

**EVALUATION OF ADULT AND NON-FORMAL EDUCATION
PROGRAMME IN OYO STATE, NIGERIA**

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ABSTRACT

The challenge of high rate of illiteracy in the developing nations necessitated the establishment of Adult and Non-Formal Education Programme. The programme is to organise literacy training, develop the trainees' attitudes and commitments towards active participation in the development of their locality, improve the trainees' job performance and standard of living as well as promote functional literacy in health education. Although Oyo State established the programme in 1988, there is no record that it has been empirically evaluated. Hence the study evaluated the programme to ascertain the achievement of the set objectives and the effect of trainees' academic needs, trainers' experience and qualification, training facility and training strategy on the trainees' achievement in communication, numeracy, social studies and health education.

The study adopted a survey research design. Multistage and proportionate stratified sampling were used to select 780 trainees, 30 trainers from 3 strata (Basic, Post Basic and Advanced literacy) and 40 primary six pupils spanning 10 local government areas of Oyo State. The four instruments used for data collection were: Adult and Non-Formal Education Trainees' Questionnaire ($r=0.80$), Adult and Non-Formal Education Teachers' Questionnaire ($r = 0.83$), Classroom Interaction Scale ($r=0.62$), Adult and Non-Formal Education Programme Achievement Test ($r=0.75$). Three research questions were answered and one hypothesis was tested. Data were analysed using descriptive statistics, t-test and multiple regression.

The objectives of the programme were achieved to a great extent: literacy trainings (78.8%), trainees' job performance (93.6%); trainees' participation in the development of their environment (99.6%); trainees' standard of living (97.1%) and functional literacy in health education (87.2%). Trainees academic needs, trainer's experience and qualification, training facility and training strategy had composite effect on the achievement in communication [$F_{(5,774)}=3.03$; $p<0.05$], numeracy [$F_{(5,774)}=12.27$; $p<0.05$] social studies [$F_{(5,774)}=4.83$; $p <0.05$] and health education [$F_{(5,774)}=8.96$; $p<0.05$]. Training strategy ($\beta=0.37$, $t=11.19$, $p<0.05$), training facility ($\beta=0.15$; $t=3.23$; $p<0.05$), and trainers experience ($\beta=0.11$, $t=3.06$, $p<0.05$) contributed significantly to the trainees achievement in communication. In numeracy, trainer's qualification ($\beta=0.15$, $t=3.94$, $p<0.05$) training strategy ($\beta=0.12$, $t=3.47$, $p<0.05$) trainees need ($\beta=0.10$; $t=1.99$, $p<0.05$) and trainers experience ($\beta=0.08$; $t=-2.27$, $p<0.05$) contributed significantly. Training facility ($\beta=0.12$, $t=2.54$, $p<0.05$) and trainers' strategy ($\beta=0.11$, $t=2.98$, $p <0.05$) contributed significantly to the achievement in social studies. Health education showed that, facilities ($\beta=0.19$; $t=4.15$; $p<0.05$), training strategy ($\beta=-0.13$, $t=-3.81$, $p<0.05$), trainers' qualification ($\beta=-0.11$, $t=-2.90$, $p<0.05$) and trainers experience ($\beta=-0.08$, $t=-2.15$; $p<0.05$) contributed significantly. There was no significant difference between the achievement of advanced literacy trainees and that of primary six pupils in communication, social studies and health education. However numeracy achievement of advanced literacy trainees was statistically different from that of primary six pupils ($t=4.41$; $p<0.05$).

The programme, to a great extent has contributed towards the promotion of functional literacy in Oyo State. Government should therefore continue to encourage and support all aspects of the programme. Specifically, seminars and workshops should be organised for the trainers to improve their teaching skills.

Key words: Literacy, Numeracy, Academic achievement, Training strategy, Non-Formal education.

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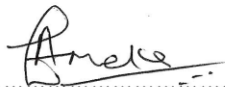
DEDICATION

This study is dedicated to the Almighty God and to my family: Peju, Funmi, Yemi, Omotola and Omotayo.

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CERTIFICATION

I certify that the work was carried out by Oyebode Thomas ADEDEJI (43250) in the International Centre for Educational Evaluation (I.C.E.E.), Institute of Education, University of Ibadan, Nigeria.



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CHAPTER ONE

GENERAL INTRODUCTION

1.0 Background to the study

Education is a necessity for human survival and the concept of education suggests development of valuable knowledge and skills in a society. O' Connor, as reported by Osuji (2009), sees the educational system of any society as an elaborate social mechanism designed to bring about certain skills and attitudes that are adjudged to be useful and desirable in the society. Education prepares individuals for life and makes them useful members of the community. In this regard, Obemeata (2003) agrees with the view of the Catholic Church that education is the means by which people are helped to harmoniously develop their physical, moral and intellectual abilities. According to World Bank (2009:2)

If you do not have education you cannot have trained people in health care. If you do not have education you cannot have a legal system that works. If you do not have education that provides proper ethical values, how can you confront the issues of corruption or of equity in society? If you do not have education, how do you build roads? How do you ensure water supply? How do you build power stations? How do you create industries? How do you support investment? And in the new days of the digital revolution, how do you make an advance to enable societies to take advantage of the digital revolution.)
(<http://www/worldbank.org/education/introduction.asp>)

Education is a necessary tool for articulating and realizing one's potential. But the formal system alone, which is selective, cannot provide all the education that is necessary to realize one's potential. The terminologies, such as 'continue-education', 'recurrent education' and 'lifelong education' have been used by different people to stress that education should be co-terminous with life.

Education is associated with empowerment. According to Ofuasia (2004) empowerment is making people do things they could never do before. In other words, it is giving people power or increasing their power to enable them do what they could not hitherto have done. Empowerment is rooted in the acquisition of adequate knowledge and capacity, the confidence, the help and the ideas to decide what is best for an individual, and to act accordingly in fulfilling one's own potential.

Education ensures access to training and empowerment opportunities. Literacy is a major strategy for reaching the elusive goal of political or economic empowerment. Investing in education is probably the most single cost effective way to promote and improve the standard of living, particularly among the poorest population. Literacy, as a component of education, provides a foundation for helping to alleviate and improve social, economic and political status of people.

Education is also associated to health. Pommeli (2007) asserts that life expectancy rises by as much as 2 years for every 1 percent increase in literacy. Meara (2008) also claims that an educated adult would live longer than uneducated ones. He adds that an educated adult is less likely to die of many diseases because information about how to live longer, healthier life is available to them. The educated ones will be able to take appropriate healthy steps.

Education can be categorized into formal, non-formal and informal. Adult and non-formal education in their complementary and supplementary roles in education affords the citizens of a country opportunity for attainment of self-fulfillment. Non-formal education can be seen as related to the concepts of recurrent and lifelong learning. Tight (1998) suggests that, whereas lifelong learning has to do with the extension of education and learning throughout life, non-formal education is about 'acknowledging the importance of education, learning and training which take place outside recognized educational institutions.' Furdham (2008) observes that four characteristics associated with non-formal education are relevance to the needs of disadvantaged groups; concern with specific categories of persons; focus on clearly defined purposes; and flexibility in organization and methods.

It has been emphasized that adult education is a powerful means to reduce poverty because it offers reading, writing, and numeracy as well as other fundamental skills that allow learning to continue throughout one's life. It allows adults to gain the knowledge and skills necessary for participation in society and the knowledge of economy (CONFINTEAV 2004). Since an educated adult is aware of the power of education, such an adult is likely to be highly involved in children's education and be

increasingly involved in the community and society. Such adult is also better informed on health-related issues, thereby contributing to disease prevention and better family health which can result in increased productivity that leads to higher income levels and improved quality of life (UNESCO 1997, 2007).

Despite the importance of education, it is unfortunate that one of the major challenges faced by developing nations is a high rate of illiteracy. As at 2009, there was an estimated 867 million illiterate adults, making up 21% of the world's total population, with 64% of these illiterates being women. In addition, there were approximately 113 million children aged 6 – 11 years who were not attending school. Sixty percent (60%) of the estimated out-of-school youth were girls. One hundred and fifty million children received less than 4 years of schooling and less than 50% of African girls complete primary schooling (World Bank, 2009).

Despite the fact that education is a right to which every human being, irrespective of colour, sex, creed or location, should naturally be entitled, unfortunately, a large percentage of the citizenry in developing countries, Nigeria inclusive was denied this right. As at 2004, about 19.8 million out of the 66.3 million school-age children (for basic education – first 9 years in school) in Nigeria were unable to access basic education due to widespread poverty, cultural barriers, poorly articulated and defective government policies (FME, 2006). In the quest to tackle illiteracy and thus provide basic education to the citizenry, the country adopts both the formal and non-formal approaches to education.

The formal education approach targets mostly children and adolescents of school age who are actually in school. The Non-Formal Education (NFE) approach targets children, youths and adults who have either dropped out of school before achieving permanent literacy or have never been to school due to a number of factors. Such factors may include poverty and religion as found in the South West and early marriage for girls and alimanjiri as is predominantly the case in the northern part of Nigeria (Adewale, 2006). The case of dropping out of school in some parts of the eastern states is found more with boys who dropped out of school in order to engage in some economic activities (Emeke & Adegoke, 2005). The non-formal approach

provides the opportunity for these disadvantaged children, youth and adults to catch up on basic education and mainstream into the formal system, at a given point, if desired..

In Oyo State, the situation of illiteracy is not different from the world's picture already stated. The illiteracy level is high in adults. With regards to the younger group, about fifteen (15) percent of those in the school age cohort (15-24) are illiterates. Approximately thirty-eight percent (38%) of the population in Oyo State as at 2006 were illiterates with the majority of them being adults (ANFE, 2006).

Considering the needs of these adult illiterates, and according to a survey conducted by Agency for Non Formal Education Kogi State in 1995, adult learners agreed that literacy helps them to sign marriage registers in the event of their children getting married, helps them sign their cheques and read letters from their children without necessarily exposing family secrets to all. If these benefits of adult education to adult learners are acknowledged, then, it becomes important to see why it should be the desire of governmental, non-governmental organizations, and civil societies that adult education be revitalized for the development of the people concerned and the society at large.

In addition, it would be recalled that widely acclaimed declarations/instruments, such as the World Summit Development Goals, the Millennium Development Goals, the 1990 Jomtien Declaration on Education for All, stress the necessity and importance of investing in literacy and non-formal education. Since Nigeria is a signatory to the mentioned declarations/instruments, it can be safely asserted that the recognition of the need to provide education to all categories of its citizenry, led to the establishment of the Agency for Adult and Non-Formal Education in Nigeria. In Oyo State, the Agency for Adult and Non-Formal Education was established on 11th November, 1987, though it was not until 21st February, 1988, that it was signed and published as Edict 3 of 1988. In addition, the Agency was made a parastatal of the Office of the Governor.

The enabling Edict is very categorical about the statutory functions and objectives of the Agency, which include:

- (i) Organizing and carrying out literacy programme which shall include reading, writing, numeracy, moral and civic education for adult illiterates in the State,
- (ii) Developing in the adults, attitudes and commitments towards active participation in the transformation of their immediate locality and the nation at large.
- (iii) Developing in the adults the ability to use skills acquired to enhance their knowledge and understanding of their social and physical environment in order to improve their standard of living,
- (iv) Promoting or undertaking any other activity related to functional literacy in health education and agriculture that, in the opinion of the Agency, is calculated to help achieve the purpose of the Agency.
- (v) Regulating and supervising of Adult and Non-formal Education Programmes provided by other bodies besides the Agency.

The Agency concentrates its activities on the following:

- (i) Literacy – Basic and Post basic:
- (ii) Vocational Education: functional literacy
- (iii) Women Education
- (iv) Continuing and Liberal Education.

The Agency consists of fifteen (15) part-time members whose main responsibilities are policy formulation and management of the Agency. In addition, the Agency is headed by a Director, a Secretary (Deputy Director), three Assistant Directors and 33 Field Officers in the Local Government Areas who are called Local Adult Education Officers.

The Edict made provision for the establishment of the following departments:-

- (i) Adult Literacy,
- (ii) Continuing Education,

- (iii) Vocational Training (skills improvement),
- (iv) Women Education,
- (v) Training, Research and Statistics,
- (vi) Publicity and Enlightenment, and
- (vii) Administration and Finance.

Each Local Government in the State has a Local Adult Education Office manned by a Local Adult Education Officer who co-ordinates the activities in the Learning Centres. The following literacy programmes are organized by the Agency:

- **Basic Literacy**, which is meant for the beginners of mass literacy programmes to acquire reading and writing skill in mother tongue. Civics and ethics are taught under Family Living. Numeracy is also included in the basic curriculum. It is designed to last for 9 months.
- **Post Basic Literacy**. This is meant to improve upon the skills acquired in Basic Literacy. The standard is above that of Basic Literacy, while English Language is introduced. Civic education or social studies is also included in the post-basic literacy syllabus. It lasts between 9 – 18 months.
- **Advanced Literacy**. In this programme, communication is essentially in the English language while Social Studies and Integrated Science are taught. By the time a learner graduates he/she is supposed to be able to pass the Primary School Leaving Certificate Examination. The projection is that Basic literacy is equivalent to Pry. 2; Post-Basic equivalent to Pry. 4 and the Advanced literacy is equivalent to Pry. 6.
- **Vocational Literacy**. This programme combines skills acquisition training with literacy and numeracy. It promotes skills acquisition for improved income-generating abilities. Among the available vocations are Cookery, Tie and Dye, Fashion Designing, Knitting, Basketry, Block Moulding, Typing, Sewing, and so on.
- **Liberal Education**. This is also known as recreational education and can be organized for social clubs, cooperative members, regular “ayo” players, and so forth.
- **Artisan Class** is meant for occupational groups like the mechanic, vulcanizers, rewire and battery chargers, panel beaters, welders. It

could also be for bricklayers, carpenters, painters, masons, fashion designers and hairdressers. Manuals which deal with their tools and language of occupation can be designed for them.

- **Drop-in Centres.** These are often located in busy areas like market places, Motor Garages, Abattoirs, and so on, for the learners to attend classes when they are less busy. Such centres have to be equipped with learning materials like simple storybooks, “Alore Ipinle Oyo”, “Alaroye”, “Iroyin Yoruba”, Flashcards, Chart and Drawings. The facilitator is expected to stay longer at the Drop-in-Centre than in the centre for any of the other programme types (ANFE 2006).

In improving the learning outcome, some factors are important. Factors like adequate funding, enriched curricula, adequate infrastructural facilities, instructional materials, teacher’s qualifications, care of teachers, frequent assessment and feedback (FME 2005).

The Nigerian government has invested much money on the education of her citizens. This is a commendable effort, as education is an indispensable instrument in national development. However, as Obi (1999) observes, Nigeria has achieved very minimal returns to her numerous efforts aimed at reducing the high level of adult illiteracy despite the many years of attempt and despite different approaches and programmes, which have been put in place for this. Okeke (1998) claims that education is a beneficial and indispensable investment in development, as individuals who receive education can contribute to and consume the proceeds of development. This requires that their skills, knowledge and capabilities be developed.

Osuala (1998) avers that the development of human resources should get precedence over natural resources, for these people are both the procurers and beneficiaries of economic development. Unfortunately, illiteracy among people in developing nations, according to Anowor, Ezema and Umezulike (2003) is a major problem in realizing the development of human resources. One way of eliminating illiteracy among people is through adult education.

In Nigeria, the concept of adult education has been sometimes misinterpreted (Ngwu, 2000). This stems from the fact that people are ignorant about what the idea stands for and what adult education has really done for the generality of the people. Adult Education according to the International Congress on Comparative Study (1962:74) is:

a process whereby persons who no longer attend school on a regular full-time basis (unless full-time programmes specially designed for Adults) undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, skill, appreciation and attitudes or for the purpose of identifying and solving personal or community problems.

From the above definition, it is clear that adult education is meant to improve the individual and subsequently, the society in which the individual lives. What the world is concerned with these days is education that is aimed at increasing the economic progress of the society and the kind of education that involves the use of science and technology in boosting the economic progress of the community. This is because the economic well-being of the people requires well-trained and skilled personnel, which adult education provides.

No society can be strong if its economy remains at the subsistence level. (FRN 2004). Economic modernization cannot take place unless all the citizens are actively involved in the development process. Adult education offers training that can help individuals improve on their skills and knowledge so that they can contribute effectively to the task of economic development. The Federal Republic of Nigeria (2004) realized that for the objectives and aims of education to become a reality, a more functional approach needs to be taken. This need may explain why the federal and state governments in an attempt to achieve the nation's goals and aims in nation building established several adult education agencies and programmes. If adult education is to contribute to development, it must be part of life, integrated with life and inseparable from it. In presenting his proposal for a new perspective for adult education in an address to the 1995 National Conference, the then Federal Minister of Education called for a ten-year plan for the eradication of illiteracy and ignorance among the adult citizens of the country.

It is now more than ten years when the proposal was made for positive steps to promote and ensure the success of the campaign on mass literacy for development through Adult and Non formal Education. It is necessary to investigate and know whether ANFE is a meaningful plan directed to prove the proposal. Oyo State has established the agency since 1988, but no comprehensive evaluation has been carried out. Ayodele, Araromi, Emeke and Adegbile (2006) assert that evaluation is a continuous process that underlies good programme output and that all facets of any programme need to be evaluated regularly in order to improve such programmes on continuous basis. Emeke and Adegoke (2005) also claim that a good evaluation process could be employed to curb an educational problem, like drop-out. It is, therefore, necessary to evaluate ANFE programmes in Oyo State.

1.2 Statement of the problem

Education prepares individuals for life and makes them useful members of the community. One of the major challenges faced by developing nations is high rate of illiteracy. Therefore, there is need to seek ways of reducing the high rate of illiteracy. Since the formal system of education alone cannot provide all the education everyone needs for self-fulfillment, the Oyo State government realised that the establishment of the Adult and Non Formal type of Education becomes imperative. This led to the establishment of the Programme in 1988. However, the established Adult and Non Formal Education Programme in Oyo State has not been thoroughly evaluated to ascertain the achievement of its initial objectives.

It is on this premise that the present study sought to evaluate the Adult and Non Formal Education Programme in Oyo State, with regard to its contribution to mass literacy, trainees' job performance, active participation in the development of participants' immediate locality, literacy in health education and improved standard of living.

1.3. Research Questions

1. To what extent have the following objectives of the programme been achieved:
 - (a) Literacy (communication, numeracy, health and social studies),

- (b) Trainees/Cienteles' job performance,
 - (c) Active participation in the development of trainees' immediate locality,
 - (d) Trainees/Cienteles' standard of living,
 - (e) Functional literacy in health education?
2. What are (a) the composite and (b) the relative contributions of trainees' academic needs, trainers' experience and qualification, training facilities and training strategy to ANFE trainees' achievement in (i) Communication (ii) Numeracy (iii) Social Studies (iv) Health Education?
 3. What are: (a) the constraints to the application of knowledge and skills acquired by the trainees and (b) the factors that would contribute to the improvement of the ANFE programme?

1.4 Hypothesis

There is no significant difference between the achievement of ANFE advanced literacy trainees and primary six pupils in (a) Communication (b) Numeracy (c) Social Studies and (d) Health Education.

1.5 Significance of the study

This study evaluated Adult and Non Formal Education Programme in Oyo State. It would provide a feedback to the state government and stakeholders. The study would also be a reliable reference document for a similar programme in future. The study will provide information on the effectiveness or otherwise of the programme.

1.6 Scope of the study

The Study evaluated ANFE programme in Oyo state and covered all the trainings of the Adult and Non-Formal Education Programme, which are Basic Literacy, Post-Basic Literacy, Advanced Literacy, Vocational Literacy, Liberal Education, Artisan Class, and Drop-in Centres. All the 33 Local Government Areas in Oyo State were

involved in the study. The findings and conclusions drawn from this study are limited to the target population and the trainings they were attending or had attended.

1.7 Conceptual definitions of terms

The following terms are defined as follows:

Literacy: Ability to read and write; and ability to use language in an accomplished and efficient way.

Adult Education: Education and training provided specifically for adults outside the regular school system.

Non-Formal Education: Any organized activity outside the established framework of the formal school system which aims to communicate specific ideas, skills, attitudes and practices in response to a pre-determined end.

Basic Literacy: This is the beginning of Mass Literacy for learning, reading and writing skills in the mother tongue.

Post- basic Literacy: It is an improvement on basic literacy. English Language and Social Studies are introduced at this stage. The standard is above that of basic literacy and it lasts between 9-18 months.

Advanced Literacy: It is the last stage of ANFE training. Trainees are taught English Language, Social Studies and Integrated Science. It is equivalent to primary six leaving certificate if an individual completes it successfully.

Drop in Centres: Centres are located in busy areas like market places, motor garages, abattoirs, etc., for the learners to attend classes when they are less busy.

Vocational Literacy: This is when skills acquisition training, literacy and numeracy are combined.

Liberal Education: This training is also known as Recreational Education and is usually organized for social clubs, co-operative members etc.

Artisan Training: This is meant for occupational groups like mechanics, vulcanizers and bricklayers, etc. Manuals are designed for them.

Achievement in Literacy: This is the performance of Trainees in Communication, Numeracy, Social Studies and Health Education as reflected by the score earned by the trainees in the achievement test.

Achievement in Numeracy: The performance of Trainees in calculation as reflected by the score earned in the achievement test.

Achievement in Communication: This is the performance of Trainees in communication as reflected by the score earned in the achievement test.

1.8 Acronyms and Abbreviations

NFE	-	Non-formal Education
ANFE	-	Agency for Adult and Non-formal Education
CONFINTEA	-	International Conference on Adult Education
FME	-	Federal Ministry of Education
UNESCO	-	United Nations Educational Scientific and Cultural Organization
FRN	-	Federal Republic of Nigeria
NPE	-	National Policy on Education
CIPP	-	Context, Input, Process and Product Evaluation
LGA	-	Local Government Area
ANFETRAQ	-	Adult and Non-formal Education Trainee Questionnaire
ANFETEQ	-	Adult and Non- Formal Education Teachers Questionnaire
CIS	-	Classroom Interaction Scale
APAT	-	ANFE Programme Achievement Test
EFA	-	Education for All.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical framework

The theoretical bases of this study were derived from two main theories. These theories are the systems theories in education and evaluation theories. The two theories are interrelated in terms of their relevance and application to the study. The theories emphasize the inputs and output variables in relation to the evaluation of the status of adult and non-formal education. Their relevance, interrelationship and application to this study are discussed below.

