

**A STUDY OF THE PERCEPTION OF THE NOMENCLATURE,  
ADULT AND NON-FORMAL EDUCATION, BY THE ADULT AND  
NON-FORMAL EDUCATION STUDENTS OF THE UNIVERSITY OF  
BENIN**

**BY**

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**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,  
FACULTY OF EDUCATION,  
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BENIN-CITY.**

**DECEMBER, 2014.**

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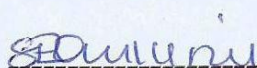
**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,  
FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN,  
BENIN-CITY.**

**A PROJECT WRITTEN IN THE DEPARTMENT OF ADULT AND  
NON-FORMAL EDUCATION, SUBMITTED TO THE FACULTY OF  
EDUCATION IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF B.A. (ED) DEGREE IN  
ADULT EDUCATION/ENGLISH AND LITERATURE**

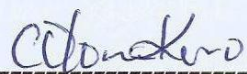
**DECEMBER, 2014.**

## CERTIFICATION

We certify that this research work was carried out by NSOFOR, JANE ADAMMA in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin-City in partial fulfilment of the requirement for the award of B.A. (Ed) Degree in Adult Education/English and Literature.

  
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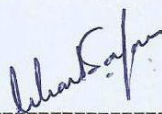
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## DEDICATION

This research work is dedicated to God Almighty for his love and direction to my darling husband Mr Okechukwu Emmanuel Emelie for his unwavering support.

## ACKNOWLEDGEMENT

I wish to express my sincere gratitude to all those who contributed to the success of my research study in one way or the other.

My thanks goes to my project supervisor Dr. Omiunu who employed patience and care in reading the manuscripts for my research work and made useful corrections and suggestions on this work. May Almighty God bless you for the role you performed.

My gratitude also goes to my darling husband for his encouragement, love and financial support throughout my final year and during this research study.

I also wish to thank my dear parents Mr and Mrs Innocent Ozulumba Nsofor who started the journey of my academic life for their encouragement and support throughout my period of study.

My unreserved thanks also goes to all the lecturers who taught me at one level of my academic study. May Almighty God bless you with more knowledge.

Thank you all

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## ABSTRACTS

The study investigated the perception of the nomenclature 'Adult and Non-Formal Education' by the students of Adult and Non-Formal Education, University of Benin. The survey research design was adopted for the study. The population was comprised of 100 undergraduates of Adult and Non-Formal Education, 25 students from each level of the undergraduate study constituted the sample of the study. A researcher based questionnaire designed to find out how the students perceive the nomenclature of the department, validated for face and content with a reliability coefficient of 0.74 by test re-test method was used to collect information from the respondents. Research questions were used as the basis for the analysis of the results. The results of the study are in the following order; the students of Adult and Non-Formal Education are not proud of the nomenclature of the department, the students of Adult and Non-Formal Education are ashamed of the nomenclature of the department, majority of the students of Adult and Non-Formal Education are interested in school politics but are not confident to contest for the post of the SUG president for fear that they would lose out in the election because of the nomenclature of the department, the students of the department substitute the nomenclature of the department with other names they prefer in order to hide the shame that the nomenclature of the department brings to them, also, the students of the department wish for a change of the nomenclature of the department. The following were recommended; the students of the department should be encouraged to identify with the department and spread the good news of adult education to the society, the students should be encouraged to contest for elective posts in the school and stop concluding that they would fail when they haven't tried, the nomenclature of the department should be changed to a nomenclature that is more fashionable than Adult and Non-Formal Education so as to make students feel proud to tell people their course of study and stop substituting the nomenclature of their department with other names.

## CHAPTER ONE

### INTRODUCTION

#### **Background of the study**

Adult education as an organized system has been in existence in Nigeria since the nineteenth century. This does not mean that adult education has not been existing in Nigeria before the nineteenth century. Adult education in Nigeria can be traced to the coming of the Arabs in the eleventh century. The itinerant Arabs who came for business needed to communicate with the Nigerians in order for the business they came for to move on smoothly. So, they began to teach the adult northerners how to read and write in the Arabic language with the intention of helping them to learn how to read the Quran and become true and devoted Muslims.

The British laid the foundation of modern adult education in Nigeria in 1940. The outbreak of the Second World War brought a change in the attitudes of the British government to the extension of

literacy education to a large number of Nigerians (Anyanwu et.al 1985).Aderinoye (1997) stated that Holy Trinity Anglican School Kano started evening classes in 1940. Thus, it was after the Second World War that the government of northern Nigeria saw that majority of the northerners were illiterates. So, in 1946, the northern government set up a Department of Adult Education in the regional ministry of education. By the end of 1946, the government and non-governmental agencies were very much focused towards the development of adult education.

According to Anyanwu et.al (1985) “by the end of 1949, University of Ibadan being the only university in Nigeria was faced with the responsibility of grappling with the problem of adult education throughout the country. The department however addressed itself tenaciously to this responsibility and organized classes at various centres in Nigeria”. Anyanwu et.al also posited that: “Until 1962, the University of Ibadan Extra-Mural Department was the only agency which operated tutorial classes in Nigeria”.

