AN ABSTRACT OF THE THESIS OF

_____Edem Daniel Offiong_____ for the degree of _Doctor of Education_

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Title: ANALYSIS OF THE STATE OF DEVELOPMENT OF ADULT EDUCATION IN

NIGERIA: SUGGESTIONS FOR FUTURE ACTION

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Abstract approved: _____
                         Thomas E. Grigsby

The purpose of this study was to analyze the state of development of adult education in Nigeria.

The major objectives were to review the state of development of Nigerian adult education programs, assess the overall effectiveness of these programs, and utilize the findings to suggest action for future program improvement.

A questionnaire was administered by mail to the Permanent Secretaries of the Ministry of Education in the States and to the heads of education departments of universities in Nigeria.

The Kendall's Coefficient of Concordance (W) and the Kruskal-Wallis (H) Tests were used to test the null hypotheses. Differences were assessed at the .01 level of significance.

From the findings of the study, the following conclusions were drawn:

1. Facilities, equipment, and other instructional materials in the Nigerian adult education program are perceived as inadequate.

2.   The most important impact of adult education was to induce more children to attend school.

3.   The Ministry of Education is perceived as the most influential agency for adult education in the country. Other ministries are perceived as having little influence in adult education.

4.   The majority of the adult education teachers have no qualifications beyond the First School Leaving Certificate. Additionally, they have not been given the training needed for the efficient work with adult learners.

5.   Religious institutions are perceived as most effective and influential, while the Red Cross, Y.M.C.A. and other similar agencies have limited influence and limited programs for adults.

On the basis of the findings of the study, the following recommendations are suggested. It is recommended that:

1.   This study be used as a pilot study and that more intensive research be done on the development of adult education in Nigeria.

2.   The universities and other institutions of higher learning take a more active part in adult education. Training, research, counseling, extension services, and other essential services should be established for the advancement of adult education.

3.   A coherent curriculum of adult education be developed that provides for the sequential development of the knowledge, understanding, skills, attitudes, and values required to maintain one's effectiveness in a changing Nigerian society.

4.   More funds be provided for adult education. The government should play a major role in this.

5.   More incentives be created for people who want to get involved

with adult education.

6. All adult education plans and programs be periodically reviewed and evaluated.

7. Pre-service and in-service training be expanded for all of those employed in the adult education field.

8. All programs of adult education be required to clarify their program objectives and participate in the development of inter-agency working agreements to insure that the resources of adult education are used effectively in meeting the adult educational needs of individuals, institutions, and communities.

9. There be a national commitment to provide the resources and philosophical support necessary for the development of lifelong learning as an integral element of the Nigerian way of life.

10. The government ministries, universities and other agencies and organizations in the country should emulate the religious institutions who have demonstrated an effective approach to program development and delivery.

Analysis of the State of Development
of Adult Education in Nigeria:
Suggestions for Future Action

by

Edem Daniel Offiong

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and Head of Department of Adult Education

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Dean of Graduate School

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CHAPTER 1

INTRODUCTION

Education in developing countries must liberate, must
help people discover themselves, must set thought on the move,
for the dangers of fossilization of educational practices and
institutions is very great.

This statement by Hawes (30) articulates the importance of educa-

tion to developing countries. This importance has been further recog-

nized by the committee of UNESCO (62) which identified the following as

the most important purposes of adult education:

1. To help the people become more aware of the importance of
    life-long learning (adult education) and of what it can do to
    solve many of their problems.

2. To assist in identifying national trends and problems that
    have implications for adult education.

3. To encourage adult educators and the public generally to
    accept adult education as an integral part of the regular
    educational programs.

4. To bring about greater clarity of purpose and policies - move
    communication and cooperation among adult education groups
    and better coordination among both public and private agencies
    in the use of resources.

Odokara (53) mentioned several factors which had contributed to the

slow development of adult education in Nigeria. Among them were:

1. Lack of effort to stimulate the interest and demand for educa-
    tion among adults; and

2. The paucity of research in adult education in Nigeria has left
    educators and others involved in the planning of adult educa-
    tion with little information necessary for adult education

program development.

In the early history of the Nigerian people and adult education, it was observed that some religious agencies got involved in adult education as well as in all other phases of education. They concentrated mainly on teaching the people how to read and write because their major objective was to foster their religious doctrines.

It is assumed that it is time and also imperative that more research be done into the state of development of adult education in Nigeria.

Statement of the Problem

The central problem of this study was to analyze the state of development of adult education in Nigeria and to make suggestions for future action.

Objectives of the Study

The study was designed to determine whether there were any significant differences in the administration and organization of adult education in Nigeria among the state governments and other organizations involved in adult education in the country. The specific objectives of the study were to:

1. Review literature relative to the state of Nigerian adult education.

2. Review the stages of development of adult education in Nigeria.

3. Examine the existing adult education programs in Nigeria in order to:

   a. Identify the types of programs offered.
   b. Assess the overall effectiveness of these programs with regard to adult education.

4. Examine the degree that Nigeria has progressed in adult education.

5.   Utilize the findings to suggest means and plans for future actions and improvements.

Significance of the Study

The changing nature of our society requires virtually all citizens to gain new skills and intellectual orientations throughout their lives. Formal education of youth and young adults, once thought of as a vaccine that would prevent ignorance later in life, is now recognized as inadequate by itself to give people all the educational guidance they will need to last a lifetime. The obsolescence of knowledge, the rapid growth of new knowledge, the shifts in national priorities, the multiplication and complexity of social problems, and the close relationship between the application of knowledge and social progress all lead to the conclusion that life-long learning is not only desirable but necessary. (31)

All forms of education are important in Nigeria today - primary, secondary, higher or university education, and adult education. A great number of the Nigerian adult population is illiterate. As a result, many have seen the need for education and have struggled on their own to be educated, or at least to be able to read and write.

There is also a new emphasis on the education of adults in Nigeria and that is why adult education is shifting rapidly from a marginal to a central concern for many educational statesmen. Legislators, educators, businessmen, educational policy-makers, etc., have started to recognize that the Nigerian society now has as great a stake in the continued learning of adults as it ever had in the education of children.

Odokara (53) made a series of recommendations about the improvement of adult education in Nigeria. He stressed:

The satisfactory solution of the problems that confront the promotion of adult education in Nigeria lies... in the rededication of the inter-agency and the inter-departmental efforts of all government ministries, the institutions of higher education, the industries, the businesses, the elementary and secondary schools, the churches, the trade unions, the local councils, and all citizens in this process of rural development through adult education.

Raybould, (56) the former Director of the Extra-Mural Department of Ibadan University, recommended the use of adult education to extend development to all rural parts of Nigeria.

Lewis (44) called attention to the slow progress of adult education in Nigeria and suggested that the limited growth of Nigerian adult education programs was the result of the indifference of the governmental leaders of Nigeria.

Assumptions

The assumptions on which the study was based were:

1. The state and federal officials in Nigeria would be willing and capable of completing the instrument of the study.

2. The instrument, when completed, would be valid as far as the data for this study were concerned.

3. The data collected would serve as a proper guide in analyzing the present adult education programs in the country.

4. The future planning for adult education in Nigeria would be enhanced by the result of the analysis.

5. Such a conceptual scheme of analysis of adult education would be a useful contribution in the overall national development and could be used by all those concerned with the planning of adult education in Nigeria.

6. The general public would be fully aware of the current meaning and implications of adult education and would take advantage of the improvements suggested.

Limitations

The following factors might have limited the ability to generalize the findings of the study:

1. The study was limited to the states that expressed their willingness to participate.

2. The analysis was based only on the data submitted by the cooperating states.

3. The principal data for the study were obtained by the questionnaire mailed to Nigeria with limited opportunity to clarify

questions for respondents.

4. Other information was collected from literature, government documents and personal data collected by the author when he visited Nigeria in 1978.

This study is therefore dependent upon the perception of the people who answered the questionnaire and returned it to the researcher, and on the accuracy of the record in the literature reviewed.

Definitions of Terminology

The following terms used in the study were defined as follows:

1. Adult -

   A person (man or woman) who has achieved full physical development and expects to have the right to participate as a responsible home-maker, worker, and member of society.

The definition suitable for this study is that of Verner (63) who states:

   For the purposes of adult education, we can say that an adult is a person who has come into that stage of life in which he has assumed responsibility for himself and usually for others, and who has concomitantly accepted a functionally productive role in his community.

2. Adult Education -

The definition adopted for this study is that of Knowles (39). He states:

   Adult Education describes a set of organized activities for mature men and women carried on by a wide variety of institution for the accomplishment of specific educational objectives.

   In this sense, it encompasses organized classes, study groups, lecture series, workshops, conferences, planned reading programs, guided discussions, and correspondence courses.

3. Adult Educator -

   The person who is responsible for the development and organization of educational experiences to meet

the needs of adults.

4. <u>Adult Education Program</u> -

   All educational programs sponsored by the Nigerian
   State and Federal governments for the adults in
   their particular states and the country in general.

5. <u>Adult Teachers</u> -

   People specifically trained and prepared for the
   teaching of adults.

6. <u>Counselor</u> -

   A representative of a group, always in the village
   level, in a local government council.

7. <u>Hausa</u> -

   A major tribe in Nigeria. This tribe occupies a
   greater part of northern Nigeria. The Hausa people
   are mainly Moslems.

8. <u>Hausa Community</u> -

   This may be a small or big town. The inhabitants
   are predominantly the Hausas.

9. <u>Emir</u> -

   The head or chief in a Hausa community in northern
   Nigeria. In other parts of the country, different
   titles are used.

10. <u>Illiterate</u> -

    A person who cannot read and write in the local
    language and/or in English.

11. <u>Ministry</u> -

    A department in the government, e.g., Ministry of
    Education (Department of Education).

12. <u>Permanent Secretary</u>

    The head in a department or ministry of government,
    e.g., Permanent Secretary of Education.

13. <u>Town</u> -

    A large community whose inhabitants might come from

the same ethnic group or different ethnic groups within the country. The number of people here is in the thousands.

14. <u>Village</u> -

A small typical community in Nigeria with a population of a few hundred, whose inhabitants have a common ancestor.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

The review of the literature has been organized to focus on three

topical areas:

1. Philosophical perspective of adult education, which includes
    the following:

    a. Definitions and Philosophy of Adult Education.
    b. Adult Education.
    c. Aims and Objectives of Adult Education.
    d. The Learner, the Teacher, and the Instructional Process.
    e. The content of Adult Education.
    f. Conclusions.

2. Historical background of Adult Education which has been divi-
    ded into two major areas:

    a. History of education worldwide, which includes the early
        history in the 1950's and the progress made in the last
        ten years.
    b. History of education in Nigeria which includes the early
        history in the 1950's and the progress made in the last
        ten years.

3. Promising practices which apply to the research and report
    techniques of adult education and the recommended strategies
    for the further development of adult education in Nigeria.

Philosophical Perspective of Adult Education

Definitions and Philosophy of Adult Education

In reviewing the literature, it is important to discuss
the meaning of the term philosophy. A philosophy is more
than a description of what is going on in adult education,
more than a definition of the adult learner, and the learning
process, more than any one aspect of the field of adult edu-
cation. A philosophy provides a framework, a structure or
set of basic assumptions and principles from which one can
view the entire field of adult education. (49)

The objectives of adult education are determined by the adults'
needs, and the adult educator's definition and philosophy of adult edu-
cation.

> If we really believe in individual fulfillment, our con-
> cern for education will reach far beyond the formal system.
> We shall expect people to continue to learn and grow in and
> out of school, in every possible circumstance, and at every
> stage of their lives. (5)

The above statement by John W. Gardner, former U.S. Secretary of
Health, Education and Welfare, best summarizes the role and philosophy
of any adult education program.

In Nigeria, as in other developing nations of the world who are
trying to use education to catch up with other developed nations, adult
education programs have been developed without well defined objectives
and philosophies. As a result, these programs usually operate without
contributing meaningfully to the solution of the major problems of the
people and the society. Many times, programs are developed which do not
meet the needs of the clientele they are serving.

Adult Education

> Adult education is for those who have a deep and abiding
> faith in the possibilities of an intellectual adventure. If
> we believe in man and his infinite potential for growth, we
> look upon the educational institutions and agencies as those
> means for achieving his potential for self-improvement. (5)

Adult education embraces the learning achieved by adults during
their mature years. The major purposes of adult education are first to
make adults in the community aware of the individual and community needs,
and second, to give such education as will enable them to meet problems
that exist now. Adult education stems from the people. The curriculum
should be based on the present needs and problems.

Aims and Objectives of Adult Education

Many statements outlining the aims and objectives of adult education appear in literature.

Sworder (70) spends some time discussing the purpose of adult education. According to Sworder, the purpose of adult education is to develop the potential that lies within ourselves to the end that we may solve the problems that we face as adults. He continues, "The emphasis of adult education must be on learning and problem solving, rather than on mere information, recreation, or social activities. Adult education endeavors to meet the present and continuing needs of the individuals such as vocational advancement, broadening of cultural horizons, satisfaction in home and family life, and learning how to make use of leisure time." He concludes, "Whenever the educational program of any group can be determined to be beneficial to the adult as a citizen and as a member of society, I believe the program could be said to be within a working definition of adult education."

Minich (70) expressed his views in this way. He says, "I conceive adult education to be a continuing educational experience which should contribute to the growth of the people as long as they live." According to Minich, education should be made available to all people and not limited to economically or intellectually favored minorities. He says, "It must be democratically conceived and developed." He echoes Sworder by concluding, "I believe too, that adult education in helping people to grow, has a two-fold responsibility: (1) to the individual as a person in achieving self-realization, and (2) to the individual as a group member, in becoming a more responsible citizen."

The purpose of adult education is to make the individual conform to an ideal determined by the society and to help the individual develop his/her uniqueness.

Blakely (70) says, "I accept as the purpose of education, the fostering of the growth of what is individual in each human being and the harmonizing of individuality with social unity, which unity should be based on a respect for individuality."

