 percent - G.C.E. O'level students - to 55 percent - City and Guilds students - in the North-Central State and 70 percent - G.C.E. O'level students; 43 percent - R.S.A. Stage I students in the North-Western State.

It is worth noting at this stage that the three reasons which weighed most with the students are related to circumstances arising from students' social situation and practical circumstances rather than method of study. For example, one other reason specified in the questionnaire which was rated 'very important' by a very substantial proportion of the students was:

Because your financial problems prevent you from attending full-time classes (reason 6).

This was assigned rating A (very important) by proportions ranging from 76 percent - G.C.E. O'level students - to 42 percent - City and Guilds students - in the North-Central State and 70 percent - G.C.E. O'level students - to 47 percent - R.S.A. Stage I students - in the North-Western State.

It seems clear that for a substantial proportion of the respondents, an important criterion in chosing a study method was the extent to which it was appropriate for what they felt were their individual needs and circumstances. One may suggest that the popularity of evening classes is very much a matter of having no alternative; that the choice is dictated by practical circumstances affecting the students. Another aspect of the contention that students enrol in evening classes because they have no alternative is the notion that commitments at home preclude attendance at full time classes (reason 2).

Although it was not in general accorded very much importance by students, it is relevant to examine at this stage one other reason the students were asked to evaluate.

> Because you prefer studying in a class with people to studying on your own by correspondence or unaided (reason 10).

The proportion who rated it 'A' ranged from 67 percent - G.C.E. O'level students - to 16 percent - G.C.E. A'level students - in North-Central State and 53 percent - G.C.E. O'level students - to 23 percent -

R.S.A. Stage I students - in North-Western State.

This gives the view of students' own positive experience to evening classes.

All five remaining reasons on the list reflect the situation of small minorities of the students studying by evening classes. It appears that the most generally accepted reasons for studying by evening classes derive mainly from extraneous circumstances dictating their choice and are partly due to students' positive expectations about features of evening classes.

## Students' Reasons for Continuing to Participate in Evening Classes

As with the former two questions, eleven possible reasons* which might have prompted the students to continue to participate in evening classes were set out. The students were asked to assign one of the three ratings to each reason: A (very important, B (of some importance), and X (of no effect or did not apply). Here again there was also provision for the students to record the importance to them of other reasons they

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* See Appendix A for Questionnaire used.

themselves could offer. A summary of their responses is given in Appendix L and M.

The relative agreement in the levels of the rating for individual reasons could also be observed between qualification groups. From the greatest proportion of the students the predominant reason was:

> Because the part-time tutors are properly qualified (reason 1).

This was rated A (very important) by about 90 percent of the participants. The ratings accorded by students of the North-Central State were: G.C.E. O'level - 92 percent; G.C.E. A'level - 91 percent; City and Guilds intermediate - 100 percent; and R.S.A. Stage I - 90 percent. In the North-Western Stage, the ratings by students were G.C.E. O'level - 93 percent; and R.S.A. Stage I - 81 percent.

The reason which ranked second in order of importance was:

> Because the part-time tutors come to class prepared for their lessons (reason 4).

More than 70 percent rated this A (very important). Within qualification group, the proportion who rated it ranged from 82 percent - G.C.E. O'level students -

to 64 percent - City and Guilds Intermediate students - in the North-Central State, while in North-Western State the ratings ranged from 73 percent - G.C.E. O'level students - to 71 percent - R.S.A. Stage I students.

One other reason which was rated by a substantial proportion of the students was:

> Because the part-time tutors show regular attendance to classes (reason 2).

This was assigned rating A by proportions ranging from 74 percent - G.C.E. O'level students - to 42 percent - City and Guilds intermediate students - in North-Central State. For students in North-Western State, the range was from 73 percent - G.C.E. O'level - to 66 percent - R.S.A. Stage I.

It is worth noting that the three reasons which weighed most with the students are related directly to quality of part-time tutors. It seems clear that for a substantial proportion an important reason in continuing to participate in evening classes was the paper qualification as well as the devotion of the tutors to teach in evening classes.

Two other reasons specified in the questionnaire were rated by a fair proportion of the students. One of these was:

> Because the evening classes are well organized and administered (reason 11).

This was rated by proportions ranging from 66 percent - G.C.E. O'level students - to 45 percent R.S.A. Stage I students - in North-Central State and 60 percent - G.C.E. O'level students - to 61 percent R.S.A. Stage I students - in North-Western State.

The other reason was:

> The time duration of the lessons are convenient for you (reason 8).

Rating for this reasons ranged from 59 percent - G.C.E. O'level students - to 40 percent - R.S.A. Stage I students - in North-Central State while in North-Western State this was 53 percent - G.C.E. O'level students - to 38 percent R.S.A. Stage I students.

The criteria of organization and time duration of lessons seem thus to be important for continuing participation in evening classes. One may suggest at this point that students in evening classes may withdraw if the Agency in-charge lacks good organization

in planning and administration. The criterion of time duration is also crucial. If time duration of lessons conflicts with the students' work hours, students may show irregular attendance, with a tendency to dropping out.

The other reasons listed were all rated as X (of no effect) by majority of the students.

It seems that the most generally accepted reasons for continuing to participate in this type of evening class derive from the quality of the part-time tutors and the organization and time duration of the evening classes programmes.

Summary

A number of variables relating to the characteristics of participants in evening classes for secondary level examinations have been investigated in order to describe them fully. They included age, sex, marital status, employment status, annual income, academic motivation, future security and personal adjustment. The positional variables of marital status and the psychological variable of personal adjustment were found to have no significant

association with participation in evening classes for persons in either state. However the remainder of the positional variables of age, sex, employment status, and annual income and the psychological variable of academic motivation and future security were found to be significantly related to participation in evening classes. Also, results derived from the calculations of $\bar{C}$ (Pearson's Contingency Coefficient) indicate a notably high strength of significant relationship for annual income, age, employment status and future security. For the most part, these variables operated similarly within the two states selected for this study i.e. North-Central and North-Western State.

The primary aims of students in undertaking the courses they had chosen are either to pass an examination that would enable them to take a course of study leading to a higher qualification or to fill gaps in earlier education and training. The most widely-accepted reasons why student decide to study by evening classes are partly because of lack of any other convenient means by which they can take the course reasonably cheaply and partly because they were

unable to gain admission into a full-time class. Students seem likely to continue to participate in evening classes if their part-time tutors are well qualified and show dedication to duty and also if the evening classes are well organized.

Table 20

Summary of Results Relating to Hypotheses Tested

| Factors | | North-Central State | | | North-Western State | | |
|---|---|---|---|---|---|---|---|
| | | % Participating | (N) | P | % Participating | (N) | P |
| Positional Factors | | | | | | | |
| Sex | Male | 81 | 171 | .01 | 84 | 43 | .05 |
| | Female | 19 | 39 | $\bar{C}$ = .2345 | 16 | 8 | $\bar{C}$ = .2934 |
| Marital Status | Single | 55 | 116 | N.S. | 57 | 29 | N.S. |
| | Married | 45 | 92 | $\bar{C}$ = .2174 | 39 | 20 | $\bar{C}$ = .1993 |
| | Divorced | 1 | 2 | | 4 | 2 | |
| Employment Status | Employed (full-time) | 77 | 162 | .02 | 69 | 35 | .05 |
| | Unemployed | 10 | 22 | $\bar{C}$ = .3245 | 16 | 8 | $\bar{C}$ = .4215 |
| | Employed (part-time) | 6 | 13 | | 6 | 3 | |
| | Self-Employed | 2 | 5 | | 8 | 4 | |
| | Housewives (if not employed) | 4 | 8 | | 2 | 1 | |

Table 20 (cont'd)

| Factors | | North-Central State | | | North-Western State | | |
|---|---|---|---|---|---|---|---|
| | | % Participating | (N) | P | % Participating | (N) | P |
| Age | 16 - 20 | 23 | 49 | .001 | 10 | 5 | 0.5 |
| | 21 - 25 | 46 | 97 | $\bar{C}$ = .4337 | 67 | 34 | $\bar{C}$ = .4229 |
| | 26 - 30 | 23 | 49 | | 18 | 9 | |
| | 31 - 35 | 6 | 13 | | 4 | 2 | |
| | Above 35 | 1 | 2 | | 2 | 1 | |
| Annual Income | Non-Salaried | 10 | 22 | .001 | 18 | 9 | |
| | Under ₦700 | 6 | 13 | $\bar{C}$ = .4781 | 2 | 1 | $\bar{C}$ = .5335 |
| | ₦700 - 799 | 18 | 38 | | 6 | 3 | |
| | ₦800 - 899 | 10 | 22 | | 27 | 14 | |
| | ₦900 - 999 | 16 | 34 | | 16 | 8 | |
| | ₦1000 and over | 39 | 81 | | 31 | 16 | |

Table 20 (cont'd)

| Factors | | North-Central State | | | North-Western State | | |
|---|---|---|---|---|---|---|---|
| | | % Participating | (N) | P | % Participating | (N) | P |
| Psychological Factors | | | | | | | |
| Academic Motivation | Low | 17 | 36 | .01 | 16 | 8 | .05 |
| | Medium | 30 | 62 | $\tilde{C}$ = .2738 | 35 | 18 | $\bar{C}$ = .3297 |
| | High | 53 | 112 | | 49 | 25 | |
| Future Security | Low | 17 | 36 | .001 | 20 | 10 | .05 |
| | Medium | 33 | 70 | $\tilde{C}$ = .4125 | 37 | 19 | $\bar{C}$ = .3447 |
| | High | 50 | 104 | | 43 | 22 | |
| Personal Adjustment | Low | 11 | 24 | N.S. | 6 | 12 | N.S. |
| | Medium | 40 | 84 | $\tilde{C}$ = .215 | 14 | 27 | $\bar{C}$ = .1947 |
| | High | 49 | 102 | | 31 | 61 | |

# Chapter 7

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The present study was designed to investigate the background characteristics of participants in certain types of evening classes as well as factors which influence their participation in North-Central and North-Western States. Such a study has practical value, for participants may have characteristics which may help to explain the success or failure of the evening class programmes provided at present. Another intent was to investigate students' perceived motives in studying for their chosen qualifications, their reasons for deciding to study for their chosen qualification by evening classes and also their reasons for continuing to participate in evening classes. It was regarded as necessary to duplicate this study (rather than analyzing the data on a 3-dimensional contingency table) and know whether or not the characteristics and motivation of participants in the two states are similar. Data presented in a

three-dimensional contingency table is often "awkward on ordinary paper and therefore is not often used".[1] Besides, such analysis might appear at first sight hardly comparable. This should be important to researchers since comparisons between two states might lead to valid generalizations.

