



EVALUATION OF ADULT EDUCATION IMPLEMENTATION PROGRAMME IN AFIKPO EDUCATION LONE OF EBONYI STATE

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Abstract

Adult and non formal education was incorporated in the Nigeria policy on education to help reduce illiteracy rate in Nigeria and help upgrade the knowledge of literate adults on recent development in science and technology. It is against this backdrop that the researchers carried out this study to find out the extent adult education programme have been implemented in Afikpo Educational Zone. Two research questions and two hypothesis were posed to guide the study, the research questions were analyzed with mean scores while T-test were used to test the hypothesis at 0.05 level of significance. The research was a survey design which had a population of (819) eight hundred and nineteen and a sample of (225) respondents randomly drawn from public secondary school teachers. The researcher developed a questionnaire which was tested and re-tested to 30 respondents outside the selected area and the result was collected and analyzed with pearson moment correlation coefficient and had a reliability of 0.82 which was suitable for the study. The findings showed that adult education has assisted in educating the adults and that the centres are organized properly like regular schools. The study recommended that the Federal, State and Local Government should assist in all ramification in ensuring that he programme is sustained and also that qualified teachers should be employed to teach in all the centres nationwide.

Keyword: adult education, implementation, evaluation Mass-literacy, continuing education.

Introduction

The Nigeria government places much emphasis in the education or its citizenry at all levels. The government has realized that adult literacy and adult education are necessary to ensure an enlighten state whose citizens contribute to the national goals. Education is define as process of socialization in which an individual acquire values, standard, norms and knowledge to enable them, be productive in the society in which they live (Gbararo 1993)

Obimba (1993) avers that education is an inalienable right of every man and inseparable from the civilizing process of every nation. Nwaorgu (2003) avers that evaluation is a process of seeking, obtaining and qualifying data with view of making

value Judgment about an object, event and their characteristics. Evaluation could be described as a systematic and scientific method of obtaining information in other asses the performance of any program in comparism to the desired goal. it deals purely with the identification of goals selection of creteria of assessment data collection analyzing and drawing conclusion.

The nature of adult education is voluntary. This means that those who engage in it are intrinsically motivated as they are not forced. Adult education has become linked with compensation for deficiencies suffered inside and outside school during childhood and adolescence period. Adult education in Nigeria was unfortunately a neglected



area until 1970s when it began to attract peoples attention with its formation in 1971 as it was included in the second national development plan (1970-74) the recommendation in the UNESCO 1976 generally defined adult education as an integral of lifelong education which contributes decisively to economic and cultural development of social progress and world peace. This implies that the aim of adult education is essentially to enable the adults develop his potentials economically, socially and educationally.

Adesanya (2005) saw an adult education as one who has achieved full physical development and it is expected to have the right to participate as a responsible homemaker, worker and member of the society. Adult education encompasses all Education and training undertaken by adults for professional or personal reasons. It includes general, vocational and enterprises based training within a lifelong perspective.

The National policy on education (FRN, 2004) has defined adult education as education given to youth and adults outside the formal school system of education. It is stated in the National policy of education (FRN (2004) that the goals of adults education shall be.

- (1) To provide functional and remedial education for those young people who have never had the advantage of formal education or who did not complete their primary education.
- (2) To provide functional and remedial education for those young people who did not complete secondary education
- (3) To provide education for different categories of people in order to improve their basic knowledge and skill
- (4) To provide in-service on the job, vocational and professional training for different categories of workers and professionals in

order to improve their skill.

- (5) To give the adult citizen of the country necessary aesthetic, cultural and civic education for public enlightenment

In Nigeria, many adult illiterates are engaged in one form of economic activity or the other like farm work or in some skilled trade like carpentry, mason and plumbing but all they need is little education to enable them perform effectively as they will relate literacy to their economic activities which will enhance productivity and efficiency and the following under listed programs introduced by government and its agencies will be of great assistance

- (A) Adult mass literacy
- (B) Continuing education program
- (C) Extra-moral studies program
- (D) Radio and television adult education
- (E) Corresponding courses
- (F) Radio and television adult education program
- (G) Adult education extension services

All these programs initiated by government are aimed at providing literacy to persons 'who no longer attend school on regular or full time basis. It helps them to undertake sequential and organized activities with conscious intention to bring about changes in their reach for knowledge, understanding, skill or aptitude for the purpose of identifying and solving personal or community problems.

Statement of the Problem:

Adult education is planned to serve as a creative response to those who neither have benefited from formal education or those who neither have for some unforeseen circumstances dropped out of formal school.

Nwachukwu (1999) Avers that Adult education enable some categories of people to complete their formal education' system in order to



improve their basic knowledge, skill and competencies as well as in raise the literacy level of the country. It is unfortunate to observe that many adults as a result of their level of literacy cannot perform efficiently on their jobs.

It should also worthy of mention that the level at which adult education in been implemented and financed is unimpressive on the side of government and its agencies, the programme have lack adequate and qualified staff, poor environment for classes and poor teaching facilities and fails the aim -for which the programme was instituted is not achieved as majority of the adults who are in the productive sector are illiterates.