2.1.1 Systems Theory in Education

Systems Theory - fostering educational success

A system approach is important to schools in accomplishing their mission of *all* children learning for many reasons. First, successful learning on the part of students requires a coherent and concerted effort on the part of the adults. For example, academic success requires high expectations and purposeful support within a caring environment. All the three "characteristics" - high expectations, purposeful support, and caring environment require that everyone in the school community be on board promoting all the three (Bertalanffy 1988).

Second, Millier (1988) identifies accountability as a challenge to the entire community. In his view, no educator can do it alone. Many staff members help students to learn. Accountability, thus, rests with all staff. Since many people contribute to learning, we need to include everyone responsible in discussions about how to make that learning happen. Everyone's efforts working in the same clear direction is vital.

Third, taking a systems perspective of the school can identify supports and barriers to good learning. Any institution, such as a school, puts procedures and structures in place so that it can operate. Over time, these procedures and structures become accepted as "always having been there" and are not questioned. Yet, these very same procedures could actually be a barrier to learning. For example, many schools have

moved to a 90-minute block schedule and away from the traditional 45-minute eight-period day. They found that the shorter time periods did not give most students the time they needed to understand a topic in one sitting (Skyttner, 2001).

The three reasons above point to the value of a systems approach for the learning mission of schools. Yet, there is another value for schools. The way the group functions within a systems approach is democratic in nature. Group processes and interactions are key elements of a democratic structure. If schools are not democratic spaces in and of themselves, how do we begin to foster opportunities for democracy to be practiced? Providing an opportunity for staff to engage in group processes and systems thinking increases their ability to understand how to provide such a possibility for students.

2.1.2 A general systems theory perspective

General systems theory, which has been used as an integrative perspective in social work education since the mid-1950s, provides an organized means for studying schools as dynamic environments and for studying the multifaceted interactions between schools and other segments of society. General systems theory uses assumptions and concepts from the systems paradigm to study living beings and their interrelationships at multiple levels (Barker, 1999).

Using an organism metaphor to describe formal organizations (for example schools) with the same principles and concepts used to describe biological organisms, general systems theory is most closely associated with Ludwig von Bertalanffy (1988), whose work in the 1920s and 1930s captured the dynamic relationship between biological organisms and their environment. This Viennese biologist, Bertalanffy, brought together the common principles of an evolving "systems" approach in such diverse disciplines as biology, the social sciences and economics under the rubric of general systems theory. Bertalanffy defined a system as "sets of elements standing in interrelation". Social systems theory applies a general systems perspective to humans, individuals, or groups of individuals standing in interrelation (Bausch, 2001). General systems theory shares a close relationship with psychological field theory and ecological theories (Bronfenbrenner, 1979; Lerner, 1995). As a core perspective in

the knowledge base of school social work (Freeman, 1995), general systems theory helps the school social worker to understand that schools are social systems with complex properties and subsystems (parts of the larger whole) and supra-systems (environmental contexts). As open systems with permeable boundaries, schools function in dynamic equilibrium with their environments; that is, they have both internal and external inputs and outputs. Open systems tend to maintain themselves in steady states through feedback processes (positive and negative feedback loops) that operate through the dynamic interplay of subsystems and supra systems.

A major assumption of general systems theory is that all systems are purposeful and goal directed. Human or social systems are self aware in their purposefulness, while other types of living systems are simply self-monitoring (Whitchurch & Constantine, 1998). As a social system, a school exists to achieve objectives through the collective effort of individuals and groups in the system. For example, student achievement as reflected in grades and end-of-the-year performance evaluations are major purposeful goals of schools as social systems.

2.1.3 Schools as Goal- oriented social system

The simplest example of a school as a social system is a single school with a student body, teachers, and an administration. Schein (1985) has described two major goals of social systems, such as schools, that interact in a highly interdependent state:

- (i) external adaptation, which addresses the mission and purpose of the system, and
- (ii) internal integration, which addresses the internal functioning of the system.

Although it is possible that a school could evidence high levels of internal integration without achieving a similar level of external adaptation, the converse is unlikely. A school without internal bonds of commitment, supportive cohesion, and a sense of caring and support is unlikely to achieve its mission. According to Schein(1985), internal integration is promoted by successful performance or by high levels of external adaptation. We have all, perhaps, felt the highly positive charge of being part of a winning team. In addition, schools may achieve similar levels of external adaptation and internal integration in different ways. General systems theory uses the

concept of *equifinality* to describe the ability of social systems to arrive at the same end point from different starting points and from the use of different strategies and combinations of strategies.

In the context of managing the problems of external adaptation and internal integration, social systems develop group boundaries that define insiders and outsiders and rules for behaviour that regulate interactions and exchanges. Over time, they also develop cultures, which Schein (1985) defines as:

a pattern of basic assumptions—invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration—that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.

A less complex description of culture is simply "how we do things around here." Cultures may be overt or covert, positive or negative, and supportive or unsupportive to achieving the system-level goals of external adaptation and internal integration.

Learning organizations are a special type of organizational culture, which are consistent with schools as goal-oriented social systems (Hiatt-Michael, 2001). Bowen, Rose and Ware (2006) associate learning organizations with "a core set of conditions and processes that support the ability of an organization to value, acquire, and use information and tacit knowledge acquired from employees and stakeholders to successfully plan, implement, and evaluate strategies to achieve performance goals." This description expands the organizational boundary to include not only employees, but also those served by the organization. In the case of schools, this would include students, their parents, and community members. Schools that function as learning organizations operate flexibly, make decisions in a decentralized manner, embrace trial-and-error learning, focus on achievable goals in a few high-priority areas, and remain open to new ways of working in the context of organizational goals (Argyris, 1992; Hiatt-Michael, 2001; Orthner & Bowen, 2004). Principals set the tone for development of learning cultures in schools by accepting challenges to their authority; seeking involvement from students, parents, and community stakeholders; and encouraging new ideas from teachers and school staff (Leithwood, Jantzi and Steinbach, 1998).

In a study in middle schools (Bowen, Rose and Ware, 2006) found that the more the employees of a school affirmed the operation of the school as a learning organization, the more likely they were to report better health, higher job satisfaction, greater likelihood to continue their employment at the school for another year, greater belief in their capacity to make a positive difference in the school's ability to meet its performance objectives for students, and more positive views about both the actual performance and the potential performance of the school in addressing the educational needs of all students. Efforts to train school employees in organizational learning have shown promise, as demonstrated by Orthner, et al (2006) in a cross national pilot-test of training in organizational learning for staffs of after-school programmes in Israel and the United States. The framing of a learning question as a starting point for discussion was a key component of this training.

2.1.4 Subsystems in education

The success of a school in achieving its goals depends, in large part, upon the facilitating effects of several subsystems within the system. Subsystems, which include classrooms, teachers, and social workers, are designed to achieve order and organization in the face of environmental demands. Subsystems represent a division of labour and are designed to promote the external adaptation and internal integration of social systems. The classroom, and the functioning of teachers within the classroom, is one of the most defining subsystems in schools.

Component subsystems do not usually all have equal power—some individuals and sub-groups have greater power than others. By *power*, is meant the ability to make decisions and to influence the actions and behaviour of others. Like businesses, schools are typically hierarchical social systems. The principal and his or her management teams are the sanctioned leaders in a school. Teachers and other professional staff members, such as school social workers, operate under the authority of the principal and his or her management team, and students are at the bottom of the hierarchy. Student groups may be more or less organized in schools to exercise more influence and control over decisions and to gain access to scarce resources (Waller, 1960).

Coleman (1999) describes schools as an example of an "administratively-driven organization". These highly centralized organizations have long feedback loops from the top of the organization (for instance the principal) to each component subsystem (such as, teachers and students). Coleman contrasts "administratively-driven organizations" with "output driven organizations," which he describes as allocating power and decision-making authority at multiple levels (p. 16). He considers schools with decentralized authority structures and norms of accountability and social support as having more promise than those with traditional bureaucratic forms for increasing teacher and student performance.

Subsystems may be examined either as parts of a larger system or as social systems in their own right. Central to understanding this idea is that any system is by definition both part and whole. General systems theory uses the concept to describe the ability to see the same entity from either perspective. For example, a single classroom may also be studied as a social system. Its inputs and processes, however, are tied to the operating processes of the entire school. Pupils and teachers leave and enter the classrooms; materials and physical facilities are provided; even social relationships are regulated in terms of classroom norms as well as products of the larger school, the school district, and educational establishment. Conversely, the social system of the classroom is composed of an intricate network of interactions and relationships made up of physical seating arrangements, status hierarchies, racial differences, authority structures, and differences in learning histories, ability, sex, and age. Members of the class may alternately be studied as systems based on small groups.

2.1.5 Communities

As in schools, it is also possible to examine social organizational processes in the communities in which schools are located. Durkheim was one of the first scholars to discuss the interdependency between schools and the surrounding community (Boocock, 1993).

Although schools mirror the larger community of which they are a part, researchers and practitioners often treat schools as if they were insular. However, relatively few students attend boarding schools where they live on campus and where the faculty

functions as surrogate parents. (And even these students are not captives in school-based enclaves with no contact with the external world.) Most students live in family households, and these households are located in residential communities or neighborhoods. The distance of the school from the students' residences may vary from a few blocks to many miles, and students at a school may be drawn from multiple locations in the community. Irrespective of the distance travelled from home to school and the number of locations from which students are drawn, from a general systems theory's perspective, students' transport, information, and energy across the boundaries of systems in which they participate are issues that matter. Systems theory also notes that events and situations in one setting have implications for events and situations in other settings.

Researchers and practitioners recognize the local community as an important setting for child and youth development (Booth & Crouter, 2001). This attention has been spurred in part by Coleman's (1998) work on social capital as a resource that exists within and between multiple micro-systems, social work's adoption of the ecological theory as a guiding framework for practice, and a renewed emphasis on community practice in social work (Bowen, et al 2000; Johnson, 1998; Sviridoff and Ryan, 1997). Social workers, today, realize that schools cannot solve the complex challenges faced by many students in succeeding academically at school (Bowen & Richman, 2002). As concluded by Turner (1998), human service professionals today search for "the holy grail of community and neighborhood" in an attempt to strengthen the effectiveness of their interventions.

A system could be open or closed. The close system is one that does not interact with the environment and is self-supporting. It has relatively rigid impermeable boundaries and hence, has very few inputs/outputs (Cole, 1986). The open system, on the other hand, relies and interacts with the environment from which it derives its impacts, process these inputs and discharge them as outputs in a more useful way to the environment.

The identification of the inputs and outputs of a system will provide useful information about the system, especially for some coupled systems, which may be

difficult to understand except through the input-output analysis. The school system is a typical example of such a system. Secondary schools, for instance, depend on their environment for sustenance. They absorb inputs from the environment, which they discharge back to the environment after due process. Hence, the open system theory is very suitable for this study, as the education system consists of sub-systems to which the concept of interaction and interdependence of parts with each other and the other systems (supra systems) are applicable. According to Peretemode (1996), the school as a system is a unified, purposeful organization composed of interrelated parts. These parts are important to the extent that the fate of the components, to a large extent, determine the fate of the whole and vice versa. Hence, the educational institution consists of a coordinated network of people (students, teaching and non-teaching personnel) material and events organized to achieve the goals of the organization (Ndiyo, 2006).

The input-output analysis has been useful in the study of complex social system such as educational institutions. The outputs of a system have been considered in many circumstances in relation to its inputs. Hence, a productive organization endeavours to favourably balance its output to the inputs utilized. The mathematical relationships between these input/output concepts are expressed as an equation referred to as the production function. The basis for the application of the production function in education is that education is a multi-productive organization, which does not produce a single output.

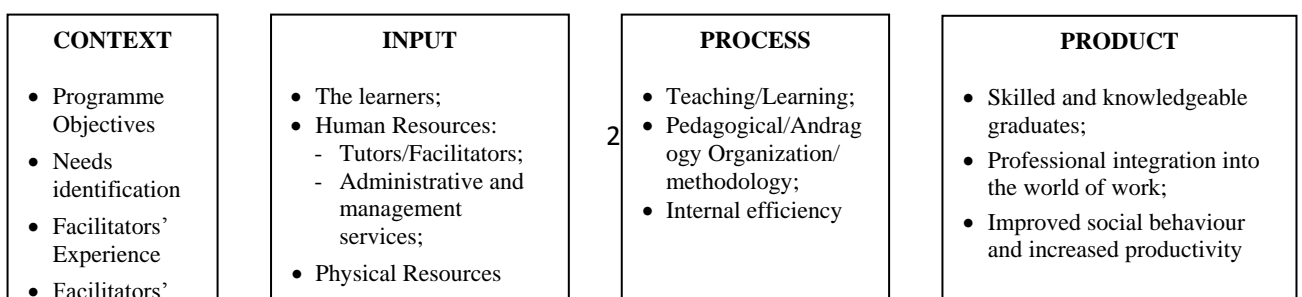
Ndiyo (2006) used the open system theory as a basis for distinguishing three models of input-output relationship in the production of education, which reveals the nature of resource exchange between the school and its environment. These models are distinguished from one another in the way input and output are defined as well as the way their principal users have defined them. These users, according to Ndiyo (2006), are the economists, the administrators and the psychologists. The economist's education production function is seen as contributing to the economy through the individual's acquired competences. The economist, in turn, contributes resources for the operation of the school system. Thus, a productive school is one in which the monetary value (cost of education) the individual obtains, balances favourably with

the cost of providing the education. While the outputs represent the qualitative and quantitative improvement resulting from schooling, the inputs comprises the cost incurred in the provision of that education.

However, a review of the system-oriented empirical studies shows that researchers often pay attention to those aspects that best assist them to achieve their objectives. For instance, from the works of Fabunmi (2002), UNESCO (2003), Ndiyo (2006), one can see a model designed to illustrate a system input-process-output for measuring educational performance. The model provides a method for assessing the output of education given the inputs. On the basis of the model, questions about the inputs relate to the students and resources (human, material, content, support services, physical structure, facilities, funds and time). These seek to determine whether all children of school age are involved in the educational process as well as the social, economic and cultural implications in a case of any deviation. The transformation process comprises organization and management in the use of various resource inputs. This emphasizes the effective and efficient utilization of resources, which could be measured by such quantifiable indicators as promotion, repetition and drop-out rates. According to Fabunmi (2002), the effective and efficient utilization of these resources is a function of the quality of inputs, quality of transformation process, effective leadership as well as the learning period. The output of the school system, on the other hand, consists of the graduates who have acquired one form of knowledge or the other at the end of the schooling period, and which can be evaluated either quantitatively (in terms of the number of graduates) and qualitatively (in terms of cognitive and non-cognitive skills acquired).

The ANFE is an open system, which derives its inputs from the environment, processes them and sends them back to the environment. Any shortfall from the educational expectation is identified by means of the feedback mechanism and necessary corrective measures are made. Figure 1 below represents a possible model showing the various interactions within the school system as adapted from Fabunmi (2002), UNESCO (2003), and Ndiyo (2006).

Fig. 2.1: System of a non-formal education programme





Source: Adapted and modified from Fabunmi (2002), UNESCO (2003) and Ndiyo (2006)

However, UNESCO (2003) states that the relative weight assigned to the different dimensions in this model should be a function of the context. Hence, it is possible to examine the relevant dimensions in this model while holding other variables constant. Thus, by ignoring certain variables in the system, it is possible to assess the interrelationship among the variables in order to sharpen the focus of the current study, especially in relation to the research questions and hypothesis earlier raised.

2.1.6 Core practices: an educational framework

The core practices are: (i) the work teachers and learners do together is infused from the beginning with learner choice, design, and revision; (ii) the role of the teacher is that of facilitator and collaborator; and (iii) the academic integrity of the work teachers and learners do together is clear. (iv) Others include: the work is characterized by active learning; (v) peer teaching, small group work, and teamwork are all consistent features of classroom activities; (vi) connections between the classroom work, the surrounding communities, and the world beyond the community are clear; (vii) there is an audience beyond the teacher for learner work; and (viii) new activities spiral gracefully out of the old, incorporating lessons learned from past experiences, building on skills and understandings that can now be amplified, (ix) imagination and creativity are encouraged in the completion of learning activities; (x) reflection is an essential activity that takes place at key points throughout the work; and (xi) the work teachers and learners do together include rigorous, ongoing assessment and evaluation (Starners, Paris and Stevens, 1999).

The framework on core practices allows teachers to weave fragmented pieces of classroom life into an integrated whole, providing guidance in implementing mandated activities that do not fit together easily or well. In this process, a cohesive approach emerges to help teachers construct rich, meaningful, experience-based educational environments. When applied as "a way of thinking" rather than "a way of doing," the core practices make the complexities of teaching decisions explicit and manageable (Starnes, et al 1999).

2.2 Programme Evaluation In Adult And Non-Formal Education

Educational programmes evaluation involves assessing the relative contribution of each of the resources employed in the implementation of the programme to the achievement of the intended outcomes. Evaluation involves measurement of the achievement of the objectives set for the programme before its commencement. It also includes a step by step periodic review of the entire processes in the programme with a view to rectifying any lapse inherent in the programme implementation. (Imhabekhail 2009).

Evaluation contributes positively to programme performance. According to Ashenfelter (1980), evaluation is an important process both because it helps to inform discussions of public policy by shedding light on investment and because it can provide a means of testing our ability to augment the human capital workers.

There is need to ascertain critically the relative effectiveness of the various aspects of the programme and to make changes as expedient. According to Wholey (1980), programme performance includes resources invested, programme activities undertaken and outcomes and impacts of these on programme objectives and side effects. These components of a programme should be evaluated to ensure programme effectiveness and success.

Evaluation is used in obtaining information necessary for decision-making during the planning stage of a programme as well as necessary information for guiding the actions and programme implementation. According to Okeem (1979), evaluation is used in ascertaining:

- The ‘what’ of the programme – the type or brand of the programme and its precise scope.
- The ‘how’ the procedure for accomplishing the goals, e.g. the facilities or resources that would be required, the detailed stages or phases of the programme, the duration of each stage and the method appropriate for each stage.

The facilitator in adult and non-formal education can use evaluation in programme improvement and in facilitating the attainment of programme objectives. On-going programmes that are not subjected to critical periodic evaluation may run into serious problems or even grind to a halt. When results of evaluations undertaken are made available to programme participants, they are given opportunity for self appraisal. Knowledge of such results acts as motivating factors for the participants to make greater efforts and as assurance that the learning objectives are being attained. Similarly, the knowledge of evaluation results affords the facilitator opportunity to know where to concentrate on or where not to.

2.2.1 The Evaluation Process

Evaluation should be a continuous process rather than a once and for all affair. It involves the collection and analysis of data on participants and programme plans right from the beginning to the end of the programme. After the programme has been concluded, evaluation is also necessary to ascertain the value of the programme to the beneficiaries and the larger society and to ensure that rational decisions are taken and implemented successfully.

The first stage of evaluation consists of identification of the target programme participants, their needs and the resources available for the implementation of the programme. It also involves a determination of the objectives of the programme.

The second stage of programme evaluation involves the step by step evaluation of each phase of implementation. This is known as formative evaluation. At this stage, the facilitator conducts periodic assessments of participants performances and scores obtained are recorded. The cumulative records of participants performance should contribute to the final grading and certification for the evaluation to be meaningful.

The second stage may also include practical assignments, or projects given to learners and the observation of new traits on participants and information obtained are recorded or used for programme improvement. Through formative evaluation, the evaluator or facilitator will be able to identify areas of strengths and weaknesses in the programme. The weaknesses observed are rectified as soon as noticed so that they do not accumulate till they become problematic. This will facilitate the attainment of programme objectives.

The third stage of evaluation comes up after the implementation of programme plans. It is also referred to as summative evaluation. This form of evaluation takes place at the end of implementation to find out the extent the set programme objectives have been achieved. Summative evaluation is essentially used for grading and certification. According to Asiedu and Oyediji (1985), summative evaluation comes at the end of the programme and concentrates on the intended outcome, comparing the actual outcome with the intended outcome.

Summative evaluation takes the form of tests and examinations which may be set by the facilitator or an examining body e.g. West African Examinations Council to determine the quantity and quality of knowledge or skills acquired by the learners. Tests and examinations are only applicable in certificate-oriented programme involves the assessment of the extent of overall achievement of participant through direct or indirect observation. In other words, it measures the outputs of both human and material inputs.

The fourth stage of evaluation is the post-course evaluation. This form of evaluation has not attracted much attention from adult educators in spite of its importance in programme development. Post-course evaluation takes place some number of years after the programme participants have completed the learning task and returned to their day to day activities. It involves the facilitator(s) or chosen evaluators visiting each of the beneficiaries of the training to observe or assess how they apply the skills or knowledge acquired in the course of training to their day-to-day life. According to Harcon (1961).

It is imperative that trainers have the power – an inclination to enter the shop floor and the offices and see how those who have attended their courses are progressing, yet, too many trainers still believe that the

training process begins when men arrive in the conference room and ends at the close of the course.

Post course evaluation should also involve obtaining information from members of the society about their reactions to the changes (if any) in the behaviours of the learners who have taken part in the programmes provided by the agency. It may also involve asking participants' co-workers and employers the observable changes in the behavior of programme beneficiaries (changes traceable to the training received) or asking the beneficiaries if there has been any promotion(s) earned or increase in earning occasioned by their participation in the programmes. In fact, post course evaluation provides useful information to the facilitator or programme agency to effect necessary changes or innovations that would help to improve programmes performance.