The following specific objectives were developed for the study:

1. To analyze the background characteristics of those who participate in evening classes for formal school qualifications in North-Central and North-Western States.
2. To determine the influence of some selected positional and psychological factors on participation in evening classes.
3. To test the statistical significance between each positional and psychological factor studied and participation in evening classes.
4. To measure the strength of significant relationships the positional and psychological factors and participation in evening classes.

5. To investigate students perceived motives in studying for their chosen qualifications.
6. To find out their reasons for deciding to study by evening classes.
7. To find out students' reasons for continuing to participate in evening classes.

Five positional variables and three psychological factors were selected for this study. The positional variables were age, sex, marital status, employment status and annual income. The psychological factors selected were academic motivation, future security and personal adjustment.

After reviewing related literature and studies on adult education participation, a research questionnaire was developed for collecting the data. The questionnaire was designed to elicit information regarding subjects and courses enrolled for, additional study methods used, students' positional characteristics such as sex, age, marital status, employment status and annual income. The questionnaire was also designed to give information regarding students' motives in studying for their chosen qualifications, their reasons for deciding to study by evening classes and

also their reasons for continuing to participate in evening classes. Planned to ensure maximum response, the questionnaire was anonymous, short and easily answerable. The Student Problem Inventory (S.P.I.) developed at the psychology laboratory at the Department and Institute of Education of the University of Ibadan was administered to investigate the three psychological factors selected for this study.

The data for this investigation were collected from a randomly selected sample of 210 and 51 evening class participants in North-Central and North-Western States respectively. The questionnaires and S.P.I. were distributed by face-to-face contact between May and June, 1975.

Data were compiled and all analyses were done at the Computer Centre of Ahmadu Bello University, Zaria. Analysis of data involved calculating chi-square values for the positional and psychological variables, and the strength of significant relationships was measured by $\bar{C}$ (Pearson's Contingency Coefficient). In addition to both statistics, the rest of the data were reported in percentages and in descriptive marrative. For all tests of significance

analyzed in this study the five percent probability level was established.

Major findings in the present investigation are the variables which have been found to be significantly related to participation in evening classes. These include the positional variables of age, sex, employment status and annual income and the psychological variables of academic motivation and future security. The positional variable of marital status and the psychological variable of personal adjustment were found to have no significant relationship with participation in evening classes. For the most part, all the variables studied operated similarly within the two states selected for this study i.e. North-Central and North-Western States.

## Conclusions

The following conclusions are based on the findings of this study.

1. Participants in evening classes in North-Central State are similar to those in North-Western State.

2. In both states, there are more men attending evening classes than women.
3. There are as many married persons participating in evening classes as there are single persons (though more of the women tend to be single).
4. Students in evening classes are nearly all employed. A very insignificant number are either unemployed, part-time employed or are simply full-time housewives.
5. The majority of participants in evening classes are within the age-range of 21 - 30 years. None of the students are under 16 years and only a negligible number are above 35 years.
6. Most participants in evening classes earn above the Udoji minimum annual income; less than 6 percent of the participants earn ₦720 or below per annum.
7. Students in evening classes in both states are highly academically motivated and are hopeful about a brighter academic future and career.

8. The majority of the students in evening classes are enrolled for G.C.E. O'levels or R.S.A. Stage I examinations. In North-Central State some are also enrolled for the G.C.E. A'levels or City and Guilds (Intermediate).

9. A widely-endorsed reason why students in evening classes study for their chosen qualification is to pass an examination that would lead them to a higher qualification. There is also the necessity to fill gaps in earlier education and training. This confirms the impression that most of the students had either had little formal schooling beyond primary or a fixed level of education.

10. Most students decide to study by evening classes partly because there are no other means conveniently available for them by which they can take the course reasonably cheaply, and partly because they were unable to gain admission into full-time classes.

11. Students seem likely to continued to participate in evening classes if their part-time tutors are well qualified and show dedication to duty and also if the evening classes are well organized.

When a cumulative effect of the factors examined in this study is taken into consideration, a picture emerges of the participant in evening classes as one who may be married or unmarried. This individual is employed and within the age range of 21 - 30 years. He is earning well above the national minimum income of ₦720 per annum. He has had little formal post-primary schooling or a fixed level of education, but is highly academically motivated. Evening classes for this individual mean an opportunity to improve on present level of educational qualification and training.

What does this imply for planners and sponsoring agencies of adult education?

Recommendations

1. Nigeria has a particularly urgent need to evolve programmes for more effective training of

middle-level manpower* already in employment and those unemployed or self-employed. The greatest needs by far are in the Northern States, although the situation is critical in all the states. There are many persons employed in the civil service and in private commerce and industry who have little formal schooling, or do not have the fundamental pre-employment educational background. This situation is bound to occur in any country which is ex expanding at a rapid rate and which is critically

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* In the middle-level manpower category are technical and supervisory personnel. Persons in this category usually require some technical training, but not of professional standard, and often are in executive or supervisory, but not policy-making positions. Nurses, engineering assistants, laboratory technicians, agricultural assistants, assistant chief clerks, senior draftsmen, and assistant managers are normally included in this group. In general, the minimum education required for all persons in this category would be post-school certificate work or its equivalent. Such post-school work might be taken in advanced grammar school (sixth-form), in advanced vocational or trade schools, in colleges of Arts, Science and Technology or in a specialized kind of 'Junior College' or equivalent abroad.

short of high-level manpower.* Yet there is probably general agreement that it would be preferable to utilize persons with the proper educational background, if they were available, in such positions. Accordingly, cognisance should be taken of the need for provision of programmes on an evening class or night school basis for persons to work for the same qualification as are offered by full-time institutions. A good start has been made already in North-Central and North-Western States, but more evening classes centres are needed in various parts of both states. It is also desirable that evening classes be given wider publicity in order to attract more clients; and more funds should be voted for the running of these classes. In addition, government ministries and private organizations should play a more active role

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* In the high-level manpower category are top administrators and managers of sizeable establishments (public and private) and professionally trained persons of all kinds. Also included here are fully qualified teachers. Increasingly, a University degree, or advanced teachers' college degree, or its equivalent, would be required for senior posts of this kind.

in making employees aware of their needs for further education and training.

2. The study indicates that on the whole, more men participate in evening classes than women. In the interest of justice and equality of opportunity, serious attention should be paid to the intensification of women's education. The Ministry of Education in both states should intensify campaigns by all available means on the education of women at all levels (Primary, Secondary and University levels). To this end, it may also be suggested that increasing consideration should be given to the appointment of women part-time tutors in evening classes, as this may probably encourage other women in the locality to participate. For the women who are already married (and under purdah) special evening class programmes could be organised. It would be hoped that just as the husbands allow their wives to pay social visits to friends and relations at night, they would be disposed towards allowing them to attend evening classes which would be run by trained women part-time tutors.

3. The composition of participants in evening classes varies from young persons of 16 years of age and men and women of over 35 years. This is evidence of a felt need in different sections of the community to continue their education. It is therefore desirable to increase the range of courses offered - this should include both academic and non-academic courses. For example there should be courses in domestic and health sciences and religious studies. The ultimate aim should be to provide the right courses for everyone not participating in the formal school system.

4. Employed persons participate to a far greater extent than the unemployed, part-time employed or self-employed. This disparity in participation rates may not be unconnected with the inability of the latter categories to procure the necessary funds with which to pay their fees. It is therefore suggested that the fees paid for evening classes should be reduced (or if possible scrapped). This suggestion is reinforced by the fact that annual income is found to be highly significantly related to participation in evening classes. It is envisaged here that unemployed persons not now participating

may be willing to participate if this is implemented. This approach is rather idealistic. But in implementing a programme which is voluntary in nature one must always look towards the ideal, yet remain open to settle for the realistic half-way-between.

