

THE UNIVERSITY OF HULL

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION  
IN THE LAGOS STATE OF NIGERIA

BEING A THESIS SUBMITTED FOR THE DEGREE

OF

DOCTOR OF PHILOSOPHY IN ADULT EDUCATION

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BY

MICHAEL URIRIN LAKPAH, NCE, BA(Ed), MA(Ed), FCo11P

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**Abstract of Thesis Submitted for the Degree of  
Doctor of Philosophy in Adult Education**

**by**

**M U Lakpah, NCE, BA(Ed), MA Ed, FCollP**

**on**

**ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN  
THE LAGOS STATE OF NIGERIA**

The purpose of the study was to highlight the adequacies as well as the inadequacies of the Lagos State Government's provisions for adult education with special reference to functional literacy, continuing and remedial education and vocational training.

It was aimed at acquainting the planners and executors of adult education in the State with the magnitude of the assignment apportioned to them at State level in the execution of adult education as contained in the 'national policy on education' section 7, paragraph 52(a-e) and as suggested by the 'implementation committee for the national policy on education' which are included in the introduction to the study.

A brief historical, geo-political, socio-economic and educational background of the area referred to as Lagos State is given in two parts in chapter one. Part one deals with the location, size, population, occupation and administration. Part two deals with the State's education system at the various levels of nursery, primary, secondary, post-secondary and higher education together with the general administration of education in the State.

Also in this chapter, the problems facing the 'Administration and Practice of Adult Education in the State as observed by the researcher, which prompted this study are also stated. All the problems were individually stated with research questions for the researcher to find answers to, with the use of interview questions with which all those connected with adult education in the State were interviewed. Their responses were analysed for the purpose of identifying the basic causes of the problems so as to suggest workable solutions to them.

Chapter two deals with a review of the literature on adult education: books, journals, magazines, newspapers, committees and conference reports, unpublished theses and dissertations. This chapter amplifies the purpose of the study as the review brings to a clearer light, the aims and objectives of adult education both at national and international levels. Emphasis is laid on mass adult literacy education and its advantages and the evil effects of illiteracy on the individual and national development.

Also in the review, the modus operandi of adult education in different countries are highlighted for adult education planners to study and modify to suit their needs.

The language factor in adult education is also dealt with. As English language is currently the official language of all businesses and for political administration in Nigeria, it is suggested that in addition to the Yoruba language which is the mother tongue of Lagos State, English language should also be used for adult literacy in Lagos State.

Other areas covered in the review include the financing of adult education, methodology of adult education with emphasis on adult learning. The questions, who is the adult and what is adult education are also answered in the review.

Extracts quoted from American books which contain Americanisms in the spelling of certain words such as program, favor, behavior etc, are written in their pure original English forms as programme, favour, behaviour etc. This is done for the purpose of uniformity.

Chapter three explains the methodology of the study. It deals with the strategy of the interviews, the selection of subjects, selection and training of interviewers, interviewing and recording of interviewees responses. The problems encountered during the process of the interviews are also related in this chapter.

The major problems include making contact with interviewees, language, coordinating the activities of interviewers, recording of responses and finance.

Chapters four, five, six, seven, eight and nine deal with the analysis and discussions of the findings from the responses of the interviewees in the six categories of respondents. Each of the six chapters deals with one category in detail.

Chapter ten is the summary, discussions and recommendations. It deals with a brief summary of the problems, methodology and conclusions from the findings. The limitations of the study and implications of the conclusions from the findings are also stated. Also included in this chapter are recommendations for further research into the problems of adult education provision in the State as this study was only a search-light focussing on the problems and prospects in the 'Administration and Practice of Adult Education in the Lagos State of Nigeria'.

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## DEDICATION

To my dear father  
Who wished me well  
When the work began  
But never lived to see  
How well it ended



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I wish to thank very sincerely Mr M A Olasoji, the supervisor of the Adult and Continuing Education Centre, Ikeja Grammar School, Oshodi, for making it possible for me to carry out the interviews for the study successfully. I am also thankful to all the supervisors of the different adult literacy centres, all the teachers in the adult education centres throughout Lagos State, the entire staff of the Continuing Education Board and all the adult education students who were involved in the interviews for the study.

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I wish to express my profound gratitude to the Lagos State Government in general and the Ministry of Education and the Schools Management Board in particular for granting me the study leave which enabled me to carry out the study.

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Michael Uririn Lakpah  
University of Hull  
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ADMINISTRATION AND PRACTICE OF ADULT EDUCATION  
IN THE LAGOS STATE OF NIGERIA

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## I N T R O D U C T I O N

**ADMINISTRATION AND PRACTICE OF ADULT EDUCATION**  
**IN THE LAGOS STATE OF NIGERIA**

**INTRODUCTION**

The purpose of this study is to highlight the activities of the Lagos State Government in the sector of Adult Education.

It is aimed at acquainting the planners and executors of adult education in the state with the magnitude of the assignment apportioned to them at state level in the execution of adult education as contained in the "National Policy on Education"<sup>(1)</sup>, section 7, paragraph 52 (a-e) namely:

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

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(1) FEDERAL REPUBLIC OF NIGERIA: National Policy on Education, Federal Ministry of Information, Lagos, 1981, p 32.

enlightenment.

The "Implementation Committee for the National Policy on Education<sup>(2)</sup>" also suggests a sixth objective, namely:

- (f) "to enable the adult citizens of the country to contribute as productively as possible to national, social and economic development."

The Implementation Committee then makes the following recommendations:

- (1) Within the next ten years (ie 1980-89, as at the time of the recommendation) the nation should give top priority to the following adult and non-formal education programmes:

- (a) Literacy education which should be functional;
- (b) Post literacy education of two types:
  - (i) functional follow-up programme to literacy,
  - (ii) education equivalent to primary education and which is accredited;
- (c) Post primary education of two types:
  - (i) vocational and technical education for adults,
  - (ii) education equivalent to the secondary school programme and which is accredited;
- (d) Non-formal education geared to improving basic health and family life.

- (2) Civic education should not be treated as a separate programme, but should be incorporated in all other adult and non-formal

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(2) FEDERAL REPUBLIC OF NIGERIA: Implementation Committee for The National Policy on Education - Blue Print, Federal Ministry of Education, Lagos, 1979, pp 114-115.



education programmes.

- (3) Second priority should be given to the provision of post-secondary education both for accreditation and of an in-service job oriented type. While it is important, it is felt that public funds need not be spent on it to any great extent, since it should be self-supporting through the contributions of employers and the private sector in general.

For better understanding of the peculiar case of Lagos State with reference to the execution of adult education in accordance with the above policies and recommendations of the implementation committee, it is necessary to give a brief historical, geo-political, socio-economic and educational back-ground of the area referred to as Lagos State.

This brief survey is given in two parts in chapter one. Part one deals with the location, size, population, occupation and administration. The understanding of these factors would help in the planning of the vocational and life long adult education for the State. Part two deals with the State's education system at the various levels of nursery, primary, secondary, post secondary and higher education together with the general administration of education in the State.

This is done to enable the reader to appreciate the educational climate within which adult education is operating in the State.

In this chapter also, the problems facing the "Administration and Practice of Adult Education in Lagos State" as observed by the researcher, which prompted this study are also stated. This statement of the problems focusses on the following areas:

- (I) Government's attitudes towards adult education in the State.
- (II) Non-participation in adult education programmes by eligible adults in the State.

- (III) Non attendance after enrolment and withdrawals from the programme without completing.
- (IV) Inadequate funding of adult education programmes.
- (V) Lack of training for adult educators.
- (VI) Lack of awareness by the illiterate adult population in the state of the availability of adult education programmes for them to benefit from.

All of the above problems are individually stated with research questions for the researcher to find answers to with the use of interview questions with which all those connected with adult education in the State were interviewed and their responses were analysed to find likely solutions. These and some other irritating issues in adult education are the problems this study is designed to answer.

Chapter two deals with a review of the literature on adult education: books, journals, magazines, newspapers, Committee and Conference reports, unpublished theses and dissertations. This chapter amplifies the purpose of the study as the review brings to a clearer light the aims and objectives of adult education both at national and international levels. Emphasis is laid on mass adult literacy education and its advantages and the evil effects of illiteracy on the individual and national development.

Also in the review, the modus operandi of adult education in different countries are highlighted for adult education planners to study and modify to suit their local needs. The international comparative review is also intended to enable the planners and executors of adult education programmes appreciate the inputs into adult education for effective results. In this connection, mention is made of various countries, that have achieved appreciable successes in adult literacy campaigns. Such countries include

Tanzania, Kenya, India, China etc.<sup>(3)</sup>

The language factor in adult literacy is also dealt with. In it, the works of Professor Lekan Oyediji of the Department of Adult Education, University of Lagos, Dr Fadeke Adewumi of the Department of Adult Education, University of Ibadan and John W Ryan of the International Institute for Educational Planning are reviewed.

As English language is currently the official language of all businesses and for political administration in Nigeria, the writer is of the opinion that in addition to the Yoruba Language which is the mother tongue of Lagos State, English Language should also be used for adult literacy in Lagos State and advanced reasons for this opinion from State wide interviews.

The review also covers other areas discussed in the study. These include the financing of adult education; methodology of adult education with emphasis on adult learning. The questions, who is the adult and what is adult education are also answered in the review.

Extracts quoted from American books which contain Americanisms in the spelling of certain words, such words are written in their pure original English forms. For example, words such as program, favor and behavior would appear as programme, favour and behaviour in any quoted extract in the study. This is done for the purpose of uniformity.

Chapter three explains the methodology of the study. It deals with the strategy of the interview and the selection of subjects.

Six target groups were interviewed:

- (I) Adult Education Officers: These include the officials of the Continuing Education Board and those in adult education sections

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(3) BORDIA A & CARRON G (Eds) Issues in Planning and Implementing National Literacy Programmes, UNESCO: International Institute for Educational Planning, Paris 1985, pp 47-66, 123-137, 141-157, 304-319.

of the Ministry of Social Welfare and Community Development.

- (II) **Adult Educators:** These include teachers in both adult literacy and continuing education programmes and instructors in vocational training centres.
- (III) **Participants in adult continuing education programmes:**  
These include all those participating in continuing adult education programmes for remedial courses in preparation for higher examinations.
- (IV) **Participants in adult literacy programmes:** These were those illiterates who have never been to School in their childhood. But they have come to register to learn how to read and write.
- (V) **Past participants:** These include any one who has at any time participated in any adult education programme in the State.
- (VI) **Non-participants:** These include all those who were not participating in any of the adult education programmes.

The problems encountered during the process of the interviews are also related in this chapter. The major problem was the difficulty in making contact with past participants especially those to be met at their places of work.

Other problems include:

- (1) Language problems
- (2) Meeting Interviewees
- (3) Coordinating activities of interviewers
- (4) Recording problems
- (5) Financial difficulties

Chapter~~s~~four to nine deal with the findings of the investigation as revealed by the perceptions of the interviewees in their responses to the interview questions. Some of the findings include:

- (i) Characteristics of the respondents - sex, age, level of education if any.
- (ii) The feelings of the different groups about adult education in the State - positive or negative.
- (iii) Level of interest in adult education.
- (iv) Reasons for not participating.
- (v) Improvements required.
- (vi) The right methods for funding adult education.
- (vii) Why eligible adults do not participate in adult education programmes.
- (viii) The right period for adult education classes.
- (ix) The language for adult literacy.
- (x) The right location for adult education centres, etc.

Chapter ten is the summary, discussions and recommendations. It deals with a brief summary of the problems, methodology and interpretations of the findings. The limitations of the study and implications of the findings are also briefly stated.

## EXPLANATION OF SPECIAL WORDS, EXPRESSIONS

## AND ABBREVIATIONS USED IN THE STUDY

<b>NAIRA:</b>	The highest unit of currency made up of 100 Kobo used in Nigeria. The Naira symbol is ₦. The current exchange rate of the Naira which came into force on September 26 1986 fluctuates between ₦3.00 and ₦4.00 to the US dollar and between ₦5.00 and ₦6.00 to the British pound.
<b>JUMAT PRAYERS:</b>	Weekly prayers offered by moslems in a congregation every Friday usually at a mosque but sometimes at any place considered suitable for the purpose depending on exigency.
<b>INDUSTRIAL TRAINING FUND:</b>	It is a body set up by the Federal Government of Nigeria empowered to receive financial contributions from certain categories of industrial and commercial establishments for the professional training of workers from the contributing establishments.
<b>CEB :</b>	Continuing Education Board.
<b>IIEP:</b>	International Institute for Educational Planning.
<b>SMB:</b>	Schools Management Board.
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organisation.
<b>ET SEQ:</b>	And those that follow.

## CHAPTER I

## LAGOS STATE OF NIGERIA

### HISTORICAL GEO-POLITICAL AND SOCIO-ECONOMIC BACKGROUND

Lagos State as a political unit for administration within the Federal Republic of Nigeria came into existence on 27 May 1967 with the restructuring of Nigeria into twelve States. In 1976, more States were created to bring the number of States to nineteen. Some of the other States were split into more States but Lagos State was not touched.

The State occupies an area of 3,577 square kilometres out of which 787 square kilometres or twenty-two per cent of which consists of lagoons and creeks. In the south, the coastal line stretches over 180 kilometres along the coast of the Atlantic Ocean. The political boundaries extend from Badagry in the west to Epe in the east and northwards through Ikeja to Ikorodu, the gateway to the northern and eastern States through Ogun State.

The State is divided into five administrative divisions. These are: Badagry, Epe, Ikeja, Ikorodu and Lagos. The divisions are further subdivided into local government areas to bring the administration nearer to the people.

Apart from Badagry and Epe divisions which are still separated from the city of Lagos by farm lands, the other divisions - Ikeja, Ikorodu and Lagos have grown together into one sprawling city with ever increasing problems of transportation, electricity, water and housing.

The population of Lagos was estimated to be 7.3 million people by the end of 1985. An annual growth rate of 8% per annum in the thickly populated urban areas and 2.5% per annum in the rural areas was used.



According to the West Africa magazine,

"The City of Lagos is the pivot of an ever expanding greater Lagos. The capital and major port of Africa's most populous nation. Lagos has powerful attraction for migrants from all over Nigeria and beyond, as well as for commercial entrepreneurs from West Africa."<sup>(1)</sup>

Administratively, Lagos State like the rest of Nigeria has passed through an unstable political administration - military 1967 to 1979; civilian, 1979 to 1983 and military, 1984 to date.

The military regimes have changed hands several times through military coups. The Gowon regime which created twelve States was overthrown in 1975 by Murtala Mohammed regime. Murtala Mohammed was assassinated as Head of State in 1976, but his regime continued under General Obasanjo as Head of State from 1976 to 1979 when the military handed over to a civilian regime with Alhaji Shehu Shagari as president on 1 October 1979. But on 31 December, 1983, a military regime under General Mohammadu Buhari took over power from the civilian regime.

Buhari's administration was short lived. On August 27, 1985 there was another military coup led by President General Ibrahim Babangida to topple the regime of General Mohammadu Buhari.

Lagos State is the political, financial, commercial and industrial headquarters of Nigeria. All the commercial and merchant banks, the foreign embassies and high commissions have their headquarters in Lagos. "The State handles about 65 per cent of the nation's commercial activities.

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(1) LAGOS STATE IN PURSUIT OF EXCELLENCE: WEST AFRICA MAGAZINE, LONDON, OCTOBER 6, 1986, p 2109.

Sixty per cent of the nation 's industries are also in Lagos. Two thousand industries or more are in operation in the State."<sup>(2)</sup>

These industrial, commercial and governmental establishments have attracted the best qualified personnel to Lagos from all over Nigeria and abroad.

As a result according to the African Guardian, "Today, there are more "foreigners" in Lagos than the original owners of the land".

Majority of those attracted to the commercial houses and other establishments are usually comparatively highly educated. This situation gives a casual observer the false impression that Lagos State has the highest rate of literacy in the country. And that is the reason why the African Guardian says that:

"Lagos State ranks among the highest in Literacy rate in the country. It boasts of some of the most educated people the country has produced. And the foundations for a better educated people are continuously being laid."<sup>(3)</sup>

It is true that the foundations for a better educated people are continuously being laid as can be seen in the review of the States education system in part two of this review. But the highly educated people now operating in the commercial and industrial houses do not belong to Lagos State. But with their great number, they overshadow the less educated and illiterate peoples of Lagos State. This is an unfortunate situation which led to the neglect of the education of the illiterate adults of Lagos State for a very long time.

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(2) AGUARIAVWODO EMMANUEL EDESIRI: Lagos State: Nigeria's Melting-Pot. In the African Guardian, Guardian Magazine Limited, Lagos, 4 December, 1986, p XI

(3) Ibid, p IV.

The traditional occupations of the people of Lagos State are: farming, fishing and trading. But with the growth of commerce and industry, and the expansion of government offices in the various ministries, most Lagosians now take up jobs of different types at various levels from messengers and gatemen to managers and general managers in the commercial and industrial establishments. But most of them are excluded from top jobs by illiteracy and low education levels.

Another popular occupation which is attracting most of the young men in the State is driving. Many are employed by the State's transport corporation and other private transport operators. But some are self employed with their personal taxi cabs and mini buses.

## THE STATE EDUCATION SYSTEM

Education in Lagos State as in the rest of Nigeria "is no more a private enterprise but a huge Government venture that has witnessed a progressive evolution of Government's complete and dynamic intervention and active participation".<sup>(4)</sup> Lagos State is the most revolutionary in this dynamic intervention and participation. But despite this dynamism, the State keeps within the boundaries of the various levels at which education is administered as recommended by the "National Policy on Education". The various levels are:

### (1) PRE-PRIMARY OR NURSERY EDUCATION

The purpose of pre-primary education according to the National Policy should be:

- (a) affecting a smooth transition from the home to the school;
- (b) preparing the child for the primary level of education;
- (c) providing adequate care and supervision for the children while their parents are at work;
- (d) inculcating social norms;
- (e) inculcating in the child the spirit of enquiry and creativity through the exploration of nature and the local environment, playing with toys, artistic and musical activities etc.
- (f) teaching co-operation and team spirit;
- (g) teaching the rudiments of numbers, letters, colours, shapes, forms, etc through play; and
- (h) teaching good habits, especially good health habits.<sup>(5)</sup>

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(4) FEDERAL REPUBLIC OF NIGERIA: National Policy on Education. Federal Ministry of Information, 1981, p 5.

(5) Ibid, p 10.

In Lagos State the institutions for pre-primary education are owned by private individuals, societies and religious bodies, under the licence issued by the Lagos State Ministry of Education. Fees are paid in all the pre-primary institutions because they do not have any financial assistance from the State Government. These schools admit children of between 2 to 3 years old. They leave the schools when they are six years old. The medium of expression in the schools is English language.<sup>(6)</sup>

## (2) PRIMARY EDUCATION

In the National Policy on Education, the general objectives of primary education are:

- (a) the inculcation of permanent literacy and numeracy and the ability to communicate effectively;
- (b) the laying of a sound basis for scientific and reflective thinking;
- (c) citizenship education as a basis for effective participation in, and contribution to the life of the society;
- (d) character and moral training and the development of sound attitudes;
- (e) developing in the child the ability to adapt to his changing environment;
- (f) giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capabilities;
- (g) providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.<sup>(7)</sup>

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(6) LAGOS STATE GOVERNMENT OF NIGERIA: Statistics of Education in Lagos State 1979/80, Lagos State Ministry of Education, Ikeja, 1981, p X.

(7) Op Cit, p 12.

In Lagos State the majority of the primary schools are owned by the State Government. No fees are paid in the Government owned schools. But in the few owned by individuals and private organizations, fees are paid. The primary schools provide courses which last for six years. Pupils who have reached the age of six years are admitted in January each year. The change from September to January came into effect in January, 1987.

### (3) SECONDARY EDUCATION

The National Policy on Education stated that the broad aim of secondary education should be:

- (I) preparation for useful living within the society;
- (II) Preparation for higher education. And in specific terms the secondary school should;
  - (a) provide an increasing number of primary school pupils with the opportunity for education of a higher quality, irrespective of sex, or social, religious and ethnic background;
  - (b) diversify its curriculum to cater for the differences in talents, opportunities and roles possessed by or open to students after their secondary school course;
  - (c) equip students to live effectively in our modern age of science and technology;
  - (d) develop and project Nigerian cultures, art and language as well as the world's cultural heritage;
  - (e) raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, and appreciate those values specified under our broad national aims, and live as good citizens;

- (f) foster Nigerian unity with an emphasis on the common ties that unite us in our diversity;
- (g) inspire its students with a desire for achievement and self improvement both at school and in later life.

In Lagos State, any formal education above the primary schools and below the university and colleges of technology is grouped under secondary education.

(I) SECONDARY GRAMMAR SCHOOLS

These are the secondary schools generally recognised and approved to provide courses leading to the West African School Certificate of Education or the 'O' level General Certificate of Education. Some of these schools were owned by various religious bodies and private individuals. But they were all taken over by the State Government with effect from 1975/76 academic year. Then it became illegal for any private body to run secondary grammar schools in Lagos State.

(II) SECONDARY TECHNICAL SCHOOLS

These are very few. The only secondary school with technical bias in the State was St Finbarrs College Akoka but more of them have been opened to train teachers for the 6-3-3-4 system of education which came into operation in the State with effect from September 1985.

(III) GRADE II TEACHER TRAINING COLLEGES

These colleges admit students who are selected by an entrance examination and an interview for the different categories of courses:

- (a) One year course which admits students who have successfully completed their West Africa School Certificate

course or passed the GCE 'O' Level examinations.

- (b) Two years course. This is for students who have completed five years secondary school course, attempted the WASC, the GCE 'O' Level examinations but failed.
- (c) Three years course which admits students who have obtained their S75 Certificate.
- (d) Five years course for those who have successfully completed their First School Leaving Certificate Examination. Certificated grade II teachers are qualified to teach all classes in the primary schools.

There are also seven secondary schools in Lagos State owned by the Federal Government. These are not under the control of the Lagos State Government. But because they are situated in Lagos, their educational impact is felt more by the people. The institutions are:

- (i) Kings College Lagos
- (ii) Queens College Yaba
- (iii) Government Trade Centre Yaba
- (iv) Federal Government College Ijanikin
- (v) Air Force Secondary School Ikeja
- (vi) Command Secondary School Ipaja
- (vii) Navy Secondary School Navy Town Badagry Road

Another category of Secondary Schools which are outside the State Government system are the private vocational schools owned by private individuals who operate on commercial bases. Although some of these schools receive a licence from the Ministry of Education to operate, the Government has no control over their staff, finances and curriculum. The subjects taught include: catering and hotel management, management science, dress making, printing and graphic arts, panel beating, computer studies etc.



## (4) HIGHER EDUCATION

In the National Policy on Education, higher education is referred to as the type of education which covers the post secondary education which is given in universities, polytechnics, colleges of technology and colleges of education.

The aims of higher education are:

- (a) the acquisition, development and inculcation of the proper value-orientation for the survival of individuals and society;
- (b) the development of the intellectual capacities of individuals to understand and appreciate their environments;
- (c) the acquisition of both the physical and intellectual skills which will enable individuals to develop into useful members of the community;
- (d) the acquisition of the objective view of the local and external environments.

In higher education, the State has one polytechnic, one college of education, one university, one school of basic studies, two technical colleges and one man-power industrial centre. Education is on the priority list in the development programme of the State Government.

This priority was given to education by the civilian government which came into power in October 1979 and made education free at all levels for all children in the State without discrimination.

The military administration in Lagos State has followed the foot steps of the civilian predecessor in its educational

programmes and has greatly improved on them. As at the end of 1985/86 school year, there were 902 primary and 327 secondary schools in the State with student populations of 671,450 and 282,866 respectively.

## REVOLUTION IN EDUCATION IN THE STATE FROM 1979

The post military government of Lagos State which came into power in October 1979 had education as number one priority in its development programme. The vigour and determination with which the educational programmes were executed could be compared to no other movement but a revolution.

The mention of this revolution is necessary in this study, to demonstrate the State's efforts and determination in the provision of formal education at the primary, secondary and the tertiary level without relative emphasis on adult education especially adult literacy education.

The defunct Unity Party of Nigeria which won the election into the State House of Assembly in 1979 made the doctrine of free education as the greatest need of the nation. So after the elections in 1979, the State Government introduced free education at all levels for the citizens of the State thereby putting education within the reach of every citizen without discrimination between the children of the rich and the poor. The declaration of free education was made by the State Governor, Alhaji Lateef Jakande in a broadcast on the first day of assuming office on 1 October 1979.

The following is an extract from the broadcast which spelt out the steps taken towards the execution of the programme:

"First of all, I wish to make it absolutely clear that this programme covers all primary and secondary schools in the State and all higher institutions of learning under the control of the Lagos State Government. That is to say all tuition, library, development, games and sports, terminal examinations materials, text books and boarding fees are abolished in these schools. With regard to mid

day meals, parents should make their own arrangements at their convenience. In the case of boarding, we intend to provide sufficient secondary schools all over the State in such a way that no child need travel more than three kilometres to school ...

Fellow citizens of Lagos State, we regard education as a sine qua non to progress. Under the administration of the Unity Party of Nigeria, education will no longer be the privilege of the few, but the right of every citizen. Parents will once and for all, be relieved of the financial burden of educating their children. That will become the responsibility of the State Government from now on."<sup>(8)</sup>

In the spirit of the revolution, the government matched words with action as demonstrated by the allocation to education in the 1980 and 1981 budgets of the State.

"For instance, during the 1980 financial year, the ministry of education and its parastatals got a total of ₦169 million as against ₦69.23 million for 1977. For 1981 financial year, the State Government appropriated 39% of its total recurrent expenditure and 8.5 per cent of its capital estimates for the ministry of education and parastatals."<sup>(9)</sup>

The policy spelt out how each level of education was affected as follows:

#### PRIMARY EDUCATION

- (i) The abolition of payments of all forms of fees in primary schools;

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(8) JAKANDE L K: First Broadcast to the People of Lagos State, Ministry of Information, Lagos State, Ikeja, 1979.

(9) LAGOS STATE GOVERNMENT: Two Years of Civilian Administration, Publicity Department, Governor's Office, Ikeja, 1982, p 55.

- (ii) the purchase of books and other school stationery for pupils by government;
- (iii) the phasing out of the shift system altogether in schools in the State;
- (iv) supply of high grade teachers to man all schools;
- (v) the evolution of a contended corps of teachers through enhancement of teachers' conditions of service.

#### SECONDARY EDUCATION

- (i) The abolition of all fees in schools;
- (ii) the provision of more classrooms so as to phase out the iniquitous shift system in secondary schools;
- (iii) the establishment of more secondary schools to meet the increase intake as a result of the 100 per cent transition;
- (iv) the supply of secondary school teachers;
- (v) the abolition of boarding houses as a result of the creation of neighbourhood schools.

#### TERTIARY EDUCATION

- (i) The replacement of scholarships with automatic and bond free bursary awards;
- (ii) the financing of higher and post secondary education for all students of Lagos State origin.<sup>(10)</sup>

The above plans were implemented by the State Government through the Ministry of Education and the Schools' Management Board. By the end of July 1981, the State Government had committed the following on the provision of facilities and materials for education.<sup>(11)</sup>

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(10) Ibid, pp 55-56.

(11) Ibid, p 62.

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(i) Construction of classrooms	27,800,000.00
(ii) Furniture	8,649,232.00
(iii) Textbooks and Stationery	5,653,893.00
(iv) Fencing of Schools	1,500,000.00
(v) Administrative Blocks	3,672,000.00
(vi) Toilets	2,101,123.00
(vii) Science Laboratories	4,068,500.00
(viii) Motor Vehicles	1,332,000.00

TABLE 1

The efforts of the Lagos State Government in its educational revolution, received international recognition. In 1980, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) monitored the programme and reported that:

"Lagos State is one of the States in which a 100 per cent transition rate from primary to secondary has been proclaimed by the new civilian government. This high transition is to be reached only one year after the new government took office. Moreover, the shift system, which is extensively used both in primary and secondary schools is to be abolished at the same time."<sup>(12)</sup>

In the success story of the revolution mention was never made of adult education. Not even the adult literacy aspect of adult education.

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(12) LAGOS STATE GOVERNMENT: Revolution In Education, Publicity Department, Governor's Office, Lagos State, Ikeja, p 47.

## ADMINISTRATION OF EDUCATION IN LAGOS STATE

There are two principal bodies responsible for the administration of education in Lagos State - the Ministry of Education and the Schools Management Board (SMB). The head of the Ministry is the Permanent Secretary, while the SMB is headed by the Executive Secretary. The Honourable Commissioner for education who is also the Chairman of the SMB is the link between the two bodies.

The Ministry of Education is responsible for the formulation of education policies. It has two professional divisions - educational development and planning and the inspectorate. These divisions are headed by Directors of Education and they (the Directors) are assisted by Assistant Directors, Chief Inspectors and Assistant Chief Inspectors of Education. These education professionals are assisted by various categories of administrative officers who carry out the administrative and clerical duties of the ministry.

The duties and responsibilities of the SMB are spelt out in the remarks of the Lagos State Governor during its inauguration on December 19, 1979:

"Today, we are gathered here to take what, in our view, is the most crucial step in the execution of our education programme - the establishment of the appropriate authority for the management of schools. The new Schools Management Board is not only responsible for the appointments, promotion, transfer and discipline of teachers, it is the agency of the Government for the provision of school buildings and other facilities. It is in charge of examinations and registration, admission, curriculum development, inspection and planning in all primary and secondary schools owned by the Government."<sup>(13)</sup>

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(13) LAGOS STATE GOVERNMENT: Revolution In Education, Publicity Department Governor's Office, Ikeja, 1982, p 43.

The Executive secretary of the SMB is assisted by five Assistant Directors of Education in areas dealing with the following services: Schools Administration, Schools Monitoring, Educational Technology and Primary Education.

Apart from the five major divisions, there are other sections headed by Assistant Chief Inspectors of Education. The sections are: Technical Education, Special and Psycho-Education, Vocational and Adult Continuing Education.

In order to bring education administration nearer the people, the Schools Management Board has created fifteen Schools Management Committees. Each division of the SMB is represented at the Schools Management Committee as a department of the Schools Management Committee (SMC). The SMC is headed by a secretary who is directly responsible to the Executive Secretary of the Schools Management Board.

The Schools Management Committees carry out the operational activities of the SMB in their areas of jurisdiction. They recruit, appoint and deploy teaching and non-teaching staff in their zones. But all these are subject to the approval of the Schools Management Board.<sup>(14)</sup>

Even though there was a section for adult education at the SMB, the section was not doing any effective work on adult education. As a result in 1983 a Continuing Education Board was set up. It was the duty of the Board to oversee the activities of all privately owned vocational and training institutions in the State. It was also charged with the control of all continuing education centres which run post primary adult and remedial courses for those who fail the West Africa School Certificate Examinations. But it was soon observed that adult Literacy was not well provided for in the operational schemes of either the Ministry of Education or the Schools

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(14) Ibid, p 44



Management Board.

Consequently, the responsibility for adult literacy was transferred to the Lagos State Ministry of Local Government Social Welfare and Community Development.

This transfer has not improved the provision of adult education, especially adult literacy. This is because the responsibility for adult literacy was transferred to that ministry without the provision of adequate facilities to carry out the work.

The government carried out the transfer with the assumption that adult education is a social service, therefore, the ministry responsible for social services should be the best to handle it.

It is an unfortunate assumption which must be corrected. And the solution to the problem is the setting up of an independent Adult Education Board as suggested in chapter ten under recommendations.

The board should be given statutory powers to enable it to take full responsibility for all aspects of adult education as one unit of administration, practice and evaluation. It should have its own budget allocation, personnel, training programmes and career advancement structure.

## CHAPTER II

## REVIEW OF RELATED LITERATURE

Adult education has become so important all over the world, especially in this century that its literature has become deluged with a myriad of works produced by the different agencies which provide adult education. Adult education is provided by many agencies and institutions which differ widely in purpose and support.

According to D O Agbafor 1980, "Sociology, gerontology, anthropology, psychology, political administration, economics and group dynamics and educational theories provide resources for the adult educator as he studies the needs of the adult in a community".<sup>(1)</sup>

Adult education programmes and studies may be defined in terms of the individuals and groups served, agencies and institutions offering the programmes, methods used, subject matter covered, functions or skills and proficiencies taught.

For the purpose of this study, adult education is defined as those organised learning experiences under the auspices of the Lagos State Ministry of Education, the Ministry of Local Government and Community Development and Social Welfare.

The following review of the related literature covers the following areas in the administration and the general practice of adult education: definition, philosophy and the general concept of adult education and adulthood. It deals with literacy and illiteracy, adult education and development, economic benefits of education in general and literacy in particular, the

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(1) AGBAFOR D O 'A Study of the Perceptions of Adult Education Officers on Joint Funding of Adult Education by Private Voluntary and Government Agencies in Imo State of Nigeria', An unpublished PhD Thesis, Michigan State University, 1980 p 21.

language for adult education, adult learning and the adult educator and also, the financing of adult education.

#### A) DEFINITION OF ADULT EDUCATION

The General Conference of UNESCO defined adult education as the entire body of organised educational processes, whatever the content, level, method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in two fold perspective of full personal development and participation in balanced and independent social, and economic and cultural development.<sup>(2)</sup>

In their book "Adult Education and Community Development"<sup>(3)</sup>, a group of writers on adult education from the University of Ibadan defined adult education in all its ramifications as "any education given to adult persons, men and women. It embraces the acquisition of knowledge and skills by adults. It involves literacy training, which makes it possible for adults to learn how to read and write. This is typical of the situation where people are not registered in the formal

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(2) UNESCO: The Development of Adult Education Aspects and Trends Fourth International Conference on Adult Education, Paris, 19-29 March 1985, pp 27-28.

(3) ADEYERI C L K, ANYANKIU C N, OKANLAWON A B, OMOLEWA M A, SIDDIQUI A A, Adult Education and Community Development, Heinemann Educational Books (Nig), Ltd, Ibadan, 1982 pp 1-5.

school system. It, therefore offers an opportunity for people who are denied the facilities of exposure to formal education to go back and provide for themselves. This means that self-education constitutes adult education, which can be obtained from evening schools, tuition by correspondence and home studies.”

Adult education also includes all the education given to adults in the traditional society. Thus the learning processes in the home, or at traditional or secret societies, or at meetings of age grades, all come under the scope of adult education.

Adult education can be remedial. This is the type of education which is used to supplement an earlier education experience. This means that unlike children, those engaged in adult education are not beginners. They usually have a body of knowledge which they have accumulated over the years. They come to adult education to obtain an addition to what they already have, or to remedy what they have not completed or to organize what they have not properly assembled.

Adult education also includes the education provided for workers, either in industries, schools or similar institutions.

This type of adult education is sometimes called in-service or on-the-job training. This is offered to up-grade the knowledge of recipients for the particular job in which they are engaged. Allied to this is vocational education, which is generally geared towards full employment. This type of adult education is provided in apprenticeship, in shops, sheds, in domestic centres or in construction

companies.

Adult education includes mass education or what Michael Omolewa calls fundamental education in his book "Adult Education Practice in Nigeria"<sup>(4)</sup>. According to him, the "fundamental education includes, in addition to adult literacy: agricultural education, industrial education, hygiene, nature study, civics, community development, social welfare, village planning, physical education and road construction.

Another definition of adult education which is incorporated in the report of the "Implementation Committee for the National Policy on Education" is lifelong education. This fosters the idea that education begins at birth and terminates with death. This explains the belief in many societies that education is a lifelong process, and that whoever is tired of learning is tired of life itself.

Anyanwu N C, et al states that:

"Lifelong education is integrated with all forms of learning, and embraces all categories of learners. Lifelong education holds out the belief that people need to continue their education throughout life."<sup>(5)</sup>

Adult education according to Anyanwu N C et al may also be defined as continuing education. This is the education that continues and prolongs what an individual has already learned.

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- (4) OMOLEWA MICHAEL: Adult Education Practice in Nigeria, Evans Brothers (Nigeria Publishers) Limited, Ibadan, Nigeria, 1985, pp 5-6.
- (5) ANYANWU N C, et al: Adult Education and Community Development, Heinemann Educational Books (Nig) Ltd, Ibadan, 1982, p 3.

Continuing education programmes presume that the learners have had some previous formal education.

## **B) PHILOSOPHY OF ADULT EDUCATION**

The philosophy of adult education is expressed in the statements of goals and purposes. Many writers have based their goals and purposes of adult education upon the needs of the individual, others emphasise the needs of the society, while some others place both aspects on the same pedestal of importance.

Townsend Cole<sup>(6)</sup> in 1969 pointed out that "a central purpose of adult education is to prepare adults for life in new and changing circumstances".

Different countries also have their own philosophy of adult education to serve the needs of their citizens. For example, Nigeria according to the National Policy on Education<sup>(7)</sup>, has the following objectives:

- a) to provide functional literacy education for adults who have never had the advantage of any formal education;
- b) to provide functional and remedial education for those young people who prematurely dropped out of the formal school system.

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(6) TOWNSEND COLE: Adult Education in Developing Countries, Pergammon Press, New York 1969, p 87.

(7) FEDERAL REPUBLIC OF NIGERIA: National Policy on Education, Federal Ministry of Education, Lagos, 1981, p 32

- c) to provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- d) to provide in-service on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
- e) to give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

The sum total of these objectives is the central philosophy of adult education in Nigeria; that is, the continuous provision of all forms of worthwhile education to all Nigerians to improve their lives and to enable them to contribute effectively to the development efforts of the nation without any form of discrimination.

Speaking at the Annual Conference of adult educationists in Nigeria 1980, His Excellency Major General M S H Sarakikya<sup>(8)</sup>, High Commissioner of the United Republic of Tanzania gave the following as the philosophy and the role of adult education in national development in Tanzania:

- (I) "To shake ourselves out of resignation to the kind of life Tanzanian people have lived for centuries.
- (II) To learn how to improve our lives in general.
- (III) To make everyone understand our national policy of

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(8) FEDERAL REPUBLIC OF NIGERIA: Towards the National Mass Literacy Campaign, Papers presented to the Conference of Heads of Adult Education Departments in Government Ministries and Universities, Federal Ministry of Education, June 1980, p 5.



socialism and self reliance."

He added that Tanzania cannot develop quickly if these objectives were not implemented, especially on the issues of bringing about equality, dignity and overall development of the people.

Writing on the objectives and scope of adult education, Abebe Ghedai<sup>(9)</sup> stressed that adult education "in its broadest sense, is concerned with the spread of general, social, vocational and professional knowledge to all members of the adult public". He agreed with the view that its specific objectives vary with the need and the particular society it serves.

"In the highly developed countries the trend or the emphasis seems to be on the liberal enrichment of the adult."

He quoted ~~Jensen~~ Jensen Gale et al<sup>(10)</sup> to support his views.

According to them, the aim of adult education in the highly developed countries of the world is:

"... to maintain an adult population up to the standards of competence in knowledge, wisdom, and skill which society requires; to develop in adults an understanding of the serious problems which interrupt the operations

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- (9) ABEBE GHEDAI: Studies in Adult Education in Africa, A selection of the Papers presented to the Dag Hammarskjold Seminars in 1967 and 1968 on "The Use of Correspondence Instruction in Adult Education: Means, Methods and Possibilities", The Dag Hammarskjold Foundation, Uppsala, Sweden, 1969, p 3.
- (10) JENSEN G, LIVERIGHT A A and HALLENBECK W, Adult Education, Adult Education Association of the USA, 1964, p 7.

and progress of their cooperative society and prepare them to participate in the solution of these problems; and to provide all adults with the opportunities for their highest possible development in attitudes, understanding, knowledge and quality of the human existence toward the goal of the greater self fulfilment and realisation of each individual human being."

But in developing countries according to Abebe Ghedai, the liberal-enrichment approach in adult education is not enough. He advised that developing countries,

"... have to respond not only to the needs of certain individuals and groups but also to the needs of the country as a whole. Our educational investments must be adapted to our natural needs. If nation-building is our goal, we should not insist on the high standards of the few. As with school education, our adult education should be in line with our particular requirements of development."<sup>(11)</sup>

Knowles<sup>(12)</sup> expresses that the mission of adult education is helping the individuals to develop the attitude that learning is a lifelong process and to acquire the skills of self directed learning.

R Diez-Hochleitner<sup>(13)</sup> an education economist in the Education

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(11) ABEBE GHEDAI: Op Cit, p 3.

(12) KNOWLES MALCOLM S, The Adult Education Movement in the United States, Holt Rinehart and Winston Inc, New York, 1962.

(13) DIEZ-HOCHLEITNER: Economic and Social Aspects of Educational Planning, UNESCO, Paris, 1964, p 19.

Division of the International Bank for Reconstruction and Development (IBRD), says in "Economic and Social Aspects of Educational Planning" that adult education falls into three distinct categories:

- (a) The type offered in more advanced countries and which is generally provided through university extension courses, including post-graduate work.
- (b) Adult education devoted to training and retraining for new skills according to changes in technology and in occupational market demands.
- (c) Adult education for illiterate adults or those of low educational levels who are to be absorbed into the economically active population by community development programmes, training schemes and other socio-economic programmes such as cooperative, rural industrial estates etc.

In developing countries, emphasis should be laid on the last two categories which aim at training for professions and for the education of the illiterate adults who account for a greater percentage of the population of all developing countries.

It is encouraging to note in this study that in Lagos State, the work done by the ministry of education so far is based on helping the illiterates to learn how to read and write in adult literacy classes. And those who have got some education previously are given the necessary help to improve their educational standards at the different adult and continuing education centres. Dorothy Rogers says in

the "Adult Years" 1979, that:

"Educational programmes for older persons should serve two basic purposes: to compensate for earlier educational deficiencies, and to enrich life. Many older people would enjoy and profit from courses which update earlier learning or open new vistas."<sup>(14)</sup>

Most of the writers on adult education have based their views on the same philosophy of providing adult education to meet the needs of the participants. In this study it has been discovered that most participants withdraw from adult education programmes because the content of the programmes was not related to their lives and occupations.

#### **c) ADULTHOOD AND ADULT EDUCATION**

The interviews for this study were conducted among six categories of respondents - Adult Education Officer, Adult Educators, participants in adult continuing education, participants in adult literacy programmes, past participants and non-participants in adult education programmes. Before the interviews started, all the subjects in all the categories were presumed to be adults by the researcher using age as a yardstick for determining adulthood.