Anyanwu et.al (1985) stated that “The independence of Nigeria in 1960, ushered in a new era in the establishment of universities in Nigeria and with the establishment of these new universities the task of organizing adult education was shared among the emergent universities: The University of Nigeria, Nsukka founded in 1960, the Universities of Ife and Lagos founded in 1962, Ahmadu Bello University at Zaria founded in 1962 also, the University of Benin founded in 1970 were the universities that took part in providing extra-mural classes”.

When activities took off in the University of Benin, after its establishment, the department of adult and non-formal education started. This was in 1976 and it started with the nomenclature ‘Centre for Extra-Mural Studies and Extension Services’. The department which started with the nomenclature ‘Centre for Extra-Mural Studies and Extension Services’ later changed to its nomenclature to ‘Adult and Extra-Mural Education’ in the 1979/80 academic session. In the 1982/83 session, the department was renamed ‘Adult and Non-Formal Education’ which is

still the nomenclature of the department till date. The department is solely responsible for the training of students on adult education and awarding them degrees from the undergraduate level to the post graduate level in the University of Benin.

Based on the fact that adult education is a field of human endeavour which has a vital role to play in every society in terms of development and organization of the society, its promotion, campaign and embracement should be the concern of all but an observation of the attitude of people in the society, the facial expression of adult education students of the University of Benin etc. when the name 'Adult and Non-Formal Education' is mentioned is quite surprising.

A look at the JAMB statistics for courses sort by students in the University of Benin showed that only a few students chose adult education students as their preferred course of study over the last ten years (see appendix 2). A look at the names of the past SUG presidents of the University of Benin over the last fifteen years and their respective

departments showed that no student from the Department of Adult and Non-Formal Education has emerged as the SUG president over the last fifteen years. Encounter with students of the department reveal that many do not like mentioning the name of the department in public.

The reasons for the above situations have been attributed to the hatred of the department by people. So, situations are found where students do not want to identify with the department.

There is need to create the right attitude, so that adult education in the University of Benin can be given proper commitment by a larger percentage of the students. A step towards the creation of the right attitude is the study of the perception of the nomenclature 'Adult and Non-Formal Education' by the students of the department in the University of Benin.

### **Statement of the problem**

Despite the number of years the department of Adult and Non-Formal Education has lasted in the University of Benin, and despite the

fact that it has been bearing the nomenclature 'Adult and Non-Formal Education' for some years now, the students of the department have their views concerning the nomenclature of the department. The recent orientation of the 2013/2014 100 level students made the researcher observe that the students show variant views on the nomenclature of the department, because some students were shouting happily while some were hissing and some kept straight faces when the Head of Department said that the department is the greatest in the Faculty of Education, University of Benin. Some murmured, "what is adult education?"

A study of the names and respective departments of the past and present SUG presidents over the past fifteen years revealed that no student from the department of Adult and Non-Formal Education has sat as the president of the SUG in the last fifteen years.

A study of the JAMB statistics of courses chosen by students in JAMB to study in the University of Benin, reveals that only a few students choose Adult and Non-Formal Education as their preferred

course of study at the undergraduate level each year for the last ten years.

Efforts made by other researchers to know how committed the students are to the affairs of the Department of Adult and Non-Formal Education has yielded little results. There is need to engage the right strategy to the problems of Adult Education by finding out the Perception of the Nomenclature 'Adult and Non-Formal Education' by the students of Adult and Non-Formal Education, University of Benin.

### **Research Questions**

- (1) How proud are the students of Adult and Non-Formal Education to tell people in the society that they are students of the Department of Adult and Non-Formal Education?
- (2) To what extent do the students of Adult and Non-Formal Education think that the nomenclature of the department makes people think that they are studying an irrelevant course?

- (3) To what extent are the students of the department interested in school politics?
- (4) To what extent do the students of the department think that they could contest for the post of SUG president and win?
- (5) How often do the students of the department substitute the nomenclature of their department with other nomenclatures they prefer?
- (6) To what extent do the students of Adult and Non-Formal Education think that the nomenclature of the department needs amendment?

### **Purpose of the study**

The purpose of this study is to determine how the students of Adult and Non-Formal Education of the University of Benin perceive the nomenclature 'Adult and Non-Formal Education'. Specifically, the study seeks to determine:

- (1) If the students are proud to tell people in public that they are students of the department of adult and non-formal education.

- (2) If the students of the department see the nomenclature of the department as a tool that makes a layman think that they are actually studying an irrelevant course.
- (3) If the students of the department see the nomenclature of the department as a hindrance to their being elected into elective posts in the Student Union.
- (4) If the students of the department substitute the nomenclature of their department with other nomenclatures.
- (5) If the students of the department think that the nomenclature of the department needs amendment or not.