5. The strength of significant relationship between some of the variables studied and participation in evening classes also have a major implication in the planning of evening class programmes. Annual income, employment status, age and future security had notably high strength of significant relationships with participation in evening classes, than any of the other variables considered in this research. It may therefore be suggested that these factors are to be given due considering in planning or operating evening class programmes of this kind. Results from this study indicate that, although a great number of the participants (38.57 percent, North-Central State; 31.37 percent North-Western State) earn above ₦1,000 per annum, quite a number also (16.67 percent North-Central State; 19.61 percent North-Western State) are either non-salaried or earn less than the 'Udoji' minimum income of ₦720 per annum. Also, while

employed students constitute 77.14 percent in North-Central State and 68.63 percent in North-Western State, unemployed students and housewives who do not got out to work form about 15 percent in both states. Annual income and employment status of participants may give important clue in determining, for example, the amount fees to be paid by students attending evening classes. Evening class participants vary greatly in background characteristics, and programmes of this kind should cater for people of both low and high income levels, employed as well as the unemployed. Participants in evening classes also vary greatly in age - their age range being between 16 - 35 and above. However, results derived from this study indicate that those above 35 years constitute less than 2 percent. There is therefore a need for getting more students of this latter age-group to participate in this kind of programme. To this end, it may be suggested that non-academic or vocational course should be provided as well as academic-type courses. This may help to attract students of various age-groups. The study also indicates that students in evening classes are highly optimistic about the future (future security)

and are also academically motivated. This is evidence that the widely acclaimed notion that "Northerners" have continued to recent formal Western Education as a result of their Islamic background has radically changed. There is therefore an urgent need to establish more evening class centres in various parts of North-Central and North-Western States for the increasing number of students who are likely to participate in these programmes.

6. The study revealed that students in evening classes continue to participate in these classes because of the quality of their part-time tutors and their devotion to duty. The Ministry of Education and Adult Education agencies should help in this respect by organising courses and seminars for part-time tutors on methods of teaching adult and adolescent learners. It is also suggested that adequate remuneration should be provided to these part-time tutors.

7. The recent decision by the Federal Military Government of Nigeria to introduce Universal Primary Education (U.P.E.), is consistent with the educational development plans which Unesco have charted for its less developed members. With the U.P.E. scheme, the

growth-rate of primary education is bound to increase enormously. Logically, this growth-rate should also be reflected in secondary school admissions. However, one of the implications of an unprecedentedly rapid expansion at the primary level is the increased number of literate young people without jobs and without secondary level places. Evening classes provide one of the avenues for post-primary education which should be open to primary school leavers. In this respect arrangements should be made to improve and achieve maximum utilization of opportunities provided by evening classes. Agencies charged with the provision of evening classes should plan for the expansion of these classes and the recruitment of more part-time tutors to meet the demand of this ever-increasing number of school leavers, including those likely to drop-out of school.

## Theoretical Implications and Suggestions for Further Research

When explaining associations between variables such as those presented in this research (e.g. sex and participation in evening classes), one must not confuse the concept of association with causation.

When two variables are related (such as sex and participation in evening classes and the fact that men participate more in evening classes than women), it does not mean that one variable necessarily "caused" the other (i.e. that sex caused participation). We only know what we have found, that the two variables are related, and we attempt to explain the relationship. Theory can undoubtedly be sharpened by knowing what contributes and what does not contribute to participation and it is here that bivariate research designs wherein single variables - age, sex, employment status etc. - are found to be related to participation are useful.

Also a bivariate research design is essential in an exploratory study such as this where there were few indications of the appropriate combinations for multivariate analyses with bivariate results that were individually significant. What is of greatest importance in this research is that some clarity has been brought to a hitherto blurred area, namely, statistical analysis have shown that age, marital status, employment status, annual income, academic motivation and future security are significantly related to students

participation in evening classes. Thus it has become possible to specify relationships between participation and other variables. Some new research ideas have been added, for example the technique of replication and comparison of research findings in both states have led to a more fruitful interpretation of research findings. Finally, something of practical value has been revealed; the value of this type of study is that it tells something about the people who attend this kind of evening classes.

It remains for subsequent researchers to explore the problem of participation at a multivariate level (with intervening, suppressor or distortor variables), once they are satisfied that sufficient exploratory work has been done at a univariate level. There are also, however, other clear areas of interest that are well worth investigating; these are areas of organization and planning of evening classes, and the problem of drop-out from evening classes. Moreover further participation research is needed to investigate the ethnic background of participants in evening classes.

Evening class programmes are one of the important means of providing educational opportunities for all

those not participating in the formal school systems. The increment of national human capital would more than compensate the community for the costs incurred by it in making available valuable inputs for these programmes. It is hoped that the results furnished by this study would be of some value to the agencies charged with the provision of evening classes.

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APPENDIX A

The Questionnaire

C O N F I D E N T I A L

AHMADU BELLO UNIVERSITY
Adult Education and General
Extension Services Unit
Zaria

Dear Sir/Madam,

Survey of Students in Various Forms of Evening Classes, May, 1975

The purpose of this survey is to secure much-needed information about the characteristics of students at present attending Evening Classes for G.C.E. and R.S.A. courses in North-Central and North-Western States. Permission has been obtained from the various States' Ministry of Education and the Agency in-charge of your Evening Classes Programme to distribute this questionnaire to you. The information that you provide will be treated as confidential and used only for the purposes of research. DO NOT GIVE YOUR NAME.

Thank you for your kind assistance.

Please complete this form as accurately as possible.

NOTE THAT YOUR NAME IS NOT REQUIRED.

Date:.....

Name of Centre for Evening Classes in which you are enrolled.....

1. You are enrolled to take a course provided by the Centre for Evening Classes named above. To what qualification does the course lead?

   G.C.E. (Ordinary Level) ☐

   G.C.E. (Advanced Level) ☐

   R.S.A. (Stage I) ☐

   R.S.A. (Stage II) ☐

   Any other (please specify).....

2. What subjects have you enrolled for?

| | | | |
|---|---|---|---|
| English Language | ☐ | Accounting | ☐ |
| English Literature | ☐ | Economics | ☐ |
| Mathematics | ☐ | Government | ☐ |
| Hausa | ☐ | Commerce | ☐ |
| Geography | ☐ | Business Method | ☐ |
| History | ☐ | Shorthand | ☐ |
| Biology | ☐ | Typing | ☐ |
| Chemistry | ☐ | Commercial Arithmetic | ☐ |
| Physics | ☐ | Book-keeping | ☐ |

Others (Please name them).....

3. Please give the following personal information:

(a) SEX

Male ☐

Female ☐

(b) MARITAL STATUS

Single ☐

Married ☐

Widowed ☐

Divorced ☐

(c) EMPLOYMENT STATUS

Employed (full-time) ☐

Unemployed ☐

Employed (Part-time) ☐

Retired ☐

Self-Employed ☐

Housewives (if not employed) ☐

(d) AGE LAST BIRTHDAY

Below 16 ☐

16 - 20 ☐

21 - 25 ☐

26 - 30 ☐

31 - 35 ☐

Above 35 ☐

(e) ANNUAL INCOME (POST UDOJI)

Under ₦700 ☐
₦700 - ₦799 ☐
₦800 - ₦899 ☐
₦900 - ₦999 ☐
₦1000 and over ☐

4.(a) In what kind of institution did you last have a full-time education?

Primary School ☐
Secondary school ☐
Secondary Modern School ☐
Teacher Training College ☐
Technical School ☐
Commercial College ☐
Crafts/Trade School ☐
Any other (please specify)

(b) Did you successfully complete your full-time education at the institution you have ticked above?

Yes ☐
No ☐

If NO, please tick the case which applies to you.

1. You failed your final year examinations..... ☐
2. You did not take the final year examination due to some circumstances beyond your control.. ☐

3. You did not reach the final year class because of some personal reasons..... ☐

4. Any other case (please specify).....

(c) What is the highest qualification that you have obtained?

Primary School Certificate ☐

Grade III Teachers' Certificate ☐

G.C.E. (Ordinary Level)/School Certificate ☐

Grade II Teachers' Certificate ☐

R. S. A. (Stage I) ☐

R. S. A. (Stage II) ☐

Ordinary National Certificate or Diploma ☐

G.C.E. (Advanced Level)/Higher School Certificate. ☐

Trade Test Certificate. ☐

Any other qualification(s) (please specify).....

(d) How many subjects have you passed at:

(i) the G.C.E. (O'Level) or School Certificate ☐

(ii) the G.C.E. (A'Level) or Higher School Certificate ☐

(iii) the R.S.A. (Stage I) ☐

(iv) the R.S.A. (Stage II) ☐

5. Below are some reasons which may have played a part in your decision to study for G.C.E. or R.S.A. First read through the list, and then beside each reason, put one tick as follows:

IN COLUMN 'A' IF THE REASON WAS VERY IMPORTANT TO YOU.

IN COLUMN 'B' IF IT HAD SOME IMPORTANCE.

IN COLUMN 'X' IF IT HAD NO EFFECT ON YOUR DECISION, OR IF IT DOES NOT APPLY TO YOU.