But during the interviews, it was discovered that all ages from below 20 to over 50 years were represented in all the

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(14) ROGERS D, The Adult Years, An Introduction to Ageing, Prentice-Hall, Inc, Englewood Cliffs, New Jersey, 07632, 1979, p 372.

categories with the exceptions of two categories - the Adult Education Officers and Adult Educators. Children of nine to ten years were found along with over forty year old men and women in the adult literacy classes. And in adult continuing education centres there were fifteen year old students studying together with others who were fifty years and above.

This phenomenon raises the questions of who is an adult and what is adulthood? These are questions which many adult education writers have tried to find answers<sup>to</sup> for many years. But all over the years, there has been no precise definition of the term "adult".

One of the first works to take seriously the problem of defining adult, was a book edited by Jensen, Liveright and Hallenbeck<sup>(15)</sup> in 1964. An anthropological definition centred around "the rites of passage" was advanced by Hallenbeck. He stated that usually,

"... there were among primitive peoples - ceremonies preceded by periods of instruction when young people were accepted as full and responsible adult members of their tribes."

The researcher is aware of such rites performed by some tribes in Nigeria as passage into adulthood. These include circumcision rites before marriage, initiation into the communal hunting age group and to participate in second burial ceremonies. These ceremonies are performed annually

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(15) JENSEN G, et al, 1965, p 6.

for young men and women who have come to the age of initiation.

Definite, universally accepted rites of passage are difficult to identify in modern developed societies of Europe and America. But nevertheless, there are some rites of passage, even though they are less dramatic and formalised than those of more primitive societies. These rites are not necessarily in the sense of formal ritual ceremonies, but they are events of social significance which affect the self consciousness of a person's status in the society.

In an unpublished paper, McKenzie Leon 1976, listed some of these rites in contemporary modern societies as follows:

- "(1) Graduation from high school and/or college
- (2) Securing full-time employment
- (3) Getting married
- (4) Receiving a driver's licence
- (5) Being able to purchase alcoholic beverages legally
- (6) Attaining voting age
- (7) Leaving home and establishing a place of residence
- (8) Opening a checking account"<sup>(16)</sup>

Identifying "adulthood" as some relationship of the individual to his society is the favoured position of some adult education writers. According to Verner Coolie and Booth Alan<sup>(17)</sup>

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- (16) MCKENZIE LEON: 'Who is an Adult?', The Dynamics of Adult Self-Consciousness, unpublished manuscript, 1974. (Available from the author of Bureau of Studies in Adult Education, Indiana University, Bloomington, Indiana.)
  - (17) VERNER C & BOOTH A, Adult Education, The Centre for Applied Research in Education Inc, New York, 1969.

attempts to arrive at a precise identification of an adult tend to fall into the categories of age, psychological maturity and social role. They examined each of these categories and make the following conclusions:

- (I) Age is the factor most often used in legal definitions of who is an adult to qualify for government funding for adult education programmes. However, even a cursory examination shows that this criterion has little correlation with a persons's fitness to perform. As a result, Verner concludes that age is an ineffective indicator of adulthood.
- (II) He next examines the concept of psychological maturity. His conclusion is that this is a much more functional criterion than age, but there is a serious problem in determining how degrees of maturity can be measured and exactly what degree of maturation marks adulthood. He concludes: "The means for determining maturity are so uncertain and so difficult to apply that the use of this concept for sorting individuals is impracticable".<sup>(18)</sup>
- (III) Finally, Verner examines the category of social role. He sees a task responsibility change from preadulthood to adulthood. The adult roles are basically productive in nature and the individual adult becomes economically self-sufficient. There is also a shift in the role of the learner from a primary to a subsidiary place. This definition of the adult in terms of social role makes

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(18) VERNER L & BOOTH A, Op Cit, p 28.

the adult easy to identify. On the basis of this theory of identification, Verner defines an adult as, "a person who has come into that stage of life in which he has assumed responsibility for himself and usually for others, and who has concomitantly accepted a functionally productive role in his community."<sup>(19)</sup>

On a pragmatic basis, what this usually amounts to in fact for adult education, is that an adult is usually at least sixteen years of age, usually married, and has graduated from or withdrawn from school to accept employment.

The above definitions and theories of the status of the adult seem to preclude some of the subjects interviewed in the study from the category of adults. This is because some of them were neither chronologically nor physically qualified as adults in the light of the above definitions. And, socially and economically they cannot be rated as adults as well. They have not graduated from school; they were not married, they were not prepared to accept employment and they were under sixteen years of age.

But some encouragement was drawn from Rogers D<sup>(20)</sup> study of young adults because of the similarity in the ages of the subjects who were asked to say when they feel like adults

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(19) VERNER C & BOOTH A, Op Cit, p 29.

(20) ROGERS DOROTHY: The Adult Years, An Introduction to Ageing, Prentice-Hall Inc, Englewood Cliffs, New Jersey, 97632, 1979, pp 5-6.



and their reasons for doing so. The following replies were given by the young adults:

"At age 20 when I first moved out of my parent's home into my own.

I still don't feel like an adult, but more like a young adult. When I took off a semester from school to live in Europe I felt I was on the road to adulthood.

At age 21, when it became legal to do anything I wanted in any state.

At age 18 when I had my first apartment.

At age 21 when people finally began treating me as an adult.

At age 14 when I held my first job and worked from 20 to 40 hours a week.

At age 17 when family problems placed heavy responsibilities on my shoulders.

At age 14 when my mother was hospitalised and I had to take care of my younger brothers and sisters.

About age 12 or 13 because both my parents worked and I had to take care of myself."

The above interviewees were forced to play adult roles by circumstances and they see themselves as adults.

J T Okedara<sup>(21)</sup> illustrated the circumstantial theory that "in an African setting youths may be called upon to perform social roles normally performed by adults, based on their births and circumstances."

He cited a specific case of such a circumstance from Nigeria, when the Deji (ruler) of Akure died and his daughter, a girl of about fourteen years was asked to leave her studies to assume traditional rulership as a regent until the installation of a new ruler. According to Okedara<sup>(22)</sup>, "The girl automatically headed the Council of Chiefs, made up of people who were as old as, if not older than her late father."

It is this circumstantial reason that has brought people of all ages together to the same classroom in the adult education centres in Lagos State to learn together as adults.

Another definition of the adult emanates from this circumstantial theory as follows: Any person irrespective of age, who due to circumstances brought to bear on him or her assumes responsibility for and performs the roles of those who are referred to as adults by the society. And consequently adult education is the education which prepares or strengthens people for the positive roles of the adult.

There is therefore much need to educate the adult to prepare him or her for these roles.

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(21) BOWN L & OKEDARA J T, "An Introduction to the Study of Adult Education", University Press Ltd, Ibadan, 1981, p 11.

(22) BOWN L & OKEDARA J T, Ibid, p 11.

## THE NEED TO EDUCATE THE ADULT

Many writers have written on the need to educate the adult:

Buschman, formerly the director, Division of Extra Mural Studies, University of Nigeria, Nsukka, in his talk to the Adult Education Conference on "Importance of adult education in a developing society" remarked:

"But if Africa generally and Nigeria specifically is to develop rapidly in all the ways, it must be because the adults of Nigeria have been developed through education and enlightenment, and this means adult education. These great masses of rural people have had little or no formal education. They have had only the traditional family training given in the village ... Therefore, a massive functional and satisfying adult education programme must be launched to reach all adults in Nigeria."<sup>(23)</sup>

A declaration unanimously endorsed by all delegates to the second world conference on adult education held in Montreal, Canada in 1960 has the following as the concluding portion:

"Adult education has become of such importance for man's survival and happiness that a new attitude toward it is needed. Nothing less will suffice than that people every-

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(23) BUSHMAN M C, Importance of Adult Education in a Developing Society, A talk given to the Adult Education Conference held at the University of Nigeria Nsukka, December 9-12, 1965, published by the Division of Extra Mural Studies University of Nigeria, Nsukka, 1965, p 3.

where should come to accept adult education as normal, and that governments should treat it as a necessary part of the educational provision of every country."<sup>(24)</sup>

Also in 1964, at the Adult Education Conference held in Abidjan, Ivory Coast, the Director General of UNESCO has this to say:

"It is not the children of today who hold the present destiny of Africa in their hands, it is the adults, so it is only by establishing effective communication with the adult population, by helping them to adjust to a rapidly changing world that an immediate impact can be made on the urgent problems of our society and essential progress be brought about. Africa cannot wait a generation to mobilise its rich human resources for the tasks of national development."<sup>(25)</sup>

Writing on the need to educate the adult, Malcolm S Knowles says:

"The society of our age cannot wait for the next generation to solve its problems. Time is running out too fast! Our fate rests with the intelligence, skill and good will of those who are now the citizen rulers. The instrument by which their abilities as citizen rulers can be improved is adult education."<sup>(26)</sup>

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- (24) UNESCO: International Retrospective on Adult Education, UNESCO, Paris, 1972, p 9.
- (25) UNESCO: Report of the Adult Education Conference, Abidjan, Ivory Coast, March 1964, UNESCO, Paris, 1964.
- (26) KNOWLES MALCOLM S: Non-traditional Study: Issues and Relations Adult Leadership Association Press, New York, 1975, pp 23, 232-235.

Lengrand Paul gives as reason for educating the adult, the "acceleration of the pace of change":

"From decade to decade man is faced with a physical, intellectual and moral universe so vastly transformed that yesterday's interpretations no longer meet today's need."<sup>(27)</sup>

Change seems to be the major reason that has led to the increased interest in the promotion of adult education. This fact is evident in the interest shown by many writers on the subject of change as the reason for the current interest in adult education.

For example, de Sanctis 1977<sup>(28)</sup>, says that the change gives adult education "an urgency and relevance that was lacking in earlier times." According to Cropley 1977<sup>(29)</sup>, the changes "arise from the phenomenon of change that is a major element in contemporary life". McClusky 1974<sup>(30)</sup> points out that "continuous change requires continuous learning". Agoston<sup>(31)</sup> refers to a "scientific technological

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- (27) LENGRAND PAUL: An Introduction to Lifelong Learning, Croom Helm, London, and The UNESCO Press, Paris 1975, pp 25-26.
  - (28) de SANCTIS, F M: A Victory by Italian Workers: The 150 hours, Prospects: A Quarterly Review of Education 1977, 7, 280-287.
  - (29) CROPLEY A J: Lifelong Education: A Psychological analysis, Oxford Pergammon, 1977.
  - (30) McCLUSKY H Y: The Coming of Age of Lifelong Learning, Journal of Research and Development in Education, 1974, 7, 97-106.
  - (31) AGOSTON G: La Communaute en tant qu'educateur, Acta Universitatis Szegediensis de Attila Jozsef Nominatae Sectio Paedagogica et Psychologia, 1975, 18, 5-15.

revolution", while Stonier<sup>(32)</sup>, 1979 mentions the two revolutions of ordinary life - technological change and changes in the information domain.

Knapper C K and Cropley A J 1985<sup>(33)</sup> mention "Change in Work and Social Change". According to them, "development of manufacturing techniques emergence of new products and increases in knowledge" are combining to produce a situation in which some jobs are simply ceasing to exist, while in others the basic skills are "changing so extensively and rapidly that it is no longer possible to acquire them once and for all during an initial education and then spend the rest of one's life applying them."

They further state that "the effects of socio-cultural change are potentially disastrous, since they bring with them the possibility of a collapse of values". They therefore see adult education as "a constructive response that can help to avert these dangers: it is regarded as a device for helping people find patterns of life that satisfy their social, emotional and aesthetic needs, even in a rapidly evolving society."

Political changes according to Lengrand Paul also contribute to the need to educate the adult<sup>(34)</sup>:

"From one year to the next ... men of our present generation find themselves projected into a new kind of society

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- (32) STONIER, T: Changes in Western Society: Educational Implications, in T Schuller and J Megarry (eds) Recurrent Education and Lifelong learning, London Kogan Page, 1979.
- (33) KNAPPER C K & CROPLEY A J: Lifelong Learning and Higher Education, Croom Helm, London, Sydney, Dover, New Hampshire, 1985, pp 22-23.
- (34) LENGRAND PAUL: Op Cit, pp 29-30.

involving different types of political, legal or social institutions, far reaching changes in the structure of the social classes ... and the creation of new relationships between the citizen and the public powers ... citizens are called to new tasks and responsibilities which they can only undertake with the desired competence if they have received suitable training."

The suitable training referred to can be received from adult education programmes. Another reason for which the adult should be educated is "information explosion" which Lengrand 1975<sup>(35)</sup> says:

"Can only play a constructive role if it is accompanied by an intense and continuous process of training. The understanding, interpretation, assimilation and use of the messages and data received call for a comprehension of language ... for practice in the reading of signs, and above all for the development of a critical sense and ability to choose ..."

Nash T A<sup>(36)</sup> in his report on the Anchan Rural Development Settlement Scheme, emphasised the need for development of rural Nigeria through the education of adults in his remarks that:

"Our work here would have been enormously simplified had there been one or two literates in every hamlet who could have read out messages to the hamlet heads. We must look

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(35) LENGRAND: Op Cit, p 31

(36) NASH T A: Report on the Anchan Rural and Settlement Scheme, London, HMSO, 1962, p 18.

forward to the day when every order from the Emir or District Heads is nailed up on the village tree, and the peasant really understands what he is supposed to do. When the peasant can read the scales and work out how much he should get, he will become a much wealthier man."

#### **D) CHARACTERISTICS OF ADULT LEARNERS**

There is great need to educate the adult, and this must be done effectively to achieve beneficial results. This will only be possible if the teaching of the adult is done along with the principles of adult learning, based on the characteristics of the adult learner.

In this study, the reasons why some adults do not participate in adult education programmes while some others participate without completing any programme were investigated.

The findings indicate various characteristics of the adult learner. These characteristics are based on the following factors:

##### **(1) PHYSIOLOGICAL CHARACTERISTICS**

Donald H Brundage and Dorothy Mackeracher<sup>(37)</sup> 1980, state that adults reach full physical maturity by their early twenties. Until the late forties they will experience no major physical changes other than those induced by accident, illness, stress, child-birth and life style. From the later forties on

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(37) BURNDAGE D H & MACKERACHER D: Adult Learning Principles and their Application to Programme Planning, Adult Education Research, Ministry of Education, Ontario, 1980, p 22.



they will be aware of two general physical changes affecting the sensory receptors for vision and hearing to decline. Such decline affects learning by reducing sensory intake and also the quality of input to the learning process.

According to Verner and Davison<sup>(38)</sup>, 1971, the speed of response of the central nervous system declines at the late forties. They say:

"Older adults generally require more time to learn material, although their experience and efficiency compensate somewhat. When the learning and responding must be done under pressure of time, the decline in speed of response may be further aggravated by anxiety."

Bromley, 1974<sup>(39)</sup>, also states that "temporary poor health, chronic disease, fatigue, and emotional or physical stress will further aggravate the effect of both types of decline."

But McClusky, 1970<sup>(40)</sup>, pointed out that "while sensory acuity and speed of response decline there is no corresponding decline in ability to learn or in

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- (38) VERNER C & DAVISON C V: Physiological Factors in Adult Learning and Instruction, Tallahassee, Florida State University, Department of Adult Education, Research Processing Information Centre, 1971.
- (39) BROMLEY D B: The Psychology of Human Ageing, 2nd Ed, Harmondsworth, Middlesex: Penguin Books, 1977.
- (40) McCLUSKY H Y: An Approach to a Differential Psychology of the Adult Potential, in S M Grabowski (ed), Adult Learning and Instruction, Syracuse, NY, ERIC Clearinghouse on Adult Education, 1970.

the power or correctness of the learning response."

Based on the physiological characteristics are the following principles of adult learning according to Brundage and Mackeracher<sup>(41)</sup>:

- (a) Adults learn best when they are in good health, are well rested, and are not under stress.
- (b) Adults learn best when their vision and hearing are in the best condition possible and when the learning environment can compensate for any loss of sensory acuity.
- (c) Adult learning is not directly related to changes in physical characteristics until after age 40, except in the case of what might be called rehabilitative learning such as might follow illness or accident.
- (d) Adult learning after 40 often may be related to physical ageing. The learning may be difficult to detect, for example, visual acuity may decline almost imperceptibly over a long period of time, and the techniques that adults develop in order to cope with the change may go unnoticed.
- (e) Adults do not learn productively when under severe time constraints. They learn best when they can set their own pace and when time pressures are kept to the minimum. The older they are, the more counter productive time pressures become.

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(41) BRUNDAGE D H & MACKERACHER D: Op Cit, p 23.

## (2) SOCIOLOGICAL CHARACTERISTICS

As stated by Cole C R A<sup>(42)</sup>, an adult goes through life in a series of changing social roles:

"a person in the social role of a father is expected to behave in certain ways as his children grow up, and he learns to expect this behaviour of himself. In West Africa, as a person grows older, he will command greater respect, from his children and from other members of society."

He advised that adult educators should make allowance for the social situation of the learners:

"A middle-aged person who is a grand-father, a councillor, or the owner of a large house, will not take kindly to being treated without the deference such a role entitles him to ... very many people drop out from literacy classes or agricultural extension projects because persons younger than themselves treat them as school children."

He suggested that adult education programmes should be designed to help persons perform more effectively in their various roles. According to him:

"Young adults will respond to programmes which help them to start on a career or to set up in married life. Persons with families will want to

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(42) COLE C R A: The Adult Learner, in BOWN L & TOMORI S H OLU (Eds), A Handbook of Adult Education for West Africa, Hutchinson University Library for Africa, London 1979, pp 32-33.

learn about the relationships between parents and children and about problems in their children's education. Middle-aged adults will seek to know how to handle the difficulties of adolescent children. Elders will want help in overcoming handicaps of old age and disengagement and in taking advantage of additional leisure."

### (3) PSYCHOLOGICAL CHARACTERISTICS

Many adults are indifferent toward formal learning for reasons best known to them. Cole C R A <sup>(43)</sup> is of the opinion that:

"They may have painful memories of school, they may think that education has no relevance to their lives, they may be afraid that they have lost the capacity to learn."

He advised adult educators to stir the interests of the adult learners in learning to motivate them. The interested adult according to him brings to learning two great assets, which a school child does not have. The first is experience. In some cases adult learners may have more practical experience than a young tutor whose knowledge is gained from a book. He therefore stresses that adult educators must take account of the learner's background and build on their experiences. He added that it is

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(43) Ibid, p 33.

useful to find out as much as possible about the learners early on in an adult education course or programme and throughout to link teaching with their own experience. But he warned against accepting whatever the learners have taken in over the years without question. He quotes Gary Dickinson<sup>(44)</sup> to back his warning as follows:

"in psychological usage, what is learned is not necessarily correct or helpful ... In addition to learning appropriate modes of behaviour, it is also possible to learn bad habits, incorrect patterns of speech, unfavourable attitudes and inappropriate skills."

He pointed out that in such cases, adults may have to unlearn some prejudices and habits, but will certainly resist doing so if their point of view and background are ignored. But he advised that the adult educator must be on the alert to use the learners' mature experience and help them to sift from it what is most valuable. He added that for learning to be effective, it must be based on experience.

The second asset which adults have is a developed power of deductive reasoning. As Cole stated, they are very often better placed than the younger generation to draw inferences and follow a discussion through to a conclusion. This does not mean that they may

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(44) GARY DICKINSON: Learning Process in ABE, in W M Brooke (ed), Adult Basic Education, Toronto, New Press, 1972.

not often be illogical or draw inferences which greater knowledge will show to be false he points out, but their long habit of deduction is something of which an adult educator can make use. He also advised that adult learning programmes should give every opportunity to learners to exercise their reasoning faculties and to be helped to see the point for themselves; they should not be expected to learn mechanically or by rote. He stressed that for "learning to be effective it must be based on the adults' use of reasoning."

Miller H L 1966,<sup>(45)</sup> has a list of useful conditions promoting adult learning as follows:

- (I) The learner must be adequately motivated to change his behaviour.
- (II) The learner must be aware of inadequacy in his present knowledge, skill or behaviour.
- (III) The learner must have a clear picture of what gains in knowledge or skill or what changes in behaviour he achieve.
- (IV) The learner must have opportunities to put his new knowledge, skill or behaviour into practice.
- (V) The learner must have reinforcement of newly learned behaviour.
- (VI) The learner needs the support of a sequence of relevant and appropriate study materials.

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(45) MILLER H L: Teaching and Learning in Adult Education, in Cole C R A, The Adult Learner, in A Handbook of Adult Education Edited by Bown L & Tomori Olu S H, Hutchinson University Library for Africa, 1979, pp 35-36.

## E) LITERACY AND ILLITERACY

In a paper titled "The Role of Literacy in National Development", Lekan Oyedeji<sup>(46)</sup>, the former head of the Department of Adult Education, University of Lagos, defined literacy as "the skill of reading, writing and computing."

Illiteracy is the direct opposite of literacy. In other words, according to the above definition, illiteracy is the lack of the skills of reading, writing and computing.

Dictionary definitions usually indicate that literacy is a condition in which a person can read and write.

But according to William R Powell, many people no longer consider the ability to read and write enough. According to him;

"A person must be able to communicate and compute with some degree of skill in order to meet the demands of his society. It is a particular society which defines literacy."<sup>(47)</sup>

He suggests three levels of literacy:

"the preliteracy level, the basic literacy level and the functional (practical) or career literacy level."

### (a) PRELITERACY LEVEL

Preliteracy according to him is the first subsystem toward minimal literacy. Through formal or informal

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- (46) OYEDEJI L: The Role of Mass Literacy in National Development, A Paper presented to mark the Nigerian Army Day Celebration at the National Assembly Hall, Tafawa Balewa Square, Lagos, Tuesday 3 July, 1984, p 1.
- (47) POWELL R WILLIAM: Levels of Illiteracy, in Moyle Donald (Ed) Perspectives on Adult Literacy, United Kingdom Reading Association, Mart Lane, Burgcough, Lancashire, p 3.

instruction, the individual begins to obtain knowledge of and use of the basic skills in his society, namely those language and computational processes essential for literacy and upon which further learning depends. They are the building blocks of the learning structure and their absence represents a barrier to success in a civilized society.

The skills of listening, speaking, reading, writing and arithmetic represent the basic areas of communication and computation. The basic skill area is fundamental to the concept of literacy. Furthermore, learning the necessary competencies in other important areas, such as general education, vocational and professional domains, depends upon acquisition of the basic skills. The preliteracy level is concerned with the basic skills which permit a person to successfully complete the tasks demanded by society in its elementary schools.

(b) BASIC LITERACY LEVEL

The basic skills, as explained by Powell<sup>(48)</sup>, at the preliteracy are unstable. They become permanent at the basic literacy level. They stick and stay stuck. While they may suffer from a regressive effect, they always remain operative; for example, they can be used

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(48) Ibid, p 4.



upon demand. The basic skills at this level also become generative, that is, they can develop further without formal instruction. The skills are intact and independent of external support, although they still need expansion, specification and refinement. This perspective would suggest that the basic literacy level is that level where the basic skills learned will not regress to a level where they can no longer be used. That is to say, the basic skills processes have become minimally independent, so that they are resistant to extinction. It is at this basic literacy level that an individual's basic fluency skills consolidate and become intact, that is reach a level of minimal unity. No higher cognitive skills are implied - just simple skills resistant to diffusion and extinction.

What the definition is all about, especially at this point is emphasis on the basic skills at the beginning of teaching and learning in order to build a solid foundation for all the future teaching and learning processes. Powell<sup>(49)</sup> states that:

"Such a definition of basic literacy gives boundaries for accountability to the school. Can or should the school be responsible for making everyone functionally literate in every occupational role? Each occupation has its own rules, procedures and

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(49) Ibid, p 6

programme. It is the school's minimal responsibility of delivering the foundation on which any occupational training programme can build, but it has not been the school's responsibility nor mission to train for the cultural multiplicity of occupations (which change over time). It is the unique problem of schooling to deliver the basic literacy upon which any vocational choice can build, extend, refine and specialise."

(c) CAREER LITERACY LEVEL

Powell<sup>(50)</sup> states that having a permanent operative basic literacy level does not guarantee that performance is satisfactory for the demands imposed by a given occupation. The career literacy level most certainly will require a core of skills, these definitely will be specialised requirements for each role, and the level of functioning demanded will vary accordingly.

He added that while basic literacy level is likely to be measurable, generalisable, unidimensional and stable, the career literacy level is measurable for each occupation, nongeneralisable across vocational choices, multidimensional and variable. The demands are set by the work conditions.

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(50) Ibid, p 6.

An adaptation of Sticht's<sup>(51)</sup> definition of functional literacy fits most appropriately here. He states that "functional literacy is possession of those literacy skills needed to successfully perform the language and computational tasks imposed by an external agent between the reader and a goal the reader wishes to obtain." He further contends that whether functional literacy is or is not considered as functional depends upon the nature of the communication and computational tasks - "Whether it is self or externally imposed - and not upon a person's skill level". In other words, functional literacy means the reader has skills at a level which matches the readability level of the work material.

Such a position is applicable to the recent concept of "survival literacy" as coined by Harris L<sup>(52)</sup> et al. The forms used by Harris in his study (social security, personal bank loan, public assistance, medicaid and a driver's licence) are subject to varying difficulty.

The preliteracy level is the foundation for the basic literacy level, which in turn is the foundation for the career literacy level.

Since work is one of the primary functions of being

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- (51) STICHT T G et al: Project Realistic, Determination of Adult Functional Literacy Skill Levels, Reading Research Quarterly, Vol 7, No 3, pp 424-465.
- (52) HARRIS L et al: Survival Literacy Study, Washington DC, National Reading Council, ERIC ED 068 813, Arlington, Va, ERIC Document Reproduction Service.

an independent, contributing member of society, career literacy is necessary to become a minimally literate person.

Also writing on literacy and illiteracy, Sir Charles Jeffries<sup>(53)</sup> supports the functionality of literacy. He states that a person who can only read or only write (if indeed such a person exists) cannot, for any practical purpose, be described as literate. Again, a person who has only learnt to sign his name, or to recognise his own name when he sees it written or printed, is at the barest minimum level of literacy. Minimum literacy is not of much use except in so far as it may be developed into what is now termed functional literacy.

There is no exact or universal definition of functional literacy, but its meaning is clear enough. Professor William S Gray<sup>(54)</sup> writes that "a person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assumed in his culture or group". According to Sir Charles Jeffries such a person should at least be able to read a simple instruction leaflet in his own or some other familiar language, to write a legible letter, and to keep a record of his money

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(53) JEFFRIES SIR CHARLES K C M G Literacy: A World Problem, Pall Mall Press, London, 1967, p 11.

(54) GRAY WILLIAM S, The Teaching of Reading and Writing, Monographs on Fundamental Education No X, UNESCO, 1956, p 24.

transactions or the produce of his farm. This is the kind of literacy which matters and at which literacy campaigns are directed. It was the knowledge of this fact that prompted the researcher to conduct a separate interview for non-participants in adult education programmes to discover the causes of their non-participation. The aim is to suggest the ways and means of removing such causes so that every adult could be motivated to participate in adult education programmes, especially adult literacy classes.

Sir Charles Jeffries, KCMG<sup>(55)</sup> gives in a very illustrative language, the definition of the illiterate as follows:

"The illiterate is a man or woman, who is condemned to a status which, in the circumstances of today, is less than human. The illiterate is a man who, having scraped together ten shillings to meet the tax collector's demand, cheerfully walks away with a receipt showing that he has paid five shillings. The illiterate is a mother who has to trust someone else to read her letters from her absent son and send him her replies. The illiterate is a farmer who cannot decipher the simple instructions which could save his crop from disaster. The illiterate

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(55) JEFFRIES SIR CHARLES, Op Cit, p 13

is a woman whose baby is dying of some malady which the poster on the wall tells how to prevent or cure. The illiterate is a man who goes on a train journey not knowing whether he has been charged the proper fare, not able to read the destination named on his ticket or the names of the stations through which he passes. The illiterate is an old woman crying because she envies her grand-daughter who can go to school, a man who can only count by his fingers, a woman who told her teacher that she must learn to read as she was tired of getting on to the wrong bus."

The above definition strikes at one vital point. The illiterate is a person who cannot read and write and therefore cannot function effectively.

Lekan Oyedeji<sup>(56)</sup> states that illiteracy among adults implies the non-participation of entire sections of the population in the life of the national community. He added that "illiteracy is simply the manifestation at the educational level of a complex series of ... factors which have prevented entire groups of human beings from participating in the process of development going on around them."

In an address to mark the International literacy

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(56) OYEDEJI LEKAN: Op Cit, p 3.

day on September 8, 1984, the then Federal Minister of Education, Science and Technology, Alhaji Yerima Abdullahi has this to say among other things:

"It is an undisputed fact that there is a direct relationship between illiteracy and ill-health, illiteracy and high infant mortality rate and between illiteracy and low productivity."<sup>(57)</sup>

Also as Aker points out:

"The undereducated are more likely than those who are more highly educated to:

- (a) have serious difficulty in income maintenance
- (b) be victimised by creditors
- (c) be unemployed or underemployed
- (d) be on welfare
- (e) have inadequate conditions of physical and emotional health - including hypertension, poor hearing and poor vision.
- (f) have inadequate nutrition
- (g) live in substandard housing
- (h) lack reliable transportation
- (i) pay more for meeting basic survival needs as well as non-essential items.

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(57) FEDERAL MINISTRY OF EDUCATION: An Address to the Nation by Alhaji Yerima Abdullahi, Minister for Education, Science and Technology on the occasion of International Literacy Day, which is also Nigeria's National Literacy Day, September 8, 1984, p 1.

- (j) have difficulty with the role of parent
- (k) have children who will face problems much like their own.
- (l) have more children than they want
- (m) not vote or engage in civic or political affairs.
- (n) have difficulty in obtaining needed social, health and/or economic services provided by the community.
- (o) feel helpless or powerless to work the system or control the forces that most influence their lives.
- (p) be incarcerated
- (q) not participating in any organised form of continuing education.
- (r) experience more accidental injury, and
- (s) live fewer years."<sup>(58)</sup>

**F) ADULT EDUCATION DEVELOPMENT AND OTHER ECONOMIC BENEFITS**

As quoted by Coles E T, Adam Curle states that:

"Some countries are under-developed because fewer than 10 per cent ... of their population have been trained and educated in such a way as to make proper use of their innate capacities. These countries not only lack competent technical and professional

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(58) AKER G F: The problem of illiteracy: Or Opportunities for Development Through Adult Education, Prepared for the Conference on Economic and Social Perspectives on Adult Literacy, Orlando, Florida, USA, 1977, pp 16-17.



personnel of every sort, they are also without the educated and responsible citizens to provide the necessary robust framework within which development can take place ... Such countries are poor because their human resources are poorly developed."<sup>(59)</sup>

Adult Education as Ayo Oguseye and J T Okedara put it, "shares the same broad aims and objectives with education its 'parent'. These are the acquisition of knowledge and skills by the learner and the development of attitudes which can promote in him adaptability (readiness to accept change), the spirit of enterprise (initiative for improvement and innovation), wide as opposed to narrow interests and labour commitment." They added that "Adult Education, is to enable learners not only to acquire knowledge and skills, but also ideas and attitudes without which knowledge and skills cannot be put to good use for effective performance in whatever they are doing."<sup>(60)</sup>

Adult Education focuses on the education of the adults who now hold the destiny of their nation in their hands. They are the people who must now carry on the development process.

In a paper delivered to the Nyasaland Economic Symposium, in 1964, Dr F Harbison argued that "the wealth of a country is dependent upon more than its natural resources and material

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(59) ADAM CURLE: Educational Strategy For Developing Societies (A study of educational and social factors in relation to economic growth). Tavistock Publications, 1963, p 27.

(60) OGUNSHEYE A & OKEDARA J T: Economic and Adult Education, in BOWN L & OKEDARA J T: The Study of Adult Education, University Press, Ibadan 1981, p 128.

capital; it is determined in significant degree by the knowledge, skills and motivation of its people ...

Thus, investment in man and his development is fully as important as material investment in dams, roads, harbours, irrigation systems, factories or communications."<sup>(61)</sup>

Dr F H Harbison also commented elsewhere that "it is reasonable to conclude that the wealth of a nation is at least as dependent upon the development of human resources as upon the accumulation of physical capital ... It is essential for the politicians and planners to understand that any development plan which does not give high priority to the formation of human capital is simply unrealistic and almost certainly destined to fail, for experience has shown repeatedly that high level manpower does not appear automatically or magically."<sup>(62)</sup>

In giving the background story to the "Revolution in Education" in Lagos State in 1981, the Director of Publicity, Lagos State Government, argued that, "No nation that has the majority of its citizens uneducated can hope to take advantage of its resources. That nation, no matter what its natural wealth, will exist perpetually enslaved and exploited by other nations of the world that have reached a high degree of sophistication and civilization.

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(61) HARBISON F H: The Development of Human Resources, An Analytical Outline, In Economic Development in Africa, edited by E F Jackson, Basil Blackwell, 1965, p 71.

(62) HARBISON F H: The Strategy of Human Resource Development in Modernising Economics Policy, Conference on Economic Growth and investment in Education, OECD Washington DC, 1961, Vol III, p 11.

Nigeria of 1981, seventh among the oil producers of the world, once the third largest producer of cocoa, once the largest producer of groundnut oil, once able to feed itself without importing a grain of cereal, is in this deplorable position. Why? Because its citizens are largely uneducated."<sup>(63)</sup>

The importation of food items which could be produced locally began in the late 1960s with the oil boom which brought great wealth to the country. But due to lack of proper education on the part of the adult leaders and the entire populations, there was no sensible planning ahead on how to manage the economy. Agriculture was abandoned and all food items have to be imported.

Then without warning, there was the oil glut and there was no more flow of the oil money to import food. The result was high inflation and everyone in the country suffers. For the avoidance of such situations, Porsser's warning must be taken seriously, "that in new countries, it is the adult population which will make the early decisions which will determine the pattern for a future which the children will inherit. The adults should not be ignored. It could be a terrible mistake to stake all in the future and forget the present."<sup>(64)</sup>

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(63) LAGOS STATE GOVERNMENT: Revolution in Education, Publicity Department, Governor's Office, Ikeja, 1981, p 1.

(64) PORSSER R: Adult Education for Developing Countries, East African Publishing House, Nairobi, 1967, p 8.

Adult education will enable adults to play their leadership role more effectively as representatives of their community. In 1984, a military governor in one of the states in Nigeria ordered that illiterate chiefs should not be made chairmen of Local government council. In giving the order, he said that "it would be a very serious act of retrogression and contradiction if we are to enthrone heredity in both traditional and modern institutions, thereby unjustly precluding our citizen from aspiring to any public office in the land."<sup>(65)</sup>

The governor's action is in conformity with Ryerson Egerton's views in which he admitted as follows:

"I have known many persons rise to wealth and respectability by their industry, virtues and self-taught skill; but from their utter want of training in the proper mode of writing, or speaking, or reading their native tongue, they are unable to fill the situations to which their circumstances and talents and characteristics entitle them, and in which they might confer great benefits upon society."<sup>(66)</sup>

Ryerson believed that educated labour is more productive than uneducated labour. And according to him, "productive" means less disruptive, more skilled, orderly and disciplined, punctual and moral. He stated that "proper education of the

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(65) FARUK USMAN ALHAJI; 'Illiterates Unfit to Be Chairman', Sunday New Nigerian, 5 August, 1984, No 167, Kaduna and Lagos, p 1.

(66) RYERSON E: 'A Lecture on the Benefits to be derived from Mechanics Institutes', in Journal of Education, Toronto, 5 February, 1851, pp 19-20.

mechanic is important to the interests of society as well as to his own welfare and enjoyment."<sup>(67)</sup>

Another spokesman for the economic contribution of education was Charles Clarke. Addressing the Teachers Association in 1877 in Ontario, he emphasised that:

"No unprejudiced man can conceal from himself the fact that education has lightened the toil of the labourer, increased his productive ability, surrounded him with comparative luxuries and materially increased the purchasing power of his daily wage."

He argued that the uneducated men were heavily handicapped in:

"the race of and for life, sinking more rapidly and certainly than ever into the position of mere hewers of wood and drawers of water."

In an editorial comment captioned "Literacy frees the bonded mind" in the Sunday Concord of 18 September 1983, the editor stated that:

"The advantages of having a literate adult population are numerous. Literate manpower are more able to cope with the demands of changing and

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(67) Ibid, pp 19-20.

(68) CLARKE CHARLES: in GRAFF HARVEY J, The Literacy Myth, Literacy and Social Structure in the Nineteenth Century City. Academic Press, New York, San Francisco, London, 1979, p 202.

complex production processes, both in agriculture and industry."

Literacy aids people to understand their rights and perform their civic duties, or as one writer put it, the editor quoted,

"If you cannot read, you cannot be an obedient citizen."

The ability to read and write gives access to the world of mass communication and aids the integration of the diverse and distant elements of the society. Of no less importance, literacy provides a means for the individual to better understand his world and the factors that determine the shape of his life. He also quoted a Brazilian illiterate who said:

"I want to read and write so I can stop being the shadow of other people."<sup>(69)</sup>

The above comment in a newspaper from a developing country says it all. The advantages and economic benefits of adult education cannot be over-emphasised. It is the duty of any government to ensure that all citizens have the opportunity to have some basic education.

#### **G) THE FINANCING OF ADULT EDUCATION**

"... adult education must be a central government responsibility. It must be guaranteed appropriate

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(69) "Literacy Frees the Bonded Mind", Editorial Comment Published in The Sunday Concord, Lagos, Nigeria, 18 September 1983, p 2.

structures and adequate financing by means of state laws prescribing criteria for, and minimum levels of expenditure. It is essential to have a comprehensive planning strategy, though this does not rule out a pluralistic pattern of provision. Coordination should be ensured by the creation of inter-sectoral committees. Adult education, however, will wither if it is too rigidly controlled from the centre. Local initiative, co-ordination and control are all important. So also is the freedom to experiment of private as well as public agencies."<sup>(70)</sup>

"In most countries however, the purse-strings were kept tightly drawn, and adult education got the crumbs from school education's well laden table ... it was noted that those who were nationally responsible, politicians and administrators alike, were simply not alive to the objectives of adult education, and that expenditures for adult education were considered to be optional expenditures."<sup>(71)</sup>

The above quotations summarize the dilemma of adult education financing world wide. As Lowe John stated, adult education should be the responsibility of the central government. This is the wish of most adult education practitioners. But at the same time they are apprehensive of governments rigid control.

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(70) LOWE JOHN: The Education of Adults: A World Perspective, The UNESCO Press, Paris and Ontario Institute for Studies in Education, Toronto, 1975, pp 181-182.

(71) UNESCO: Final Report, Third International Conference on Adult Education, UNESCO, Paris, 1972, p 26.

The government also has not put forward a definite policy on financial allocation to adult education. As a result of the non-declared policy, adult education is being financed in a variety of ways by various bodies to achieve different aims and objectives.

In 1952-1953 Olds Edward carried out a study on the "Financing of Adult Education in America's Public Schools and Community Councils" a part of his report stated that "states where tax funds are used to support adult education, enrolled almost three times as many adult students as states that do not provide public financial assistance."<sup>(72)</sup>

The report also said that support is required for adult education from governmental sources if it is to adequately meet the kind and amount of individual and community needs. Each school district needs to work out its own plan for support, carefully considering available resources from state aid for general adult education. And that every state should provide specific financial aid to adult education as a part of its foundation programme of assistance to public schools, essentially on the basis as that provided elementary and secondary education. Also, state programmes to finance education should authorise and make available enough aid to result in an expenditure for adult education

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(72) OLDS EDWARD: Financing Adult Education in America's Public Schools and Community Councils, Report of the National Commission on Adult Education Finance, Chicago, Adult Education Association of The USA 1954, p 124.



in each school district accounting to a minimum of two to three percent of the total expenditures for elementary and secondary education.

In his book, Adult Education in Transition, Clark Burton R<sup>(73)</sup>, points out that one handicap of public school adult education is its marginal position. It is a new activity and must compete for support with long established elementary and high school divisions. Clark notes that the idea that adult education has a claim on tax funds has not been accepted by the general public to nearly the degree that the education of children and youth has been.

Holden J B<sup>(74)</sup> in his study of "Factors Relating to the Financial Support of Continuing Education as revealed by a study of selected Michigan Communities", found much evidence about willingness of adults to pay fees but reported that they are comparatively more willing to pay for courses which will increase their earning capacity than for other types.

To a considerable degree, however, they will also pay for activities that will provide satisfaction of a cultural or recreational nature. When asked to what purposes tax funds might be spent for adult education, they favoured education in public affairs, vocational education, home and family education, intellectual and cultural develop-

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(73) CLARK BURTON R: Adult Education in Transition: A Study of Institutional Insecurity, (University of California Publications in sociology and Social Institutions, Vol I, No 2), University of California Press, 1956, P 202.

(74) HOLDEN J B: Factors Relating to the Financial Support of Continuing Education as revealed by a Study of Selected Michigan Committees, (Unpublished PhD Dissertation, Ohio State University , 1955).

ment and recreational skills.

A committee presided over by Sir Eric Ashby<sup>(75)</sup>, after reviewing previous studies as well as British practice of adult education for nearly a century, prepared a report entitled: "The Organisation and Finance of Adult Education".

The following are some of the recommendations made by the Committee:

"the present partnership in adult education between voluntary bodies, universities, local education authorities and ministry should be preserved, but that it should continue to be reviewed from time to time.

The ministry's policy in financing adult education should always be such as to encourage voluntarism.

Local education authorities should be encouraged to aid adult education by contributing toward the administrative costs of responsible bodies and by providing accommodation free of charge, in addition to the direct provision they themselves make.

Courses of high quality should not be excluded from grants on the grounds that they might have a vocational interest for some students.

If possible some assurance should be given to responsible bodies that the ministry's total allocation

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(75) GREAT BRITAIN MINISTRY OF EDUCATION: The Organisation and Finance of Adult Education in England and Wales, "Report of Committee appointed in June 1953, Chairman, Dr Eric Ashby, HMSO, London, 1954, p 67

of grant for adult education would not suffer reduction at short notice."

In 1974, Londoner<sup>(76)</sup>, Carrol A conducted a study to determine which, if any, attribute variables differentiated significantly between adult students who paid their own educational expenses and students whose expenses were paid by a public agency, and found that "agency-paid adult students were more likely to rate the educational goals higher in importance than self paid students." This finding is, however, contrary to the generally held belief that agency-paid students do not hold these educational goals high in importance.

According to Lowe John<sup>(77)</sup>, "The most familiar argument in favour of charging fees is that people value only what they pay for. Paying even a nominal fee will cause participants to take a programme more seriously and thereby reduce the drop-out rate. A second argument is that competition between private agencies is necessary so as to place a premium on the continual improvement of programmes and therefore that fees ought to reflect what the market demand would bear.