Post-course evaluation is limited by a number of factors which according to Ashenfelter (1980) include:

- (i) The considerable expense required to keep track of trainees over along enough period of time to measure inter-temporal impact of training;
- (ii) The extreme difficulty in implementing an adequate experimental design so as to reliably compare trainees. (Imhabekhail 2009)

2.3 Education and its importance

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from Latin *educare* "bring up", "bring out", "bring forth what is within", "bring out potential" and is also related to Latin *ducare*, "to lead".

Teachers in educational institutions direct the education of students and might draw on many subjects, including reading, writing, mathematics, science and history. This process is sometimes called schooling when referring to the education of teaching

only a certain subject, usually as done by professors at institutions of higher learning. There is also education in fields for those who want specific vocational skills, such as those required to be pilots. In addition, there is an array of education possible at the informal level, such as in museums and libraries, with the Internet and in life experience. Many non-traditional education options are now available and continue to evolve (UNESCO, 2003). However, adult education is the practice of facilitating and educating adults. Adult education takes place in the workplace, through 'extension' or 'continuing education' courses at secondary schools, or at colleges or universities. Other learning places include folk high schools, community colleges, and lifelong learning centres. The practice is also often referred to as 'Training and Development' and is often associated with workforce or professional development. It has also been referred to as *andragogy* (to distinguish it from *pedagogy*). Adult education is different from vocational education, which is mostly workplace-based for skill improvement; and also from non-formal adult education, including learning skills or learning for personal/self development in accordance to one's need (UNESCO 2003). Literacy has traditionally been described as the ability to read and write. It is a concept claimed and defined by a range of different theoretical fields. UNESCO (2003) defines literacy as the

ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, through stated objectives, to develop their knowledge and potential, and to participate fully in their community, society and in the nation at large.

In view of this, in Africa, adult education having experienced a come-back following the independence and increasing prosperity of many African nations, poses specific requirements on policy-makers and planners to take into consideration indigenous cultural traits and characteristics. With a moderate backlash against Western ideals and educational traditions, many universities and other institution of higher education take it upon themselves to develop a new approach to higher education and adult education in order to ensure growth and development of the nation (http://en./Adult_education_in_Africa).

It is not possible to uniformly define adult education. This is because it has different meanings in different countries and in different contexts. The implication is that adult education is largely related to the social, political, and cultural conditions of each country. Its comprehensive scope is another factor that has posed difficulty in arriving at a uniform and precise definition. In fact, Anowor, et al (2001) describe adult education as a field of study as deep as life itself. It is necessary, however, to look at some definitions given by some scholars for clarity of purpose. Afrik (2000) divides adult education into two broad categories: traditional and indigenous adult education, and contemporary adult education. Fafunwa (1974) notes that traditional adult education is aimed at producing an individual who is honest, respectable, skilled, cooperative and who conforms to the social order of the day. Okedara (1981) refers to contemporary adult education as all-available educational activities organized for adults without legal compulsion. Bockarie (1991) and UNESCO (2003) aver that adult education is linked with the intention to improve personal living whether in social or in economic terms, and with national development as a whole.

Adult and non-formal education could be in any of the following forms: Basic literacy, Post Basic Literacy; Women Education; Functional Literacy; Nomadic Education; Continuing Education; Qur'anic Integrated Education; Literacy for the Blind; Workers' Education; Vocational Education; Literacy for the Disabled; and Prison Education, among others. These are programmes usually provided under the supervision of State Agencies for Mass Education, Local Government Areas Adult Education Units, non-governmental organizations involved in literacy or private companies. These programmes prepare illiterates to the level of primary school education, acquisitions of life-skills and in, some cases, the specialized course provides vocational skills.

Over the years, even with United Nations Development Programme's (UNDP's) assistance, only modest achievements have been recorded in the area of education generally and non formal education in particular. Nigeria has apparently neglected non formal educational activities in the country. This neglect could be traced to our colonial heritage; the British colonial masters and the early missionaries who pioneered education in the African continent paid attention only to formal education

to train clerks and interpreters in government service and commercial houses; and teachers or catechists in the Churches. The complication and the problem of organising and administering non-formal education is another reason for the neglect. However, it was in the Third National Development Plan (1975 -1980) that provision was first made in real terms for adult education in the country by the federal government. The aforesaid plan brought about the establishment of centre for Adult Education for running correspondence and adult education courses and conducting research into various aspects of adult and non-formal education.

Mereni (2005) opines that the processes of adult learning and teaching as a systematic study are recent innovations and were formerly largely informal activities. With the growth in research interest in the areas, they become more distinctly defined in terms of the form, techniques and strategies involved. Based on these, adult education in Nigeria is currently geared towards national development. The objective of the processes of adult education and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour. The National Policy on Education states the objectives of adult education as:

- to provide functional literacy education for adults who have never had the opportunity of any formal education.
- to provide functional and remedial education for those young people who prematurely dropped out of the formal school system
- to provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- to provide in-service and on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills.
- to give the adult citizens of the country aesthetic, cultural and civic education for public enlightenment.

Monye (2005) states that all these objectives have one end in view - to equip the adult with everything he needs for life in order to be relevant to his society by helping to

solve some of its problems. We have to recognise that development is of man, by man and for man. Man is the master of his destiny and adult education serves to bring about a fundamental change in man's attitudes and lifestyle. To survive, people must have awareness and to become aware, they must be literate and the Nigerian nation has realised this. All these are embedded in the elements of change in adult education in Nigeria. The country is faced with the evidence of an appallingly low standard of living, which the majority of men and women in Nigeria have. Despite two and a half decades of national development and development plans, the federal and state governments now attempt to ensure that the real targets of development are the human beings who will remain central to all re-definitions and to all revised strategies. Some of the major problems of present day Nigeria are poverty, hunger, indiscipline, unemployment and under-development. To mitigate or solve these problems, adult education is important.

The momentum of change in adult education in Nigeria is strongly embedded in the Nigerian National Development Plans of 1970-1975 and 1975-1980, which, guiding the Federal Government in its national planning process, have the following objectives:

- the building of a united, strong and self-reliant nation,
- the building of a great and dynamic economy,
- the building of a just and egalitarian society,
- the building of a land bright and full of opportunities for all citizens, and lastly,
- the building of a free and democratic society.

From the foregoing national development objectives, one perceives that "the nation cannot be strong when the majority of its citizens live in ignorance" (Eke, 2005). For development plans to materialise, participation and commitment of the people is essential. People cannot participate if they are not made politically conscious of the significance of development to them as individuals or as a nation. Illiterate people cannot understand the significance of Structural Adjustment Programme (SAP), defence and loyalty to the country, educational reforms, health campaigns, privatisation policies, nation-building efforts, and self-satisfaction and self-reliance.

Through adult education, the individual fulfils himself within the framework of his society. "Living in Nigeria is becoming more and more difficult" not because of inflation, not because of armed robbery, not because of the new political system we are experimenting but mainly because the individual Nigerian does not understand himself adequately well and as a result he does not understand his fellowmen". (Emenajo, 1992). For Nigeria to move meaningfully forward in its economic, social, cultural and political development, its adult population must be educated. This is in line with the view of Nyerere (1979), who believes that people must develop first before the nation can develop. He put this idea forcefully thus:

We cannot afford to wait for the children. First, we must educate the adults. Our children will not have an impact on our economic development for five, ten or even twenty years... adults have an impact now!

In the past, the change in adult education process in Nigeria is manifesting in many ways, as we are witnessing great efforts made by the government in adult literacy in the country. There was the establishment of Agency for Mass Education in all the 30 states of the Federation, including Abuja. Various directorates for public education and enlightenment were also created, such as Directorate of Foods, Roads and Rural Infrastructure (DFRRI), Mass Mobilisation for Social and Economic Recovery (MAMSER), the National Directorate for Employment (NDE), War Against Indiscipline (WAI) Brigade, Better Life for Rural Women, and Family Support Programmes. The achievements and objectives of these agencies and directorates have had a commendable impact in the country. The task before these directorates is to mobilise the people of Nigeria towards the attainment of our already enumerated five national development objectives. Innovations in adult education programmes in Nigeria are geared towards the attainment of the following programmes, which are to meet the challenges presented by the above dimensions in adult education in the country. Some innovative programmes already put in place are:

- **Basic Literacy Programme:** This is a one-month programme organised and financed by some local government councils in some states of the Federation. It is held under the co-ordination and supervision of the States' Ministries of Education.

- **Post-Basic Literacy Programme:** This is organised by the Ministry of Education in some States of the Federation for completers of the Basic Literacy Programme and drop-outs from formal primary schools to upgrade their knowledge to the level of first school leaving certificates.
- **Women Adult Education Programme:** This programme is organised by Christian missionaries and Local Government Councils. The Ministry of Education grants aid to the voluntary organisations to reduce costs. The course is solely designed to improve the services of literate and illiterate women in the society.
- **Distance Education Programme:** This programme is organised by the States' Ministries of Education and some institutions of higher education in the country. It is designed for all those who, because of their age, are unable to enroll in the regular or formal educational system. The medium of instruction is by correspondence, radio or television.
- **Sandwich Programme:** This is organised by various institutions of higher education in the country for adults who stay in other commitments for most of the year and come into residence in their various schools when they can afford it.
- **Nomadic Education Programme:** Nigerian nomads are mostly cattle rearers who do not settle in a place because they have to follow their herds of cattle around in search of grazable pasture. They do not receive formal education. Mobile Education Programme has been established to take care of this peculiar situation.

Adult education, though taken by the Nigerian society to be a low-cost area of educational system, from the point of view of return on investment, it is the most immediately productive and profitable for the national economy. What seems to be needed more in Nigeria today is a development-oriented non-formal education to ensure the principle of self-reliance both in national and individual terms. To this end, adult literacy, although strictly not within the formal system, has a great influence on the quantity and quality of education in the formal system and it should be pursued vigorously. Adult literacy and adult education are necessary to ensure an enlightened government and citizenry, whose insights, activities and decisions are very vital to the

cause of education and the achievement of national goals. Thus, change in adult education in Nigeria is welcome (World Bank, 2004). The role of adult and non-formal education in basic education is to ensure growth and productivity in the following areas:

- inculcation of social norms,
- inculcation of the spirit of enquiry and creativity,
- development of sense of cooperation and team spirit, and
- inculcation of good habits (FRN/NPE,2004:11)

Among the characteristic features of adults include, mental maturity and social responsibility. It is through adult education that adults are helped to be mentally articulate so as to be able to understand issues and judge rightly, and are enabled to perceive reality and creditably discharge their social roles as parents, uncles and leaders.

For instance, mothers have to know the new responsibilities placed on them over the family from time to time. Fathers also should be made to understand their roles at any point in time as the changing socio-economic realities of their countries manifest. In Nigeria there have been programmes organized for nursing mothers to intimate them with the need for breast-feeding, family planning and new approach to child-bearing. Series of outreach programmes are organized by different institutions through different strategies to bring to the knowledge of adults, men and women, the problems of and solutions to different diseases. Thus, one could assert that the whole society has constituted schooling through which adults continuously learn to be themselves and attain fullness in all its ramifications. That is, in every section of the society, different and necessary education programmes are continuously offered to adults. This results in improved quality of life which modern society is blessed with.

The primary education level of the UBE is mandated by the NPE as well to:

- inculcate permanent literacy and numeracy and ability to communicate effectively,
- lay a sound basis for scientific and reflective thinking,

- give a citizenship education as a basis for effective, participation in and contribution to the life of the society,
- mould the character and develop sound attitude,
- develop in the child ability to adapt to the child's changing environment,
- give the child opportunities for developing manipulative skills that will enable the child function effectively in the society within the limits of child's capacity, and
- provide the child with basic tools for further educational advancement, including preparation for trades and crafts of the locality. (FRN/NPE, 2004:14)

Specific goals were also set for the secondary education in section 5 of the NPE. The objectives that have direct bearing with human growth include the following:

- offer diversified curriculum to cater for the differences in talents, opportunities and future roles,
- provide trained manpower in the applied science, technology and commerce at sub-professional grades,
- inspire students with a desire for self improvement and achievement of excellence,
- raise a generation of people, who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under or broad national goals and good citizens, and
- provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. (FRN/NPE, 2004:18)

Most of these goals stated for various levels of the Nigerian school system cannot be achieved through conventional formal teaching in various subject areas. Rather, they could only be achieved in the domains of affective and/or psychomotor components that are beyond instructional procedures. Gagne (1977) cited in Anowor (2006) maintains that attitudes and values can hardly be influenced by mere information transfer. Besides, Anowor (2006) observes that inculcation of attitudes and values are beyond the scope of the conventional training given to mere classroom teacher. There is also the need for a variety of facilities that are not made available to conventional schools, such as specially trained facilitator.

2.4 Training Evaluation Studies

The objective of a training intervention is to bridge any skills gap in a person to enable him/her perform to a specified standard. Training has therefore been used as a way of improving the effectiveness of trainees, thus bringing about a (behavioural) change in the organization (Ogunyinka 2000). Training programmes generally aim to change trainee behavior in order to improve the performance.

Bradenburg (1989) had underscored the need to carry out training evaluation beyond the training environment within the organizational context.

He noted that:

“Too often, training evaluation remains within the immediate training environment and ignore the question of whether such behavioural changes are transferred to and routinized in the day to day organizational work environment from which the trainee was extracted”

This assertion underlines the need to provide evidence of training effectiveness within the organizational context. This forms the focus of this study.

The terms education and training may be used synonymously because both encompass learning experiences. However, Lynton and Pareek (1967) emphasise that education is primarily concerned with “opening out the world to the student” and focuses on knowledge while training is principally concerned with preparing individuals for specific lines of action and focuses on skills. Nadler 1984 distinguished between training and education as learning to prepare the individual for the present job. For the former and learning to prepare the individual for a different but identified job for the latter.

Training has been described as introducing people to new knowledge, improved skills and change in attitude to do particular jobs effectively (FAO 1992). Education tends to be towards objectives and aims at developing individuals

Scriven (1991) describes behavioural objectives as “specific goals of a programme stated in terms that will enable their attainment to be checked by observation/test/measurement”. He contends that training objectives are therefore

derived directly from those behavior patterns that are associated with improved performance.

Behavioural change on the job means that people act differently in such a way that results in an improved performance of that job. The three factors by which behavioural change can be brought about through the training process are:

1. **Changes in knowledge:** knowing how something works because of an understanding of the relevant concepts principles and facts.
2. **Changes in Skill:** knowing how to do a particular task; and
3. **Changes in attitude:** the way an individual feels about a particular activity.

All these three factors can be seen as directly influencing the trainees' (individual) performance job.(Ogunyinka 2000)

2.5 Perspective on adult and non-formal education

There has hardly been a sustainable, virile, and coherently comprehensive set of programmes demonstrating government's commitment to adult education as a strategic priority in Nigeria's development. Although the National Commission for Mass Literacy, Adult and Non-Formal Education was established in 1990 to monitor and coordinate adult education programmes, as well as to conduct research related to the development of adult and non-formal education in the country, adult education programmes continue to operate mainly as activities that are not integrated into a coherent, purposeful strategy in pursuit of a national development vision. Many government sponsored adult education activities have been chronically anaemic due to inadequate funding and they have been lackadaisically implemented owing largely to a historical lack of passion and vision for adult education as both a strategic goal and an instrument for national development.

Frameworks for organising and delivering programmes are hardly innovative or forward-looking. The inadequacy of physical and instructional facilities in government-owned adult education training centres is indicative of the neglect and marginal status of adult education (Aderinoye, 2002). Inadequate commitment to the

development of adult education is not unique to Nigeria; it is a typical phenomenon in most African countries. A number of factors account for the underdevelopment of adult education and education generally in Africa (Omolewa, 2000; World Bank, 2001), and these include “the constraints of funding, lack of continuity of policy, increasing huge debt, problem of gender and language” (Omolewa, 2000:15).

According to Onyishi (2004), adult and non-formal education refers to efforts at improving the provision and implementation of development programmes which have a basic education or training component. Such programme provision usually takes place outside the formal education system. When the educational process is non-formal, it means that the rigid forms of traditional schooling, such as, regimented curricula, classroom arrangements and set syllabus are not strictly maintained. The educational programme is more flexible and diverse and is adapted to the particular needs and circumstances of learners.

Adult and non-formal education is indisputably lifelong education in developing countries where most of the populace are illiterates, especially in rural communities. The womenfolk form the majority of this level of illiteracy. Lifelong education is a comprehensive concept which includes formal, non-formal and informal learning extended throughout the life span of an individual to attain the fullest possible development in personal, social and professional life. The informal aspect is experienced by all and influenced by parental, social, economic, political, socio-cultural and educational background. The National Policy on Education (2004) specifies that adult and non-formal education consists of functional literacy, continuing, vocational, aesthetic, cultural and civic education for youth and adults outside the formal system. Non-formal education, therefore, proclaims strategies calling for a stronger, more integrated and more community-based approach to rural development to meet the basic needs of the poor.

There is a need for centres for adult and non-formal education to be established in all communities, especially vocational education centres where women and young drop-outs could learn various skills which include tailoring, hair-dressing, weaving, soap making, pomade making, baking, bag making, and so on. Other community

programmes of instruction in health, nutrition and family planning, and co-operatives, are important in poverty eradication and, therefore, should be more effective and implemented. The problem is that government has not been very responsive in implementing these important programmes in the area of study and the state, in general. Women, therefore, depend on not quite sustainable farming, petty trading and paid jobs for a living. The young ones go out hawking along roadsides, market places, motor-parks and other public places. As a result, they continue to remain in abject poverty. The young ones jump into prostitution and other immoral acts which are unhealthy for national development.

The findings of a study (Onyishi, 2004) which assessed the progress made so far in Enugu State of Nigeria in the implementation of the Action Plan to eradicate illiteracy show that the implementation of the Action Plan in the State is yet to mature. There are no literacy training centres for grassroots literacy workers. Material development and production, sponsored by the government are inadequate. Existing agencies such as the National Directorate of Employment (NDE), Mass Mobilization for Social and Economic Reconstruction (MAMSER), Better Life for Rural Women/Family Support for Women are not involved in literacy programmes. Publicity and mobilization are not encouraged and literacy and numeracy materials are very scarce. The writer advocates the system of “Each One Teach One” to educate the women folk at the grassroots, which means that those educated should teach the illiterate.

Participation is vital and of paramount importance in any adult and non-formal education programme. Women should be encouraged to participate fully in the programmes. If this noble objective of poverty eradication is to be achieved, women learners should not only participate, but should also learn to implement and practise the skills they learn often. For any successful programme, full participation by the target group is important. Full participation of women in adult and non-formal education could be encouraged and actualized through awareness creation and motivation, which involves funding and remuneration. Also, monitoring and evaluation should be effective. The time and schedule of lessons should enhance women’s participation in the literacy programme. Past experiences reveal that women fail to participate in the adult and non-formal education programme due to conflicts

between their domestic duties and the programme timing. Traditional rulers and the town union should assist in waiving some cultural norms which may inhibit women's participation in adult and non-formal education programmes.

Ugwuegbu (2003) asserts that adult education in Nigeria is not just about literacy or remedial education to fill a gap. It is what is needed and wanted by all as long as they are alive and regardless of previous education. This position is in line with Nosir's (1999) view that adult education includes many of the subjects learned at school for those who never had the opportunity.

Dave (1993) claims that adult education aims at providing lifelong education which prepares the individual for change and creates dynamic frame of mind in the individual. This is because the world is constantly changing in all spheres, including technology, communication and industry. Human's craving for learning is, thus, continuous so as to keep pace with the changes. Bown and Okedara (1981: 11) rightly describe this urge for continuous learning as 'cradle to grave'. It is hoped that, when the individual is equipped through lifelong skills and knowledge, Nigeria's hope for the realization of the millennium development goals that include eradication of extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development would be enhanced (Federal Government of Nigeria, 2004).

Adults and youth of different ages undertake various forms of adult and non-formal education in Nigeria. These forms can be broadly categorized into two, namely: (a) adult basic education and extension, and (b) continuing and further education. However, these forms of adult and non-formal education have been expanded by Aderinoye (2004), as presented in Figure 2:

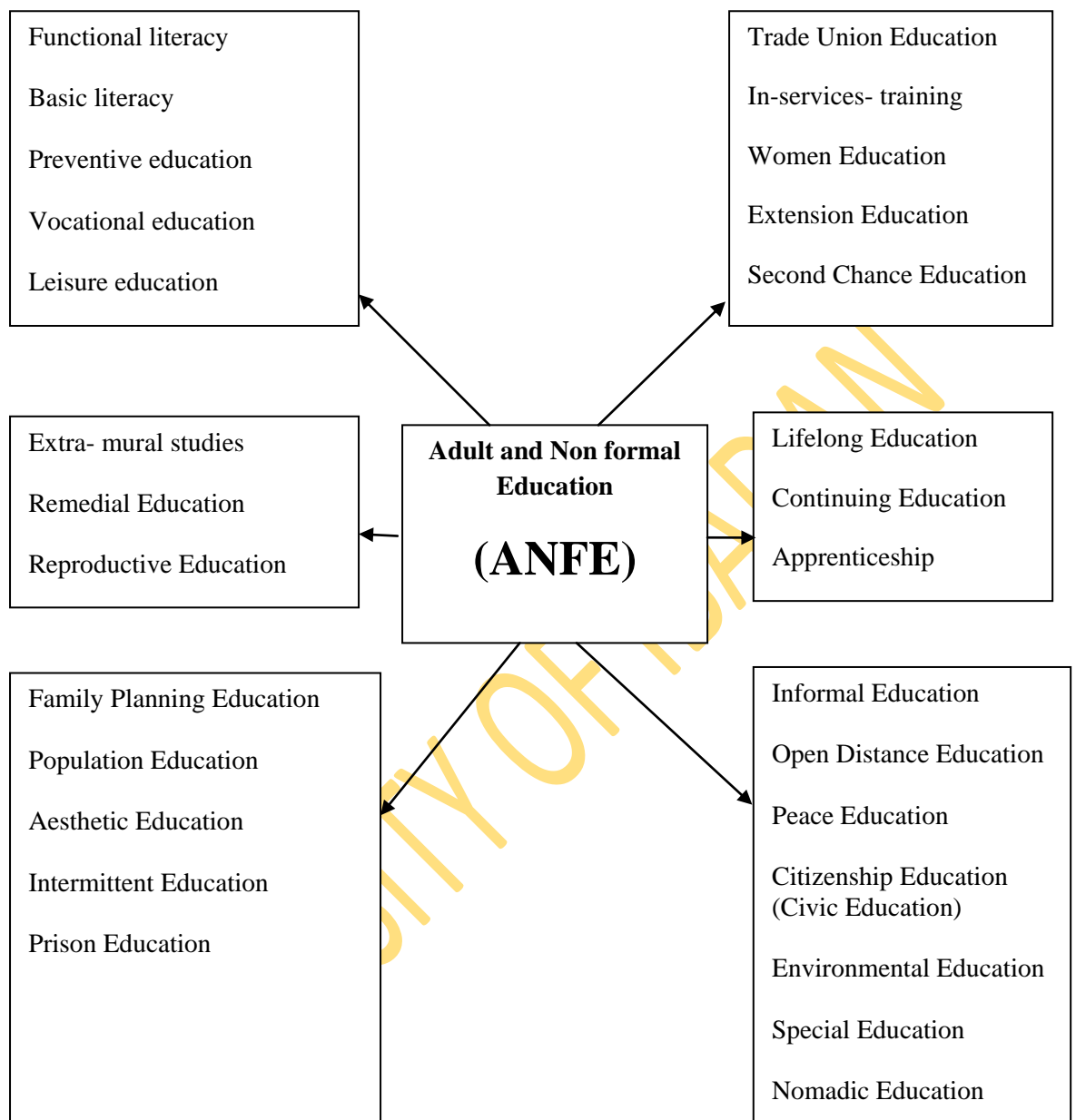


Figure 2.2: Scope and forms of Adult and Non-Formal Education in Nigeria (ANFE)

Source: Adapted from Aderinoye (2004)

All these forms of adult and non-formal education are financed either by the government or its agencies or by individuals and organizations. Adult and non-formal education in Nigeria is provided by private individuals and organizations in the formal and informal sectors of the economy. The following are some of the organizations providing adult and non-formal education in Nigeria.