Please put ONLY ONE TICK beside each reason.

| | A | B | X |
|---|---|---|---|
| 1. Because you enjoy studying | | | |
| 2. Because you want to make up for inadequacy in your schooling. | | | |
| 3. Because you want to make better use of leisure | | | |
| 4. Because you are interested in the subjects in the syllabus | | | |
| 5. Because the knowledge gained from the course will help you to do your job better | | | |
| 6. Because you want to get a better post in your present or former occupation | | | |
| 7. Because you might want to get employment in a NEW occupation | | | |
| 8. Because with more people being educated to a high standard, it is important to be well qualified. | | | |
| 9. Because passing the examination would enable you to take a course of study leading to a higher qualification | | | |

| | A | B | X |
|---|---|---|---|
| 10. Because your employer advised you to study for this qualification. | | | |
| 11. Other reasons (please specify)..... ..... | | | |

(Please use the space below if you wish to make any comments in explanation of your answer(s) to question 5.

---

6. Below are some reasons which may have prompted you to study by Evening Classes instead, or as well as, by some other means, such as correspondence, full-time classes or completely unaided study. First read through the list, and then beside each reason, put one tick as follows:

IN COLUMN "A" IF THE REASON WAS VERY IMPORTANT TO YOU.

IN COLUMN "B" IF IT HAD SOME IMPORTANCE.

IN COLUMN "X" IF IT HAD NO EFFECT ON YOUR DECISION OR DOES NOT APPLY TO YOU.

Please put ONLY ONE TICK beside each reason.

| | A | B | X |
|---|---|---|---|
| 1. Because a relative or friend has successfully studied by Evening Classes. | | | |
| 2. Because your domestic responsibilities prevent you from attending full-time classes. | | | |
| 3. Because there are no other means conveniently available for you to take the course. | | | |
| 4. Because you feel studying by Evening classes would save you time | | | |

| | A | B | X |
|---|---|---|---|
| 5. Because studying by Evening Classes will also help you in your correspondence course. | | | |
| 6. Because your financial problems prevent you from attending full-time classes. | | | |
| 7. Because you were unable to gain admission into full-time classes. | | | |
| 8. Because a physical disability prevents you from attending full-time classes. | | | |
| 9. Because having failed your examinations, you did not have the chance to continue in your full-time class. | | | |
| 10. Because you prefer studying in a class with people to studying on your own by correspondence or unaided. | | | |
| 11. Other reasons (please specify)..... | | | |

(please use the space below if you wish to make any comments in explanation of your answer(s) to question 6.

---

7. If you have been studying or intend to study for the qualification to which your Evening classes leads by any of the following methods as well as by Evening class, please tick the appropriate box(es).

Full-time attendance at a teaching institution ☐

Correspondence ☐

Private Tuition ☐

Any other (please specify).....

---

8. Below are some reasons which may have played a part in your decision to CONTINUE TO PARTICIPATE in Evening classes. First read through the list, and then beside each reason, put one tick as follows:

IN COLUMN "A" IF THE REASON WAS VERY IMPORTANT TO YOU.

IN COLUMN "B" IF IT HAD SOME IMPORTANCE.

IN COLUMN "X" IF IT HAD NO EFFECT ON YOUR DECISION OR DOES NOT APPLY TO YOU.

Please put ONLY ONE TICK beside each reason.

| | A | B | X |
|---|---|---|---|
| 1. Because the part-time tutors are properly qualified | | | |
| 2. Because the part-time tutors show regular attendance to classes. | | | |
| 3. Because you are satisfied with the teaching methods of your part-time tutors | | | |
| 4. Because the part-time tutors come to class prepared for their lessons. | | | |
| 5. Because the part-time tutors pay attention to your individual needs at all times. | | | |
| 6. Because the fees are just alright. | | | |
| 7. Because you do not want to forgo your fees. | | | |
| 8. Because the time duration of the lessons are convenient for you. | | | |
| 9. Because adequate provision (eg. supply of chalk, paper, duster and science materials) are always made by the organizers. | | | |

| A | B | X |
|---|---|---|
| | | |
| | | |

10. Because you are satisfied with accommodation provided by the organizers.

11. Other reasons (please specify).....

.....

Please use the space below if you wish to make any comments in explanation of your answer(s) to question 8.

---

It would be appreciated if you would spare a further minute to check the accuracy of your replies. Thank you for your co-operation.

# APPENDIX B

## Student Problem Inventory

Due to restrictions in the use of the student problem inventory, the instrument has not been enclosed in this report. The test scores obtained however are recorded on the chapter titled "Results".

# Appendix C

~~TABLE~~

Intercorrelations Among The Various Sections of The SPI

| | | A 1 | B 2 | C 3 | D 4 | E 5 | F 6 | G 7 | H 8 | I 9 | J 10 | K 11 | Total 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | 1.00 | .32 | .33 | .17 | .37 | .40 | .29 | .30 | .22 | .36 | .33 | .54 |
| 2 | | | 1.00 | .28 | .14 | .34 | .28. | .32 | .42 | .33 | .19 | .17 | .50 |
| 3 | | | | 1.00 | .29 | .52 | .38 | .40 | .36 | .24 | .27 | .32 | .59 |
| 4 | | | | | 1.00 | .27 | .14 | .32 | .27 | .13 | .15 | .27 | .38 |
| 5 | | | | | | 1.00 | .56 | .43 | .48 | .38 | .43 | .50 | .75 |
| 6 | | | | | | | 1.00 | .41 | .39 | .37 | .62 | .48 | .72 |
| 7 | | | | | | | | 1.00 | .42 | .36 | .31 | .42 | .64 |
| 8 | | | | | | | | | 1.00 | .42 | .34 | .43 | .66 |
| 9 | | | | | | | | | | 1.00 | .40 | .32 | .54 |
| 10 | | | | | | | | | | | 1.00 | .54 | .70 |
| 11 | | | | | | | | | | | | 1.00 | .73 |
| 12 | | | | | | | | | | | | | 1.00 |
| $\bar{X}$ | | 2.09 | 2.50 | 1.68 | 2.37 | 2.94 | 3.31 | 2.95 | 1.87 | 1.58 | 3.48 | 3.36 | 28.08 |
| S.D | | 1.55 | 2.06 | 1.35 | 3.12 | 2.48 | 2.45 | 2.37 | 1.80 | 1.20 | 2.97 | 3.38 | 16.01 |
| N | | 560 | 560 | 560 | 560 | 560 | 560 | 560 | 560 | 560 | 560 | 560 | 560 |

APENDIX D

NUMBER OF PARTICIPANTS IN EVENING CLASSES IN NORTH-CENTRAL STATE BY COURSES

| Course | Number enrolled | Actual Respondents | Percentage Response |
|---|---|---|---|
| G.C.E. O'Levels | 492 | 398 | 79.06 |
| G.C.E. A'Levels | 132 | 130 | 98.48 |
| City & Guilds Intermediate | 45 | 43 | 95.55 |
| R.S.A. Stage I | 82 | 61 | 74.39 |
| Total | 751 | 632 | - |

APPENDIX E

DISTRIBUTION OF PARTICIPANTS IN EVENING CLASSES IN NORTH-WESTERN STATE BY COURSES

| Course | Number Enrolled | Actual Respondents | Percentage Response |
|---|---|---|---|
| G.C.E. O'Levels | 93 | 90 | 96.77 |
| R.S.A. Stage I | 68 | 62 | 91.11 |
| Total | - | 152 | - |

APPENDIX F

DISTRIBUTION OF PARTICIPANTS IN EVENING CLASSES IN NORTH-CENTRAL STATE BY EVENING CLASSES CENTRES AND BY COURSES

| Evening Classes Centre | G.C.E. O'Level | G.C.E. A'Level | City & Guilds Intermediate | R.S.A. Stage I |
|---|---|---|---|---|
| Government College, Kaduna | 251 (268) | 130 (132) | - | - |
| Government Technical School, Kaduna | - | - | 43 (45) | - |
| Government Secondary School, Zaria | 47 (77) | - | - | -1 |
| Government Commercial College, Zaria. | 49 (58) | - | - | 61 (82) |
| Government Secondary School, Katsina | 51 (89) | - | - | - |

Note: Figures in brackets indicate number enrolled.

APPENDIX G

DISTRIBUTION OF PARTICIPANTS IN EVENING CLASSES IN NORTH-WESTERN STATE BY EVENING CLASS CENTRES AND BY COURSES

| Evening Class Centres | G.C.E. O'Levels | R.S.A. Stage I |
|---|---|---|
| Central Primary School, Minna | 60 (69) | 27 (32) |
| Government Secondary School, Birnin Kebbi | 10 (?) | - |
| Government College, Bida | 20 (22) | 35 (38) |

Note: Figures in brackets indicate number enrolled.