A third argument in favour of charging fees is that it permits more rapid growth."

Lowe's argument is in agreement with the traditional methods of financing education in Nigeria. From the time the

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(76) LONDONER CARROLL A: 'Sources of Educational Funds as Motivation for participating in Adult Secondary Education, Adult Education, Vol XXV, No 1, 1974, pp 47-63.

(77) LOWE JOHN: Op Cit, p 178.

British brought Western education into Nigeria, it has been financed through the grant-in-aid system and through private sources. As Callaway and Musone<sup>(78)</sup> noted, the system of financing education is through the grant-in-aid system, while the remaining expenditure was financed by private sources represented almost exclusively by fees. Both government operated institutions and the ones operated by voluntary agencies were financed through the same sources until after the civil war in Nigeria in 1970 when the government took over completely all educational institutions.

Thomas J Alan<sup>(79)</sup> found that the field of adult education is most active when the state is an active participant in the process of defining needs and suggesting programmes to deal with them. A state staff which is knowledgeable about the field, and which is able to provide advice and financial assistance in the development of well rounded curriculum related to social needs and private demands.

Thomas believes that commitment to the concept of life-long learning, shared by governments, private institutions and individuals is essential for the survival of the economic and political institutions, as well as for the well-being of individuals. Such a commitment has been obtained in the case of elementary and secondary education.

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- (78) CALLAWAY A & MUZONE A: Financing of Education in Nigeria, International Institute for Educational Planning, UNESCO, 1968, p 47.
- 79) THOMAS J ALAN: "Financing Adult and Continuing Education", In Planning to Finance Education, edited by Roe L Johns, Kern Alexander and K Forbis Jordan, National Educational Finance Project, Gainesville, Florida, 1971, p 172.

It is obtained for teacher education. Its extension to the education of the adult is therefore a logical next step.

Coles E T<sup>(80)</sup> points out other sources of funds apart from central government. According to him, "Some money should be forthcoming from local authorities, for teaching costs and for the provision of premises and grants-in-aid to local organisations. Funds will also be indirectly contributed by other providing bodies such as voluntary organisations, firms, trade unions and churches, whose activities as providers relieve government of finding funds for aspects of adult education ... International agencies, trusts and charitable bodies may make contributions to specific projects in adult education."

The last source of funds as he stated, "are the students themselves. The amount contributed will vary with circumstances and the educational level of the student. Those studying at a low level are likely to be able to contribute least. In the secondary and higher grades, student fees could meet a sizeable proportion of the costs."

But some questions need to be answered as to whether it is necessary to ask participants to pay for adult education or should it be made a "right" as it is the case with formal education?

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(80) COLES EDWIN TOWNSEND: Adult Education in Developing Countries, Pergamon Press, Oxford, London, New York 1969, p 87.

There are certain aspects of adult education which are aimed at specific target groups where payment of fees would not be appropriate. For example, literacy programmes and extension work of the ministries of agriculture, health and labour where the activities are aimed at raising economic potential and social well being of those who can least afford to pay. \*

But there are some aspects of adult education which the adult should be made to pay for, directly or indirectly. For example, professional and vocational refresher and up-grading courses. For such programmes, an economic fee could be charged to be paid by the individual participants or their employers. \* - 1.2.1

But Clark<sup>(81)</sup> in his "Adult Education in Transition" charged that "the system of full dependence upon fees alters significantly for the worst, the quality of education offered."

The researcher is in agreement with Clark's views concerning the effect of payment of fees on the quality of education provided. The adverse effect would be greater in the case of developing countries where the participants are being encouraged to enrol. If dependable fees are to be charged, the number of participants would be reduced drastically. This would result in lack of funds to buy materials and to pay for the right type and number of teachers for the programme.

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(81) CLARK BURTON R: Op Cit, p 202.

At the same time there are some notions strongly expressed by other writers that adults should pay for what they get. Discussing this point, Agbafor D O<sup>(82)</sup>, notes a number of notions that seem to have a marked effect upon how people view adult and continuing education. These views are widely held, and they do affect attitude and behaviour and almost always to the disadvantage of adult education. Agbafor states one of the notions as: "the adult student should always pay for what he gets". He gave four reasons for this notion:

- "(a) An adult student values only what he has paid for: he will appreciate and presumably learn more from a study to which he has contributed money as well as time and attention.
- (b) It is good for an adult student to pay for what he gets.
- (c) Financing an activity by student fees is the best guarantee of the freedom of the activity from some kind of control by a government or vested interest.
- (d) The adult student can afford to pay for his education."

Agbafor's reasons may not be applicable to the present situation in Lagos State where the basic purpose of the programmes is to rid both the individual concerned and the state as a whole of illiteracy, wasteful uneconomic farming methods, decimation of the population through

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(82) AGBAFOR D O: A Study of the Perceptions of Adult Education Officers on Joint Funding of Adult Education by Private Voluntary and Government Agencies in Imo State of Nigeria, An unpublished PhD Thesis, Michigan State University, 1980.

diseases caused by unhygienic living and malnutrition.

Robert J Blakely<sup>(83)</sup>, formerly Vice President of the "Fund for Adult Education", in a speech stated some of the values of requiring fees from students:

"... Payment by the participants is the maximization of individual choice. When you pay for something of this kind, you are making a choice. Money is a representation of your life. Money is payment to you for a part of yourself that you have given somebody else. So, when you pay for these programmes, you are demonstrating your judgement that they are worthwhile for you. It is very fine to give money to good causes for somebody else to have something, but the programme most soundly based is the one in which you pay for yourself, because you think it is worthwhile for you."

Opinions vary greatly on the question of the methods of financing adult education programmes among many writers on adult education. While the researcher does not ally himself with the views of any particular writer, he sees all the view points raised as appropriate to varying local conditions in different countries. He therefore advises that the financing of adult education programmes should be based on the prevailing economic conditions and the level of education and enlightenment of the people in the country where the

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(83) BLAKELY ROBERT J: Adult Education in a Free Society, Edited by J R KIDD, Guardian Bird Publications, Toronto, 1958.



programmes are being executed.

With special reference to the case of Lagos State, to be able to carry out adult education programmes especially adult literacy, the government has to put in more funds into adult education.

This has to be done in the form of financial reallocation as argued by John Lowe. He says that:

"Reallocation of financial resources is the only realistic answer to the problem since in many countries, expenditure on formal systems of education has already swollen to terrifying proportions. To raise still further the percentage of national budgets devoted to educational expenditure is out of the question. However, a strong case for reallocation of resources can be sustained, not only on grounds of social justice but on grounds of social benefits. Much of the current expenditure on the formal system is wasteful in that it produces school-leavers and university graduates who are either unemployable or not employable in the job for which they have been trained or to which they aspire. By contrast, investment could be channelled into those forms of adult education from which social benefits clearly derive - forms that include not only occupational training but health education."<sup>(83)</sup>

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(83) LOWE JOHN: Op Cit, p 180.

But he warned that:

"If adult education institutions are to receive funds commensurate with their objectives, they will have to demonstrate that they are able to use those funds efficiently and in certain respects more effectively than the formal educational system."<sup>(84)</sup>

#### H) LANGUAGE FOR ADULT EDUCATION WITH PARTICULAR REFERENCE TO ADULT LITERACY

"One of the principal methods of educating people all over the world is through language."<sup>(85)</sup>

"... to teach anything is directly or indirectly to teach language."<sup>(86)</sup>

The above quotations strike directly at the importance of language in the education of the people. Most of the problems we have in the world today, including ideological and religious warfares among nations are caused by the misuse and misunderstanding of languages.

This study does not concern itself with the detailed study of language and its usage. The review only deals with the examination of the cultural, social and economic environment within which adult education is practised in the State and makes a case for the choice of a language or languages in

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(84) LOWE JOHN: Op Cit, p 181.

(85) ADEWUMI FADEKE: The Language Factor in the Mass Literacy Campaign, in Adult Education in Nigeria, A Journal of the Nigerian National Council for Adult Education, Vol 5, December 1980, p 23.

(86) WALLWORK J F: Language and People, London 1978, p 146.

which to make the illiterate adults literate, in order that they may derive maximum benefit from their acquisition of the knowledge of speaking, reading and writing the language.

The choice is based on the result of a survey through interviews carried out by the researcher among participants past and potential participants in adult literacy programmes.

According to Wallwork, there are three basic points that can be used as criteria for choosing a language. First: "whether or not the language is well adapted to use by speakers and hearers, that is, it must be reasonably easy to learn and use; secondly, the language must be well thought of by the majority of the people who will use it; and thirdly, the language must be capable of relating adequately to the realities of the users of the language."<sup>(87)</sup>

The Federal Government of Nigeria recognised Hausa, Ibo and Yoruba as the three major national languages. "The government prescribed that at the primary level, the mother tongue should be the medium of instruction while at a later stage English should be used."<sup>(88)</sup>

According to Adewumi Fadeke, the best language for communication is the mother tongue which is our own language "but linguistic realities in the country preclude

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(87) Ibid, p 161

(88) FEDERAL REPUBLIC OF NIGERIA: National Policy on Education, Lagos, Federal Ministry of Information, 1977, p 8.

such a choice. English, the language of legislative, judicial, educational, commercial and administrative business of the nation is valued by all."<sup>(89)</sup>

For example, after a group of illiterate farmers in Oyo North had been made functionally literate in Yoruba, they asked to be made literate in English.

As stated in a study by S H O Tomori and J T Okedara:

"These farmers wanted to be able to communicate more effectively with officials of the Nigerian Tobacco Company, instructors, field supervisors and extension workers. In addition, the department of adult education felt that they needed a working knowledge of English to promote better understanding between them and associates in agriculture and their close relatives who use the English language at school. The knowledge would also facilitate their communication with a wider audience in Nigeria in general."<sup>(90)</sup>

According to Lekan Oyedji, "when we refer to the word literate in Nigeria, we in fact mean literate in English. Several Nigerians are literate in Arabic whose letter characteristics are different from those of English and other Nigerian languages. There are also several Nigerians who are literate in their mother tongues ... The question is whether we should continue to use the English language

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(89) ADEWUMI FADEKE: Op Cit, p 29.

(90) OKEDARA J T & TOMORI S H O: A Comparative Study of English as a second language by literate and illiterate Tobacco farmers of Oyo North District, Western State, Nigeria, Heerstrasse, 1975, pp 2-3.

as the only language of literacy and regard those who are unable to use it as illiterates."<sup>(91)</sup>

This question is answered in this study by the result of the survey carried out among illiterate adult participants and non-participants in adult literacy programmes. Almost all of them want to be literate in English. The only exceptions are those who wish to be literate in both English and Yoruba. They do not want to be literate only in their mother tongue and still remain semi-literates. As Oyedeji stated, "if one is literate in one such language, (meaning mother tongue) one is limited to communicating with people of a village, that type of literacy can at best be regarded as semi-literacy". He advised that "if adults have to go out of their way to learn to read and write, they may as well go for literacy in more populous languages." He added that "People who start literacy in limited mother tongues are likely to go through several phases of literacy training in many Nigerian languages before the literacy becomes relevant." He also stated that, "There are too many local languages for Nigeria to be able to develop orthographies in them and have adequate written material and teachers."

It is true that in Lagos State, Yoruba is the only indigenous language in use. As a result it would be easy to make everyone literate in Yoruba. But that will reduce them to semi-literates as they cannot function effectively in the business

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(91) OYEDEJI L: 'The Issue of Selecting a Language of Literacy in Nigeria, in Adult Education in Nigeria, A Journal of the Nigerian Council for Adult Education, Vol 5, December 1980, p 38.

and social life of Lagos in particular and the rest of Nigeria.

Kano State is an example of such a case of 'Semi-literacy'. In 1983, the Kano State Agency for Mass Education won the first prize of the UNESCO International Literacy Campaign.<sup>(92)</sup> The state was hailed and the organisers of the campaign were congratulated for a job well done. But if you go to Kano State, you will discover that the people were just groomed to become semi-literate. Even though Hausa is the main language spoken in Kano State, English is still the language of commerce and industry.

The literature used in the banks, post-offices, hospitals and the ministries, including the Ministry of Education are all written in English. As a result, the adults who were made literate only in Hausa still depend on others, literate in English to interpret most documents for them. It is also not possible for them to communicate with people from non-Hausa speaking states who cannot speak Hausa.

This researcher will not advise that the illiterate adults in Lagos State are subjected to such a predicament. Nigeria is a multilingual country where "there are 394 distinct languages not to be mistaken for dialects."<sup>(94)</sup> And Lagos as the political, commercial and industrial capital of Nigeria, is the receptacle of all Nigerians speaking these

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(92) LITERACY FREES THE BONDED MIND: Op Cit, p 2.

(93) OYEDJI LEKAN: Op Cit, p 38.

languages. There are also a host of non-Nigerians who come to Lagos for one form of business or the other with the people of Lagos State.

In such a country, to make the illiterate adults literate only in their individual local languages is to chain them further to the burden of ignorance and blindness from which they crave to liberate themselves.

The gnawing pain in the heart of the market woman at Isele Eko, the taxi driver in Ikeja, the fisher-man in Badagry or Epe or Okun Mopo, the road side motor mechanic in Yaba or Mushin, the factory labourer at Apapa, the domestic servant in Ikoyi or Victoria Island, the palm wine tapper in Ejirin, the farmers in Ikorodu and the bus drivers from Agege, is not caused by his or her inability to read and write the Yoruba language which is the mother tongue. The pain is caused by the wish to be able to speak, write and also to calculate in the English language.

Lagos has become an urban society. The people of the State cannot function effectively if their literacy does not make them understand, read and write English which is the political, educational and commercial language in the State. As Stanford Roland stated<sup>(94)</sup>, "if the aim of literacy is to enable the learner to take advantage of opportunities for more advanced technical or vocational training or to live a full and

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(94) STANFORD ROLAND: Language and Adult Education, with special Emphasis on Adult Literacy, In Bown L and Okedara J T (eds) An Introduction to the Study of Adult Education, University Press, Ibadan, 1981, p 178.

effective life in an urban environment, then there is a strong case for use of a 'major' language which may not be the learners mother tongue."

The people of Lagos State have to be made literate in Yoruba for the preservation of their cultural heritage, and in English so that they can take advantage of abundant opportunities in the rapid development of commerce and industry in the state.

According to the African Guardian,<sup>(95)</sup> "The State handles about 65 per cent of the nation's commercial activities. Sixty per cent of the nation's industries are also in the State. Two thousand industries or more are in operation in the State."

English is the working language in all these establishments. Unless the people are literate in English they cannot be employed into good posts in any of the establishments. They may be employed as cleaners and gardeners or for any other menial jobs where they could be used like tools, as Yusufu Seleman expressed when he became literate:

"I now realise that when I was illiterate I was made to work like a plough being dragged by a cow and that was a humiliating experience. It was like a blindman being led by one who can see".<sup>(96)</sup>

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(95) AGUARIAVWODO EMMANUEL EDESIRI: LAGOS STATE: NIGERIAN'S MELTING POT, In the African Guardian, Guardian Magazine Limited, Lagos 4 December, 1986, p XI.

(96) SELEMAN YUSUFU: I was Made to Work like a Plough, In Adult Education Education and Development, German Adult Education Association. Dept for International Cooperation. Federal Republic of Germany, September 1982, pp 11-12



The people of Lagos State should not be allowed to be used as tools and be led like blind men. To be able to avoid such a situation, the illiterate adults have to be made literate in English language along with their mother tongue.

# I) THE ADULT EDUCATOR AND THE ADULT LEARNER

Adult education is not a well delineated professional field in Lagos State. There is no generally recognized role that can be tagged as unique to adult education. So there is no clearly defined pre-professional education and no specific line of career development. These characteristics of adult education differentiate it from all other educational systems in the State.

All those who participate as adult educators in the State are professional and non-professional teachers who serve as part-time teachers in the evening adult education centres for literacy and remedial classes.

Those who teach in the literacy classes are mainly volunteers from among the primary school teachers employed by the Schools Management Board. While those in the remedial classes are secondary school teachers employed by the same Board.

Another category of adult educators in the State are those who from different establishments take up part-time teaching in the evenings. They include: lawyers, accountants, clerical officers, medical doctors, etc. They teach such basic subjects as mathematics, English language and literature, commerce, religion etc. They are paid for the number of hours they spend teaching their subjects as stipulated on the timetable. This category of teachers do not receive any form of training as teachers. They take up the job as a mercenary adventure without any knowledge of the aims and objectives of adult education. And without any consideration and regard for the feelings and wishes and aspirations of the adult learners. As a result, many adult learners are subjected to humiliating treatment in the hands of such unsuitable adult educators. Such a situation sometimes leads to the withdrawal of some participants

from the programme.

This ugly situation was expressed by Coles E T when he said "that the materials and methods used in adult education are so often those of the school classroom and may well be inappropriate. The assumption is made that what was good enough for children will automatically be good for their parents. The adult is thus treated more as an overgrown child, than a sensitive, mature individual."<sup>(97)</sup>

Such treatment is against adult learning principles as stated by Brundage and Mackeracher that "The adult learner must be respected and must respect himself for what he is now, and for his past experiences and how he has interpreted them. His current values and feelings cannot be discounted."<sup>(98)</sup>

Adult educators need to be trained in andragogy which is the art and science of helping adults learn as compared to pedagogy, which is defined as the art and science of helping children learn. Andragogy can also be described as a study of a teacher's behaviour while helping adults learn.

Many writers have written on andragogy, but popular among them are the humanistic adult educators. According to Elias J L and Merian S<sup>(99)</sup> the humanistic adult educators share the basic tenents of humanistic education, which is a logical application of humanistic philosophy and psychology to an educational setting.

Carl Rogers<sup>(100)</sup>, the major theoretician and spokesman for humanistic

(97) COLES E T: Op Cit, p 90.

(98) BRUNDAGE D H & MACKERACHER D: Op Cit, p 69.

(99) ELIAS J L & MERIAN S: Op Cit, p 131.

(100) ROGERS CARL R: "The Process of the Basic Economic Encounter Group" Challenges of Humanistic Psychology, James F T Bugental (Ed), New York: McGraw Hill, 1967, pp 272-274.

education, has articulated and popularised many of the practical applications of a humanistic philosophy to education. His emphasis upon self-initiated learning which is relevant to the learner, student participation in planning and evaluation, the teacher as facilitator, and group methods has served as a model for adult educators.

Another exponent of the humanistic philosophy to education is Malcolm Knowles<sup>(101)</sup> who is considered to be one of the most influential adult educators in the United States of America. He has attempted to translate humanistic goals into a theoretical framework for adult educators. Calling for a technology for teaching adults which is distinguishable from teaching children, Knowles proposes using the word andragogy to characterise the education of adults. He feels that andragogy, the art and science of helping adults learn, can be contrasted to pedagogy, the education of children.

According to Knowles, there are four underlying assumptions of andragogy. An examination of these assumptions reveals the humanistic foundations of andragogy. The first assumption centres around the notion of self-concept, a basic emphasis in humanistic psychology. Knowles notes that as persons mature their self-concepts move from being dependent personalities towards being self-directed human beings. Learning which is most meaningful capitalises upon the self directed, autonomous nature of adults.

As pointed out by Elias and Merian<sup>(102)</sup>, "assuming that adults are self directed has implications for educational practice. The learning climate must be supportive, cooperative, informal and in general cause

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(101) KNOWLES MALCOLM S: The Modern Practice of Adult Education: Andragogy Versus Pedagogy, New York: Association Press, 1970, pp 38-39.

(102) ELIAS J L & MERIAN S: Op Cit, p 132.

adults to feel accepted and respected. Because adults are self-directed, they are capable of and do determine their own educational needs." They added that, "self-diagnosis of learning needs and self evaluation of the learning which has taken place are important components of adult educational practice based upon the self-concept assumption of andragogy."

Knowles<sup>(103)</sup> also warns that "the self-concept of adults with regard to learning is particularly a delicate matter", and points out that "adults who have experienced failure in earlier schooling and who have little confidence in their ability to learn will find their negative self-concept a barrier to success in adult education."

This first assumption of andragogy, according to Elias and Merian "incorporates many of the basic principles of humanistic educational thought such as the importance of self concept, self diagnosed learning and evaluation, a cooperative rather than competitive atmosphere, and the necessity for respecting and trusting the adult learner."<sup>(104)</sup>

The second assumption underlying andragogy is that the adult defines him or herself in terms of the accumulation of a unique set of life experiences. While children also have had experiences, an adult has had many more which have had more time to become integrated and internalised into a unique personality. Respect for an individual's uniqueness and experiences is a basic humanistic concept. Knowles proposes using the adult's experiences as resources for learning and advocates an emphasis upon experiential, participatory learning. In particular, Knowles recommends "sensitivity or human relations training, at least in the early phases of an educational activity."<sup>(105)</sup>

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(103) KNOWLES MALCOLM S : Op Cit, p 44-45.

(104) ELIAS J L & MERIAN S: Op Cit, p 132

(105) KNOWLES MALCOLM S: Op Cit, p 132.

Another implication of this assumption for adult educators is that they should have some knowledge of the techniques of public relations to be able to deal successfully with all the adults of diverse experiences and modes of behaviour and disposition.

The third assumption holds that an adult's readiness to learn is linked to developmental tasks unique to a stage in life. The implication of this assumption is that adults will not learn what is not relevant to their stage in life which generates needs and interests. These needs and interests give rise to an intrinsic motivation to learn. And as all humanistic educators believe, intrinsic rather than extrinsic motivation is an integral part of the learning process.

It is with due regard to this assumption that the researcher strongly advises the use of English language along with Yoruba for adult literacy in Lagos State. The responses and reactions of some of the subjects interviewed during the course of this study are enough proofs of the validity of this assumption. They told the researcher that they withdrew from adult literacy classes because English language was not taught. And that they wanted to learn English so that they will be able to perform their work.

The fourth assumption is that adults desire an immediate application of knowledge as contrasted to post-poned application of much youth learning. This has implications for the curriculum. Knowles advocates an adult educational curriculum which subsumes specific subject content under general problem areas. The real and immediate needs of adult learners are more effectively met through problem-solving group techniques in which traditional curriculum content is a by product.

Malcolm Knowles is indeed a humanistic adult educator. For him, "the

learning process involves the whole person, emotional, psychological and intellectual. It is the mission of adult educators to assist adults in developing their full potential in becoming self actualised and mature adults."(106)

Coles E T also emphasised the question of relevancy of the content of adult education programmes. He advised that, "If the learning process, however is to be effective, it must be learner-centred rather than curriculum or teacher-centred; the emphasis should be on learning rather than teaching. He added that, "the learner must derive satisfaction from the experience. The work must be relevant and what the learner feels in need of. Since most adult education is voluntary", he argued, "it is essential to retain the full interest of the learner, and this will only be possible where the content of the course, whether formal or informal, is meeting his requirements as he perceives them. The level of communication must be appropriate, and there must be the sense of security which is engendered by working from the known to the unknown, the starting point being the experience of the learner ... Wherever possible, relationships should be indicated between what is known, either from former discussions or through daily experience, and what is at present unknown."(107)

The researcher's emphasis on the teaching of Yoruba along with English language is based on the above principles of starting from the known to the unknown and the relevancy of the subject matter.

Donald H Brundage and Dorothy Mackeracher in a study, carried out in Canada in 1980 on "Adult Learning Principles and their Application to Programme Planning, also mentioned how the past experiences of the adult

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(106) KNOWLES MALCOLM S: Op Cit, p 133

(107) COLES E T: op Cit, pp 91-92.

learner influences his or her learning. They stated that,

"Adults have more experience than children in the pragmatic realities of life. They have developed therefore, many patterned ways of perceiving and understanding that experience and have a well-organised set of personal meanings, values, strategies and skills which simultaneously define, create and restrict their representational model of reality."<sup>(108)</sup>

They put forward the following learning principles based on past experiences:

- "(a) Adults learn most productively when the material being learned or the processes being used bear some perceived relationship to past experience, or when past experience can be applied directly to new situations.
- (b) Past experience presents the adult learner with a paradox. In the learning experience, the meanings, values, strategies, and skills based on past experience and forming part of the present self-concept are being changed. These changes may, in turn, damage or threaten the self-concept. At the same time, the self-concept must be a trusted agent in managing the learning process.
- (c) Adult learning focusses largely on transforming meanings, values, strategies and skills derived from past experience. This process requires more energy and more time than learning based on formation of new learnings. It also requires that past experience be raised to the level of consciousness; that both figure and ground

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(108) BRUNDAGE D H & MACKERACHER D: Adult Learning Principles and their Application to Programme Planning, Adult Education Research, Ministry of Education, Ontario, 1980, p 32.



be examined for relationships, and that new behaviours be tested in safe and trusted environments.

- (d) The past experience of adult learners must be acknowledged as an active component in learning, represented as a potential resource for learning, and accepted as a valid representation of the learner's experience. Past experience can be both an enhancement to new learning and an unavoidable obstacle.
- (e) All adults do not necessarily possess all the meanings, values, strategies and skills required for new learning activities. Acquisition of the missing components must be regarded as an essential activity in all learning experiences. Assessment of learner needs in this regard should be part of every adult learning experience and should concentrate on identifying each individual's strengths and weaknesses, since every individual will have unique past experience.
- (f) Past experience can be most productively employed in current learning when divergent, non-sequential, non-logical cognitive processes, such as analogies and metaphors, are used to connect it to present experience."<sup>(109)</sup>

And according to J R Kidd, "the adult learner reacts to all experience as he perceives it, not as the teacher presents it. Consumption does not equal presentation. The adult learner reacts to a learning experience out of an organised whole self-concept and perceives the experience as

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(109) Ibid, p 35

as integrated whole. Activities which support and encourage organisation of all adult learning processes."<sup>(110)</sup>

Teachers of adults should be trained on andragogy so as to acquire a good knowledge of these adult learning principles in order to make their task easy and beneficial to the adults who depend on their teaching to acquire knowledge and new experiences. In addition, they must know about general educational trends, they must establish and maintain contact with other professional workers and develop close links between the formal educational system and the community. According to the 1972 Tokyo Conference Final Report, the adult educator should possess the following qualities and abilities:

- "(a) A broad social experience and a broad cultural background. Social skills, an acquaintance with group work and the dynamics of group interaction and an understanding of social and political processes were essential. Above all, an ability to feel empathy with people was often more important than the mere ability to plan courses and to use up-to-date aids and equipment;
- (b) Enthusiasm sustained by a strong sense of social commitment was an invaluable asset;
- (c) The ability to analyse the particular social circumstances in which they were working in order to create the right learning environment for participants was important. Since adults were not always conscious of their learning needs, adult educators must first

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(110) KIDD J R: How Adults Learn, Revised Edition, New York Association Press 1973. Quoted from Brundage D H and Mackeracher D, Op Cit, p 25.

and foremost be animateurs stimulating people to become aware of their potential for development and inspiring them with the confidence to undertake some form of study or to engage in purposeful group activity."<sup>(111)</sup>

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(111) UNESCO FINAL REPORT: Op Cit, p 34.

## J)

## ADMINISTRATION AND ORGANISATION

Adult education suffers a great deal from lack of adequate government support and effective control. Most of government's participation in its organisation is usually on ad hoc appointments by the ministry of education. In the developing countries, most of the organisation and administration of adult education is done by private individuals and organisations on commercial bases and by charitable organisations especially religious bodies. As a result, there is no well defined organisational structure for its administration.

The report of the UNESCO educational survey mission to British Guiana (Guyana) observes of adult education "that there is no central driving force, no organising or integrating authority to coordinate the diffuse activities of the many organisations which are interested in this important sphere of social development. The stated aims cannot be realised if more concerted efforts, direction and leadership are not forthcoming. This failure to provide a coordinating structure is often wasteful of the slender resources available."<sup>(112)</sup>

In another UNESCO report from Nepal, it is noted that "responsibility for adult education in Nepal extends among several ministries. Inquiries and observation indicate this lack of coordination and at times cooperation, has led to ineconomies, unnecessary competition and perhaps less growth than otherwise could have been expected."<sup>(113)</sup>

Also a report on adult education in Dominica observed that the Central Advisory Committee on Adult and Youth Education, "does not meet frequently enough to exert any continuous or profound influence on the conduct of

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(112) GERMANALOS C L AND WANDER H: Report on the UNESCO Educational Survey Mission to British Guiana, UNESCO, 1963, p 71.

(113) WOOD HUGH B & KNALL BRUNO: Educational Planning in Nepal and Its Economic Implications, UNESCO, 1962, p 63.

adult education or on plans and budgets devised for future programmes."(114)

Professor L J Lewis in a paper on "adult education and development planning" also refers to the failure of many countries to provide effective machinery for the administration of this branch of education. He asserts that, "rarely does machinery provide for more than a polite platitude" and suggests that one reason for this is "ignorance of the fact that more is to be gained than lost by cooperation."(115)

Coles E T noted that "adult education is notoriously difficult to organise, ... the term covers a large and growing span of interests ... they embrace matters of direct relevance to many government departments and to a host of non-statutory agencies. It is thus not immediately obvious which government department should be responsible for adult education, though experience suggests that unless one department is given the ultimate responsibility for its encouragement, it will not receive the resources that are required."(116)

One of the recommendations made at the Second World Conference on Adult Education, is that, "The State must be concerned with adult education as an essential and integral part of the total educational system of the country. In newly developing areas, ... the government or State must take an active lead in adult education." The report added that "no government can leave the provision of adult education services to chance."(117)

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(114) FLEMMING W G: Secondary and Adult Education in Dominica, Ontario college of Education, University of Toronto Bulletin, No 19, 1964, p 21.

(115) LEWIS L J: Adult Education and Development Planning, Unpublished paper, 1964, p 2.

(116) COLES E T: Op Cit, p 74.

(117) EDUCATIONAL STUDIES AND DOCUMENTS, No 46, Second World Conference on Adult Education, UNESCO, 1963, p 22.

The conference of African States on Development in Africa held in Addis Ababa in 1961 also recommended that "primary responsibility for the promotion and development of adult education in each country should belong to the government but with room for variety of organisations to collaborate." (118)

But Coles E T points out two inter-related problems which make it difficult to place adult education into a neat administrative niche. "The first is that many departments are involved in aspects of adult education, and the adoption of a national scheme would require the services of specialists from these various branches of government." And secondly, "There is the further complication that many developing countries have ministries concerned with community development and there is a large area of overlap between the educational interest of the community development officials and educationalists."

He therefore suggests "that there should be a separate ministry of adult education", pointing out that the continuing education of adults is of such vital importance to developing countries that it is essential it should have equal status with other aspects of the national life." He added that "it is because the significance of adult education had not always been fully grasped, nor seen in its totality, that it has tended to become a foster child with no definite abode to be farmed out to whoever seems able to accept responsibility for it." (119)

A UNESCO conference report on Latin America also recommended the following:

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(118) FINAL REPORT: Conference of African States on the Development of Education in Africa, UNESCO, 1961, p 55.

(119) COLES E T, Op Cit, p 75-76.

"In determining the administrative arrangements for adult education the first step might be the promulgation of the appropriate legislative and presidential decrees required to put a comprehensive adult education programme on a legal footing as part of the country's educational system. Such decrees might indicate <sup>the</sup> share of responsibility for adult education incumbent upon the various ministries and government departments as well as the economic sources to be drawn upon for the financing of the programme."

In Lagos State, the Ministry of Education shares the responsibility for adult education with the Ministry of Local Government, some private organisations and individuals. The voluntary proprietors are of two categories: those who practice on charity or humanitarian grounds and those who set up institutions for commercial gains. But the Ministry of Education oversees the activities of all of them. This is so because the Ministry of Education grants them the licence with which to practice.

The Ministry of Education deals with continuing adult education through the Continuing Education Board which is headed by an Assistant Director of Education (ADE). The ADE is assisted by the following categories of officers: Chief Inspector, Assistant Chief Inspector, Principal Inspector, Senior Inspector and Inspectors of Education. All these officers are not trained for adult education duties. They do not regard themselves as adult education officials. They see themselves as officials of the Inspectorate Division of the Ministry of Education or the Schools Management Board who are seconded to work in the continuing Education Board. This is because there is no declared structure of organisation for a career prospect in adult education.

The Ministry of Local Government and Community Development is responsible for adult literacy. The officials of this ministry who carry out the literacy campaigns and supervise the literacy classes, do not regard themselves as adult education workers but as social workers. This is also because there is no base for a career prospect in adult education with the Ministry of Local Government and Community Development.

This situation in the two ministries responsible for adult education has made it impossible for adult education to be given a recognisable status that would attract government funding as in formal education.

How to remedy this ugly situation in the administration of adult education in the State forms part of the chapter on the recommendations based on the findings of the study.



K)                    **SOME RELATED PREVIOUS STUDIES DONE IN ADULT  
EDUCATION ON LAGOS STATE**

Some related studies have been carried out in adult education on Lagos State at the Department of Adult Education at the University of Lagos, but not at the level of this study. All the available studies are dissertations done for the award of the degree of Master of Education. But the researcher finds them very valuable because they provide an insight into the problems and prospects of adult education provision in Lagos State.

It is quite remarkable to note that presumably no study in adult education on Lagos State was done before the study by Akinola C I, "An Evaluational Study of Selected Private Secretarial Institutes in Lagos." (120) in 1980. This study is important because the private sector is the third tier provider of adult education in Lagos State.

Both the members of the public and the government have been suspicious of the activities of the private proprietors of vocational training institutions. Some of them have been accused of providing poor quality training because they are not qualified to operate such institutions and at the same time charging too high tuition fees.

The findings of the study confirm the above fears and suspicions. As shown by the findings, "the proprietors were themselves not knowledgeable about the objectives and methods" of secretarial training. "No proper records were kept." That is a violation of the Lagos State Education law. "Some of the proprietors claimed that they were operating the programme for humanitarian purposes, ... yet they were operating for

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(120) AKINOLA C I: An Evaluational Study of the Programmes of Selected Private Secretarial Training Institutions in Lagos, an unpublished Dissertation for the degree of MEd, University of Lagos, 1980, pp III-V.

economic reasons."

"The Training Needs of Adult Basic Literacy Instructors in Lagos Metropolis" is another related study carried out by Ologe S A in 1982.<sup>(121)</sup>

The study was designed to investigate the training needs of adult basic literacy instructors in the Lagos Metropolis.

The findings of the study indicate the following important issues among others which are not mentioned here:

- "(a) The instructors were recruited mainly from the teaching profession;
- (b) The instructors were dissatisfied with their conditions of service, and with public attitude to adult education as an occupation.
- (c) As large as 83.3 per cent of the instructors have had no formal training in the teaching of the adult.
- (d) Many of the instructors did not perceive their training needs.
- (e) The majority of adult literacy instructors in Lagos undertake adult education in order to occupy their leisure, supplement their monthly earning or gain experience in the comparative teaching of adults and children.
- (f) There is a need to place more emphasis on the skill and ability of the instructors to understand the nature and psychology of adult learning as well as

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(121) OLOGE S A : The Training Needs of Adult Basic Literacy Instructors in Lagos Metropolis, an unpublished Dissertation for the award of the degree of Master of Education, University of Lagos, 1982, pp IV-V.

sociological and physiological principles in adult learning."

Ologe S A recommended that, "Consideration should be given to the recruitment of full-time literacy instructors so as to give those illiterate adults on shift duties or on permanent evening duties opportunities to benefit from literacy programmes."<sup>(122)</sup> He gave Kenya as an example of a country that has already introduced the use of full-time instructors in her literacy programmes.

Another recommendation is that "Every effort should be made to revise and develop literacy curriculum based on identified needs of the adult learner rather than rely on the use of curriculum developed for use of the children of the formal system."<sup>(123)</sup>

Another study is 'An Evaluation of the Remedial Education Programmes in some Continuing Education Centres in Lagos State' by Fayiga F O in 1983.

The study evaluated the activities of the remedial adult education centres in Lagos State.

The findings of the study show that West Africa School Certificate and General Certificate of Education failures were more inclined to attend remedial adult education programmes. Another finding is that, "the instructors and supervisors used teacher centred approaches which indicated that they had no idea of adult education methodology."<sup>(124)</sup>

The findings also indicate that "the remunerations paid to the instructors were inadequate and this tended to affect their level of performance.

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(122) Ibid, p 118.

(123) Ibid, p 118.

(124) FAYIGA F O: An Evaluation of the Remedial Education Programmes in Some Continuing Education Centres in Lagos State, an unpublished Dissertation for the degree of MED, University of Lagos, 1983, pp 11.

It was also found that the facilities provided at the centres were not adequate."

Okusanya S O<sup>(125)</sup> also carried out "An Exploration of the Role of Roman Catholic Missions in Adult and Community Education in Lagos Metropolis.

The findings of the study show that the Catholic Mission contributes mainly in the areas of adult literacy, women, health, welfare, education and library services. Most of the participants of the education programmes looked up to the successful completion of the courses as passports to employment. Also most of the graduates of the programmes interviewed, claimed that the programmes saved them from ignorance, poverty and oppression."

Obasi M<sup>(126)</sup> also studied "The Impact of a functional Literacy Programme on Illiterate and Semi-Illiterate Women in Agege, Lagos". This study attempts to combine the teaching of literacy with that of some basic home-keeping skills among women in an under-privileged part of Lagos. It was aimed at giving learning opportunities to women who missed formal school learning at their younger ages and also seeing the impact such a programme would have on them.

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(125) OKUSANYA S O: An Exploration of the Role of Roman Catholic Mission in Adult and Community Education in Lagos Metropolis, an unpublished Dissertation for the degree of MEd, University of Lagos, 1986, pp

(126) OBASI M: The Impact of a Functional Literacy Programme on Illiterate and Semi-Literate Women in Agege, lagos, unpublished MEd Dissertation University of Lagos, 1982, pp V-VI.

## CHAPTER III

## METHODOLOGY

As mentioned in chapter one, the study was originally planned to be conducted with questionnaires to be administered on six groups of targeted subjects. But in a pilot study during which the questionnaires were administered on the subjects, the following difficulties were experienced:

- (i) Language: The respondents were at different levels of understanding of the language used for constructing the questionnaire. Out of the 970 subjects to be studied only 70 or 7.2% of them made up of 50 Adult Educators and 20 Adult Education Officers could be said to have good understanding of the English language. The next 900 respondents could not be trusted to understand and interpret the questions meaningfully.
- (ii) Unreliability of responses: It was discovered that the Adult Education Officers and Adult Educators who are civil servants were not going to be sincere in their responses to some of the questions despite the assurances that their responses were going to be treated confidentially. Most of them believed that the questionnaire was a fault finding exercise which will affect their position should they say anything uncomplimentary against any of the government practices.
- (iii) The large number of illiterates used in the study cannot write their responses even if the questions were interpreted for them. And it was not deemed reliable to write their responses for them because such a process would distort the outcome of the questionnaire. It is possible for the interpreter to be biased or misunderstand the

respondents answers and record answers contrary to the interviewees responses. Also, the interpreter may not interpret the questions accurately for the illiterate respondent which will result in the respondent responding to questions which are not in the questionnaire.

To avoid the above problems, so as to make the investigation more reliable and meaningful, the questionnaire was abandoned and the interview method was adopted for the study. This was done to make sure that every respondent understands the questions, this is because the interview method enables the interviewer to explain to the interviewee if there are problems of understanding the language. On the issue of understanding the language, Max D Engellhart stated that:

"When data are collected by interview, it is possible to reduce, if not eliminate, one of the major limitations of the questionnaire technique - lack of response due to inability of the respondent to understand the questions.

The level of understanding of the respondent can be assessed and necessary explanations provided."<sup>(1)</sup>

In this study, it was very necessary to adopt a method that provides for the explanation of the questions when and where necessary. This is because the majority of the respondents were illiterates and semi-literates. Apart from the Adult Education Officers, Adult Educators and the participants in continuing education, the other subjects which account for 600 out of the 970 or 61.85% were illiterates and semi-illiterates who needed some help to understand the questions.

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(1) ENGELLHART MAX D: Methods of Educational Research, Rand McNally and Company, Chicago, 1971, p 108.

Another important advantage of the interview pointed out by Max D Engellhart is that the mood of the respondent could show his feelings about the subject you are investigating. The interviewer will be able to give repeated gestures of assurances of confidentiality of the interview. For example, in the interview with the Adult Education Officers, it was possible for the researcher to assure them that they were dealing with a colleague who was working to improve the conditions of adult education practice in the State. After that assurance, they were able to speak with more confidence and made more voluntary revelations about their work and the problems they were experiencing in the execution of their duties.

According to Gopah M H in discussing the interview as a tool of investigation said that,

"The interview is conversation with a purpose and, therefore, is more than a mere oral exchange of information. Its importance arises from the necessity to come into contact with individuals to get access to facts and opinions and to receive them directly from persons. Where the source is accessible to the investigator, the interview is the device to tap it; and if it is not easily reachable, the questionnaire is the means."<sup>(2)</sup>

The researcher had <sup>greater</sup> advantage of accessibility to his subjects because Lagos State on which the Study is based is the smallest State in land area compared to other States in Nigeria. Apart from traffic congestions in the metropolis, it is possible to go by car or bus from one end of the State to the other in hours. So it was possible to move

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(2) GOPAH M H: An Introduction to Research Procedure in Social Sciences,  
Asia Publishing House, London, 1964, p 161.



all over the State to make contacts with the respondents at their schools, places of work or at their homes. People unable or unwilling to answer even the shortest questionnaire will talk and freely too, owing to the informality of the occasion. The interview helps to supplement personal information and check on experience and ideas.

A comparison of the interview with the questionnaire by George J Mouly<sup>(3)</sup> brings out the advantages and the disadvantages of the interview method as a tool for research. According to Mouly, the similarity of the interview and the questionnaire is relatively obvious in the structured interview, where the major point of distinction is that the investigation is conducted through face to face contact rather than through the mail. The more structured an interview is, the more closely it resembles the questionnaire. Conversely, the less structured the interview is, the more evident its relative advantages and disadvantages in contrast to the questionnaire become. He stated that:

"The primary advantage of the interview over the questionnaire is its greater flexibility which permits the investigation to pursue leads that appear fruitful, to encourage elaboration of points which the respondent has not made clear or has partially avoided, and to clarify questions which the respondent has apparently misunderstood. While the questionnaire is out of the hands of the investigator the minute it is mailed, the interview allows the investigator to remain in command of the situation throughout the investigation."

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(3) MOULY GEORGE J: The Science of Educational Research, Van Nostrand Reinhold Company, New York, London, 1970, p 265.