According to Kallen, (37) the aim of adult education is to liberate the mind, to bring about a synthesis of what he calls a person's daylife and nightlife. The daylife is man's role as a producer in society, a worker. It is in the nightlife that one is able to consume the cultural benefits for which one has worked during the day. In Kallen's view, the aim of adult education is to "endow the necessary labors of the daylife with the activities of release and restoration intrinsic to nightlife." In so doing, there can be a "better, richer, and happier" life for all citizens.

Freire (26) feels that the aim of adult education is to liberate the oppressed and in so doing also free the oppressor. This is done through a process he calls conscientization.

The Philosophy of adult education divides further into those writers who see the aim of adult education as somehow related to society and those who see the aim of adult education as individual development irrespective of societal concerns.

Bergevin (9) recognizes the validity of presenting "The adult the opportunity to advance as a maturing individual but it is always within the context of helping him to learn "how to contribute his share to the civilizing process." For him, the individual cannot be separated from

the society which surrounds him. Self-development is important in that

it leads to being a better member of society. Adult education activities

are to be selected with this goal in mind, and in particular with the

goal of advancing the democratic way of life.

Lindeman (45) views man as a social being. Thus, adult education

should be aimed at improving man's life in society. Education allows

adults to cope with the function in a changing social milieu:

> Adult education will become an agency of progress if
> its short-time goal of self-improvement can be made compa-
> tible with a long-time, experimental but resolute policy
> of changing the social order. Changing individuals in con-
> tinuous adjustment to changing social functions - this is
> the bilateral though unified purpose of adult learning. (45)

Lindeman feels that "adult education will have justified itself if it

does nothing more than make adults happier in their hours of leisure."

Lindeman's work, although written fifty years ago, seems relevant

to many concerns of present day adult educators. His emphasis on indi-

vidual needs and experiences as a starting point in adult education, his

favoring the discussion technique for problem solving, and his insights

into "power," "freedom," "self expression," and "specialism" seem re-

markably contemporary.

Knowles (41) presents a contrast to Bergevin and Lindeman with his

emphasis on individual development apart from external concerns. The

aim of adult education is to help adults become liberated. All adult

educators can rally around this common aim, he feels, because it allows

for any type of adult education as long as the individual sees it as

liberating. What is selected to help an individual become "liberated"

will depend to some extent, on existing social norms and values.

Broudy (15) does not feel that adult education should only prepare

people to effectively play their roles in society. He sees man as being
in a "cultural predicament" caught between the demands of a modern sys-
tem of mass production and the democratic commitment to individual free-
dom and development. The aim of adult education is to make every adult
aware of this predicament and his role in it. Adults who are sensitized
to their predicament will then commit themselves to a "self-cultivation."

Paterson (55) says that the proper aim of adult education is to
transmit knowledge which is "educationally worthwhile." Education is
the "fearless transmission of truth" and his knowledge is "morally,
socially, and politically neutral." He does not provide the reader with
criteria for determining what is "educationally worthwhile."

Lawson (42) contends that adult education does not need an external
objective or purpose. Adult education is not synonymous with social
service, recreation or community work and need not be justified in those
terms. Adult education he feels, "has a claim to public support" purely
because "it is a system of teaching and learning."

The above review of the literature on the philosophy of adult edu-
cation reveals very little consensus as to its aims and objectives.
Where each educator/philosopher positions himself on this issue seems to
determine to a large extent how the learner, the teacher, and the in-
structional process are conceptualized.

The Learner, the Teacher, and the Instructional Process

From the perspective of a philosophy of adult education, the role
of the learner, the role of the teacher, and the instructional process
can be seen as inter-related. The extent to which one views the learner
as independent and self-directing determines the centrality of the

instructor's role. This in turn influences the choice of methods used in the instructional process.

Apps (4) suggests that the role of the learner depends not only upon one's conception of human nature, but also on one's views of human learning.

Lawson (71) views the learner as subordinate to the teacher because of necessity. For unless the person is to be confined to what he/she already knows, a teacher is essential for introducing "learners to things beyond themselves." It is the role of the adult educator to identify what the learner does not know and to determine learning goals.

Broudy (15) also expresses the role of the learner as that of surrendering autonomy to the teacher, not on a personal level, but rather as a representative of the task to be accomplished.

Bergevin (9) and Lindeman (45) see the learning process as a joint endeavor by students and teachers to define concerns and problems which need to be addressed to enable the learners to participate more meaningfully in society. Bergevin (9) emphasizes that the learners uniqueness and individuality must be taken into account and "his experience and ability must be discovered and utilized in planning and conducting the kind of learning program that fits his nature as a learner and satisfies his needs."

Lindeman is more concerned with the growth and development of the individual learner. The starting point for adult education is with the learner's experiences.

Benne (8) favors a method of experimentation wherein learning is a "series of experimentation with respect to problems encountered and constructed." For him, the role of the teacher is threefold: The teacher

is a helper who furnishes a model of "learner"; an expert resource who knows more about that which is being studied than the learner; and a therapist who removes attitudinal blocks to learning. Benne views the teacher as a helper - a model from which the learner emulates the helper's evaluative approach to knowledge.

Just as the philosophy of adult education reveals little agreement as to the field's aims and objectives, so too is there little agreement as to the role of the learner, the teacher and the instructional process.

The Content of Adult Education

Only a few of the writers reviewed dealt with content.

Lawson (43) and Paterson (55) hold the view that the teacher, who has more knowledge than the learners, makes a judgement as to what should be learned. While seeming to prefer the traditional liberal studies conception of content, Lawson does incorporate skills training into his model. Both academic and craft subjects can be included in adult education because they

> ...exhibit similar characteristics. The content of a "craft" also includes notions about criteria and standards of performance and product. Craftsmen recognize the criteria of good artifacts... This is not to say that crafts and academic subjects are the same, but there are shared characteristics which make both of educational importance. Both are in a sense, "forms of knowledge", whereas, the acedemic may be concerned with "getting at the truth", the craftsman is concerned with "getting it right." (43)

Lawson's criterion-related basis for linking academic knowledge and skills development provides a rationale for including both in adult education.

For Knowles (40) the content of adult education is not of primary importance. What is crucial is whether or not the learning activity has

an "effect on the learner." This effect is a liberating one if designed as such by the individual learner himself.

Bergevin (9) at one point emphasizes the need to develop the liberal arts curriculum "to show a relationship to the adult's own needs and to show what is meant by such ideas as responsibility for one another, freedom, discipline, and a free society." At another point, he says that although sometimes "subject - history, mathematics, art, etc., are useful, programs should be developed around the particular problems and needs of the participants." In another place he states that adult educators must be "concerned about the indigenous nature of the learning program, guided by the peculiar problems at hand in terms of the particular adults involved." It is difficult to determine whether Bergevin views content as a body of knowledge to be transmitted or as originating in meeting individual needs, or as both. For Freire (26), the only justifiable content is that which emanates from the learner.

On the whole, the question of content is not dealt with very extensively by the philosophers of adult education. Perhaps most of them feel it is sufficient to provide a philosophical framework for viewing the field, and that it is the practitioner's task to arrive at judgements about content. More fundamental perhaps, is the diversity of goals and programs encompassed by the term - adult education. Statements about content tend to be a function of one's conception of the nature of adult education.

Conclusion

"A philosophy is more than a description of what is
going on in adult education, more than a definition of the
adult learner and the learning process, more than any one
aspect of the field of adult education. A philosophy

provides a framework, a structure or set of basic assump-
tions and principles from which one can view the entire
field of adult education." (9)

There is a great variety of opinion as the field's aims and objec-
tives, the roles of the learner, the teacher, and the instructional pro-
cess, and the content to be learned. One reason for the very different
perspectives in the literature is that the writers tend to have varying
implicit assumptions about the basic nature of adult education.

Adult education should deal with the actual and living concerns of
actual and living people. It must be seen as a normal activity of a
developing and healthy society. Adult education must be functional. It
should stand for something more important in our lives than just a
"hobby club," or a "sewing circle." The community is the basic setting
for curriculum of adult education.

Good adult education is not dry and pedantic. It has to meet peo-
ple on their own level, be related to their current interests and meet
their existing, realized needs. It must be flexible and dynamic. It
must constantly experiment with new techniques and new mediums.

The differences in focus and emphasis need not become issues if it
is recognized that the human problems with which adult educators must
cope are many and that we cannot all be coping with the same one and
with all of them at once.

Insofar as the "definitions" picture adult education differently
and project different purposes for its practioners, they serve to remind
us of the variety of these problems. The prescription of adult education
as their remedy serves to remind us of their essential inter-relatedness.

Each educator of adults must develop a philosophy with which he can
live comfortably and effectively and which represents his value system.

He can obtain this from his reading, his life experiences, his professional associations, and from his institutional orientations.

It is difficult to develop a clear image of adult education. This is understandable because of the diverse programs and aims of the field. But to find meaning and increasing significance in our planning of programs, we must cultivate a philosophy of adult education.

London says,

> It is our thesis that the adult educator, in his search for his personal and occupational identity, must philosophize and engage in philosophical inquiry if we are to succeed in our search for meaning and relevance in our work and in our lives. While all of us want to live significant and constructive lives, too many of us are confused, bewildered, and empty of hope - a condition that weakens our leadership ability within the educational enterprise. (46)

Jaspers emphasizes the relevant role of philosophy of the educator,

> Philosophy exists when ever thoughts bring men into an awareness of their existence...for no man thinks without philosophizing - truly or falsely., superficially or profoundly, hastily or slowly and thoroughly. In a world where standards prevail, where judgement are made, there is a philosophy. (34)

Axford says:

> What, after all, is the purpose of education if it is not to help a person cultivate a philosophy of life which is satisfying to him and which justifies his vocation. (5)

Many writers have based their definition, goals, and objectives of adult education upon the needs of the individual; others emphasize needs of society; while others emphasize both of these aspects. Philosophies of adult education can and do vary, because of the people involved, the place and time. This does not mean that these philosophies have nothing in common. They all concern the central area of relationship from which human development radiates. On the other hand, it does not mean that any one philosophy is necessarily as good as another. It would be pretentious to think of one philosophical base of adult education as so

universal in character as be called the PHILOSOPHY OF ADULT EDUCATION.

Summarily, the philosophy of adult education should be based on the following statements:

1. Adult education should make the adults aware of their civic responsibilities to one another, the community, the nation, and the world.

2. It should make them economically more efficient.

3. It should help them (adults) develop a sense of responsibility and knowledge of how to proceed in making personal adjustments to home and family relationships.

4. It should promote health and physical fitness.

5. It should provide the means for encouraging cultural development and appreciation of the arts.

6. It should supplement and broaden educational backgrounds.

7. It should provide for the development of vocational interests through opportunity of self-expression.

8. Adult education should aim to prepare for up-grading those regularly employed thereby increasing the efficiency of the workers on the job and preparing them for the next level of employment. It should also aim to assist in preparing workers for employment in new fields.

9. Adult education programs should contribute to the development of individuals and groups, fitting them to do intelligent, unbiased thinking so necessary in attempting to solve the ever increasing political, economic and social problems which confront people everywhere today.

10. Adult education should awaken people to the possibilities and dangers of modern life, to help them with knowledge and leadership, and to provide channels for communication between different cultural, occupational, and social groups so that the solution of human problems may be sought against the broadest background and the interests of all. (9)

The philosophy of adult education should be based upon the belief that:

1. Adult behavior can be changed to some extent.

2. Adult education should be designed to help people to grow up and mature.

3. Adults must be offered and helped to use the opportunity to act responsibly in the several facets of their adult lives: political, vocational, cultural, spiritual, and physical.

4. Adults have untapped resources of creative potential that should be utilized.

5. Every conscious adult can learn.

6. Every adult can be helped to make better use of his intellectual capacity.

7. Adults need to live together in community in order to grow and mature, and they need to learn how to do this.

8. Every adult should find some way to express himself constructively and creatively.

9. Traditional teaching procedures and learning facilities are often inadequate.

10. An understanding of freedom, discipline, and responsibility promotes the discovery and productive use of our talents.

11. Such vital concepts as freedom, discipline, and responsibility can be comprehended by experiencing them through a variety of inspired learning experiences in a host of subjects.·

12. A free or democratic society must strongly emphasize life-long learning for all its citizens, if they propose to remain free and to use their freedom effectively.

13. Each adult participating in a learning experience should have the opportunity to help diagnose, plan, conduct, and evaluate the experience along with his fellow learners and administrators.

14. Many adults associate education only with school. Adult learning that can cause behavioral change can take place at home, in church, in a factory, on a farm, in any place.

15. The means are as important as the ends.

16. Human beings seek fulfillment of happiness.

17. Adult education can help condition persons to live in a society and at the same time sensitize them to ways in which that society can be improved.

18. Up to the present, the democratic idea has seemed to fit the nature of man and also of adult education.

Most of the writers cited in this review provide a starting point

for grappling with the philosophical issues in the field.

The diversity of institutions and values in a pluralistic and democratic society perhaps precludes the formulation of a single philosophy of adult education. But much remains to be done in terms of disciplined philosophical analysis of major issues and problems of adult education including the basic question of aims and purposes.

Historical Background of Adult Education

> Throughout history, man has perpetuated his culture
> through education. Education has taken the form of tribal
> initiation, training youth in the responsibilities of com-
> munity life, and informal methods of improving upon members
> of a clan or tribe, the demands of citizenship in the com-
> munity. Through the centuries, such methods of education and
> training have developed a more organized approach, resulting
> in the establishment of institutions of learning to inculcate
> the moves of society and to improve the lives of the people. (5)

Adult education is not a new concept. Since the beginning of recorded history we have evidence of men who have learned throughout their individual lifetime and have used numerous formal and informal methods to perpetuate culture.

The development of programs has been done by diversity because of the changing interests and the variety of needs of adults. There is a similarity in the programs of different countries, since the basic needs of adults are similar in all countries at specific stages in man's development. The adult educational agencies and institutions of each country tend to reflect the distinctive culture of the country in which they have developed. The progress and growth in education have developed on four levels: the elementary, secondary, higher and adult educational levels. The progress of each has been dependent upon and interwoven with the growth of the others.

