

STATUS OF ADULT EDUCATION STUDY IN UNIVERSITY OF BENIN

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UNIVERSITY OF BENIN

AUGUST 2021

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND NON-FORMAL
EDUCATION IN PARTIAL FULFILMENT OF REQUIREMENTS FOR THE AWARD OF
BACHELOR OF EDUCATION (ADULT EDUCATION) DEGREE IN UNIVERSITY OF BENIN**

AUGUST 2021

CERTIFICATION

This is to certify that this project work was carried out by **Egharevba Otasowie Eghosa** of the department of Adult and Non-formal education, University of Benin, Benin city Edo state.

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DEDICATION

This work is dedicated to God almighty for his guidance and protection throughout my stay in school, and also my family for their support.

ACKNOWLEDGEMENT

The beauty of this work can only be fully appreciated with recourse to some special people who in diverse yet significant ways contributed to its successful completion and to whom I owe the success.

My gratitude goes to the Almighty God who is the author and the finisher of my existence, may his name be glorified.

My immeasurable gratitude goes to my supervisor Mrs. M. Akerele for her painstaking and motherly care towards ensuring the successful completion of this research; I cannot thank you enough Ma. My special thanks also go to the head of the Department of Adult and Non-formal Education, Prof. M. O. Oyitso and my project coordinator Mrs. G. Abey-Fashae, my amiable course adviser Mrs. R. O. Oronsaye, Head of Distance Learning Prof. F. E. O. Omoruyi and other lecturers in the department of Adult and non-formal education. Thank you all for your impartation.

My utmost regard goes to my mother Mrs. Evelyn Sanders for her parental care, love and financial support throughout my university days.

Above all I acknowledge the respondents who were so friendly to give me information and as well to other respondents who fill the questionnaire items with utmost sincerity, despite their other engagements I thank you all.

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ABSTRACT

The research examined the status of adult education in University of Benin, Benin City as a course of Study. The population consisted of students from the Department of Adult and Formal Education, Faculty of Education out of which 100 samples were chosen for the study. Four research questions was generated for the study which sought to know the student level of awareness of adult education among students admitted into the University of Benin, their perception of adult education as a course of study, whether they choose Adult Education as a course of study, and the challenges students face during their course of study. A self-designed questionnaire was used to elicit responses from the respondents. The response was analysed using SPSS. The findings reveal that because students were ignorant of what adult education is all about, students are lethargic to it as a course of study. The study among others recommended that adult education should be made a prerequisite course for students as adult education is a course for all time personal as well as national development

CHAPTER ONE

INTRODUCTION

Background to the Study

Adult Education had been available to man long before the formal school system. It is thus the oldest form of education in the world (Alkali & Hussain, 2016). Little wonder did Yakusak, (2002), refer to it as “one of the oldest form of education in human history”. Edward (2007) says: It is in adult education that emphasis is placed on literacy education: the process and tool for personal development, cultural awareness, national development and integration, for conscientization and group dynamism. Akinpelu (2002) added: "To develop a nation is to develop the consciousness and abilities of the individuals within it". In explanation, he said, "it is to empower that individual to place efforts on personal development: the authentic and lasting development". But all of these may be impossible if adequate consideration is not given to adult education study in tertiary institutions: one of the stakeholders in the delivery of adult education (Usman, 2016).

Inspite all of its relevance in human and national development, little resources are being provided for it in the national budget of most developing countries (Hussain, 2016). Furthermore, the nature and scope of the field is yet to be extensively explored. Hence, a considerable number of students: university applicants inclusive, have negative perception of the discipline. A research to ascertain the status of Adult education study in tertiary institutions is relevant, if the discipline, its facilitators and learners are to assume their important role in

the arena of the education sector. The responsibility to place adult education discipline in its proper status rests mainly on both students and lecturers in the discipline.