Walter R Borg and Meredith D Gall<sup>(4)</sup> discussed the three types of interview:

- (i) Structured
- (ii) Semi-structured, and
- (iii) Unstructured

In a structured interview, the interviewer usually asks each respondent a brief series of questions that can be answered either yes or no, or by selecting one of a set of alternate choices. The respondents answers are not followed up to obtain greater depth, and the level of structure in this case is such that the data could be collected quite satisfactorily with a mailed questionnaire. The main advantage of the interview over the mailed questionnaire for this type of data collection is that the interviewer is likely to get responses from more of the persons in the sample selected and will get fewer "don't know" and unusable responses than would occur on a questionnaire.

In the case of the semi-structured interview, the interviewer first asks a series of structured questions and then probes more deeply, using open-ended questions in order to obtain more complete data. After the respondent gives his initial reaction to these questions, the interviewer can use the resulting information to probe deeper for additional insight into his main concern in the subject of investigation. The semi-structured interview, therefore has the advantage of being reasonably objective while still permitting a more thorough understanding of the respondents opinions and the reasons behind them than would be possible using the mailed questionnaire.

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(4) BORG WALTER R & GALL MEREDITH DAMIEN: Educational Research: An Introduction, Longman, New York & London, 1983, pp 441-442.

According to Borg and Gall<sup>(5)</sup>,

"The semi-structured interview is generally most appropriate for interview studies in education. It provides a desirable combination of objectivity and depth and often permits gathering valuable data that could not be successfully obtained by any other approach."

With unstructured interviews, the interviewer does not employ a detailed interview guide but has a general plan and usually asks questions or makes comments intended to lead the respondent toward giving data to meet the interviewer's objectives.

Unstructured interviews according to Borg and Gall, "are generally called for in situations where the type of information sought is difficult for the subject to express or is psychologically distressing to the individual." It is highly subjective and time-consuming. Borg and Gall warned that:

"The graduate student can very seldom employ the unstructured interview in his research because skillful use of this technique requires a great deal of training and experience."<sup>(6)</sup>

The major weakness of the interview pointed out by Mouly George<sup>(7)</sup> J, is interviewer bias which stems from its flexibility - which is both its major advantage and disadvantage. Interviewers try to project their own personality into the situation and thus influence the responses received. Research has shown that interviewers tend to obtain data that agrees with their own personal convictions.

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(5) Ibid, p 442.

(6) Ibid, p 443.

(7) MOULY GEORGE J, Op Cit, pp 266-267.

Research by Lenski and Leggett, 1960<sup>(8)</sup>, Williams, 1965<sup>(9)</sup>, Fowler<sup>(10)</sup> 1967, has shown that the very presence of the interviewer - with all that he represents in the eyes of the interviewee - affects the responses he gets. Mouly G J confirms such a situation that it is unavoidable because, "usually the respondent will orient his answers toward the sociable and courteous rather than simply toward the truth - especially if the investigator is a pleasant person. If, on the other hand, the interviewer is curt, the respondent is likely to evade questions or even to disagree just to register his annoyance. In either case, the responses will be coloured somewhat from the truth." He concluded that, "no matter what he is or does, the interviewer is bound to have some effect upon his data." And that "the validity of the responses he derives depends on his ability to overcome such biases."<sup>(11)</sup>

Trusting in his ability to overcome the biases and to guide against all the other disadvantages of the interview method, and with full determination to undergo all the known and the unknown difficulties inherent in it, the researcher decided unequivocally to carry out the investigation with the interview method.

With this final decision taken, the study began along the following steps:

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- (8) LENSKI G E & LEGGETT J C: "Caste, Class and Deference in the Research Interview", American Journal of Sociology, Vol 65, 1970 pp 463-467.
  - (9) WILLIAMS, J A Interviewer Respondent Interaction: A Study of bias in the information interview, Dissertation Abstract; Vol 25, p 4857, 1965.
  - (10) FOWLER FLOYD I: "Education, Interaction, and the Interview Performance", Dissertation abstract, Vol 27, p 2195-A, 1967.
  - (11) MOULY GEORGE J, Op Cit, p 267.

- (1) Selection of subjects.
- (2) Construction of interview questions and preparation of interview guides and scoring sheets.
- (3) Selection of Interviewers.
- (4) Training of Interviewers.
- (5) The field work with interviewers.

The purpose of the study was to highlight the activities of the Lagos State Government in the sector of adult education with reference to adult literacy, continuing education and vocational training. The aim was to investigate the extent to which the State has succeeded in its efforts to provide this type of education to the people of Lagos State and the problems involved on the part of the government and the people through the analysis of the feelings and perceptions of those who are involved with adult education in the state. They include administrators, educators, participants and non-participants.

#### **A) SELECTION OF SUBJECTS**

To carry out the study effectively, the following subjects were targeted to be interviewed:

- (1) Adult Education Officers: This category included officers in the Continuing Education Board and those at the adult education department of the ministry of Local Government, Social Welfare and Community Development who are responsible for the planning and control of activities in the provision of adult education in the State.

To have a representative opinion, twenty subjects were selected from this group. There were only 25 Adult Education Officers in the State at the time, so the number interviewed was 80% of the total.

- (2) **Adult Educators:** This category was selected from among the teachers in the adult continuing and adult literacy centres situated in Oshodi in Ikeja Local Government area. Fifty of them were selected from a total of 60. This group was selected because it was quite representative of all the adult education teachers from all over the State.
- (3) **Participants in Continuing Adult Education Programmes:** For this category of subjects, 300 participants or 75% of the total population of the participants in the adult continuing education centre in Oshodi were interviewed. From experience, all adult continuing education participants have common characteristics all over the State.
- (4) **Participants in Adult Literacy Programmes:** This category was quite heterogenous. Twenty-five each were selected from the eight local government areas in the State. A total of 200 participants were interviewed.
- (5) **Past Participants:** This category was the most difficult to deal with. They were not found in one defined area. But the largest concentration of them was to be found in the teacher training colleges and schools of nursing and midwifery.
- (6) **Non-participants:** This category of subjects were interviewed at random wherever they were found. But most of them were tracked at bus stops, ferry points and in market places. Where it was not possible to interview them on the spot, appointments were made to interview them at their homes or any other appointed venue at their convenience. Two hundred subjects in this category were interviewed.

## B) CONSTRUCTION OF INTERVIEW QUESTIONS AND INTERVIEW GUIDES

Like the research question, the interview questions were based on the observed expressions of dissatisfaction over the administration and practice of adult education in the State from various individuals and groups of people including Adult Education Officers, Adult Educators, participants and non-participants in adult education programmes.

The questions were therefore constructed on the one hand to test the validity of the complaints and secondly to test if the people were aware of government programmes on adult education in the State and if they were benefitting from any of such programmes. And thirdly the questions also try to seek the opinion of the people on what to do to improve the provision of adult education in the State.

All the questions were therefore constructed to reflect the purpose of the study and the major research questions.

Six sets of questions were constructed for the six groups of subjects selected for the interviews. These are the Adult Education Officers, Adult Educators, participants in continuing adult education, participants in adult literacy programmes, past participants and non-participants.

Even though the questions were set separately for the different groups, all of them were focused on the same problem areas as follows:

- (1) Why adult education?
- (2) Who should fund adult education?
- (3) Should adult education be compulsory?

- (4) Is adult education adequately provided?
- (5) In which sector of adult education has the government performed best?
- (6) Is adult education adequately publicised?
- (7) Is government's attitude towards adult education positive or negative?
- (8) Why do people withdraw from adult education programmes?
- (9) Success of the current literacy campaign.
- (10) The language for adult literacy.
- (11) The best place to establish adult education centres.
- (12) The proper time for adult education classes.
- (13) Contributions of adult education to progress.
- (14) What to do to improve adult education provision in the State.
- (15) Why most people do not participate.

All the fifteen problem areas were covered by questions from certain categories of subjects eg the Adult Education Officers and Adult Educators. This is because as administrators and teachers in the system of adult education, they were presumed to be familiar with all the problems. But some of the areas were left out in the set of questions for some categories of subjects. For example, it was needless to ask the non-participants in adult literacy classes what they were gaining from the programme.

All the questions were structured. This was done to allow for the uniformity of interviewing procedure by the different interviewers who were asked to assist with the interview.



An interview form and guide to be completed by interviewers during interviews was prepared. These forms were designed to make the recording of interviewees responses very easy so as not to cause any hitch during the process of the interviews. Appendix 9 shows the interview forms. The horizontal numbers from 1 et seq indicate the numbers for each question. And the vertical numbers 1 et seq indicate the number of interviewees.

The interviewer takes with him the interview questions and the form for completion when going to the field for interviews. If he was going to interview participants in continuing adult education, he would fill in the space provided for interview category "PARTICIPANTS IN CONTINUING ADULT EDUCATION PROGRAMME". If the first person he was going to interview was a woman he would mark "2" in number 1 under the sex column. And if the woman is over 30 years but not above 40, he would mark "C" in the age column at number 1.

Then he proceeds to ask the first question. See questions for participants in continuing adult education in Appendix 8. If her response was "To gain entry into higher institutions", he would mark "III" under number 1 for all the questions in that category for that respondent before going to another one. See appendices for the interview questions for other categories of interviewees.

#### **C) SELECTION OF INTERVIEWERS**

A total of seventeen interviewers were selected to carry on the interview with the researcher. These include six teachers from the continuing adult education centre, eight head teachers

at the adult literacy centres; one from each of the eight local governments and three experienced teachers from the adult literacy centres.

The above selection was made, bearing in mind the good qualities of an interviewer as stressed by Mouly G J<sup>(12)</sup>.

According to him:

"The interviewer must be a person who reflects integrity, objectivity and personal charm, and who has the tact and ability to meet and communicate effectively with people, even of a different cultural background. He must have a good grasp of the dynamics of human behaviour and must be able to make people feel at ease and willing to communicate. He must be sensitive to clues, which frequently make the difference between a successful and unsuccessful interview and between truth and falsehood. He must be both a psychologist and a skillful manipulator of men of varying background and status ... He must also know his problem and have a keen and alert mind which can detect ideas worth exploring. He must be able to help people who are inarticulate and unsure of themselves and, yet, he must avoid projecting his personality into the situation to the point where they are simply acting as dummies on the knee of a ventriloquist ... Furthermore, the interviewer must be capable of deviating from the schedule to answer questions and to correct misrepresentations without violating the standardisation of the procedure."

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(12) MOULY GEORGE J: Op Cit, pp 268-270.

Bearing all the above qualities of the interviewer in mind, much care was taken to select the right calibre of men and women to help with the interviews. The six teachers selected from the continuing adult education centre were all qualified graduate teachers. Some of them have carried out research projects with interviews so they were well aware of the task they were undertaking and were capable of doing it. The eight head teachers from the adult literacy centres were also very qualified experienced teachers who were prepared to carry out the interview and were ready to learn the best way of doing it. The three teachers from the adult literacy centre who helped with interviewing the non-participants, apart from their experience and qualifications, were men whose personality reflects integrity and personal charm.

All the interviewers selected were approached individually to seek their consent to participate. They were all very happy to be involved with the research programme. But for purposes of courtesy and formality, formal letters of request were sent to them to participate in the interviews. Copies of the letters with a covering letter were also sent to the heads of the schools from where the teachers were selected to inform them of the programme in which the teachers were about to take part.

#### **D) TRAINING OF INTERVIEWERS**

The training of the interviewers took the form of a pilot study. The researcher was exclusively responsible for the interviewing of three categories of interviewees: the Adult Education Officers, the Adult Educators and the past participants. He also interviewed some of the non participants. Interviewers were therefore

needed for three main categories of interviewees: participants in continuing adult education, participants in adult literacy programmes and non participants.

Before the pilot study, all the interviewers were assembled for briefing along the following steps:

- (1) Review of the interview questions. The questions for the different categories were read and necessary corrections and explanations were made by the researcher. Interviewers were given the opportunity to ask questions on any point that was not clear to them.
- (2) How to Record Interviewee Responses: The researcher used the interviewers as interviewees to demonstrate the process of recording. An interview form (see Appendix 8) was given to each interviewer to complete as the researcher explains the procedure some of the interviewers were used as interviewees and their responses were recorded. Those who did not follow were given time to ask for further explanations.
- (3) Briefing of Interviewers on the Purpose of the Study: The interviewers were briefed by the researcher on the purpose of the study and the importance of the interview to its success. They were told to carry out the interview in a manner that will make it possible to derive purposeful and realistic responses from the interviewees.

They were given some hints on how to achieve the maximum cooperation from interviewees according to MH Gopal<sup>(13)</sup>. Gopal

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(13) GOPAL M H, Op Cit, pp 170-171.

stressed that even though the interview is not a social visit where the interviewer may dawdle, it is not also a cross-examination as in a court of law. He should be patient and not hurry over questions. He should establish a pleasant association with and gain the interviewee's confidence. He should help the interviewee to feel at ease and ready to talk. Aim to make him feel that he is an equal, who can exchange ideas and opinions with you. Begin with pleasant topics. Ask some questions which enable the respondent to show pride in his knowledge, for everyone likes to feel important.

Always, interviewers should keep on to the subject and to keep the question on hand, until adequate information is obtained to each point and then to proceed to the next question. A great deal of patience is necessary and questions should not be asked directly and immediately on meeting the respondent. It is worthwhile waiting until the interviewee is ready to give the desired information and give it accurately. But at all times the interviewer must be in control of the interview.

As this study was based on structured interviews, the interviewers were strongly advised to keep to the standardized procedures. This was necessary to allow for maximum reliability of the outcome of the interviews. But at the same time, interviewers were told to adjust where the situation demands it, to go semistructured by using open ended questions in order to obtain more complete information.

After the briefing, a day was appointed for a field work with all the interviewers to carry out actual interviewing

with the real subjects meant for the investigation.

On the appointed day, the researcher and the interviewers went to the town to interview some non participants at the market place. After creating the necessary rapport, the researcher interviewed the first respondent after making sure from her that she was a non participant in any adult education programme.

The first question was asked as follows: Please, madam which of the following reasons stopped you from attending adult education programmes,

- (1) Do you feel too old to learn?
- (2) You do not know anything about adult education programmes in your area.
- (3) Your family problems.
- (4) You have too many social engagements so you have no time for adult education.
- (5) Your poor health will not allow you.
- (6) Transport difficulties.

She was interviewed on all the seven questions for non-participants (see Appendix 9 page ). She responded to all the questions and her responses were recorded by all the interviewers into their interview forms.

All the interviewers were asked to go into the market to interview five respondents each and then return to the continuing adult education centre for a meeting of all the interviewers. The researcher also interviewed some respondents.

On returning to the adult education centre, all interviewers

were asked to relate their experiences. These were reviewed and questions were asked and answered on various problems that were noticed during the pilot study.

At the end of the review, the interviewers were asked to fall into different groups according to the category of respondents assigned to them to interview. They were then given interview questions and recording forms. The researcher then gave a resume of the earlier briefing on the role and the qualities of the interviewer and advised them to carry on the interview at their own rate. They were assured by the researcher that there was sufficient time so there was no need to hurry.

#### **E) THE FIELD WORK PROCEDURE FOR THE INTERVIEW**

Due to the large size of the subjects to be interviewed - 970 in all - the researcher engaged seventeen interviewers to assist in conducting the interviews with him. After satisfactory training of the interviewers, they were asked to continue interviewing the categories of subjects assigned to them.

Even though the interviewers were asked to carry on at their own rate at different sectors, the researcher made adequate arrangements for effective monitoring of the progress of each interviewer. The adult education centre at Ikeja Grammar School in Oshodi was chosen as a meeting point to review the progress of the interview for those interviewers in Lagos Metropolis. The choice of the meeting place was that of the interviewers and not the order of the researcher.

It was agreed that the researcher should be available at the centre every Monday evening between 7.00 and 8.00 pm to receive any

interviewer who calls with a problem or to discuss the progress of his activities or to collect materials.

As for the interviewers outside Lagos Metropolis, the researcher was visiting them at regular intervals to see the progress of their interviews. To avoid shortage problems, they were given adequate interview questions and forms right from the beginning of the exercise.

The supervisors of both the adult literacy centre and the continuing adult education centre were written special letters to ask for permission to carry out the interviews in their centres. This was because both their teachers and their students were to be interviewed. The purpose of the study was explained in the letters.

The other categories of interviewees - the past participants and non participants were distributed all over the State. The purpose of the interviews was explained to them individually as they were interviewed.

The researcher personally interviewed the following subjects; non participants 200, past participants 200, Adult Educators 20, and Adult Education Officers 20. He therefore interviewed 470 subjects. In addition he also interviewed at random some of the subjects in the other categories to cross check the interview reports of the interviewers who were employed to assist with the interviews.

One academic year was spent in Nigeria to carry out the interviews successfully. The researcher was able to afford this time because the interviews were conducted at a time when he



was forced by some other circumstances to remain in Nigeria beyond the period stipulated for the field work. This goes to show that the interview method of investigation, where it involves a large number of subjects is a time consuming exercise on the field unlike the questionnaire method. Therefore, anyone who decides to use the interview method for a study in which a large number of subjects is involved must make sure he has the time to sacrifice for it. If not, no satisfactory result would be achieved.

A second reason why the study was possible within the period it was done with the large number of subjects is that Lagos State is a very small State with an area of 3,577 square kilometres. So it was easy to travel from one end to the other to track the subjects for interviews and to get in touch with the other interviewers to check the progress of their work and offer necessary advice from time to time.

A third reason which facilitated the progress of the interview was the researchers cordial personal and official relationship with the officials of the Lagos State Ministry of Education, especially those in the Continuing Education Board and the teachers in the Schools Management Board, especially those connected with adult education. This cordial relationship made it easy to secure interviewers from among the officials and the teachers to help with the interview. In fact, they were all very pleased to be associated with the research efforts. More so, when they were made to understand that the purpose of the study was to find ways and means of improving the administration and practice of adult education in Lagos State.

The fourth contributory factor to the success of the interviews was by design. The interview questions were structured so as to allow for uniformity of administration by the different interviewers who were employed to assist with the interviews. The structured interview also helped to save time. They did not allow both the interviewer and the interviewee to engage in unnecessary long discussions of the questions. The questions asked had alternative responses for the interviewee to choose from according to his or her perception.

If the unstructured, the non-directive and the focussed forms of interviews were used for this study using the large number of subjects, it would have taken a longer period to complete.

From the experience gained from this study, the structured interview could be said to be very suitable for studying large samples. It saves time <sup>and brings</sup> ~~more~~ responses from the interviewee with satisfactory level of reliability.

This is confirmed by Borg and Gall, that the main advantage of the structured interview is "that the interviewer is likely to get responses from more of the persons in the sample selected and will get fewer "don't knows". (14)

The disadvantage according to them is the greater expense of collecting data. But the researcher was able to guard against this disadvantage and used the system to a great advantage.

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(14) BORG WALTER R & GALL MEREDITH DAMIEN: "Educational Research An Introduction", Longman, New York and London, 1983, p 442.

**F) PROBLEMS**

The following problems were encountered during the interviews:

- (1) **Language:** It was not possible to select interviewers who were all native speakers with working knowledge of the local language of some of the interviewees who could not understand English language. So in some cases, interpreters were engaged to explain the questions to the interviewees. Interpreters who could interpret the questions accurately and effectively were not always available in all cases. As a result, some interview meetings were postponed. Such postponements were sources of problems as some of such subjects were never to be located by the interviewer again. Such cases occurred mainly with the non participants who were not to be found in a defined location as it was the case with participants who were always tracked at adult education centres.
- (2) **Meeting Interviewees in the non participants category:**  
This category of interviewees were not located together in one location as the participants. They were tracked for interview individually at their homes, work places, market places, bus stops, ferry points, sports grounds and beer parlours. Some were also tracked after church services on Sundays at the church premises and also near the mosque on Fridays after Jumat prayers. The greatest problem with this group was that they were not usually ready for the interview on the first meeting. They usually wanted the interviewer to meet

them at another place and time. Disappointments in such arrangements were very common.

- (3) **Coordinating the Activities of the Interviewers Employed to Assist:** This involved travelling all over the State from one local Government to the other to track the interviewers. As the researcher has no vehicle of his own, all the movements were done on public transport. And public transport systems in Lagos are always a problem. You are never sure of when the bus would arrive. And when it arrived, it was a tug-of-war to get in. The researcher was always handicapped in trying to fight his way through the crowd with his load of files to protect.
- (4) **Collation of Responses:** The researcher did not find it easy to collate the interviewees responses from all the other interviewers in addition to his own interview responses. The responses were at random and these were collated according to the order of the variables tested by each question in the various categories of respondents.
- (5) **Financial Difficulties:** Much money was needed to provide stationery to prepare interview guides and forms. To move all over the State from one Local Government to another, by the researcher involved much expenses. The interviewers employed to assist with the interview did not charge for their services but they were given money for their transport fares. As the study was privately sponsored, it was not easy to find the money to cover all the costs.

But thanks to some friends who rendered occasional financial help and the Federal Government of Nigeria, that awarded the researcher a loan through the "Students Loans Board" to complete the study.

## CHAPTER IV

## ANALYSIS AND DISCUSSION OF THE FINDINGS

## ADULT EDUCATION OFFICERS

## INTRODUCTION

The purpose of the study was to highlight the activities of the Lagos State Government in the provision of adult education in the State with reference to functional literacy, remedial education and vocational training.

Adult Education Officers are the executors of government policies in the State with special reference to adult education. It was therefore necessary to interview them so as to know their views and perceptions of the adequacies and inadequacies of provisions for adult education in the State.

The Education Officers were one of the six categories of interviewees that were interviewed for the study. They include the officials of the Ministry of Education in the Continuing Education Board (CEB) and officers in the Ministry of Local Government, Social Welfare and Community Development who are responsible for adult literacy campaigns.

The total number of interviewees in this category were as follows:

TYPE OF RESPONDENTS	MALE	FEMALE	TOTAL
Officers from the Ministry of Education	11	3	14
Officers from the Ministry of Local Government, Social Welfare and Community Development	4	2	6
TOTAL	15	5	20

TABLE 2

The interview questions were structured, but during the interviews, the researcher made room for detailed discussions on various points raised by the respondents. This was considered necessary because the adult education officers represent the government as the executor of government policies on adult education in the State. Therefore, their views and perceptions were regarded as important to the investigation. And for the same reason, this category of interviewees were interviewed personally by the researcher so as to handle them and their responses with greater care for valid and reliable interpretations of the outcome of the interviews.

It was possible for the researcher to do this because the number of respondents in this category was very small as compared to other categories of respondents.

The questions were arranged in such an order that, the seemingly sensitive questions which probe into the official functions of the respondents were sandwiched between those which do not threaten their official position. For example after question one on funding of adult education, the next question was on the preferred period for adult education classes. This arrangement allowed the interview to progress in a more relaxed atmosphere.

The interview for the adult education officers consists of fourteen questions focussed on the following issues of adult education: financing, time for classes, degree of government involvement, causes of participants' withdrawals, government's attitude, why people participate in adult education, the language for adult education, the best location to establish adult education centres and whether or not adult education should be made compulsory. For the full list of questions and alternative responses, see appendix 8 and 9.



**QUESTION 1:** In your own opinion as an adult education officer, which of the following bodies would fund adult education more effectively?

The purpose of this question was to know the views of the officers and see if their views and perceptions agree with the wishes of non-participants and participants in adult education programmes. The following are their responses from the list of alternative responses supplied from each question as in appendix 8:

RESPONSES	No & percentage of responses
(I) The State Government	8 or 40%
(II) The Local Community	2 or 10%
(III) Participants' Fees	3 or 15%
(IV) Industrial and Commercial Establishments	1 or 5%
(V) The State Government and Industrial Establishments	1 or 5%
(VI) The State Government and participants	5 or 25%
TOTAL	20 or 100%

**TABLE 3**

Forty percent of the officers want the State government to finance adult education. And from discussions with them, their reason is that if the government takes over the full funding of adult education, there would be a regular supply of money to adult education as there would be a separate vote for adult education in the State's annual budget, instead of depending on the remnants of funds from the formal education system. This view of

the adult education officers agrees with the recommendations of the "Second World Conference on Adult Education" that "The State must be concerned with adult education as an essential and integral part of the total educational system of the country."<sup>(1)</sup>

Twenty five per cent of the respondents want government efforts to be supplemented with participants' fees. Their reason is that those who are benefitting directly from government programmes should make some contribution no matter how small it may be.

They refused to agree with the suggestion that most of those participating adults are tax payers and therefore should not pay a second tax in order to benefit from what the government is providing with his tax money. Their argument is that there are more people paying tax without participating in adult education programmes.

Fifteen per cent of them want adult education to be wholly supported with participants fees. This group of officers want adult education out of government's hands to be taken care of by private individuals and organisations.

Ten per cent or two out of the twenty officers want the local community to take over the running of adult education so that the Ministry of Education can concentrate on formal education.

Five per cent or just one respondent wants adult education left for industrial and commercial establishments to run. While another five per cent or one other respondent wants the partnership of the government and industrial establishments to manage adult education financially.

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(1) EDUCATIONAL STUDIES AND DOCUMENTS: No 46, Second World Conference on Adult Education. UNESCO, 1963, p 22.

The hidden reason behind most of the above responses by the officers is their lack of understanding of what adult education stands for. This is because they were not trained for adult education duties. To some of them, adult education is adult literacy. This fact was discovered with further probing of the respondents responses. And that was why two respondents wanted adult education left for the local community because they feel that the literate members of the community could help make the illiterates among them literate without bothering the government.

One of the officers interviewed stated informally as follows:

"I do not know what this adult education is all about. The earlier I am transferred back to the grammar school to teach the better. I think no one knows what to do in this office. There are no directions on what is to be done."<sup>(2)</sup>

This open secret confession is a practical demonstration of the lack of knowledge of what adult education is all about by those who are saddled with the responsibility for the development and administration of adult education.

**QUESTION 2:** Which of the following period would you prefer for adult education classes?

This question was based on the complaints from both participants and non-participants in adult education programmes in respect of the timing of adult education classes.

The aim of asking the officers this question was to know if they were

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(2) The perceptions of an adult education officer about adult education practice in the State. This shows the necessity to give special training on adult education to adult education officers.

aware of the participants feelings and to know what they (the officers) were thinking about the situation. And below are their responses:

RESPONSES	No & percentage of responses
(I) Morning (9.00 am - 12.00 noon)	2 or 10%
(II) Afternoon (2.00 pm - 5.00 pm)	0 or 0%
(III) Evening (6.00 pm - 9.00 pm)	18 or 90%
(IV) Any of the above	0 or 0%

TABLE 4

Eighteen or 90% of the respondents want adult education classes to be held in the evenings from 6.00 pm to 9.00 pm. Two or 10% of them want the morning period from 9.00 am to 12.00 noon. None of them wanted the afternoon period.

When the responses were probed, it was discovered that the eighteen officers who wanted the evening period were part-time teachers in the adult education centres. And the only time they have for the part-time practice is in the evening after office hours. There was no consideration for the participants who are usually on permanent evening duties and those on shifting duties.

This situation calls for the training of adult education officers and the employment of full-time teachers for adult education programmes.

**QUESTION 3:** In which of these sectors of adult education do you feel the government has performed best?

This question was asked to find out which of the two sectors for which the

government is directly responsible is receiving better attention. The two sectors are important, but the knowledge of which of them receives better treatment will be of help in advising the government to improve on the other sector being neglected.

As adult education officers who administer adult education, they could tell from their own experience as well as from their records which of the sectors is more progressive. Below are their responses:

RESPONSES	No & percentage of responses
(I) Functional Literacy	1 or 5%
(II) Remedial Education	16 or 80%
(III) Vocational Training	2 or 10%
(IV) Do not know	1 or 5%
TOTAL	20 or 100%

TABLE 5

The responses show that remedial adult education receives the best attention. The reason for this was not difficult to discover. Remedial education is a fee paying programme. It generates funds to pay for staff and other running costs.

And also, the remedial programme is organised to prepare participants for specific examinations for which they register. So the programme is relevant to their needs.

Functional adult literacy is non-fee paying. And so there is not enough funds to pay for teachers. The few volunteers who teach at the centres are poorly remunerated and so do not stay to carry on the work.

The government has no direct control over the vocational training centres. They are owned by private proprietors. But occasionally, the adult education officers monitor their activities.

The findings from this question seems to support the view that participants should pay some fees to support government's efforts as expressed by some respondents in question one. It means if effective provision is to be made for all the sectors of adult education, sufficient funds have to be voted by the government for adult education or fees would be made mandatory in all adult education programmes in the State.

It has to be pointed out here that the State Government has the responsibility to provide adult education in the State as directed by the Federal Government in the national policy on education.

One of the objectives of adult education as contained in the policy is "to provide vocational and professional training for different categories of workers and professionals in order to improve their skills."<sup>(3)</sup> Therefore, it will not be proper for the State Government to concentrate on remedial education and neglect vocational and professional training and functional literacy. For rapid economic development of the State, priority must be given to functional literacy and professional training for the adults.

The type of remedial education which is now offered in the State is the one which prepares people for the future. It is geared towards entry into institutions of higher learning for academic qualifications which will take years to acquire.

Many adults do not want to wait any longer. They want to learn something that would be of immediate use to them. They want the skills they can apply to their work now. Not preparation for the future. And the State also

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(3) FEDERAL REPUBLIC OF NIGERIA: National Policy on Education, Federal Ministry of Education, Lagos, 1981.

needs the skillful man-power now that can work efficiently for the development of the State.

**QUESTION 4:** Which of the following steps must the government take to improve the provision of adult education in the State?

This question was aimed at the officers directly to know from them what they want the government to do to adult education to facilitate their work.

RESPONSES	No & percentages of responses
(I) Vote more funds for adult education	10 or 50%
(II) Employ full-time teachers for adult education	1 or 5%
(III) Give wider publicity to adult education programmes	5 or 25%
(IV) More research into the various aspects of adult education	1 or 5%
(V) Establish a ministry of adult education	3 or 15%
TOTAL	20 or 100%

**TABLE 6**

It is true that for any important improvement on the provision of adult education, more funds would be required. So the high number of responses for more funds to be voted may not be questioned.

But the low response of 1 or 5% each for full-time teachers and more research into the various aspects of adult education shows some lack of

understanding of the meaning of adult education on the part of the respondents.

The reason given by the three or fifteen per cent who want the establishment of a ministry of education is also for the allocation of separate funds to adult education. Also on further probing, the five or twenty-five per cent who want wide publicity want adult education to be publicised all over the State so that more participants would come to attend and pay fees to increase the revenue of the various centres for adult education. It therefore means that the way to improve adult education in the State is by the provision of more funds.

But it is necessary to mention here that money alone cannot perform the magic of transforming adult education. There must be people who know the right thing about adult education to be done with the money before it could be usefully employed to bring about the required changes in adult education.

**QUESTION 5:** In your own opinion and from your personal experience as an adult education officer, what is the main cause of participants withdrawing from adult education programmes?

This question is meant to find out how much the adult education officers know about what goes on at the adult education centres and also to know the main cause of the withdrawal of adults from participating in adult education programmes. The responses of the officers are shown in the table overleaf.

Nine or forty-five per cent of the respondents said stress and anxiety are the causes of withdrawal. These officers were those working with the remedial adult education centres where the participants prepare for external examinations. Some of them (the participants) have at one time



RESPONSES	No and percentages of responses
(I) Stress and anxiety	9 or 45%
(II) Lack of motivation	2 or 10%
(III) Poor teaching and learning conditions	3 or 15%
(IV) Social commitments and time constraints	6 or 30%
(V) Physiological changes and ill-health	0 0
TOTAL	20 100%

TABLE 7

failed the examinations and they are preparing to repeat. The fear of failing again increases their anxiety. The situation is worsened at times because the teachers keep reminding them of the imminent examinations.

When they feel that they cannot cope with the pressure, they withdraw. Because,

"Adults do not learn productively when under severe time constraints. They learn best when they can set their own pace and when time pressures are kept to the minimum."<sup>(4)</sup>

Social Commitments and time constraints are the reasons for withdrawal by participants according to 30% of the respondents.

When this response was probed, it was discovered most of the social

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(4) BRUNDAGE D H & MACKERACHER D: "Adult Learning Principles and Their Application to Programme Planning", Ministry of Education, Ontario, 1980, p 23.

commitments are connected to their places of work. There are clubs to which they must belong. And failure to belong to such clubs may affect their progress at work. So they have to choose between adult education and their jobs.

Only 15% of the respondents gave poor teaching and learning conditions as a reason for withdrawal. But it is an important factor which must be considered because, most of the teachers are not trained as adult educators. They handle the adults as overgrown children. A situation which most of the adults are not pleased with, and may cause their withdrawal.

Lack of motivation is closely related to poor teaching and learning conditions. No learner can be motivated under poor conditions and an untrained teacher who cannot handle the student. Even though only 10% of the respondents give lack of motivation as a reason for the withdrawal of participants from adult education programmes, it is an important factor to be considered in the planning of the programme for adult education.

**QUESTION 6:** Which of the following views expressed below is true of the government's attitude towards the promotion of adult education in the State?

The purpose of this question was to find out the perceptions of the adult education officers on the government's attitude towards adult education in the State. Their responses were as shown in the Table overleaf.

RESPONSES	No & percentage of responses
(I) Does not regard adult education as important as formal education	9 or 45%
(II) The government is handicapped by lack of funds	8 or 40%
(III) Does not regard adult education as important as other social services.	3 or 15%
TOTAL	20 or 100%

TABLE 8

The following alternative responses were included in the above question:

- (I) Very slow in the implementation of policies.
- (II) Do not care to train teachers for adult education.
- (III) Spends more money on national and international adult education conferences than on the actual provision of education for the adults. But the officers did not feel any of these as representative of government's attitude towards adult education provision in the State.

The three alternative responses to which they responded are quite related. Forty-five per cent of them say that the government do not regard adult education as important as formal education: which is why enough funds are not provided for it. And the feeling of 40% of the respondents is that the government is handicapped by lack of funds. Three or 15% of them perceived that the government does not regard adult education as important as other social services.

It is evident from the perceptions of the adult education officers that adult education is starved of funds because the government does not regard it as important as other social services including formal education.

**QUESTION 7:** How successful is the current adult literacy campaign?

The purpose of this question was to find out how the adult education officers have evaluated the on-going adult literacy campaign in the State. The officers in the Continuing Education Board started the campaign in 1982 before the responsibility for adult literacy was transferred to the Ministry of Local Government and Community Development in 1984. As a result, officers in both the CEB and the Ministry were requested to respond to the above question. And the following were their responses:

RESPONSES	No & percentage of responses
(I) Very Successful	- -
(II) Successful	3 or 15%
(III) Not Successful	12 or 60%
(IV) Do not know	5 or 25%
TOTAL	20 or 100%

**TABLE 9**

None of the 20 officers feels that the campaign is very successful. Three or 15% of them said it was successful. Five or 25% of them do not know whether it is successful or not. But 12 or 60% felt that the campaign is not successful.

When some of the officers were probed to give probable reasons for the

failure of the campaign, they gave as a major reason, lack of "real political will", through effective government action. According to the officers, the government made radio and television announcements, made newspaper publications and printed pamphlets to herald the launching of the literacy campaign and that was the end.

They added that the campaign was suffering from lack of personnel and materials. As a result the few officers and volunteers for the campaign were frustrated. And that most of the illiterate adults who were eager to participate at the beginning of the campaign have become discouraged.

This is an unfortunate discovery to see that the initial enthusiasm of the government did not include the provision of personnel and materials because: "Political will should not just take the form of public slogans or statements, but should be translated in concrete, legal enactments and administrative directives, and reflected in appropriate financial, human and material resource allocations."<sup>(5)</sup>

It is also disappointing to note that as many as 5 or 25% of the respondents did not know whether the campaign was a success or not. This is another demonstration of lack of knowledge of what such officers suppose to do as adult education officers. If they cannot perceive the success or failure of what they are doing and responsible for, who else can tell? This situation is caused by lack of training of those officers as adult educators and administrators.

**QUESTION 8:** Most people do not participate in adult literacy programmes because of the following reasons:

This question is to find out the main reason why some adults do not want

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(5) CARRON G & BORDIA A: Issues in Planning and Implementing National Literacy Programmes, UNESCO, International Institute for Education, Paris, 1985, p 28.

to participate in adult education as perceived by the adult education officers. Their responses were as follows:

RESPONSES	No & Percentage of responses
(I) Lack of effective publicity	- -
(II) Family problems	12 or 60%
(III) Too late to learn	3 or 15%
(IV) Financial difficulties	5 or 25%
TOTAL	20 or 100%

TABLE 10

None of the respondents perceive lack of publicity as a reason for people not participating in adult education programmes. This may mean that adult education is adequately publicised. Twelve or 60% gave family problems as the reason for non-participation by some people. Family problems can cause anxiety and stress which are situations not conducive to learning especially with adults. Family problems can also lead to financial difficulties. This is common with people having large families without a corresponding large pay packet. In such cases, even if the programme is free, such a person may not be able to pay the transport fare or buy learning materials.

And if he can start on any programme, the thoughts of his financial problems will not give him peace of mind to learn. Some adults who are well aware of their problematic situations may decide to keep away from any of the adult education programmes.

It is never too late to learn but some adult education officers gave "Too old to learn" as one of their perceived reasons why some adults do not

participate in adult education programmes.

If that is the case, it will be the duty of the officers to allay their fears by telling them that it is never too late to learn and encourage them to participate.

**QUESTION 9:** Which do you recommend as the language for adult literacy in Lagos State?

The purpose of this question was to find out the views of the adult education officers on the issue of the most suitable language for adult literacy. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Yoruba	1 or 5%
(II) English	6 or 30%
(III) English and Yoruba	13 or 65%
(IV) English and any other language	- -
TOTAL	20 or 100%

**TABLE 11**

When the above responses were probed further, it was discovered that the officers have learnt from experience that most of the illiterate adults have a greater desire to understand the English language. They do not even want to learn the Yoruba language, which is their mother tongue at school because they feel they have had enough of it at home. But the fact is that they have not learnt how to write it at home. And that is the reason why the majority of the officers, 13 or 65% of the total, felt

that English and Yoruba is the best way to make the illiterate adults literate.

According to the officers, if only the Yoruba language is used, most of them will not be interested in participating. At the same time, the officers also feel that for cultural reasons, they have to be literate in their mother tongue as well.

**QUESTION 10:** Which of the following places should an adult literacy centre be situated?

This question was asked to find out where, in the opinion of the adult education officers, is most suitable to locate an adult literacy centre. They expressed their views as follows:

RESPONSES	No & percentage of responses
(I) An existing school premises	15 or 75%
(II) Church/Mosque premises	- -
(III) Market place	- -
(IV) The City Centre village Square	5 or 25%
TOTAL	20 or 100%

TABLE 12

Seventy-five per cent want an existing school premises to be used. Their reason is that the existing schools have got the facilities required in a classroom set up - benches and desks, blackboards, tables and storage facilities. The government will therefore not spend extra funds to provide such facilities.



Five or 25% of the respondents felt that the city centre or the village square is a better place. Their reason is that it would give more publicity to adult literacy campaigns in the town or village.

The choice of existing school premises for adult literacy centres is contrary to Ivan Illich's theory of deschooling which is against institutionalisation of learning. He describes schools as "the wrong places for learning a skill" and the "worse places for getting education."<sup>(6)</sup>

In his book "Deschooling Society", he (Illich) attacks all forms of institutions. Everett Reimer and Paul Goodman<sup>(7)</sup> were also in the camp of deschoolers.

Another deschooler is the Brazilian teacher Paulo Freire<sup>(8)</sup>. His idea of the village school was not supported by the findings of this study. The majority of the respondents did not support the village square or the city centre for adult literacy centres.

Even though the Adult Education officers gave economic reasons for their choice, the Adult Educators, participants and past participants felt they would teach and learn better in an existing school premises, see Tables 27, 55 and 67.

**QUESTION 11:** Do you wish adult literacy to be made compulsory?

The question was asked to know the views of the adult education officers if the conditions of adult education provision in the State would improve if adult education is made compulsory.

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- (6) ILLICH IVAN: Deschooling Society, Penguin Books Ltd, Harmondsworth, Middlesex, England, 1971, p 24.
  - (7) BARROW ROBIN: Radical Education, A Critique of Free School and Deschooling, Martin Robertson and Company Ltd, London, 1978, p 127.
  - (8) ILLICH IVAN: Op Cit, p 15.

RESPONSES	No & percentage of responses
(I) Yes	18 or 90%
(II) No	2 or 10%
TOTAL	20 or 100%

TABLE 13

The majority, 18 or 90% of the officers want adult education to be made compulsory. And when they were probed, the following were their reasons:

To ensure that everyone in the State participates in adult education especially adult literacy. Except adult education is made compulsory, many illiterate adults will never participate.

Adult education, especially adult literacy is important for development. it is necessary for everyone to be literate to be able to contribute to the development efforts of the State.

**QUESTION 12:** Do you believe adult literacy will contribute to the economic progress of the individual and that of the State in general?

This question is related to question 11. The aim is to confirm the feelings of the adult education officers for the case to make adult education compulsory. Their responses were as shown in the table overleaf.

All the respondents believe that adult literacy is important for development and will contribute to the economic progress of the individual and the State. Eighty per cent of them have very strong belief on this while 20% just believe ordinarily. Their reason is that adult literacy could contribute to the economic progress of the individual. Therefore, if

RESPONSES	No & percentage of responses
(I) Strongly believe	16 or 80%
(II) Believe	4 or 20%
(III) Do not know	- -
TOTAL	20 or 100%

TABLE 14

every individual in the State is economically strong, then the State will be economically strong.

The literate adult will also contribute more effectively to the economy of the State by paying his taxes regularly. This is because he will understand why taxes are paid as he or she can read and understand the tax regulations.

The literate adult will also live a healthier life and bring up a healthier family. And healthy people can contribute more to the economic progress of the State. They will be able to learn more about their work and therefor perform better and be more productive.

**QUESTION 13:** Is it necessary for adult education teachers to be given special training for their job?

This question was aimed at finding out if the adult education officers know the importance of the training of adult education teachers. Their responses were as shown in the table overleaf.

RESPONSES	No & percentage of responses
(I) Very necessary	15 or 75%
(II) Necessary	5 or 25%
(III) Not necessary	- -
TOTAL	20 or 100%

TABLE 15

All the officers expressed the view that it was necessary for adult education teachers to be trained for their job.

Their reason is that for anyone to perform his job effectively, he should be trained on how to operate. He must learn the principles and methods of that job.

They said in the case of adult educators, training is very important because they deal with human beings; not just ordinary human beings. But adults who are different in several ways. To be able to deal with them, one has to know several ways of dealing with different people. And one needs special training to be able to acquire such knowledge.