Throughout the history of adult education, it has been noticed that the most active periods have always been those in which there have been some rapid changes in the overall environmental situations. It was only when the forces of rapid change destroyed the small, stable and reasonably self-contained communities of an earlier age, and large numbers of people were uprooted from their customary environment, that the need for education in the larger sense began to be felt in ever widening circles of the population. So long as people lived under those earlier conditions, governed by custom and tradition and experienced little change in their daily lives and occupation from generation to generation, illiteracy presented no problem.

A great deal was learned in ways other than by the printed word, by precept and example, by absorption of the traditional morality through the teachings of the church, and in the practice of neighborliness. Communication could be by the word of mouth and the ability to read was not used by the ordinary people. There was nothing to stimulate a general demand for education or to call into being any organized movement to provide it.

The union of religion with popular education became characteristic of all the early religious bodies in all the countries they went to work in. The same condition prevailed in Nigeria also.

The Early Adult Schools

The objective of the adult schools was to teach the poorly educated persons to read in order that they might be able to read the scriptures.

Illiteracy began to be felt as a reproach, as something to be ashamed of. This feeling grew as more and more children learned to read

in day schools and Sunday schools. Parents began to feel inferior to their children and thought about how to learn to read and write. Adult education which has a long standing history started with the desire to spread the Christian faith in the early eighteenth century. Teachers in some developed countries like England, organized evening literacy classes so that adults could be taught to read the Bible. With the advent of the nineteenth century industrial revolution, social reformers had organized mechanics and people's colleges to aid in broadening cultural horizons as well as in increasing technical skills.

In Denmark, residential folk high schools aided in bringing that small country from impoverished serfdom to affluent democracy by 1900. In the United States of America, the Lyceum lecture series and the Chautauqua tent, spread culture from coast to coast, and the Agricultural Extension Service of the Land-Grant College system revolutionized practices through lectures, demonstrations, and short courses for adults. In addition, the public schools and universities provided evening classes, conferences, institutes, and short courses on subjects ranging from hobbies to higher mathematics. Libraries and correspondence schools, private and public, made it possible for adults to study individually and at home.

Things were not different in developing countries. As they emerged, the incentive to study also emerged. In African countries, very strong traditions in life-long learning were inherent in the structure of societies and many forms of education existed which provided opportunities for different groups to learn more at various stages in their lives. As the extended family is a major force in the society, the older members provided instruction. The closeness and support of the family enabled

individuals in it to learn from one another. Festivals and family re-
unions continued to be a time for sharing information and experiences.

In most developing countries the force of religion was very strong
and extended beyond the places of worship. Places of study also existed
which were open to the young and the old alike. In some, the force of
political ideology served as another powerful instrument to educate the
communities.

Another agent of education was the apprenticeship system in its many
forms in the field, in the craftman's shop, etc.

Information delivery systems existed in all countries, both by word
of mouth and through newspapers and mass media. The advent of transistor
radios brought information and ideas within reach of all. Television
has made, and is still making, its impact on education.

Early History of Adult Education
in the 1950's Worldwide

The first International Conference on adult education was held in
June 1949, at the International People's College of Elsinore, in Denmark.
This conference was organized by the UNESCO. The report of the Elsinore
Conference gives little indication that delegates were conscious of the
implication of the curve or technological and scientific change.

The Elsinore Conference undoubtedly marked a big step forward in
international co-operation and consultation in the special field of adult
education. There were some limitations which must be recognized. Of the
79 delegates and observers who met there, 54 came from 14 European coun-
tries and 14 only came from North America. Eleven represented the rest
of the world. Egypt, with one delegate, was the only country represented
from the Continent of Africa. There was only one delegate from the whole

of Latin America. Three delegates, one from China, one from Pakistan, and one from Thailand, represented Asia. There were no representatives at all from the countries of Eastern Europe or from the Republics of the USSR. Thus, Elsinore remained essentially a West European Regional Conference on Adult Education. There was a reasonably strong contigent from Canada and the United States of America, but little more than a token representation from the other countries of the world. The numerical strength of the West European delegations, their greater degree of shared traditions, and possibly, the somewhat wider professional experience in adult education of the British, North America and Scandinavian delegates made it inevitable that discussion and decisions would be strongly coloured by the attitudes and experience of these countries. There were some weaknesses in terms of the international purposes of the conference.

The second conference took place on August 22, 1960. Delegates of 51 countries and representatives of 46 international organizations gathered in Mouse Hall, McGill University, Montreal, Canada, for the opening meeting of a ten day conference on adult education. This was also organized by the UNESCO.

The composition of delegates at Montreal was different from the previous one. Every important region of the world was represented. Of the 51 countries represented at the Montreal Conference, eight were African, ten were Asian and eight were Latin American. There were delegates from the USSR (Russia, Byelorussia, Ukraine) and from Czechoslovakia, Rumania, and Hungary. Of a total of 112, only 33 delegates, observers and advisors came from Western Europe.

The increase in overall membership and in the number of countries, non-governmental organizations, and inter-governmental organizations

represented at Montreal showed the changes which had occurred in the
status of adult education during the years between the two conferences.
The increase from 25 countries in 1949 to 51 in 1960 showed to a certain
extent, the importance which adult education was enjoying with this re-
cognition among governments. On the other hand, the number of delegates
attending, or the number of international non-governmental organizations
represented, was more a reflection of UNESCO policy than an adequate
measure of the interest aroused.

At the 1960 Conference, a series of subsidiary international con-
ferences concerned with special fields of adult education was organized.
These included the Pugwash Conference on "Continuing Education," a meet-
ing of the Adult Education Committee of the World Confederation or Or-
ganizations of the Teaching Profession, and world conferences on "Resi-
dential Education," "Worker's Education." "University Adult Education,"
and "Audiovisual Aids in Adult Education."

These conferences were useful because:

1. They represented an interlocking program of international
   consultation unparalleled in the history of adult education.

2. They provided an opportunity for a deeper and more thorough
   examination of specialist topics and problems of concern to
   adult educators.

3. They permitted the fullest advantage to be taken of the vary-
   ing experience of skills of adult educators who had come from
   all over the world.

4. They provided an opportunity for adult educators not attending
   the UNESCO Conference to meet colleagues from other nations
   and to exchange ideas and experiences.

Much of the credit for the success of this ambitious program of
satellite conferences must go the the Canadian and American adult educa-
tors responsible for their initiation, planning, and organizing and to

the individuals, organizations, and foundations which sponsored and financed them.

One factor which contributed to creating the necessary climate for these conferences was the fact that throughout the world, a substantial body of people were now professionally engaged in adult education. The Montreal Conference and the related fringe conferences all indicated the rise of professionalism in adult education. This rise of professionalism made possible more serious and sustained attack on the problems facing adult education.

In the early stages of adult education, a good deal of its driving force was based upon a religious and philanthropic spirit, and sprang from the belief that if the poor were to lead moral, useful, and happy lives, they must be able to read the Bible.

The founders of adult education institutions in the early years came from the educated sections of society. They believed that they were acting in the best interests of those they served. The workers were concerned with knowledge because knowledge was power.

In Great Britain, education was held to be a lifelong process and adult education was not merely a matter of making up an educational training missed in youth. In the United States, the adult education programs were concerned with the assimilation of non-English-speaking immigrants, or with providing a secondary education for adults who received no more than an elementary education.

The developing countries in Asia, Africa, and Latin America had their own special problems. For a time, adult education, including education for literacy, was an immediate need. These countries had few immediately available resources. There was an appeal for the developed

countries to help the developing ones.

> The countries which are better off have an opportunity of helping those which are poorer. They have the opportunity of performing such an act of wisdom, justice, and generosity as could seize the imagination of the whole world. With their help, illiteracy could be eradicated within a few years..... We believe profoundly that this is an opportunity which ought to be seized.

> We believe that adult education has become of such importance for man's survival and happiness that a new attitude towards it is needed. Nothing less will suffice than people everywhere should come to accept adult education as normal, and that governments should treat it as a necessary part of the educational provision of every country. (31)

Progress of Adult Education in the Last Ten Years - Worldwide

> The 1970's brought disappointments and disillusion, scandal, inflation, and depression, and deep uncertainties about the years ahead. But despite budget cutbacks and the change of mood, adult education fared well, actually showing gains in status and enrollment. (29)

The above statement by Harrington shows the growth of adult education within the past ten years, despite all the odds. This statement is also an encouragement to adult educators who should not relent in their effort in the advancement of adult education.

Harrington mentions two major reasons for this improvement: "The increasingly complex character of modern life, and a new emphasis on providing opportunity for all people." (29)

There has been a major change in college and university enrollment patterns during the past decade. There has been an increase in the number of older students. Part-time credit carried mainly by adults has increased more rapidly than full-time credit. In many institutions, part-time exceeds full-time registration. When non-credit programs are added, this means that adults now outnumber younger students, and are the new

majority in higher education.

> ...colleges and universities long indifferent to older men and
> women, have begun to welcome, even to recruit, adult students
> and to adjust regulations to accomodate them. Results have
> been so satisfactory that educators once wedded to age segrega-
> tion now see merit in a mix of young and old. More and more
> professors are testifying that adults perform well in the
> classroom and research indicates that the experience, maturity
> and motivation of older men and women balance whatever damage
> age may have done to their learning ability. (29)

Adult education is becoming respectable. It is recommended that mature

citizens be given more consideration in post-secondary education.

> Adult learners are at the center of today's most interes-
> ting innovations in higher education.

> There is new enthusiasm for off-campus or what is now
> called distant education. A flood of books and reports
> celebrates the external degree as the great hope for the
> future. Private foundations, individual donors, and the
> governments are pouring money into projects, testing new
> approaches to adult learning such as the University Without
> Walls, an American modification of the British Open Univer-
> sity. Correspondence education is being reviewed. (29)

James Delaplain, an English Teacher at the University of Wisconsin at

Milwaulkee once testified, and made these remarks about adult learners:

> "They are more alert, more interested, more intelligent,
> and more highly motivated...have more common sense...more ex-
> perience and somehow seem to learn more readily than the
> younger students." (66)

A statement like the above has gone a very long way in helping and

promoting adult education throughout the entire world. First, it has

given the adult students themselves, the assurance and encouragement they

need to get out and enroll in schools for more studies. Second, it has

also erased in the minds of some people, that adults who have reached a

certain age, cannot be taught.

Agricultural or cooperative extension, which is one of the largest

and most successful adult education enterprises has continued to assist

farmers, agribusiness, and others. They have moved into the suburban
and urban areas to see into the problems of the poor.

Doctoral degrees have been awarded in adult education, nearly all in
recent years. Research in adult learning has increased in quantity and
improved in quality and the field has gained a certain amount of recog-
nition as an academic discipline, or as an acceptable area of interest.

Many more people have participated actively in what is becoming a
major world movement to promote lifelong learning. Previous failures to
establish adult education in the main stream of higher education have
been noticed and have seemed to come just when the outlook seemed most
promising. Yet, despite all of these promising features of adult educa-
tion, certain people and institutions are still indifferent to adult edu-
cation. This is evidenced by the following statement by Harrington:

> Most colleges and universities are still unwilling to
> place the training of adults in the teaching basket where it
> belongs. They would rather toss it into the catch-all pub-
> lic service function of higher education, along with such im-
> portant but academically low-priority activities as fund
> raising and alumni, legislative, and community relations.
> For many years, Step One during campus fiscal crises has been
> to eliminate course offerings, reduce subsidies, and raise fees
> for units specializing in adult education, summer sessions,
> correspondence, educational television, evening college, and
> extension divisions. Even the community colleges have been
> attacked in the mid 1970's...for their substantial subsidies
> of courses for adults. (29)

The 1970's were the best years ever for post-secondary adult educa-
tion. Credit and non-credit offerings, often divorced in the previous
years, seemed to fit together better than before. Technological im-
provements made going back to school more interesting, as did experi-
ments with credit for life experience, courses by newspaper and tele-
vision special degrees for adults, continuing education units, universi-
ties without walls, and learning center support for external credit

students. There was also increases in financial support, both from the government and private sectors, an increase related to the recognition of the need for continuing professional education and for better educational opportunities for the less advantaged adults.

After 1970, participation in continuing education became a require-ment for retention of professional licenses. Employers encouraged this trend, paid tuition and gave time off for class attendance.

> Most professional schools were glad to have the business. Continuing education was a proper public service, gave them good students, and kept them in touch with the practical side of their discipline. It improves their contacts with employers who could hire their young graduates and could contribute to fund-raising campaigns. (29)

By the middle 1970's, the attitude of many people towards lifelong learning had permanently been altered.

> The success of continuing professional education and the decision to broaden opportunity were the most dramatic changes in post-secondary adult education after 1965. There were, how-ever, other developments of note. For example, adult enroll-ment continued to grow in evening colleges, daytime programs, and, with some ups and downs, in summer sessions. Public com-munity colleges sprang up everywhere, benefitting adults be-cause the two-year institutions were pledged to serve the whole community, regardless of age. With their open door approach, the community colleges made older citizens feel wel-come. Starting here, near home, with academic, vocational and leisure time courses, many men and women were encouraged to move on to credit and non-credit work at degree-granting in-stitutions. (29)

One key to the new success of distance education was better counse-ling. Choices between credit and non-credit, full-time and part-time, campus and off-campus, home, broadcast and independent study make off-campus learning confusing. Counseling can help, and the last ten years saw it provided on campuses, in public libraries, through special pro-jects, financed by major foundations, by mail, and in personal contacts at learning centers.

Learning centers also promised much for the future of the education of adults. There, men and women could find and get help on assignments, consult books and records, and use audiovisual resources. They could meet fellow learners and thus fight the dropout impulse of the lonely distance education enrollee. There, they could find out where to start their higher education, re-education, or continuing education, or how to redirect their efforts.

The past ten years also was a striking increase in research and writing about adult needs and adult learning. Several colleges and universities began trying to achieve administrative reorganization of adult education activities. These developments could be described as changing aspects of century-old trends, reinforcing the adult side of the tradition of higher education.