Most developing countries of the world inherited a negative attitude towards adult education from former colonial powers (Fasokun, 2006) The low status accorded adult and non-formal education then was as a result of the prevailing circumstances of focusing attention on the formal system of Education. Consequently, in Nigeria for example, the field was largely under-explored, and its products were in the post-independence period, relevant and was recognized mainly for literacy purposes. This is a narrow conception of supporting only adult literacy programmes to the detriment of other important aspects of the discipline. It is not surprising therefore that as Seya (2005) pointed out, the popularity of adult education in Africa started eroding in the early 80's concomitantly with the rise of formal basic education. Adult education is yet to be fully appreciated as a discipline relevant for social economic development in Nigeria given the level of its development at the tertiary level of our educational institutions.

In Nigeria, the adult education training programmes offered in various universities led to the general discipline and its role in national development by the fact that the background of a sizable number of lecturers in the discipline were from other disciplines. In fact, some of these lecturers dominated the discipline to an extent that even influenced its curriculum contents and direction

over the years. The result was that various departments had diverse curricula offered at different levels in our universities. The problem was even more compounded by the fact that the graduates of the discipline in some universities were neither trained for the classroom nor for a specific professional field of practice except for areas overlapped with other disciplines such as community development, extension services among others. The matter was made worse when those who were even trained in the area of literacy were hardly employed in agencies responsible for mass and adult literacy. It is against this background that this research evaluates the status of adult Education study in the University of Benin, within the context of its scope and its future direction. It examines issues such as the scope and relevance of adult education, and its professional training and status. It then evaluates the study of adult education in the university in the context of prevailing socio-political and economic challenges faced by its students.

Statement of problem

All through time past, even until this present era: studying Adult Education courses is hardly and openly accepted by students. The question is: why is that so? Even in cases where the students choose to study an Adult Education discipline, their parents frown at the choice. Sometimes it may not only be their parents discouraging or going against it, their friends join also by laughing at them. These students have been considered as one who has veered off from the right track of career and fortune. A lot of times, these kinds of students loose friends and loved ones. When most students say “I study Adult Education in the

university " or " I want to study Adult Education in the university", they normally get a discouraging sigh of confusion and displeasure from their listeners.

The point of concern is; why has all these responses bedeviled the will of most students to study Adult Education course the university? How also did these respondents come up with their responses to the studying of Adult Education in the university? Is it because Adult Education courses are not among essential study courses like Medicine, Pharmacy, Agriculture, Banking/Finance, Mass Communication, Accounting and Law? Could it also be because the study courses in Adult Education are not as old and popular as others in the Institution? Is it that most parents and students are ignorant of what Adult Education is all about and the job opportunities it presents? May be! May be not! These are the questions to be resolved by the study.

Research Questions

In order to give this research a focus, the following questions were raised:

1. What is the level of awareness of adult education among students admitted into the University of Benin?
2. What are the students' perception of Adult education as a course of study?
3. Did the students choose Adult Education as a course of study?
4. What are the challenges students face during their course of study?

Purpose of the Study

The purpose of this study is to:

1. Know the level of awareness of Adult Education among students in the University of Benin.
2. Determine students' perceptions of adult education as a course of study;
3. Find out whether or not students choose adult education as their course of study.
4. Find out the challenges students face during their course of study.

Significance of the Study

The significance of this study is primarily to establish the right perception about adult education discipline in students, in which the status of Adult Education study in the University of Benin would eventually be reviewed and appreciated. Furthermore, it intends to develop in students, an interest or a concern in exploring the numerous career opportunities available to them after they complete their course of study in the University. Also, it is significant to expose some measures that could be adopted by University's management to increase the level of awareness and acceptance with students of the Department of Adult and non-formal Education in the university.

Scope of the Study

It focuses on the efforts made by the management of the University and other stake holders to ensure students' positive perception of the course.

Limitation of study

Irrespective of the efforts put in the research to make it a reality, there are still some obstacles, which hindered and delayed the study and made it not to be moving as it supposed. These setbacks include time constraints, fatigue, and very limited fund to finance the work.

Definition of Terms

Status- A situation or state of affairs, position and condition of something in relative to that of others.