- **Government:** The federal government creates a section in the Federal Ministry of Education to oversee adult education programme. Besides, the National Commission for Adult and Non-formal Education and other ministries provide adult education for the people. A similar situation takes place at the state level. Apart from ministries of education, other ministries, like those of local government, commerce, industries and agriculture, and state agencies provide adult education programmes for the people.
- **Quasi government:** These include universities, parastatal organization, information services, service-and goods-producing industries.
- **Non-governmental:** These are voluntary organizations, mosques, churches, and workers' organization, employing bodies, political organizations and foreign agencies.

2.6 Mechanism for financing Adult and Non-formal Education (ANFE)

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

- i) Whether the money spent on educational programme is producing the results needed by the individuals and organizations.
- ii) What improvements can be made to the training/educational procedures in order to reduce the costs and improve efficiency?
- iii) Whether the type of training given or educational programme provided is necessary to improve individual and organizational effectiveness; and whether the money, if spent on another activity, will lead to the attainment of individual and organizational goals.

Mechanisms for comparing costs of a function or programme with its outcomes have been described by a variety of terms, such as cost-benefit analysis, cost utility analysis, operation research, operation analysis, cost quality analysis and cost effectiveness analysis (Hassan, 1994). The terms that appear to have achieved popularity and widest acceptance, however, are cost-benefit analysis and cost effectiveness analysis. Cost benefit analysis, according to Akilaiya (1999), implies a

systematic comparison of the magnitude of the cost and benefits of some form of investment in order to assess its economic profitability; it is used in education because of its investment nature which yields returns. The uses of cost benefits analysis identified by him include:

- (i) To point the way for allocation of resources, especially financial and human resources available for education.
- (ii) To provide answer to the question as to who or which body should finance education.
- (iii) To help find a way of increasing the cost of education so as to increase rate of returns or decrease the cost and increase rate of returns.

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

- (i) The personnel costs incurred at different levels.
- (ii) The instructors' / facilitators' costs.
- (iii) Course fees (tuition, examination, instructional materials, and so on).
- (iv) Equipment and materials.
- (v) Building and facilities used for classes.
- (vi) Administration, especially fuel, subsistence and other transport costs.
- (vii) Learners' cost (opportunity costs /earning forgone).

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

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

The consequence of this problem is that there may be the lack of researched information on the economics and financing of adult education and related activities. Some other difficulties pointed out by Oyedeji (1980), Bown and Okedara (1981) and Department for International Development (DFID) (2001) include:

- (i) The responsibility for administering adult education programmes frequently falls on individuals, such as trade union officials, for whom adult education is only a peripheral aspects of their work.
- (ii) The problems of double counting arise when public agencies give grants to non-governmental education agencies, and both donors and recipients include these in their total expenditure figures.

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

2.7 Academic achievement among adults in Nigeria

2.7.1 The radio/LIFE literacy programme

The programme which started in 2000 had the support of UNESCO. It was planned along the Cuban radio literacy programme. The programme was originally to cover 12 states but at the launch of the programme by the President of the Federal Republic of Nigeria in 2006, it was mainstreamed into the Literacy Initiative for Empowerment (LIFE) and its scope broadened to cover the whole country. At the planning stage, personnel were trained and primers developed in Yoruba, Hausa, Kolokuma, Efik, Ijaw, Igbo, Nupe and Fulfude, with the assistance of a Cuban expert. More than 132,000 radio sets were purchased and distributed to learners across the country. Among the personnel trained were radio producers, announcers and facilitators. Twenty learners per learning community were recruited in each of the local governments. By the time the programme takes off in the 774 local governments, 15,480 learners would have been trained. Currently, the programme enjoyed a lot of good will from Nigerians, as they have been mobilized to participate in effective implementation of the programme (Muhammad, 2009).

However, there were some constraints in the participation of the nomadic category in the programme and in formal education generally. The major constraints to their participation in formal and non-formal education are:

- The nomadic peoples' constant migrations/movements in search of water and pasture, in the case of the pastoralists, and fish, in the case of the migrant fishermen;
- The irrelevance of the school curriculum, which is tailored towards meeting the needs of sedentary groups and thus ignores the educational needs of nomadic peoples;
- The centrality of child labour to their production system, thus making it extremely difficult for children to participate in formal schooling;

- Their physical isolation, since they operate largely in inaccessible physical environments;
- A land tenure system that makes it difficult for the nomads to acquire land and settle in one place.

The objectives of using the radio for nomadic education were to:

- mobilise and sensitise nomadic pastoralists to appreciate the value of modern education;
- encourage nomads to contribute meaningfully towards the education of their children;
- increase the level of support and enthusiasm of nomads with a view to improving learners' enrolment and attendance;
- motivate nomads (both men and women) to enroll in adult literacy programmes; and
- inform nomads of modern animal husbandry practices as well as acquaint them with their civic responsibilities, including the formation of cooperative societies and radio listening groups.

The Federal Government realised that unless a special educational provision was made for the nomads, they would have no access to formal and non-formal education. Thus, in line with the provisions of the 1979 Constitution and the National Policy on Education, which strongly urge the government to provide equal educational opportunities to all Nigerians, and in order to ensure that nomads have unfettered access to basic education, the Federal Government established the National Commission for Nomadic Education (NCNE) in 1989. The NCNE is charged with the implementation of the Nomadic Education Programme (NEP). The NEP is aimed at providing and widening access to quality basic education for nomads in Nigeria, boosting literacy and equipping them with skills and competences to enhance their well-being and participation in the nation-building process. To meet this challenge effectively, the Commission devised a series of innovative approaches and strategies.

The radio program strategy was not abandoned as a viable option to achieving the goal of non-formal and adult education. In 2000, a radio curriculum for the adult

component of the Interactive Radio Instruction (IRI) was developed, based on which 13 episodes of radio programmes were produced. All the episodes were aimed at motivating the learners to embark on social action activities and were broadcast to the radio listening groups – regarded as learning centres – in each of the 36 states of the Federation and the Federal Capital Territory (FCT). The following represent some of the strategies and activities used:

- public sensitisation and mobilisation through the Federal Radio Corporation of Nigeria (FRCN) in Kaduna;
- basic and functional literacy and numeracy;
- introduction of modern techniques of animal husbandry and processing of dairy products;
- co-operative organization and management;
- health and environmental education;
- a school-based IRI programme;
- basic e-learning centres; and
- periodic meetings with community leaders (ArDOS and Sheikhs, 2009).

The achievements and breakthroughs recorded are attributable to specific factors, such as: the design and delivery strategies that were used; the mobilisation and sensitisation of the nomadic communities; the decentralisation of the decision-making processes; and the relatively effective coordination of the activities of the various agencies and communities involved in implementing the programme. The IRI has been a means of transmitting relevant government policies in education, health care, politics, social and economic welfare to grass-roots groups. Because those who deliver these messages and activities have established long-standing and positive relationships with nomadic communities, the Commission has enjoyed the confidence of nomads in collaborating on sensitive issues such as the population census, HIV and AIDS, and diverse campaigns that have sought to support rural communities. The Commission has become a viable peace-maker among ethnic and occupational groups in matters relating to grazing rights and farm encroachments, among others (Muhammad, 2009).

2.8 UNICEF supported new initiatives in NFE

Nigeria has received tremendous support from UNICEF, since 1997, to provide basic education for children in difficult situations. This has led to the involvement of three unique programmes that have made impact on Nigeria's quest of providing education for all. The three programmes are:

- Non-formal education for children in Qur'anic schools;
- Non-formal education for the girl child and adolescent girl;
- Non-formal education for boy drop-outs

2.8.1 Non-formal education for children in Qur'anic schools

This programme targets children that attend Qur'anic schools in the northern part of the country, where the fear that when children attend Westernized schools will be converted to become Christians and will become morally bankrupt still exists among parents. Through discussion with relevant stakeholders, core subjects, such as Mathematics, English, Primary Science and Social Studies are integrated with other subjects, like Basic Health, Nutrition and Life Skills, thus forming a new curriculum that suits the children that attend these Qur'anic schools, their parents and the proprietors. The programme is provided currently in 14 states - Sokoto, Kebbi, Zamfara, Kano, Jigawa, Katsina, Kaduna, Yobe, Borno, Gombe, Bauchi, Adamawa, Taraba and Niger States. Besides the curriculum, primers in six subjects have been produced for the project. The new Universal Basic Education programme has recognized the positive role of the Qur'anic schools and efforts are being made to integrate these schools. There are states that have 50% of the primary-school-age-children in Qur'anic schools.

2.8.1.1 The Qur'anic school non-formal education programme

The continued restriction of the Qur'anic school boys and girls to the knowledge of the Qur'an necessitated NMEC to find partner in UNICEF for support in developing non-formal education curriculum for this category of children and youths.

The traditional Qur'anic school is stratified into two levels. The first is pre-primary called *Kuttab*, otherwise known in Hausa as *makarantar allo*. Next is the knowledge of Islam known by the name *illimyyah* in Arabic and as *makaranta ilmi* in Hausa. (UNESCO, 2005).

At the launch of the Universal Basic Education (UBE), the Nigeria version of EFA, concerns were expressed on the learning achievements of the products of Qur'anic schools and their ability to be integrated into the basic education system. After a series of advocacy with the leaders of the northern communities and owners of the Qur'anic schools, progress was recorded. An agreement was reached that some school basic subjects will be introduced into the Qur'anic schools without jeopardizing the interest of the original owners of the Qur'anic schools.

At this point, UNICEF, under its non-formal education scheme, agreed to work with the National Mass Education Commission (NMEC) in producing curriculum, developing learner primer and facilitators' guide as well as training of facilitators. This programme is now in operation in all the northern states of Nigeria through the states' Agencies for Adult and Non-Formal Education (AANFE). A major outcome of the project is that learning in the Qur'anic schools is now being conducted in two languages, English and Arabic, and the following subjects are being taught: English language, Social Studies, Arithmetic, Citizenship Education and Home Economics.

2.8.2 Non-formal education for girl-child and adolescent girl

This is a nationwide programme again supported by UNICEF to provide non-formal basic education to the girl-child that is involved in street hawking, petty trading, and so forth. Centres are created with flexible time-table for learning. They are taught not only reading, writing and numeracy, but also life-skills, such as basic health and nutrition. The beauty of this approach is that girls attend school and still earn money from their petty trading. According to Obanya (2002), in Nigeria, there is a national gender disparity in basic education enrolment, retention and completion against girls. In addition, there are regional variations in gender disparity in education with girls and women from Northern Nigeria and rural communities generally at a disadvantage. The major objectives of the Girls' Education Project (GEP) include:

- Raising national awareness on girl-child education and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels, parents, school authorities, other leaders and girls themselves.

- Developing technical capacity of schools and teachers' pedagogical skills to create girl-friendly school environments that enhance the participation of girls and improve learning outcomes.
- Establishing Child-Friendly School principles as minimum benchmarks for effective schools, linked to community empowerment and development.
- Creating school management committees with community involvement and participation.
- Building institutional capacity for promoting girls' education and the capacity of stakeholders on gender sensitivity and sexuality.
- Collaborating with Government and other stakeholders in reviewing existing curricula and teaching materials for gender sensitivity.
- Promoting the employment of more female teachers in the rural areas, where they are most needed to serve as role models and assist in the mentoring of out-of-school girls.
- Monitoring and evaluating of girls' education programmes and mobilizing and strengthening the inspectorate's role in this process.
- Promoting synergy between girls' education and poverty alleviation programmes.
- Improving service delivery with all stakeholders, providing more girls' only schools where appropriate, and improving facilities (including access to safe water and separate toilets for girls) and instructional materials for the promotion of quality education (Obanya, 2002).

2.8.3 Non-formal education boy drop-outs

This programme was developed to provide basic education to boys in the eastern part of Nigeria who drop-out of primary schools to become apprentices in shops. The quest for money is so strong that many children and their parents see staying six years in primary schools as too long before making money. Therefore, a specialized curriculum was developed for these boys and, with the permission of their masters, between one to two hours is allocated for the children to learn and return to the shops. This project has received high patronage in the East and now in Lagos, where many Igbo traders reside.

2.9. Adult education and community development

While community participation is a requirement for effective community development, there are few specific methodologies to help community organizers facilitate such participation. Adult education and community development share a number of parallel objectives: enhancing self-direction, self-reliance, and sustainable learning and development. But while adult education is more advanced methodologically, the application of adult education principles to community development is only possible under certain conditions. These conditions relate to power relationships, institutional structures, community dynamics, and the role of the community organizer. Once these conditions are recognized, adult education principles may be applied to community development programmes in order to facilitate the community's involvement in its own needs assessment, project design, implementation, and evaluation

2.9.1. Curriculum as a syllabus to be transmitted

Many people still equate a curriculum with a syllabus. Syllabus originated from Greek (although there was some confusion in its usage due to early misprints). Basically, it means a concise statement or table of the heads of a discourse, the contents of a treatise, and the subjects of a series of lectures. In the form that many of us will have been familiar with, it is connected with courses leading to examinations. Teachers talk of the syllabus associated with, say, the Cambridge Board French GSCE exam. What we can see in such documents is a series of headings with some additional notes which set out the areas that may be examined (Curzon, 1985).

A syllabus will not generally indicate the relative importance of its topics or the order in which they are to be studied. In some cases, as Curzon (1985) points out, those who compile a syllabus tend to follow the traditional textbook approach of an 'order of contents', or a pattern prescribed by a 'logical' approach to the subject either consciously or unconsciously. Thus, an approach to curriculum theory and practice which focuses on syllabus is only really concerned with content. Curriculum is a body of knowledge-content and/or subjects. Education in the context of the curriculum is thus, the process by which these are transmitted or 'delivered' to students by the most effective methods that can be devised (Blenkin, 1992:23).

Where people still equate curriculum with a syllabus, they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit. 'It is also because this view of curriculum has been adopted that many teachers in primary schools', have regarded issues of curriculum as of no concern to them, since they have not regarded their task as being that of transmitting bodies of knowledge in this manner' (Kelly, 1985;7).

2.9.2. Curriculum as product

The dominant modes of describing and managing education are now couched in the productive form. Education is most often seen as a technical exercise. Objectives are set, a plan drawn up, and then applied, and the outcomes (products) measured. It is a way of thinking about education that has grown in influence in the United Kingdom since the late 1970s with the rise of vocationalism and the concern with competencies. Thus, in the late 1980s and the 1990s, many of the debates about the national curriculum for schools did not so much concern how the curriculum was thought about, as to what its objectives and content might be. It is the works of two American writers, Franklin Bobbitt (1918; 1928) and Ralph W. Tyler (1949) that dominate theory and practice within this tradition. In *The Curriculum*, Bobbitt argues that:

The central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. This requires only that one goes out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized. The curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives.

This way of thinking about curriculum theory and practice was heavily influenced by the development of management thinking and practice. The rise of 'scientific management' is often associated with the name of its main advocate F. W. Taylor. Basically, what he proposed was greater division of labour with jobs being simplified;

an extension of managerial control over all elements of the workplace; and cost accounting based on systematic time-and-motion study. One of the attractions of this approach to curriculum theory was that it involved detailed attention to what people needed to know in order to work, live their lives and so on. A familiar, and more restricted, example of this approach can be found in many training programmes, where particular tasks or jobs have been analyzed - broken down into their component elements - and lists of competencies drawn up. In other words, the curriculum was not to be the result of 'armchair speculation' but the product of systematic study. Bobbitt's work and theory met with mixed responses. One telling criticism that was made, and can continue to be made, of such approaches, is that there is no social vision or programme to guide the process of curriculum construction. As it stands, it is a technical exercise. However, it wasn't criticisms such as this which initially limited the impact of such curriculum theory in the late 1920s and 1930s. Rather, the growing influence of 'progressive', child-centred approaches shifted the ground to more romantic notions of education. Bobbitt's long lists of objectives and his emphasis on order and structure hardly sat comfortably with such forms.

The progressive movement lost much of its momentum in the late 1940s in the United States and, from that period, the work of Ralph W. Tyler, in particular, has made a lasting impression on curriculum theory and practice. He shared Bobbitt's emphasis on rationality and relative simplicity. His theory was based on four fundamental questions:

1. What educational purposes should the school seek to attain?
 2. What educational experiences can be provided that are likely to attain these purposes?
 3. How can these educational experiences be effectively organized?
 4. How can we determine whether these purposes are being attained?
- (Tyler, 1949:1).

Like Bobbitt, he also placed emphasis on the formulation of behavioural objectives. Since the real purpose of education is not to have the instructor perform certain activities but to bring about significant changes in the students' pattern of behaviour, it becomes important to recognize that any statements of objectives of the school should be a statement of changes to take place in the students (Tyler, 1949:44).

We can see how these concerns translate into a nicely-ordered procedure: one that is very similar to the technical or productive thinking set out below.

Step 1: Diagnosis of need

Step 2: Formulation of objectives

Step 3: Selection of content

Step 4: Organization of content

Step 5: Selection of learning experiences

Step 6: Organization of learning experiences

Step 7: Determination of what to evaluate and of the ways and means of doing it
(Taba, 1962).

The attraction of this way of approaching curriculum theory and practice is that it is systematic and has considerable organizing power. Central to the approach is the formulation of behavioural objectives-providing a clear notion of outcome so that content and method may be organized and the results evaluated.

2.10 Adult education and online courses and programmes

An increasing number of higher education adult programmes are offering web-based courses, certificates and degrees to provide access and convenience to their students and to reach future markets (Berge, 1999; Velsmid, 1997). The significant increase in the number of adults in online courses (National Centre for Education Statistics (NCES, 2005; Sloan Consortium, 2005) and programmes, credit and non-credit, requires a closer look at how effective teaching can maximize the value and benefits of distance learning for students and institutions. Adult programmes in higher education will continue to face internal and external pressures to provide and expand distance-learning options while maintaining academic integrity and quality of instruction, raising critical issues of accountability for today's institutions, faculty and students.

The shift from traditional face-to-face to online learning environments encourages a closer look at the quality of instruction and instructional design. The instructional practices of faculty, course design and the opportunities for faculty-student

interactions within the online environment can be predictors of student learning and satisfaction. The increasing use of part-time faculty to teach online courses prompts the need to include this cadre of faculty in formal processes to develop web-based teaching skills (NCES, 2005; Sloan Consortium, 2005).

Studies on what constitutes effective teaching and learning in the online learning environment (Newlin & Wang, 2002). A common mistake online course developers or instructors

Despite the proliferation of online courses and programmes, there are few make is trying to emulate the traditional classroom with technology-mediated interactions without the benefit of good pedagogy. Wilkes and Burnham (1991) reported that good online teaching practices are fundamentally identical to good traditional teaching practices and that factors that influence good instruction may be generally universal across different environments and populations. However, moving a course online requires new ways of thinking about teaching and learning (Bates, 2000).

Bates' (2000) study examined the "Seven Principles of Good Practice in Undergraduate Education" with respect to their effectiveness and applicability to online courses for adult learners. The purpose of the study was to investigate best practices in design, implementation and assessment of online instruction for adult learners, and to identify practices that capitalize on the potential of web-based instruction and promote positive learning experiences.

The teaching and learning mission of adult and continuing education will be significantly impacted as competition for students, declining resources, increasing online enrolments, and changing faculty demographics continue. Unless faculty are provided opportunities to recognize and implement best teaching practices in online teaching environments, educational imperatives, such as students' learning, retention and outcome assessments will be compromised. In setting benchmarks for best practices, guidelines for effective teaching across disciplines in online environments could be established as well as a competency-based faculty development programme that would ensure the implementation of these principles. Adult learning and constructivist learning theories, as applied to web-based education, provide the

framework for benchmarking these practices (Berge, 1999; Diaz & Bontenbal, 2001; Huang, 2002).