Adult education has grown tremendously within these years. In addition to millions of illiterate men and women all over the world, there are millions and millions of others who need education in other aspects of their lives because education is a continuing and lifelong process. William Benton, a U.S. Senator says:

> A person who does not continue year after year to add to his knowledge and insight can never really be an educated man. In fact, just the opposite is likely to occur. Change is a law of life. Nothing remains static. Our interests either broaden or narrow. Our thoughts deepen or become ever more shallow. We grow in knowledge and perception or our minds shrink away to insignificance...And it is the ripe fruit of continuing education which provides the nourishment the mind needs to grow in vision. (3)

History of Adult Education in Nigeria

Early History in the 1950's

A clear understanding of the present status in the development and

growth of education in general, is essential for the future. Moreover,
the proper interpretation and understanding of the present status is de-
pendent upon the understanding of the historical backgrounds from which
the status has developed.

> Therefore, in a study that has as its purpose the exten-
> sion of the present trends, and the projection of future pur-
> poses and goals of adult education in Nigeria, the scope and
> organization of the present system must be understood in its
> relation to its historical development and also in relation
> to the historical background of its social and economic en-
> vironment. (53)

The institution and the progress development of education in general
and adult education in particular in Nigeria, can be attributed to the
early Christian missionaries, who spread throughout the country. Since
their major objective was the spreading of their religion, the major task
began by teaching people how to read and write. They wanted these peo-
ple to be able to read the scriptures, the Bible being the main book.

They also organized some domestic classes for the people. Here,
their main clientele were the women. They were taught sewing, needle-
work, cooking, child care, and general housekeeping. These early mis-
sionaries moved a step further by establishing schools for the younger
generation. They built elementary and secondary schools. In order to
have enough teachers to teach in these schools, they opened Teacher
Training Colleges, where those young men and women who wanted to take up
teaching as a career were trained. Up to the last seven years, it is
interesting to note that over 80% of the schools in Nigeria were mission
schools.

In most Nigerian communities, there were institutions which directly
or indirectly performed adult education functions. Disputes were settled
between people by discussions - in the family, and at village or clan

levels. In such gatherings and discussion, the reports of the emissaries and comments of the elders informed and educated the participants. People who could not take part in such discussions in person, did it through their spokesmen.

Also, in most communities, there were some secret societies whose influences were great factors and assets in the education of the people. Admission into such societies required full membership, the obedience of the rules, and those senior members of these societies became bases for lifelong social training.

> The traditional religious cults demanded the education of postulants, while in Islamic areas, the wandering teacher was prepared to impart his learning to anyone interested. This learning, in most cases, included not only Moslem Theology, but also the whole corpus of philosophy available in Arabic. (51)

It should be noted that Nigeria, a British Colony until October 1960, had the entire educational system - general and adult education - influenced by the British System of education. The first university college in Nigeria, the University College of Ibadan, was a branch of the University of London. The method of teaching, testbooks, and teachers, all were imported into the country from Great Britain or its allies. The duration of schooling and the examinations were all the same formats adopted in the British educational system.

> British political officers, finding themselves in positions of authority, often tended toward the paternalistic. The more concerned the officers were for the welfare of the underdeveloped societies, the more prone they were to push upon the beneficiaries, their schemes of beneficence. This paternalism was not exclusively a political pattern. Teachers and missionaries, no matter what nationality, were equally prone to it. (18)

The rote learning brought about by the colonial masters was often criticized. It should also be noted that those so-called colonial masters

trained personnel into those areas which suited their best interest -
teachers and administrative officers were mainly their products. In the
area of technology, little or nothing else was done.

> Indigenous education of pre-literate societies depended con-
> siderably on rote learning employing the memory and the imi-
> tative factors in learning. These qualities were brought to
> the learning of the new content from the west. Besides the
> colonial government was interested in producing a certain
> number of minor administrative personnel, whose task tended
> to be routine and repetitive...Western education of the nine-
> teenth and early twentieth centuries in its methods tended to
> rely on those very qualities of the mind and so exported what
> was already a well-tried custom of Africa. (58)

There were some changes which brought about the need for ner forms
of education. Some of these changes were improved communications, culti-
vation and use of cash crops, the use of money, and improvement of the
standard of living.

The few educated men and women attempted to arouse the conscious-
ness of their fellow citizens to new problems and new perspectives.

Adult Education by Voluntary Organizations

The purpose of these voluntary organizations was partly the mutual
education of their members and partly the educational and social devel-
opment of a particular village or ethnic group. The British Council, the
Trade Unions, the Nigerian Union of Teachers, were the principal spon-
sors of programs for their members only.

In addition to these groups were the Christian missionaries who be-
came responsible for a wide range of adult educational activities, es-
pecially literacy and women's education as mentioned earlier in this
chapter. Their methods were totally informal. "Christianity in direct
and indirect ways has probably had the most fundamental, widespread, and
creative effect of any element entering Africa." (59)

Government Sponsored Adult Education

Inflation was the chief post-war problem (World War II). It led to discontent and increased criticism of the colonial government. The Nigerian ex-soldiers who, during the war, had been to many countries in Europe and Asia were unhappy to come home and witness problems of rising prices and unemployment. In England, at the same time, public opinion urged the colonial government to establish departments for the promotion of mass education and community development in the colonies as a step towards social and economic reconstruction of the colonies.

In Nigeria, the emphasis tended to vary from area to area, although each regional department initiated a wide spectrum of adult education. In Northern Nigeria, where primary education was thinly spread, there was an onslaught on illiteracy.

In the South where the existence of improved societies indicated an already awakened desire for progress, there was a series of attempts to stimulate self-help in village communities. The government sponsored adult education programs, emphasized literacy, reading, and writing.

Adult Education in the Regions in Nigeria

During the Second World War, it was noticed that over 95 percent of the Nigerian soldiers could neither read nor write. In order to give these soldiers some education which would enable them to read and write, John Albert Carpenter was appointed to start an emergency program for all the Nigerian illiterate soldiers. He did the job so well that after the war ended in 1945, he was appointed to organize adult education for the whole country. Carpenter established the headquarters of adult education in Lagos and sub-headquarters in other parts of the protectorate.

As the chief adult education officer, Carpenter had his department under the Ministry of Education, but in 1949, it was transferred to the Ministry of Internal Affairs. Concerning the progress of this program, the following was reported:

> It is striking that though the adult education program expands yearly, the number of the government employed organizers continues to be only eleven since 1952. In 1959, there were 33 county councils with active adult education programs, while in 1964, there are 59 counties with active programs. The organizers employed by the counties increased from 42 in 1962 to 54 in 1964. (65)

Adult Education in Eastern Nigeria

The administrative personnel of the program in Eastern Nigeria was made up of an Adult Education Officer, an assistant officer, 11 organizers, of which only one had a qualification above First School Leaving Certificate, a county organizer, a center committee, and an instructor in each center.

In Eastern Nigeria, adult education was organized under two main divisions:

1. Mixed adult education, which caters to both males and females.

2. Women's adult education which was further subdivided to cater for:
    (a) Education of women with basic education and who were admitted for training as either organizers or instructors. First School Leaving Certificate was required as the basis for this group.
    (b) Ecucation for illiterate women. This group was taught the arts of homemaking, reading and writing.

Classes were held in the evenings and were held between the months of January and April. The policy states as one of its aims, the provision of remedial primary education, especially in the rural areas for both men and women who had either missed or had incomplete primary school education. It should be noted, that most of these schools were found in

villages away from big towns or cities and often more than 75 percent of
the students were women.

The policy also stressed the importance of helping the clientele to
read and write in their own language so that they could participate more
intelligently in the political and social issues of their societies.
Minimum age limit was recommended to be 21 years. There was no maximum
age. The problems in the adult education program were numerous. Some
were poor, or had no building, excessive dropouts, absenteeism among the
participants, and inadequate staff. Also, the participants did not want
to spend their money on anything. Most went away when asked for money.
Most of these people had no money to spend at the very critical, early
period, of adult education in the region.

Adult Education in the West and Mid-Western Nigeria

In Western Nigeria, organized programs of Community Development
were begun in October 1948. The main functions of this were in youth
clubs and local construction projects.

Adult education classes were started in 1954. The staff was made
up of an Adult Education Officer, locally trained school teachers, who
were to help the officers. The officer was often a university graduate.
Though the government gave a high level of financial support to a mas-
sive campaign in 1948 as a means of eradicating illiteracy, poor admini-
strative arrangements caused the program to fail in many centers. The
policy here was the same as that of the Eastern Nigeria policy as re-
ported earlier. There were no records of the activities kept in the
centers, and the organizers were poorly paid.

The only in-service training reported, was that organized in 1960 by

the Division of Extra-Mural Studies of the University of Ibadan and the
Ministry of Economic Planning and Community Development. A one-week's
refresher course in adult education and community development was held
in Western Nigeria for all levels of adult education workers in the re-
gion.

Adult Education in Northern Nigeria

Unlike the rest of Nigeria, educational institutes and procedures
were already present in Northern Nigeria. The existing schools were the
remnants of the ancient educational glories of Timbuktu, etc. They were
mainly Moslem in character.

The British government drew up ordinance for the people which ex-
cluded missions and mission education from most of the ten million in-
habitants of Northern Nigeria. The government maintained that education
in Northern Nigeria would be a denial of the promise to the Moslems, that
they would not interfere with their religion. The government further
maintained that Islam as a religion, was much better adapted to the na-
ture of Northern Nigeria than Christianity.

Islam offered very little in the way of literate education. Luggard
observed, "Islam is sterile, no fresh impulses radiates from it, no pow-
ers which foster life and make it a dynamic force in progress. Its at-
mosphere is that of stagnation." (48)

Finally, the Northern Nigerian government accepted the challenge to
progress which mass illiteracy presented, and launched an intensive, as
well as expensive, scheme of adult education. At selected centers,
special courses of a years duration, followed by periodic refresher
courses were arranged for those of the Koran Teachers who cared to take

advantage of them.

The Department of Education report of 1950 states: "The courses
are free and the teachers, on returning to the schools, are provided with
some simple equipment and school materials but rely as before, for their
livelihood on offerings in money and kind that comes from participants."
(68)

The scheme was not well received in all parts of the North because
of religious prejudices. In some parts, especially those which had con-
tact with the people of the East and West, the adult education scheme had
been one of the most successful and best organized schemes.

In 1954, Northern Nigeria restated the broad objective of its adult
education program. Some forty pamphlets, covering a wide range of sub-
jects including agriculture, hygiene, and sanitation, body care, civics,
and simple or basic economics, were printed and offered for sale.

Problems of Adult Education in Northern Nigeria

There were a number of problems with adult education in Northern
Nigeria. There were no women organizers or instructors in the program
because of the rigid Mohammedan custom which forbade the active partici-
pation of women in public affairs. There was a problem of communication
and transportation. There were no trained adult educators who could
teach, and write, in the dialects of the various tribes of the region.

Adult Education in Nigeria
During the Last Ten Years

At the beginning of the last decade, adult education
tended to be synonymous with literacy education only. How-
ever, towards the end of the decade, emphasis shifted from
literacy, pure and simple, to functional literacy. Thus,
adult literacy became just a means, a tool to acquire va-
rious types of knowledge and skills. (67)

Prior to 1970, the emphasis was on teaching adults how to read and write. Many people also associated adult education with the teaching of reading and writing to those who had not the chance to attend formal schools or those who dropped out of school.

Today, the trend is shifting from this basic objective to include traditional literacy, functional literacy, vocational improvement, home craft, hand crafts, etc.

There has also been a considerable expansion of vocational training facilities. Many trade centers and women's training centers have been built.

There has also been a great awareness of the need for in-service training and staff development in the public and private sectors. "Governments and commercial houses intensified their personnel education and training - more money was set aside for staff development, and training schools were set up." (67)

The Federal government established an Industrial Training Fund. Under the decree establishing this fund, "every employer having 25 or more persons in his establishment shall in respect of each year and on the prescribed date, contribute to the Fund three percentum (3%) of the amount of his annual turnover..." Universities, Colleges of Technology, and other institutions of higher learning have started to show great interest in adult education. Most of these have adult education departments offering various courses in adult education.

Women have shown increased interest in adult education. Many women's organizations are involved in adult education work. An example is the National Council of Women Societies.

On March 27, 1971, the Nigerian National Council for Adult

Education (NNCAE) was established. This is a non-governmental organi-
zation that focuses attention and promotes adult education in Nigeria.
The universities, volunteer organizations, libraries, and press, are
represented in the Council.

State governments have established adult education units of divi-
sion in their Ministries of Education and Community Development. There
has been a significant proliferation of vernacular literature and primers
and also a strong desire for follow-up literature materials for the adult
education program. Volunteer organizations and communities have shown
greater interest in adult education by raising funds and building edu-
cational and vocational institutions through self-help.

Promising Practices of Adult Education

Nigeria today is going through that particular period
of educational transition which every new country has to face
sometime during its development. She is in the middle of a
great change, almost a rebirth, moving away from an agricul-
tural, towards an industrial society. This implies living
under new working conditions, a new social set-up, and a new
standard of human behavior. To become a modern, progressive,
and educated society, she will have to shed her old ideas
about tradition, customs, education, freedom, and the like.
It will no doubt be a painful process, but only then will
there be educational advancement towards a modern society,
rid of all its old concepts and inhibitions. This, after all,
is the price of progress, for which there must be a transition
from an old educational era into a new one. (2)

With this note of warning from Akinsanya we can see that we are con-
fronted as adult educators to do something to meet this great demand.
Adult education should be clearly defined. Its philosophy and objectives
should be clearly stated and followed. Our major aim should be towards
more adult education for more people in all sectors of the Nigerian So-
ciety. Adult education should compose of an articulate and vocal part
of Nigeria and its goals should become part of the goals of Nigeria in

the present era. We should be aware that the accepted task of education today is to prepare and enable people to live materially and spiritually in a dynamic society.

Ellwood says:

> Looking to the future must therefore be more than hopeful, idealistic, forecasting, or even careful extrapolation of present trends. It becomes an exercise which implies unambigous goals, together with open-ended planning which is concerned, not with "a reform" but a system of permanent reformor, or at least, re-current reform.