### **Significance of the Study**

This study would reveal how the students of the department view the nomenclature of the department. It would serve as an eye opener to the department by making the administrators of the department to know how the students of the department perceive the nomenclature of the department.

The study would be of importance to researchers working on related topics. It would be a reference for them and help them in their literature review.

This study would be of value to Adult and Non-Formal Education planners. The planners would know through this study, the needs of their target population (students).

The study will be an addition to knowledge. It would add to previous works on the topic.

The study would also be of help to the department by presenting a very good opportunity for the students to express their minds on the nomenclature of the department.

### **Delimitation of the Study**

A study like this, ought to cover all students of the department; students at the undergraduate level, Master Degree level and PH.D level but due to the problem of non-availability of time and resource requirements, the study would be limited to the perception of the

nomenclature Adult and Non-Formal Education by one hundred Adult and Non-Formal Education students of the University of Benin.

### **Limitations of the Study**

In this study, the researcher encountered the problem of uncooperative attitude of the respondents during the research process; some feel that responding to a questionnaire is a waste of time.

### **Definition of terms**

**Nomenclature:** This means the name that somebody or something is known with.

**SUG:(Student Union Government):** An association of students in a particular university or college, concerned with students' rights, living conditions etc.

**Perception:** The idea, belief or image one has as a result of how he/she sees or understands something.

**A Layman:** A person who does not have expert knowledge of a particular subject.

**Amendment:** A small change or improvement that is made to something when the people who it belongs to or concerns, feel that it's present state does not satisfy them.

**Respondents:** The people whom the researcher would gather his information from.

**Illiterates:** People who do not know how to read and write or who do not know much about a particular subject.

**Extra-mural:** Studies arranged by a university, college etc. for people who only study part-time.

**Non-Formal Education:** Education which takes place outside the formal school system for people who are educationally disadvantaged at one level of education or the other.

## CHAPTER TWO

### LITERATURE REVIEW

Although not much has been written in this field of the perception of the nomenclature 'Adult and Non-Formal Education' in universities within and outside Nigeria, the researcher has made effort to lay hands on the very few available literature put forward by scholars within and outside Nigeria. Many countries and indeed institutions have their own perceptions of the nomenclature 'Adult Education' as can be seen in the way some institutions change their nomenclatures of the program due to the dynamic nature of the society. Therefore, this chapter dealing with some available literature related to the perception of the nomenclature 'Adult and Non-Formal Education' would be arranged under the following sub topics:

- (1)The meaning of perception
- (2)Characteristics of perception
- (3)Impactsof a nomenclature

(4)Nomenclatures of adult education in other countries of the world

(5)Adult education in Nigerian Universities and its nomenclature

### **Meaning of perception**

Perception as a term and concept has been defined and explained differently by many scholars based on the social, economic, political and religious factors of their environments. There is no one definition or explanation of perception. Some scholars have explained and given meaning to perception based on the content (subject matter) they are addressing, some see it as something that has to do with our physical environment while some have explained it as something that has to do with the mind of an individual.

“perception is one’s environment through physical sensation, which denotes an individual’s ability to understand” (Chambers Dictionary). However, psychologists have built their view of perception around their view of life that we are perceive things in our environments differently.

According to Nelson and Quick (2007: 83-84) “perception is the process of interpreting information about another person.” What this definition opines is that one’s perception of the things around him/her depends on the information one has and how correct one can interpret the information one has. In other words two or more people may have the same piece of information n but interpret it differently.

Rao and Narayan (2008: 329-330) shares the same view as the above definition by stating that: “perception is the process whereby people select, organise, and interpret sensory stimulations into meaningful information about their work environment.” They argue that perception is the single most important determinant of human behaviour, stating further that “there can be no behaviour without perception.” However, they emphasize that perception greatly influences human behaviour or psychological mechanism that enable people to understand their environment.

From a third perspective “perception refers to constructing an understanding of the social world from the data we get through our senses” (Michener, DeLamater and Myers 2004: 106). Thus, perception “refers to the process by which we form impressions of other people’s traits and personalities.” You may have noticed that by referring to “our senses” as the means of data collection the authors may have placed too much emphasis on its perception component, which the first two definitions clearly avoided. In order to shed more light on this concept it is important for you to pay attention to the following elements of the above definitions of perception listed by Rao and Narayan (2008):

1. Our attention, feelings and the way we act are influenced by our environment,
2. Perception helps you to gather data from your surrounding, process the data and make sense out of it,
3. In perception it is sometimes difficult to separate the information from the action,

4. It is basically a process of gaining mental understanding, and
5. Perception guides the perceiver in harnessing, processing and channelling relevant information towards fulfilling the perceiver's requirements.

Mead (2007) states that, perception has sometimes been defined as "the consciousness of particular material things present to sense." In other words, perception is the awareness of something that has been noticed by our senses which could be the sense of hearing, smell, touch, seeing or taste. So what we perceive must be present to our sense.