# Appendix H

## [illegible] of Students By Reasons for Studying for Chosen Qualificat[illegible]
## By Sex in North-Central State

| | | | 2 | | | 3 | | | 4 | | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| [illegible] | ·51 | 6·02 | 71·42 | 4·51 | ·75 | 4·51 | 6·76 | 65·41 | 59·39 | 5·26 | 12·03 | 46·61 | ·02 | 21·05 |
| | 10 | (8) | (95) | (6) | (1) | (6) | (9) | (87) | (79) | (7) | (16) | (62) | (12) | (28) |
| | 4·51 | 3·00 | 19·54 | 3·75 | 0 | 3·00 | 5·26 | 15·03 | 9·02 | 3·75 | 10·52 | 9·02 | 2·25 | 12·03 |
| | 6 | (4) | (26) | (5) | (0) | (4) | (7) | (20) | (12) | (5) | (14) | (12) | (3) | (16) |
| | 12·03 | 9·02 | 90·97 | 8·27 | ·75 | 7·51 | 12·02 | 80·44 | 68·41 | 9·01 | 22·53 | 55·63 | 18·27 | 33·08 |
| | (16) | (12) | (121) | (11) | (1) | (10) | (16) | (107) | (91) | (12) | (30) | (74) | (15) | (44) |
| | 6·97 | 20·93 | 67·44 | 9·30 | 18·60 | 13·95 | 9·30 | 72·09 | 76·74 | 4·65 | 13·95 | 44·18 | 18·60 | 32·55 |
| | (5) | (10) | (29) | (4) | (8) | (6) | (4) | (31) | (33) | (2) | (6) | (19) | (8) | (14) |
| | 4·65 | 0 | 4·65 | 0 | 0 | 0 | 0 | 4·65 | 0 | 4·65 | 0 | 0 | 4·65 | 0 |
| | 2 | (0) | (2) | (0) | (0) | (0) | (0) | (2) | (0) | (2) | (0) | (0) | (2) | (0) |
| | 11·62 | 20·93 | 72·09 | 9·03 | 18·60 | 13·95 | 9·30 | 76·74 | 76·74 | 9·30 | 13·95 | 44·13 | 23·25 | 32·55 |
| | (5) | (10) | (31) | (4) | (8) | (6) | (4) | (33) | (33) | (4) | (6) | (19) | (10) | (14) |
| | 0 | 78·57 | 85·71 | 7·14 | 7·14 | 0 | 28·57 | 71·42 | 0 | 35·71 | 64·28 | 71·42 | 7·14 | 21·42 |
| | (0) | (11) | (12) | (1) | (1) | (0) | (4) | (10) | (0) | (5) | (9) | (10) | (1) | (3) |
| | 0 | 78·57 | 85·71 | 7·14 | 7·14 | 0 | 28·57 | 71·42 | 0 | 35·71 | 64·28 | 71·42 | 7·14 | 21·42 |
| | (0) | (11) | (12) | (1) | (1) | (0) | (4) | (10) | (0) | (5) | (9) | (10) | (1) | (3) |
| | 10 | 45 | 55 | 5 | 10 | 10 | 0 | 60 | 5 | 5 | 60 | 35 | 5 | 20 |
| | (2) | (9) | (11) | (1) | (2) | (2) | (0) | (12) | (1) | (1) | (12) | (7) | (3) | (4) |
| | 10 | 20 | 20 | 5 | 5 | 5 | 0 | 25 | 0 | 5 | 25 | 20 | 0 | 10 |
| | (2) | (4) | (4) | (1) | (1) | (1) | (0) | (5) | (0) | (1) | (5) | (4) | (0) | (2) |
| | 15 | 65 | 75 | 10 | 15 | 15 | 0 | 85 | 5 | 10 | 85 | 55 | 15 | 30 |
| | (4) | (13) | (15) | (2) | (3) | (3) | (0) | (17) | (1) | (2) | (17) | (11) | (3) | (6) |

[illegible] indicate actual numbers involved.

# Appendix H

## Percentage Distribution of Students By Reasons for Studying for Chosen qualificatio and By Sex in North-Central State

| | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 63·17 (84) | 7·51 (10) | 6·02 (8) | 71·42 (95) | 4·51 (6) | ·75 (1) | 4·51 (6) | 6·76 (9) | 65·41 (87) | 59·39 (79) | 5·26 (7) | 12·03 (16) | 46·61 (62) | 9·02 (12) | 21·05 (28) |
| | Female | 15·78 (21) | 4·51 (6) | 3·00 (4) | 19·54 (26) | 3·75 (5) | 0 (0) | 3·00 (4) | 5·26 (7) | 15·03 (20) | 9·02 (12) | 3·75 (5) | 10·52 (14) | 9·02 (12) | 2·25 (3) | 12·03 (16) |
| | Total | 78·95 (105) | 12·03 (16) | 9·02 (12) | 90·97 (121) | 8·27 (11) | ·75 (1) | 7·51 (10) | 12·02 (16) | 80·44 (107) | 68·41 (91) | 9·01 (12) | 22·53 (30) | 55·63 (74) | 11·27 (15) | 33·08 (44) |
| GCE A'levels | Male | 65·11 (28) | 6·97 (3) | 20·93 (10) | 67·44 (29) | 9·30 (4) | 18·60 (8) | 13·95 (6) | 9·30 (4) | 72·09 (31) | 76·74 (33) | 4·65 (2) | 13·95 (6) | 44·18 (19) | 18·60 (8) | 32·55 (14) |
| | Female | 0 (0) | 4·65 (2) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) |
| | Total | 65·11 (28) | 11·62 (5) | 20·93 (10) | 72·09 (31) | 9·03 (4) | 18·60 (8) | 13·95 (6) | 9·30 (4) | 76·74 (33) | 76·74 (33) | 9·30 (4) | 13·95 (6) | 44·13 (19) | 23·25 (10) | 32·55 (14) |
| City & Guilds (Intermediate) | Male | 21·42 (3) | 0 (0) | 78·57 (11) | 85·71 (12) | 7·14 (1) | 7·14 (1) | 0 (0) | 28·57 (4) | 71·42 (10) | 0 (0) | 35·71 (5) | 64·28 (9) | 71·42 (10) | 7·14 (1) | 21·42 (3) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 21·42 (3) | 0 (0) | 78·57 (11) | 85·71 (12) | 7·14 (1) | 7·14 (1) | 0 (0) | 28·57 (4) | 71·42 (10) | 0 (0) | 35·71 (5) | 64·28 (9) | 71·42 (10) | 7·14 (1) | 21·42 (3) |
| RSA (Stage i) | Male | 15 (3) | 10 (2) | 45 (9) | 55 (11) | 5 (1) | 10 (2) | 10 (2) | 0 (0) | 60 (12) | 5 (1) | 5 (1) | 60 (12) | 35 (7) | 15 (3) | 20 (4) |
| | Female | 0 (0) | 10 (2) | 20 (4) | 20 (4) | 5 (1) | 5 (1) | 5 (1) | 0 (0) | 25 (5) | 0 (0) | 5 (1) | 25 (5) | 20 (4) | 0 (0) | 10 (2) |
| | Total | 15 (3) | 20 (4) | 65 (13) | 75 (15) | 10 (2) | 15 (3) | 15 (3) | 0 (0) | 85 (17) | 5 (1) | 10 (2) | 85 (17) | 55 (11) | 15 (3) | 30 (6) |

Note: Figures in brackets indicate actual numbers involved.

## Appendix H (contd.)

Percentage Distribution of Students By Reasons for Studying for Chosen qualificatio and By Sex in North-Central State.

| | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| G.C.E. O'levels | Male | 8·27 (11) | 6·76 (9) | 61·65 (82) | 46·61 (62) | 9·02 (12) | 21·05 (28) | 69·17 (92) | 6·01 (8) | 1·50 (2) | 72·18 (96) | 4·51 (6) | 0 (0) | 9·02 (12) | 5·26 (7) | 62·40 (83) |
| | Female | 2·25 (3) | 5·26 (7) | 15·78 (21) | 6·01 (8) | 3·75 (5) | 13·52 (18) | 18·79 (25) | 4·51 (6) | 0 (0) | 21·05 (28) | 2·25 (3) | 0 (0) | 5·26 (7) | 4·51 (6) | 13·53 (18) |
| | Total | 10·52 (14) | 12·03 (16) | 77·44 (103) | 52·62 (70) | 12·77 (17) | 24·57 (46) | 87·96 (117) | 10·52 (14) | 1·50 (2) | 93·23 (124) | 6·76 (9) | 0 (0) | 14·28 (19) | 9·77 (13) | 75·93 (101) |
| G.C.E. A'levels | Male | 39·53 (17) | 20·93 (9) | 34·88 (15) | 48·83 (21) | 20·93 (9) | 25·58 (11) | 86·04 (37) | 9·30 (4) | 0 (0) | 93·02 (40) | 2·32 (1) | 0 (0) | 13·95 (6) | 9·30 (4) | 72·09 (31) |
| | Female | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 4·65 (2) |
| | Total | 39·53 (17) | 25·58 (11) | 34·88 (15) | 48·83 (21) | 25·58 (11) | 25·58 (11) | 90·69 (39) | 9·30 (4) | 0 (0) | 97·67 (42) | 2·32 (1) | 0 (0) | 13·95 (6) | 9·30 (4) | 76·74 (33) |
| City & Guilds (Intermediate) | Male | 64·28 (9) | 14·28 (2) | 21·42 (3) | 71·42 (10) | 14·28 (2) | 14·28 (2) | 100 (14) | 0 (0) | 0 (0) | 92·85 (13) | 7·14 (1) | 0 (0) | 35·71 (5) | 14·28 (2) | 50 (7) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 64·28 (9) | 14·23 (2) | 21·42 (3) | 71·42 (10) | 14·28 (2) | 14·28 (2) | 100 (14) | 0 (0) | 0 (0) | 92·85 (13) | 7·14 (1) | 0 (0) | 35·71 (5) | 14·28 (2) | 50 (7) |
| R S A (Stage I) | Male | 45 (9) | 10 (2) | 15 (3) | 10 (2) | 15 (3) | 45 (9) | 70 (14) | 0 (0) | 0 (0) | 70 (14) | 0 (0) | 0 (0) | 10 (2) | 25 (5) | 35 (7) |
| | Female | 15 (3) | 5 (1) | 10 (2) | 5 (1) | 5 (1) | 20 (4) | 30 (6) | 0 (0) | 0 (0) | 30 (6) | 0 (0) | 0 (0) | 10 (2) | 5 (1) | 15 (3) |
| | Total | 60 (12) | 15 (3) | 25 (5) | 15 (3) | 20 (4) | 65 (13) | 100 (20) | 0 (0) | 0 (0) | 100 (20) | 0 (0) | 0 (0) | 20 (4) | 30 (6) | 50 (10) |