> It is the context of such issues in planning that the role of adult education becomes so important. Far from being a remedial exercise for some, and a leisure for others, it is now the keystone of a new kind of educational system. In the context of an evolutionary society, adult training, lifelong education and the constant retraining of teachers is the way in which mankind will adjust to change. (24)

Research and Report Techniques

There are a number of things which could be done to promote adult education:

1. Seminars - The purpose of seminars is to study a subject under a leadership of someone who is well verxed in the field. Seminars very frequently are closely allied to research. Topics on problems experienced in the process of administering adult education should be tackled by a group of people who have the same interest or have some idea about the problem at hand. One of the limiting factors in seminars is the short length of time. Seminars cannot be used universally because of the varying backgrounds of people.

2. Short Courses - These should be arranged for those who are planning to work in the field of adult education or those who plan to work with the adults. These short courses serve as refresher courses. The members vary in the training and backgrounds.

3. Research - This is something that has to be done continually because of changes in people and environment. The results are published for others to see and evaluate. Research brings new discoveries and as a result improve the particular field or department of study.

Other things include lecture series, formal classes, and open discussion. On each of these things states above, it is felt that reports be written and disseminated to a large audience.

New Knowledge that will be Useful to Understand

Adult education has a wide scope; it is a lifelong process that is bound to affect every aspect of the Nigerian national life - political, economic and social. It plays a significant role in the overall educational system and development. By means of continuing educational facilities, the less fortunate members of the society who could not complete formal school, or could not attend formal school at all, are afforded the opportunity of improving themselves in life. For every citizen, no matter what his educational standing, continuing education is now a must.

Politically, adult education has resulted in greater awareness and consciousness among the illiterate men and women. Simple lessons in elementary civics have enabled the masses to know their rights and appreciate their duties as citizens.

Adult education has an important role to play in the economic development of the country. In Nigeria, its impact is considerably shown in new farming techniques which have increased productivity in agriculture and in better marketing of produce through cooperatives. The expansion of vocational institutions and trade centers has ensured better skilled personnel for industry.

It is assumed that adult education has improved the society in various ways. Women have become more aware of their right and are more eager to play their roles, side by side, with men. Through adult education, there has also been growth towards excellence in family living. On the

whole, men and women have become more change-oriented, less suspicious, and less superstitious. They have shown better eating habits, and have shown greater appreciation of the value of living in hygienic surroundings.

Recommended Strategies for Further Development of Adult Education in Nigeria

The following, it is hoped, will help to enhance the development and progress of adult education in Nigeria. (67)

1. More funds should be provided for adult education. The federal government, the state governments, volunteer organizations and individuals, should all rally around adult education.

2. Teacher training colleges, universities and all other institutions of higher learning should provide courses in androgogy to produce trained and qualified adult education personnel.

3. The governments as well as the universities, should sponsor and run correspondence courses which will be cheaper and benefit the less-income working class.

4. Research grants should be made available to qualified institutions, agencies, and individuals for the development of various aspects of adult education in the country.

5. Adult education should be mainly a government concern. There should be a central body or authority in charge of adult education in the states and national level.

CHAPTER III

METHODOLOGY AND PROCEDURES

The purpose of this study was to analyze the state of development of adult education in Nigeria and to make suggestions for future action. The study was designed to determine whether there were any significant differences in the administration and organization of adult education in Nigeria among the state governments and other organizations involved in adult education in the country.

Development of the Instrument:

The instrument used in the study was a survey-type questionnaire designed for administration by mail. The questionnaire contained 24 items which included:

1. Analysis of organizations involved in adult education in Nigeria.

2. Analysis of the role of ministries (departments) of the governments involved in adult education in Nigeria.

3. Analysis of the role of the universities in Nigeria with regard to the adult education movement.

4. Analysis of adult education teachers with regard to qualifications and training.

5. Analysis of the adult students (clientele) with regard to age, sex, and occupation.

6. Analysis of the facilities used in adult education in Nigeria.

7. Analysis of the funding of adult education in Nigeria with regard to sources and adequacy.

8. Analysis and identification of the general problems of adult education in Nigeria.

The development of the instrument (Appendix B) was accomplished in

the following ways:

1. Related literature on adult education development in Nigeria
   and other countries was reviewed to identify the mythodology
   used and the results obtained.

2. An instrument was developed, based on the UNESCO Guidelines
   for adult education in developing countries. This was sub-
   mitted to all members of the researcher's graduate program
   committee for purposes of review and revision. This committee
   made substantial revision of the original questionnaire.

3. The questionnaire was then field-tested by submitting to the
   graduate students in adult education. Additional revisions
   were made and the instrument was submitted to the study popu-
   lation by mail.

Selection of the Sample

Twenty Permanent Secretaries in the Nigerian state and federal

ministries (departments) of education were designated as the target popu-

lation. Additional information from the heads of education departments

in the 13 universities in the country were included in the population.

(See Appendix A for the identification of the population.)

Hypotheses

To accomplish the objectives of the study, and to facilitate the

statistical treatment of the data, the following hypotheses were pro-

posed:

Ho_1: There is no significant difference with regard to the
       acceptance of adult education agencies by the people.

Ho_2: There is no significant difference with regard to the enroll-
       ment of adult students in the different organizations.

Ho_3: There is no significant difference with regard to the per-
       ceived importance of the adult education provided by the
       different organizations.

Ho_4: There is no significant difference with regard to the involve-
       ment in the adult education by the different ministries or
       departments of the government.

Ho_5: There is no significant difference with regard to the success

of the adult education in different communities.

Ho6: There is no significant difference with regard to the perceived adequacy of instructional materials/equipment utilized in adult education programs.

Ho7: There is no significant difference with regard to the perceived effectiveness of universities in the adult education functions.

Ho8: There is no significant difference with regard to the perceived problems confronting the adult education program.

Ho9: There is no significant divverence with regard to the perceived importance of the different people who deal with adult education.

Ho10: There is no significant difference with regard to the perception of the adult education's level of effectiveness in Nigeria.

The Statistical Design

The central problem of this study was to analyze the state of development of adult education in Nigeria and to make suggestions for future action.

For the testing of hypotheses one through ten, the principal statistical procedures employed were the application of Kendall's Coefficient of Concordance (W) test, and Kruskal-Wallis (H) one-way analysis of variance test. The .01 level of significance was used.

Bruning and Kintz (16) state that, "Kendall's Coefficient of Concordance test can be computed to express the degree of relationship between the ranks." This test was to be used for hypotheses one through six.

Courtney and Sedgwick (19) state that, "The Kruskal-Wallis (H) Statistic has application to specific situations where contrasts are desired for independently ranked samples."

Downie and Heath (23) state that, "The Kruskal-Wallis (H) test is

used to test whether or not a group of independent samples is from the same or different population...when the samples contain five or more cases, H is interpreted as chi-square with the number of samples minus one degree of freedom."

This was used for hypotheses seven through ten.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to analyze the state of development

of adult education in Nigeria and to make suggestions for future action.

Data were gathered in the following areas:

1.   The roles of Nigerian universities, organizations, and insti-
      tutions with regard to adult education.

2.   The involvement of government ministries (departments) in
      adult education.

3.   The number and educational backgrounds of adult education
      teachers.

4.   The sex, age, and occupation of students.

5.   The adequacy of facilities and sources of funding of adult
      education.

6.   The perception of educational leaders of the effect of adult
      education on the educational and economic life in the country.

The principal statistical procedures employed for analysis of the

data were Kendall's Coefficient of Concordance (W) and Kruskal-Wallis (H)

tests. Decisions as to the significance were made at the .01 level.

The results of these analyses will be presented on the basis of the

null hypotheses set forth in the preceding chapter.

Discussions of Findings
Relative to the Hypotheses Under Investigation

Hypotheses one through six were examined utilizing the Kendall's

Coefficient of Concordance test where perfect agreement is indicated by

a W=1 and a lack of agreement by a W=0.

Ho_1:   There is no significant difference with regard to the

acceptance of the adult education agencies by the people.

Findings

Table 1 shows the mean ranks of the agencies, the computed W and the significance. The computed W was .403 with .000 indicated as significant at the .01 level. There is a significant difference with regard to the acceptance of adult education agencies by the people. Null hypothesis 1 was rejected.

Discussion

The size of this coefficient of concordance indicates that there is partial agreement among the states in the ranking of the ten agencies.

The statistics (Table 1) show that religious institutions are the institutions most widely accepted by the people while museums are perceived as having limited acceptance or support.

Ho_2: There is no significant difference with regard to the enrollment of adult students in the different organizations.

Findings

Table 2 shows the mean ranks of the agencies, the computed W, and the significance. The computed W was .384 with .000 indicated as significant at the .01 level. There is a significant difference with regard to the enrollment of adult students in different organizations. Null hypothesis 2 was rejected.

Discussion

The size of this coefficient of concordance indicates that there is partial agreement among the states in the ranking of the ten agencies.

As in hypothesis one, religious institutions are identified as having the largest adult education enrollments throughout the country, with museums enrolling the least.

Table 1. Ranking of the Acceptance of Adult Education Agencies by the People.

Categories	States Ranks													Mean Ranks
	1	2	3	4	5	6	7	8	9	10	11	12	13	
YMCA/YWCA	-	-	6	8	2	2	8	6	2	4	8	3	6	5.96
Red Cross	-	-	7	7	1	2	9	5	10	9	7	2	5	6.31
Public Libraries	3	-	5	9	3	1	10	4	9	6	5	1	4	5.15
Museums	-	-	10	10	4	2	11	11	8	11	9	4	7	8.50
Armed Forces	6	-	8	4	1	1	5	10	3	8	6	-	11	5.88
Prisons	7	-	9	6	1	1	7	12	4	10	10	-	10	6.88
Labor Unions	-	-	4	5	1	2	12	9	7	7	4	-	9	6.62
Businesses and Industries	2	-	3	1	1	1	3	8	6	5	3	3	8	3.92
Health and Welfare	5	-	1	3	2	1	2	7	5	3	1	2	3	3.35
Religious Institutions	4	4	2	2	1	2	4	3	1	1	2	2	2	2.42

Cases - 13
Kendall Coefficient of Concordance (W) - .403
Chi-Square - 47.108

D. F. - 9
Significance - .000

Table 2. Ranking of the Enrollment of Adult Students in Various Institutions and Organizations.

Categories	States' Ranks											Mean Ranks
	1	2	3	4	5	6	7	8	9	10	11	
YMCA/YWCA	-	-	6	7	2	2	6	-	2	8	6	5.86
Red Cross	-	-	7	-	2	2	7	-	10	9	5	6.95
Public Libraries	-	-	5	-	3	1	11	-	9	5	4	6.41
Museums	-	-	10	-	4	2	12	-	8	11	7	8.23
Armed Forces	5	-	8	2	1	1	5	-	3	6	11	4.64
Prisons	6	-	9	4	2	1	9	-	4	10	10	6.00
Labor Unions	-	-	4	3	2	2	10	-	5	7	9	6.05
Businesses and Industries	2	-	3	5	2	1	4	-	6	4	8	4.36
Health and Welfare	-	-	1	6	2	1	1	-	7	3	3	4.23
Religious Institutions	4	4	2	1	2	2	3	3	1	2	2	2.27

Cases - 11
Kendall Coefficient of Concordance (W) - .384
Chi-Square - 38.012

D. F. - 9
Significance - .000

Ho$_3$: There is no significant difference with regard to the perceived importance of adult education provided by the different organizations.

Findings

The mean ranks of the agencies, the computed W, and the significance are presented in Table 3. The computed W was .391. The significance was .000 at .01 level. There is a significant difference with regard to the perceived importance of the adult education provided by the different agencies. Null hypothesis 3 was rejected.

Discussion

The size of this coefficient of concordance indicates that there is a significant agreement among the states in the ranking of the importance of the programs of the ten agencies.

The statistics (Table 3) show that religious institutions again are perceived as the agencies providing the most important educational programs. Although some agencies programs such as the Red Cross and labor unions were perceived as relatively unimportant by the respondents, the programs of the museums were again judged the least important.

Ho$_4$: There is no significant difference with regard to the involvement in adult education by the different ministries or departments of the government.

Findings

Table 4 presents the mean ranks of the ministries or departments, the computed W, and the significance. The computed W was .926 with .000 indicated as significant at .01 level. There is a significant difference in the perception of the respondents relative to the participation of the ministries or departments in adult education. Null hypothesis 4 was rejected.

Table 3. Ranking of the Importance of Adult Education Provided by Different Organizations.

Categories	States' Ranks												Mean Ranks
	1	2	3	4	5	6	7	8	9	10	11	12	
YMCA/YWCA	-	-	6	7	2	2	7	-	2	4	10	6	6.04
Red Cross	-	-	4	-	2	1	8	-	10	9	9	5	6.63
Public Libraries	3	-	5	-	2	1	11	-	4	6	8	4	5.58
Museums	-	-	10	-	2	2	12	-	9	11	7	7	7.96
Armed Forces	4	-	7	3	2	1	5	-	3	8	5	11	5.33
Prisons	6	-	8	5	2	1	9	-	8	10	6	10	6.58
Labor Unions	-	-	9	4	2	2	10	-	7	7	4	9	6.71
Businesses and Industries	2	-	3	2	2	1	4	-	6	3	2	8	4.00
Health and Welfare	5	-	1	6	2	1	1	-	5	2	1	3	3.58
Religious Institutions	1	4	2	1	2	2	3	3	1	5	3	2	2.58

Cases - 12
Kendall Coefficient of Concordance (W) - .391
Chi-Square - 42.234

D. F. - 9
Significance - .000

Table 4. Ranking of the Involvement of Different Government Ministries in Adult Education.