**QUESTION 14:** For which reason do you think people participate in adult education programmes?

The purpose of this question was to find out if adult education officers are aware of the reasons why adults participate in adult education programmes. Their responses are as shown in the table overleaf.

RESPONSES	No & percentage of responses
(I) To improve their reading and writing abilities	2 or 10%
(II) To gain qualifications	10 or 50%
(III) To qualify for employment	5 or 25%
(IV) To be able to play leadership roles	- -
(V) To be able to learn more about their work	3 or 15%
TOTAL	20 or 100%

TABLE 16

The majority of the officers feel that the aim of the participants in adult education is to gain qualifications which will qualify them for jobs. That was the feeling of 15 or 75% of them.

Three or 15% of them feel that their aim of participating is to learn more about their work. But 2 or 10% of the officers feel that their aim for participating is to improve on their reading and writing abilities.

The perceptions of the adult education officers of the reasons why people participate in adult education correspond with the responses given by the participants as the reasons for participating in adult education programmes, see tables 33 and 34. The motivating factor is the acquisition of educational qualifications in order to secure better paid jobs and also for improved social status.

From these findings, it could be stated that the aims for students participating in any educational programme is the same for students in the formal

school system and participants in adult education programmes. This could be demonstrated by a comparison of the findings in tables 16, 33 and 44 with the findings of a study of 'Rural-Urban Comparison of Female Educational Aspirations in South-Western Nigeria', by Akande B E<sup>(9)</sup>.

In that study, Akande B E interviewed 359 fourth year students in a number of secondary schools in South Western Nigeria (Oyo State). The findings of the study on the students' educational aspirations as shown in table 17 compare favourably with the reasons people have for participating in adult education programmes as shown in table 16.

What should be noted in the two cases is that while the students in the formal school system were preparing for the future, the adults were learning skills to be put into immediate use.

#### STUDENTS' EDUCATIONAL ASPIRATIONS AND FAMILY LOCATION<sup>(10)</sup>

LEVEL OF ASPIRATION	RURAL		URBAN			
	No	%	No	%	TOTAL	%
School Certificate	8	3.6	-	-	8	2.3
Grade II	16	7.1	1	0.7	17	4.7
NCE	47	21.0	13	9.6	60	16.7
School of Nursing	88	39.3	23	17.0	111	31.0
HND and Degree	59	26.3	85	63.0	144	40.1
Second Degree	5	2.2	10	7.4	15	4.2
Third Degree	1	0.5	3	2.2	4	1.1
	224	100.0	135	100.0	359	100.0

TABLE 17

(9) AKANDE B E: "Rural-Urban Comparison of Female Educational Aspirations in South Western Nigeria, Comparative Education, Vol 23, No 1, 1987, pp 75-82.

(10) SOURCE: Comparative Education, Vol 23, No 1, 1987, p 78.

## CHAPTER V

## ANALYSIS AND DISCUSSION OF THE FINDINGS

### ADULT EDUCATORS

#### INTRODUCTION

This category of interviewees included teachers in continuing adult education and adult literacy centres. They were made up of teachers from the formal education system and workers from other professions including commercial, industrial, legal, medical and the clerical. They were all on part-time basis teaching in the evenings after they had finished their normal full-time employment.

They possess one form or another of post-secondary education qualification ranging from the GCE ordinary level to post-graduate qualifications in various disciplines of learning. They were all aged between 21 and 50 years.

The total number interviewed were as follows:

TYPE OF RESPONDENTS	MALE	FEMALE	TOTAL
From adult literacy centres	16	-	16
From continuing education centres	19	15	34
TOTAL	35	15	50

TABLE 18

The interview questions for this category were the same as the ones for the adult education officers. The purpose is to see if their views are the same or whether they differ in any respect and why there is a difference. As people who deal directly with the participants, it was necessary



to know their perceptions of how the participants feel about the adult education programmes. And also to get their opinion on how to improve on the programmes.

Before the interview took place, the supervisors of both the literacy centre and the continuing education centre were written to, asking for permission to interview the teachers and the participants in their centres. See appendix 1 and 2.

**QUESTION 1:** In your own opinion as an adult educator, which of the following bodies would fund adult education more effectively?

The purpose of this question was to know the feelings of the adult educators on who should fund adult education to enable them to perform their duties more effectively.

Their responses were as follows:

RESPONSES	No & percentage of responses
(I) The State Government	20 or 40%
(II) The Local Community	5 or 10%
(III) Participants through fees	10 or 20%
(IV) Industrial and Commercial establishments	4 or 8%
(V) State Government and Participants	9 or 18%
(VI) State Government and Commercial establishments	2 or 4%
TOTAL	50 or 100%

TABLE 19

The majority of respondents favour the funding of adult education by the State government because they feel government financing would make the flow of funds much more regular and surer. They also said that if the government take over the full responsibility of financing adult education programmes, those participants who withdraw for financial reasons would be able to remain and benefit from the programmes.

The 20% who want participants to pay fees feel that those who are benefitting from adult education should pay for it.

The 9 or 18% who want the State government and participants to pay for adult education feel that participants' fees alone will not be sufficient to run adult education programmes. They suggest that participants should pay some amount as fees to purchase materials for the centres while the government pays the teachers' wages or allowances.

Those who want industrial and commercial establishments to fund adult education feel that those establishments will employ the products of adult education. They should therefore contribute to the education of their prospective employees.

According to five respondents, the local community should be allowed to plan how to educate the illiterates among them and let the government concentrate on formal education.

The four or 8% who want a union of the industries and the government feel that if the government does not contribute financially to the running of adult education, it cannot control the content of its programmes. They feel that the adults may be indoctrinated against the government by the private institutions that provide the funds. They suggest that the industries should provide a part of the finances required and allow the government to plan and control the curriculum according to its development programmes.

**QUESTION 2:** What will you say about the adequacy of the State Government's contribution to the funding of adult education in the State?

The purpose of this question was to find out if the adult educators feel that the government is contributing enough to the funding of adult education. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Adequate	10 or 20%
(II) Not adequate	40 or 80%
(III) Do not know	- -
TOTAL	60 or 100%

**TABLE 20**

Only 10 or 20% feel that the government was contributing enough. On probing this response, it was discovered that the respondents were teachers in adult literacy centres where the participants do not pay any fees. They felt there would be enough funds to provide facilities for adult education if participants paid some fees in addition to what the government was contributing. Their perception was not based on the overall provision of adult education in the State

The majority of them felt that the government had not done enough in the financing of adult education in the State. The following are their reasons:

- (i) The government is unable to employ full-time teachers for adult education.
- (ii) The allowances paid to the part-time teachers are often delayed.
- (iii) The government has not provided teaching materials for all the centres.
- (iv) There are not sufficient vehicles to be used for adult literacy campaigns.

**QUESTION 3:** In which of these sectors do you feel the government has performed best?

The aim of this question is to find out the feelings of the adult educators on the progress of adult education in the three sectors of literacy, remedial and vocational education.

Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Functional literacy	3 or 6%
(II) Remedial education	30 or 60%
(III) Vocational and professional training	17 or 34%
TOTAL	50 or 100%

**TABLE 21**

Only 3 or 6% felt that the government has done its best in functional literacy. The reason they give is that the rate of illiteracy in the State was on the increase.

Sixty per cent felt that the government has done best in remedial education. Their reason is that almost all the formal secondary schools in the State serve as adult continuing education centres. At these centres, those who failed the GCE ordinary level examinations and those who dropped out of formal school system without taking the CGE ordinary levels are prepared for the examinations. And every year, more and more participants from these centres pass their examinations which they were unable to pass in the formal secondary school system.

The 34% who felt that the government was performing best in vocational and professional training, based their judgement on the provision of staff training centres by the ministry of education for teachers. And some of the respondents were officials from the staff development centre situated at Igbobi College premises.

**QUESTION 4:** Which of the following steps must the government take to improve the provision of adult education in the State?

The purpose of this question is to find out what the adult educators perceive to be of priority in the improvement of adult education provision in the State. Their responses were as shown overleaf.

Forty percent want more funds to go into adult education to be able to perform more effectively. This is because when there is sufficient funds, it will be possible to provide more facilities for learning and teaching and to pay for teachers.

Those who favour the employment of full-time teachers for adult education felt that full-time teachers will be able to have more time to plan for the teaching of the adult participants. And that it will make it possible for those who cannot attend the centre in the evenings to attend during the day.

RESPONSES	No & percentage of responses
(I) Vote more funds for adult education	20 or 40%
(II) Employ full-time teachers	3 or 6%
(III) Give wider publicity to adult education programmes	9 or 18%
(IV) More research into adult education	18 or 36%
(V) Establish a ministry of adult education	- -
TOTAL	50 or 100%

TABLE 22

Nine or 18% felt that more publicity is what is needed to improve adult education in the State. They said that with more publicity, more people will learn about the availability of adult education programmes and come to participate.

More research into the various aspects of adult education is what 18 or 36% of the respondents felt would improve the provision of adult education in the State. Their own reason is that if the government is fed with more results of research into adult education, the government will learn more about the value of adult education. As a result it will become necessary for the government to give more support to the provision of adult education. They blame poor support of adult education by the government and the ignorance of the government official on what adult education is all about. They said the government should constantly be

made aware of the role of adult education in the various aspects of development through research reports.

**QUESTION 5:** In your own opinion and from your personal experience as an adult educator, what is the main cause of participants withdrawing from adult education programmes?

The purpose of this question was to know the views and feelings of the adult educators on why some participants withdraw from programmes without completing the programme. Their views on this question are very important because they deal more directly with the participants. They are therefore in a position to know most of the problems of the participants. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Stress and anxiety	11 or 22%
(II) Lack of motivation	12 or 24%
(III) Poor teaching and learning conditions	2 or 4%
(IV) Social commitments and time constraints	25 or 50%
(V) Physiological changes and ill-health	- -
TOTAL	50 or 100%

**TABLE 23**

The majority of the respondents, 25 or 50% of them felt that social commitments and time constraints were the main causes of the withdrawal of participants from adult education programmes. According to them, most of the adults who come to the adult education centres have various

social attractions both at their places of work and in the communities in which they live. In most cases, the programmes of the clubs to which they belong may clash with the time table of their programme at the adult education centre. In cases where the clash is becoming a problem, they have to choose between the adult education programme and other commitments. In cases where their job is involved, they will abandon adult education and hold onto their job.

Lack of motivation is the reason given by 12 or 24% of the respondents. According to them, adults have some specific aims for going to enrol in an adult education programme. But if after spending some time, he sees no hope to accomplish his aims he would withdraw and go elsewhere to seek his fortune.

Eleven or 22% of the interviewees feel that stress and anxiety may cause participants to withdraw from adult education programmes. Their reason for this feeling is that some of the participants, especially, those on remedial courses, have previously failed some examinations. The fear that they may fail again is usually the cause of anxiety. The anxiety may be aggravated in cases where the teaching and learning conditions are not reassuring. When they cannot help the situation they withdraw and forget about further participation in adult education programmes.

**Question 6:** Which of the views expressed below is true of the government's attitude towards the promotion of adult education in the State?

The purpose of this question was to find out how adult educators felt about government's attitude towards the promotion of adult education in the State. The table showing the responses to this question is shown overleaf.



RESPONSES	No & percentage of responses
(I) Very slow on the implementation of policies	5 or 10%
(II) Do not regard adult education as important as formal education	25 or 50%
(III) Do not care to train teachers for adult education	16 or 32%
(IV) The government is handicapped by lack of funds to implement the policies on adult education	4 or 8%
TOTAL	50 or 100%

TABLE 24

Twenty-five or 50% of the respondents felt that the government does not regard adult education as important as formal education.

Their reason is that the government does not give the same support to adult education as formal education with reference to the allocation of resources.

Thirty-two per cent of them felt that the government does not care to train teachers for adult education. Their own reason is that all the teachers in adult education in the State are on part-time employment. And none of them is trained for adult education.

Only 5 or 10% say that the government was slow on the implementation of policies on adult education while just 8% of the respondents felt that the government is not implementing policies as expected because it is handicapped by the lack of funds.

"... to show that the

government was spending more money on national and international conferences on adult education than on the actual provision of education for the adults. There were two other alternative responses which were provided for this question in the interview guide.

**QUESTION 7:** Most people do not participate in adult education programmes for the following reasons:

The purpose of this question was to know the views of adult educators on why some people do not participate in adult education programmes: Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Lack of effective publicity	10 or 20%
(II) Family problems	20 or 40%
(III) Feeling too old to learn	8 or 16%
(IV) Financial difficulties	12 or 24%
TOTAL	50 or 100%

**TABLE 25**

Family problems is the reason given by 20 or 40% of the respondents. They said some adults have large families that generate one form of problem or the other at different times. They argued that such adults cannot cope with the extra demands of an adult education programme. Such families also spend all their earnings on catering for the family without extras to pay for adult education.

Eight or 16% of them felt that most adults do not want to participate in

adult education programmes because they feel they are too old to learn. They said this view was based on personal experience with some adults who expressed this feeling of being "too old to learn" to them when they were asked to enrol for adult literacy classes.

The view of 10 or 20% of the respondents is that most adults were not aware of the existence of the adult education programmes they could benefit from. They said that this was due to lack of effective publicity.

Twelve or 24% of the respondents felt that most adults do not participate in adult education programmes because of financial difficulties. Even in cases where the programme is free, they may not be able to pay for transport if they live far away from the centre for that programme.

**QUESTION 8:** How successful is the current adult literacy campaign?

The purpose of this question was to know the views of the adult educators on the success of the literacy campaign. Some of them who teach in the literacy classes were a part of the campaign. Their views therefore were the evaluation of the campaign. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Very successful	2 or 4%
(II) Successful	15 or 30%
(III) Not successful	30 or 60%
(IV) Do not know	3 or 6%
TOTAL	50 or 100%

TABLE 26

Thirty or 60% of the respondents felt that the campaign was not successful. Their reason was that the illiterate adults were not interested in the programme. And that most of them who enrolled at the beginning of the campaign were already withdrawing.

Fifteen or 30% of them said that the campaign was successful and 4% said that it was very successful. Their reason is that the illiterate adults who enrolled and continued with the programme have known how to read and write simple letters. Three of them or 6% could not tell whether the campaign was a success or not. On further probing, it was discovered that these three were among those part-time teachers from commercial establishments. They claim not to have any idea of the literacy campaign in the State.

**QUESTION 9:** Which of the following places should an adult literacy centre be situated?

The purpose of this question was to find out the views of the adult educators on the most suitable place to establish a literacy centre, which will be convenient to all participating adults in the community.

Their responses were as follows:

RESPONSES	No & percentage of responses
(I) An existing school premises	25 or 50%
(II) Church/Mosque premises	20 or 40%
(III) Market place	- -
(IV) An industrial estate	- -
(V) The City/centre village square	5 or 10%
TOTAL	50 or 100%

The majority of the respondents favour an existing school premises. They feel that an existing school premises has got the educational environment which will be more conducive to learning than the other places mentioned in the question. They also expressed the view that it will be more economical to use an existing school premises because most of the infrastructures required to set up such a centre were already available in the school.

Twenty or 40% of the respondents felt that the church and mosque premises are ideal places to establish a literacy centre. Their reason is that adults were already used to the church and the mosque, so it would not be strange for them to go to either of them in the evening to learn. They also suggest that the pastors and the Imams would also join in the campaign efforts through their religious services in the church or mosque.

Ten per cent of them feel that the city centre or village square is the ideal place to establish a literacy centre.

Their reason is that the city centre is usually the centre of activities. They argued that by locating the literacy centre at the city centre, more people will come to know about the programme without much publicity efforts. This is because, according to them, those people who go to the city centre or the village square for other purposes would learn about the adult education centre.

**QUESTION 10:** Which do you recommend as the language for adult literacy in Lagos State?

The purpose of this question was to get the opinion of the respondents on the most suitable language for the teaching of literacy to adults in Lagos State.

Their responses were as shown overleaf:

RESPONSES	No & percentage of responses
(I) Yoruba	8 or 16%
(II) English	12 or 24%
(III) English and Yoruba	30 or 60%
(IV) English and any other language	- -
TOTAL	50 or 100%

TABLE 28

Eight or 16% of the respondents want Yoruba as the language for teaching literacy in Lagos State because Yoruba is the mother tongue of the people of the State. But 12 or 24% of them feel that English language should be used for teaching literacy because it will enable them to communicate with people from other States of the country. The majority of them, 30 or 60% felt that it would be better to teach literacy to adults in both English and Yoruba. Their reason is that English is very necessary for effective communication in the State because the majority of the people in Lagos are from other States who do not understand Yoruba. Also, English language is currently the official language of Nigeria. If the people of the State are to participate effectively in the political and economic life of the country, they must learn to understand, speak and write English language. But, at the same time, they must also learn Yoruba to preserve their cultural heritage.

**QUESTION 11:** Would you agree to become a full-time permanent adult educator?

The purpose of this question was to find out the interests of the respondents in adult education teaching. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Yes	5 or 10%
(II) No	40 or 80%
(III) Do not know	5 or 10%
TOTAL	50 or 100%

TABLE 29

Only 5 or 10% of the respondents would like to become full-time adult education teachers. They said they would only agree to become full-time if the conditions were improved.

The majority of them 40 or 80% do not feel they will ever consider becoming full-time adult educators. Their reason is that they do not perceive any future prospect in adult education as a full-time job. Five or 10% of them are not sure if they will become full-time. They were not decided.

**QUESTION 12:** What would you want to be done before teachers on part-time as adult educators are made full-time adult educators?

The purpose of this question was to find out from the respondents the improvements they wanted in the conditions of teachers in adult education. The table overleaf shown their responses to this question.

RESPONSES	No & percentage of responses
(I) Train them as adult educators	16 or 32%
(II) Give them salary increases	20 or 40%
(III) Build separate adult education centres away from the formal school premises now in use	4 or 8%
(IV) Establish a ministry of adult education	10 or 20%
TOTAL	50 or 100%

TABLE 30

Thirty-two percent of the respondents want teachers in adult education to be trained as adult educators before they are made full-time adult educators. The following were their reasons: They will know their work and perform better. The participants will benefit from the programmes and stay to complete instead of withdrawing.

Twenty or 40% of them want salary increases to encourage adult educators before they are made permanent so that they are not tempted to move from adult education to seek other jobs.

Four or 8% want a separate premises for adult education so that adult education programmes could be carried out at any time of the day instead of restricting all activities to the evening.

Twenty per cent or 10 of the respondents want a ministry of adult education to be established before teachers in adult education are made permanent full-time adult educators. They said that a separate ministry would improve the status of adult education and adult educators.



**QUESTION 13:** Do you believe adult education especially literacy will contribute to the economic progress of the individual in particular and that of the State in general?

The purpose of this question is to know the views of the respondents on the contribution of adult education to the economic progress of the individual and the State. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Strongly believe	30 or 60%
(II) Believe	15 or 30%
(III) Do not believe	5 or 10%
TOTAL	50 or 100%

**TABLE 31**

Sixty per cent or 30 of the respondents strongly believe and 30% believe that adult education will contribute to the economic progress of the individual and the State. But 5 or 10% of them do not believe so. Their reason for not believing in the contribution of adult education to economic progress is that there are people around them who are very progressive economically, without any education. On further probing, it was discovered that their own understanding of adult education is limited to adult literacy. The people they cited as examples of economically progressive without any education have actually benefitted from different forms of adult education but not adult literacy education. Some of them were furniture makers who have learned their trade as apprentices under a master furniture maker.

**QUESTION 14:** Would you wish adult literacy to be made compulsory?

The purpose of this question was to find out the views of the adult educators on the effect which compulsory adult education would have on the provision of adult education in the State. The following were their responses:

RESPONSES	No & percentage of responses
(I) Yes	48 or 96%
(II) No	2 or 4%
TOTAL	50 or 100%

**TABLE 32**

The majority of the respondents, 48 or 96% of them wish adult education to be made compulsory. They said if adult education is made compulsory, everyone will be able to participate in different forms of adult education for self improvement. When it is compulsory, and everyone is involved, there will be no-one to discourage people from participating. Everyone will have the opportunity to learn more about his or her work and become more productive. They also feel that if everyone is participating, the government will have greater regard for adult education and may provide more funds for its development.

The reason given by the 2 or 4% who do not want adult education to be made compulsory, is that most people, especially adults do not want to be forced to do anything. Even when such a thing is for their own benefit. They feel if the government makes adult education compulsory, it would appear as if the government is forcing people to learn. If that happens, the

people will not be enthusiastic over the programme. They may attend to satisfy the government regulations, but may not learn anything worthwhile to benefit from the programme.

Both Adult Education Officers and Adult Educators were unanimous on the question of making adult literacy compulsory in the State. The majority of the other categories of interviewees also supported the idea.

Primary education is compulsory in the State. Although, secondary education is not officially stated as compulsory, but the one hundred per cent automatic transition from primary six to the secondary school, makes attendance at the secondary school level more or less compulsory.

With this prevailing situation in the formal education system, the respondents are therefore of the opinion that adult education should also be made compulsory so that all adults could benefit from the programme.

## CHAPTER VI

## **ANALYSIS AND DISCUSSION OF THE FINDINGS**

### **PARTICIPANTS IN CONTINUING ADULT EDUCATION**

#### **INTRODUCTION**

This category consists of a total of 300 respondents, 200 males and 100 females. They were made up of the following types of participants:

- (I) Those who failed the West African School Certificate examination and were preparing to repeat the examination. They formed the majority in this category.
- (II) Those who have stopped schooling for a long time and have been working but wanted to improve on their educational standards by reading for the GCE ordinary and advanced levels. They do this for the purpose of gaining admission into institutions of higher learning or to earn promotion at their places of work.
- (III) Those who were not preparing for any examination but wanted to learn more so as to improve on their social status and also to carry out their business more effectively. They formed a very small minority in the category. They numbered just 30.
- (IV) The fourth group is made up of those who completed primary education in the evening schools and wish to continue with secondary education in the evening.

The interviewees were selected at random from the different classes at the continuing adult education centres where the interviews were conducted. The total number and characteristics of the respondents were as shown in the table overleaf.

TYPE OF RESPONDENTS	MALE	FEMALE	TOTAL	AGE RANGE
(I) Participants wishing to repeat school examinations	107	70	177	BELOW 20 YEARS
(II) Participants preparing for GCE Examinations	29	14	43	20-30 YEARS
(III) Non-Examination participants	24	6	30	31-40 YEARS
(IV) Participants who wish to acquire secondary education	40	10	50	20-40 YEARS
TOTAL	200	100	300	

TABLE 33

The questions for this category were also structured. But the interviews were conducted by different interviewers who were trained for the purpose. All of them were instructed to keep strictly to the questions and responses in the interview guides so as to ensure uniformity of administration of the interviews. But some extra guides were given to the interviewers to allow for reasonable flexibility in probing some responses in cases where relevant details were required from the respondents.

**QUESTION 1:** For which of the following reasons are you participating in continuing adult education?

The purpose of this question was to find out from the individual participants the main reason for participating in adult continuing education. The table overleaf shows the responses.

RESPONSES	No & percentage of responses
(I) To receive secondary education	48 or 16%
(II) To pass higher examinations failed previously	120 or 40%
(III) To gain entry into higher institutions	52 or 17.33%
(IV) To improve social status	29 or 9.66%
(V) Spouse's wish	21 or 7%
(VI) Parent's wish	30 or 10%
TOTAL	300 or 100%

TABLE 34

The responses show clearly that those who participate in adult continuing education do so for different reasons according to their needs. The majority in this category were doing so in order to pass higher examination.

There were those who were participating either because their husband or wives wanted them to do so. And some were there because their parents wanted them to participate. They all participated because they have some basic needs which they must satisfy. And these needs differ according to the individuals concerned and the values of the society in which they live.

**QUESTION 2:** Which of the following periods would you prefer for adult education classes?

The aim of this question was to know from the very people who participate in the programme, the best time they would prefer to attend adult education classes. The table overleaf shows their responses.

RESPONSES	No & percentage
(I) Morning (9.00 - 12.00 noon)	80 or 26.66%
(II) Afternoon (2.00 - 5.00 pm)	18 or 6%
(III) Evening (6.00 - 9.00 pm)	148 or 49.33%
(IV) Any other time	54 or 18%
TOTAL	300 or 100%

TABLE 35

The majority of the participants (half of those interviewed) favoured the evening period. Of the remaining half, 80 or 26.66% favoured the morning period while 18 or 6% preferred the afternoon and 54 or 19% were in favour of any period.

On further probing, it was discovered that those who favoured the morning period were those people working on permanent night duties. Both the 6% and 18% were the very young ones who were not in employment, so they could afford to attend at any period of the day.

**QUESTION 3:** Which of the following gives you the most problem with your studies at the adult education centre?

The purpose of this question is to know the problems confronting the different categories of students in the adult education centres. The responses to this question are shown in the table overleaf.



RESPONSES	No & percentage of responses
(I) Transportation	120 or 40%
(II) The time for classes	21 or 7%
(III) Poor teaching methods	78 or 26%
(IV) Irregularity of teachers	30 or 10%
(V) Unsuitable furniture	6 or 2%
(VI) Lack of facilities	45 or 15%
TOTAL	300 or 100%

TABLE 36

Transportation is the major problem as expressed by a majority of the respondents. Poor teaching methods is the next problem expressed by 26% of the respondents. Forty-five or 15% of them complained of the lack of facilities. Irregularity of teachers was the greatest problem to 30 or 10% of them. Unsuitable furniture was the problem experienced by 6 or 2% of the respondents. Twenty-one or 7% of them felt that the time for classes was their greatest problem. From the responses, it could be seen that adults experience different problems in trying to satisfy their different needs.

**QUESTION 4:** Which of the following steps would be upper most for the improvement of learning conditions at the adult education centre?

The purpose of this question was to find out from the participants the improvement they require most urgently in their learning conditions at the adult education centre they attend. Their responses are as overleaf.

RESPONSES	No & percentage of responses
(I) Employ full time teachers	130 or 43.33%
(II) Establish more centres near residential areas	21 or 7%
(III) Provision of suitable learning materials	78 or 26%
(IV) Participants to participate in planning the time table	21 or 7%
(V) Provision of effective supervision	50 or 16.66%
TOTALS	300 or 100%

TABLE 37

The 43.33% who wanted full-time teachers felt that full-time teachers will be more devoted to their work and be able to listen to the problems of participants.

The 78 or 26% of the respondents who demanded suitable learning materials said the teachers' work would be easier if there are suitable learning materials with which participants can do some self teaching.

Twenty-one or 7% of the respondents wanted participants to take part in planning the time table so that the interest of those on shifting duties could be represented.

The 50 who wanted more effective supervision said that there was a need for effective supervision to curb the disturbing behaviours of some of the very young participants among them so as to have a peaceful atmosphere in which to learn.

The respondents demand to participate in planning the time table touched on one of the principles of adult learning applied to programme planning.

According to Norman D A as quoted by Brundage and Mackeracher<sup>(1)</sup>, "the more an adult learner can be involved in the planning related to his own learning activities the more productive those activities will be and the more likely the desired outcomes will be reached."

It is therefore advisable that apart from the time table, as much as possible, adult learners should be involved in the planning of the curriculum for their programmes.

The demand for effective supervision is from the older adults who have no choice but to participate together with the very young adults and children below fifteen years. Even though these young ones now find themselves in an adult situation, they still behave quite often like children and disturb the peaceful atmosphere of the classrooms to the annoyance of the older adults.

**QUESTON 5:** In your own opinion, which of the following bodies should fund adult education?

Currently, participants in adult education, especially in continuing education, pay fees. The purpose of this question is to know the views of the participants on how adult education should be financed. And if they were in favour of fee paying. The responses to this question are shown in the table overleaf.

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(1) BRUNDAGE D H & MACKERACHER D: Adult Learning Principles and their Application to Progamme Planning, Adult Education Research, Ministry of Education, Ontario, 1980, p 7.

RESPONSES	No & percentage of responses
(I) The State Government	150 or 50%
(II) The Local Community	21 or 7%
(III) Participants through fees	48 or 16%
(IV) Industrial & Commercial establishments	60 or 20%
(V) The State Government & Participants	12 or 4%
(VI) The State Government, Industrial & Commercial establishments	9 or 3%
TOTAL	300 or 100%

TABLE 38

The majority of the respondents, 150 or 50% would want the State government to take over the total financing of adult education in the State. Their reason is that the government promised free education for all citizens of the State. They argued that formal education was free at all levels and they do not want any discrimination against adults.

Twenty percent of them wanted industrial and commercial establishments to finance adult education. Their reason is that these establishments employ the products of adult education. And because they make huge profits every year, they could pay for adult education.

Forty-eight or 16% of the respondents want the participants to pay fees because they are the people benefitting from the programme. But 12% would want the State government and participants to cooperate in paying for adult education. The same number also want the cooperation of the industrial and commercial establishments with the State government in funding adult education.

**QUESTION 6:** Which of the following reasons is responsible for some participants withdrawing from adult education programmes?

This question was put to the participants to find out the problems they are coping with in participating in adult education programmes. And which some of them could not cope with and finally withdrew from participating.

Their responses were as follows:

RESPONSES	No & percentages of responses
(I) Financial problems	201 or 67%
(II) Social & Family Commitments	78 or 26%
(III) Stress and anxiety	21 or 7%
(IV) Poor learning and teaching conditions	- -
(V) Physiological changes and ill-health	- -
TOTAL	300 or 100%

**TABLE 39**

None of the respondents in this category gave either poor learning or physiological changes and ill-health as reasons for withdrawing from participation. Financial problems were the major cause of withdrawals as perceived by 201 or 67% of the respondents. Seventy-eight or 26% gave social and family commitments as another reason for withdrawals. And on further probing, the commitments, social or family were also tied to financial responsibilities. The problem was the inability to pay fees after meeting the financial commitments of the family and other social demands. Twenty-one or 7% of them felt that stress and anxiety also contribute to the causes of withdrawals.

**QUESTION 7:** Some eligible people do not enrol in continuing adult education programmes. Which of the following reasons is responsible for their action?

The purpose of this question was to know the views of the participants on why some eligible adults do not participate in continuing adult education programmes. The following were their responses:

RESPONSES	No & percentage of responses
(I) Personal problems	21 or 7%
(II) Family problems	48 or 16%
(III) Financial problems	99 or 33%
(IV) Work and time constraints	102 or 34%
(V) Fear of failing again	- -
(VI) Lack of knowledge of the programmes	30 or 10%
TOTAL	300 or 100%

**TABLE 40**

Financial problems and work and time constraints are the major problems as indicated by the respondents. Forty-eight of them gave family problems as a reason which could also be traced to financial problems. Twenty-one of them felt that personal problems are another cause. But 30 or 10% of the respondents felt that some eligible adults were not aware of the existence of the adult education programmes in the State and that was why they did not enrol so as to participate.

**QUESTION 8:** Through which of the following means did you learn of the continuing adult education programme?

The purpose of this question was to know from the participants the source at which they learnt of the adult education programme before they registered to participate.

The aim is to access the effectiveness of government's publicity of adult education programmes in the State. The following were their responses:

RESPONSES	No & percentage of responses
(I) From friends	120 or 40%
(II) From Newspapers	81 or 27%
(III) From the radio	48 or 16%
(IV) From the television	21 or 7%
(V) From posters at bus stops	30 or 10%
TOTAL	300 or 100%

**TABLE 41**

One-hundred and twenty or 40% of the respondents learned about the programme from their friends. It was not possible to probe further from which source their friends learnt about it. But it could be assumed that they learned about it from any of the publicity agents such as the newspapers from which 27% of the respondents learned of it. Others might have learned about it from the radio which was the source for 48 or 16% of the respondents. Twenty-one or 7% of them learned about it from the television.

But, 30 or 10% of them got their information about the programme from posters at the bus stops on the streets.

The responses show that adult education programmes are widely publicised in the State.

**QUESTION 9:** Should adult literacy be made compulsory?

The purpose of this question was to know the views of the participants on the justification of making adult literacy compulsory by the government. The following were their responses:

RESPONSES	No & percentage of responses
(I) Yes	252 or 84%
(II) No	48 or 16%
(III) Do not know	- -
TOTAL	300 or 100%

**TABLE 42**

The majority of the participants who responded, wanted adult literacy to be made compulsory by the government. They felt some adults would never participate until the government made it compulsory. This was the view of 252 or 84% of the 300 respondents. The remaining 48 or 16% of the respondents felt that adult literacy should not be made compulsory because according to them, adults should not be forced to go to school.

**QUESTION 10:** Which of the following languages do you recommend for adult literacy in Lagos State?



The purpose of this question was to know the opinion of those who are participating in adult education in the State, the language that is most suitable for teaching literacy in the State. The following were their responses:

RESPONSES	No & percentage of responses
(I) Yoruba	9 or 3%
(II) English	252 or 84%
(III) Yoruba and English	39 or 13%
(IV) Any other language	- -
TOTAL	300 or 100%

**TABLE 43**

English language is the recommendation of 252 or 84% of the respondents and 39 or 13% want both English and Yoruba languages combined. Their reason is that without the understanding of the English language they cannot participate in the social and economic life of Nigeria effectively. They said as long as Lagos State remains a part of the Federal Republic of Nigeria where English is the official language, every one in the State must be made literate in that language. The 9 or 3% of the respondents who recommend only Yoruba said that everyone in the State should be literate in Yoruba and carry out business in the State in Yoruba language. And that any other person who wants to come for any business in the State should endeavour to study the Yoruba language.

## CHAPTER VII

## ANALYSIS AND DISCUSSION OF THE FINDINGS

### PARTICIPANTS IN ADULT LITERACY PROGRAMMES

#### INTRODUCTION

This category was made up of the following types of participants:

- (1) Elderly and middle aged illiterates who had never attended any school in their youth.
- (2) Elderly and middle aged adults who dropped out of primary school and those who completed primary schooling but never used their knowledge of literacy and therefore relapsed into illiteracy.
- (3) Children, who for various reasons were not registered by their parents to attend formal primary schools at the age of six years. But they later felt the need to go to school when they were too old to attend formal primary schools. This group are aged between 10 and 15 years, but the State education laws preclude any one below or above six years from attending formal primary schools.

Various classes of people are found in this category - businessmen, farmers, factory workers, house boys and maids, office messengers, market women, taxi and lorry drivers etc. Their ages range between 10 and 50 years. They were all illiterates and wish to become literate. Two hundred of them were interviewed.

Their total number and characteristics were as shown overleaf.

Like the questions for the previous categories, these questions were also structured. The interviews were conducted by many interviewers made up of teachers from the continuing adult education centres and other teachers. They were trained on the methods of conducting the interview before they were assigned to a number of participants to be interviewed.

TYPE OF RESPONDENTS	MALE	FEMALE	TOTAL	AGE RANGE
(I) Those who never went to formal primary school	21	19	30	41-50 YEARS
(II) Those who dropped out from formal primary school	61	59	120	21-40 YEARS
(III) Children who were not registered at the age of six years by their parents	24	26	50	BELOW 20 YEARS
TOTAL	106	94	200	

TABLE 44

**QUESTION 1:** Which of the following reasons made you register for adult literacy classes?

The purpose of this question was to find out from the respondents the main reason why individual adults who are illiterate decide to participate in adult literacy classes. The following were their responses:

RESPONSES	No & percentage of responses
(I) To be able to read and write	120 or 60%
(II) To be able to communicate effectively	5 or 2.5%
(III) To improve social status	12 or 6%
(IV) To improve standard of living	48 or 24%
(V) To develop self respect	- -
(VI) To help with employment	15 or 7.5%
TOTAL	200 or 100%

The majority of the respondents, 120 or 60% of them are participating in order to be able to read and write. They feel that the ability to read and write is the key to the solution of most of their problems. On further probing these respondents do not want to be able to read for reading's sake. Like the other respondents they also want to improve their social status and living standard and also to develop their communication ability. The final aim is to secure a reasonable employment and if self employed, so as to perform better in their various professions.

The respondents have various reasons for participating in adult literacy programmes. Most of what they wish to achieve depends on their ability to read and write.

Literacy is like what St Luke said about the kingdom of God as follows:

"But seek ye first the kingdom of God and his justice and all those things shall be added unto you."<sup>(1)</sup>

If one acquires the basic skills of reading and writing, the opportunity for the other aspirations such as: effective communication, improved standard of living, improved social status, gainful employment and self-respect would be opened.

**QUESTION 2:** Which of the following reasons is responsible for people not registering for adult literacy classes?

The purpose of this question is to find out the reasons why most illiterate adults are not participating in literacy programmes. The aim is to know the cause and find ways and means of removing it.

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(1) ST LUKE: The Holy Bible, Chapter 12, verse 13.

Their responses are as follows:

RESPONSES	No & percentage of responses
(I) Lack of information about the programme	8 or 4%
(II) Family problems	54 or 26%
(III) Too late to learn	- -
(IV) Social constraints	40 or 20%
(V) Work and time constraints	20 or 10%
(VI) Financial problems	80 or 40%
TOTAL	200 or 100%

TABLE 46

According to the responses, financial problems appeared to be the major obstacle as perceived by the respondents. The family problems and work constraints are also connected with financial problems.

Eight or 4% of them felt that most adults cannot get information on the programmes. None of the respondents felt that the idea of feeling "too old to learn" was responsible for non-participation of most adults in literacy programmes.

**QUESTION 3:** Which of the following do you think literacy can do for you?

The purpose of this question was to know from the participants how they can make use of the literacy they were trying to acquire.

Their responses are shown in the table overleaf.

RESPONSES	No & percentage of responses
(I) Improve housing situation	20 or 10%
(II) Help children with their studies	32 or 16%
(III) Improve on profession	148 or 74%
(IV) Know more about the world	- -
(V) Know ones rights	- -
TOTAL	200 or 100%

**TABLE 47**

These responses were given by current participants in the programme so, they are very important to the planners of adult education programmes. The implication is that if these responses are to be taken seriously, adult literacy should be functional. It should be planned to meet the needs of the adults.

None of the 200 interviewees was participating in order to know his or her rights or to know more about the world. One-hundred and forty-eight or 74% of them were there to learn how to read and write so as to improve on their jobs. Thirty-two or 16% said they needed literacy so that they can help their children with their studies. And 20 or 10% were there because they felt literacy would enable them to know how to improve on their housing situation. They felt that with literacy they would be able to read about the care of their houses and their environment generally.

**QUESTION 4:** How do you feel about the usefulness of literacy to your life generally?

The purpose of this question was to know the perception of the participants on the usefulness of literacy to their lives.

The responses of the participants to this question are shown in the table below:

RESPONSES	No & percentage of responses
(I) Positive	178 or 89%
(II) Negative	- -
(III) Do not know	22 or 11%
TOTAL	200 or 100%

**TABLE 48**

One hundred and seventy eight or 89% of the respondents were positive on the usefulness of literacy to their lives. The remaining 22 or 11% of the interviewees did not know or could not say. From the responses, it is clear that from the point of view of the interviewees, literacy is positively useful to their lives.

**QUESTION 5:** Which of the following languages would you prefer to learn in adult literacy classes?



RESPONSES	No & percentage of responses
(I) Yoruba	28 or 14%
(II) English	152 or 76%
(III) English or Yoruba	20 or 10%
(IV) Any other language	- -
TOTAL	200 or 100%

**TABLE 49**

The purpose of the question was to find out from the adult participants themselves, the language of their choice for literacy. They were adults and therefore capable of making their own choice, instead of the planners and administrators of the programme dictating to them without consultation. Their responses were as show in the table above.

According to the responses, English is the popular choice by 152 or 76% of the respondents. Twenty-eight or 14% favoured Yoruba and 20 or 10% wanted a combination of English and Yoruba. These responses agree with those of the participants in continuing adult education to the same question on choice of language.

On further probing, the respondents said that they wanted to learn a language which would enable them to communicate with people from outside the State and the outside world without any hindrance.

**QUESTION 6:** How did you learn about the adult literacy programme?

The purpose of this question is to know from the participants the means through which they learned of the programme before they enrolled to

participate. The aim of the question which has also been put to other categories of respondents is to know how effectively the government has carried out publicity for the adult literacy programme.

The interviewees in this category responded as follows:

RESPONSES	No & percentage of responses
(I) From friends	76 or 38%
(II) From the radio	22 or 11%
(III) From the television	52 or 26%
(IV) From posters at bus stops	20 or 10%
(V) From literacy campaign vans	30 or 15%
TOTAL	200 or 100%

TABLE 50

These responses demonstrate that the adult literacy programme was well advertised by the government in all the publicity media in the State. The newspaper was not included in the interview question responses because the respondents were illiterate before they enrolled for the programme. It is possible that the friends who informed some of these respondents must have read the message from newspapers. For example, of 300 respondents in another category to whom this same question was put, said they learned of the programme from daily newspapers.

**QUESTION 7:** Which of the following problems do you encounter in participating in the adult literacy programme?

The purpose of this question is to find out the major problems faced by the adults who participate in the literacy programmes. The knowledge of these problems would enable the government to find ways and means of removing the causes through more effective planning.

The following were the responses of the interviewees:

RESPONSES	No & percentage of responses
(I) Transportation	68 or 34%
(II) Finance	42 or 21%
(III) Unsuitable timetable	80 or 40%
(IV) Lack of discipline in the class	- -
(V) Lack of facilities for learning	10 or 5%
TOTAL	200 or 100%

**TABLE 51**

The major problems highlighted by these responses are unsuitable timetable and transportation. The other problems are finance and lack of learning facilities.

The government could look into the problems of transportation and unsuitable time table and solve them. But the problem of finance is for the individual to find solutions to by reordering his or her priorities and making some sacrifices.

**QUESTION 8:** What time would you prefer for adult literacy classes?

The purpose of this question was to know from the adults who are the

participants in the programme, the most convenient time for them to attend classes. The aim is to be able to plan a suitable time table for the programme. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Morning (9.00 am - 12.00 noon)	50 or 25%
(II) Afternoon (2.00 pm - 5.00 pm)	8 or 4%
(III) Evening (6.00 pm - 9.00 pm)	142 or 71%
(IV) Any time	- -
TOTAL	200 or 100%

TABLE 52

One hundred and forty-two or 71% of the respondents favour the evening period and no one suggested any other time. The reason for this choice is that in Lagos State most of the adults go to work in the morning and close in the afternoon. Before they get home it will be evening.

It was discovered from probing that those who favoured the morning were those on permanent afternoon duties while those who indicated the afternoon choice were those on permanent night duties. And some of them were the very young ones who do not go to work and would prefer the morning period as in the formal school system.

**QUESTION 9:** Which of the following reasons do you think is mostly responsible for participants withdrawing from adult literacy programmes?