Nzeneri (2010) observes that illiteracy is associated with under development, instability, low productivity, low income, poor health, high poverty and mortality rate and all the above mentioned hinders the development of the nation and her development.

Purpose of the Study:

The purpose of the study is to assess the implementation of adult education program on Afikpo educational Zone, specifically the study is designed to find out whether:

1. The adult education program and its implementation process are appropriate
2. The evaluation process adopted for adult education are appropriate
3. Adequate number of qualified facilitators/instructors employed for the program are appropriate.

Justification for the Study:

The study is justified because of the important of literacy among the adults in the nation through the introduction of adult education program the result of this program will be a great importance to policy makers, curriculum planners, adult education

teacher and fellow researcher on the issue.

The Ministry of Education who are the implementers of the program will benefit and know the area of pitfalls of the program and how to improve on them as it enhances development and sustainability of the nation.

Scope of the Study:

The geographical scope of the study in Afikpo Educational Zone in Ebonyi State while the content scope in the evolution of adult education program and Implementation.

Research questions:

The following research questions were formulated to guide the study.

- (1) How appropriate are the implementation processes of the adult education program?
- (2) To what extent is the program evaluation process suitable?

Hypotheses

The following null hypotheses were posed to guide the study:

- (1) H₀₁: There is no significant difference between the mean rating of adult education facilitators and learners on the appropriateness of adult education implementation process $p < 0.05$.
- 2) H₀₂: There is no significant difference between the mean rating of adult education facilitators and learners on the suitability of the evaluation process of the program $P < 0.05$.

Method:

Research Design:

The study adopted a descriptive survey design which in meant to investigate the appropriate use of the adult education, the implementation and evaluation process.



Area of the Study:

The study will be carried out in Afikpo educational zone of Ebonyi state. Population of the study;

The population of the study will consist of 110 facilitators and 709 adults learner in Afikpo education zone of Ebonyi states and it gave a total of 819.

Sample and Sampling Technique

The sample size is 255 respondents. A random sampling technique was used in selecting a sample size of 35 facilitators and 220 adult learners constituting 31 %of the total population.

Instrument for Data Collection:

This Study investigated the evaluation of adult education implement in Afikpo education zone, the researcher had 14 item structured question which were divided into 3 three clusters. Cluster A has questions on how appropriate are the implementation process, cluster was questions on the extent of the evaluation process and C has questions on the extent of qualified facilitators employed for the implementation program.

The researcher developed an instrument titled evaluation of adult education implementation program in Afikpo educational zone (EAEIP) and Presentation and analysis of data: adopted the scale of strongly Agree (SA), Agree (A), strongly disagree (SD) and degree (D) with four point scale.

Validation of the Instrument:

The validation of the instrument was done by experts and colleagues in the faculty as they established the face and content validity and the researcher adopted the instruments.

Reliability of the instrument:

The reliability of the instrument was established after administering the instrument to 50 of the respondents outside the research area and the researcher used crombach alpha technique to ascertain the internal consistency of the instrument. A coefficient alpha of 0.85 was obtained showing that the instrument is highly reliable.

Administration of the Instrument:

A total of 255 questionnaires were administered personally by the researcher to the respondent and were collected back. This ensured a hundred percent return of the questionnaire.

Method of data Analysis:

The data collected from questionnaire was presented and analyzed in table, student T-test statistics at a critical value of 0.05 level of significance was used to analyse the hypothesis. The mean score of the scale giving an average of 2.5 was used to answer the research questions.

Research question one: How appropriate are the implementation processes of the adult education programme?



S/N	ITEMS	SA	A	D	SD	TOTAL	Fac 35		Learn 220		Fac	Learn
							\bar{x}	SD	\bar{x}	SD	RMK	RMK
1	Adult education centers are organized as regular school	150 600	80 240	14 28	11 11	255 879	3.10	0.40	3.09	0.41	A	A
2	Participatory approaches are adopted during programme planning	80 320	100 300	50 120	15 15	255 755	3.32	0.35	3.30	0.31	A	A
3	Students are taught like normal school system	150 600	83 249	9 18	13 13	255 880	2.86	0.81	3.11	0.34	A	A
4	Adult education centres have trained and qualified facility	7 28	28 84	100 200	120 120	255 432	2.10	1.15	1.92	1.02	R	R
Grand Mean \bar{X}							3.74	0.30	3.81	0.30	A	A

From the result of data analysis in table 1 respondents agree on three items out of the four items presented and this shows that the implementation process are appropriate and rejected 4 which stated that adult education centre have trained and qualified facilitators.

Research questions two: To what extent are the programme evaluations suitable?