Online undergraduate courses were first offered in March 2003, in response to a feasibility study undertaken by a school of adult and continuing education at an urban private Midwestern four-year institution, which identified advantages and recommended online learning formats for adult learners. The online courses were selected, designed and delivered according to specific guidelines, to enhance learning experiences, expand access, and provide options for educational opportunities for adult learners, while sustaining learning outcomes consistent with those in similar face-to-face courses.

The online environment is double-edged for the adult learner. On the one hand the environment is conducive to procrastination because students have the flexibility and freedom to learn in their own time and space. On the other hand, this flexibility allows students to access the learning environment when they are ready and mentally present to do so. Regular posting of due dates, use of a reminder calendar and scheduled tests help the adult learner to keep on task. This confirms the work of early adult learning theorists who reported that busy adults want more direction and less ambiguity in the learning process (Knowles, 1984) and that their readiness to learn is a significant factor influencing academic achievement (Gibbons & Wentworth, 2001). It can be concluded then, that providing students with the opportunity of taking practice tests, as well as redoing tests and papers, and organizing study groups increases time on task with the content material. Student responses point to the fact that online courses require more self-discipline and help improve time-management skills.

2.11 Education and learning of older adults

Research on intelligence shows that older adults are not only able to maintain their knowledge, but are also able to increase it. This means that the ability to learn is maintained even when changes occur in the process of learning with old age. Fluid intelligence has a tendency to decrease with age, although this can be prevented through regular training (Baltes, 1993; Sacznski, et al 2002). Yet there are still older cohorts who keep up with younger ones in terms of crystallised intelligence in the area of cognitive performance, by compensating for deficits in the speed of processing information . Consequently, learning is a lifelong process that is also possible in old age (Merriam & Roberson, 2005).

The central importance of prior knowledge of older adults for their continued learning is also recognized by the field of adult education (Wenke, 1996), which takes advantage of these knowledge resources through special didactic concepts, especially in the context of teaching and learning. It is important to mention both the approaches from general and post-career adult education that rely on biographical activities with older adults, and the didactic concepts for the usage and transfer of knowledge with older employees in continuing vocational training (Lahn, 2003).

The central didactic demand on educational programmes for older adults is, besides connecting to the learner's previous knowledge, the imbedding of learning processes within a social group. Joint learning and social contact with other learners is very important, especially for older learners (Tietgens, 1992). There are conflicting statements about the composition of these learning groups regarding heterogeneity. Yet, considering the design of educational programmes on the one hand, didactic concepts, especially for older learners are propagated (Williamson, 1997) and, on the other hand programmes for learning groups with members of different generations are demanded (Nyhan, 2006; Schmidt & Tippelt, 2009). The ability and the necessity of learning in old age is currently undisputed (Franz, 2007).

Furthermore, the decision as to how much educational programmes should be conceived specifically for older adults, and how much one should try to integrate older learners into existing non-age specific programmes need to relate to the content,

goals, and context of the educational intervention. “Old people” do not form a homogeneous group (Laville & Volkoff, 1998; Schmidt, 2007b). Other factors, such as level of school education and educational experiences, also have a crucial influence on the interest and behaviour in continuing education. The position of the older employee within the company and his/her respect are also factors of importance (Wrenn & Maurer, 2004; Schaie, 2005).

2.11.1 Characteristics of adult learning

Education of children is compulsory, formal and standardized. Adult learning is voluntary and intentional. The aim of adult education is the independent self-directed learner. Adults tend to resist a learning process which is incongruent with their self-concept as autonomous individuals and does not correspond to their needs and interests. The major characteristics of adult learning are further considered below.

2.11.1.1 Adult learning is learner-centred

What children learn in school should be useful to them — but later in life. Child learning is subject-centred, but adult learning is learner-centred. Adults focus on direct application. Given their daily obligations in job, profession, family and community they learn to cope with the pressures and problems of life they are facing. In consequence the adult educator’s concerns are not only and not even primarily the logical development of a subject matter but the needs and interests of the learners. "Andragogy (adult education) calls for program builders and teachers who are person-centred, who don't teach subject matter but rather help persons learn" (Knowles 2003). However, the interests of adults are their real needs. Or the solutions learners have in mind do not solve their problems.

The adult educator often has to enter into a "needs negotiation" (Bhola, 2005) with learners when teaching new needs about boiled water, a balanced diet, clean surroundings, preventive health practices or small families. In the dialectical process of needs negotiation, the needs as felt by the learners and the needs as seen by the adult educators must be brought together to reach a consensus on the "real" needs. These real needs must correspond to the experience of adult learners. If an adult gets the impression that his experience is not being valued, he feels rejected as a person.

New learning takes on meaning as adults are able to relate them to their life experience. Experienced adult educators, therefore, build into the design of their learning experiences provision for the learners to plan and rehearse how they are going to apply their learning in their day-to-day lives or duties and combine training with transfer and application. A workshop then really can become a workplace where educational materials are produced or evaluation studies are designed.

2.11.1.2 Adult learning is social learning

According to Knox's (2005) proficiency theory, the learning needs for an adult arise from life situations and interpersonal communication. Social expectation motivates and empowers an adult to search for more knowledge, better proficiency and more suitable performance. Adult learning is based on experience, on the learners' own experience and on the experience of others. Learning settings of adults usually have a participatory and collaborative element. Adults prefer to meet as equals in small groups to explore issues and concerns and then to take common action as a result of dialogue and inter-learning by discourse. The group becomes the "learning co-operative". The group provides the opportunity for inter-learning. Within the group, the teacher and the other group members play the role of facilitators. All group members become "co-agents" (Bhola, 2005) in learning.

The absence of formal accreditation or certification facilitates collaboration not only on a specific product or outcome, but also in structuring and restructuring the learning process according to the needs and interests of the group. The learning process becomes as important as the learning outcome, and a balance between both is often difficult to maintain.

2.11.1.3. Adult learning is active learning

Adult learning is life-centred. It is learning by doing, by application and experience, and if need be, by trial and error. Adults do not simply receive knowledge created by outsiders, but should examine their own reality themselves and make assertions about it. "Praxis" is the focus of effective adult learning and praxis means analysis and examination of reality in order to transform it. Adult learning is a continuous process of investigation and exploration followed by action grounded in this exploration, and

reflection on this action, leading to further investigation and so on. The principle is testing not "banking" on knowledge. Exploration of new ideas, skills and knowledge take place in the context of the learners' experience. In settings where skills are being learned, learners become acquainted with skills, apply these in real life settings, redefine how these skills may be altered by context, re-apply these in other settings, and so on.

Adults interpret ideas, skills and knowledge through the medium of their life-experience and test them in real life settings. To make the learner self-directed is the purpose of adult education. But the self-directed learner is neither the one who can retrieve information or locate resources nor the one who emerges in group dynamics. The "inner-directed, self-operating learner" (Kidd, 2005) is the one who reflects critically on his own assumptions and is keen to find alternative and better solutions.

2.11.1.4. Adult learning means acquiring knowledge and competence

The learning process contributes largely to the success of learning. But learning is more than just the learning process. A participative learning process which fails to assist the learners in acquiring knowledge and competence is a failure. A participative learning process may take more time because it means active involvement of everybody, discussing all the pros and cons. Nevertheless it must lead to concrete results combining commitment with competence. Education is, as Brookfield (2001) points out, a "transactional encounters". That means that the sole responsibility for determining curricula or for selecting appropriate methods does not rest either with the educator or with the learner. If the first obtains, then we have an authoritarian style and a one-way transmission of knowledge and skills. If curricula, methods and evaluative criteria become predetermined solely by what learners say they want, then the "cafeteria approach" governs the educational process. Accepting the felt needs rationale without any further inquiry and needs negotiation, means that the facilitator has abandoned responsibility for the learning process, and the achievement of learning aims and objectives. Successful learning, especially in workshop settings, means to keep the balance between the learning process and the learning outcome so that the results justify the efforts. If they are not excellent, they should be at least and always "good enough".

2.12 Factors affecting learning outcome

Identifying the best ways of improving learning outcomes is not easy, and it has been tackled in many different ways. However, the relationship is strongly conditioned by the resources available to schools, their curriculum objectives and the teaching practices followed (UNICEF 2006). Several bodies of research and meta-analysis studies indicate that certain factors are more positively related to good performance at the basic school level. The results for the more developed economies, where data are more generally available, suggest that increasing resources for schools sometimes helps, but often it apparently does not. In the case of developing countries, the results appear to be more positive. The majority of studies in which significant relationships are found suggest that cognitive achievement, as measured by standardized tests, increases as school expenditure, teacher education and school facilities are enhanced. As one would expect in low-income environments where resources are scarce, additional inputs appear to have an effect.

Evidence from experimental studies demonstrates much stronger links between school resources and performance. Such studies are being conducted in low income countries. They show that levels of cognitive achievement are significantly improved by provision of textbooks and other pedagogic materials in Kenya and the Philippines, by reductions in class size in India, Israel, and South Africa and by provision of child friendly remedial education by locally teachers in India (UNICEF 2006). Such studies also show that successful primary schools are typically characterized by strong leadership, an orderly school and classroom environment, and teachers who focus on the basis of the curriculum, hold high expectations of their students' potential and performance and provide them with frequent assessment and feedback. In richer countries, however, the results are stronger; they emphasize that structured instruction, face-to-face instructional time, the adequacy of textbooks and other materials and teacher quality are facts that help account for higher student performance.

The FME (2005) claims that adequate funding, enriched curricula, adequate infrastructural facilities, textbooks and other instructional materials and taking care of

the teachers are important if the objectives of the UBE programme are to be achieved. Similarly, factors like class size (Glass, Cahen, Smith and Filbyl, 1982; Mosetller, 1995), teacher qualifications (Ferguson, 1991), school size (Haller, 1993). frequent assessment and feedback, effective learning time, teacher expectation, teacher's self-concept and other school and teacher variables may play an important role in what students learn.

A closer look at the National Policy on Education (NPE) reveals that there are specifications and policy statements on some teacher factors that are presumed to have effects on school quality. For instance, the NPE specifies that the minimum qualification for teachers at the primary school level would be National Certificate in Education (NCE) and that specialist teachers in major subject areas such as mathematics would be recruited to teach at primary school level. There is also policy statement on teacher-pupil ratio. The NPE specifies a maximum of 35 pupils to a class at the primary school level (FRN, 2004).

Despite the conventional opinion that school inputs make little difference in student learning, some research findings suggest that schools can make a difference and a substantial portion of that difference is attributable to teachers (Darling-Hammond 1997). Study (Oladokun, 2009) have found that differential teacher effectiveness is a strong determinant of differences in student learning, far outweighing the effect of differences in class size and heterogeneity. Teacher effects appear to be additive and cumulative and generally not compensatory. Besides, some studies have found a somewhat stronger and more consistently positive influence on education course work on teachers' effectiveness, and between teachers' effectiveness and their years of experience (Klitgaard and Hall 1974, Murneme, 1985, but it is not always a significant or entirely linear one.

Apart from teacher quality, teacher's expectation in the early school years seems to produce changes in students' achievement (Huitt, 1998). Teacher expectations here refer to inferences that teachers make about future academic achievement of students (Cooper and Good, 1983). Cotton (1989) observes that high expectations for students' learning is one of the critical components in effective schools among the essential

variables identified. The presence of high expectations is cited at or near the top of each investigator's list of essential elements, along with such related factors as strong instructional leadership, a safe and orderly environment, school-wide focus on basic skills acquisition and frequent monitoring of student achievement/progress.

Other factors often cited in the literature that have significant effect on primary school product include instructional leadership. It has been argued that the success or failure of organizations (such as schools) depends on the leader to a very large extent. Although an effective school-head is not all that is required for an effective school, it is very difficult to have a good school without a good school-head. Ajayi (1985) states that a leader is a member of a group who has the ability to influence the behaviour of the other group members and consequently make them to do what else they would not have done. He asserts that a leader is an individual or a member of an organization who attempts to wisely utilize the human and material resources at his/her disposal in the most prudent way to achieve the group or organizational goals. Oladokun (2009) observes that effective school-heads are different from average ones by the fact that they do not simply "mind the shop", but are also geared towards achieving high teaching result and, in order to realize this, are prepared to become actually involved in teaching. This assertion is shared by Adewale (2004) who states that effective leaders yield good results because, they structure work in a way that members are motivated toward high effort and also positively influence their abilities and role perception so that these factors combine with high efforts, leading to high performance.

2.13. Evaluation and evaluation models

Evaluation carries different meanings according to the perspectives from which it is viewed by evaluators worldwide. Junaid (2009) defines evaluation as the process of defining programme standards, determining whether a discrepancy exists between some aspects of programme performance and the standards governing that aspect of the programme, and using discrepancy information either to terminate the programme or to change programme standards. According to Carter (2007:2)

Program evaluation is carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program. Program evaluation can include any

or a variety of at least 35 different types of evaluation, such as for needs assessments, accreditation, cost/benefit analysis, effectiveness, efficiency, formative, summative, goal-based, process, outcomes, etc. The type of evaluation you undertake to improve your programmes depends on what you want to learn about the program. Don't worry about what type of evaluation you need or are doing – worry about what you need to know to make the program decisions you need to make, and worry about how you can accurately collect and understand that information.
(p. 2)

Different approaches to evaluation have been proposed by experts in the field. There are many programme evaluation models and every evaluation has a favourite brand. Yoloeye (1978) rightly asserts that the scope of programme evaluation is so large that it is futile to try to cover all of it. He argues that a prime necessity is to decide on what aspects of evaluation to focus upon, taking reality into consideration. In addition, it is absolutely essential, according to him, that the choice of evaluation design should be as non-threatening as possible. Some of the evaluation approaches take Yoloeye's observation into account, in that they can be applied in part, while others require that the whole approach be applied systematically. It is, therefore, important to briefly review some of these models before the one chosen to guide this study is discussed.

2.13.1 The CIPP Evaluation Model

Stufflebeam's (1971) approach to evaluation is called the CIPP (context, input, process, product) evaluation model. It is based on the definition of actual means, which are the procedures and structure of the decision to design programmes; (i) "design" in use, which is the implementation design to use; implementation decisions are made to use or refine the design of the programme; (ii) "Actual ends", which are the outcomes or attainment of the programme as implemented; (iii) "Recycling decisions", which are meant to judge and react to attainments in order to either accept, amend or terminate the programme (Adedeji, 2004).

	INTENDED	ACTUAL ATTAINMENTS
<i>END</i>	<i>GOALS Planning</i> Decisions to determine Goals and objectives	<i>Outcome Recycling</i> Decision to judge and react to attainments.
MEANS	DESIGNS Procedural or structuring Decision to design Programmes	DESIGNS IN USE Implementation design to use and refine procedures or structure in a programme Design.

Figure 2.3: Basis of CIPP evaluation model

2.13.2 Types of decisions in the CIPP model

Context evaluation provides information for planning decisions in order to determine objectives. Input evaluation provides information for procedural and structural decisions in order to select a programme design. Process evaluation provides information for recycling decisions in order to accept, amend or terminate the programme. Product evaluation is the outcome. In other words, the model suggests that evaluation focuses on four variables for each evaluation objective:

(a) its goal, (b) its designs, (c) its process of implementation and (d) its outcomes. The evaluation of educational programmes in Nigeria using the CIPP model requires an evaluation associated with the four decision areas to make a meaningful contribution. Although the model allows for evaluation to take place at any stage of the programme, decisions reached in earlier stage(s) of evaluation are important for succeeding stages. The model recommends a team approach to evaluation, in which individuals, using their expertise, are involved in a continuous process requiring the systematic collection of timely and relevant information to satisfy the needs of the institution to be served by the programme being evaluated.

2.13.3 Goal-Free Evaluation Model

The goal-free concept was proposed and developed by Scriven (1973). The central theme of this approach is a critical examination of the institution, project, programme or issue irrespective of its goals. In other words, the intent of goal-free evaluation is

to discover and judge actual effects without regard to what the effects are supposed to be. This is to avoid the bias of the goal-based evaluator who may overlook important side effect information. Scriven (1973) argues that if the main objective of evaluation is to assess the worth of outcomes, why make any distinction at all between those that were intended as opposed to those that were not? Unlike the goal-based evaluation, which designs its data collection procedures so that they compliment the project's stated objectives, the goal-free evaluation will simply ignore the programme's specific goals.

Scriven (1973) avers that the evaluation process can play two basic roles. The first is a formative role in which evaluation is used to improve an ongoing project by providing feedback to the administrator in charge. It requires that the evaluator should be on the spot, and should be prepared not only to clarify or identify objectives, but also to make assessment of the worth of the objectives. The second role is summative and the focus is on products or results as compared to intended objectives.

He specifically recommends that the evaluator may make a judgment, that is, he may clearly say which programme is better or worse than another, whether the programme existence is a wise one. He notes that no study of any programme can be labeled as evaluation unless some judgment is made. Although he accepts that evaluation can play many roles in education (such as accountability studies, curriculum development or teacher education programmes) he emphasizes the fact that the evaluation process has only one functional goal, that of determining the worth or effectiveness of the thing being evaluated.

It can actually be said that Scriven's goal-free approach is not goal-free in an absolute sense. Adedeji (2004) notes that an evaluation involving judgment of merit involves some kind of comparison with a standard, and the evaluator must have some basis for selecting only certain information about a project or programme out of the total information pool. What is proposed in goal-free evaluation is allowing the evaluator to select wider context goals as opposed to only those pre-specified in mission statements or the project design

Goal-free evaluation is flexible and open-minded but can be quite time-consuming. It is also complex, in that many outcome variables are considered and the various scales must be weighted and combined somehow into an overall summative judgment. The evaluator must get to know the programme fairly intimately and must have a broad knowledge and skill for assessing a multitude of potential student outcomes.

2.13.4 Responsive evaluation model

Responsive evaluation approach is designed to assist programme staff, administrators and participants in identifying the issues which are important in programme decision and provide useful information related to the issues and the decisions. In this model, stated objectives may not be centrally important to the issues identified. All aspects of the subject being evaluated are taken into consideration initially, but no single element (whether goals, resources, processes or participants) is preconceived as being necessarily more important to the evaluator than the other. The responsive evaluator, then, focuses on programme activities, seeks out and responds to variety of people's needs for information, and considers the different perspectives on the issues when reporting on the evaluation findings. He must remain responsive to any legitimate interests and pressures around the programme.

The responsive evaluation emerges as the evaluator discovers more about the programme and the issues. As the issues change so does the evaluation. There is less reliance on formal questionnaires. Reports may be informal and take a variety of forms. Although the model places a great emphasis on determining what the real issues are in the decision-making process and gathering related information; it does not ignore outcome or product information. Adedeji (2004) suggests antecedents, transactions and outcomes as descriptive categories, which should be attended to in evaluative description and congruence and contingency, as criteria which should control overall appraisal. Since all aspects of the issue being evaluated are taken into consideration, matrices are needed in the design to see congruence between intents and observation and contingency among antecedents, transactions and outcomes. He suggest that the evaluator should be involved from the beginning of any programme

or project and should be instrumental in defining its objectives, thereby ensuring their worth and the feasibility of collecting relevant performance data.

Stake was seen as being more explicit in providing a guiding framework for conducting a responsive evaluation. According to Adedeji (2004), Stake proposed the following cycle of prominent events to guide the evaluation process: (1) talk with clients, staff and audience; (2) identify programme scope; (3) overview programme activities; (4) discover purposes and concerns; (5) conceptualize issues and problems; (6) identify data needs; (7) select observers, judges and formal instruments (if any); (8) observe selected antecedents, transactions and outcomes; (9) prepare portrayals and case studies; and (10) prepare and deliver presentations and formal reports (if any). Stake suggested that these events should not be considered as sequential. They may occur in accuracy of perception of needs, the relevance of the information being collected, and the emergence of any new issues and informational needs.

2.13.5 Decision-management model

The decision-management model as reported by Adedeji (2004) identifies five needs areas of evaluation and that the five areas represent attempts to provide evaluation information to satisfy unique decision categories. The five areas are discussed below.

Systems Assessment: This is to provide information for decision about the state of the system. It is a means of determining the range and specificity of educational objectives appropriate for a particular situation. Assessment, in this case, is a statement of the status of the system as it currently exists in comparison to desired outputs or stated needs of the system.

Programme Planning: This is concerned with providing information which will enable the decision-maker to plan decisions, that is to select among alternative processes in order to make a judgment as to which of them should be introduced to the system to fill most efficiently the critical needs previously determined. These types of evaluation should take place prior to the implementation of the programme.

Programme Implementation: This is to provide information relative to the extent to which a programme has been introduced in the manner in which it was intended and to the group for which it was intended.

Programme Improvement: This is providing as much information as possible about the relative success of the parts of the programme. Data collected is expected to lead to the immediate modification and hopefully improve the programme.

Programme Certification: This is concerned with providing the decision-maker with information that will enable him to make decisions about the programme as a whole and its potential generalizability to other situations. The information provided will enable the decision-maker to determine whether the programme should be eliminated, modified, retained or introduced more widely. In other words, the information might be used by decision-makers in making judgment about the worth of the programme.

An examination of the different models shows that the various definitions by the different researchers cluster around three major definitions (Okpala and Onocha, 1994). These are:

- Evaluation as an assessment of discrepancy between objectives and performance.
- Evaluation as an assessment of outcomes intended or otherwise.
- Evaluation as the process of obtaining and providing information for decision makers.

According to Okpala and Onocha (1994) an analysis of the various models indicates that definitions of evaluation underscore the conceptual framework for evaluation models. There is also the goal-attainment model, which Okpala and Onocha (1994) see as a model detailing the process towards ascertaining the achievement of desired outcomes. It was developed by Ralph Tyler. It is limited by its inability to account for unintended outcomes.

2.14 Appraisal of Literature Review

The review of the available literature reveals that education is a necessity for human survival and it is a necessary tool for articulating and realizing one's potential.

Education is associated with empowerment, health and development. The available literature reveals that high rate of illiteracy is one of the major challenges faced by the developing nations and the formal system of education alone cannot solve this problem. Hence the need to explore other means like non-formal and informal system of education.

There seems yet to be studies on the objectives of Adult and Non-Formal Education Programme in Oyo State, nor known study on the effectiveness of ANFE programme in Oyo State.