The purpose of this question was to find out from the participants, the problems they encounter in participating in the adult literacy programmes. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Family problems	100 or 50%
(II) Social commitments	62 or 31%
(III) Discouragement from friends	18 or 9%
(IV) Inability to cope	20 or 10%
(V) Ill-health	- -
(VI) Irrelevant subjects	- -
TOTAL	200 or 100%

TABLE 53

Those who gave family problems as the main cause were 100 or 50% of the total number interviewed. They said that most adults face many family problems in the evenings when they are back from work. Such problems include taking children to the clinic, late evening shopping, making repairs in the home, attending community meetings etc. Family problems are closely related to social commitments which was the reason given by 62 or 31% of the respondents for the withdrawal of participants from literacy programmes.

In Lagos, most of the social activities are usually arranged to take place in the evenings when most of the workers and traders would be back home. Such social activities include attending meetings, going to birthday parties with the children and various other social activities.

Some participants are discouraged from participating by their friends according to 18 or 9% of the respondents. Their friends in most cases ask them to go with them to have a drink or stay to watch an interesting programme on the television.

According to 10% of the respondents some participants do withdraw when they realise that they are not making any progress after trying for some period.

**QUESTION 10:** Should adult literacy be made compulsory?

The purpose of this question is to find out if the participants have found the programme useful enough as to feel that everyone should be made to benefit from it. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Yes	182 or 91%
(II) No	18 or 9%
(III) Do not know	- -
TOTAL	200 or 100%

**TABLE 54**

Only 18 or 9% of the respondents were against compulsion. Their reason is that they do not think adults ought to be forced into doing what they do not want to do. But 182 or 91% wanted education to be made compulsory. According to these respondents, when they were probed, some adults may never participate except if it is made compulsory by the government. And that once they were forced into participation they would find it so useful that they would be very thankful to the government.

**QUESTION 11:** Which of the following places should an adult literacy centre be situated?

The purpose of this question was to know from the participants the most favourable location to establish an adult literacy centre. The following were their responses:

RESPONSES	No & percentage of responses
(I) Existing school premises	103 or 51.5%
(II) Church/Mosque premises	- -
(III) Market place	27 or 13.5%
(IV) An industrial estate	- -
(V) City Centre/Village Square	70 or 35%
TOTAL	200 or 100%

**TABLE 55**

One hundred and three or 51.5% of the respondents preferred an existing school premises. They said an existing school has got the necessary facilities needed for teaching and learning. And that the government can save the money to buy other sets of materials for adult learners for other purposes.

The 27% who preferred the market place said it will be convenient for them to close from the market and go to the centre before going home after the day's business. It was discovered that most of those who preferred the market place were traders in various market places in Lagos.

Seventy or 35% of the respondents wanted the city centre or village square. Their reason for the choice is that most people go to the city centre and will be able to know about the literacy programme when they see the centre situated there.

None of the respondents wanted a church or mosque premises and an industrial estate. When this was discussed with some of the interviewees, they said going to a church or mosque premises may bring about religious problems among the participants who belong to different religions. They gave excessive noise from factories and warehouses as their reasons against the setting up of an adult literacy centre in an industrial estate.



## CHAPTER VIII

## **ANALYSIS AND DISCUSSION OF THE FINDINGS**

### **PAST PARTICIPANTS IN ADULT EDUCATION PROGRAMMES**

#### **INTRODUCTION**

This category was made up of 200 respondents who have at any time participated in any form of adult education programme organised by the Lagos State government or any of the government's agents acting on its behalf.

They included those in employment, those who were self employed and those who were in institutions of higher learning. Such institutions included the universities, polytechnics, colleges of education, colleges of technology, schools of nursing and midwifery etc.

It was necessary to interview these past participants because they were to a great extent, the yard stick with which the performances of the adult education centres, indeed, the whole of the adult education set up in the State could be measured.

Like the past students of any institution, they portray the quality of what goes on inside the institutions. Their behaviour and general success in life are usually attributed to the good qualities of the institutions they attended.

The responses of the past participants will therefore be of importance in evaluating the effectiveness of adult education practice in the State.

The total number of respondents in this category and their characteristics were as shown in the table overleaf.

The three groups in this category of respondents were given the same questions. Like the questions for the other categories, they were also structured.

TYPE OF RESPONDENTS	MALE	FEMALE	TOTAL	AGE RANGE
(I) In Employment	38	22	60	31-51
(II) Self Employed	12	8	20	31-51
(III) In Higher Institutions	70	50	120	18-30
TOTAL	120	80	200	

TABLE 56

**QUESTION 1:** How much has adult education contributed to your life generally?

This question was aimed at knowing from the respondents if they have perceived an improvement in their life generally after participating in adult education as compared to their situation when they have not or as compared to their colleagues who did not participate in adult education. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Very greatly	65 or 32.5%
(II) Greatly	85 or 42.5%
(III) A little	40 or 20%
(IV) None	10 or 5%
TOTAL	200 or 100%

TABLE 57

Ninety-five per cent of the 200 respondents feel that adult education has contributed to the progress in their lives in various degrees 32.5% very

greatly, 42.5% greatly and 20% a little. But 5% or 10 of them did not perceive any contribution to their general well being by their participation in adult education. They said that they did not notice any change in their business since after their participation in adult education.

**QUESTION 2:** In which of the following aspects have you benefited most from adult education?

The purpose of this question was to know the specific areas in which the respondents have benefitted most from their participation in adult education. The following were their responses:

RESPONSES	No & percentage of responses
(I) Ability to read and write	60 or 30%
(II) Improved Social Status	25 or 12.5%
(III) Admission into higher education	100 or 50%
(IV) Secured a better job	15 or 7.5%
TOTAL	200 or 100%

**TABLE 58**

Sixty or 30% of the respondents said they benefited from adult education by being able to write their own letters and to read the ones written to them.

According to them, before they enrolled in the adult literacy classes, they had to look for someone to write and read their letters for them. And in some cases, they were paying for such services in cash or kind.

"I do not buy beer for anyone to read or write my letters  
for me any more",

said one of the respondents.

Twelve point five percent or 25 of them said their social status had improved by participating in adult education. They said they were not taking full part in the social activities of their community especially at meetings and social parties. They said this was because in most cases English language was in use. But since their participation in adult education, they can now raise their voices at such meetings and make contributions.

"I am no longer a silent observer but an active participator  
to be heard."

was the remark of one respondent.

One hundred or 50% of the respondents said they were able to pass various examinations which enabled them to gain admission into institutions of higher learning. They said they were almost hopeless of ever improving on their educational qualifications but that they became hopeful through adult education.

Fifteen or 7.5% of them said they were able to secure better paid jobs after their participation in adult education.

**QUESTION 3** Has adult education improved your performance at your work?

The purpose of this question was to find out from the respondents if they have perceived any improvement in the performance of their duties at work since after their participation in adult education programmes. The responses were as shown in the table overleaf.

RESPONSES	No & percentage of responses
(I) Yes	156 or 78%
(II) No	44 or 22%
(III) Do not know	- -
TOTAL	200 or 100%

TABLE 59

The majority of them said that adult education has improved their performances at work. Some of them said that because of their improved performance they have earned promotion from their employers.

But 44 or 22% of them said they did not perceive any improvement in their job which could be attributed to their participation in adult education.

**QUESTION 4:** Has adult education made it possible for you to acquire any of the following habits?

The purpose of this question was to know how adult education has affected their attitudes towards other people and life generally. The responses were as shown in the table overleaf.

Seventy or 35% of the respondents said they were cooperating better with co-workers after they had participated in adult education. They said they find working a pleasurable activity by working together with their co-workers in a friendly atmosphere.

Fifty-four or 27% of them said they have understood the working of the

RESPONSES	No & percentage of responses
(I) Cooperate better with co-workers	70 or 35%
(II) Understand the working of the local government better	54 or 27%
(III) Abandon superstitious beliefs and practices	56 or 28%
(IV) Participate more in community activities	20 or 10%
TOTAL	200 or 100%

TABLE 60

local government better than they did before they participated in adult education.

Fifty-six or 28% of them said they have abandoned superstitious beliefs and practices because of the knowledge they have acquired from participation in adult education.

Twenty or 10% of them said that they have started participating fully in community activities instead of keeping away all the time. They said they have learnt from adult education that every one has to contribute to the progress of the community.

**QUESTION 5:** How satisfied were you with the teachers who taught you at the adult education centre you attended?

The purpose of this question was to find out from the respondents their perception of the teachers who are made to teach adults in the adult education centres in the State. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Very satisfied	65 or 32.5%
(II) Satisfied	75 or 37.5%
(III) Not satisfied	60 or 30%
(IV) Do not know	- -
TOTAL	200 or 100%

TABLE 6.1

Seventy per cent of the respondents were satisfied with the teachers who taught them. But the degree of satisfaction varied as the table above shows. And on further probing, it was discovered that their satisfaction was not absolute. Most of them said that they had no means of evaluating their performances.

Sixty or 30% of them were not satisfied. Some of these said they could not pass their external examinations because they were not well taught. It is debatable if the failure of students especially adult students could be the fault of the teachers only.

**QUESTION 6:** Which language do you recommend for adult literacy in Lagos State?

The purpose of this question was to know the opinion of the respondents on the most suitable language for adult literacy in Lagos State. The responses are shown on the table overleaf.

Seventy two point five per cent of the respondents favour the use of English language while 35 of them or 17.5% want a combination of English and Yoruba



languages. Only 20 or 10% of the respondents favour the use of Yoruba language only.

Those who favoured English were probed to give reasons for their choice and they argued very strongly that:

"as long as English language is still the official language of Nigeria including Lagos State, everyone should be made literate in that language to be able to function in the social, economic and political life of the country."

**QUESTION 7:** Who should pay for adult education?

The purpose of this question was to know from the respondents the appropriate body that should be responsible for the financing of adult education in the State. The responses were as follows:

RESPONSES	No & percentage of responses
(I) The State Government	67 or 33.5%
(II) Participants through fees	43 or 21.5%
(III) The Local Community	40 or 20%
(IV) Industrial and commercial establishments	- -
(V) The State government and participants	30 or 15%
(VI) The State government, industrial and commercial establishments	20 or 10%
TOTAL	200 or 100%

TABLE 62

Those who want the State Government to finance adult education said that the government should finance it so as to have control as in formal education. They feel industrial and commercial establishments should not be involved in adult education at State level. But the government can tax them and use the money to finance adult education. Twenty-one point five per cent of the respondents want participants to pay for what they are benefitting from directly. And 30 or 15% want the government to subsidize what the participants may pay as fees. Twenty or 10% also want the industrial and commercial establishments to cooperate with the government in its efforts to finance adult education. This is because according to them, the government and the commercial establishments are the main consumers of the products of adult education.

**QUESTION 8:** Why do some people withdraw from adult education programmes without completing?

This question is meant to find out from the past participants if they know some of the reasons why some of their colleagues withdrew from adult education programmes in which they enrolled together. The following were their responses:

RESPONSES	No & percentage of responses
(I) Ill-health	5 or 2.5%
(II) Indecision	5 or 2.5%
(III) Family and Social commitments	50 or 25%
(IV) Transport problems	10 or 5%
(VI) Financial constraints	90 or 45%
(VII) Irrelevant subjects and lack of motivation	40 or 20%
TOTAL	200 or 100%

The majority of the respondents attributed the causes of withdrawal to financial problems. They said most participants withdraw when they have no money to pay the fees and buy text books. And if they live far away, from the adult education centre there may be no money to pay transport fares as well.

Twenty-five per cent of them said that most of them also withdraw when they find that they cannot cope with their family responsibilities and attendance at adult education programmes at the same time.

Twenty per cent of the respondents also said that some participants do withdraw when they feel that they are not getting what they want to achieve because of irrelevant subjects taught at the centres.

Some participants also withdraw because of the chaotic transport system in Lagos State especially in the metropolis. Sometimes it takes an hour of waiting and rushing to board a bus. After boarding it, the bus may not move due to traffic jams. As a result, one can sit in the bus for hours while the lessons are in progress at the adult education centre. In some cases, the participants arrive when the centre is closing for their lessons. Such situations according to 5% of the respondents frustrate participants efforts and cause them to withdraw.

These respondents were very important to the researcher because some of the interviewees were those who withdrew without completing their programmes. So they were speaking from personal experience.

**QUESTION 9:** Which of the following do you suggest for the improvement of adult education in the State?

As past participants in adult education in the State, this question was meant to find out from the respondents, what they feel from their own experience

could be done to improve adult education provision in the State. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Give wider publicity	- -
(II) Employ full-time teachers	32 or 16%
(III) Learning should be relevant to the learner's needs	48 or 24%
(IV) More financial support by the government	100 or 50%
(V) Provide suitable facilities for teaching and learning	10 or 5%
(VI) Establish centres near residential areas	10 or 5%
TOTAL	200 or 100%

TABLE 64

From the above responses, it appears at a glance that what is really needed to improve adult education provision in Lagos State is more financial support by the government, which is the response of 100 or 50% of the respondents.

Thirty-two or 16% want full-time teachers employed. And the government must also provide more finances to be able to employ full-time teachers.

Five per cent feel that suitable facilities for teaching and learning should be provided in order to improve adult education. This also needs the provision of finances by the government.

Forty-eight of the respondents or 24% of them suggest that learning should

be made more relevant to the needs of the learners. They said if the needs of the learners were not sufficiently provided for, they may be frustrated and decide to withdraw from the centre.

The 5% who suggest the establishment of centres near residential areas said that if that could be done, the problem of transport would be removed.

No participant suggests wider publicity as a means of improvement. It shows that adult education is well publicised in the State according to them.

**QUESTION 10:** Has adult education improved your leadership role?

This question was meant to know from the respondents if they have perceived any change for the better in their leadership role since participating in any of the adult education programmes. The following were their responses:

RESPONSES	No & percentage of responses
(I) Yes	82 or 41%
(II) No	98 or 49%
(III) Do not know	20 or 10%
TOTAL	200 or 100%

**TABLE 65**

Those who said yes believed that both at work and in the community where they live people call on them to play leadership roles after participating in adult education. They said more people now depend on them for current information on various matters because they can read the newspapers and

understand the detailed national news which is broadcast on radio and television in English language. Some of them also said that their education has given them greater financial earning power so that they can render greater help to their extended families. And that gesture of financial aid to the people has given them some recognition as local community leaders.

The 98 or 49% of them who said no; were discovered not to understand the full meaning of leadership when some of them were probed. Leadership to them is political leadership. The 10% of them who said they "do not know" were also of the same understanding of leadership as those who said no.

**QUESTION 11:** How satisfied are you with the publicity given to adult education programmes?

The purpose of this question was to get the opinions of the respondents on the effectiveness of government publicity of adult education programmes in the State. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Very satisfied	147 or 73.5%
(II) Satisfied	53 or 26.5%
(III) Not satisfied	- -
(VI) Do not know	- -
TOTAL	200 or 100%

TABLE 66

Some of the respondents were probed to give reasons for their satisfaction. They said one could find a poster at almost all bus stops advertising adult education programmes. And that the radio and television make regular announcements of adult education opportunities provided by the government at various centres:

"It is never too late to learn, became a song for my children, due to the regular frequency of the slogan on the radio and the television,"

said one of the respondents who was very satisfied with the publicity of adult education programmes in the State.

**QUESTION 12:** Which of the following places would you recommend for the establishment of adult education centres?

As past participants who have got the experience of going to adult education centres, this question is aimed at finding out from them, where in their own opinion would be convenient for the participants and suitable for learning, to establish an adult education centre. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) An existing school premises	118 or 59%
(II) Church/Mosque premises	12 or 6%
(III) Market place	- -
(IV) An industrial estate	- -
(V) City centre/Village Square	70 or 35%
TOTAL	200 or 100%

One hundred and eighteen or 59% of the respondents recommend existing school premises. But they said it is not for convenience of participants but for suitability for learning. They said as an existing school all the facilities for the formal school would be used by the adult school with proper arrangements and agreements reached by both schools.

Thirty-five per cent or 70 of the respondents recommend that the government should establish adult education centres at city centres or village squares. Their reason is that they would be centrally placed for people to go to. And that it would also make for easy publicity because most people go to the city centre or the village square and they will be able to see the centre easily. The point these respondents fail to consider is the cost of setting up such an independent adult education centre.

Only 12 or 6% of the respondents recommend the Church or mosque premises. The researcher feels that the lack of popularity for the choice of a church or mosque premises was due to the constant religious conflicts in Nigeria recently.

### **QUESTION 13** Should adult literacy be made compulsory?

The purpose of the question was to know the opinions of the respondents if they want adult education to be made compulsory by the State Government.

Their responses are shown in the table overleaf.

The 156 or 78% of the respondents who wanted adult education to be made compulsory said that some adults may not care to participate in adult education except if it was made compulsory. And since education is necessary for development, everyone has to be educated in order to contribute effectively to the development efforts of the State.



RESPONSES	No & percentage of responses
(I) Yes	156 or 78%
(II) No	44 or 22%
(III) Do not know	- -
TOTAL	200 or 100%

TABLE 68

**QUESTION 14** Which time do you suggest for adult education classes?

The purpose of this question was to know the opinion of the respondents from their experience as past participants in adult education programmes, the best period of the day to attend adult education classes. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) Morning (9.00 am - 12.00 noon)	5 or 2.5%
(II) Afternoon (2.00 pm - 5.00 pm)	10 or 5%
(III) Evening (6.00 pm - 9.00 pm)	185 or 92.5%
TOTAL	200 or 100%

TABLE 69

The majority of them, 185 or 92.5% favoured the evening period. Their reason was that it was the period when most adults were back from their various places of work.

But the others who favoured morning and afternoon based their choice on consideration for adults who may be engaged in either permanent morning or evening duties.

## CHAPTER IX

**ANALYSIS AND DISCUSSION OF THE FINDINGS**  
**NON PARTICIPANTS IN ADULT EDUCATION PROGRAMMES**

**INTRODUCTION**

This category of interviewees were different from all the other categories. They included men, women and children of above school age who were not participating and have never participated in any form of organised adult education programme in the State.

They were made up of market women, road side mechanics, taxi and lorry drivers, fishermen, factory workers, house maids and house boys. A total number of 200 respondents made up of 130 females and 70 males were interviewed.

It was very easy to come across people in this category of respondents. But most of them were not prepared to respond to the interview questions. Some of the interviewers were suspected to be tax officials and people were refusing to speak to them.

One of the interviewers reported that he called the attention of over a hundred people at a bus stop before he could get responses from twenty five respondents.

The questions for this category were based on the following rationale:

- (1) To find out why they have refused to participate in any form of adult education programme in the State.
- (2) To know those conditions that will facilitate their participation.
- (3) To know from them, as observers of current and past participants in adult education programmes, those problems they have observed from participants which helped to discourage them - the non-participants - from participating.

- (4) To know if they have some ideas of the benefits to be derived from adult education by participating.

Respondents in this category were asked fewer questions as compared to the other categories. This is because as non-participants they would have very little or nothing to say about what goes on at the various adult education centres. Their responses were also not probed too far so as not to threaten them. This is because most of them were quite apprehensive of the purpose of the interviews.

To avoid language problems, the interviewers assigned to this category of respondents were those who could understand and speak the Yoruba language fluently.

Like the other categories, their questions were also structured.

**QUESTION 1:** Which of the reasons below is responsible for your not participating in adult education programmes?

This is one of the questions aimed at finding out from the respondents why they have failed to participate in adult education programmes. Their reasons were as shown in the table overleaf.

Some of those who said they were too old to participate said they cannot be competing with their children in the school.

"There is time for everything, I think there is no more schooling for me. Now I have to stay at home after work to take care of the home."

That was the remark of one respondent.

Some said they were not aware there was a school for people of their age. But when they were asked to try and register after they have been well

RESPONSES	No & percentage of responses
(I) Too old to learn	21 or 10.5%
(II) Lack of knowledge of the programmes	30 or 15%
(III) Financial and family problems	60 or 30%
(IV) Social commitments	67 or 35.5%
(V) Ill-health	10 or 5%
(VI) Transport problems	10 or 5%
TOTAL	200 or 100%

TABLE 70

informed, they said it was rather too late to do so.

Those who gave financial and family problems as their reason for not participating said it will appear foolish for them to waste their time in an evening school instead of spending the time to earn some extra money to support their families.

**QUESTION 2:** Do you think adult education can be of help to you in any of the following ways?

The purpose of this question was to know from the respondents if they were aware of the benefits of adult education. Their responses were as shown in the table overleaf.

The responses show clearly that the respondents are aware of the various benefits that could be derived from adult education. But their feeling about participation is negative.

RESPONSES	No & percentage of responses
(I) Ability to read and write	56 or 28%
(II) Ability to communicate effectively	54 or 27%
(III) Improve your standard of living	20 or 10%
(IV) Improve your social status	30 or 15%
(V) Develop self respect	10 or 5%
(VI) Develop political awareness	30 or 15%
TOTAL	200 or 100%

TABLE 71

It is the feeling of most of them that they have got enough problems to cope with and do not want to add to them by struggling to learn in old age.

**QUESTION 3:** If you have the choice would you prefer to be an illiterate or a literate person?

The purpose of this question was to know from the respondents if they were aware of the benefits of literacy. The following were their responses:

RESPONSES	No & percentage
(I) Literate person	200 or 100%
(II) Illiterate person	- -
TOTAL	200 or 100%

TABLE 72

They said they would want to become literate but the problem was how to overcome the problems preventing them from taking part in adult education programmes that would make them literate.

These respondents seem to behave as hungry babies who need food badly, but refuse to eat when they are offered the food. The question therefore is, what should be done to them? This question is answered under recommendations in chapter ten.

**QUESTION 4:** Which of the following languages would you prefer to learn in adult literacy classes?

The purpose of this question was to know from the respondents the language of their choice for literacy if they decided to attend literacy classes.

The following were their responses :

RESPONSES	No & percentage of responses
(I) Yoruba	8 or 4%
(II) English	192 or 96%
(III) Yoruba and English	- -
(IV) Any other language	- -
TOTAL	200 or 100%

**TABLE 73**

The majority of them favoured the use of English language for literacy. They said English language is very useful for business when one travels out of Lagos State. They also said that the knowledge of English would enable them to read their letters without consulting other people to do it for them.



The few who wanted Yoruba said it will be easy for them to learn Yoruba because it is their mother tongue.

**QUESTION 5:** Who should pay for the provision of adult education?

The purpose of this question was to know the views of the respondents on who should pay the cost for providing adult education. Their responses were as follows:

RESPONSES	No & percentage of responses
(I) The State Government	128 or 64%
(II) The participants	22 or 11%
(III) Commercial establishments	10 or 5%
(IV) The Local Community	- -
(V) The State Government and participants	10 or 5%
(VI) The State Government and Commercial Establishments	30 or 15%
TOTAL	200 or 100%

**TABLE 74**

The majority of the respondents want the government to be fully responsible for the financing of adult education. But 11% of them want the participants to pay for what they benefit from directly. The few who want commercial establishments to pay said, on probing further, that they should pay for their workers who participate in adult education programmes. A few others want the government to subsidise what the participants pay as fees. But 30 or 15% of them feel that the State Government and the

Commercial establishments should cooperate to finance adult education.

**QUESTION 6:** Should adult literacy be made compulsory?

The purpose of this question was to know from the participants if they would be in favour of the government making it compulsory for all adults to participate in adult education. Their responses were as follows:

RESPONSES	No & percentage
(I) Yes	172 or 86%
(II) No	28 or 14%
(III) Do not know	- -
TOTAL	200 or 100%

**TABLE 75**

The majority of them want adult education to be made compulsory. And the reason some of them gave was that if it was compulsory everyone will be involved. They said no one will stay aside to make fun of those who are going to evening school. From the above reasons, it appears that most people refuse to participate not because they are not capable, but for the fear of what people will say about them.

The common reason given by those who said it should not be made compulsory is that adults should not be forced to go to school as children. They said that those who do not want to participate should be left to their fate.

**QUESTION 7:** Have you ever heard about the adult education opportunities provided by the government in the State?

The purpose of this question was to find out if the publicity by the State Government on adult education was going far enough to reach everyone in the State. The following were their responses:

RESPONSES	No & percentage of responses
(I) Yes	158 or 79%
(II) No	42 or 21
TOTAL	200 or 100%

**TABLE 76**

The responses show clearly that the publicity for adult education programmes was getting to the majority of the people. The few who said no, were discovered to be market women who were always too busy to care for what was going on around them except if it was something to do with their business. And as illiterates, they cannot read the posters on display to advertise the adult education programmes.

## CHAPTER X

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### A) Purpose of the Study

The purpose of this study was to highlight the activities of the Lagos State Government in the sector of adult education with reference to functional literacy, remedial education and vocational and professional training.

The hypotheses tested were based on the following issues affecting adult education which were in current discourse in the State:

- 1) The Financing of adult education.
- 2) The most suitable period of the day for adult education classes.
- 3) The causes of withdrawal of participants from adult education programmes.
- 4) Government's attitude towards adult education as compared with formal education.
- 5) Why people do not participate in adult literacy programmes.
- 6) The success or failure of the literacy campaign in the State.
- 7) The best location to establish adult literacy centres.
- 8) The most suitable language for adult literacy in the State.
- 9) Should adult literacy be made compulsory?
- 10) Employment of full-time teachers for adult education.
- 11) Special training for teachers of adult education.
- 12) The economic benefits of adult education.
- 13) What should be done to improve adult education in the State.
- 14) Publicity of adult education programmes in the State.

There were both official and unofficial debates over the above issues among individuals and groups of people in the State. They included participants and non-participants in adult education programmes, adult education officers and adult educators and past participants in adult education programmes. And consequently, these groups were used as the subjects of the study.

## **B) Method**

This study was carried out principally on the one hand by the application of structured interviews conducted with six categories of respondents and on the other by personal observation by the researcher, of adult education activities in the State. A fairly large number of respondents were interviewed.

Even though the questions were structured, in some cases where detailed information was required, the interviewers were instructed on how to probe the responses of the interviewees for more facts or reasons.

The responses of individual respondents were recorded for each question in well prepared 'interview forms and guides' which were completed by the interviewers during the interview in a tally, see appendix 9. At the end of the interviews, the tallied responses for each category were counted. The sum total for all the alternative responses for all the questions were entered into an alternative responses form. The entries were made to show the number of male and female respondents to each question, the total number of respondents who chose a particular response and the percentage of the total respondents who favour a particular choice of responses, see appendix 10.

A total of 970 respondents were interviewed, made up of 365 females and 605 males. They were in six categories as follows:

CATEGORIES OF RESPONDENTS	MALE	FEMALE	TOTAL
(I) Adult Education Officers	15	5	20
(II) Adult Educators	35	15	50
(III) Participants in Continuing adult education	200	100	300
(IV) Participants in adult literacy programmes	105	95	200
(V) Past participants in adult education	120	80	200
(VI) Non participants in adult education	130	70	200
TOTAL	605	365	970

**TABLE 77**

The interview questions were based on hypotheses formulated from the general circumstances surrounding, and the allegations made in favour and against the provision of adult education in the State.

The various responses to the questions were analysed to determine if the hypotheses were supported by the findings. The analysis of the responses of all categories of interviewees to all interview questions are as illustrated by tables 2 to 76 chapter four to nine under 'discussions of findings'.

### **C) Delimitation of the Study**

The following were the limiting factors which confined the scope of the study:

- 1) The study was limited to only those who were involved directly and who should be involved with adult education in the State from the ministries of Education and that of Local Government, Social Welfare and Community Development. Officials from other ministries were not interviewed due to financial and time constraints.
- 2) Due to the same financial and time constraints, the study could not be extended beyond Lagos State.
- 3) Several interviewers were used to carry out the investigations. The reliability and validity of the responses therefore, depends on how well the helping interviewers were able to keep to the instructions they were given during their training for the interviews.
- 4) Some of the interviews were carried out through interpreters, So, the reliability of the responses in such cases depends on how well the interviewers, the interviewees and the interpreters were able to understand one another and were able to cope with their different moods and feelings during the process of the interviews.
- 5) The purpose of the study was to highlight the activities of the Lagos State Government on the provision of adult education in the State. Therefore, only the sectors of adult education, eg, adult literacy and adult continuing education with particular emphasis on remedial education, in which the State Government was directly involved were fully investigated.

#### **D) Findings**

The full discussions of the findings are contained in chapter four to nine where the analysis of the findings are illustrated in



tables 2 to 76.

For the question of financing adult education, the responses from the majority of all categories apart from the participants in adult literacy, to whom the question was not put, wanted the government to finance adult education.

The past participants were almost evenly distributed in their choice of responses. But the State Government was the single largest choice with 30% followed by those who want the participants to pay with 25%, and that was closely followed by those who wanted the local community to pay with 20%. See table 62.

A comparison of all the responses on the issue of financing from all the categories shows that the government should not be the only funding agent of adult education. This finding supports the views of Coles E K T that:

"Central government is the principal but not the sole source of funds. In many countries local government is also expected to allocate funds to adult education, and there is too, the contribution, in services and materials as much as in money, which voluntary community organisations make. For some aspects of adult education and notably in vocational training, employers should be required to give financial support."<sup>(1)</sup>

Seven hundred and twenty interviewees responded to the question on the suitable period for adult education classes and 67.08% of them favoured the evening period. But few of them favoured either the

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(1) COLES EDWIN K TOWNSEND: Adult Education in Developing Countries Second edition, Pergamon Press, Oxford, New York, Paris, p 86.

morning or the afternoon periods. For example, 26.66% of the respondents in category 'C' favoured the morning period while 16.66% favoured any time. See table 35.

The respondents who chose both morning and afternoon were those who were usually on permanent evening duties. And some of them were unemployed young school leavers who were preparing for the retake of examinations which they had earlier failed.

Until full-time adult education institutions are established, it may be difficult to satisfy every individual on fixing the time for adult education classes as the daily life programmes of individual adults vary quite a lot according to their different commitments and priorities in life. For example, 25% of the participants in adult literacy programmes wanted classes in the morning while 10% wanted the afternoon period. See table 52.

Respondents also differ in their opinion of the causes of participants withdrawals from adult education programmes. The majority of the adult education officers said it was stress and anxiety, and the adult educators said it was social commitments and financial problems. But both the participants in continuing adult education and past participants said financial problems were the major causes of withdrawals. But on the final analysis, social commitments, financial and family problems were found to be the major causes of participants withdrawal from adult education programmes.

The responses from 20 Adult Education Officers and 50 Adult Educators to the question on government's attitude towards adult education indicate that the government does not regard adult education as important as formal education and other social services. This

situation was discovered to be one of the reasons for inadequate allocation of funds to adult education by the State Government. See tables 8 and 24.

It was discovered from the findings that the major causes of most adults not participating in adult education programmes were connected with work and social commitments, financial and family problems. See tables 39, 46 and 70.

On the current literacy campaign in the State, 60% of the Adult Education Officers and Educators who responded to the question on the failure or success of the programme said it was a failure. Their main reason was that the programme was not tailored to meet the needs of the adults and so most of them have to withdraw. See tables 9 and 26.

An existing school premises was found to be the popular choice for the location of adult education centres according to the views of four categories of respondents. Seventy-five per cent of the Adult Education Officers, 50% of Adult Educators, 50% of participants and 60% of past participants favoured existing school premises. See tables 12, 27, 55 and 67.

From the findings, English language emerged as the popular choice for adult literacy by all the categories of respondents. Eight point one per cent of them indicated Yoruba as their choice, 19% want a combination of Yoruba and English, while 72.9% feel that English is the best language for adult literacy in Lagos State. See tables 11, 28', 49 and 73.

Their reason for the choice was that English language is the current official language of the Federal Republic of Nigeria including Lagos

State. Therefore, for the adults of the State to perform effectively in the social, commercial and political life of Nigeria, they must be literate in English.

The majority of all the categories of respondents want adult literacy to be made compulsory. Eighty-two per cent of them said 'yes' to the question, while only 18% said 'no'. See tables 13, 32, 42, 54 and 75.

The Adult Education Officers do not feel that employment of full-time teachers for adult education can improve the provision of adult education in the State. Only 5% of them felt it could. See table 6. Also, most of the current part-time teachers in adult education do not want to become full-time adult educators. Only 10% of them said yes to the question and 80% said no, while 10% do not know what to say. See table 29.

Participants in continuing adult education want full-time teachers to be employed as one of the steps to improve adult education provisions in the State. That was the view of 43.33% of them. But 26.66% of the participants feel that the provision of suitable learning materials is the best step the government should take to improve adult education provision in the State. See table 37.

But on the other hand, the Adult Education Officers feel that it was necessary to give special training to Adult Educators. Seventy-five per cent of them said it was very necessary and 25% of them said it was necessary in reply to the question. See table 15.

Respondents in all the categories believe that adult education can contribute to their economic well being and to the improvement of their lives generally. Eighty per cent of the Adult Education

Officers believe that adult literacy will contribute to the economic progress of the individual and to the development efforts of the State in general. See tables 14, 31 and 47. The non-participants were also aware that adult education can be of help to them in various ways, see table 71.

To improve adult education provision in the State, respondents feel that the government should give more financial support to adult education. See tables 6, 22 and 64.

Contrary to the expression of dissatisfaction by certain individuals over lack of effective publicity of adult education programmes in the State, the study shows that adult education was widely and effectively publicised in the State as found from the analysis of the responses of the interviewees.

For example, 80% of the non-participants said they have heard of the adult education opportunities provided by the State government. See table 76.

All the past participants said they were satisfied with the publicity given to adult education programmes in the State. See table 66.

From the responses given by the participants in adult literacy, shown in table 50, it could be seen that adult education was publicised through all the media of information in the State. These findings on publicity do not mean adequate provision of other facilities for adult education.

It was also discovered from the study that fewer females participate in adult education programmes. Out of 700 participants who were interviewed, only 275 were females. But out of 200 non-participants

130 of them were females.

Also, there were only 5 female adult education officers out of 20 officers and 15 female adult educators out of 50 involved in the study. See table 77.

As shown in tables 3 and 21, the government has performed better in continuing and remedial education than in functional literacy. This finding is supported by documentary evidence as illustrated in appendices 6 and 7.

Appendix 6 shows that there were 5,570 participants in adult literacy classes all over the State in 1984 as against 17013 in continuing and remedial education during the same period as shown in appendix 7.

#### **E) Conclusions from the Findings**

The following are the conclusions that could be drawn from the findings of the study:

- 1) Adult education is not adequately funded by the State Government.
- 2) Adult education is not regarded as important as formal education by the government.
- 3) Adult education can contribute to the economic progress of the individual and the development of the State in general.
- 4) Adult literacy should be made compulsory.
- 5) It is necessary to give special training to adult educators.
- 6) The adult literacy campaign has been widely publicized in the State but it has not yielded successful results.
- 7) Fewer women participate in adult education programmes, both as educators and participants.
- 8) Adult education classes should take place in the evenings until

- 9) Existing school premises should be used for adult education centres until full-time adult education schools are established.
- 10) English language should be used for adult literacy.
- 11) Financial and family problems are the major causes of participants withdrawal from adult education programmes.
- 12) All the adult educators in the State are on part-time.

**F) Implications of the Conclusions**

The implications of these conclusions vary according to the effect each of them has upon the overall provision of adult education in the State. The over-riding implication of all the conclusions is on finance and lack of regard.

The inadequate provision of funds, the lack of regard, the failure to employ full-time teachers for adult education as for formal education mean that the government has no regard for the education and personal development of the adults in the State. The case is much more serious against the rural population. But the pity of it all for the adults is that it is they who pay the taxes which are used for the provision of formal education programmes. It is quite ironical that adults are not educationally provided for adequately. This is an exceptional case in which "he who pays the piper DOES NOT dictate the tune".

If the government accepts that adult education could contribute to development and economic progress, then adult education should be well funded by the government. And full-time teachers should be employed and trained as adult educators.

As concluded from the findings, adult education is widely publicised in the State. But, the mere publicity is not enough. When the

people are drawn to the centres by the publicity, they must also be given the type of education they were promised in the advertisements.

The participation of fewer women in adult education means that it will be difficult to achieve total literacy in the State.

The withdrawal of participants from adult education programmes due to financial problems is an indication that adult education should be provided without much financial burden on the participants, especially those in adult literacy programmes. But one cannot easily say that adult education should be free at all stages because adult education is all embracing.

The conclusion from the findings that English language should be adopted for adult literacy poses a great dilemma for the government. Even though English is the official language of the State, there are debates going on for the political and cultural justification for the continued use of English as an official language.

Despite the sensitivity of the national language issue and the current debate on it, it is necessary to emphasize that the choice of a language for adult literacy should be based on the objectives and priorities of adult and non-formal education.

The over-riding objective of any adult education programme in any society - developed or developing is its functionality. In realisation of this fact, the Implementation Committee for the National Policy on Education in Nigeria endorses the following as the first objective of adult and non-formal education:

"To provide functional literacy education for adults who have



never had the advantage of any formal education."<sup>(2)</sup>

In Lagos State, with the present realities of the economic, social and political development, every citizen needs to be literate in English language to be functionally literate. For example, of what use is it to a farmer who is literate only in his local language, if after selling his products, he goes to the bank to ask those who are literate in English to complete a bank teller for him to deposit money into his account?

An important factor to be remembered when considering the objectives of adult education is that it is not meant to prepare people for a future living. It is meant for now. It is living in itself. The adult needs to live his life now. He cannot waste his precious time acquiring knowledge for a future which may not come in his life-time.

Any scheme for the development of a lingua franca for Nigeria from any local language should be planned and implemented with the children who have a future to wait for in the formal school system.

#### G) Recommendations

##### PREAMBLE

The purpose of this study was to highlight the activities of the Lagos State Government in the provision of adult education with reference to functional literacy, remedial education, vocational and professional training. An extensive and intensive investigation was conducted with interviews among a large group ideally

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(2) FEDERAL REPUBLIC OF NIGERIA: Implementation Committee for the National Policy on Education, (Blue Print), Federal Ministry of Education, Lagos, 1978, p 114.

representative of the different groups involved with adult education programmes in the State.

A number of findings were made from the responses to the interview questions. And from the findings, related conclusions were drawn. These conclusions have several implications inherent in them. These implications require special consideration in planning for adequate and effective adult education provision in the State.

Several problems in the provision of adult education in the state were also discovered in the course of the study as contained in chapter four- to nine under 'discussion of the findings'.

- (I) FINANCING: One of the greatest ills plaguing the provision of adult education in the State is the lack of adequate provision of funds to meet the cost of administration and practice. Unless adequate financial provision is made for adult education, its programmes may run to a halt and the expected economic development which adult education was supposed to accomplish would be an empty dream. To avoid such a situation of hopelessness, it is strongly recommended that the State Government should budget for adult education. Despite the fact that the State Government appropriates about 25% of its total recurrent expenditure annually on education, adult education has never been budgeted for in any year.<sup>(3)</sup> The State Government should allocate funds to adult education to match the importance which the State attaches to it.

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(3) LAGOS STATE GOVERNMENT: Revolution in Education, Publicity Department, Governors Office, Lagos State, Ikeja, 1983, p 63.

so that the social, cultural and economic development which are the products of adult education could be achieved. For such allocation to be meaningful, it should cover the following items in the provision of adult education:

- (I) Establishment of adult education centres and provision of facilities,
- (II) Remuneration for adult educators,
- (III) Research and libraries,
- (IV) In service training for adult educators,
- (V) Publicity and information.

The government should make sure that financial assistance is available for those who find themselves in financial difficulty while participating in adult education programmes.

Apart from annual budgetary allocation to adult education, the government should also encourage the mobilization of participating adults into activities that generate funds to support adult education financing. For example, participants could be directed to organise cooperative unions to generate funds which could be used for the provision of facilities for adult education.

The government should provide farm lands for unemployed and under-employed participants to be used for cooperative farming. This will reduce the financial problems of some participants who withdraw from adult education programmes due to financial difficulties.

The State government should discuss and reach agreement with the 'Industrial Training Fund' on the possibility of receiving

a share from the fund for the State's adult education programmes.

The government should also direct all night clubs, cinema houses, liquor shops and bars and casino houses to pay adult education levy as their contribution to the development efforts of the State Government.

Printers and publishers in the State should be appealed to for help in producing less expensive books for adult education especially adult literacy.

The government should arrange with the State's Transport Corporation to provide cheaper fares for adults going to adult education classes in the evenings. An identity card should be issued to all participants for this purpose.

- (II) ADMINISTRATION: The existing 'Continuing Education Board' should be abrogated and in its place, an 'Adult Education Board', should be set up. The membership of the Board should include the ministries of education, agriculture, finance, local government and other agencies with interest in adult education and community development.

The Chairman of the Board should not be an official of any of the ministries. He or she should be an eminent person with experience in educational activities and interest in community development programmes. An active retired school head may be the best choice.

The posts of the administrative officials of the Board should be advertised in the press so that only people who are interested in adult education work could apply. Serving officers in the

ministries constituting the Board should not be transferred to the Board. If any serving officer is interested in adult education work, he or she should apply to the Board and appear for interviews with other applicants. This is to ensure that those who work for the Board are interested in adult education work.

The functions of the Board would include the following activities:

- (1) To advise the government on all matters relating to adult education;
  - (2) To draw up training plans and programmes;
  - (3) To encourage the establishment of agencies and services for the promotion of literature and other teaching materials needed for training programmes;
  - (4) To coordinate the activities of the ministries and other agencies involved in adult education programmes;
  - (5) To promote research, investigation, evaluation and documentation of adult education activities in the State.
- In this regard the Board should also liaise with the departments of adult education of the universities in order to obtain up to date research findings and reports on adult education;
- (6) To set up committees at local or community levels to promote the activities of the Board at the grass roots;
  - (7) To review from time to time the progress made and make suggestions for change and improvement.
  - (8) To see to the welfare and discipline of all members and officials of the Board;
  - (9) To prepare an annual budget for all adult education

programmes in the State;

(10) To give accreditation to all voluntary bodies and agencies raising funds for the promotion of adult education in the State;

(11) To nominate representatives to attend all national conferences, seminars and workshops on adult education. And should also be prepared to sponsor its members to participate in international conferences and workshops on adult education.

(III) PROFESSIONAL TRAINING OF ADULT EDUCATORS: The majority of the adult education teachers in the State were on part-time and they were not trained for adult education. Steps should be taken by the State government to engage full-time adult educators who are trained on andragogy.

But before the full-time adult educators are employed, in the interim, the part-time teachers should be given some training through week-end courses and seminars to familiarize them with the principles of adult teaching and learning.

The radio and television should also be used to give lectures on adult education teaching. Such programmes could be featured late at night or at any other suitable period during week-ends.

The principles of adult education, especially the principles of adult learning should be introduced into the curriculum of the teacher training colleges. If that is done, every teacher who passes through the teachers' college would have some idea of adult education.