# Appendix I

Percentage Distribution of Students By Reasons for Studying for chosen qualification and By Sex in North-Western State.

| | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| rCE O'levels | Male | 50 | 10 | 13·33 | 66·66 | 3·33 | 3·33 | 0 | 6·66 | 66·66 | 43·33 | 10 | 20 | 30 | 13·33 | 30 |
| | | (15) | (3) | (4) | (20) | (1) | (1) | (0) | (2) | (20) | (13) | (3) | (6) | (9) | (4) | (9) |
| | Female | 20 | 6·66 | 0 | 26·66 | 0 | 0 | 0 | 3·33 | 23·33 | 20 | 3·33 | 3·33 | 13·33 | 6·66 | 6·66 |
| | | (6) | (2) | (0) | (8) | (0) | (0) | (0) | (1) | (7) | (6) | (1) | (1) | (4) | (2) | (2) |
| | Total | 70 | 16·66 | 13·33 | 93·33 | 3·33 | 3·33 | 0 | 10 | 90 | 63·33 | 13·33 | 23·33 | 43·33 | 26·66 | 36·66 |
| | | (21) | (5) | (4) | (28) | (1) | (1) | (0) | (3) | (27) | (19) | (4) | (7) | (13) | (8) | (11) |
| 2SA (Stage I) | Male | 23·80 | 4·76 | 71·42 | 95·23 | 0 | 4·76 | 19·04 | 4·76 | 76·19 | 23·80 | 14·28 | 61·90 | 85·71 | 4·76 | 9·52 |
| | | (5) | (1) | (15) | (20) | (0) | (1) | (4) | (1) | (16) | (5) | (3) | (13) | (18) | (1) | (2) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 23·80 | 4·76 | 71·42 | 95·23 | 0 | 4·76 | 19·04 | 4·76 | 76·19 | 23·80 | 14·28 | 61·90 | 85·71 | 4·76 | 9·52 |
| | | (5) | (1) | (15) | (20) | (0) | (1) | (4) | (1) | (16) | (5) | (3) | (13) | (18) | (1) | (2) |

Note: Figures in brackets indicate actual numbers involved

Appendix I (Contd.)

Percentage Distribution of Students By Reasons for Studying for Chosen qualificatu and By Sex in North-Western State.

| | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 16·66 (5) | 13·33 (4) | 40 (13) | 36·66 (11) | 10 (3) | 26·66 (8) | 56·66 (17) | 10 (3) | 6·66 (2) | 73·32 (22) | 0 (0) | 0 (0) | 10 (3) | 0 (0) | 63·33 (19) |
| | Female | 13·33 (4) | 6·66 (2) | 6·66 (2) | 16·66 (5) | 6·66 (2) | 3·33 (1) | 26·66 (8) | 0 (0) | 0 (0) | 26·66 (8) | 0 (0) | 0 (0) | 0 (0) | 6·66 (2) | 20 (6) |
| | Total | 30· (9) | 20 (6) | 46·66 (15) | 53·33 (16) | 16·66 (5) | 30 (9) | 83·33 (25) | 10 (3) | 6·66 (2) | 100 (30) | 0 (0) | 0 (0) | 10 (3) | 6·66 (2) | 83·33 (25) |
| RSA (Stage I) | Male | 71·42 (15) | 9·52 (2) | 19·04 (4) | 66·65 (14) | 9·52 (2) | 23 (5) | 100 (21) | 0 (0) | 0 (0) | 95·23 (20) | 4·76 (1) | 0 (0) | 28·57 (6) | 14·28 (3) | 57·14 (12) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 71·42 (15) | 9·52 (2) | 19·04 (4) | 66·65 (14) | 9·52 (2) | 23 (5) | 100 (21) | 0 (0) | 0 (0) | 95·23 (20) | 4·76 (1) | 0 (0) | 28·57 (6) | 14·28 (3) | 57·14 (12) |

# Appendix J

Percentage Distribution of Students By Reasons for Deciding to Study By Evening classes and By Sex in North-Central State

| | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 12·03 | 3·00 | 61·65 | 69·92 | 3·75 | 3·00 | 73·68 | 0·75 | 2·25 | 51·87 | 9·02 | 15·78 | 15·78 | 4·51 | 56·39 |
| | | (16) | (4) | (82) | (93) | (5) | (4) | (98) | (1) | (3) | (64) | (12) | (21) | (21) | (6) | (75) |
| | Female | 2·25 | 0·75 | 20·30 | 19·54 | 1·50 | 2·25 | 21·80 | 0·75 | 0·75 | 7·51 | 2·25 | 13·53 | 12·78 | 3·75 | 6·76 |
| | | (3) | (1) | (27) | (26) | (2) | (3) | (29) | (1) | (1) | (10) | (3) | (18) | (17) | (5) | (9) |
| | Total | 14·28 | 3·75 | 81·95 | 89·47 | 5·25 | 5·25 | 95·48 | 1·50 | 3·00 | 59·39 | 11·27 | 29·32 | 28·56 | 8·26 | 63·15 |
| | | (19) | (5) | (109) | (119) | (7) | (7) | (127) | (2) | (4) | (79) | (15) | 39) | (38) | (11) | (84) |
| GCE A'levels | Male | 6·99 | 9·30 | 79·06 | 72·09 | 6·97 | 16·27 | 86·04 | 4·65 | 4·65 | 25·58 | 16·27 | 55·81 | 51·16 | 11·62 | 32·55 |
| | | (3) | (4) | (34) | (31) | (3) | (7) | (37) | (2) | (2) | (11) | (7) | (24) | (22) | (5) | (14) |
| | Female | 0 | 0 | 4·65 | 4·65 | 0 | 0 | 4·65 | 0 | 0 | 0 | 0 | 4·65 | 4·65 | 0 | 0 |
| | | (0) | (0) | (2) | (2) | (0) | (0) | (2) | (0) | (0) | (0) | (0) | (2) | (2) | (0) | (0) |
| | Total | 6·99 | 9·30 | 83·72 | 76·74 | 6·97 | 16·27 | 90·69 | 4·65 | 4·65 | 25·58 | 16·27 | 60·46 | 55·81 | 11·62 | 32·55 |
| | | (3) | (4) | (36) | (33) | (3) | (7) | (39) | (2) | (2) | (11) | (7) | (26) | (24) | (5) | (14) |
| City & Guilds (Intermediate) | Male | 0 | 14·28 | 85·71 | 50 | 28·57 | 21·42 | 78·57 | 7·14 | 14·28 | 28·57 | 21·42 | 50 | 21·42 | 14·28 | 64·28 |
| | | (0) | (2) | (12) | (7) | (4) | (3) | (11) | (1) | (2) | (4) | (3) | (7) | (3) | (2) | (9) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 0 | 14·28 | 85·71 | 50 | 28·57 | 21·42 | 78·57 | 7·14 | 14·28 | 28·57 | 21·42 | 50 | 21·42 | 14·28 | 64·28 |
| | | (0) | (2) | (12) | (7) | (4) | (3) | (11) | (1) | (2) | (4) | (3) | (7) | (3) | (2) | (9) |
| RSA (Stage I) | Male | 10 | 5 | 55 | 40 | 10 | 20 | 65 | 5 | 0 | 30 | 5 | 35 | 5 | 5 | 60 |
| | | (2) | (1) | (11) | (8) | (2) | (4) | (13) | (1) | (0) | (6) | (1) | (7) | (1) | (1) | (12) |
| | Female | 0 | 0 | 30 | 15 | 10 | 5 | 30 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 30 |
| | | (0) | (0) | (6) | (3) | (2) | (1) | (6) | (0) | (0) | (0) | (0) | (6) | (0) | (0) | (6) |
| | Total | 10 | 5 | 85 | 55 | 20 | 25 | 95 | 5 | 0 | 30 | 5 | 65 | 5 | 5 | 90 |
| | | (2) | (1) | (17) | (11) | (4) | (5) | (19) | (1) | (0) | (6) | (1) | (13) | (1) | (1) | (18) |

Note: Figures in brackets indicate actual numbers involved.

Appendix J (Contd.)