Adult Education Study- A course taken to obtain in-depth and functional skills in the discipline called Adult Education

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. The review was organized under the following sub-headings:

- Concept of Adult Education
- Level of awareness of Adult Education
- Factors responsible for the negative perception of Adult Education
- Measures to enhance Healthy Perception and Status of Adult Education Study
- Attitudes of students towards adult Education
- Summary of Review of Related Literature

Concept of Adult Education

United Nations Educational, Scientific and Cultural Organization defines adult education as the entire body of ongoing learning processes, formal and non-formal, whereby people regarded as adults by society to which they belong develop their abilities, enrich their knowledge and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society (UNESCO 2006). Adult Education was first brought into lime light by (UNESCO) as a concept in 1946 with the sole aim of rebuilding the educational structures affected by World War II. In 1946 under the Universal Declaration of Human rights, education was considered to be a basic human right. This is because it

provides children, youth and adults with the power to reflect, to make choices and to enjoy quality of life (Ololube, 2008).

While Adesanya (2005) opines that the main issue of Adult Education is about whether it is for social change or for status quo remains contentious. She lamented that until there is a clear knowledge and understanding of its concept, it might remain an uphill task to propagate the image or sell the programmes of Adult Education to the government, non-governmental organizations and individuals. Also, proper acceptance and inclusion of Adult Education by tertiary institutions, as well as willingness on the part of candidates seeking admission, would remain burdensome. Seya (2005) sees Adult Education as any form of learning undertaken by or provided for matured men and women outside formal schooling system.

The practice of adult education is also often referred to as training and development. A working adult may not have time to quit work and go back to school full time but they can have education through evening school system which may be daily or on weekend basis. This type of education which is referred to as “second chance” education is adult education (Adult Education:[http://en.wikipedia.org/wiki/ Adult _education](http://en.wikipedia.org/wiki/Adult_education)).

The world has 774 million illiterate adults (UNESCO 2006). This figure represents 18% of the global adult population. The world literacy rate is 82%. East Asia region has got the highest literacy rate in the world with 95%. The region is followed by Central and Eastern Europe with 92%. Latin America

region also has 92% literacy rate. The Arab states have got an average of 77% literacy rate. South East Asia region has got 63% literacy rate. Sub-Saharan Africa region is placed last with an average literacy rate of 59% compared to the average world literacy rate of 82%. The report also revealed that 1 out of 5 of the 774 million illiterate adults comes from Africa. According to the African Platform for Adult Education Civil Society Report, 2008, the number of illiterate adults is on the rise due to the continuing population growth. Some African countries like Republic of Benin, Burkina Faso, Central African Republic, Chad, Senegal and other African countries have literacy rates below 50%.

Level of awareness of Adult Education

As a discipline, Adult Education is yet to gain full professional status such as medicine; law, engineering etc. Learning societies of today, need lifelong learning for the building of the ‘knowledge society’ of the 21st century and the actualization of a future for adult education in Nigeria, the professional development of adult educators is a critical component in this respect. Training of Adult Educators at the University levels, perhaps focuses more on the content than on the practical aspects. Okech (2009) pointed out that, most universities in Africa offering adult education courses emphasize the academic discipline at the cost of practice and the practical component is usually not adequately financed.

Youngman (2005) wondered how the training of adult educators on both academic and non-academic levels could be related to the needs of the labour

market, so that job opportunities may be created for Adult educators. This argument in no doubt, has a bearing on the knowledge content acquired by the adult educator during training. This, invariably points to the curriculum. Youngman (2000a) had however affirmed that the availability of competent personnel to develop, organize, promote, teach and evaluate modes of learning for adults is an indispensable condition for the successful implementation of adult education programmes and policies.

He argued that the training of Adult educators should be an important component of discussion on the future of adult education. Curriculum has to do with the totality of the process of education within the entire course of study, learning and other related theme (Anwukah, 2000a). Curriculum is basically connected to the entire educational system. It encompasses programme of studies, programme of activities and programme of guidance. This curriculum as a concept can be defined from different perspectives by different scholars in the context of the key issue.