Categories	States' Ranks													Mean Ranks
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Ministry of Agriculture	2	2	4	2	3	2	3	3	7	3	1	2	4	6.96
Ministry of Health	5	-	3	4	4	2	4	4	6	4	5	2	5	8.31
Ministry of International Affairs	6	-	-	6	4	2	6	6	5	6	6	-	6	9.54
Ministry of Information	4	3	6	3	2	2	5	5	3	5	4	-	3	7.85
Ministry of Social Welfare	3	5	5	5	3	2	2	2	4	2	3	-	1	7.19
Ministry of Education	1	1	1	1	1	1	1	1	1	1	2	1	2	5.15

Cases - 13
Kendall Coefficient of Concordance (W) - .026
Chi-Square - 108.362

D. F. - 9
Significance - .000

Discussion

The size of this coefficient of concordance indicates that there is nearly a universal agreement among the states in the ranking of the involvement in adult education of the six ministries.

The statistics (Table 4) show that the Ministry of Education is ranked number 1 with regard to its involvement and influence in adult education, while the Ministry of International Affairs is ranked last.

Ho_5:   There is no significant difference with regard to the success of adult education in different communities.

Findings

Table 5 shows the mean ranks of the different communities, the computed W, and the significance. The computed W was .939 with .000 indicated as significant at the .01 level. There is a significant difference with regard to the perception of the success of adult education in different communities. Null hypothesis 5 was rejected.

Discussion

The size of this coefficient of concordance indicates that there is a high agreement among the states in the ranking of the success of adult education in the four types of communities (Table 5).

The statistics on the table show that large towns are ranked as the locations where adult education is most successful. The villages and cities are shown as least successful.

Ho_6:   There is no significant difference with regard to the perceived adequacy of instructional materials/equipment utilized in adult education programs.

Findings

Table 6 shows the mean ranks of the different sets of materials, the computed W, and the significance. The computed W was .924. The

Table 5. Ranking of The Success of Adult Education with Regard to Different Communities.

Categories	States' Ranks													Mean Ranks
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Villages	3	1	4	3	3	1	4	2	3	4	4	2	4	8.85
Small Towns	2	2	3	4	2	2	3	1	4	3	3	3	2	8.62
Large Towns	1	3	2	2	1	2	2	4	1	1	1	1	1	7.69
Cities	4	4	1	1	4	2	1	4	2	3	2	-	4	8.85

Cases - 13

Kendall Coefficient of Concordance (W) - .939

Chi-Square - 109.890

D. F. - 9

Significance - .000

significance was .000 at .01 level. There is a significant difference with regard to the perceived adequacy of instructional materials utilized in adult education programs. Null hypothesis 6 was rejected.

Discussion

The size of this coefficient of concordance indicates that there is a high agreement among the states in the ranking of the adequacy of the five types of materials and equipment.

The statistics on the table show that textbooks are considered most adequate. Equipment to support instruction was perceived as least adequate.

Hypotheses seven through ten were examined, utilizing Kruskal-Wallis (H) test.

Ho_7: There is no significant difference with regard to the perceived effectiveness of universities in adult education functions.

Findings

This null hypothesis was tested by the use of Kruskal-Wallis (H) test. Table 7 shows the mean ranks of the states, the chi-square, the degree of freedom, and the significance.

The computed chi-square (X^2) was 31.984. The significance was .001. There is a significant difference with regard to the perceived effectiveness of universities in adult education functions. Null hypothesis 7 was rejected.

Discussion

As noted above, there is a significant difference among the states in the way they perceive the effectiveness of the universities in adult education functions. Their degree of perception varies. Some see the universities as highly effective in carrying out all the functions listed

Table 6. Ranking of the Adequacy of Materials/Equipment Utilized in Adult Education.

Categories	States' Ranks													Mean Ranks
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Textbooks	3	1	4	2	2	2	3	2	1	4	4	4	1	7.31
Materials and Supplies	4	3	3	3	3	2	3	3	2	3	4	3	2	7.96
Other Equipment	4	5	3	3	4	2	4	5	4	4	5	3	3	9.00
Buildings	4	2	3	3	3	2	3	3	3	3	1	2	2	7.65
Staff	4	2	4	3	3	2	3	2	4	3	1	4	2	8.08

Cases - 13

Kendall Coefficient of Concordance (W) - .024

Chi-Square - 108.160

D. F. - 9

Significance - .000

Table 7. Ranking of the Effectiveness of Universities in Adult Education.

Categories	States' Ranks													Means of Categories
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Extra Mural Activities	2	2	2	1	1	1	1	2	1	1	2	1	1	1.38
Supervision	5	1	2	3	2	1	2	1	2	2	2	-	1	1.84
Extension Services	3	1	3	1	2	2	2	4	2	-	1	2	2	1.92
Training	5	1	2	2	1	1	2	2	3	2	1	2	1	1.92
Research	5	1	1	2	2	2	2	1	5	2	3	2	1	2.23
In-service Training	5	2	2	4	2	2	2	1	2	3	3	1	1	2.30
Development of Adult Education Programs	5	2	2	3	3	2	5	2	3	3	3	-	1	2.61
Testing, Counseling & Referral Services	3	5	3	4	2	3	5	2	5	3	5	3	1	3.38
Mean Ranks of States	86.06	34.31	53.25	58.50	45.31	40.94	57.50	42.19	64.63	57.71	58.13	43.58	19.87	

Scale:

Highly Effective - - 1
Effective - - - - - 2
Ineffective - - - - 3
Highly Ineffective - 4
Not Provided - - - - 5

Cases - 101
Chi-square - 31.984
Significance - .001
D. F. - 12

Note: Low mean rank indicates high effectiveness.
High mean rank indicates low effectiveness.

in Table 7. Some see the universities as being highly ineffective or not providing the services at all.

Ho$_8$:　There is no significant difference with regard to the perceived problems confronting adult education programs.

Findings

This null hypothesis was tested by the use of Kruskal-Wallis (H) test. Table 8 shows the mean ranks of the states, the chi-square and the significance.

The computed chi-square (x^2) was 14.713. The significance was .257. There is no significant difference with regard to the perceived problems confronting adult education programs. Null hypothesis 8 was retained.

Discussion

The states do not differ significantly in the way they perceive the problems confronting adult education programs. However, the degrees of their perception vary. This is shown by the mean ranks in Table 8. The low mean rank indicates that the state strongly agrees that the problems listed affect adult education. The high mean rank indicates that the state disagrees or strongly disagrees on the effect of the problems, listed in Table 8, on adult education.

Ho$_9$:　There is no significant difference with regard to the perceived importance of the different classes of people who deal with adult education.

Findings

This hypothesis was tested by the use of Kruskal-Wallis (H) test. Table 9 shows the mean ranks of the states, the chi-square, and the significance.

The computed chi-square (x^2) was 13.892. The significance was .308. There is no significant difference with regard to the perceived importance

Table 8. Ranking of Problems Confronting Adult Education Programs.

Categories	States' Ranks													Means of Categories
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Lack of Finan- cial Assistance	1	1	2	1	2	1	2	1	1	2	1	2	1	1.38
Lack of Interest	2	4	1	2	2	2	4	4	2	-	4	4	-	
Transportation Difficulties	1	3	4	4	2	2	2	3	2	3	1	3	1	2.38
Lack of Facilities	1	4	2	3	2	2	3	3	3	4	3	2	2	2.61
Lack of Publication	2	3	2	4	2	3	2	3	5	4	1	2	2	2.69
Uninteresting or Unusual Programs	3	4	2	2	4	2	5	4	4	4	3	4	3	3.38
Discrimination on Age	4	5	4	3	5	3	5	3	3	4	5	5	5	4.15
Discrimination on Sex	4	5	4	3	5	3	5	5	2	4	5	4	5	4.15
Mean Ranks of States	33.28	67.31	44.69	48.06	52.31	33.69	60.56	56.31	44.38	66.71	50.19	61.81	62.14	

Scale:

Strongly Agree - - 1
Agree - - - - - - - 2
Uncertain - - - - - 3
Disagree - - - - - 4
Strongly Disagree - 5

Cases - 103
Chi-square - 14.713
Significance - .257
D. F. - 12

Note: Low mean rank indicates some agreement on the problems that affect adult education programs.
       High mean rank indicates uncertainty or disagreement.

Table 9. Ranking of the Importance of Different People Dealing with Adult Education.

Categories	States' Ranks													Means of Categories
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Teachers	1	1	1	1	1	1	1	1	1	1	1	1	1	1.0
Heads of Governments & Departments	1	1	1	2	1	2	1	1	2	1	4	1	1	1.46
Chiefs, Emirs, etc.	3	1	2	1	2	2	2	2	2	1	1	-	1	1.53
Village Heads	2	1	2	1	3	2	2	2	2	1	1	2	1	1.69
Clan Heads	4	1	2	1	2	2	2	2	2	2	3	-	-	1.76
Heads of Higher Institutions	2	1	1	2	1	2	2	2	1	1	4	2	2	1.84
Counselors	2	2	2	2	2	2	2	1	3	2	3	-	2	1.92
Congressmen	3	3	3	2	2	2	2	3	4	2	3	-	2	2.38
Mean Ranks of States	65.88	34.39	52.50	43.50	52.50	60.00	54.50	52.50	57.83	41.06	68.25	43.50	40.36	

Scale:

Highly Important - - 1
Important - - - - - 2
Uncertain - - - - - 3
Unimportant- - - - - 4
Highly Unimportant - 5

Cases - 102
Chi-square - 13.892
Significance - .308
D. F. - 12

Note: Low mean rank indicates that the people listed above are considered highly important.
       High mean rank indicates that these people are considered unimportant.

of the different classes of people who deal with adult education. Null
hypothesis 9 was retained.

Discussion

The states do not differ significantly in the way they perceive the
importance of the different classes of people who deal with adult educa-
tion. However, the degrees of their perception vary. The low mean rank
indicates that the state strongly agrees that all the classes of the peo-
ple mentioned in Table 9 are very important with adult education. The
high rank shows that the state sees these classes of people as unimpor-
tant or highly unimportant with adult education.

Ho_{10}:   There is no significant difference with regard to the per-
ception of adult education's level of effectiveness in
Nigeria.

Findings

This hypothesis was tested by the use of Kruskal-Wallis (H) test.
Table 10 shows the mean ranks of the states. The chi-square and the sig-
nificance.

The computed chi-square (X^2) was 29.105. The significance was .004.
There is a significant difference with regard to the perception of adult
education's level of effectiveness. Null hypothesis 10 was rejected.

Discussion

The states differ in the way they perceive the effectiveness of
adult education. Their degrees of perception differ. The low mean rank
indicates that the state thinks that adult education is highly effective
in doing all the things mentioned (See Table 10). The high rank shows
that the state does not regard adult education as being very effective in
doing the things mentioned in Table 10.

Table 10. Ranking of the Level of Effectiveness of Adult Education in Nigeria.

| Categories | States' Ranks | | | | | | | | | | | | | Means of Categories |
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Induced more Children to go to schools	1	3	1	2	1	1	2	2	1	3	3	-	-	1.53
Provided more Literate Men & Women in the Community	2	2	1	1	2	1	1	2	3	2	2	1	2	1.69
Encouraged Parents to send Children to Schools	1	1	1	2	1	1	2	2	2	3	3	2	2	1.76
Provided a Healthy Community	2	1	2	2	2	1	2	2	2	2	2	2	2	1.84
Improved the Economic Status of the People	3	2	2	1	2	1	2	2	2	-	2	2	2	1.84
Helped increase Food Production	3	1	2	2	2	1	3	2	2	2	2	2	2	2.15
Mean Ranks of States	41.17	31.42	27.00	32.33	32.33	11.00	42.08	43.00	36.60	53.60	60.67	36.60	43.00	

Scale:

Highly Effective - - 1
Effective - - - - - 2
Uncertain - - - - - 3
Ineffective - - - - 4
Highly Ineffective - 5

Cases - 74
Chi-square - 29.105
Significance - .004
D. F. - 12

Note: Low mean rank indicates high effectiveness. High mean rank indicates low effectiveness.

Program Characteristics

This section is designed to present data relative to the general characteristics of the programs, students, and staff in each state.

Number of Adult Education Teachers

The number and type of adult education teachers vary considerably among the states. Some states make wide use of part-time and/or volunteer personnel as supplements to their full-time instructional force. However, a number of states do not appear to embrace the idea of the use of volunteers or part-time instructors.

The number of instructors in all classes (full-time, part-time, and volunteers), ranges from 48 in Oyo State to 3321 in Kaduna State (Table 11A).

Educational Background of the Adult Education Teachers

Many of the states did not supply figures on the educational background of the teachers. The information below is based on the figures collected from seven states. The questionnaire requested information on the education background of full-time and part-time teachers. Although the figures show that most of the teachers employed either full-time or part-time have some sort of teaching certificates or training. Only a small percentage of the teachers have any special preparation for the teaching of adults (Table 11B).

Percentages of Adult Students Enrolled in Different Programs

The figures show that most of the students are enrolled in general education (reading, writing, arithmetic), and on self-enrichment and self-improvement (Table 12).

Table 11A. Number of Adult Education Teachers in the States.

States	Number of Teachers		
	Full-Time	Part-Time	Volunteers
Anabra	1030	- -	- -
Benue	75	1060	- -
Cross River	940	180	1900
Kaduna	- -	3100	221
Kwara	40	60	- -
Niger	30	360	45
Ogun	- -	200	1000
Oyo	48	- -	- -
Plateau	20	70	10

Table 11B.   Educational Backgrounds of Adult Education Teachers.

States	% Full-Time						% Part-Time				
	First School Leaving Certificate	University Degrees	Other Teaching Certificates	Adult Education Teaching Certificates	No Background Training		First School Leaving Certificate	University Degrees	Other Teaching Certificates	Adult Education Teaching Certificate	No Background Training
Anambra	40	-	60	-	-		-	..	-	-	-
Benue	INCONSISTENT FIGURES						INCONSISTENT FIGURES				
Cross River	20	.5	17	12	-		30	.5	20	-	-
Kaduna	-	-	-	-	-		8	4	4	80	4
Kwara	NO FIGURES						NO FIGURES				
Niger	INCONSISTENT FIGURES						INCONSISTENT FIGURES				
Ogun	-	-	-	-	-		-	15	85	-	-
Oyo	-	-	100	-	-		-	-	-	-	-
Plateau	6	6	4	5	6		14	14	16	4	14
Federal Government	-	5	3	5	-		50	2	30	5	-
Ahmadu Bello University	NO FIGURES						NO FIGURES				
University of Calabar	75	-	-	-	-		25	-	-	-	-
University of Port Harcourt	NO FIGURES						NO FIGURES				

Table 12. Percentages of Adult Students Enrolled in Different Programs.