### **Characteristics of perception**

According to Nelson and Quick (2007), the three major characteristics of perception that influences people's attitude are:

**Perceiver-Specific Characteristics:** A factor that influences perception is the perceiver's attitude. For instance, since no woman has ruled Nigeria since its independence in 1960, one is likely to develop the attitude that

women are incapable of handling the challenges of leading this country, which has no empirical foundation.

**Target-specific characteristics:** Perception is also influenced by certain characteristics that are specific to the person being perceived (i.e. the target).

One of the most important target-specific characteristics is the role of the intentions of the target as inferred by the perceiver. For example, one may quickly conclude that someone who asks the name of your department may be asking because the person wants to laugh at him or her, meanwhile the person may be asking to know why he/she speaks intelligently.

**Situation-Specific Characteristics:** This is a very significant factor that affects the impression that is formed about someone by an individual. In other words, the Social context of the interaction is a major influence. For instance, anybody that interacts with the Chief executive of a bank in a

political rally would certainly go away with a different impression of him/her compared to meeting him in his/her bank office.

### **Meaning of nomenclature**

The oxford advanced learners dictionary defined nomenclature as a system of naming things.

Dictionary.com defined nomenclature as a set or system of names or terms, as those used in a particular science or art, by an individual or community etc. this implies that nomenclature is the term used to address a particular thing.

Business Dictionary defines nomenclature as a “set or system of official names, terms or specialised vocabulary used in a particular area, discipline, or subject such as accounting, engineering, finance, law.” In other words, nomenclature is the name for which something is known for.

Wegryn (2014) supports the definition given by the Oxford advanced learners dictionary by saying that nomenclature has

everything to do with giving names to objects or things. He went further to say that nomenclature is as old as man, that since man started existing, that man has been naming the things around him to suit his interest or purpose.

Joliweight (2000) also concurs with the views of Watt (1999) by stating that we name to achieve a purpose. He stated that nomenclatures are used for identification, that without names, it would be almost impossible to differentiate one thing from the other.

Kindara (1995) defined nomenclature as “the terms, identities and labels given to things by human beings for easier communication. He went further to add that every prospering human organization owes a lot to its nomenclature. She went further to state that names should reflect the purpose of an organization or a body to which it is given.

However, Oscar (2012) hold a contrary view to Kindara (1995) by stating that names in most cases occur by agreement. His views perpetuate the fact things are named conventionally in other words, that

names come by social agreement and not because they naturally reflect the things that bear them, which explains why each society have different names for different things.

### **Impacts of a Nomenclature**

Various people have varying opinion of a nomenclature. Some are of the opinion that nomenclature have effects on the behaviour of an individual or the perception of an organization by the society while some are of the opinion that the name of an individual's behaviour or the way the people and society at large perceives an organization.

Asthana (2007) states that names provide a powerful image of a person and influence people's reactions towards them. This simply implies that whatever name a person or thing bears goes a long way in determining how the person or thing is perceived and how people would react to such a person or thing.

Alter (2013) states that names come and fall out of fashion much as clothing styles, musical genres and haircuts do. This means that names

change with the society. Just as the society changes its view of things over time, it changes its view of names. Hence, there is need for institutions to keep to names that are acceptable to the society at a particular point in time. Tierney went further to state that names only have a significant influence when that is the only thing you know about a person. This stresses the fact that names give a layman a lot of impressions about one. Tierney also highlights the fact that a name can exert unconscious influence over a person's own choices. This implies that in an organisation, a name can make a person to decide to join a body of the organisation or not. For instance, one comes into a place where books are sold and the person sees a name that captures his mind, the person might decide to buy the book and know what it is about because he likes the name of the book. Alter (2013) also stated that organization with awful nomenclature get less interest from the members of the public as regards their products and that they were less

popular than other organizations who are in the same business with them who have nomenclature that are loved by the society.

Byrner (2010) supports Alter (2013) by stating that a name can have a profound impact, which can reverberates well into its future. He cited that David Figlio of Northwestern University in Illinois (2003) said that if we as a society pay a lot of attention to names. It makes a lot of sense that people's names might influence how they think about themselves and the way in which people might think about them. Bryner while talking about the impact of names on individuals stated that just as a person's accent or clothing can indicate something about the individual's background or character, so can a name, and just like any other external indicator, names can lie.

Bryner (2010) stated that accumulating research has shown a strong link between one's like or dislike of his or her name and high and low self-esteem respectively. This implies that a nomenclature that one likes can make one proud while the one that one hates can make one feel

he is inferior when compared with others that have names that sounds better to the society.

### **Nomenclatures of Adult Education in other countries**

Adult Education as a field of study is not studied in Nigeria alone. Other countries of the world have their own Adult Education within their educational system in one way or the other. According to the ministry of advanced programs (2014) “.....institutions choose to call it by many different names-some of these names include: adult basic education, college preparation, career preparation programs, developmental programs, access and career programs and so on.”