This study is a programme evaluation research using context-input-process-output, since the programme has these four components. The model will enable the researcher to collect data on the component of the programme. The model would give the opportunity of looking at the programme holistically. Since education research is decision driven, there is the necessity to carry out this study to facilitate good decision-making process for the improvement of ANFE programme in Oyo State.

Only a little is known, if any at all, on any study on the effectiveness of ANFE programme in Oyo State and the attainment of its initial objectives, hence the need for this study to fill the following gaps:

- Relative and composite effect of trainees' academic needs, trainers' experience, trainers' qualification, training facilities, training strategy and interaction between trainers and trainees on the achievement of ANFE trainees.
- The relationship between ANFE training and trainees' job performance
- The relationship between ANFE training and trainees' health practices
- The relationship between ANFE training and trainees' standard of living
- The relationship between ANFE training and trainees' active participation in the development of the community.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the procedures employed in carrying out the study. These include: the design, population and sample, sampling technique, instrumentation, data collection and analysis.

3.1 Research design

The study employed a survey design. Since no manipulation was contemplated on the variables of interest; they had already occurred before the commencement of the study. Information was just obtained from the respondents. An evaluation model was used to provide a planned structure of the type of data collected based on the types of questions to be considered. It was conceptualized that the use of a basic model would improve the understanding of the relationship among the components evaluated. The model used is the context, input, process and product (CIPP) model of Stufflebeam (1970).

3.1.1 Evaluation model

The components of CIPP model and their specific features are highlighted below:

3.1.1.1 Context evaluation

The context evaluation examined the needs of the target population, diagnosed current problems, identified opportunities and judged whether the proposed objectives meet the needs.

3.1.1.2 Input evaluation

It involved the inputs/measures introduced for the intervention. It focused on examination of the various input strategies including the design and procedures as well as human, financial and physical resources.

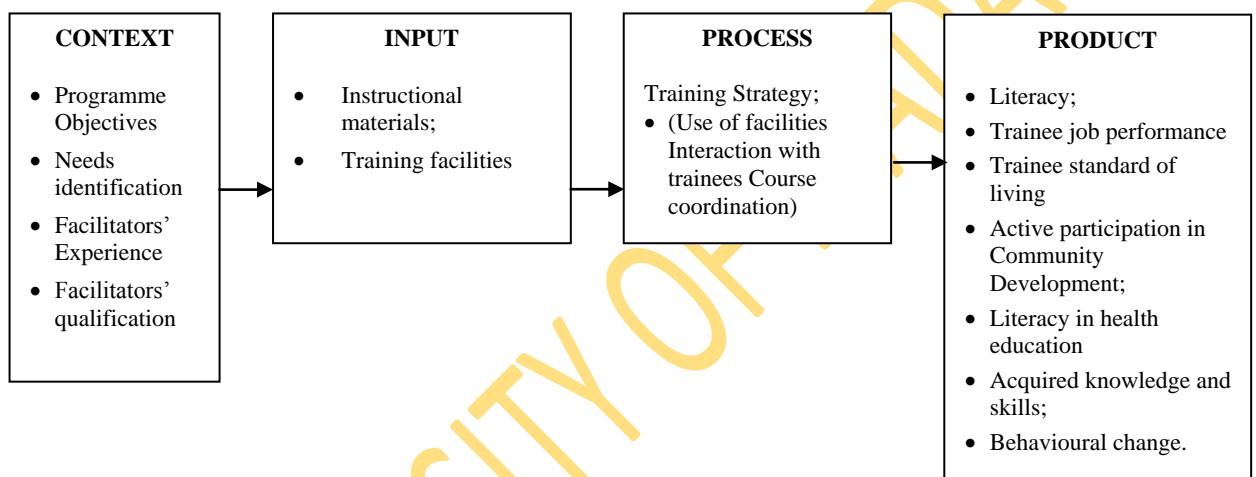
3.1.1.3 Process evaluation

Process evaluation identified the implementation processes and problems providing information for improving implementation or redesigning procedures for achieving the objectives.

3.1.1.4 Product evaluation

It described and appraised the results of the ANFE programme in relation to the objectives/ goals. It measured the value and merit of the final result. In this study, the product is the measurable outcome of the training programme.

Figure 3.1: Adapted CIPP Evaluation Model (Stufflebeam 1970)



3.2 Variables of the study

The independent variables in this study are: Trainees' Academic Needs, Facilitators' Experience and Qualification, Training Facilities, Training Strategy and Facilitator/Trainees' Interaction. The Dependent variables are the trainees achievements in (i) Numeracy, (ii) Communication, (iii) Social Studies and (iv) Health Education.

3.3 Population

The population for the study comprised.

- (i) All Trainees of ANFE programme in Oyo State of Nigeria.
- (ii) ANFE Facilitators: All ANFE staff who directly participated as trainers in all the programmes.

3.4 Sampling procedure and Sample

Multi-stage sampling procedure was adopted. Through random sampling, 10 Local Government Areas were selected from the 33 Local Government Areas in the State, and 30 Training Centres from 100 Training Centres in the State. When it came to the selection of the trainees, stratified proportional sampling was introduced. The Trainees were put into 3 strata (Basic Literacy, Post-Basic Literacy, and Advanced Literacy). The trainees were selected on proportional basis with regards to the total number of trainees undergoing each training type. Table 2 captures this.

Table 3.1: Sampling frame for the Study

Local Governments	Basic	Post Basic	Advance	Teacher
Atisbo	80	16		3
Egbeda	75	14		3
Ibadan North East	75	14		3
Iseyin	100	---		3
Ibarapa East	80	17		3
Irepo	75	15		3
Kajola	68	32		3
Ogbomoso South	80	15	40	3
Ona Ara	77	20		3
Saki West	80	16		3
Total	800	160	40	30

3.5. Instrumentation

Four research instruments were used to collect data.

- (i) **Adult and Non-Formal Education Trainees/Clienteles' Questionnaire (ANFETRAQ)** was used to obtain information from the selected trainees. The questionnaire covers the trainees' needs and experience, facilities available to them for the training; the use of the training; and the specific contribution of the training to trainees' environment and improvement to the trainees' standard of living.

- (ii) **Adult and Non-Formal Education Teachers/Facilitators Questionnaire (ANFETEQ)** sought information on the teachers' qualification and experience, adequacy of training programme, facilities and training coordination.
- (iii) **Classroom Interaction Scale (CIS)** was adopted from the CIS developed in the Institute of Education, University of Ibadan. The observational sheet was used to seek information on instructional strategy and classroom interaction with the trainees.
- (iv) **ANFE Programme Achievement Test (APAT)**. The Instrument (APAT) was adapted from ANFE (2002). The test was divided into three. Basic Literacy, Post Basic Literacy and Advanced Literacy. The three were to test the trainees' achievement in Communication, Numeracy, Social Studies and Health Education. The Basic Literacy test was constructed in the Yoruba language, while the Post-Basic and Advanced Literacy tests were constructed in English Language. The Basic Literacy test comprises a total 40 items from the core subjects (Communication, Numeracy, Social Studies and Health Education). Post Basic and Advanced Literacy tests comprise of 40 items from the core subjects (Communication, Numeracy, Social Studies and Health Education). The instrument assisted in knowing the level of achievement of trainees in relation to Communication (reading and writing), Numeracy, Social Studies and Health Education.

3.5.1 Validation of Instrument

ANFETRAQ - The validation was done by engaging the experts including the researcher's supervisor, in attesting to the contents and construct validity of the instrument. It was pre-tested using trainees in the headquarters who did not form part of the study sample. The estimated reliability coefficient is 0.80 (Cronbach alpha)

ANFETEQ - The validation was done by engaging the experts in attesting to the contents and construct validity of the instrument. It was pre-tested using the teachers at the headquarters. The estimated reliability coefficient is 0.83 (Cronbach alpha).

C. I. S. - The Classroom Interaction Scale was pre-tested by using the classes at the headquarters. Two observers were used to pilot test the scale and this was used to calculate the Scott π to be 0.62, which shows that the level of reliability is high.

APAT - It was validated by using Kuder Richardson formula 20 to establish the internal consistency. The reliability coefficient is 0.75 and the difficulty index (P) is 0.4. The content validity was established by using ANFE Scheme of Work to develop the items across the cognitive domains – knowledge, comprehension application, analysis, synthesis and evaluation stated in (Bloom, et al, 1971). It was pilot tested by using the students at the ANFE headquarters similar but not target sample, as was done for the other instruments.

3.6 Data collection procedure

Ten research assistants were trained on the administration of the instruments. ANFETRAQ was administered on the trainees that fell into the sample. The instrument was stratified into Basic, Post-Basic and Advanced literacy. The same set of trainees that answered ANFETRAQ also answered APAT. The Teachers in the sampled area were made to answer ANFETEQ. The C.I.S. was used to observe the training strategy, the use of facilities and the interaction. Every class where sample was taken was observed with the use of C.I.S. Personal Interviewer method was used where Clienteles have problem in reading the items.

3.7 Data analysis

The data were organised in such a way as to provide answers to the research questions and the hypothesis already stated in chapter one. All statistical analysis was done using the Statistical Package for the Social Sciences (SPSS). Descriptive Statistics, through frequency distribution, charts and percentage was used for research questions 1 and 3, student t test was used to analyse the hypothesis, while Multiple Regression Analysis was used for research question 2.

3.8 Methodological challenge

It was a herculean task getting the trainees to fill the ANFETRAQ and at the same time sit for the achievement test. The researcher and the Local Adult and Non formal Education Officer had to appeal to the trainees before it was possible to get a full class and the cooperation of the trainees on the day for the administration of the instruments.

Some trainees, especially those attending the Advanced Literacy class, were another source of challenge. They questioned why some were selected and others were left out, as well as the benefit of the achievement test. Yet another methodological challenge was that some trainees could not read well and fast. The research assistants had to explain to them and use the interviewer method in collecting the data.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.0 Introduction

In this chapter, the results of the statistical analysis of data obtained from administration of the instruments are presented. The discussions follow the order of the research questions raised in chapter one.

4.1 Research questions and hypothesis results

4.1.0 Research Question 1a

To what extent has the literacy objective of the programme been achieved?

(a) Literacy (Communication, Numeracy, Health Education, Social Studies)

Table 4.1 Extent of Improvement in the 4 Areas of Study

Area of Study	None	a little	A great extent
Communication	24 (2.5%)	68 (7.0%)	876 (90.5%)
Numeracy	24 (2.5%)	164 (16.9%)	772 (79.8%)
Health Education	24 (2.5%)	108 (11.2%)	836 (86.4%)
Social Studies	24 (2.5%)	144 (14.9%)	760 (78.6%)

Table 4.1 reveals that the trainees indicated that the improvement in their Communication, Numeracy, Health Education and Social Studies skills has been to a great extent. Communication Skills, (90.5%); Numeracy, (79.8%); Health Education, (86.4%) and Social Studies (78.6%).

Table 4.2 Trainees' Performance in Communication, Numeracy, Health Education and Social Studies Achievement Tests.

Area of Study	Mean Score	Standard Deviation
Communication	9.68 (96.8%)	0.94
Numeracy	8.27 (82.7%)	1.31
Health Education	9.03 (90.3%)	1.79
Social Studies	8.69 (86.9%)	1.71

Table 4.2 reveals that the participants performed excellently well in the achievement tests on Communication (96.8%); Numeracy (82.7%); Health Education (90.3%); and Social Studies (86.9%).

Research Question 1b

To what extent has the objective of trainees' job performance been achieved?

Table 4.3 Extent of Improvement in Job Performance of ANFE Trainees

Statement	Yes		No	
	N	%	N	%
ANFE programme has affected my job performance as follows:				
(i) Reading things related to my job.	936	96.7	32	3.3
(ii) Discuss with my customers in English Language.	796	82.2	96	9.9
(iii) Add, subtract, multiply and divide easily.	952	98.3	4	0.4
(iv)				
(v) I am more confident at work.	940	97.1	-	0.0

Table 4.3 reveals that 96.7% of the participants could now read things related to their job; 82.2% could discuss with their customers in English Language; 98.3% could perform basic mathematical operations and 97.1% claimed that they are more confident at work.

Research Question 1c

To what extent has the objective: active participation in the development of the trainees' immediate locality, been achieved?

Table 4.4 **Extent of Active Participation of the Trainees in the Development of Their Immediate Locality**

Statement	Yes		No	
	N	%	N	%
ANFE programme has helped me in the active participation in the development of my immediate locality in the following ways:				
(i) I can now mix freely with the community members	968	99.6	4	0.4
(ii) I am now punctual at community meetings.	964	99.6	4	0.4
(iii) I now have the opportunity of being in charge of community or social meeting.	964	99.6	4	0.4
(iv) I can now be the Secretary of community projects	964	99.6	4	0.4

Table 4.4 reveals that participation in the ANFE Programme has enabled all the participants to mix freely with the community members; 99.6% to be punctual at community meetings; 99.6% to have the opportunity of being in charge of community or social meetings; and 99.6% to be open to the opportunity of being elected the secretary of community projects.

Research Question 1d

To what extent has the objective: 'Improvement in Trainees Standard of Living', been achieved?

Table 4.5 **Extent of Improvement in the Standard of Living of the Trainees**

Statement	Yes		No	
	N	%	N	%
ANFE programme has affected my standard of living in the following ways:	652	98.3	162	1.7
(i) My income has increased.				
(ii) Improved welfare (being healthy; contentment).	940	97.1	24	2.5
(iii) My mental attitude to prospect for life has changed.	968	100	-	0.0
(iv) I am now current with necessary information on healthy living conditions	940	97.1	8	0.8

Table 4.5 reveals that the income of 98.3% of the trainees has increased; the well-being of about 97.1% has improved; all the participants claimed that their outlook to life and living have changed and 97.1% of them are now current with necessary information on healthy living conditions.

Research Question 1e

To what extent has the objective: Functional Literacy in health education, been achieved?

Table 4.6 Extent to which ANFE improves knowledge on Health Education of the Participants

Statement	Yes		No	
	N	%	N	%
ANFE programme has contributed to my knowledge on health education as follows:				
(i) I can now prevent the attack of some diseases.	968	100.0	-	0.0
(ii) I now know the causes of some diseases like cholera etc.	964	99.6	4	0.4
(iii) I now practise cleanliness of body and environment.	968	100.0	-	0.0
(iv) I can now take better care of the health of my family.	844	87.2	-	0.0

Table 4.6 reveals that all the participants can now prevent some diseases, like malaria, and typhoid 99.6% claimed to know the causes of some diseases as a result of the training received. All the trainees claimed they now practice cleanliness of body and their environment while 87.2% can now take care of their family wise.

Discussion

Research Question One:

To what extent have the following objectives of the programme been achieved:

- a) Literacy,
- b) Trainees job performance,
- c) Active participation in the development of trainees' immediate locality,
- d) Trainees standard of living,
- e) Functional Literacy in health education?

It was found that the objective of improved literacy was achieved to a great extent. The literacy skills are divided into four, namely; Communication, Numeracy, Social Studies and Health Education. This result supports the view of FRN (2004) that Adult Education offers training that can help individuals improve on their skills and knowledge so that they can contribute effectively to the task of economic development. In addition, it corroborates the view of Ukeje (2000), that ANFE is necessary to complement formal education in mass literacy campaign where fundamental literacy skills of reading writing and rudimentary mathematical computation (3R's) are the first step to achieving the social, political, cultural and human development objectives set out.

It was also discovered that ANFE has improved the job performance of the trainees to a great extent. This supports the findings of Ofuasia (2004), that education is associated with empowerment which enables people do things they could never do before. The empowerment process would lead to increase in knowledge, capacity, self-confidence, self-reliance and, ultimately, the well-being of the participants.

The results showed that ANFE training programme improved the active participation of the trainees in the development of their immediate locality to a great extent. Literacy can be understood as a basic communication skill that enables an individual extend the range of his contact well beyond his immediate environment (UNESCO, 2000). This result confirms the findings of Aderinoye (1997) that there is a high positive correlation between literacy and development.

It was also found that the objectives of improvement in the standard of living and knowledge on health education of the trainees are achieved to a great extent. This finding is a cheering one because it can be expected that the life expectancy of the trainees can increase. This assertion finds root in the work of Pommeli (2007) who found that life expectancy rises by as much as 2 years for every 1 percent increase in literacy. In addition, UNESCO (2007) affirms that an educated adult is better informed on health-related issues, thus contributing to disease prevention and better family health. This better informed individual is also more productive, with the productivity leading to higher income levels and improved quality of life.

Generally, it was found that the following objectives of Adult and Non Formal Education Programme were achieved to a great extent

- (i) Organizing and carrying out of literacy programme which shall include reading, writing, numeracy, moral and civic education for adult illiterates in the state. The trainees performed well in the achievement test in Communication Numeracy and Social Studies.
- (ii) Developing in the adults, attitudes and commitments towards active participation in the transformation of their immediate locality and the nation at large. The trainees attested to the fact that their active participation in the development of their immediate locality has improved to a great extent.
- (iii) Developing in the adults the ability to use skills acquired to enhance their knowledge and understanding of their social and physical environment in order to improve their standard of living. The trainees responded that the training has improved their standard of living.
- (iv) Promoting or undertaking any other activities related to functional literacy in health education. The performance of the trainees in the achievement test on health education was high.

Achieving these objectives is an indication that what people can gain from formal type of education can also be achieved through Adult and Non Formal Education programme. Since education is a necessity for human survival. (Osuji 2007), it is important and necessary not for the individual alone, but also for the immediate family, community and the nation, at large.

With this importance, everybody should be able to benefit. Unfortunately, everybody cannot undertake the formal system of education which is selective. It is, therefore, necessary to adopt Adult and Non Formal Education programme in order to benefit from the importance of education. This confirms the assertion of Osuji (2007) that ANFE in its complementary and supplementary roles in education affords citizens of a country opportunity for attainment of self-fulfillment. This result also confirms the view of Tight (1996), that ANFE is a lifelong learning which has to do with the extension of education and learning throughout life, and about acknowledging the

importance of education, learning and training which take place outside formal system. Lastly, this result shows that ANFE appears to be on the right path towards the reduction of illiteracy among the citizens.

4.2 Research Question 2ai

What are the composite contributions of trainees' academic needs, trainers' experience and qualification, training facilities and training strategy to achievement in communication?

Table 4.7: Summary of Multiple Regression Analysis Showing Composite Effects of Independent Variables on Communication

Model	Sum of Square	df	Mean Square	F	P Sig	Remark
Regression	111.870	5	22.374			
Residual	570.714	774	0.737	30.344	0.000	Sig
Total	682.585	779				

R = 0.405
R² = 0.164
Adjusted R² = 0.158

*Significant at P < 0.05

Table 4.7 reveals that there is a relationship between the 5 independent variables (Trainees' academic need, trainers' experience and qualification, facilities and training strategy) and the achievement score in communication of the trainees (R. = 0.405). It also reveals that 15.8% of the total variance in the communication achievement score of the trainees is accounted for by these 5 independent variables (Adjusted R² = 0.158). This composite effect is shown to be significant.

$$(F_{(5, 774)} = 30.344; P < 0.05)$$

Research Question 2bi

What are the relative contributions of trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training strategy to the trainees' achievement in communication?

Table 4.8: Summary of Multiple Regression Analysis Showing Relative Effects of Independent Variables on Communication Achievement

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Stand Error	Beta		
Constant	3.012	1.068		2.820	0.005
Trainee needs	1.257E-02	0.048	0.012	0.264	0.792
Trainers experience	1.587E-02	0.005	0.106	3.058	.002
Trainers qualification	1.008E-02	0.032	0.011	0.316	.752
Training facilities	0.471	0.146	0.146	3.231	.001
Training strategy	0.877	0.078	0.371	11.185	.000

*Significant at $P < 0.05$

Table 4.8 shows that Training' Strategy has the highest significant contribution to the communication achievement of the trainees ($B = 0.371$; $t = 11.185$; $P < 0.05$); followed by training facilities ($B = 0.146$; $t = 3.231$; $P < 0.05$) and then the trainers' experience ($B = 0.106$; $t = 3.058$; $P < 0.05$). Other variables, like trainees' needs ($B = 0.012$; $t = 0.264$; $P > 0.05$) and trainers' qualification ($B = 0.011$; $t = 0.316$; $P > 0.05$) have no significant contribution to the achievement score in communication.

Research Question 2aii

What is the composite contribution of trainees' academic needs, trainers' experience and qualification, training facilities and training strategy to achievement in Numeracy?

Table 4.9: Summary of Multiple Regression Analysis Showing Composite Effects of Independent Variables on Numeracy Achievement

Model	Sum of Square	df	Mean Square	F	Sig. P	Remark
Regression	98.721	5	19.744			
Residual	1245.812	774	1.610	12.267	0.000	Sig
Total	1344.533	779				

R = 0.271
R² = 0.073
Adjusted R² = 0.067

*Significant at P < 0.05

Table 4.9 reveals that there is a relationship between the 5 independent variables and the trainees achievement in Numeracy (R = 0.271). It is shown that (6.7%) of the total achievement in Numeracy is accounted for by the five independent variables. As small as this contribution looks, it is significant.

$$(F_{(5, 774)} = 12.267; P < 0.05)$$

Research Question 2bii

What are the relative contributions of trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training strategy to the trainees' achievement in Numeracy?

Table 4.10: Summary of Multiple Regression Analysis showing relative effects of Independent Variables on Numeracy achievement

Model	Unstandardized Coefficient		Standardized coefficient	T	Sig
	B	Stand Error	Beta		
Constant	0.957	1.578		.606	0.544
Trainee needs	0.140	0.070	0.096	1.996	.046
Trainers experience	-1.74E-02	0.008	-0.083	-2.265	.024
Trainers qualification	0.186	0.047	.146	3.944	.000
Training facilities	0.365	0.215	.080	1.692	.091
Training strategy	0.402	0.116	.121	3.466	.001

*Significant at $P < 0.05$

Table 4.10 reveals that trainer's qualification has the highest and significant contribution on numeracy achievement ($\beta = 0.146$; $t = 3.944$; $P < 0.05$) followed by teachers strategy ($\beta = 0.121$; $t = 3.466$; $P < 0.05$); followed by trainees' need ($\beta = 0.096$; $t = 1.996$; $P < 0.05$): followed by trainers' experience ($\beta = 0.083$; $t = -2.265$; $P < 0.05$). However, training facilities has no significant contribution to numerical achievement ($\beta = 0.080$; $t = 1.692$; $P > 0.05$).