Interested teachers who are capable should be given the opportunity through sponsorship by the State government to take up courses on adult education in the universities' departments of adult education.

The Lagos State College of Education Ijanikin should establish a department of adult education to prepare teachers for adult education teaching.

- (IV) LANGUAGE FOR ADULT LITERACY: In addition to the mother tongue which is Yoruba, every effort should be made to make the adults in the State literate in English language as well. This is according to their wishes as expressed in the findings of the study.

The use of English language would meet the needs of the learners. And meeting the needs of the learner is one of the essential principles of adult learning.

- (V) CURRICULUM: The curriculum for adult education in the State should be designed to cater for the three areas of general education: vocational training, civic and social education which should include some elements of political education. The State government should be directly involved with the provision of vocational and professional training instead of abandoning the sector for private proprietors who have made vocational education too costly beyond the reach of most adults who need such education.

If these recommendations could be implemented, there would be a dawn of a new era for adult education in the State.

**H) Recommendations for Further Research**

This study could be regarded as a search-light to point at the various problems in the provision of adult education in Lagos State. What this study has done is to highlight these problems for those who are interested in the development of adult education in Lagos State to carry out independent studies on the following problem areas:

- (1) Ways and means of financing adult education without total dependence on government funding;
- (2) The organisation and implementation of adult literacy programmes in a multilingual society;
- (3) The training of adult educators who are serving on part-time.
- (4) The provision of adult education in an economically deprived community;
- (5) Designing a curriculum for adult literacy in a rural community.
- (6) The role of industrial and commercial establishments in the provision of adult education;
- (7) Why fewer females participate in adult education programmes as compared to their male counterparts.



## A P P E N D I C E S

APPENDIX 1

M U Lakpah  
35 Shasha Road  
Agege  
PO Box 168  
Oshodi-Lagos

25 January 1984

The Supervisor  
Adult Education Centre  
Oshodi  
Lagos

Dear Sir

ADMINISTRATION AND PRACTICE OF ADULT  
EDUCATION IN THE LAGOS STATE OF NIGERIA

I am carrying out a research work on the above topic for the award of the Doctor of Philosophy in education at the University of Hull.

I have chosen your centre as one of those where I wish to interview the participants in the programme in order to get the following information:

- (a) Source of information about the centre - eg Radio advertisement, Television, Newspaper, Street Posters, Announcements at public places etc.
- (b) Reasons for participating eg to learn how to read and write, to improve on previous literacy level, to pass external examinations, to gain promotion at work.
- (c) How their course is financed, eg personal efforts, parents, employers, Local Government Council bursaries, etc.

I also wish to interview the teachers at the centre to find out how they feel about the job and get their suggestions on how to improve the existing conditions.

In addition, I will request you to please get the following information about the centre ready for me:

- (a) Date of establishment
- (b) Types of courses available
- (c) Category of teachers, state whether full or part-time
- (d) How the centre is financed with reference to administration cost and teachers' remunerations.

I wish to visit your centre to carry out the work in the second week of February.

I will be grateful if you can pick a suitable day during that week so that my study may not interfere too much with the normal work of the centre.

Thank you so much for your cooperation in advance.

Yours faithfully

M U Lakpah

**APPENDIX 2**

M U Lakpah  
35 Shasha Road  
Dopemu Agege  
PO Box 168  
Oshodi  
Lagos

25 February 1984

The Supervisor  
Adult Literacy Centre  
Oshodi

Dear Sir

**ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA**

I am carrying out a research study on the above topic at the University of Hull for the degree of doctor of philosophy in education.

Your school is one of those where I wish to interview the teachers teaching in adult education programmes. Some of the participants at the centre will also be interviewed.

The aim of the study is to investigate how well adult education is provided in the State and to find ways and means for improvement.

I shall call at the centre on 1 February 1984, so that we can discuss and fix a date for the interviews to start.

I also need some experienced teachers to assist with the interviews. I will be grateful if you can hint to some of the teachers about the programme before my arrival.

Thank you for your cooperation in advance.

Yours faithfully

M U Lakpah

# LAGOS STATE MINISTRY OF EDUCATION

ADULT EDUCATION (POST-PRIMARY) EVENING CLASSES,

OSHODI CENTRE, IKEJA GRAMMAR SCHOOL

The Supervisor: M. A. OLASOJI B. A. (HONS.)

Our Ref LS/ED/ADE/PP/OC/17. Your Ref \_\_\_\_\_

8th. FEB. 1984.

M . U . Lakpah,  
35 Shasha Road,  
P. O. Box 168,  
Oshodi,  
Lagos.

Dear Mr. Lakpah,

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION  
IN THE LAGOS STATE OF NIGERIA.

This is to acknowledge receipt of your letter on the above subject. And to inform you that you are fully welcomed to the centre to carry out your research work as requested.

As regards the period you have chosen to come, I have to advise that the second week of February will not be suitable as the new students are yet to settle down to effective work. I therefore suggest that you schedule your visit for the last week of February or the first week of March 1984.

The above arrangement will also give me time to brief the participants and the teachers on the exercises you will carry out with them so that they may be ready with the necessary information required from them before your arrival.

All the information about the centre at my disposal would be made available to you when you come.

Yours very sincerely,

LAGOS STATE MIN. OF EDUCATION

Supervisor... *M. A. Olasoji* \*

APPENDIX 4

M U Lakpah  
35 Shasha Road  
Dopemu Egege  
PO Box 168  
Oshodi  
Lagos

14 March 1984

The Supervisor  
Adult Education Centre  
Ikeja Grammar School  
Oshodi  
Lagos

Dear Sir

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA

Following the discussions during our last meeting, I have selected some of your teachers to assist me with the interviews. Individual letters for the affected teachers are hereby enclosed. Please, kindly deliver them to the teachers concerned.

I will call to the centre on Monday 19 March 1984 to have a meeting with them to discuss the strategy for the interviews.

Thank you so much for your continued cooperation.

Yours faithfully

M U Lakpah

APPENDIX 5

M U Lakpah  
35 Shasha Road  
Dopemu Agege  
PO Box 168  
Oshodi

14 March 1984

Mr (Mrs, Miss) .....  
Adult Education Centre  
Ikeja Grammar School  
Oshodi

Dear Sir or Madam

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA

You have been recommended by your supervisor to please assist me with the interviews to be carried out at your centre and some other centres in the State.

The aim of the study is to find the ways and means of improving the conditions of adult education provision in the State. It is hoped that everyone involved with adult education in the State shall benefit from the successful outcome of the study. I will be grateful if you will accept to be a part of the research efforts.

I will call to the centre on Monday 19 March 1984 to meet you and others who are involved to discuss the details of the interviews with you.

Thank you so much for your cooperation in advance.

Yours faithfully

M U Lakpah

## LAGOS STATE ADULT LITERACY CAMPAIGN REPORT 1984

LOCAL GOVERNMENT	NUMBER OF	NUMBER OF	NUMBER OF PARTICIPANTS		TOTAL
			MALE	FEMALE	
BADAGRY	32	34	363	437	800
EPE	64	64	706	680	1386
IKEJA	39	42	506	442	948
IKORODU	9	9	97	78	175
LAGOS ISLAND	17	42	195	547	742
LAGOS MAINLAND	12	21	306	429	735
MUSHIN	12	15	300	206	505
SOMOLU	14	16	95	184	279
TOTAL	199	243	2567	3003	5570

**SOURCE:** Lagos State Ministry of Local Gvoernment and Community Development



## APPENDIX 7

LOCAL GOVERNMENT AREAS	BADAGRY	EPE	EKLJA	IKORODU	LAGOS ISLAND	LAGOS MAINLAND	MUSHIN	SOMOLU	TOTAL
FORM I									
MALE	133	20	274	7	332	275	193	42	1276
FEMALE	157	19	75	3	195	340	122	335	1246
TOTAL	290	39	349	10	527	615	315	377	2522
FORM II									
MALE	123	25	302	15	332	295	257	30	1419
FEMALE	189	15	92	2	200	340	126	144	1108
TOTAL	362	40	349	17	522	635	383	174	2527
FORM III									
MALE	200	19	378	7	308	352	279	60	1603
FEMALE	203	20	116	-	197	241	165	97	1039
TOTAL	403	39	494	7	505	593	444	157	2642
FORM IV									
MALE	181	40	385	9	323	389	317	59	1703
FEMALE	148	20	174	2	48	288	176	51	907
TOTAL	329	60	559	11	371	677	493	110	2610
FORM V									
MALE	166	-	413	-	172	388	406	455	2000
FEMALE	134	-	208	-	65	266	213	287	1173
TOTAL	300	-	621	-	237	654	619	742	3173
A LEVEL I									
MALE	-	-	-	-	213	41	-	16	270
FEMALE	-	-	-	-	235	9	-	144	175
TOTAL	-	-	-	-	235	50	-	160	445
A LEVEL II									
MALE	-	-	-	-	186	17	-	-	203
FEMALE	-	-	-	-	26	2	-	-	28
TOTAL	-	-	-	-	212	19	-	-	231
REMEDIAL									
MALE	257	24	33	45	549	151	309	137	1505
FEMALE	193	4	12	22	293	450	182	202	1359
TOTAL	450	28	45	67	842	601	491	339	2863
GRAND TOTAL									
MALE	1110	128	785	83	2405	1908	1761	799	9979
FEMALE	1024	78	677	29	1046	1936	984	1260	7034
TOTAL	2123	206	2462	112	3451	3844	2745	2059	17013

## PARTICIPANTS IN CONTINUING AND REMEDIAL ADULT EDUCATION IN

LAGOS STATE 1984

SOURCE: STATISTICS OF EDUCATION IN LAGOS STATE JANUARY 31 1984

LAGOS STATE MINISTRY OF EDUCATION STATISTICS DIVISION

## APPENDIX 8

## INTERVIEW QUESTIONS FOR ADULT EDUCATION OFFICERS

- (1) In your opinion and from your experience as an adult education officer, which of the following bodies would fund adult education more effectively?
  - (I) The State Government
  - (II) The Local Community
  - (III) Participants' fees
  - (IV) Industrial and Commercial Establishments
  - (V) The State Government and Industrial Establishments
  - (VI) The State Government and participants
  
- (2) Which of the following periods would you prefer for adult education classes?
  - (I) Morning (9.00 am - 12.00 noon)
  - (II) Afternoon (2.00 pm - 5.00 pm)
  - (III) Evening (6.00 pm - 9.00 pm)
  
- (3) In which of the following sectors of adult education do you feel the government has performed best?
  - (I) Functional Literacy
  - (II) Remedial Education
  - (III) Vocational Training
  - (IV) Do not know
  
- (4) Which of the following steps must the government take to improve the provision of adult education in the State?
  - (I) Vote more funds for adult education
  - (II) Employ full-time teachers for adult education
  - (III) Give wider publicity to adult education programmes

- (IV) More research into the various aspects of adult education.
  - (V) Establish a ministry of adult education.
- (5) In your own opinion and from your personal experience as an adult education officer, what is the main cause of participants withdrawing from adult education programmes?
- (I) Stress and anxiety
  - (II) Lack of motivation
  - (III) Poor teaching and Learning conditions
  - (IV) Social commitments and time constraints
  - (V) Physiological changes and ill-health
- (6) Which of the following views expressed below is true of the government's attitude towards the promotion of adult education in the State?
- (I) Does not regard adult education as important as formal education
  - (II) The government is handicapped by lack of funds
  - (III) Does not regard adult education as important as other social services
- (7) How successful is the current adult literacy campaign?
- (I) Very successful
  - (II) Successful
  - (III) Not successful
  - (IV) Do not know
- (8) Most people do not participate in adult literacy programmes because of the following reasons:
- (I) Lack of effective publicity
  - (II) Family problems
  - (III) Too late to learn

- (IV) Financial difficulties
- (9) Which do you recommend as the language for adult literacy in Lagos State?
- (I) Yoruba
  - (II) English
  - (III) English and Yoruba
  - (IV) English and any other language
- (10) Which of the following places should an adult literacy centre be situated?
- (I) An existing school premises
  - (II) Church Mosque premises
  - (III) Market place
  - (IV) An industrial estate
  - (V) The city centre/village square
- (11) Do you wish adult education to be made compulsory?
- (I) Yes
  - (II) No
- (12) Do you believe adult literacy will contribute to the economic progress of the individual and that of the State in general?
- (I) Strongly believe
  - (II) Believe
  - (III) Do not know
- (13) Is it necessary for adult education teachers to be given special training for their job?
- (I) Very necessary
  - (II) Necessary
  - (III) Not necessary

(14) For which reason do you think people participate in adult education programmes?

(I) To improve their reading and writing abilities

(II) To gain qualifications

(III) To qualify for employment

(IV) To be able to play leadership roles

(V) To be able to learn more about their work

8(a) **INTERVIEW QUESTIONS FOR ADULT EDUCATORS**

- (1) In your own opinion as an adult educator, which of the following bodies would fund adult education more effectively?
  - (I) The State Government
  - (II) The Local Community
  - (III) Participants through fees
  - (IV) Industrial and Commercial Establishments
  - (V) State Government and participants
  - (VI) State Government and Commercial Establishments
- (2) What will you say about the adequacy of the State government's contribution to the funding of adult education in the State?
  - (I) Adequate
  - (II) Not adequate
  - (III) Do not know
- (3) In which of these sectors do you feel the government has performed best?
  - (I) Functional Literacy
  - (II) Remedial Education
  - (III) Vocational and Professional Training
  - (IV) Do not know
- (4) Which of the following steps must the government take to improve the provision of adult education in the State?
  - (I) Vote more funds for adult education
  - (II) Employ full-time teachers
  - (III) Give wider publicity to adult education programmes
  - (IV) More research into adult education
  - (V) Establish a ministry of adult education

- (5) In your own opinion and from your personal experience as an adult educator, what is the main cause of participants withdrawing from adult education programmes?
- (I) Stress and anxiety
  - (II) Lack of motivation
  - (III) Poor teaching and learning conditions
  - (IV) Social commitments and time constraints
  - (V) Physiological changes and ill-health
- (6) Which of the views expressed below is true of the government's attitude towards the promotion of adult education in the State?
- (I) Very slow on the implementation of policies
  - (II) Do not regard adult education as important as formal education
  - (III) Do not care to train teachers for adult education
  - (IV) The government is handicapped by lack of funds to implement the policies on adult education
- (7) Most people do not participate in adult education programmes for the following reasons:
- (I) Lack of effective publicity
  - (II) Family problems
  - (III) Feeling too old to learn
  - (IV) Financial difficulties
- (8) How successful is the current adult literacy campaign?
- (I) Very successful
  - (II) Successful
  - (III) Not successful
  - (IV) Do not know

- (9) Which of the following places should an adult literacy centre be situated?
- (I) An existing school premises
  - (II) Church Mosque premises
  - (III) Market place
  - (IV) An Industrial Estate
  - (V) The city centre/village square
- (10) Which do you recommend as the language for adult literacy in Lagos State?
- (I) Yoruba
  - (II) English
  - (III) English and Yoruba
  - (IV) English and any other language
- (11) Would you agree to become a full-time permanent adult educator?
- (I) Yes
  - (II) No
  - (III) Do not know
- (12) What would you want to be done before teachers on part-time as adult educators are made full-time adult educators?
- (I) Train them as adult educators
  - (II) Give them salary increases
  - (III) Build separate adult education centres away from the formal school premises now in use
  - (IV) Establish a ministry of adult education
- (13) Do you believe adult education, especially literacy will contribute to the economic progress of the individual in particular and that of the State in general?



(I) Strongly believe

(II) Believe

(III) Do not believe

(14) Would you wish adult education to be made compulsory?

(I) Yes

(II) No

8(b)                    **INTERVIEW QUESTIONS FOR PARTICIPANTS IN CONTINUING  
ADULT EDUCATION PROGRAMMES**

- (1)    For which of the following reasons are you participating in continuing adult education?
  - (I)     To receive secondary education
  - (II)    To pass higher examinations failed previously
  - (III)   To gain entry into higher institutions
  - (IV)    To improve social status
  - (V)     Spouse's wish
  - (VI)    Parents' wish
  
- (2)    Which of the following periods would you prefer for adult education classes?
  - (I)     Morning (9.00 am - 12.00 noon)
  - (II)    Afternoon (2.00 pm - 5.00 pm)
  - (III)   Evening (6.00 pm - 9.00 pm)
  - (IV)    Any other period
  
- (3)    Which of the following gives you the most problem with your studies at the adult education centre?
  - (I)     Transportation
  - (II)    Poor teaching methods
  - (III)   The time for classes
  - (IV)    Irregularity of teachers
  - (V)     Unsuitable furniture
  - (VI)    Lack of facilities
  
- (4)    Which of the following steps would be upper-most for the improvement of learning conditions at the adult education centres?

- (I) Employ full-time teachers
  - (II) Establish more centres near residential areas
  - (III) Participants to participate in planning the time-table
  - (IV) Provision of effective supervision
- (5) In your own opinion, which of the following bodies should fund adult education?
- (I) The State Government
  - (II) The Local Community
  - (III) Participants through fees
  - (IV) Industrial and Commercial Establishments
  - (V) The State Government and participants
  - (VI) The State Government, industrial and Commercial Establishments
- (6) Which of the following reasons is responsible for some participants withdrawing from adult education programmes?
- (I) Financial problems
  - (II) Social and family commitments
  - (III) Stress and anxiety
  - (IV) Poor learning and teaching conditions
  - (V) Physiological changes and ill-health
- (7) Some eligible people do not enrol in continuing adult education programmes. Which of the following reasons is responsible for their action?
- (I) Personal problems
  - (II) Family problems
  - (III) Financial problems
  - (IV) Work and time constraints
  - (V) Fear of failing again
  - (VI) Lack of knowledge of the programme

(8) Through which of the following means did you learn of the continuing adult education programme?

- (I) From friends
- (II) From newspapers
- (III) From the radio
- (IV) From the television
- (V) From posters at bus stops

(9) Should adult education be made compulsory?

- (I) Yes
- (II) No
- (III) Do not know

(10) Which of the following languages do you recommend for adult literacy in Lagos State?

- (I) Yoruba
- (II) English
- (III) Yoruba and English
- (IV) Any other language

8(c)                    **INTERVIEW QUESTIONS FOR PARTICIPANTS IN ADULT  
LITERACY PROGRAMMES**

- (1)    Which of the following reasons made you register for adult literacy classes?
  - (I)     To be able to read and write
  - (II)    To be able to communicate effectively
  - (III)   To improve social status
  - (IV)    To improve standard of living
  - (V)     to develop self respect
  - (VI)    To help with employment
  
- (2)    Which of the following reasons is responsible for people not registering for adult literacy classes?
  - (I)     Lack of information about the programme
  - (II)    Family problems
  - (III)   Too late to learn
  - (IV)    Social constraints
  - (V)     Work and time constraints
  - (VI)    Financial problems
  
- (3)    Which of the following do you think literacy can do for you?
  - (I)     Improve housing situation
  - (II)    Help children with their studies
  - (III)   Improve on profession
  - (IV)    Know more about the world
  - (V)     Know one's rights
  
- (4)    How do you feel about the usefulness of literacy to your life generally?

- (I) Positive
  - (II) Negative
  - (III) Do not know
- (5) Which of the following languages would you prefer to learn in adult literacy classes?
- (I) Yoruba
  - (II) English
  - (III) English and Yoruba
  - (IV) Any other language
- (6) How did you learn about the adult literacy programme?
- (I) From friends
  - (II) From the radio
  - (III) From the television
  - (IV) From posters at bus stops
  - (V) From literacy campaign vans
- (7) Which of the following problems do you encounter in participating in the adult literacy programme?
- (I) Transportation
  - (II) Finance
  - (III) Unsuitable time-tables
  - (IV) Lack of discipline in the class
  - (V) Lack of facilities for learning
- (8) What time would you prefer for adult literacy classes?
- (I) Morning (9.00 am - 12.00 noon)
  - (II) Afternoon (2.00 pm - 5.00 pm)
  - (III) Evening (6.00 pm - 9.00 pm)
  - (IV) Any time

- (9) Which of the following reasons do you think is mostly responsible for participants withdrawing from adult literacy programmes?
- (I) Family problems
  - (II) Social commitments
  - (III) Discouragement from friends
  - (IV) Inability to cope
  - (V) Ill-health
  - (VI) Irrelevant subjects
- (10) Should adult education be made compulsory?
- (I) Yes
  - (II) No
  - (III) Do not know
- (11) Which of the following places should an adult literacy centre be situated?
- (I) Church Mosque premises
  - (II) Market place
  - (III) An Industrial Estate
  - (IV) City centre/village square

8(d)                    **INTERVIEW QUESTIONS FOR PAST PARTICIPANTS IN ADULT  
EDUCATION PROGRAMMES**

- (1)    How much has adult education contributed to your life generally?
  - (I)     Very greatly
  - (II)    Greatly
  - (III)   A little
  - (IV)    None
  
- (2)    In which of the following aspects have you benefitted most from adult education?
  - (I)     Ability to read and write
  - (II)    Improved social status
  - (III)   Admission into higher education
  - (IV)    Secured a better job
  
- (3)    Has adult education improved your performance at work?
  - (I)     Yes
  - (II)    No
  - (III)   Do not know
  
- (4)    Has adult education made it possible for you to acquire any of the following habits?
  - (I)     Cooperate better with co-workers?
  - (II)    Understand the working of the local government better
  - (III)   Abandon superstitious beliefs and practices
  - (IV)    Participate more in community activities
  
- (5)    How satisfied were you with the teachers who taught you at the adult education centre you attended?
  - (I)     Very satisfied
  - (II)    Satisfied
  - (III)   Not satisfied



- (IV) Do not know
- (6) Which language do you recommend for adult literacy in Lagos State?
- (I) Yoruba
  - (II) English
  - (III) English and Yoruba
  - (IV) Any other language
- (7) Who should pay for adult education?
- (I) The State Government
  - (II) Participants through fees
  - (III) The Local Community
  - (IV) Industrial and Commercial Establishments
  - (V) The State Government and participants
  - (VI) The State Government, Industrial and Commercial Establishments
- (8) Why do some people withdraw from adult education programmes without completing?
- (I) Ill-health
  - (II) Indecision
  - (III) Family and Social commitments
  - (IV) Transport problems
  - (V) Financial constraints
  - (VI) Irrelevant subjects and lack of motivation
- (9) Which of the following do you suggest for the improvement of adult education in the State?
- (I) Give wider publicity
  - (II) Employ full-time teachers
  - (III) Learning should be relevant to the learner's needs
  - (IV) More financial support by the government

- (V) Provide suitable facilities for teaching and learning
  - (VI) Establish centres near residential areas
- (10) Has adult education improved your leadership role?
- (I) Yes
  - (II) No
  - (III) Do not know
- (11) How satisfied are you with the publicity given to adult education programmes?
- (I) Very satisfied
  - (II) Satisfied
  - (III) Not satisfied
  - (IV) Do not know
- (12) Which of the following places would you recommend for the establishment of adult education centres?
- (I) An existing school premises
  - (II) Church/Mosque premises
  - (III) Market place
  - (IV) An Industrial Estate
  - (V) City centre village square
- (13) Should adult education be made compulsory?
- (I) Yes
  - (II) No
  - (III) Do not know
- (14) Which time do you suggest for adult education classes?
- (I) Morning (9.00 am - 12.00 noon)
  - (II) Afternoon (2.00 pm - 5.00 pm)
  - (III) Evening (6.00 pm - 9.00 pm)

8(e)                    **INTERVIEW QUESTIONS FOR NON-PARTICIPANTS IN**  
**ADULT EDUCATION PROGRAMMES**

- (1) Which of the reasons below is responsible for your not participating in adult education programmes?
- (I) Too old to learn
  - (II) Lack of knowledge of the programmes
  - (III) Financial and family problems
  - (IV) Social constraints
  - (V) Ill-health
  - (VI) Transport problems
- (2) Do you think adult education can be of help to you in any of the following ways?
- (I) Ability to read and write
  - (II) Ability to communicate effectively
  - (III) Improve your standard of living
  - (IV) Improve your social status
  - (V) Develop self respect
  - (VI) Develop political awareness
- (3) If you have the choice, would you prefer to be an illiterate or a literate person?
- (I) Literate person
  - (II) Illiterate person
- (4) Which of the following languages would you prefer to learn in adult literacy classes?
- (I) Yoruba
  - (II) English
  - (III) Any other language

- (5) Who should pay for the provision of adult education?
- (I) The State Government
  - (II) The participants
  - (III) Commercial establishments
  - (IV) The Local Community
  - (V) The State Government and participants
  - (VI) The State Government and Commercial Establishments
- (6) Should adult education be made compulsory?
- (I) Yes
  - (II) No
  - (III) Do not know
- (7) Have you ever heard about the adult education opportunities provided by the government in the State?
- (I) Yes
  - (II) No

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY Adult Education Officers

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	d	I	I	II	I	IV	IV	IV	II	II	II	I	I	I	I
2	1	d	I	III	I	III	IV	II	III	II	I	II	V	I	II	III
3	2	c	VI	III	II	III	IV	V	II	IV	I	I	V	I	II	III
4	1	d	I	III	II	I	I	II	II	IV	I	III	V	II	I	I
5	1	c	I	III	II	III	I	IV	II	III	I	III	I	I	I	II
6	1	c	I	II	II	I	IV	IV	III	III	I	III	I	I	I	III
7	2	c	II	III	II	IV	I	IV	III	IV	II	III	I	I	I	III
8	2	d	II	III	II	I	II	II	IV	III	II	III	I	I	II	III
9	1	c	I	III	II	I	I	II	III	II	II	I	I	II	II	V
10	1	c	IV	III	II	III	I	II	III	II	I	II	I	I	I	V
11	1	d	I	III	II	III	I	V	IV	II	I	II	I	I	I	II
12	1	c	III	I	II	I	III	II	IV	II	I	II	I	I	I	II
13	2	c	III	III	III	II	III	IV	III	II	I	III	I	I	I	II
14	1	d	I	III	III	I	I	IV	III	IV	I	III	I	I	I	II
15	1	c	III	III	II	I	I	IV	III	II	I	III	V	I	I	V

[illegible]

9(a)

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY Adult Educators .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	2	b	II	I	I	III	I	III	I	III	II	III	II	IV	I	I
2	2	b	IV	II	II	I	IV	III	II	II	I	III	II	II	I	I
3	2	b	I	II	IV	I	II	II	II	II	II	I	II	I	III	I
4	1	c	II	II	IV	IV	IV	II	II	II	I	I	III	II	I	I
5	1	c	III	I	III	I	II	II	I	III	I	III	III	I	I	I
6	1	c	III	II	III	I	II	II	I	III	V	III	II	II	I	I
7	1	c	II	II	IV	IV	IV	II	I	III	II	III	II	I	III	I
8	2	d	II	I	II	IV	I	II	III	III	II	III	II	I	I	I
9	2	d	I	II	II	IV	I	II	II	III	II	III	II	I	I	I
10	2	d	I	II	I	I	I	I	III	III	I	III	II	I	II	I
11	1	c	V	II	II	III	IV	II	I	III	V	III	II	II	II	I
12	1	c	IV	II	IV	I	IV	I	IV	III	I	I	II	II	I	I
13	1	d	V	II	IV	I	IV	I	II	III	II	I	II	II	I	I
14	2	c	III	II	IV	IV	I	I	II	III	II	I	II	II	II	I
15	2	c	V	II	II	I	I	I	IV	III	I	III	II	II	I	I

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
16	1	d	v	1	11	111	111	111	11	111	11	111	11	1	1	1
17	1	d	v	11	11	1	111	111	11	11	11	111	11	1	1	1
18	1	c	111	11	11	111	111	111	11	111	11	111	11	111	1	1
19	1	c	v	11	11	1	111	111	11	111	1	111	11	111	11	1
20	1	d	v	11	11	1	111	111	11	111	1	111	11	111	11	1
21	1	c	1	1	111	111	11	111	11	11	1	111	11	111	1	1
22	1	c	1	1	111	111	111	11	1	11	11	111	11	111	1	1
23	1	c	1	11	111	11	111	11	111	1	1	111	11	1	1	1
24	1	c	111	1	111	111	11	111	111	111	1	111	111	111	1	1
25	1	c	111	11	11	111	11	11	111	111	11	1	11	111	1	1
26	1	c	1	11	11	111	11	111	1	11	11	111	111	111	1	1
27	2	d	111	11	11	1	111	111	1	111	1	1	111	1	111	1
28	2	c	1	11	11	111	111	111	1	111	111	11	11	1	111	1
29	1	d	111	1	11	11	111	111	1	111	1	11	11	1	111	1
30	2	d	1	11	11	11	111	111	111	111	1	111	11	111	1	1



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
31	1	C	I	II	II	III	IV	II	II	III	II	III	II	II	II	I
32	1	C	I	II	IV	III	IV	II	III	III	II	III	II	II	II	I
33	2	C	I	II	II	I	IV	II	III	II	II	III	I	II	II	II
34	2	d	I	II	II	I	IV	IV	II	III	I	III	II	I	I	II
35	2	C	I	II	IV	IV	IV	IV	II	II	I	II	I	I	II	I
36	2	d	I	II	II	IV	IV	II	II	II	I	II	II	I	II	I
37	1	d	I	II	II	IV	IV	II	III	II	II	II	II	II	I	I
38	1	C	III	II	II	I	III	II	IV	II	I	II	II	I	I	I
39	1	C	V	II	II	IV	III	II	IV	II	II	I	II	II	I	I
40	1	C	VI	II	II	IV	IV	III	V	II	I	II	II	II	I	I
41	1	d	I	II	II	IV	IV	II	II	II	V	II	I	I	I	I
42	1	d	III	I	IV	I	II	II	IV	III	I	II	I	I	I	I
43	1	d	I	I	II	III	II	II	IV	II	I	III	II	II	I	I
44	1	d	IV	II	II	I	II	III	II	III	I	III	II	II	II	I
45	1	d	I	II	II	IV	I	II	IV	III	V	II	II	II	I	I

[illegible]

9(b)

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY Participants in Continuing Adult Education .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	a	1	1	1	1	1	1	1	1	1	1				
2	1	a	1	1	1	1	1	1	1	1	1	1				
3	1	a	1	1	1	1	1	1	1	1	1	1				
4	1	a	1	1	1	1	1	1	1	1	1	1				
5	1	b	1	1	1	1	1	1	1	1	1	1				
6	1	a	1	1	1	1	1	1	1	1	1	1				
7	2	a	1	1	1	1	1	1	1	1	1	1				
8	2	a	1	1	1	1	1	1	1	1	1	1				
9	1	a	1	1	1	1	1	1	1	1	1	1				
10	1	a	1	1	1	1	1	1	1	1	1	1				
11	2	a	1	1	1	1	1	1	1	1	1	1				
12	1	a	1	1	1	1	1	1	1	1	1	1				
13	2	a	1	1	1	1	1	1	1	1	1	1				
14	1	b	1	1	1	1	1	1	1	1	1	1				
15	1	b	1	1	1	1	1	1	1	1	1	1				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
16	2	c	1	1	1	1	1	1	1	1	1	1				
17	1	c	1	1	1	1	1	1	1	1	1	1				
18	1	b	1	1	1	1	1	1	1	1	1	1				
19	2	b	1	1	1	1	1	1	1	1	1	1				
20	2	c	1	1	1	1	1	1	1	1	1	1				
21	2	a	1	1	1	1	1	1	1	1	1	1				
22	1	a	1	1	1	1	1	1	1	1	1	1				
23	1	a	1	1	1	1	1	1	1	1	1	1				
24	1	a	1	1	1	1	1	1	1	1	1	1				
25	1	a	1	1	1	1	1	1	1	1	1	1				
26	1	a	1	1	1	1	1	1	1	1	1	1				
27	2	b	1	1	1	1	1	1	1	1	1	1				
28	2	b	1	1	1	1	1	1	1	1	1	1				
29	1	a	1	1	1	1	1	1	1	1	1	1				
30	2	b	1	1	1	1	1	1	1	1	1	1				

## ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA

## INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS

INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
31	1	a	1	1	1	1	1	1	11	1	1	11				
32	1	c	1	1	1	1	1	1	11	1	1	11				
33	1	c	1	1	1	1	1	1	11	1	1	11				
34	2	c	1	1	1	1	1	1	11	1	1	11				
35	2	c	1	1	1	1	1	1	11	1	1	11				
36	1	a	1	1	1	1	1	1	11	1	1	11				
37	1	a	1	1	1	1	1	1	11	1	1	11				
38	1	a	1	1	1	1	1	1	11	1	1	11				
39	1	a	1	1	1	1	1	1	11	1	1	11				
40	2	a	1	1	1	1	1	1	11	1	1	11				
41	1	a	1	1	1	1	1	1	11	1	1	11				
42	1	a	1	1	1	1	1	1	11	1	1	11				
43	2	a	1	1	1	1	1	1	11	1	1	11				
44	1	a	1	1	1	1	1	1	11	1	1	11				
45	2	a	1	1	1	1	1	1	11	1	1	11				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
46	2	a	1	1	1	1	1	1	11	1	1	11				
47	2	a	1	1	1	1	1	1	11	1	1	11				
48	2	a	1	1	1	1	1	1	11	1	1	11				
49	1	a	11	1	1	1	1	1	11	1	1	11				
50	1	a	11	1	1	1	1	1	111	1	1	11				
51	1	a	11	1	1	1	1	1	111	1	1	11				
52	1	a	11	1	1	1	1	1	111	1	1	11				
53	1	a	11	1	1	1	1	1	111	1	1	11				
54	1	a	11	1	1	1	1	1	111	1	1	11				
55	1	a	11	1	1	1	1	1	111	1	1	11				
56	1	a	11	1	1	1	1	1	111	1	1	11				
57	2	a	11	1	1	1	1	1	111	1	1	11				
58	1	a	11	1	1	1	1	1	111	1	1	11				
59	2	a	11	1	1	1	1	1	111	1	1	11				
60	1	a	11	1	1	1	1	1	111	1	1	11				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
61	1	a	11	1	1	1	1	1	111	1	1	11				
62	1	a	11	1	1	1	1	1	111	1	1	11				
63	1	a	11	1	1	1	1	1	111	1	1	11				
64	1	a	11	1	1	1	1	1	111	1	1	11				
65	1	a	11	1	1	1	1	1	111	1	1	11				
66	1	b	11	1	1	1	1	1	111	1	1	11				
67	2	b	11	1	1	1	1	1	111	1	1	11				
68	2	b	11	1	1	1	1	1	111	1	1	11				
69	1	b	11	1	1	1	1	1	111	1	1	11				
70	1	b	11	1	1	1	1	1	111	1	1	11				
71	1	b	11	1	1	1	1	1	111	1	1	11				
72	1	b	11	1	1	1	1	1	111	1	1	11				
73	1	b	11	1	1	1	1	1	111	1	1	11				
74	1	b	11	1	1	1	1	1	111	1	1	11				
75	1	b	11	1	1	1	1	1	111	1	1	11				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
76	1	b	11	1	1	1	1	1	111	1	1	11				
77	1	b	11	1	1	1	1	1	111	1	1	11				
78	2	b	11	1	1	1	1	1	111	1	1	11				
79	2	b	11	1	1	1	1	1	111	1	1	11				
80	2	b	11	1	1	1	1	1	111	1	1	11				
81	1	b	11	11	1	1	1	1	111	1	1	11				
82	1	b	11	11	1	1	1	1	111	1	1	11				
83	2	b	11	11	1	1	1	1	111	1	1	11				
84	1	b	11	11	1	1	1	1	111	1	1	11				
85	1	b	11	11	1	1	1	1	111	1	1	11				
86	1	a	11	11	1	1	1	1	111	1	1	11				
87	2	a	11	11	1	1	1	1	111	1	1	11				
88	1	a	11	11	1	1	1	1	111	1	1	11				
89	1	a	11	11	1	1	1	1	111	1	1	11				
90	1	a	11	11	1	1	1	1	111	1	1	11				



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
91	1	a	11	11	1	1	1	1	111	1	1	11				
92	1	a	11	11	1	1	1	1	111	1	1	11				
93	2	a	11	11	1	1	1	1	111	1	1	11				
94	1	a	11	11	1	1	1	1	111	1	1	11				
95	1	a	11	11	1	1	1	1	111	1	1	11				
96	2	a	11	11	1	1	1	1	111	1	1	11				
97	2	a	11	11	1	1	1	1	111	1	1	11				
98	2	a	11	11	1	1	1	1	111	1	1	11				
99	1	a	11	111	1	1	1	1	111	1	1	11				
100	1	a	11	111	1	1	1	1	111	1	1	11				
101	1	a	11	111	1	1	1	1	111	1	1	11				
102	1	a	11	111	1	1	1	1	111	1	1	11				
103	1	a	11	111	1	1	1	1	111	1	1	11				
104	1	a	11	111	1	1	1	1	111	1	1	11				
105	1	a	11	111	1	1	1	1	111	1	1	11				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
106	2	a	11	111	1	1	1	1	111	1	1	11				
107	1	a	11	111	1	1	1	1	111	1	1	11				
108	2	a	11	111	1	1	1	1	111	1	1	11				
109	2	a	11	111	1	1	1	1	111	1	1	11				
110	1	a	11	111	1	1	1	1	111	1	1	11				
111	1	a	11	111	1	1	1	1	111	1	1	11				
112	1	a	11	111	1	1	1	1	111	1	1	11				
113	1	a	11	111	1	1	1	1	111	1	1	11				
114	1	a	11	111	1	1	1	1	111	1	1	11				
115	1	a	11	111	1	1	1	1	111	1	1	11				
116	1	a	11	111	1	1	1	1	111	1	1	11				
117	1	a	11	111	1	1	1	1	111	1	1	11				
118	1	a	11	111	1	1	1	1	111	1	1	11				
119	2	a	11	111	1	1	1	1	111	1	1	11				
120	2	a	11	111	1	1	1	1	111	1	1	11				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
121	2	a	11	111	11	1	1	1	111	11	1	11				
122	1	a	11	111	11	1	1	1	111	11	1	11				
123	1	a	11	111	11	1	1	1	111	11	1	11				
124	1	a	11	111	11	1	1	1	111	11	1	11				
125	1	a	11	111	11	1	1	1	111	11	1	11				
126	1	a	11	111	11	1	1	1	111	11	1	11				
127	1	a	11	111	11	1	1	1	111	11	1	11				
128	1	a	11	111	11	1	1	1	111	11	1	11				
129	2	a	11	111	11	1	1	1	111	11	1	11				
130	2	a	11	111	11	1	1	1	111	11	1	11				
131	1	b	11	111	11	11	1	1	111	11	1	11				
132	1	b	11	111	11	11	1	1	111	11	1	11				
133	1	b	11	111	11	11	1	1	111	11	1	11				
134	1	b	11	111	11	11	1	1	111	11	1	11				
135	2	b	11	111	11	11	1	1	111	11	1	11				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
136	2	a	II	III	II	II	I	I	III	II	I	II				
137	1	a	II	III	II	II	I	I	III	II	I	II				
138	1	a	II	III	II	II	I	I	III	II	I	II				
139	1	a	II	III	II	II	I	I	III	II	I	II				
140	2	a	II	III	II	II	I	I	III	II	I	II				
141	1	b	II	III	II	II	I	I	III	II	I	II				
142	1	b	II	III	III	II	I	I	III	II	I	II				
143	1	b	II	III	III	II	I	I	III	II	I	II				
144	1	b	II	III	III	II	I	I	III	II	I	II				
145	1	a	II	III	III	II	I	I	III	II	I	II				
146	2	a	II	III	III	II	I	I	III	II	I	II				
147	2	a	II	III	III	II	I	I	III	II	I	II				
148	2	a	II	III	III	II	I	I	III	II	I	II				
149	1	a	II	III	III	II	I	I	IV	II	I	II				
150	1	a	II	III	III	II	I	I	IV	II	I	II				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
151	1	a	II	III	III	II	II	I	IV	II	I	II				
152	1	a	II	III	III	III	II	I	IV	II	I	II				
153	1	a	II	III	III	III	II	I	IV	II	I	II				
154	1	a	II	III	III	III	II	I	IV	II	I	II				
155	2	a	II	III	III	III	II	I	IV	II	I	II				
156	2	a	II	III	III	III	II	I	IV	II	I	II				
157	2	a	II	III	III	III	II	I	IV	II	I	II				
158	1	a	II	III	III	III	II	I	IV	II	I	II				
159	1	a	II	III	III	III	II	I	IV	II	I	II				
160	1	a	II	III	III	III	II	I	IV	II	I	II				
161	1	a	II	III	III	III	II	I	IV	II	I	II				
162	1	a	II	III	III	III	II	I	IV	II	I	II				
163	1	a	II	III	III	III	II	I	IV	II	I	II				
164	1	a	II	III	III	III	II	I	IV	II	I	II				
165	1	a	II	III	III	III	II	I	IV	II	I	II				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
166	1	a						1			1					
167	2	a						1			1					
168	1	a						1			1					
169	1	a						1			1					
170	1	b						1			1					
171	1	b						1			1					
172	1	b						1			1					
173	2	b						1			1					
174	2	b						1			1					
175	2	b						1			1					
176	2	b						1			1					
177	2	b						1			1					
178	1	b						1			1					
179	1	b						1			1					
180	1	b						1			1					

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
181	2	a	III	III	III	III	III	I	IV	II	I	II				
182	2	a	III	III	III	III	III	I	IV	III	I	II				
183	2	a	III	III	III	III	III	I	IV	III	I	II				
184	1	a	III	III	III	III	III	I	IV	III	I	II				
185	2	a	III	III	III	III	III	I	IV	III	I	II				
186	2	a	III	III	III	III	III	I	IV	III	I	II				
187	2	a	III	III	III	III	III	I	IV	III	I	II				
188	2	a	III	III	III	III	III	I	IV	III	I	II				
189	2	a	III	III	III	III	III	I	IV	III	I	II				
190	2	a	III	III	III	III	III	I	IV	III	I	II				
191	1	a	III	III	III	III	III	I	IV	III	I	II				
192	1	a	III	III	III	III	III	I	IV	III	I	II				
193	1	b	III	III	III	III	III	I	IV	III	I	II				
194	1	b	III	III	III	III	III	I	IV	III	I	II				
195	1	b	III	III	III	III	III	I	IV	III	I	II				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
196	1	b	III	III	III	III	III	I	IV	III	I	II				
197	1	b	III	III	III	III	III	I	IV	III	I	II				
198	1	a	III	III	III	III	III	I	IV	III	I	II				
199	1	a	III	III	III	III	III	I	IV	III	I	II				
200	1	a	III	III	III	III	III	I	IV	III	I	II				
201	1	a	III	III	III	III	III	I	IV	II	I	II				
202	1	a	III	III	III	III	III	II	IV	II	I	II				
203	2	a	III	III	III	III	III	II	IV	II	I	II				
204	2	a	III	III	III	III	III	II	IV	II	I	II				
205	2	b	III	III	III	III	III	II	IV	II	I	II				
206	2	b	III	III	III	III	III	II	IV	II	I	II				
207	2	b	III	III	III	III	III	II	IV	II	I	II				
208	2	b	III	III	III	III	III	II	IV	II	I	II				
209	1	b	III	III	III	III	III	II	IV	II	I	II				
210	1	a	III	III	III	III	III	II	IV	II	I	II				