National Report of Denmark (2008) stated that Denmark has a long standing tradition of Adult Education and that most of the Danes are participants of the Adult Education programmes and that Adult Education is known as Folk High School in Denmark.

Ministry of Education and Research Sweden (2013) stated that the Sweden Adult Education is named thus: Municipal Adult Education

(komvux) Special Education for Adults (Sarvux) and Swedish for immigrants (SIF), Higher Vocational Education and Supplementary Educational courses. This goes to show that within this very country, there are different nomenclatures for adult education.

Mushi (2010) while writing on the history and development of education in Tanzania, stated that the Tanzanian adult education system is known as Adult and Non-Formal Education.

Zaidi (2003) stated that adult education in the USSR is known as Adult Education and lifelong learning.

Xengoji (2005) stated that in China, adult education is known as Adult Education.

Philips (1994) was of the opinion that every country of the world in one way or the other has its own adult education and its own peculiar nomenclature.

## **Adult Education in Nigerian universities and its nomenclatures**

Adult Education as a field of study has its department in various universities in Nigeria. In other words, many universities in Nigeria offer courses in Adult Education. These courses are offered at the undergraduate and post graduate levels in these universities. Just like other disciplines like English Language, Economics, philosophy etc. Adult Education in Nigerian universities have same but slightly different names. The above was stated by in the following sentences.

Anyanwu (1985) stated that the modern foundation of Adult Education in Nigeria was laid by the British in 1941. He went further to state that by 1949, University of Ibadan being the only university in Nigeria was faced with the responsibility of grappling with the problems of Adult Education throughout the country. He also posited that until 1962, the Ibadan Extra-Mural Department was the only agency which operated tutorial classes in Nigeria. He also stated that the University of Ibadan founded in 1948, University of Nigeria Nsukka, founded in 1960,

University of Ife and Lagos and Zaria founded in 1962, the University of Benin founded in 1970, the Universities of Jos, Calabar, Sokoto and Maiduguri founded in 1975 are universities that offer Adult Education in Nigeria.

Adewale (1995) states that, the Department of Adult Education, University of Ife, Ile-Ife (now ObafemiAwolowo University) was established in 1968. In 1973, it was renamed the Department of Continuing Education. He went further to state that because the department had no substantive Head of Department, the renaming of the Department of Adult Education to Department of Continuing Education was not implemented until 1975/76 academic session.

Omoruyi (2014) states that:

The department of Adult and Non-Formal Education, University of Benin was established in November 1976 with the name-The Centre for Extra-Mural studies and Extension Services. In the 1979/80 session, the centre was renamed the Department of Adult

and Extra-Mural Studies with the Faculty of Education as the core of its operational system. In order to join the global world, the department once more changed its nomenclature to Adult and Non-Formal Education to reflect many and varied programmes offered in the curriculum.

## **Conclusion**

Perception as a concept that has to do with the understanding of the things around human in his society is also something that people have about the nomenclature of adult and Non-Formal Education and each institution chooses its own nomenclature for the programme of adult education to suit its educational goals and within every society they change their nomenclature of the programme based on the way it is perceived by the majority of the people within the society.

Many societies of the world are now embracing this programme that is lifelong and using it as an instrument for the development of the society and making effort to train people in the society who would tutor

and man adult education, which explains why almost all institutions in the world today that have department of adult education are making progress towards successful establishment within the institution.

The way each society names its own adult educational system is based on the needs of that society and the linguistic meanings attached to names in that society.

From all these information above, it is obvious that different societies perceive adult education in different ways and so name it to suit their societal needs and that they change the name when they feel that it is not encompassing their target anymore.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the procedures or methods that were used in the collection of data.

#### **Research Design**

The survey research design was adopted for the study since the researcher could not collect data from all the students in the department through the use of questionnaire.

#### **Population of the study**

The population of the study consist of the undergraduate students of the Department of Adult and Non-Formal Education, University of Benin, Benin-City. A total of one hundred students were used for the study, 25 students being randomly selected from each of the four levels of the undergraduate study: 100,200,300 and 400 level.

## **Sample and Sampling Technique**

The four levels of the undergraduate study of the Department of Adult and Non-Formal Education, University of Benin comprised the sample of the study. The simple random sampling technique was adopted in selecting the sample of the study.

## **Research Instrument**

The instrument used for the collection of data was questionnaire. The questionnaire comprised 11 questions and it was divided into two sections: Section A and Section B. Section A, which comprised of four questions was designed to gather information on the name of the department of the respondents, level, course area and gender while Section B which comprised of seven questions was designed to explore the issues in the research questions and the respondents were required to tick 'Yes or No' by ticking in the brackets provided and in few cases, respond in few words.

## **Validity of the Instrument**

The instrument for data collection was subject to the scrutiny of the project supervisor and another lecturer in the Faculty of Education for face and content validation. Their comments and suggestions helped to improve the validity of the instrument.