Research Question 2aⁱⁱⁱ

What is the composite contribution of trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training strategy to the trainee achievement in Social Studies?

Table 4.11: Summary of Multiple Regression Analysis Showing Composite Effects of Independent Variables on the Trainees' Social Studies Achievement

Model	Sum of Square	df	Mean Square	F	Sig.	Remark
Regression	69.272	5	13.854			
Residual	2218.399	774	2.866	4.834	0.000	Significant
Total	2287.672	779				

R = 0.174
R² = 0.030
Adjusted R² = 0.024

*Significant at P < 0.05

Table 4.11 shows that there is a relationship between the independent variables and the trainees achievement in Social Studies (R = 0.174). The five variables accounted for just 2.4% of the total variance in the trainees' achievement in Social Studies (Adjusted R² = 0.024). As low as this composite effect is, it is statistically significant.

$$(F_{(5, 774)} = 4.834; P < 0.05)$$

Research Question 2biii

What are the relative contributions of the independent variables to the trainees' achievement in Social Studies?

Table 4.12: Summary of Multiple Regression Analysis showing relative effects of Independent Variables on the Trainees Achievement in Social Studies

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig
	B	Stand Error	Beta		
Constant	1.831	2.106		.870	.385
Trainee needs	-5.67E-02	.094	-0.030	-.605	.545
Trainers experience	1461E-02	.010	.053	1.428	.154
Trainers qualification	-0.119	.063	-.072	-1.899	.058
Training facilities	-0.732	.288	.124		.011
Training strategy	0.461	.155	.107	2.544	.003
				2.981	

*Significant at $P < 0.05$

Table 4.12. reveals that training facilities have the highest significant contribution ($\beta = 0.124$; $t = 2.544$; $P < 0.05$); followed by trainer's strategy ($\beta = 0.107$; $t = 2.981$; $P < 0.05$). Others, that is trainers' need ($\beta = 0.030$; $t = 0.605$; $P > 0.05$); trainers' experience ($\beta = 0.053$; $t = 1.428$; $P > 0.05$) and trainers' qualification ($\beta = -0.072$; $t = -1.899$; $P > 0.05$), have no significant contribution to the achievement score in Social Studies.

Research Question 2aiv

What is the composite contribution of the independent variables to the trainees' achievement in Health Education?

Table 4.13: Summary of Multiple Regression Analysis showing Composite Effects of Independent Variables on the Trainees' Achievement in Health Education.

Model	Sum of Square	df	Mean Square	F	Sig.	Remark
Regression	137.240	5	27.448			
Residual	2370.247	774	3.062	8.963	0.000	Significant
Total	2507.487	779				

R = 0.234
R² = 0.055
Adjusted R² = 0.049

*Significant at P < 0.05

The table above shows that the 5 independent variables have a relationship with the trainees' achievement in Health Education (R = 0.234). The independent variables accounted for (4.9%) of the total variance in the participants' achievement score in Health Education (Adjusted R² = 0.049). This composite contribution of all the independent variables is shown to be statistically significant to the trainees' achievement score in Health Education.

$$(F_{(5, 774)} = 8.963; P < 0.05)$$

Research Question 2biv

What are the relative contributions of the independent variables to the trainees' achievement score in Health Education?

Table 4.14: Summary of Multiple Regression Analysis showing relative Contributions of the Independent Variables to the Achievement Score in Health Education.

Model	Unstandardized Coefficient		Standardized coefficient	T	Sig
	B	Stand Error	Beta		
Constant	1.057	2.177		.486	.627
Trainee needs	-0.131	.097	-0.065	-1.348	.178
Trainers experience	-2.27E-02	.011	-0.79	-2.146	.032
Trainers qualification	-0.188	.065	-0.108	-2.901	.004
Training facilities	1.234	.297	0.199	4.152	.000
Training strategy	0.609	.160	-0.134	-3.808	.000

*Significant at $P < 0.05$

Table 4.14 shows that training facilities has the highest significant effects on trainees' achievement score in Health Education ($\beta = 0.199$; $t = 4.152$; $P < 0.05$) followed by Trainers' strategy ($\beta = -0.134$; $t = -3.808$; $P < 0.05$), followed by trainers' qualification ($\beta = -0.108$; $t = -2.901$; $P < 0.05$), and then trainers' experience ($\beta = -0.079$; $t = -2.146$; $P < 0.05$). Only trainees' needs have no significant relative effect ($\beta = -0.065$; $t = -1.348$; $P > 0.05$).

Discussion of Research Question Two

What are (a) composite contributions and (b) relative contributions of trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training strategy to ANFE trainees' achievement in (i) Communication (ii) Numeracy (iii) Social Studies (iv) Health Education?

(A) Composite contributions

It was found that the five independent variables (Trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training strategies) compositely contributed significantly to the achievement of the trainees in Communication: $R = 0.405$ Adjusted $R^2 = 0.158$, meaning that 15.8% of the total variance in the achievement score in Communication could be accounted for by the independent variables.

The composite significant effect of these independent variables (Trainees' academic needs, Trainers' experience, Trainers' qualification, Training facilities and Training strategies) on trainees' achievement scores confirms the findings of FME (2005) that some factors, which include these 5 independent variables, account for learning outcome. The accounting factors are more than the 5 considered in this work; others include class size (Mosetller, 1995), frequent assessment and feedback (Haller, 1993). Examining the composite effects correlation coefficient and the variance accounted for by these independent variables in the achievement scores r (0.174 – 0.405); r^2 (0.024 – 0.158), the composite effect is statistically significant but the figures appeared to be low, indicating that other factors, apart from these 5 independent variables, accounted for the total variance in the trainees' achievement scores.

This result confirms UNICEF's (2006) claim, that identifying the factors contributing to the learning outcome is not easy and it has been tackled in many different ways. However, the relationship is strongly conditioned by the resources available to schools, by their curriculum objectives and by the teaching practices followed. All these five independent variables could be categorized into school resources, curriculum objectives and teaching practices. It also corroborates Schemes' (1992) finding, that positive relationship exist between trainees' need, trainers' qualification,

trainers' experience, teaching strategies and training facilities and learning outcome/achievement. These studies, Schemer (1992), Mosettler, (1995), Haller (1993) and UNICEF (2006) show that significant relationships exist between the learning outcome and the following variables: school expenditure, teacher education, school facilities, when cognitive achievements are measured by standardized test.

The adjusted coefficient of determination (r^2) that is low suggests that it is not easy to identify the contributing factors to the learning outcome, while r that is positive also confirms that positive relationship exists, which means, trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training/strategy influence the learning outcome.

(B) Relative contributions

COMMUNICATION: The relative contributions of the variables: trainees' academic needs; trainer's experience; trainers' qualification; training facilities and training strategies, to ANFE trainees' achievement in communication show that trainees' academic needs and trainers' qualification have no significant effect on the achievement in communication. The trainees' academic needs are: ability to speak in English, ability to read and write in Yoruba and English, and knowledge on Health Education, Social Studies and Numeracy. These needs have no significant effect on the achievement in communication. However, training strategy, training facilities and trainers' experience contribute significantly to the achievement in communication. The most significant factor is the training strategy, followed by facilities and, lastly, trainers' experience. It means appropriate training strategies; adequate facilities and experienced teachers are needed to improve the learning outcome in communication.

NUMERACY: The result shows that training facilities did not contribute significantly to the achievement scores in Numeracy. Trainers' qualification, training strategy, trainees' needs and trainers' experience contributed significantly to Numeracy achievement. It implies that an improvement in Numeracy achievement would require qualified teachers, appropriate training strategies, experienced teacher. If these are put in place, then the trainees would have interest in Numeracy. If a trainee is interested in a subject, he will like to know the subject. Trainees would like to know addition, subtraction, division, and multiplication of money, for example, because it is needed in their day-to-day activities.

SOCIAL STUDIES: Out of all the five contributing factors to the learning outcome, only 2 factors have significant contribution effects on the achievement in Social Studies. The 2 factors are training facilities and training strategies. It means adequate facilities and appropriate training strategies must be put in place for an improved achievement in Social Studies. Trainees' needs, trainers' qualification and experience did not contribute significantly to the achievement in Social Studies.

HEALTH EDUCATION: The trainees' academic needs which include ability to read and write, ability to speak in English and knowledge of Health Education, Social Studies and Numeracy, have no significant effect on the achievement in Health Education. However, the remaining 4 factors have significant effect on the achievement in health education with training facilities leading, followed by training strategies, trainers' qualification and trainers' experience. This result indicate that for an improvement in health education achievement, there should be adequate training facilities, appropriate training strategies, and qualified and experienced trainers.

When the achievement scores in Communication, Numeracy, Social Studies and Health Education were added together and the effect of the factors were measured on the total achievement score, only training facilities and training strategies contributed significantly to the trainees' achievement in all the courses. Trainees' need, teachers' qualification and experience did not contribute significantly to the trainees' achievement in all the courses. Considering the significance of the training strategy over teachers' qualification and experience, it can be asserted that a qualified and experienced teacher would know the appropriate teaching strategies to use to enhance learning outcome. This shows the importance of strategies in learning outcome. If appropriate teaching strategies and adequate facilities are applied, the learning outcome of trainees would be improved.

The findings of this study have come to affirm the known fact that ANFE learning is voluntary and intentional. It is a learning that tends to resist a learning process which is not congruent with a self-concept that enables the trainees see themselves as autonomous individuals, or which does not correspond to the trainees' needs and

interest. The just stated affirmation which the findings of this study further bring to the fore is corroborated by the findings of Schemes (2005). Bhola (2004) also asserts that ANFE training is learner-centred and focuses on direct application; it is life-centred, it is learning by doing, by application and experience, and by acquiring knowledge and competence.

In conclusion, this study, which examined the relative contribution of factors to learning outcome, has revealed the importance of training strategies and training facilities. However, all the five factors are significant when considering the contributing factors to learning outcome.

4.3 Research Question 3a

\What are the constraints to the application of knowledge and skills acquired by the trainees?

Table 4.15: Trainees' Constraints to the Application of Knowledge and Skills Acquired.

Constraints	N	%	Rank
(i) Inability to write fast	176	18.2	2 nd
(ii) Inability to read fluently	216	22.3	1 st
(iii) No constraints	576	59.5	-
Total	968	100.0	

Table 4.15 shows that 22.3% of the respondents have the problem inability to read fluently, while 18.2% have the problem of inability to write well and fast. The percentage of those that have no constraint to the application of knowledge and skills is 59.5%.

Research Question 3b

What are the factors that would contribute to the improvement of the ANFE programme?

Table 4.16: Factors That Would Contribute to the Improvement of the ANFE Programme

Factors	N	%	Rank
1. Provision of necessary facilities	396	40.9	1 st
2. Government support and Incentives	168	17.4	2 nd
3. Introduction of Vocation Skills	124	12.8	3 rd
4. Increase in Teachers' Salary	20	2.1	4 th

It could be observed from Table 4.16, that 40.9% of the respondents indicated that the provision of necessary facilities is a factor that would contribute to the improvement of ANFE. The percentage of the respondents that asked for government support and incentive is 17.4%. The percentage of the respondents that wanted vocational skills to be introduced is 12.8%, while 2.1% asked for increase in the teachers' salary. Out of all the factors listed, facilities came first, government support second, vocational skills came third, while increase in teacher's salary came last.

Discussion of Research Question 3

What are the constraints to the application of knowledge and skills acquired by the trainees?

It was found that the major constraint to the application of knowledge and skills acquired by the trainees is inability to read fluently. This constraint was admitted by 22.3% of the respondents, while 18.3% admitted that their constraint was inability to write well and fast. These two constraints (inability to read and write well) fall under communication. Most of the respondents (59.5%) admitted that they have no constraints to the application of knowledge and skills acquired. In order to solve the problem of those having constraints, factors affecting learning outcome in communication need to be examined and proper enhancement put in place for improved learning outcome in communication.

This study shows that the following were the factors that would contribute to the improvement of the ANFE programme:

- (i) Provision of necessary training facilities,
- (ii) Government support and incentives to the programme,
- (iii) Introduction of vocational skills, and
- (iv) Increase in teachers' salary.

The listed enabling factors confirm the findings of FME (2005), that adequate funding, enriched curricula, adequate infrastructural facilities, textbooks and other instructional materials and taking care of teachers are important if the objectives of the UBE are to be achieved. In addition, the result shows that training facilities are one of the factors that would contribute to the improvement of the ANFE programme. It is also in agreement with the fact realized from this study that training facilities is much more important as a factor contributing to the learning outcome of ANFE. Since ANFE learning is learner-centred, and focusing on direct application, as asserted by Bhola (2004), adequate facilities are needed for proper understanding. The result is also in agreement with a study conducted by UNICEF (2006) that the levels of cognitive achievement in Kenya are significantly improved by provision of textbooks and other materials.

One of the factors that would contribute to the improvement of the ANFE programme is government support and incentives to the programme. This also confirms FMEs (2005) view, that adequate funding is necessary in achieving the set objectives for educational programme. If the programme is well funded, adequate facilities will be provided, adequate allowances will be paid to the trainers; and if trainers are well catered for or motivated, they will perform excellently well. This will be in line with the fact that teacher factor is an important factor that influences learning. And all these emanated from adequate funding.

Lastly, the introduction of vocational skills is another factor that would contribute to the improvement of the programme. This is because ANFE learning is active learning. It is to acquire more knowledge and competence. ANFE trainings focus on direct application. So if vocational skills are introduced to their training, the trainees would

develop more interest because of new knowledge and skills to be gained, in addition to literacy. All the factors are important and should be looked into in order to improve the learning outcome of ANFE trainees. These factors that were revealed by this survey are in agreement with the factors considered to be influencing the ANFE learning outcome.

4.4: Testing the null hypothesis

Hypothesis: There is no significant difference between the achievement of ANFE Advanced Literacy Trainees and Primary Six Pupils in (a) Communication (b) Numeracy (c) Social Studies and (d) Health Education.

Table 4.17: Summary of t-test showing the difference between the achievement scores of ANFE advanced trainees and primary six pupils.

Variables	N	Mean	Std dev	t	df	Sig (p)	Remark
COMMUNICATION							
Primary Six	40	9.3	1.25				
ANFE	40	8.8	1.87	0.702	78	0.492	Not significant
NUMERACY							
Primary Six	40	8.50	1.58				
ANFE	40	5.60	1.35	4.411	78	0.000	Significant
SOCIAL STUDIES							
Primary six	40	7.0	1.7				
ANFE	40	8.3	1.9	-1.618	78	0.123	Not Significant
HEALTH EDUCATION							
Primary Six	40	8.6	1.84				
ANFE	40	8	2.26	0.651	78	0.523	Not Significant

Table 4.17 reveals that the performance of primary six pupils in Numeracy is significantly higher ($\mu = 8.50$) than that of ANFE ($\mu = 5.60$) ($t = 4.411$; $df = 78$; $P < 0.05$). In other areas of training, there is no significant difference between the achievement scores of ANFE advanced literacy trainees and formal Education

primary six pupils. Communication ($t = 0.702$; $df = 78$; $P > 0.05$); Social Studies ($t = -1.618$; $df = 78$; $P > 0.05$) and Health Education ($t = 0.651$; $df = 78$; $P > 0.05$).

Discussion of the Hypothesis:

The hypothesis states that: There is no significant difference between the achievement of ANFE advanced literacy trainees and primary six pupils in (a) Communication (b) Numeracy (c) Social Studies and Health Education.

The result shows that there is no significant difference between the achievement of ANFE trainees (advanced training) and primary six pupils in Communication, Social Studies and Health Education. It means the performance of ANFE trainees and primary six pupils are the same in Communication, Social Studies and Health Education. This result confirms the objective of ANFE that advanced literacy is equivalent with primary six. It also corroborates the view of Tight (1996), that ANFE, in its complementary and supplementary roles in education, affords citizens of a country opportunity for attainment of self-fulfillment. With the equivalence of ANFE advanced literacy to primary six, advanced literacy may be used as a stepping-stone for secondary education.

However, this was not true in the case of Numeracy, as shown by this study. The performance of primary six pupils was significantly different from their ANFE counterparts. Primary six pupils performed better than their ANFE counterparts in Numeracy achievement test. The significant difference in Numeracy achievement of ANFE and primary six could be traced to some factors that need to be established. It could be traced to the effect of some factors that influence learning outcome, as analyzed in this study. The factors include trainees' need, teachers' qualification, teachers' experience, training facilities and training strategies. The result of the relative contribution of the factors to learning outcome in Numeracy shows that training facilities have no significant contribution to Numeracy learning outcome of ANFE, while trainees' needs, teachers' qualification, teachers' experience and teaching strategies contributed significantly to the learning outcome in Numeracy of ANFE. We could have established the effect of this, if we had found the effect of these factors on primary six learning outcome. However, the non-significance of training facilities to Numeracy learning outcome was contrary to the fact that, in all

the courses, it was revealed that training facilities and teaching strategies were more important contributing factors to the learning outcome.

The non-significance of training facilities as a contributing factor to the learning outcome in Numeracy of ANFE in this study also contradicts a study conducted by UNICEF (2006) in Kenya, which claims that the level of cognitive achievement are significantly improved by provision of textbooks and other materials. This implies that the cognitive achievement will be low without adequate provision of facilities.

In conclusion, the significant difference between the Numeracy performance of primary six pupils and ANFE advanced literacy trainees needs to be investigated. Factors affecting learning outcome should be looked into and necessary adjustments made. However, the non-significant difference in the performance of ANFE and primary six in Communication, Social Studies and Health Education confirms the objective of ANFE that advanced literacy is equivalent with primary six.

CHAPTER FIVE

SUMMARY OF FINDINGS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of findings, educational implications, and recommendations, are presented. Also included are the limitations of the study and suggestions for further study.

5.2 Summary of Findings

The study evaluated Adult and Non Formal Education Programme in Oyo State and obtained these results.

- (i) ANFE improved the literacy skills of the trainees to a great extent.
- (ii) The programme achieved its objective of training the participants to be actively participating in the development of their immediate locality to a great extent.
- (iii) ANFE programme has improved the job performance of the trainees to a great extent.
- (iv) The standard of living of the trainees has been improved to a great extent.
- (v) ANFE achieved its objective of improving the knowledge of the trainees on health education.
- (vi) There is a composite contribution of trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training strategy to the academic achievement of the trainees in Communication, Numeracy, Social Studies and Health Education.
- (vii) The relative effect of trainees' academic needs, trainers' experience, trainers' qualification, training facilities and training strategies to the trainees' achievements in Communication, Numeracy, Social Studies and Health Education are also considered, as summarized below:

Communication: Trainees needs and trainers' qualification have no significant effect on the achievement of the trainees,

while the remaining factors have significant effect on the achievement score.

Numeracy: Only the factor of training facilities has no significant effect on the Numeracy achievement; other factors such as trainers' need, trainers' qualification, experience and training strategy, have significant effect on the achievement in Numeracy.

Social Studies: Only training strategies and training facilities have significant effect on the Social Studies achievement; other factors (trainers' qualification, trainers' experience and trainees' needs) have no significant effect on the achievement.

Health Education: All the other factors, except the trainees' academic need, have significant effect, on the achievement in Health Education.

(viii) The contributory factors to the improvement of the ANFE programme are provision of necessary facilities, government support and incentives and introduction of vocational skills.

(ix) There was no significant difference between the achievement of ANFE advanced literacy trainees and primary six pupils in Communication, Social Studies and Health Education

(x) The achievement of primary six pupils is significantly higher than that of ANFE advanced literacy trainees in Numeracy and the difference is statistically significant.

5.3 Implications of the findings

Findings from this study have revealed that Adult and Non formal Education Programme plays complementary and supplementary roles in educating the citizens for attainments of self-fulfillment. The result of the survey has exposed ANFE as a meaningful plan towards eradication of illiteracy and successful campaign towards Mass Literacy and Education for All. It is worth noting, based on the findings, that, if trainees' performance will be improved in all the areas of study, training strategies and training facilities should be looked into and planned with the curriculum.

The findings have implications for ANFE Numeracy teachers; they should work on the curriculum and strategize on ways to enhance better achievement in Numeracy.

Since the study discovered that there was no provision for vocational skills for the trainees, those in charge of ANFE programme in Oyo State should realize that vocational skills are part of ANFE activities and trainees are interested in it. To this end, vocational training should be made part of the ANFE curriculum.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:

- Since the programme is a meaningful plan towards the eradication of illiteracy among the citizens, all forms of ANFE programmes, such as Women Adult Education Programme, and Nomadic Education Programme, should be well funded by Government, Quasi-Government and Non-Governmental Organisations and people should also be encouraged to attend these programmes.
- The study reveals that the training strategy was an important contributory factor to the programme's learning outcome. So workshops and seminars on training strategies should be organized for ANFE teachers. Through this, they will be exposed to various enhancement strategies that will lead to meaningful achievement by trainees in their areas of study.
- Since the study has revealed that there was no provision for vocational training, vocational skills should be introduced in all the local governments. The trainees should be given the opportunity of combining literacy with vocational training.

- ANFE programme teachers should be encouraged and given adequate allowance to get the best from them.

5.5 Limitation of the study

The major limitation of this study is that the trainees were not evaluated before joining the programme. Knowing the literacy status before joining would have assisted in evaluating the impact of the programme.

5.6 Suggestions for further study

It is hereby suggested that a similar evaluation study should be conducted at interval for similar ANFE programme, like Nomadic Education Programme and Women Adult Education Programme. It is suggested that impact evaluation of the programme should be carried out in the State. Also, this study should be replicated in other States of the country to make conclusions more valid and for better educational planning.