States	General Education	Vocational & Technical Subjects	Recreational Activities	Hobbies and Leisure	High School Equivalency	Self-Enrichment and Self-Improvement Lessons	Subjects for Business, Industry or Professions	Good Citizenship
Anambra	40	20	5	3	10	15	7	--
Benue	68	2	-	-	--	10	10	20
Cross River	53	5	1	1	20	10	10	5
Kaduna	2	3	1	1	1	15	85	2
Kwara	30	20	5	2	10	20	8	5
Niger	80	10	10	-	--	40	50	10
Ogun	30	5	5	5	30	3	20	2
Oyo	100	-	-	-	-	-	-	-
Plateau	47	5	5	4	20	7	30	10
Federal Government	60	10	-	-	15	-	15	-
Ahmadau Bello University	NO FIGURES AVAILABLE							
University of Calabar	NO FIGURES AVAILABLE							
University of Port Harcourt	10	4	10	2	60	10	2	2

Percentages of Students According to Age Groups

The largest group of students were between the ages of 25 and 39 with the 18-24 age group representing the next largest. Very few studentsunder age 18 and over age 65 were identified (Table 13).

Adult Education Facilities

There are four categories of facilities used for adult education classes to be ranked here. These are Public buildings, Church buildings, Private homes, and other unspecified facilities.

Although religious programs have been identified as most effective and influential, Public buildings are ranked number one followed by Church buildings (Table 14).

Percentages of Funds for Adult Education from Different Sources

The three main sources of funds for Adult Education are students' tuition, government grants, and voluntary contributions. The percentages here vary from source to source and state to state. While some depend on the government for their entire funding, others collect from 80 to 90 percent of the funds from the students. A very small percentage of the funds come from volunteer donors in all the states (Table 15).

Percentages of Adult Classes Taught in the Days and/or Evenings

In many states, 100 percent of the classes are taught in the evenings. A few states provide day classes (Table 16).

Percentages of Students in Adult Education Engaged in Different Occupations

The largest student group in each state (over 50 percent) were farmers. The next largest group was housewives (Table 17).

Table 13. Percentages of Adult Students in the States
According to Different Age Groups

States	Age Groups				
	Under 18	18-24	25-39	40-64	65 and over
Anambra	25	25	25	10	5
Benue	-	30	60	10	-
Cross River	10	15	40.5	34	.5
Kaduna	5	15	70	6	4
Kwara	-	15	70	10	-
Niger	10	10	40	60	-
Ogun	5	40	30	20	5
Oyo	-	5	60	30	5
Plateau	10	25	35	20	10
University of Calabar	-	30	50	20	-
Rivers	5	40	35	18	2

Table 14. Ranking of Facilities Provided for Adult Education in Nigeria.

Categories	States' Ranks													Horizontal Means
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Public Buildings	1	2	1	1	1	1	1	1	1	1	1	1	1	1.07
Church Buildings	2	-	2	3	2	2	2	2	2	2	2	3	2	2.00
Private Homes	4	1	4	4	2	2	3	3	3	3	3	-	4	2.76
Other Facilities	3	3	3	2	1	1	4	4	4	4	4	4	3	3.07

Table 15. Assessment of the Percentages of Funds for Adult
           Education from Different Sources

States	Categories			
	Students' Tuition	Government	Voluntary	Others
Anambra	95	5	-	-
Benue	40	40	4	20
Cross River	6	90	4	-
Kaduna	5	80	15	-
Kwara	10	60	20	-
Niger	10	60	20	-
Ogun	60	30	10	-
Oyo	5	90	5	-
Plateau	70	20	10	-
Federal Government	50	20	30	-
University of Calabar	5	86	10	-
Rivers	65	30	5	-

Table 16.   Assessment of Percentages of Adult Classes Taught
            in the Days and Evenings.

States	Categories	
	Evenings	Days
Anambra	100	-
Benue	100	-
Cross River	80	20
Kaduna	96	4
Kwara	100	-
Niger	80	20
Oyo	100	-
Plateau	80	20
Federal Government	90	10
Ahmadu Bello University	95	5
University of Calabar	100	-
Rivers	90	10

Table 17.   Assessment in Percentages of the Students in Adult
Education in Different Occupations.

States	Categories							
	Farmers	Housewives	Business Persons	Laborers	Students	Fishermen	Educators	Others
Anambra	15	40	10	5	25	-	5	-
Benue	50	30	5	10	-	-	5	-
Cross River	30	30	15	5	10	5	5	-
Kaduna	60	10	2	24	3	.5	.5	-
Kwara	60	6	3	8	-	20	-	3
Niger	40	20	14	10	5	1	10	-
Ogun	15	5	5	5	15	5	20	30
Oyo	60	30	5	5	-	-	-	-
Plateau	35	10	5	10	20	10	10	-
Federal Government	60	30	2	-	8	-	-	-
Rivers	15	15	5	10	40	15	-	-

SUMMARY

Kendall's Coefficient of Concordance (W) and Kruskal-Wallis (H) tests were utilized in the analysis of the data. The analysis found significant difference with regard to the acceptance of adult education agencies by the people. Null hypothesis 1 was rejected.

There is a significant difference with regard to the enrollment of adult students in different organizations. Null hypothesis 2 was rejected.

There is a significant difference with regard to the perceived importance of the adult education provided by the different agencies. Null hypothesis 3 was rejected.

There is a significant difference in the perception of the respondents relative to the participation of the ministries or departments in adult education. Null hypothesis 4 was rejected.

There is a significant difference with regard to the perception of the success of adult education in different communities. Null hypothesis 5 was rejected.

There is a significant difference with regard to the perceived adequacy of instructional materials utilized in adult education programs. Null hypothesis 6 was rejected.

There is a significant difference with regard to the perceived effectiveness of universities in adult education functions. Null hypothesis 7 was rejected.

There is no significant difference with regard to the perceived problems confronting adult education programs. Null hypothesis 8 was rejected.

There is no significant difference with regard to the perceived importance of the different classes of people who deal with adult education. Null hypothesis 9 was retained.

There is a significant difference with regard to the perception of adult education's level of effectiveness. Null hypothesis 10 was rejected.

The data shows a considerable difference on the number, type and educational background of adult education teachers among the states. The figures show that most students are enrolled in general education. The largest group of students are between the ages of 25 and 39. Public buildings are ranked as the number one facility used. The figures show that some states depend on the government for their entire funding of the adult education programs while some collect 80 to 90 percent of their funds from the students. In many states, 100 percent of the classes are taught in the evenings. The largest student group in each state are the farmers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The central purpose of this study was to analyze the state of de-
velopment of adult education in Nigeria and to provide recommendations
for future action. This study differed from previous studies in that it
looked at adult education within the entire country.

Literature

A number of significant factors related to the study were identi-
fied in the literature review:

1. It is difficult for educators to reach concensus on the philo-
sophy of adult education. Philosophy, it is assumed, depends on the need
of the participants, the society, and the events relative to the partici-
pants themselves. For example, a philosophical debate might occur around
whether, as a major aim, teaching Nigerian farmers how to use complicated
farm machinery (which many of them will never use in their lifetime) is
better than improving the use of the tools they have now in order to pro-
duce enough food for the people. Is it appropriate to emphasize topics
such as the use of artificial fertilizers, which many are still not will-
ing to use, crop rotation, mixed farming, use of irrigation to stimulate
year 'round production, and proper cultivation for improved plant growth?

2. The learner, the teacher, and the instructional process are
differently conceptualized by different authors and educators. Some see
the learner, the teacher, and the instructional process as being inter-

dependent. Some think that adult education should be learner-centered. Some see the instructional process as the most important. Nigerian adult education should concentrate on the importance of the learner, the teacher, and the instructional process. The learner should be taught those things that interest and benefit him. The teacher should be given the basic training that will help him to handle his students well and to know how to make them stay in school. The instructional process, methods and materials, should be such that will motivate, interest, and benefit the learners.

3. The literature relative to the growth and development of adult education in Nigeria was reviewed. The pace of this growth has been very slow and the development has not been uniform throughout the country. There are differences in the number of teachers, their educational back-grounds, the materials, facilities, and funding. The concept of adult education is accepted in various ways throughout the country but the proper implimentation is still far away.

4. A number of suggestions were identified in the literature as critical to the improvement of adult education in the country. Some of these included seminars and short courses for those who plan to work with adults. more involvement of teacher training colleges and universities, and the provision of funds by the government.

Methods and Procedures

A 24-item questionnaire was distributed to all the states in Nigeria. This covered such areas as the role of universities in adult education, the role of government departments and other agencies and institutions in the country with regard to adult education, the age, sex, and occupation of the clientele, the facilities, funding and general effect of

adult education on the overall life in the country.

Analysis of the Data

Kendall's Coefficient of Concordance (W) and Kruskal-Wallis (H) tests were utilized to examine the ten hypotheses.

Conclusions

The following conclusions are summarized from the Analysis of the Data. The data were analyzed and discussed on the basis of the ten null hypotheses.

Ho_1: There is no signigicant difference with regard to the acceptance of adult education agencies by the people.

This null hypothesis was rejected.

Religious Institutions were perceived as the most accepted or influential agencies. This finding paralleled the statements in the literature relative to the early influence of religious bodies on adult education. The analysis confirms the role of religion in people's lives and choices.

Ho_2: There is no significant difference with regard to the enrollment of adult students in the different organizations.

This null hypothesis was rejected.

Again Religious Institutions were shown as having the highest enrollment. Until recently, over 80 percent of the adult educational functions in Nigeria were handled by the religious organizations in the country. This influence, remains strong among the people. People continue to look to religious organizations or what they cannot get elsewhere. This is in part due to a lack of information about services provided by other organizations. This is particularly true in rural areas and villages which have little contact with these other agencies.

To strengthen the influences and services of other agencies and organizations, the following suggestions are made:

1.   Branches of other agencies should consider the feasibility of expanding their services by establishing offices in communities throughout the country.

2.   Enhanced publicity of these agencies and their expanded services should be carried out and their importance clearly illustrated to the people.

Ho_3:   There is no significant difference with regard to the perceived importance of the adult education provided by the different organizations.

This null hypothesis was rejected.

Religious institutions again are perceived as providing the most important adult education.

Ho_4:   There is no significant difference with regard to the involvement in adult education by the different ministries or departments of the government.

This null hypothesis was rejected.

It is observed that the Ministry of Education is perceived as the agency most deeply involved in adult education. The idea that people have is that since this ministry is entirely responsible for the educational matters in the country, adult education should not be an exception. Other ministries of the government should have vital roles in adult education. This could be accomplished in various ways:

1.   Extension services could be developed by the Ministry of Agriculture that takes agricultural and family living services to all sections of the country.

2.   The Ministry of Health should develop a national education thrust that would make an impact on the incidence of disease and would

provide for basic information on nutrition and good health practices.

3. The Ministry of External Affairs which acts as a liaison between Nigeria and other countries in economic, social, and cultural matters could bring professionals from other countries as consultants, administrators, and teachers in adult education.

Ho_5:   There is no significant difference with regard to the perceived success of adult education in different communities within the states.

This null hypothesis was rejected.

The following reasons might be causes for these differences. Nigerians in upper income brackets generally reside in the largest communities. Since adult education is primarily supported by student tuition, it is evident that the principal base of financial support is in the larger communities.

Ho_6:   There is no significant difference with regard to the perceived adequacy of materials of adult education.

This null hypothesis was rejected.

Generally, instructional materials were described as available, if not adequate. However, equipment and facilities are practically non-existant.

The adequacy of materials and equipment depends on a number of factors - availability of funds, the community where the programs are conducted, the time when these classes are held, and the knowledge of the organizers about the students' needs. The lack of any nationwide program for the support of adult education has served to limit the availability of instructional support materials.

Ho_7:   There is no significant difference in the perception with regard to the effectiveness of universities in adult education functions.

This null hypothesis was rejected.

The universities have not played significant roles in the development of adult education programs. Many have not established departments or course work in adult education. Those who do have programs, concentrate on the training of administrative personnel and ignore the training of adult teachers.

The the means of the categories were computed (Table 7), Extra-Mural activities provided by the universities were ranked highest. Testing, counseling, and referral services were ranked lowest. It is observed that the only widely administered functions of the universities are Extra Mural activities. The purpose of these is limited to the preparation of administrative personnel. These services have not yet been extended to reach the people who deal directly with adults. It might be pointed out that the respondents of the study were all administrators, a factor that may have influenced their responses.

Testing, counseling, and referral services are new in Nigeria. Most of the universities have not yet initiated these programs. The ranking of these services last would appear to be an accurate picture of the situation in the country at the present time.

Ho_8:   There is no significant difference with regard to the perceived problems confronting adult education programs.

This null hypothesis was retained.

Lack of financial support and lack of adequate facilities have been projected as the most important factors in the programs of adult education.

The means of the categories identify a lack of financial support as the most important problem affecting adult education in Nigeria. This

problem which is considered by most authorities as the major one, has been mentioned in several places in this study. It is recognized as the first priority if adult education in the country is to be improved and provided to every adult.

Ho_9: There is no significant difference with regard to the perceived importance of the different people who deal with adult education.

This null hypothesis was retained.

Statistics show that the way the states perceived the importance of the different people who deal with adult education did not differ significantly. Teachers, heads of government, and departments, village and clan heads, chiefs and Emirs, were all seen as important in the adult education process.

Though all categories of people in adult education were perceived as important, Teachers were seen as the most important when the means of the categories were computed. The next most important group of people were the Heads of government and departments. It should be noted that the questionnaires were answered by people who were heads of government or departments. It is assumed that this fact may have influenced the priorities identified.

Ho_{10}: There is no significant difference with regard to the perception of adult education's level of effectiveness in Nigeria.

This null hypothesis was rejected.