## **Reliability of the Instrument**

A pilot study involving 12 respondents selected from the target group was used to ensure the reliability of the instrument and the results were correlated using the test re-test method of reliability with an interval of two weeks. A reliability coefficient of 0.74 was obtained using the Pearson Product Moment Correlation Formula. The 12 students used for the pilot study were however, excluded from the main study.

## **Method of Administration of the Instrument**

The four levels of the undergraduate study comprised the population of the study and the questionnaire was administered to the

respondents randomly and collected at the spot. The purpose of the questionnaire and how to fill them were highlighted in the questionnaire.

### **Method of data analysis**

The data collected were analysed using frequency and simple percentages. Every positive answer was scored 1 while every negative answer was scored 0

## CHAPTER FOUR

### PRESENTATION AND DISCUSSION OF DATA ANALYSIS

This chapter presents the data obtained using questionnaire of the one hundred undergraduate students of the Department of Adult and Non-Formal Education, University of Benin. This is shown below.

**Table 1:**

The table below shows the department of the respondents

Department	Number of respondents	Number of respondents in %
Adult and Non-Formal Education	100	100%

The table above shows that all the respondents were from the department of Adult and Non-Formal Education.

**Table 2:**

The table below shows the sex distribution of the respondents

Sex	Number of respondents	Number of respondents in %
Male	46	46%
Female	54	54%
Total	100	100%

The table above shows that the respondents were one hundred in number. 46 out of that 100 respondents were male while 54 were female, making up 46% and 56% respectively and a total of 100%.

**Table 3:**

The table below shows the academic levels of the respondents.

Level	Number of males	Number of males in %	Number of females	Number of females in %	Total	Total in %
100	13	13%	12	12%	25	25%
200	8	8%	17	17%	25	25%
300	13	13%	12	12%	25	25%
400	12	12%	13	13%	25	25%
Total					100	100%

The table above shows that the respondents were students from the four levels of the undergraduate study which are 100,200,300 and 400 level.

The first row shows that 13 males from 100 level responded to the questionnaire while 12 females from 100 level responded to the questionnaire. This made up 13% and 12% respectively and sum up to 25

students from 100 level. This shows that 100 level students comprised 25% of the sample.

The second row shows that 8 male students and 17 female students from 200 level responded to the questionnaire, making up 8% and 17% of the sample respectively and this sums up to a total of 25 students. This shows that 200 level students comprised 25% of the sample.

The third row shows that 12 male students and 13 female students from 300 level responded to the questionnaire, making up 12% and 13% respectively of the sample population. This shows that 300 level comprised 25% of the sample.

The fourth row shows that 12 male students and 13 female students from 400 level responded to the questionnaire, making up 12% and 13% respectively of the sample population. This shows that 400 level students comprised 25% of the sample.

**Table 4:**

The table below shows the course areas of the respondents.

Course area	Number of students	Number of students in %
English and Literature	28	28%
Professional	26	26%
Economics and Statistics	22	22%
Pol. Sci. and Pub. Admin.	24	24%
Total	100	100%

The table above shows the four course areas of the Department of Adult and Non-Formal Education which are: Adult Education/English and Literature, Adult Education Professional, Adult Education/Economics and Statistics Adult Education/Political Science and Public administration.

The first row shows that 28 Adult Education/English and Literature students responded to the questionnaire and this makes up 28% of the sample population.

The second row shows that 26 Adult Education Professional students responded to the questionnaire and this makes up 26% of the sample population.

The third row shows that 22 Adult Education/Economics and Statistics students responded to the questionnaire and this makes up 22% of the sample population.

The fourth row shows that 24 Adult Education/Political Science and Public Administration students responded to the questionnaire. This comprised 24% of the sample population.

### **Research Question 1**

How proud are the students of Adult and Non-Formal Education to tell people in the society that they are students of the Department of Adult and Non-Formal Education?

**Table 5:**

This shows the responses of the students of Adult and Non-Formal Education (undergraduates) regarding how proud they feel to tell people in the society the nomenclature of their department.

SN	Items	No of yes	No of yes in %	No of no	No of no in %
1	Do you feel proud to tell people the name of your department?	23	23%	77	77%
2	Do you feel ashamed to tell people the name of your department for fear of what they might think about your course of study?	67	67%	33	33%

In item 1, majority of the respondents (77%) indicated that they do not feel proud to tell people the nomenclature of their department while 23% indicated a contrary view. This shows that the students are not proud of the nomenclature of their department.

In item 2, the table shows that 67% of the respondents are ashamed to tell people in the society the nomenclature of their department because of what people might think about their course of study once the nomenclature is mentioned while 33% of the respondents showed a contrary view. This shows that the students of the department are ashamed of the nomenclature of the department.

## **Research Question 2**

To what extent do the students of Adult and Non-Formal Education think that the nomenclature of the department makes people think that they are studying an irrelevant course?

**Table 6:**

This show the perception of the society on the nomenclature 'Adult and Non-Formal Education'.