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
211	1	a	III	III	III	III	III	II	IV	II	I	II				
212	1	a	III	III	III	III	III	II	IV	II	I	II				
213	1	a	III	III	III	III	III	II	IV	II	I	II				
214	1	a	III	III	III	III	III	II	IV	II	I	II				
215	1	a	III	III	III	III	III	II	IV	II	I	II				
216	1	a	III	III	III	III	III	II	IV	II	I	II				
217	1	a	III	III	III	III	III	II	IV	II	I	II				
218	1	a	III	III	III	III	III	II	IV	II	I	II				
219	1	a	III	III	III	III	III	II	IV	II	I	II				
220	1	a	III	III	IV	III	IV	II	IV	II	I	II				
221	1	a	IV	III	IV	III	IV	II	IV	III	I	II				
222	1	a	IV	III	IV	III	IV	II	IV	III	I	II				
223	1	b	IV	III	IV	III	IV	II	IV	III	I	II				
224	1	b	IV	III	IV	III	IV	II	IV	III	I	II				
225	1	b	IV	III	IV	III	IV	II	IV	III	I	II				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
226	2	b	iv	iii	iv	iii	iv	ii	iv	iii	i	ii				
227	2	a	iv	iii	iv	iii	iv	ii	iv	iii	i	ii				
228	2	a	iv	iii	iv	iii	iv	ii	iv	iii	i	ii				
229	2	a	iv	iii	iv	iii	iv	ii	iv	iii	i	ii				
230	1	a	iv	iii	iv	iv	iv	ii	iv	iii	i	ii				
231	2	a	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
232	2	a	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
233	2	a	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
234	2	a	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
235	2	a	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
236	1	b	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
237	2	b	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
238	2	b	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
239	1	b	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				
240	2	a	iv	iii	iv	iv	iv	ii	vi	iii	i	ii				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
241	2	a	iv	iii	iv	iv	iv	ii	ii	iii	i	ii				
242	2	a	iv	iii	iv	iv	iv	ii	ii	iii	i	ii				
243	2	a	iv	iii	iv	iv	iv	ii	ii	iii	i	ii				
244	1	a	iv	iii	iv	iv	iv	ii	ii	iii	i	ii				
245	2	a	iv	iii	iv	iv	iv	ii	ii	iii	i	ii				
246	2	a	iv	iii	iv	iv	iv	ii	ii	iii	i	ii				
247	1	a	iv	iv	iv	iv	iv	ii	ii	iii	i	ii				
248	1	a	iv	iv	iv	iv	iv	ii	ii	iii	i	ii				
249	1	a	iv	iv	iv	iv	iv	ii	ii	iii	i	ii				
250	1	a	v	iv	v	iv	iv	ii	ii	iv	i	ii				
251	1	a	v	iv	v	v	iv	ii	ii	iv	i	ii				
252	1	a	v	iv	v	v	iv	ii	ii	iv	i	ii				
253	2	a	v	iv	v	v	iv	ii	ii	iv	ii	ii				
254	2	a	v	iv	v	v	iv	ii	ii	iv	ii	ii				
255	2	a	v	iv	v	v	iv	ii	ii	iv	i	ii				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
256	1	a	v	iv	vi	v	iv	ii	ii	iv	ii	ii				
257	1	a	v	iv	vi	v	iv	ii	ii	iv	ii	ii				
258	1	a	v	iv	vi	v	iv	ii	ii	iv	ii	ii				
259	2	a	v	iv	vi	v	iv	ii	ii	iv	ii	ii				
260	1	a	v	iv	vi	v	iv	ii	ii	iv	ii	ii				
261	2	a	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
262	2	a	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
263	2	a	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
264	2	b	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
265	1	b	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
266	1	b	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
267	1	b	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
268	1	b	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
269	2	b	v	iv	vi	v	iv	ii	vi	iv	ii	iii				
270	2	b	v	iv	vi	v	iv	ii	vi	iv	ii	iii				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
271	1	b	VI	IV	VI	V	IV	II	VI	V	II	III				
272	2	b	VI	IV	VI	V	IV	II	VI	V	II	III				
273	2	b	VI	IV	VI	V	IV	II	VI	V	II	III				
274	2	b	VI	IV	VI	V	IV	II	VI	V	II	III				
275	2	b	VI	IV	VI	V	IV	II	VI	V	II	III				
276	2	a	VI	IV	VI	V	IV	II	VI	V	II	III				
277	1	a	VI	IV	VI	V	IV	II	VI	V	II	III				
278	1	a	VI	IV	VI	V	IV	II	VI	V	II	III				
279	1	a	VI	IV	VI	V	IV	II	VI	V	II	III				
280	1	a	VI	IV	VI	V	V	III	VI	V	II	III				
281	1	b	VI	IV	VI	V	V	III	VI	V	II	III				
282	1	b	VI	IV	VI	V	V	III	VI	V	II	III				
283	1	b	VI	IV	VI	V	V	III	VI	V	II	III				
284	2	b	VI	IV	VI	V	V	III	VI	V	II	III				
285	2	c	VI	IV	VI	V	V	III	VI	V	II	III				

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
286	2	c	VI	IV	VI	V	V	III	VI	V	II	III				
287	2	c	VI	IV	VI	V	V	III	VI	V	II	III				
288	2	c	VI	IV	VI	V	V	III	VI	V	II	III				
289	2	b	VI	IV	VI	V	V	III	VI	V	II	III				
290	1	b	VI	IV	VI	V	V	III	VI	V	II	III				
291	2	a	VI	IV	VI	V	V	III	VI	V	II	III				
292	2	a	VI	IV	VI	V	VI	III	VI	V	II	III				
293	2	b	VI	IV	VI	V	VI	III	VI	V	II	III				
294	2	b	VI	IV	VI	V	VI	III	VI	V	II	III				
295	2	b	VI	IV	VI	V	VI	III	VI	V	II	III				
296	1	b	VI	IV	VI	V	VI	III	VI	V	II	III				
297	1	b	VI	IV	VI	V	VI	III	VI	V	II	III				
298	1	b	VI	IV	VI	V	VI	III	VI	V	II	III				
299	2	b	VI	IV	VI	V	VI	III	VI	V	II	III				
300	1	b	VI	IV	VI	V	VI	III	VI	V	II	III				

9(c)

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY Participants in Adult Literacy Programmes

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	b	1	1	1	1	1	1	1	1	1	1	1			
2	2	b	1	1	1	1	1	1	1	1	1	1	1			
3	2	b	1	1	1	1	1	1	1	1	1	1	1			
4	1	b	1	1	1	1	1	1	1	1	1	1	1			
5	1	b	1	1	1	1	1	1	1	1	1	1	1			
6	1	b	1	1	1	1	1	1	1	1	1	1	1			
7	1	b	1	1	1	1	1	1	1	1	1	1	1			
8	1	b	1	1	1	1	1	1	1	1	1	1	1			
9	2	c	1	1	1	1	1	1	1	1	1	1	1			
10	2	b	1	1	1	1	1	1	1	1	1	1	1			
11	2	b	1	1	1	1	1	1	1	1	1	1	1			
12	1	a	1	1	1	1	1	1	1	1	1	1	1			
13	1	a	1	1	1	1	1	1	1	1	1	1	1			
14	1	c	1	1	1	1	1	1	1	1	1	1	1			
15	1	c	1	1	1	1	1	1	1	1	1	1	1			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
16	1	c	1	11	1	1	1	1	1	1	1	1	1			
17	1	c	1	11	1	1	1	1	1	1	1	1	1			
18	1	a	1	11	1	1	1	1	1	1	1	1	1			
19	1	c	1	11	1	1	1	1	1	1	1	1	1			
20	1	c	1	11	1	1	1	1	1	1	1	1	1			
21	1	c	1	11	11	1	1	1	1	1	1	1	1			
22	1	c	1	11	11	1	1	1	1	1	1	1	1			
23	2	c	1	11	11	1	1	1	1	1	1	1	1			
24	1	a	1	11	11	1	1	1	1	1	1	1	1			
25	1	a	1	11	11	1	1	1	1	1	1	1	1			
26	1	a	1	11	11	1	1	1	1	1	1	1	1			
27	1	a	1	11	11	1	1	1	1	1	1	1	1			
28	2	a	1	11	11	1	1	1	1	1	1	1	1			
29	2	a	1	11	11	1	11	1	1	1	1	1	1			
30	2	a	1	11	11	1	11	1	1	1	1	1	1			



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
31	1	c	1	11	11	1	1	1	1	1	1	1	1			
32	1	c	1	11	11	1	1	1	1	1	1	1	1			
33	1	c	1	11	11	1	1	1	1	1	1	1	1			
34	1	c	1	11	11	1	1	1	1	1	1	1	1			
35	2	a	1	11	11	1	1	1	1	1	1	1	1			
36	1	a	1	11	11	1	1	1	1	1	1	1	1			
37	1	c	1	11	11	1	1	1	1	1	1	1	1			
38	2	a	1	11	11	1	1	1	1	1	1	1	1			
39	2	a	1	11	11	1	1	1	1	1	1	1	1			
40	1	a	1	11	11	1	1	1	1	1	1	1	1			
41	1	a	1	11	11	1	1	1	1	1	1	1	1			
42	1	a	1	11	11	1	1	1	1	1	1	1	1			
43	1	a	1	11	11	1	1	1	1	1	1	1	1			
44	1	a	1	11	11	1	1	1	1	1	1	1	1			
45	1	a	1	11	11	1	1	1	1	1	1	1	1			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
46	1	a	1	11	11	1	11	1	1	1	1	1	1			
47	2	a	1	11	11	1	11	1	1	1	1	1	1			
48	2	b	1	11	11	1	11	1	1	1	1	1	1			
49	2	b	1	11	11	1	11	1	1	1	1	1	1			
50	2	c	1	11	11	1	11	1	1	1	1	1	1			
51	2	b	1	11	11	1	11	1	1	11	1	1	1			
52	2	c	1	11	11	1	11	1	1	11	1	1	1			
53	2	c	1	11	111	1	11	1	1	11	1	1	1			
54	2	b	1	11	111	1	11	1	1	11	1	1	1			
55	2	a	1	11	111	1	11	1	1	11	1	1	1			
56	1	a	1	11	111	1	11	1	1	11	1	1	1			
57	1	a	1	11	111	1	11	1	1	11	1	1	1			
58	1	a	1	11	111	1	11	1	1	11	1	1	1			
59	2	a	1	11	111	1	11	1	1	111	1	1	1			
60	2	a	1	11	111	1	11	1	1	111	1	1	1			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
61	1	d	1	iv	iii	1	ii	1	1	iii	1	1	1			
62	1	d	1	iv	iii	1	ii	1	1	iii	1	1	1			
63	1	c	1	iv	iii	1	ii	1	1	iii	1	1	1			
64	1	d	1	iv	iii	1	ii	1	1	iii	1	1	1			
65	1	d	1	iv	iii	1	ii	1	1	iii	1	1	1			
66	1	d	1	iv	iii	1	ii	1	1	iii	1	1	1			
67	1	d	1	iv	iii	1	ii	1	1	iii	1	1	1			
68	1	d	1	iv	iii	1	ii	1	1	iii	1	1	1			
69	1	d	1	iv	iii	1	ii	1	ii	iii	1	1	1			
70	1	c	1	iv	iii	1	ii	1	ii	iii	1	1	1			
71	1	c	1	iv	iii	1	ii	1	ii	iii	1	1	1			
72	1	c	1	iv	iii	1	ii	1	ii	iii	1	1	1			
73	1	d	1	iv	iii	1	ii	1	ii	iii	1	1	1			
74	1	d	1	iv	iii	1	ii	1	ii	iii	1	1	1			
75	1	d	1	iv	iii	1	ii	1	ii	iii	1	1	1			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
76	1	d	1	iv	iii	1	ii	1	ii	iii	1	1	1			
77	1	d	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
78	1	d	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
79	1	d	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
80	1	d	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
81	2	d	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
82	1	b	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
83	1	c	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
84	2	c	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
85	1	c	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
86	1	c	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
87	1	b	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
88	1	b	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
89	2	b	1	iv	iii	1	ii	ii	ii	iii	1	1	1			
90	1	b	1	iv	iii	1	ii	ii	ii	iii	1	1	1			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
91	1	b	I	IV	III	I	II	II	II	III	I	I	I			
92	2	b	I	IV	III	I	II	II	II	III	I	I	I			
93	1	c	I	IV	III	I	II	II	II	III	I	I	I			
94	1	c	I	IV	III	I	II	II	II	III	I	I	I			
95	1	c	I	IV	III	I	II	II	II	III	I	I	I			
96	2	d	I	IV	III	I	II	II	II	III	I	I	I			
97	1	d	I	IV	III	I	II	II	II	III	I	I	I			
98	1	c	I	IV	III	I	II	II	II	III	I	I	I			
99	2	c	I	IV	III	I	II	III	II	III	I	I	I			
100	2	c	I	IV	III	I	II	III	II	III	I	I	I			
101	1	d	I	V	III	I	II	III	II	III	II	I	I			
102	2	c	I	V	III	I	II	III	II	III	II	II	I			
103	1	c	I	V	III	I	II	III	II	III	II	II	I			
104	1	c	I	V	III	I	II	III	II	III	II	II	III			
105	1	c	I	V	III	I	II	III	II	III	II	II	III			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
106	2	a	1	v	///	1	11	///	11	///	11	11	///			
107	2	c	1	v	///	1	11	///	11	///	11	11	///			
108	2	a	1	v	///	1	11	///	11	///	11	11	///			
109	2	a	1	v	///	1	11	///	11	///	11	11	///			
110	1	a	1	v	///	1	11	///	11	///	11	11	///			
111	1	a	1	v	///	1	11	///	11	///	11	11	///			
112	2	a	1	v	///	1	11	///	11	///	11	11	///			
113	2	a	1	v	///	1	11	///	11	///	11	11	///			
114	2	a	1	v	///	1	11	///	11	///	11	11	///			
115	1	c	1	v	///	1	11	///	11	///	11	11	///			
116	1	a	1	v	///	1	11	///	11	///	11	11	///			
117	1	a	1	v	///	1	11	///	11	///	11	11	///			
118	2	a	1	v	///	1	11	///	11	///	11	11	///			
119	2	c	1	v	///	1	11	///	11	///	11	11	///			
120	2	c	1	v	///	1	11	///	11	///	11	11	///			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
121	2	a	II	VI	III	I	II	III	III	III	II	II	III			
122	2	a	II	VI	III	I	II	III	III	III	II	II	III			
123	2	a	II	VI	III	I	II	III	III	III	II	II	III			
124	1	a	II	VI	III	I	II	III	III	III	II	II	III			
125	1	c	II	VI	III	I	II	III	III	III	II	II	III			
126	1	c	III	VI	III	I	II	III	III	III	II	II	III			
127	2	b	III	VI	III	I	II	III	III	III	II	II	III			
128	1	b	III	VI	III	I	II	III	III	III	II	II	III			
129	2	b	III	VI	III	I	II	III	III	III	II	II	III			
130	2	b	III	VI	III	I	II	III	III	III	II	II	III			
131	2	b	III	VI	III	I	II	III	III	III	II	II	V			
132	2	b	III	VI	III	I	II	III	III	III	II	II	V			
133	2	b	III	VI	III	I	II	III	III	III	II	II	V			
134	2	c	III	VI	III	I	II	III	III	III	II	II	V			
135	2	c	III	VI	III	I	II	III	III	III	II	II	V			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
136	1	C	III	VI	III	I	II	III	III	III	II	II	V			
137	1	C	III	VI	III	I	II	III	III	III	II	II	V			
138	2	C	IV	VI	III	I	II	III	III	III	II	II	V			
139	1	C	IV	VI	III	I	II	III	III	III	II	II	V			
140	1	C	IV	VI	III	I	II	III	III	III	II	II	V			
141	1	b	IV	VI	III	I	II	III	III	III	II	II	V			
142	1	b	IV	VI	III	I	II	III	III	III	II	II	V			
143	2	b	IV	VI	III	I	II	III	III	III	II	II	V			
144	2	b	IV	VI	III	I	II	III	III	III	II	II	V			
145	2	a	IV	VI	III	I	II	III	III	III	II	II	V			
146	2	a	IV	VI	III	I	II	III	III	III	II	II	V			
147	2	a	IV	VI	III	I	II	III	III	III	II	II	V			
148	1	C	IV	VI	III	I	II	III	III	III	II	II	V			
149	1	C	IV	VI	III	I	II	III	III	III	II	II	V			
150	1	C	IV	VI	III	I	II	III	III	III	II	II	V			



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
151	2	a	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
152	2	c	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
153	2	c	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
154	2	c	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
155	2	d	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
156	2	d	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
157	2	d	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
158	2	a	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
159	2	a	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
160	1	a	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
161	1	b	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
162	1	b	iv	vi	iii	i	ii	iv	iii	iii	ii	ii	v			
163	2	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			
164	2	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			
165	2	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
166	2	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			
167	2	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			
168	2	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			
169	1	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			
170	1	b	iv	vi	iii	i	ii	iv	iii	iii	iii	ii	v			
171	1	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
172	2	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
173	2	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
174	2	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
175	1	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
176	2	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
177	1	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
178	2	c	iv	vi	iii	i	ii	v	iii	iii	iii	ii	v			
179	1	c	iv	vi	iii	iii	ii	v	iii	iii	iii	ii	v			
180	2	c	iv	vi	iii	iii	ii	v	iii	iii	iii	ii	v			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
181	2	c	iv	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
182	2	c	iv	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
183	1	c	iv	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
184	2	c	iv	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
185	2	c	iv	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
186	2	c	vi	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
187	1	c	vi	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
188	1	c	vi	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
189	2	c	vi	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
190	2	d	vi	vi	iii	iii	iii	v	iii	iii	iv	iv	v			
191	1	d	vi	vi	iii	iii	iii	v	v	iii	iv	iv	v			
192	1	d	vi	vi	iii	iii	iii	v	v	iii	iv	iv	v			
193	1	d	vi	vi	iii	iii	iii	v	v	iii	iv	iv	v			
194	2	b	vi	vi	iii	iii	iii	v	v	iii	iv	iv	v			
195	2	b	vi	vi	iii	iii	iii	v	v	ii	iv	iv	v			

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

[illegible]

9(d)

# ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA

INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS

INTERVIEW CATEGORY Past Participants in Adult Education Programmes

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	1	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	1	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	2	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	2	C	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	1	C	1	1	1	1	1	1	1	11	1	1	1	1	1	11
7	1	C	1	1	1	1	1	1	1	11	1	1	1	1	1	11
8	1	C	1	1	1	1	1	1	1	11	1	1	1	1	1	11
9	2	C	1	1	1	1	1	1	1	11	1	1	1	1	1	11
10	2	C	1	1	1	1	1	1	1	11	1	1	1	1	1	11
11	2	C	1	1	1	1	1	1	1	111	1	1	1	1	1	11
12	2	C	1	1	1	1	1	1	1	111	1	1	1	1	1	11
13	1	C	1	1	1	1	1	1	1	111	1	1	1	1	1	11
14	1	C	1	1	1	1	1	1	1	111	1	1	1	1	1	11
15	1	C	1	1	1	1	1	1	1	111	1	1	1	1	1	11

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
16	1	C	1	1	1	1	1	1	1	111	1	1	1	1	1	111
17	2	C	1	1	1	1	1	1	1	111	1	1	1	1	1	111
18	1	C	1	1	1	1	1	1	1	111	1	1	1	1	1	111
19	1	C	1	1	1	1	1	1	1	111	1	1	1	1	1	111
20	1	C	1	1	1	1	1	1	1	111	1	1	1	1	1	111
21	1	C	1	1	1	1	1	11	1	111	1	1	1	1	1	111
22	1	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111
23	2	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111
24	2	C	1	1	1	1	1	11	1	111	1	1	1	1	1	111
25	2	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111
26	2	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111
27	1	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111
28	1	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111
29	1	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111
30	1	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
31	1	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111
32	1	c	1	1	1	1	1	11	1	111	1	1	1	1	1	111
33	1	c	1	1	1	1	1	11	1	111	1	1	1	1	1	111
34	2	b	1	1	1	1	1	11	1	111	1	1	1	1	1	111
35	1	c	1	1	1	1	1	11	1	111	1	1	1	1	1	111
36	1	c	1	1	1	1	1	11	1	111	1	1	1	1	1	111
37	2	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111
38	1	c	1	1	1	1	1	11	1	111	1	1	1	1	1	111
39	1	c	1	1	1	1	1	11	1	111	1	1	1	1	1	111
40	2	c	1	1	1	1	1	11	1	111	1	1	1	1	1	111
41	1	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111
42	1	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111
43	1	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111
44	1	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111
45	2	d	1	1	1	1	1	11	1	111	1	1	1	1	1	111

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
46	2	a														
47	2	a														
48	2	a														
49	1	a														
50	1	a														
51	1	a														
52	1	a														
53	1	a														
54	1	a														
55	1	a														
56	1	a														
57	2	b														
58	1	b														
59	1	b														
60	2	b														



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
61	1	C	1	11	1	1	1	11	1	1V	11	1	1	1	1	111
62	2	C	1	11	1	1	1	11	1	1V	11	1	1	1	1	111
63	1	C	1	11	1	1	1	11	1	1V	11	1	1	1	1	111
64	1	C	1	11	1	1	1	11	1	1V	11	1	1	1	1	111
65	1	C	1	11	1	1	1	11	1	1V	11	1	1	1	1	111
66	2	b	11	11	1	1	11	11	1	1V	11	1	1	1	1	111
67	2	d	11	11	1	1	11	11	1	1V	11	1	1	1	1	111
68	1	d	11	11	1	1	11	11	11	1V	11	1	1	1	1	111
69	2	b	11	11	1	1	11	11	11	1V	11	1	1	1	1	111
70	1	d	11	11	1	1	11	11	11	1V	11	1	1	1	1	111
71	1	d	11	11	1	11	11	11	11	1V	11	1	1	1	1	111
72	2	b	11	11	1	11	11	11	11	1V	11	1	1	1	1	111
73	1	b	11	11	1	11	11	11	11	1V	11	1	1	1	1	111
74	1	b	11	11	1	11	11	11	11	1V	11	1	1	1	1	111
75	1	b	11	11	1	11	11	11	11	1V	11	1	1	1	1	111

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
76	1	b	11	11	1	1	11	11	11	11	11	1	1	1	1	11
77	2	c	11	11	1	1	11	11	11	11	11	1	1	1	1	11
78	1	b	11	11	1	1	11	11	11	11	11	1	1	1	1	11
79	1	b	11	11	1	1	11	11	11	11	11	1	1	1	1	11
80	1	b	11	11	1	1	11	11	11	11	11	1	1	1	1	11
81	1	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
82	2	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
83	1	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
84	1	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
85	1	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
86	2	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
87	1	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
88	1	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11
89	2	b	11	11	1	11	11	11	11	11	11	1	1	1	1	11
90	1	c	11	11	1	11	11	11	11	11	11	1	1	1	1	11

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
91	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
92	2	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
93	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
94	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
95	2	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
96	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
97	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
98	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
99	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
100	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
101	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
102	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
103	1	C	II	III	I	II	II	II	II	V	III	II	I	I	I	III
104	1	b	II	III	I	II	II	II	II	V	III	II	I	I	I	III
105	1	b	II	III	I	II	II	II	II	V	III	II	I	I	I	III

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
106	1	b	11	111	1	11	11	11	11	✓	111	11	1	1	1	111
107	1	b	11	111	1	11	11	11	11	✓	111	11	1	1	1	111
108	2	b	11	111	1	11	11	11	11	✓	111	11	1	1	1	111
109	1	b	11	111	1	11	11	11	11	✓	111	11	1	1	1	111
110	1	b	11	111	1	11	11	11	11	✓	111	11	1	1	1	111
111	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
112	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
113	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
114	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
115	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
116	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
117	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
118	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
119	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111
120	1	b	11	111	1	11	11	11	111	✓	111	11	1	1	1	111

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
121	2	d			I					V			I		I	
122	2	d			I					V			I		I	
123	2	d			I					V			I		I	
124	2	d			I					V			I		I	
125	1	e			I					V			I		I	
126	2	b			I					V			I		I	
127	2	e			I					V			I		I	
128	2	e			I					V			I		I	
129	2	b			I					V			I		I	
130	1	b			I					V			I		I	
131	2	b			I					V			I	V	I	
132	2	b			I					V			I	V	I	
133	2	b			I					V			I	V	I	
134	2	b			I					V			I	V	I	
135	1	d			I					V			I	V	I	

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
136	2	d	II	III	I	III	II	II	III	V	IV	II	I	V	I	III
137	2	b	II	III	I	III	II	II	III	V	IV	II	I	V	I	III
138	1	c	II	III	I	III	II	II	III	V	IV	II	I	V	I	III
139	1	c	II	III	I	III	II	II	III	V	IV	II	I	V	I	III
140	2	c	II	III	I	III	II	II	III	V	IV	II	I	V	I	III
141	2	b	II	III	I	III	III	II	III	V	IV	II	I	V	I	III
142	1	c	II	III	I	III	III	II	III	V	IV	II	I	V	I	III
143	1	c	II	III	I	III	III	II	III	V	IV	II	I	V	I	III
144	2	b	II	III	I	III	III	II	III	V	IV	II	I	V	I	III
145	2	b	II	III	I	III	III	II	III	V	IV	II	I	V	I	III
146	2	c	II	III	I	III	III	II	III	V	IV	II	I	V	I	III
147	1	c	II	III	I	III	III	II	III	V	IV	II	I	V	I	III
148	1	c	II	III	I	III	III	II	III	V	IV	II	II	V	I	III
149	2	b	II	III	I	III	III	II	III	V	IV	II	II	V	I	III
150	2	c	II	III	I	III	III	II	III	V	IV	II	II	V	I	III

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
151	2	b			I				✓	✓				✓	I	
152	2	b			I				✓	✓				✓	I	
153	1	c			I				✓	✓				✓	I	
154	2	b			I				✓	✓				✓	I	
155	2	b			I				✓	✓				✓	I	
156	2	b			I				✓	✓				✓	I	
157	1	b							✓	✓				✓	I	
158	1	b							✓	✓				✓	I	
159	1	b							✓	✓				✓	I	
160	1	b							✓	✓				✓	I	
161	1	b							✓	✓				✓	I	
162	1	b							✓	✓				✓	I	
163	1	b							✓	✓				✓	I	
164	2	b							✓	✓				✓	I	
165	1	b							✓	✓				✓	I	

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
166	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
167	1	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
168	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
169	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
170	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
171	1	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
172	1	c	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
173	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
174	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
175	1	c	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
176	1	c	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
177	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
178	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
179	2	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III
180	1	b	III	III	II	III	III	III	V	VI	IV	II	II	V	II	III



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
181	2	b	III	III	II	IV	III	III	VI	VI	V	III	II	V	II	III
182	2	b	III	III	II	IV	III	III	VI	VI	V	III	II	V	II	III
183	1	b	III	III	II	IV	III	III	VI	VI	V	III	II	V	II	III
184	1	b	III	III	II	IV	III	III	VI	VI	V	III	II	V	II	III
185	2	c	III	III	II	IV	III	III	VI	VI	V	III	II	V	II	III
186	2	c	III	IV	II	IV	III	III	VI	VI	V	III	II	V	II	III
187	1	b	III	IV	II	IV	III	III	VI	VI	V	III	II	V	II	III
188	2	b	III	IV	II	IV	III	III	VI	VI	V	III	II	V	II	III
189	2	b	III	IV	II	IV	III	III	VI	VI	V	III	II	V	II	III
190	2	c	III	IV	II	IV	III	III	VI	VI	V	III	II	V	II	III
191	2	b	IV	IV	II	IV	III	III	VI	VI	VI	III	II	V	II	III
192	2	c	IV	IV	II	IV	III	III	VI	VI	VI	III	II	V	II	III
193	1	d	IV	IV	II	IV	III	III	VI	VI	VI	III	II	V	II	III
194	1	d	IV	IV	II	IV	III	III	VI	VI	VI	III	II	V	II	III
195	1	d	IV	IV	II	IV	III	III	VI	VI	VI	III	II	V	II	III

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

[illegible]

9(e)

## ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA

INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS

INTERVIEW CATEGORY **Non Participants in Adult Education Programmes** .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	c	1	1	1	1	1	1	1							
2	1	c	1	1	1	1	1	1	1							
3	2	c	1	1	1	1	1	1	1							
4	1	c	1	1	1	1	1	1	1							
5	1	c	1	1	1	1	1	1	1							
6	2	c	1	1	1	1	1	1	1							
7	2	d	1	1	1	1	1	1	1							
8	2	d	1	1	1	1	1	1	1							
9	2	d	1	1	1	1	1	1	1							
10	2	d	1	1	1	1	1	1	1							
11	1	a	1	1	1	1	1	1	1							
12	2	a	1	1	1	1	1	1	1							
13	2	c	1	1	1	1	1	1	1							
14	1	c	1	1	1	1	1	1	1							
15	1	c	1	1	1	1	1	1	1							

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
16	1	C	1	1	1	11	1	1	1							
17	1	C	1	1	1	11	1	1	1							
18	1	C	1	1	1	11	1	1	1							
19	2	C	1	1	1	11	1	1	1							
20	1	C	1	1	1	11	1	1	1							
21	2	b	1	1	1	11	1	1	1							
22	2	b	11	1	1	11	1	1	1							
23	2	b	11	1	1	11	1	1	1							
24	1	b	11	1	1	11	1	1	1							
25	1	b	11	1	1	11	1	1	1							
26	2	b	11	1	1	11	1	1	1							
27	2	b	11	1	1	11	1	1	1							
28	2	b	11	1	1	11	1	1	1							
29	2	b	11	1	1	11	1	1	1							
30	2	b	11	1	1	11	1	1	1							

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
31	1	b	11	1	1	11	1	1	1							
32	1	b	11	1	1	11	1	1	1							
33	1	b	11	1	1	11	1	1	1							
34	1	b	11	1	1	11	1	1	1							
35	1	b	11	1	1	11	1	1	1							
36	1	b	11	1	1	11	1	1	1							
37	1	b	11	1	1	11	1	1	1							
38	2	b	11	1	1	11	1	1	1							
39	2	b	11	1	1	11	1	1	1							
40	2	b	11	1	1	11	1	1	1							
41	2	c	11	1	1	11	1	1	1							
42	2	c	11	1	1	11	1	1	1							
43	2	c	11	1	1	11	1	1	1							
44	2	c	11	1	1	11	1	1	1							
45	1	c	11	1	1	11	1	1	1							

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
46	1	C	11	1	1	11	1	1	1							
47	1	C	11	1	1	11	1	1	1							
48	1	C	11	1	1	11	1	1	1							
49	1	C	11	1	1	11	1	1	1							
50	2	a	11	1	1	11	1	1	1							
51	2	a	11	1	1	11	1	1	1							
52	1	a	111	1	1	11	1	1	1							
53	2	a	111	1	1	11	1	1	1							
54	2	a	111	1	1	11	1	1	1							
55	2	C	111	1	1	11	1	1	1							
56	1	C	111	1	1	11	1	1	1							
57	1	C	111	11	1	11	1	1	1							
58	1	C	111	11	1	11	1	1	1							
59	1	C	111	11	1	11	1	1	1							
60	1	C	111	11	1	11	1	1	1							

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
61	1	d			1		1	1	1							
62	1	d			1		1	1	1							
63	2	d			1		1	1	1							
64	1	d			1		1	1	1							
65	2	d			1		1	1	1							
66	1	e			1		1	1	1							
67	2	e			1		1	1	1							
68	2	e			1		1	1	1							
69	2	e			1		1	1	1							
70	1	e			1		1	1	1							
71	2	d			1		1	1	1							
72	2	d			1		1	1	1							
73	2	d			1		1	1	1							
74	1	d			1		1	1	1							
75	2	d			1		1	1	1							

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
76	2	d	///													
77	2	d	///													
78	2	d	///													
79	2	d	///													
80	2	d	///													
81	2	a	///													
82	2	a	///													
83	1	a	///													
84	1	a	///													
85	2	a	///													
86	2	a	///													
87	2	a	///													
88	2	a	///													
89	2	a	///													
90	2	a	///													



ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
91	1	a			1		1	1								
92	1	b			1		1	1								
93	2	b			1		1	1								
94	2	b			1		1	1								
95	2	b			1		1	1								
96	1	b			1		1	1								
97	2	b			1		1	1								
98	2	b			1		1	1								
99	1	b			1		1	1								
100	1	b			1		1	1								
101	2	c			1		1	1								
102	2	c			1		1	1								
103	2	c			1		1	1								
104	2	d			1		1	1								
105	2	d			1		1	1								

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
106	2	a														
107	1	a														
108	1	a														
109	1	a														
110	2	a														
111	2	a														
112	2	a														
113	2	a														
114	2	c														
115	2	c														
116	2	c														
117	2	c														
118	2	c														
119	2	c														
120	2	c														

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
121	1	C	IV	III	I	II	I	I	II							
122	1	C	IV	III	I	II	I	I	II							
123	1	C	IV	III	I	II	I	I	II							
124	2	C	IV	III	I	II	I	I	II							
125	2	C	IV	III	I	II	I	I	II							
126	2	C	IV	III	I	II	I	I	II							
127	2	b	IV	III	I	II	I	I	II							
128	2	b	IV	III	I	II	I	I	II							
129	2	b	IV	III	I	II	I	I	II							
130	1	b	IV	III	I	II	I	I	II							
131	2	b	IV	IV	I	II	I	I	II							
132	2	b	IV	IV	I	II	I	I	II							
133	2	C	IV	IV	I	II	I	I	II							
134	2	C	IV	IV	I	II	I	I	II							
135	2	a	IV	IV	I	II	I	I	II							

MINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

X: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
136	2	a	iv	iv	1	11	11	1	11							
137	2	b	iv	iv	1	11	11	1	11							
138	1	c	iv	iv	1	11	11	1	11							
139	1	c	iv	iv	1	11	11	1	11							
140	1	c	iv	iv	1	11	11	1	11							
141	2	c	iv	iv	1	11	11	1	11							
142	2	c	iv	iv	1	11	11	1	11							
143	2	c	iv	iv	1	11	11	1	11							
144	2	b	iv	iv	1	11	11	1	11							
145	2	b	iv	iv	1	11	11	1	11							
146	1	b	iv	iv	1	11	11	1	11							
147	1	c	iv	iv	1	11	11	1	11							
148	1	c	iv	iv	1	11	11	1	11							
149	1	c	iv	iv	1	11	11	1	11							
150	2	c	iv	iv	1	11	11	1	11							

INISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 ERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 ERVIEW CATEGORY .....

: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
151	2	d	iv	iv	1	ii	iii	1	ii							
152	2	d	iv	iv	1	ii	iii	1	ii							
153	2	d	iv	iv	1	ii	iii	1	ii							
154	2	d	iv	iv	1	ii	iii	1	ii							
155	2	c	iv	iv	1	ii	iii	1	ii							
156	1	c	iv	iv	1	ii	iii	1	ii							
157	2	c	iv	iv	1	ii	iii	1	ii							
158	2	c	iv	iv	1	ii	iii	1	ii							
159	1	c	iv	iv	1	ii	iii	1	ii							
160	1	c	iv	iv	1	ii	iii	1	ii							
161	2	a	iv	v	1	ii	v	1	ii							
162	2	a	iv	v	1	ii	v	1	ii							
163	2	a	iv	v	1	ii	v	1	ii							
164	2	a	iv	v	1	ii	v	1	ii							
165	1	a	iv	v	1	ii	v	1	ii							

MINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

X: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
166	1	a	iv	v	1	ii	v	1	ii							
167	2	a	iv	v	1	ii	v	1	ii							
168	2	a	iv	v	1	ii	v	1	ii							
169	2	a	iv	v	1	ii	v	1	ii							
170	2	a	iv	v	1	ii	v	1	ii							
171	2	a	iv	vi	1	ii	vi	1	ii							
172	2	a	iv	vi	1	ii	vi	1	ii							
173	2	a	iv	vi	1	ii	vi	ii	ii							
174	1	a	iv	vi	1	ii	vi	ii	ii							
175	2	a	iv	vi	1	ii	vi	ii	ii							
176	2	a	iv	vi	1	ii	vi	ii	ii							
177	2	a	iv	vi	1	ii	vi	ii	ii							
178	2	a	iv	vi	1	ii	vi	ii	ii							
179	2	a	iv	vi	1	ii	vi	ii	ii							
180	2	a	iv	vi	1	ii	vi	ii	ii							

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
 INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
 INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

RESPONDENTS			INTERVIEW QUESTIONS AND ALTERNATIVE RESPONSES													
NUMBER	SEX	AGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14
181	2	a	v	VI	I	II	VI	II	II							
182	2	b	v	VI	I	II	VI	II	II							
183	2	c	v	VI	I	II	VI	II	II							
184	1	c	v	VI	I	II	VI	II	II							
185	1	c	v	VI	I	II	VI	II	II							
186	2	b	v	VI	I	II	VI	II	II							
187	1	b	v	VI	I	II	VI	II	II							
188	2	b	v	VI	I	II	VI	II	II							
189	2	c	v	VI	I	II	VI	II	II							
190	2	c	v	VI	I	II	VI	II	II							
191	2	c	VI	VI	I	II	VI	II	II							
192	2	c	VI	VI	I	II	VI	II	II							
193	2	c	VI	VI	I	II	VI	II	II							
194	2	c	VI	VI	I	II	VI	II	II							
195	2	c	VI	VI	I	II	VI	II	II							

ADMINISTRATION AND PRACTICE OF ADULT EDUCATION IN THE LAGOS STATE OF NIGERIA  
INTERVIEW FORM AND GUIDES TO BE COMPLETED BY INTERVIEWERS DURING INTERVIEWS  
INTERVIEW CATEGORY .....

SEX: MALE(1) FEMALE(2) AGE: BELOW 20(a) 21-30(b) 31-40(c) 41-50(d) 51+(e)

[illegible]



MALES 15..... FEMALES 5..... TOTAL 20.....

## APPENDIX 10(a)

## SUMMARY OF ALTERNATIVE RESPONSES BY INTERVIEWEES

RESPONDENTS' CATEGORY Adult Educators

MALES 35 FEMALE 15 TOTAL 50

[illegible]

## APPENDIX 10 (b)

## SUMMARY OF ALTERNATIVE RESPONSES BY INTERVIEWEES

RESPONDENTS' CATEGORY Participants in Continuing Adult Education.....MALES 200 FEMALES 100 TOTAL 300

QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SECTION I														
MALE	29	54	83	91	105	147	14	83	166	7				
FEMALE	19	26	37	39	45	54	7	37	86	2				
TOTAL	48	80	120	130	150	201	21	120	252	9				
PERCENTAGE	16	26.66	40	43.33	50	67	7	40	84	3				
SECTION II														
MALE	90	12	16	16	17	40	20	55	21	162				
FEMALE	30	6	5	5	4	38	28	26	27	90				
TOTAL	120	18	21	21	21	78	48	81	48	252				
PERCENTAGE	40	6	7	7	7	26	16	27	16	84				
SECTION III														
MALE	32	94	51	47	27	9	73	25		17				
FEMALE	20	54	27	31	21	12	26	23		22				
TOTAL	52	138	78	78	48	21	99	48		39				
PERCENTAGE	17.33	49.33	26	26	16	7	33	16		13				
SECTION IV														
MALE	12	27	13	8	28		74	11						
FEMALE	17	27	17	13	32		28	10						
TOTAL	29	54	30	21	60		102	21						
PERCENTAGE	9.66	18	10	7	20		34	7						
SECTION V														
MALE	11		3	23	6		0	13						
FEMALE	10		3	27	6		0	17						
TOTAL	21		6	50	12		0	30						
PERCENTAGE	7		2	16.66	4		0	10						
SECTION VI														
MALE	13		17		3		19							
FEMALE	17		28		6		11							
TOTAL	30		45		9		30							
PERCENTAGE	10		15		3		10							

[illegible]

## APPENDIX 10(d)

## SUMMARY OF ALTERNATIVE RESPONSES BY INTERVIEWEES

RESPONDENTS' CATEGORY ..... Past Participants in Adult Education Programmes .....

MALES .....120..... FEMALES .....80..... TOTAL .....200.....

QUESTIONS	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SECTION I														
MALE	42	40	98	46	42	13	47	3	32	56	91	86	98	3
FEMALE	23	20	58	24	23	7	20	2	18	26	56	32	58	2
TOTAL	65	60	156	70	65	20	67	5	50	82	147	118	156	5
PERCENTAGE	32.5	30	78	35	32.5	10	35.5	2.5	25	41	73.5	59	78	2.5
SECTION II														
MALE	50	18	22	42	51	100	31	3	21	56	26	4	23	6
FEMALE	35	7	22	12	24	45	12	2	11	42	27	8	21	4
TOTAL	85	25	44	54	75	145	43	5	32	98	53	12	44	10
PERCENTAGE	42.5	12.5	22	27	37.5	72.5	21.5	2.5	16	49	26.5	6	22	5
SECTION III														
MALE	18	56		25	27	15	19	34	29	8				112
FEMALE	22	44		31	33	20	21	16	19	12				73
TOTAL	40	100		56	60	35	40	50	48	20				185
PERCENTAGE	20	50		28	30	17.5	20	25	24	10				92.5
SECTION IV														
MALE	5	6		8			0	6	22					
FEMALE	5	9		12			0	4	28					
TOTAL	10	15		20			0	10	50					
PERCENTAGE	5	7.5		10			0	5	25					
SECTION V														
MALE							15	56	3					
FEMALE							15	34	7					
TOTAL							30	90	10					
PERCENTAGE							15	45	5					
SECTION VI														
MALE							8	18	5			30		
FEMALE							12	22	5			40		
TOTAL							20	40	10			70		
PERCENTAGE							10	20	5			35		

MALES 70      FEMALES 130      TOTAL 200

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