Statistics show that the states differed significantly in their perception of adult education effectiveness. As mentioned previously, adult education functions are not uniformly carried out throughout the country. There are differences within and among the states. Within the states, there are more functions in big towns than in the villages. Among the

states, there are different postures relative to adult education. Some states spend more money to establish good adult education programs, while others concentrate more on other areas, such as the education of youth, and aspects of community development. Because of this lack of uniformity and differences of philosophy, it is difficult to provide a uniform measure of the effectiveness of adult education throughout the country.

When the means of the categories were ranked, there was general concensus that a major impact of adult education has been to induce more children to go to school. Adult education has obviously affected parents who do not want their children to face life in a changing world without education.

Recommendations

The findings and conclusions from the study suggest several recommendations. These have been arranged in the order of priority. The first eight recommendations are suggested for immediate consideration.

1. More funds should be provided by the federal and state governments for adult education. Individuals should not be denied access to learning because of limited income, place of residence (remote village or rural area), lack of previous education, or any other factor identified in this study. The future development of Nigeria will be enhanced by the active role of the government in this area.

2. The organization and programs of the religious institutions in the country should be examined in depth by the government ministries, and the universities, as well as the other agencies and organizations in the country. It is obvious that the willingness of the religious groups to work with all people, regardless of their location or ability to pay,

their use of volunteers as well as their committment to development of
a basic level of literacy among the people, has contributed positively
to their effectiveness as an educational delivery system. The government,
universities and others should learn a lesson from this in order to make
adult education in the country more successful.

3.   The universities and other institutions of higher learning,
should take a more active part in adult education. They can do this
through training, research, counseling, and all other essential services.

4.   The corps of leaders and teachers of adults must be enlarged
and provided with the knowledge and skills required for them to help
adults learn effectively. It is recommended that more incentives be
created for people who want to get involved with adult education.

5.   The role of libraries and museums should be expanded in adult
education. These should be properly equipped with good materials, should
be properly staffed, and should be widely advertized as educational cen-
ters.

6.   There should be regular professional supervision and on-the-
job training. The universities, government ministries or departments,
should provide the leadership for the in-service training through work-
shops, conferences, and seminars which can provide opportunities for
learning about the society, the individual, and the functions of adult
education.

7.   All adult education agencies and organizations should provide
more learning activities and useful programs which will attract more
adult students into these agencies and organizations. These programs
and activities should be widely and adequately publicized.

8.   All government ministries or departments should take a more

active part in adult education functions.

The following recommendations which are considered equally important may require an extended period to implement.

9. It is recommended that adult education in Nigeria be studied intensively. This study should be used as a pilot study. Extensive cross-sectional research should be initiated to establish a framework for the development of a data base that could be observed longitudinally.

10. All education should be made a part of the national thrust of general education and should be integrated with the other branches of education. Teachers in schools and colleges must learn to teach youth so that they leave formal schooling with an insatiable curiosity, with a mastery of the tools of learning, and a willingness to learn throughout the rest of their lives.

11. A curriculum of adult education must be developed that provides for the sequential development of the knowledge, understanding, skills, attitudes, and values required to maintain one's effectiveness in a changing society.

12. Local traditions and customs should not be allowed to be impediments or act as reasons for resistance from adults. As much as possible, these traditions and customs should be utilized for the benefit of adult education programs.

13. Adult education should involve the adults as well as youth. The pace of any national development will be conditioned by the content and quality of the knowledge by all the people, the faculties of appreciation and understanding, and their degree of consciousness.

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APPENDICES

School of Education
Adult Education

Oregon State University

Corvallis, Oregon 97331

March 13, 1980

Permanent Secretaries, Nigerian
    Ministries of Education
Head, Department of Education
    Nigerian Universities
Heads, Centers of Adult Education
    Nigeria

Dear Colleague:

I am a doctoral student at Oregon State University in the Department of Adult Education. I plan to come back to Nigeria and work after I complete my program.

I am now in the process of writing my dissertation for my degree. The title of the proposed dissertation is, "An Analysis of the State of Development of Adult Education in Nigeria: Suggestions for Future Action."

I will be very grateful if you would help me collect the necessary data for the dissertation by filling out the enclosed questionnaire.

Thank you very much for the help.

Sincerely yours,

Edem D. Offiong
149 N. W. 14th St.
Corvallis, Oregon 97330
USA

EDO:jmp

APPENDIX B

Adult Education
in
Nigeria

QUESTIONNAIRE

Purpose of the Questionnaire:

The purpose of this questionnaire is to seek you help in providing the necessary information that will be useful in the analysis of the state of development of adult education in the country.

Instructions for the completion of the Questionnaire.

In the spaces provided below, supply the most appropriate answers or place a check (√) in the appropriate boxes.

1. Name: (Optional) _____

2. Position: _____

3. State (Where Applicable): _____

4. University (Where Applicable): _____

5. Adult Education programs in your State: Please rank the following adult education agencies/organizations in terms of their acceptance by citizens. (1 = most widely accepted, 2 = next most accepted, etc., to least accepted):

A. (   )   YMCA and/or YWCA
B. (   )   Red Cross
C. (   )   Public Libraries
D. (   )   Museums
E. (   )   The Armed Forces
F. (   )   Prisons
G. (   )   Labor Unions
H. (   )   Businesses and Industries
I. (   )   Health and Welfare Agencies
J. (   )   Religious Institutions
K. Please add institutions not included above.
     (   )   _____
     (   )   _____
     (   )   _____
     (   )   _____

6. Please rank the following in terms of enrollment. (1 = largest
   enrollment, 2 = next largest, etc.):

   A. (   )   YMCA and/or YWCA
   B. (   )   Red Cross
   C. (   )   Public Libraries
   D. (   )   Museums
   E. (   )   The Armed Forces
   F. (   )   Prisons
   G. (   )   Labor Unions
   H. (   )   Businesses and Industries
   I. (   )   Health and Welfare Agencies
   J. (   )   Religious Institutions
   K. Please add institutions not included above.
      (   )   _____
      (   )   _____
      (   )   _____

7. Please rank the following in terms of the importance of type of
   education provided (1 = very important, 2 = next important, etc.):

   A. (   )   YMCA and/or YWCA
   B. (   )   Red Cross
   C. (   )   Public Libraries
   D. (   )   Museums
   E. (   )   The Armed Forces
   F. (   )   Prisons
   G. (·)   Labor Unions
   H. (   )   Businesses and Industries
   I. (   )   Health and Welfare Agencies
   J. (   )   Religious Institutions
   K. Please add institutions not included above.
      (   )   _____
      (   )   _____
      (   )   _____

8. Please rank the following ministries in your State in terms of
   their involvement in adult education (1 = most involved, 2 = next
   most involved, etc.):

   A. (   )   Ministry of Agriculture
   B. (   )   Ministry of Health
   C. (   )   Ministry of Internal Affairs
   D. (   )   Ministry of Information
   E. (   )   Ministry of Social Welfare
   F. (   )   Ministry of Education
   G. Please add other ministries not included above.
      (   )   _____
      (   )   _____
      (   )   _____

9. Please describe the effectiveness of the universities in providing the following services. Check (√) those of your choice below.

		Highly Effective	Effective	Ineffective	Highly Ineffective	Not Pro-vided
A.	Extra-Mural Activities	_____	_____	_____	_____	___
B.	Extension Services	_____	_____	_____	_____	___
C.	Training of Adult Teachers, Educatiors or Administrators	_____	_____	_____	_____	___
D.	Supervising Adult Education Programs	_____	_____	_____	_____	___
E.	Adult Education Research	_____	_____	_____	_____	___
F.	Profiding Testing coun-seling and Referral Services for Adults to help them with their Educational and Voca-tional plans	_____	_____	_____	_____	___
G.	Providing help in the Development of Programs for the Adults	_____	_____	_____	_____	___
H.	Providing In-service Training Programs to working Adults	_____	_____	_____	_____	___

10. How many adult education teachers are employed in your State/
     country?

     A. (   ) Full-time
     B. (   ) Part-time
     C. (   ) Volunteers (estimate)

11. Please estimate the educational background of full and part-time
     adult teachers in your State in terms of percentages:

     A. First school leaving certificate
         % full-time _____
         % part-time _____
     B. University degrees
         % full-time _____
         % part-time _____
     C. Other teaching certificates
         % full-time _____
         % part-time _____
     D. Adult education teacher certificate
         % full-time _____
         % part-time _____
     E. No background training
         % full-time _____
         % part-time _____

12. Please estimate by percentage the number of adult students enrolled
     in your State or country in the following:

     A. (   ) General education, including reading, writing and
                 arithmetic
     B. (   ) Vocational and technical subjects
     C. (   ) Recreational activities
     D. (   ) Hobbies and leisure
     E. (   ) High school equivalency
     F. (   ) Self-enrichment and self-improvement lessons
     G. (   ) Subjects that will help the adults meet the require-
                 ments for business, industry, or professions
     H. (   ) Good citizenship

13. Please indicate the ages of adult education students in your State.
     Provide an estimated percent (%) of each group in enrollment:

     A. (   ) Under 18
     B. (   ) 18-24
     C. (   ) 25-39
     D. (   ) 40-64
     E. (   ) 65 and over

14. Please rank the following facilities in terms of usage (1 = most
     often used for adult education classes, 2 = nest most often used,
     etc.):

A. ( ) In public school buildings
B. ( ) In churches
C. ( ) In private homes
D. ( ) In other public facicities
E. Please name other facilities not listed above.
( ) _____
( ) _____
( ) _____

15. Please indicate the sources of funding for adult education classes in your State: (Provide an estimated percent (%) of each type of funding)

A. ( ) Individual students' tuition
B. ( ) Government
C. ( ) Voluntary
D. Please state other sources not mentioned above.
( ) _____
( ) _____
( ) _____

16. Please describe the major problems in the Nigerian adult education programs. Check (✓) below:

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
A.	Lack of financial assistance	_____	_____	_____	_____	_____
B.	Lack of interest on the part of the people	_____	_____	_____	_____	_____
C.	Programs which do not interest the adult students or serve their purpose of attending classes	_____	_____	_____	_____	_____
D.	Discrinination on age	_____	_____	_____	_____	_____
E.	Discrimination on sex	_____	_____	_____	_____	_____

16. (continued)

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
H.	Lack of proper publication	___	___	___	___	___
G.	Transportation difficulties	___	___	___	___	___
H.	Lack of proper facilities	___	___	___	___	___
I.	Please state other reasons not mentioned above	___	___	___	___	___
		___	___	___	___	___
		___	___	___	___	___
		___	___	___	___	___

17. What percent (%) of the classes under your control are taught in:

   A. Evening _____
   B. Days _____

18. Occupation of the clientele. Please estimate the percent (%) of the total number of students in each of the following groups in your State or country:

   A. ( ) Farmers
   B. ( ) Housewives
   C. ( ) Business persons
   D. ( ) Laborers
   E. ( ) Students
   F. ( ) Fishermen
   G. ( ) Educatiors
   H. Please indicate others not mentioned above.
   ( ) _____
   ( ) _____
   ( ) _____

19. Please rank the following locations in terms of their success in providing adult education (1 = most successful, 2 = next most successful, etc., to least successful):

   A. ( ) Villages where only a group of people from the same ancestor live
   B. ( ) Small towns where a small group of people who are not closely related live
   C. ( ) Large towns where people from various ethnic groups in

the country might be found
D.   ( ) Cities where people from other countries are found

20.   How adequate are the following? Please use the following scale:
1 = excellent, 2 = Good, 3 = Fair, 4 = Poor, 5 = No opinion.

A.   ( ) Textbooks
B.   ( ) Materials and supplies
C.   ( ) Other equipment
D.   ( ) Buildings
E.   ( ) Staff

21.   Please describe the following in terms of their importance in the
provision of adult education. Check (√) below:

	Highly Important	Important	Uncertain	Unimportant	Highly un-important
A. Teachers					
B. Coun-selors					
C. Village Heads					
D. Chiefs, Emirs, etc.					
E. Congress-men					
F. Clan Heads					
G. Heads of institutions of higher learning					
H. Heads of govern-ments and departments					
I. Please indicate others not mentioned above					

22. Please describe the level of effectiveness that you feel adult education has reached in the following areas:

		Highly Effective	Effective	Uncertain	Ineffective	Highly Ineffective
A.	Has encouraged parents to send their children to formal schools	_____	_____	_____	_____	_____
B.	Has induced many more children to go to school	_____	_____	_____	_____	_____
C.	Has produced more literate men and women in the community who in turn help to foster the general educational programs in their respective communities	_____	_____	_____	_____	_____
D.	Has helped increase food production through improved methods of farming	_____	_____	_____	_____	_____

22. (continued)	Highly Effective	Effective	Uncertain	Ineffective	Highly In-effective
E. Has produced more healthy men and women who take advantage of the health lessons					
F. Has improved the economic status of many families and thus has helped many more youth to attend schools					

23. I will be very grateful if you would suggest other people who could help by providing this and other information on adult education. Please list their names and addresses below:

1. _____   4. _____

   _____   _____

   _____   _____

2. _____   5. _____

   _____   _____

   _____   _____

3. _____   6. _____

   _____   _____

   _____   _____

24. I would also appreciate it if you would be kind enough to supply me with other information and/or materials on adult education in your State or country. This should include anything which we have not touched upon in the questionnaire. Please state this information below.

Thank you for your assistance in completing this questionnaire.

School of Education
Adult Education

Oregon State University

APPENDIX C

Corvallis, Oregon 97331

May 28, 1980

Permanent Secretaries, Nigerian Ministries of Education,
Heads, Departments of Education, Nigerian Universities,
and Others

    Re: Questionnaire - Adult Education in Nigeria

Dear Colleague:

    I am writing to remind you of the questionnaire which I sent to you
in March of this year. I would be very grateful if you would help me by
filling out the questionnaire and returning it to me as soon as possible.
If you have already returned the questionnaire, please disregard this
letter.

    Thank you very much for your help.

                    Sincerely yours,

                    Edem D. Offiong
                    149 N. W. 14th St.
                    Corvallis, Oregon 97330
                    USA

EDO:jmp