Table 2: Mean rating of respondents on Programme Evaluations

S/N	ITEMS	SA	A	D	SD	TOTAL	Fac 35		Learn 220		Fac	Learn
							\bar{x}	SD	\bar{x}	SD	RMK	RMK
5	Evaluation of student learning is by weekly test	90 396	136 408	10 20	10 10	255 834	3.81	0.36	3.27	0.37	A	A
6	Evaluation of student learning is by assignment	173 692	60 180	4 8	18 8	255 388	3.17	0.56	3.09	0.11	A	A
7	Evaluation of student learning is by formative	93 372	198 324	41 82	13 13	255 791	3.91	0.33	3.10	0.41	A	A
8	Evaluation of student learning is by aptitude test	13 52	10 30	12 164	15 15	255 396	1.21	1.13	1.55	1.07	R	R
Grand Mean \bar{X}							3.14	0.39	3.21	0.35	A	A



The result of the data analysis presented in table 2 shows that the respondent agree strongly that the program evaluation process are suitable. Hence the evaluation of respondents by weekly text has a mean of 3.81 and were accepted but the evaluation by assignment has mean of 3.17 and 3,09 were accepted but the evaluation by aptitude test has a mean of 1.12 and was rejected.

Hypothesis One: There is no significant difference in the mean rating of adult education facilitators and learner in this appropriateness Adult education implementation processes.

Table 3: |T-test analysis of difference between the mean rating of facilities and adult learners on appropriateness Adult Educational Processes

Sources	N	\bar{X}	SD	DF	P	t-cal	t-crit	Decision
Facilitators	35	3.74	0.30	253	<0.05	1.57	1.96	Do not reject Ho
Learners	220	3.81	0.35					

The result of data analysis presented in table 3 shows that there is no significant difference in the mean rating score of adult education facilitators and learners on' the appropriateness of adult education process in Afikpo educational zone, since the mean rating score of 35 education facilitator was 3.74 with standard deviation of 0.30. The mean rating score of the 220 learner was 3.81, with standard deviation 0.35 and the degree of freedom was 253. While the T-cal was 1.57 with the critical was 1.96, the HO 1 was not rejected as there was no difference between the implemented and the learners.

Hypothesis Two;

There is no significant difference, between the mean rating of adult education facilitators and learners on the suitability the programme evaluation processes $P < 0.05$.

Table 4: T-test analysis of difference between the Mean Score Rating of Adult Education Facilitators and Learners on the Suitability the Programme Evaluation Processes

Sources	N	\bar{X}	SD	DF	P	t-cal	t-crit	Decision
Facilitators	35	3.14	0.39	253	<0.05	1.22	1.96	Do not reject Ho
Learners	220	3.21	0.35					



The result of data analysis presented in table 4 above showed that there is no significant difference between the mean rating of adult education facilitators and learners in the availability of evaluation process of the programme in Afikpo educational zone. Thus the mean rating of scores of 35 facilitators was 3.14 with the standard deviation of 0.39 while the mean rating scores of the 220 learners was 3.21 with standard deviation of 0.35. The degree of freedom was 253 while the probability level was 0.05, the t-calculated was 1.22 and T-critical was 2.00 respectively. Since the calculated was less than the critical t-value the null hypothesis was not rejected.

Summary of Findings:

Based on the result of data analysis, the following result are slated

1. Both adult education facilitator and learners agree that the adult education implementation processes are appropriate
2. The respondent agreed that the evaluation processes for adult education programme are suitable
3. The respondent agreed that funds should be made available for the adult education implementation programme

Discussion of Findings

Appropriateness of Adult Education Implementation processes. The research question one of the works was to find out how appropriate is the implementation process of the adult education programme in Afikpo Educational Zone. The result in table one show the respondents agree that the adult education implementation process is appropriate. The respondents all agreed that they centres are organized like regular school system. They also agreed that participatory approach is

adopted in programme planning.

This agrees with the National policy on Education. (2004) that the implementation of the Adult Education programme will involve the Federal Government, the State and Local Government as well as the private individuals. The National, Policy on Education also specified that the learners among others will be taught literacy and numeracy. These learning experience cannot be taught except the teaching and learning process are organized like the regular school.

The second purpose of this research work was to evaluate the suitability of the adult programme, it was observed that the learners agree (10) that they should be evaluated through weekly test, assignment and both formative and summative test.

The research also sought to find out how adequately trained are the facilitators for the implementation of Adult Education programme, it was observed that the facilitators do not possess information and communication skill, facilitators do not understand the use of teaching strategies focused on Adult learners. They also observed that facilitators do not attend workshops and seminars as it hinders their development.

Conclusion:

Adult education aims at improving the situation of people by increasing their skills, knowledge and awareness (Kwapong 2008) it is the adult that could transform the nation not children. The development of any nation depends on the quality of E adults that the nation has based on the results that accrue from the research work the following deduction were made:

1. The adult education processes for adult education implementation is appropriate
2. The evaluation processes for adult education implementation is suitable



3. Adequate fund should be provided for the adult education Implementation programme.
4. Training of qualified facilitators should be given priority place in the planning of our national economy for effective implementation of adult education programme.

Recommendations:

Based on the finding of the study the research recommended as follows:

1. The adult education programme Afikpo Education programme in Afikpo Education should be sustained.
2. Funds should be made available for adult education implementation programme
3. Facilitators should be adequately trained for the programme.



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