Percentage Distribution of students By Reasons for Deciding to study By Evening Classes and By Sex in North-Central State.

| | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 60·90 (81) | 6·76 (9) | 9·02 (12) | 72·18 (96) | 1·50 (2) | 3·00 (4) | 1·50 (2) | 0·75 (1) | 74·43 (99) | 24·81 (33) | 5·26 (7) | 46·61 (62) | 56·39 (75) | 9·77 (13) | 10·52 (14) |
| | Female | 15·78 (21) | 2·25 (3) | 5·26 (7) | 20·30 (27) | 2·25 (3) | 0·75 (1) | 0 (0) | 0 (0) | 23·30 (31) | 6·01 (8) | 1·50 (2) | 15·78 (21) | 11·27 (15) | 3·75 (5) | 8·27 (11) |
| | Total | 76·69 (102) | 9·02 (12) | 14·28 (19) | 92·48 (123) | 3·75 (5) | 3·75 (5) | 1·50 (2) | 0·75 (1) | 97·74 (130) | 30·82 (41) | 6·76 (9) | 62·40 (83) | 67·66 (90) | 13·53 (18) | 18·79 (25) |
| GCE A'levels | Male | 55·81 (24) | 16·27 (7) | 23·25 (10) | 72·09 (31) | 13·95 (6) | 9·30 (4) | 0 (0) | 2·32 (1) | 93·02 (40) | 18·60 (8) | 4·65 (2) | 72·09 (31) | 16·27 (7) | 2·32 (1) | 76·74 (33) |
| | Female | 0 (0) | 4·65 (2) | 0 (0) | 2·32 (1) | 2·32 (1) | 0 (0) | 0 (0) | 0 (0) | 4·64 (2) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 2·32 (1) | 2·32 (1) |
| | Total | 55·81 (24) | 20·92 (9) | 23·25 (10) | 74·41 (32) | 16·27 (7) | 9·30 (4) | 0 (0) | 2·32 (1) | 97·66 (42) | 18·60 (8) | 4·65 (2) | 76·74 (33) | 16·27 (7) | 4·64 (2) | 79·06 (34) |
| City & Guilds (Intermediate) | Male | 42·85 (6) | 7·14 (1) | 50 (7) | 64·28 (9) | 14·28 (2) | 21·42 (3) | 0 (0) | 0 (0) | 100 (14) | 35·71 (5) | 7·14 (1) | 57·14 (8) | 21·42 (3) | 14·28 (2) | 64·28 (9) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 42·85 (6) | 7·14 (1) | 50 (7) | 64·28 (9) | 14·28 (2) | 21·42 (3) | 0 (0) | 0 (0) | 100 (14) | 35·71 (5) | 7·14 (1) | 57·14 (8) | 21·42 (3) | 14·28 (2) | 64·28 (9) |
| R·S·A (Stage I) | Male | 55 (11) | 10 (2) | 10 (2) | 50 (10) | 10 (2) | 10 (2) | 0 (0) | 0 (0) | 70 (14) | 15 (3) | 0 (0) | 55 (11) | 15 (3) | 5 (1) | 45 (9) |
| | Female | 20 (4) | 0 (0) | 5 (1) | 20 (4) | 5 (1) | 5 (1) | 0 (0) | 0 (0) | 30 (6) | 10 (2) | 0 (0) | 20 (4) | 5 (1) | 5 (1) | 25 (5) |
| | Total | 75 (15) | 10 (2) | 15 (3) | 70 (14) | 15 (3) | 15 (3) | 0 (0) | 0 (0) | 100 (20) | 25 (5) | 0 (0) | 75 (15) | 20 (4) | 10 (2) | 70 (14) |

## Appendix K

Percentage Distribution of Students By Reasons for Deciding to Study By Evening classes and By Sex in North-Western State.

| | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| G.C.E O'levels | Male | 3·33 (1) | 0 (0) | 70 (21) | 50 (15) | 13·33 (4) | 10 (3) | 86·66 (20) | 3·33 (1) | 3·33 (1) | 40 (12) | 6·66 (2) | 26·66 (8) | 20 (6) | 10 (3) | 43·33 (13) |
| | Female | 0 (0) | 3·33 (1) | 23·33 (7) | 20 (6) | 3·33 (1) | 3·33 (1) | 26·66 (8) | 0 (0) | 0 (0) | 16·66 (5) | 0 (0) | 10 (3) | 10 (3) | 0 (0) | 16·66 (5) |
| | Total | 3·33 (1) | 3·33 (1) | 93·33 (28) | 70 (21) | 16·66 (5) | 13·33 (4) | 93·33 (28) | 3·33 (1) | 3·33 (1) | 56·66 (17) | 6·66 (2) | 36·66 (11) | 30 (9) | 10 (3) | 60 (18) |
| RSA (Stage I) | Male | 9·52 (2) | 0 (0) | 90·47 (19) | 42·85 (9) | 4·76 (1) | 52·38 (11) | 66·66 (14) | 19·04 (4) | 14·28 (3) | 28·57 (6) | 14·28 (3) | 57·14 (12) | 19·04 (4) | 4·76 (1) | 76·19 (16) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 9·52 (2) | 0 (0) | 90·47 (19) | 42·85 (9) | 4·76 (1) | 52·38 (11) | 66·66 (14) | 19·04 (4) | 14·28 (3) | 28·57 (6) | 14·28 (3) | 57·14 (12) | 19·04 (4) | 4·76 (1) | 76·19 (16) |

Note: Figures in brackets indicate actual numbers involved.

## Appendix K (Contd.)

Percentage Distribution of Students By Reasons for Deciding to Study By Evening classes and By Sex in North-Western State.

| | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 50 (15) | 6·66 (2) | 16·66 (5) | 53·33 (16) | 10 (3) | 10 (3) | 0 (0) | 0 (0) | 73·33 (22) | 30 (9) | 10 (3) | 33·33 (10) | 40 (12) | 6·66 (2) | 26·66 (8) |
| | Female | 20 (6) | 3·33 (1) | 3·33 (1) | 26·66 (8) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 26·66 (8) | 16·66 (5) | 3·33 (1) | 6·66 (2) | 13·33 (4) | 0 (0) | 13·33 (4) |
| | Total | 70 (21) | 10 (3) | 20 (6) | 80 (24) | 10 (3) | 10 (3) | 0 (0) | 0 (0) | 100 (30) | 46·66 (14) | 13·33 (4) | 40 (12) | 53·33 (16) | 6·66 (2) | 40 (12) |
| RSA (Stage I) | Male | 47·61 (10) | 9·52 (2) | 42·85 (9) | 47·61 (10) | 14·28 (3) | 38·09 (8) | 0 (0) | 0 (0) | 100 (21) | 23·80 (5) | 14·28 (3) | 61·90 (13) | 23·80 (5) | 14·28 (3) | 61·90 (13) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 47·61 (10) | 9·52 (2) | 42·85 (9) | 47·61 (10) | 14·28 (3) | 38·09 (8) | 0 (0) | 0 (0) | 100 (21) | 23·80 (5) | 14·28 (3) | 61·90 (13) | 23·80 (5) | 14·28 (3) | 61·90 (13) |

# Appendix L

## Percentage Distribution of Students By Reasons for Continuing to Participate in Evening Classes in North-Central State

| | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 70·67 (94) | 4·51 (6) | 1·50 (2) | 59·39 (79) | 2·25 (3) | 15·0 20 | 41·35 (55) | 3·00 (4) | 32·33 (43) | 63·15 (84) | 7·51 (10) | 6·01 (8) | 34·58 (46) | 6·01 (8) | 36·09 (48) |
| | Female | 21·05 (28) | 2·25 (3) | 0 (0) | 15 (20) | 3 (14) | 5·26 (7) | 12·03 (16) | 1·50 (2) | 9·77 (13) | 19·54 (26) | 2·25 (3) | 1·50 (2) | 8·27 (11) | 3·75 (5) | 11·27 (15) |
| | Total | 91·72 (122) | 6·76 (9) | 1·50 (2) | 74·39 (99) | 5·29 (7) | 20·26 (27) | 53·38 (71) | 4·50 (6) | 42·10 (56) | 82·69 (110) | 9·76 (13) | 7·51 (10) | 42·85 (57) | 9·77 (13) | 47·36 (63) |
| GCE A'levels | Male | 86·04 (37) | 6·97 (3) | 2·32 (1) | 39·53 (17) | 6·97 (3) | 48·83 (21) | 20·93 (9) | 4·65 (2) | 69·76 (30) | 72·09 (31) | 13·95 (6) | 11·62 (5) | 18·60 (8) | 6·97 (3) | 69·76 (30) |
| | Female | 4·65 (2) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 0 (0) | 2·32 (1) | 2·32 (1) |
| | Total | 90·69 (39) | 6·97 (3) | 2·32 (1) | 44·18 (19) | 6·97 (3) | 48·83 (21) | 25·58 (11) | 4·65 (2) | 69·76 (30) | 76·74 (33) | 13·95 (6) | 11·62 (5) | 18·60 (8) | 9·30 (4) | 72·09 (31) |
| City & Guilds (Intermediate) | Male | 100 (14) | 0 (0) | 0 (0) | 42·85 (6) | 7·14 (1) | 50 (7) | 28·57 (4) | 14·28 (2) | 57·14 (8) | 64·28 (9) | 14·28 (2) | 7·14 (1) | 21·43 (3) | 21·43 (3) | 57·14 (8) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 100 (14) | 0 (0) | 0 (0) | 42·85 (6) | 7·14 (1) | 50 (7) | 28·57 (4) | 14·28 (2) | 57·14 (8) | 64·28 (9) | 14·28 (2) | 7·14 (1) | 21·43 (3) | 21·43 (3) | 57·14 (8) |
| RSA (Stage I) | Male | 60 (12) | 10 (2) | 0 (0) | 45 (9) | 15 (3) | 10 (2) | 0 (0) | 20 (4) | 50 (10) | 50 (10) | 20 (4) | 0 (0) | 0 (0) | 5 (1) | 65 (13) |
| | Female | 30 (6) | 0 (0) | 0 (0) | 15 (3) | 5 (1) | 10 (2) | 0 (0) | 5 (1) | 25 (5) | 25 (5) | 0 (0) | 5 (1) | 10 (2) | 0 (0) | 20 (4) |
| | Total | 90 (18) | 10 (2) | 0 (0) | 60 (12) | 20 (4) | 10 (4) | 0 (0) | 25 (5) | 75 (15) | 75 (15) | 20 (4) | 5 (1) | 10 (2) | 5 (1) | 85 (17) |

Note: Figures in brackets indicate actual numbers involved.