SN	Items	No of yes	No of yes in %	No of no	No of no in %
3	Do you think that the nomenclature of the department makes people in the society to assume that you are studying an irrelevant course?	87	87%	13	13%

In the third item, 87% of the respondents indicated that the nomenclature of the department makes people in the society think that they are studying an unimportant course while 17% showed a contrary response.

**Research Question 3**

To what extent are the students of the department interested in school politics?

**Table 7:**

This shows the level of interest of the students of the department in school politics.

SN	Item	No of yes	No of yes in %	No of no	No of no in %
4	Are you interested in school politics?	62	62%	38	38%

In the fourth item, 62% of the respondents indicated that they were interested in school politics while 38% showed a contrary response. This shows that majority of the students of the department are interested in school politics.

#### Research Question 4

To what extent do the students of the department think that they can contest for the president of the SUG and win?

#### Table 8:

This shows the opinion of the students towards contesting for the post of the SUG president.

SN	Item	No of yes	No of yes in %	No of no	No of no in %
5	Do you think that apart from other factors that the name of your department would hinder you from winning SUG president if you contest?	56	56%	44	44%

In the fifth item, 56% of the respondents indicated that they think that apart from other factors that the nomenclature of the department

would hinder them from winning the post of SUG president if they contest while 44% showed a contrary view. This shows that majority of the students of the department see the nomenclature of the department as a hindrance to the winning of the post of the SUG president.

**Research Question 5**

How often do the students of the department substitute the nomenclature of their department with other nomenclatures they prefer?

**Table 9:**

This table shows how the students identify with the department.

SN	Item	No of yes	No of yes in %	No of no	No of no in %
6	Do you substitute the name of your department with your course area or other names you think sounds better to the society when asked the name of your department?	74	74%	26	26%

In the sixth item, majority of the respondents (74%) indicated that they substitute the nomenclature of their department with other names they prefer, while 26% showed a contrary response. This means that the students of the department substitute the nomenclature of their department with other nomenclatures they prefer.

**Research Question 6**

To what extent do the students of Adult and Non-Formal Education think that the nomenclature of the department needs amendment?

**Table 10:**

SN	Item	No of yes	No of yes in %	No of no	No of no in %
7	If you are in a position of authority, would you suggest that the name of the department be changed?	91	91%	9	9%

In the seventh item, 91% of the respondents indicated that they would like the nomenclature of the department to be changed while 9% showed a contrary view. This shows that the students of the department wish that the nomenclature of the department be changed.

### **Discussion of Findings**

The study investigated the perception of the nomenclature 'Adult and Non-Formal Education' by the students of the Department of Adult and Non-Formal Education, University of Benin. The research questions were the basis for the analysis using the information gathered from the questionnaire.

The study revealed that the students of the department do not feel proud to tell people the nomenclature of their department. Majority of the students feel ashamed to tell people the nomenclature of their department because of what people might think about their course of study. Hence it could be said that they dislike the nomenclature of the department.

Even though evidence from the data analysed showed that a good number of the students are interested in politics, majority of the students do not wish to contest for the post of SUG president for fear that people would not vote for them because of the nomenclature of the department.

Furthermore, the study revealed that the students of the department substitute the nomenclature of the department with other nomenclatures they think sounds better to the society than the nomenclature of the department. This means that the students of the department lie when asked the nomenclature of their department.

In addition to the above, the study revealed that the students of the department wish that the nomenclature of the department be changed.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarises the research work, concludes it, makes recommendations based on the findings and conclusions and gives suggestions for further studies.

This chapter is therefore organised into the following subheadings:

- (a) Summary
- (b) Conclusion
- (c) Recommendations
- (d) Suggestions for further studies

#### **Summary**

The study was designed to investigate how the students of the department of Adult and Non-Formal education perceive the nomenclature 'Adult and Non-Formal Education'.

The related literature was reviewed under the following sub topics:

The meaning of perception, impacts of perception on people's attitude,

meaning of nomenclature, impacts of a nomenclature, meaning of adult education, nomenclature of adult education in other countries of the world, and adult education in Nigerian universities and its nomenclatures.

The survey research design was adopted and by simple random sampling technique, a sample population was got from the total population of undergraduate adult education students. The questionnaire was used as the basis for data collection by distributing it to the sample population and collecting it at the spot.

The questionnaire was the basis for answering the research questions. The information gathered were analysed using frequency and simple percentages.

The findings of the study revealed that:

- (1) The students of the department do not feel proud to tell people the name of their department.
- (2) A good number of the students are interested in school politics.

- (3) The students feel that apart from other factors that the nomenclature of the department would hinder them from winning the post of SUG president if they contest.
- (4) The students of the department substitute the nomenclature of the department with other nomenclatures they feel are more appropriate.
- (5) The students feel that the nomenclature of the department gives people the impression that they are studying an unimportant course.
- (6) The students of the department wish that the nomenclature of the department be changed.

## **Conclusion**

The students of Adult and Non-Formal Education are ashamed of the nomenclature of the department. Majority of the students are interested in politics but feel that the nomenclature of the department would hinder them from winning the post of SUG president if they contest for it.