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APPENDIX I

**INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN
ANFE TRAINEE/CLIENTELES QUESTIONNAIRE (ANFETRAQ)**

Dear Respondents,

This study seeks to evaluate Adult and Non-Formal Education Programme in Oyo State. The information supplied will be used for research purposes only.

Your objective response to the items in the questionnaire shall be appreciated. Every piece of information provided by you will be kept strictly confidential.

Thank you.

Please fill in the space provided

A. PERSONAL DATA

1. Name.....
2. Date of Birth.....
3. Gender: Male:..... Female.....
4. Marital Status: Married:.....Single.....Widow.....Widower.....
5. Permanent Address:.....
6. What is your occupation?.....
7. What is the address of your place of work?.....
8. Which type of ANFE training are you undergoing/have undergone?.....
.....
.....
.....
.....
.....

B. TRAINING NEED

What are the reasons that led you to enroll at ANFE for training?

1. Please tick () as appropriate in the column provided

- i. I want to be able to read in the Yoruba language
- ii. I want to be able to write in the Yoruba language
- iii. I want to be able to read in the English language
- iv. I want to be able to write in the English language
- v. I want to be able to calculate correctly
- vi. I want to know more about on personal hygiene
- vii. I need training on Social Studies
- viii. I need vocational training (Tailoring, Dying etc.)
- ix. I want to be able to append my signature
- x. I want to be able to speak English well

YES	NO

2. Please tick () as appropriate in the columns provided

- i. Considering your needs before joining ANFE, Are you satisfied after receiving the training?
- ii. Do you always have a teacher whenever you go for training
- iii. Do you like the methods being used by your teacher?
- iv. Does your teacher demonstrate with materials when training?
- v. Does your teacher consider your level of understanding when training the class?

YES	NO

3. How would you rate your overall training experience with ANFE?

Very Poor	Poor	Fair	Good	Very Good

4. To what extent did your level of knowledge increase in the following areas during your training with ANFE?

	None	a little	a great deal
Communication			
Numeracy			
Health Education			
Social Studies			

5. Do you think the ANFE training you attended needs modification?

Yes No

6. If Yes in (5), please suggest any change(s) you think would strengthen ANFE training

.....

.....

.....

C. USE OF TRAINING

1. How would you rate the overall usefulness of knowledge gained at ANFE training programme in your day-to-day activities?

Not useful

Useful

2. Which of these knowledge gained at ANFE have you found useful at work and to your life in general?

Reading	Writing	Numeracy	Others (Specify)

3. Please tick (✓) as appropriate in the column provided:

Usefulness of knowledge and skills acquired during ANFE training

- A. ANFE programme has improved my job performance as follows:

I can now

- i. read things related to my job
- ii. discuss with my customers in English
- iii. add, subtract, multiply and divide easily
- iv. I am more confident at work

Yes	No

- B. ANFE programme has improved my standard of living in the following ways:

- i. My income has increased
- ii. My well-being has improved well
- iii. My outlook to life and living has changed
- v. I am now current with necessary information

Yes	No

- C. ANFE programme has improved my knowledge on health education as follows:

- i. I can now prevent some diseases, like Malaria, Typhoid, etc.
- ii. I now know the causes of some diseases, like Cholera, Dysentery, AIDS
- iii. I now practice cleanliness of body and environment
- iv. I now know how to take care of my family

Yes	No

D. ANFE programme has helped me in active participation in the development of my immediate locality in the following ways:

- i. I can now mix freely with the community members
- ii. I am now punctual at meetings
- iii. I now have the opportunity of being in charge of community/social meeting
- iv. I can now be the secretary of community/social meetings

Yes	No

4. In your day-to-day activities, did you encounter any problem in using the knowledge acquired from ANFE. If Yes, please list them

.....

.....

5. Please, provide any additional information that you think will assist ANFE to improve its programme

.....

.....

UNIVERSITY OF IBADAN

INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN

IBEERE LỌWỌ AWỌN AKEKỌ AGBA

Eyin Eeyan mi,

Eeto iwadi yi wa lati se Ayewo si Eko Agba ni Ipinle Oyo. Idahun ti e ba fun wa yoo wa fun iwadi nikan.

Ao dupe ti e ba lee dahun daadaa. Ao si pa asiri idahun yin mo.

A dupe o.

Dahun awon ibeere yi

A. IMO NIPA ENIKOOKAN

1. Oruko
2. Ojo Ibi
3. Okunrin: Obinrin
4. Mo gbeyawo/loko..... Apon..... Opo Okunrin/Obinrin
5. Apejuwe ibi ti o ngbe:
6. Ise wo ni o n se?.....
7. Apejuwe ibi ise.....
8. Iru eko agba wo ni e n se?.....

B. EKO TI E NILO

Kini o sun e de ibi idanileko ANFE?

1. Fa ila si iho ti o ba ye
 - i. Mo fe ki n le ka ede Yoruba
 - ii. Mo fe kin le ko ede Yoruba
 - iii. Mo fe ki n le ka ede Oyinbo
 - iv. Mo fe ki n le ko ede Oyinbo
 - v. Mo fe ki n le ma se isiro
 - vi. Mo fe ki n ni eko imototo
 - vii. Mo fe ki n ni eko gbigbe po
 - viii. Mo fe ki n ni eko ise owo
 - ix. Mo fe ma fi owo (sign) si iwe
 - x. Mo fe ma so ede Oyinbo daadaa

Beeni	Beeko

2. Fa ila si iho ti o fi ero re han

- i. Ti oba ro idi ti o fi wa fun idanileko yi, nje o ni itelorun bi lehin eko yi?
- ii. Nje Oluko ma nwa ni gbogbo igba eko?
- iii. Nje Oluko ma nfi nkan se apejuwe bi?
- iv. Nje o te o lorun ona ti won ngba nko yin?
- v. Nje Oluko ma nro ipo ti o wa ki o to tesiwaju bi?

Beeni	Beeko

3. Bawo ni o se ri eko agba yi si?

Ko dara rara	Ko dara	Ose die	O dara	O dara gan-an ni

4. Bawo ni o se ro pe o jere si nipa imo ninu eko agba yi?

- Agboye
- Isiro
- Imototo
- Ibagbepo

Rara	Die	O poo

5. Nje o lero pe o ye ki won o tun Eko Agba yi se?

Beeni Beeko

6. Ti o ba je beeni (5), so awon atunse ti o le e mu u dara si

.....

.....

.....

C. ILO EKO

1. Bawo ni iwulo ni igbesi aye re eko ati imo ti o ni?

Ko wulo

--

O wulo

--

2. Imo ati eko wo ni o wulo ?

Iwe kika	Iwe kiko	Isiro	Iyoku

3. Fa ila (✓) si iho ti o b aero re mu

Iwulo imo ati eko nibi eko agba

A. Eto ikoni ANFE yi ti ran ise mi lowo bayi

- i. Mo le e ka iwe nipa ise mi nisisinyi
- ii. Mo le e ba alabara soro ni ede Oyinbo
- iii. Mo le e se isiro bayi
- iv. Okan mi bale ni ibi ise mi

Beeni	Beeko

B. Igbesi aye mi ti dara sii bayii

- i. Owo ti nwole fun mi ti lo soke
- ii. Oju ti mo fi nwo igbesi aye ti yato
- iii. Igbesi aye mi ti dara si
- iv. Mo ti mo nkan ti on lo nisisiyi

Beeni	Beeko

C. Eto ANFE yi gbe mi soke nipa eko ilera

- i. Lehin eko yi mo mo bi a se nden awon aarun kan, bi iba
- ii. Mo mo bi a se nse imototo ebi bayi
- iii. Gbogbo ohun to jemo eto ilera ni mo mo bayi
- iv. Mo ti le se eto imototo ara mi bayi

Beeni	Beeko

- v. Mo mo ohun tio nfa awon arun kan, bi omi ti kodara

D. Eto eko yi ti je ki n ma lowo si idagbasoke adugbo:

- i. Mo ti ni ibasepo irorun pelu ara adugbo
- ii. Mo n tete de gbogbo ipade bayi
- iii. Emi naa ti n dari ipade adugbo bayi
- iv. Mo ti di akowe ipade adugbo bayi

Beeni	Beeko

4. Nje o ni oke isoro kankan lati lo imo ati eko ti o gba nibi idanileko yi ni ibi ise tabi ni ibikibi

.....

.....

.....

5. So fun wa ni soki nkan ti o ro pe yo ran eto eko yi lowo lati dara si

.....

.....

.....

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APPENDIX II

INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN ANFE TEACHERS/FACILITATORS QUESTIONNAIRE (ANFETEQ)

Dear Respondents

This study seeks to evaluate Adult and Non-Formal Education Programme in Oyo State. The information supplied will be used for research purposes only.

Your objective response to the items in the questionnaire shall be appreciated. Every piece of information provided by you will be kept strictly confidential.

Thank you.

Please fill in the space provided

1. The name of town/village where you are teaching
2. Gender: Male.....
Female.....
3. Profession
4. Qualification (circle) TC II, NCE, OND, B.Ed., B.A/B.Sc., M.Ed. others specify).....
5. How many years of experience have you had with ANFE as a Trainer?
6. How would you rate the following under ANFE programme.

- i. Training Objectives
- ii. Trainees Performance
- ii. Course Contents
- iii. ANFE support (Allowance)

V. Poor	Poor	Fair	Good	V. Good

7. How would you rate the ANFE Programme in its totality?

V. Poor	Fair	Good	V. Good

8. What improvement would you suggest for the courses you coordinate?

.....

.....

.....

.....

UNIVERSITY OF IBADAN

APPENDIX III
INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN
IBADAN, NIGERIA

ADULT AND NON FORMAL EDUCATION PROGRAMME ACHIEVEMENT TEST
(APAT)

BASIC LITERACY

Eyin eeyan mi,

Mo je akeko ile iwe Fasiti ti ilu Ibadan. Mo nse ise iwadi ijinle lori Eko Agba ni Ipinle Oyo.

E jowo e ka akole awon ibeere wonyi, ki e si dahun awon ibeere naa. Iwadi nikan ni a o lo idahun yin fun. Asiri si wa fun yin pelu.

A. Pari awon gbolohun yi

- (1) Oruko mi ni.....
- (2) Oruko ilu mi ni.....
- (3) Ise ti mo nse ni.....

Di awon alafo yi pelu oro ti o baa mu

- (4) Dandan ni ori (owo, omo, aso)
- (5) Tulasi ni ibora (ile, aso, oja)
- (6) Oye ki a pelu ijoba (ja, fowosowopo, binu)
- (7) Ni asiko ibo, oye ka lona to ye (sun, dibo, joko)
- (8) Bi a ba nsaisan o ye ki a lo si (oja, ile-iwosan, ibi-ise)

Ko idakeji awon oro wonyi

- (9) Obun.....
- (10) Olowo.....

B. Ko awon numba yi ni oro

- (1) 20.....
- (2) 33.....

Dahun awon isiro wonyi

- (3) $4 + 9 =$
- (4) $4 \times 8 =$
- (5) $28 - 4 =$
- (6) $N7.30 + N5.95 =$

(7)
$$\begin{array}{r} 37 \\ \times 3 \\ \hline \end{array}$$

(8)
$$\begin{array}{r} N \quad k \\ 5 \quad 00 \\ - 2 \quad 60 \\ \hline \end{array}$$

(9)
$$\begin{array}{r} kg \quad gm \\ 8 \quad 32 \\ + 4 \quad 68 \\ \hline \end{array}$$

- (10) Babajide fi N20 ranse si awon omo re merin (4) pe ki won pin dogbandogba. Eelo ni yoo kan enikookan?

C. IBAGBEPO

- (1) Ko ohun irinna atijo kan ati ti ode oni kan
- (2) Daruko eniti ise olori orile-ede wa
- (3) Kini oruko Gomina Ipinle Oyo?
- (4) Kini idi ti o fi se pataki pe ki ayika wa ni imototo?.....

-

 (5) Gegebi omo orile-ede rere, ki a nilati se fun ijoba lati lee jeki won ma pese ohun amuludun fun wa
-
- (6) Ojo wo ninu osu ni a nse eto pipale-egbin mo ni ipinle Oyo
-
- (7) Daruko awon igi owo meji ti a le ri ni ipinle Oyo
- (8) Daruko alaga ibile re
- (9) Kini Ijoba nfi owo ori se
- (10) Orisi ipele ijoba melo ni a ni ni orile-ede Naijiria
- (11) Daruko won

D. IMOTOTO

Pari awon gbolohun yi

- (1) Imototo bori.....mole bi oye ti bori oru
- (2)lo le segun arun gbogbo
- (3) A lee ko arun lara omi
- (4) A lee ko aisan bi efon ba je wa
- (5) O dara lati Owo wa ki a to jeun
- (6) Bata wiwo ni a fi ese wa
- (7) Iwe je ona ti a fi n toju wa ni gbogbo igba
- (8) je arun kan ti a le ko ni ipase omi ti ko dara
- (9)ni o dara lati maa yagbe si
- (10) A le ko arun kogbogun EEDI nipa okunrin ati obirin

**INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN,
IBADAN, NIGERIA**

**ADULT AND NON FORMAL EDUCATION PROGRAMME ACHIEVEMENT
TEST (APAT) POST BASIC LITERACY**

Dear Sir/Madam,

I am a doctoral student of the International Centre for Educational Evaluation, Institute of Education of the above named University. Adult and Non formal Education Programme in Oyo State is my research interest.

Kindly follow the instructions and answer the questions that follow. Your responses will be used simply for research purposes and confidentiality is, hereby, guaranteed.

A. COMMUNICATION

Read the passage carefully and answer the questions that follow:

Ojo and Ade were fishermen. One day they went out fishing in their old canoe. They caught a lot of fish. They were very happy because they would sell the fish and make money.

On their way back, there was a heavy storm but they managed to control their canoe. However, before they got to the river bank, the canoe hit a rock and sank. Both of them swam and escaped to safety.

Questions

1. What are the names of the fishermen?
2. Why were they happy?
3. Mention two things that happened to their canoe on their way back?
4. How did they escape?
5. According to this passage, what is the meaning of the word "bank"? (20 Marks)

Choose the best option from those in the brackets to complete the following sentences:

6. i. Ojo is.....than Ade. (rich, richer, richest)
ii. Bode and Ade _____ friends (are, is, has)
7. i. Stop.....in class, (sleeping, slept, sleep)
ii. She _____ in the class yesterday (slept, sleeping, sleep)

Fill in the missing letter

8. -nife (what you use for peeling orange)

Give the opposite of the following words:

9. good _____
slow _____

Give the plural of the following words:

10. Bird _____
Foot _____

B. NUMERACY

Answer these questions:

1. Write in numbers:
(a) Seven..... (b) Nine.....
2. Write in words:
(a) 18..... (b) 22.....
3. Fill in the missing numbers:
(a) $35 + \quad = 75$ (b) $85 - 13 =$
4. Fill in the missing odd numbers:
11,.....,15.....,19
5. Fill in the missing even numbers:
44,.....,48,.....,52

Add together:

6. (a)
$$\begin{array}{r} 315 \\ + 175 \\ \hline \end{array}$$
 (b)
$$\begin{array}{r} 475 \\ + 385 \\ \hline \end{array}$$

Subtract:

7. (a)
$$\begin{array}{r} 196 \\ - 143 \\ \hline \end{array}$$
 (b)
$$\begin{array}{r} 614 \\ - 182 \\ \hline \end{array}$$
 (c)
$$\begin{array}{r} N \quad k \\ 60 \quad 00 \\ - 20 \quad 25 \\ \hline \end{array}$$

8. Multiply:

N	k
4	25
x	3

9. Divide: 36cm, 12mm by 6

10. Ade has 120 yams. He divided them among six children. How many yams did each one get?

C. SOCIAL STUDIES

Complete these sentences on the duties and rights of a citizen

1. Babayemi is a citizen of Nigeria, so Babayemi is a _____
 (a) Togolese (b) Nigers (c) Nigerian (d) Egyptiains
2. A good citizen must obey the _____
 (a) Money (b) Religion (c) Village (d) Laws of the land
3. Taxes and rates are used for the _____ of the community
 (a) Development (b) for food (c) cloth and shoe (d) drinks
4. A good citizen must _____ during election period
 (a) vote (b) not vote (c) rig(d) bribe
5. A good citizen must not _____
 (a) vote (b) pay taxes (c) bribe
 (d) obey laws of the land
6. List the 3 tiers of government in Nigeria _____
7. What is the name of Oyo State Governor? _____
8. Who is the President of Nigeria? _____
9. How many local governments do we have in Oyo State? _____
10. Which day of the month is environmental sanitation day? _____

D. HEALTH EDUCATION

Fill in the missing gaps

1. We put on shoes to avoid injury to our
2. It is good to wear..... when riding a motor-cycle
- 3 We may have malaria as a result of bite
4. is a waterborne disease.
5. We can purify our water by it
6. Prevention is better than.....
7. Always wash yourbefore you eat.
8. It is good to cut your finger..... regularly.
9. It is good to treat our..... before we drink.
10. One source of water is

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**INSTITUTE OF EDUCATION, UNIVERSITY OF IBADAN
IBADAN, NIGERIA**

**ADULT AND NON FORMAL EDUCATION PROGRAMME ACHIEVEMENT TEST
(APAT)**

ADVANCED LITERACY

Dear Sir/Madam,

I am a doctoral student of the International Centre for Educational Evaluation, Institute of Education of the above named University. Adult and Non formal Education Programme in Oyo State is my research interest.

Kindly follow the instructions and answer the question that follows. Your responses will be used simply for research purposes and confidentiality is, hereby, guaranteed.

A. COMMUNICATION

Read the passage carefully

Adisa is a farmer. He lives at Oba Village with his wife Ajoke. They have many things in their home such as a cupboard, chairs, buckets, tables, hoes, knives, beds, mattresses and bags of fertilizers.

In the morning, Ajoke greets her husband “Good morning Sir” Adisa answers “Good morning” how are you? Ajoke replies, “I am very well, thank you”

Adisa goes to school on a bicycle. He leaves his farm for school in the evening. Adisa usually goes to school with his friend Bade, who has no car or bicycle.

On their way to school, they see many things, like cars, houses and some animals like goat, cows and sheep.

In the class, Adisa sits on a bench. The teacher comes in through the door. He greets the learners, “Good evening class” and the learners respond, “Good evening teacher”.

Answer the following questions:-

1. Where does Adisa live?
2. What is Adisa’s occupation?

3. What is the relationship between Ajoke and Adisa?
4. Mention five items that can be found in the house of Adisa?
5. What time of the day does Adisa goes to School?

Choose the correct word from the brackets to fill the gap.

1. Always _____ your hands before you eat. (clean, wash).
2. It is good to _____ your finger nails regularly (cut, paint)
3. Sugar is to _____ as butter is to bread. (tea, egg)
4. Ado and Ali are _____ (read, reading)
5. Kola and Dele _____ good boys (is, are)
6. Sola is _____ than Olu (faster, fastest)

B. Write the following numbers in words.

1. 10
2. 30
3. 15
4. 40
5. 19

1. Find the HCF of 12, 18
2. Find the LCM of 12, 15
3. Simplify $\frac{1}{2} + \frac{2}{3}$
4. Simplify $1\frac{1}{2} \times \frac{1}{2}$
5. Convert this percentage to fraction 25%
6. I bought an article for N20 and sold it for N25. Find my percentage gain
7. A man sold an article for N60, thus making a profit of 25% of the selling price. Find the cost price.
8. The length of a rectangular field is 100m and the breath is 50m. Find the perimeter
9. The radius of a circle is 7cm. Find its area.
10. Find the Simple Interest on N 400 for 2years at 3% per annum

C. SOCIAL STUDIES

1. Mention the 3 tiers of government _____
2. mention the 2 seasons we have _____
3. Mention the head of each tier of governance in Nigeria _____
4. A citizen from Nigeria is called a _____
5. Nigeria got her independence on _____
6. Mention one disease that can be contacted in a dirty environment _____
7. _____ is the chairman of my local government.
8. What is the name of the President of Nigeria? _____
9. Who is the Commissioner for Education in Oyo State _____

D. SCIENCE

1. Name five living things in your environment

(a)..... (b).....
(c)..... (d).....
(e).....

2. Name five non-living things in your homes, villages and farmlands

(I)..... (II).....
(III)..... (IV).....
(V).....

3. List five uses of water

(i).....

(ii).....

(iii).....

(iv).....

(v).....

4. Mention five sources of water

(i).....

(ii).....

(iii).....

(iv).....

(v).....

5. Mention two methods of removing impurities from water

(a)

(b)

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APPENDIX IV

CLASSROOM INTERACTION SHEET

SECTION A

Date School No State No Subject Taught Class Observation No

Teacher Gender Time Start Time Stop School Location School Type

No.of Pupils Qualification Experience

BEHAVIOUR CATEGORY	TIME												
Trainee Centred Activity													
Writing on the Chalkboard													
Demonstrating with materials													
Explaining													
Questioning													
Giving directives													
Getting trainee different activities													
Reinforcing response													
Monitoring													
Prompting response													
Drawing on the chalkboard													
Distributing textual materials													
Provides answers													
Trainee Group Activities													
Reciting													
Chorus response													
Exploring													
Demonstrating													
Observing													
Reading aloud													
Counting aloud													
Identifying													
Trainee Centred Activities													
Exploring													
Reciting													
Demonstrating													
Observing													
Questioning													
Response													
Reading aloud													
Counting aloud													
Writing													
Drawing													
Identifying													
Free flow play													
Role play													

BEHAVIOUR CATEGORY																				
Copying from chalkboard																				
Non-Facilitating Learning Behaviour																				
Monologue (Teacher talking non-stop)																				
Silence (Teacher)																				
Silence (individual)																				
Conversing with another teacher																				
Leaves the classroom unannounced																				
Grading work																				
Distract attention (e.g. cell phone ring)																				
Confusion																				
Class disorganized																				
Trainee wandering aimlessly																				

Code the major occurring behaviours in the columns cells of only one main behaviour category after each interval of 10 seconds

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