Appendix L (Contd.)

Percentage Distribution of Students By Reasons for Continuing to Participate in Evening Classes in North-Central State

| | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 46·61 (62) | 5·26 (7) | 24·81 (33) | 10·52 (14) | 2·25 (3) | 63·90 (85) | 52·63 (70) | 7·51 (10) | 16·54 (22) | 12·78 (17) | 8·27 (11) | 55·63 (74) | 4·51 (6) | 6·76 (9) | 65·41 (87) | 56·39 (75) | 3·75 (5) | 16·54 (22) |
| | Female | 11·27 (15) | 4·51 (6) | 7·51 (10) | 3·75 (5) | 5·26 (7) | 14·28 (19) | 7·51 (10) | 3·00 (4) | 12·78 (17) | 4·51 (6) | 3·00 (4) | 15·78 (21) | 2·25 (3) | 1·50 (2) | 19·54 (26) | 9·76 (13) | 2·25 (3) | 11·26 (15) |
| | Total | 57·89 (77) | 9·77 (13) | 32·33 (43) | 14·27 (19) | 7·51 (10) | 78·19 (104) | 60·14 (80) | 10·51 (14) | 29·32 (39) | 17·29 (23) | 11·27 (15) | 71·41 (95) | 6·76 (9) | 8·27 (11) | 84·96 (113) | 66·15 (88) | 6·01 (8) | 26·80 (37) |
| GCE A'levels | Male | 25·58 (11) | 11·62 (5) | 58·13 (25) | 9·30 (4) | 4·65 (2) | 81·39 (35) | 48·83 (21) | 13·95 (6) | 30·23 (13) | 11·62 (5) | 11·62 (5) | 72·09 (31) | 4·65 (2) | 4·65 (2) | 86·04 (37) | 55·81 (24) | 16·27 (7) | 23·25 (10) |
| | Female | 0 (0) | 2·32 (1) | 2·32 (1) | 0 (0) | 0 (0) | 4·65 (2) | 4·65 (2) | 2·23 (1) | 0 (0) | 0 (0) | 0 (0) | 4·65 (2) | 0 (0) | 0 (0) | 4·65 (2) | 4·65 (2) | 0 (0) | 0 (0) |
| | Total | 25·58 (11) | 13·94 (6) | 60·46 (26) | 9·30 (4) | 4·65 (2) | 86·04 (37) | 53·48 (23) | 16·27 (7) | 30·23 (13) | 11·62 (5) | 11·62 (5) | 76·74 (33) | 4·65 (2) | 4·65 (2) | 90·69 (39) | 60·46 (26) | 16·27 (7) | 23·25 (10) |
| City & Guilds (Intermediate) | Male | 50 (7) | 0 (0) | 50 (7) | 0 (0) | 14·28 (2) | 85·71 (12) | 50 (7) | 14·28 (2) | 35·71 (5) | 85·71 (12) | 7·14 (1) | 7·14 (1) | 0 (0) | 14·28 (2) | 85·71 (12) | 71·42 (10) | 0 (0) | 28·57 (4) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 50 (7) | 0 (0) | 50 (7) | 0 (0) | 14·28 (2) | 85·71 (12) | 50 (7) | 14·28 (2) | 35·71 (5) | 85·71 (12) | 7·14 (1) | 7·14 (1) | 0 (0) | 14·28 (2) | 85·71 (12) | 71·42 (10) | 0 (0) | 28·57 (4) |
| RSA (Stage I) | Male | 15 (3) | 5 (1) | 50 (10) | 10 (2) | 5 (1) | 55 (11) | 25 (5) | 25 (5) | 20 (4) | 15 (3) | 0 (0) | 55 (11) | 0 (0) | 5 (1) | 65 (13) | 35 (7) | 15 (3) | 20 (4) |
| | Female | 0 (0) | 10 (2) | 20 (4) | 15 (3) | 15 (3) | 0 (0) | 15 (3) | 0 (0) | 15 (3) | 5 (1) | 0 (0) | 25 (5) | 5 (1) | 0 (0) | 25 (5) | 10 (2) | 5 (1) | 15 (3) |
| | Total | 15 (3) | 15 (3) | 70 (14) | 25 (5) | 20 (4) | 55 (11) | 40 (8) | 25 (5) | 35 (7) | 20 (4) | 0 (0) | 80 (16) | 5 (1) | 5 (1) | 90 (18) | 45 (9) | 20 (4) | 35 (7) |

## Appendix M

Percentage Distribution of Students By Reasons for Continuing To Participate in Evening Classes in North-Western State

| | | 1 | | | 2 | | | 3 | | | 4 | | | 5 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'level | Male | 66·66 | 3·33 | 3·33 | 56 | 0 | 16·66 | 20 | 13·33 | 40 | 56·66 | 6·66 | 10 | 23·33 | 6·66 | 43·33 |
| | | (20) | (1) | (1) | (17) | (0) | (5) | (6) | (4) | (12) | (17) | (2) | (3) | (7) | (2) | (13) |
| | Female | 26·66 | 0 | 0 | 16·66 | 3·33 | 6·66 | 6·66 | 6·66 | 13·33 | 16·66 | 6·66 | 3·33 | 10 | 3·33 | 13·33 |
| | | (8) | (0) | (0) | (5) | (1) | (2) | (2) | (2) | (4) | (5) | (2) | (1) | (3) | (1) | (4) |
| | Total | 93·33 | 3·33 | 3·33 | 73·33 | 3·33 | 23·33 | 26·66 | 20 | 53·33 | 73·33 | 13·33 | 13·33 | 33·33 | 10 | 56·66 |
| | | (28) | (1) | (1) | (22) | (1) | (7) | (8) | (6) | (16) | (22) | (4) | (4) | (10) | (3) | (17) |
| RSA (Stage I) | Male | 80·95 | 9·52 | 9·52 | 66·66 | 14·28 | 19·05 | 19·05 | 4·76 | 76·19 | 71·42 | 19·04 | 9·52 | 19·05 | 4·76 | 76·19 |
| | | 17 | (2) | (2) | (14) | (3) | (4) | (4) | (1) | (16) | (15) | (4) | (2) | (4) | (1) | (16) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 80·95 | 9·52 | 9·52 | 66·66 | 14·28 | 19·05 | 19·05 | 4·76 | 76·19 | 71·42 | 19·04 | 9·52 | 19·05 | 4·76 | 76·19 |
| | | (17) | (2) | (2) | (14) | (3) | (4) | (4) | (1) | (16) | (15) | (4) | (2) | (4) | (1) | (16) |

Note: Figures in brackets indicate actual numbers involved

## Appendix M (Contd.)

Percentage Distribution of Students By Reasons for Continuing to Participate in Evening Classes in North-Western State.

| | | 6 | | | 7 | | | 8 | | | 9 | | | 10 | | | 11 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X | A | B | X |
| GCE O'levels | Male | 30 (9) | 10 (3) | 33·33 (10) | 0 (0) | 10 (3) | 63·33 (19) | 46·66 (14) | 6·66 (2) | 20 (6) | 10 (3) | 10 (3) | 53·33 (16) | 0 (0) | 6·66 (2) | 66·66 20 | 46·66 (14) | 6·66 (2) | 20 (6) |
| | Female | 10 (3) | 3·33 (1) | 13·33 (4) | 3·33 (1) | 3·33 (1) | 20 (6) | 6·66 (2) | 0 (0) | 20 (6) | 3·33 (1) | 6·66 (2) | 16·66 (5) | 0 (0) | 0 (0) | 26·66 (8) | 13·33 (4) | 3·33 (1) | 10 (3) |
| | Total | 40 (12) | 13·33 (4) | 46·66 (14) | 3·33 (1) | 13·33 (4) | 83·33 (25) | 53·32 (16) | 6·66 (2) | 40 (12) | 13·33 (4) | 16·66 (5) | 70 (21) | 0 (0) | 6·66 (2) | 93·33 (28) | 60 (18) | 10 (3) | 30 (9) |
| RSA (Stage I) | Male | 23·80 (5) | 19·04 (4) | 57·14 (12) | 33·33 (7) | 19·04 (4) | 47·61 (10) | 38·09 (8) | 19·04 (4) | 42·85 (9) | 33·33 (7) | 0 (0) | 66·66 (14) | 9·52 (2) | 14·28 (3) | 76·19 (16) | 61·90 (13) | 9·52 (2) | 28·57 (6) |
| | Female | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| | Total | 23·80 (5) | 19·04 (4) | 57·14 (12) | 33·33 (7) | 19·04 (4) | 47·61 (10) | 38·09 (8) | 19·04 (4) | 42·85 (9) | 33·33 (7) | 0 (0) | 66·66 (14) | 9·52 (2) | 14·28 (3) | 76·19 (16) | 61·90 (13) | 2·52 (2) | 28·57 (6) |