The students of the department substitute the nomenclature of their department with other names in order to hide the shame they feel that the nomenclature of the department brings to them.

Also, the students of the department wish for a change of the nomenclature of the department.

### **Recommendations**

Based on the findings of the study, and the conclusion above, the following recommendations are put forward:

- (1) The students of the department should be encouraged to identify with the department and spread the good news of adult education to the society.
- (2) The students should be encouraged to contest for the post of SUG president without concluding that the nomenclature of the department would make them lose out in the election without trial.
- (3) The nomenclature of the department should be changed to a nomenclature that is more fashionable than Adult and Non-Formal

Education so as to make students feel proud to tell people their course of study and stop substituting the nomenclature of their department with other names.

### **Suggestions for further studies**

Although this research has been done, it should not be considered final to the perception of the nomenclature 'Adult and Non-Formal Education' by students of the department. More people are encouraged to conduct the research in the department of Adult Education in other institutions of higher learning.

Also, more people are encouraged to carry out the research on the topic using another method of data collection like interview.

In addition to the above, more people are encouraged to research on the nomenclature that would be more suitable for the department than Adult and Non-Formal education.

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## **APPENDIX**

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,  
FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN,**

**BENIN-CITY.**

**QUESTIONNAIRE**

**Dear Sir/Madam,**

A questionnaire designed to determine the perception of the nomenclature 'Adult and Non-Formal Education' by Adult and Non-Formal Education students of the University of Benin.

**INSTRUCTIONS**

Please, honestly tick the appropriate bracket as it relates to you in each item and supply answers where necessary.

**SECTION A**

- (1). **Name of department**.....
- (2). **Sex:** Male ( ) Female ( )
- (3). **Level:** 100( ) 200 ( ) 300 ( ) 400 ( )
- (4). **Course area:** .....

**SECTION B**

- (5) Do you feel proud telling people the name of your department?  
Yes ( ) No ( )

(6) Do you feel ashamed to tell people the name of your department for fear of what they might think about your course of study?

Yes ( ) No ( )

(7) Do you think that the nomenclature of the department makes people in the society to assume that you are studying an irrelevant course?

Yes ( ) No ( )

(8) Are you interested in school politics?

Yes ( ) No ( )

(9) Do you think that apart from other factors that the name of your department would hinder you from winning SUG president if you contest?

Yes ( ) No ( )

(10). Do you substitute the name of your department with your course area or other names you think sounds better to the society when asked the name of your department?

Yes ( ) No ( )

(11). If you are in a position of authority, would you suggest that the name of the department be changed?

Yes ( ) No ( )



**Joint Admissions And Matriculation Board**  
**Unified Tertiary Matriculation Examination 2015**  
**Statistics of Choices of Courses in Institution**

Date Printed: Monday, December 15, 2014

Name of Institution: **University Of Benin, Benin City**

No	Course	1st Choice	2nd Choice	3rd Choice	4th Choice	Total
1	Accounting	2,308	5	0	0	2,313
2	Actuarial Science	5	0	0	0	5
3	Adult Education	1	0	0	0	1
4	Adult Education / Political Science And Public Adminis	5	0	0	0	5
5	Adult Education/Economics And Statistics	4	0	0	0	4
6	Agricultural Economics	54	1	0	0	55
7	Agricultural Science And Education	29	0	0	0	29
8	Anatomy	24	0	0	0	24
9	Animal Biology And Environment	11	0	0	0	11
10	Animal Science	21	0	0	0	21
11	Banking And Finance	682	1	0	0	683
12	Biochemistry	258	0	1	0	259
13	Botany	4	0	0	0	4
14	Business Administration	1,732	9	1	0	1,742
15	Business Education	24	1	0	0	25
16	Chemical Engineering	464	0	0	0	464
17	Chemistry	10	0	0	0	10
18	Civil Engineering	744	2	0	0	746
19	Computer Education	7	0	0	0	7
20	Computer Engineering	700	1	0	0	701
21	Computer Science	700	3	0	0	703
22	Dentistry And Dental Surgery	134	0	0	0	134
23	Drama/Dramatic/Performing Arts	128	1	0	0	129
24	Early Childhood Education	3	0	0	0	3
25	Economics And Statistics	821	0	1	0	822
26	Education & Economics	96	0	0	0	96
27	Education & Mathematics	12	0	0	0	12
28	Education & Physics	3	0	0	0	3
29	Education & Religious Studies	4	0	0	0	4
30	Education And Biology	33	0	0	0	33
31	Education And Chemistry	4	0	0	0	4
32	Education And English Language And Literature	60	0	0	0	60
33	Education And French	1	0	0	0	1
34	Education And Geography	3	0	0	0	3
35	Education And History	1	0	0	0	1
36	Education And Political Science	24	0	0	0	24
37	Education And Social Studies	16	0	0	0	16
38	Educational Administration	6	0	0	0	6