On the other hand, curriculum development is a unique educational activity which faces the challenges of defining dynamic objectives, selecting appropriate learning experiences or content and organizing or integrating these contents which must be of positive value for national development (Nwagbara, 2012). Curriculum development is a continuous process aimed at ensuring the continued relevance and responsiveness of the curriculum to societal needs. It is a reform aimed at infusing change in the entire educative process.

Moreno (2006) states that educational reforms all over the world is increasingly curriculum based as mounting pressures and demands for change tends to focus on both the structures and the very content of school curricula. This is because life and society itself is dynamic. Bhola (2000) asserts that the challenge of adult education is to create a vibrant professionalized sector and content of the indigenous culture of adult education. Garuba (2012) similarly argued that Nigerian adult educators need to be more equipped to practice in modern day globalization, and that the starting point of personnel preparation and training in adult and lifelong learning will have to be the restructuring of curriculum of adult education institutions. At the international level, UNESCO has played a significant role in the development of Adult Education and Adult educators.

Among the many international conferences was UNESCO's fifth international conference on Adult Education (CONFINTEA V) held in Hamburg in 1997 which exposed the vision of improving the conditions for the professional development of Adult educators and facilitators. In his view, Youngman (2000a) identified the essential proficiencies which all adult educators require if the vision exposed by CONFINTEA was to be realized in the everyday world of adult education practice.

These general proficiencies include areas of knowledge such as adult learning and social issues, areas of skills such as participatory methodologies and applied information technology and areas of attitude such as commitment to the values of social justice and to working in cross-sectoral partnership. Hence the key

dimensions of CONFINTEA V., provide a basis for developing the curricular of training for adult educators. For Youngman (2000b), Curriculum investigation can reveal how conscious or unconscious the choices are, which affects the content and processes of adult Education. This, he says reflects the structures of inequality in a wider society.

Hence, according to Policy issues and practice (2010); the challenges facing the delivery of adult education programmes in Nigeria are as follows;

- **Failures of the UBE act to** give adequate recognition to Adult and non-formal Education as a key sector of basic Education.
- **Accessibility-** In the world of rapid changes, adult education should be established at the door steps of all the interested adult learners so as to avail the opportunity of learning. However, all citizens should have the opportunity to develop themselves throughout their life at whatever age, to acquire knowledge and know how to better pilot their life transition, to improve their quality of life, to develop their potential, to experience the joy of learning. In that perspective, no area should be left. In that context, the rise of fees to attend evening course is becoming a huge issue all over the country.
- **Inadequate Funding-** The budgetary allocation to adult education at all levels of government is grossly inadequate especially when compared to the formal education sector. More importantly non-formal education is excluded in the share of two percent consolidation fund meant for Basic Education, in

spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to Non-formal Education sector

- **Lack of Mobilization-** Many interested learners are not aware of the existence of adult education centers and even the programmes in which they are supposed to enroll. This affects serious efforts to achieve Education for All. Even there are some philanthropists who are willing to contribute their quota but due to lack of advocacy and mobilization, they cannot do so.
- **Inadequate Number of Literacy Instructors who possess Information and Communication Technology skills:** This is a serious challenge to Nigeria's desire of becoming a key player in the information age. Lack of personnel with Information and Communication Technology skills across the Non-formal Education centers, inhibits the effective use of Information and Communication Technology for Non-formal Education delivery in the country.
- **There is the dearth of skilled manpower in the area of monitoring and evaluation-** Lack of trained monitoring and evaluation personnel in the Non-formal education sector is a serious problem to the development of the sector since monitoring is a prerequisite for a successful adult and non-formal education programme. It involves management of a large data base. Monitoring is a vital ingredient for a successful implementation of NFE programmes and as such, it should be integrated in the programme action plan. Adequate funds are not provided and required information about the

status of the programmes is not available. Due to lack of proper monitoring and evaluation in the Non-formal education. It has resulted in variations in the types of programmes available and offered across the states of the federation.

- **Poor remuneration of facilitators-** Most states and local Government Areas do not pay the facilitators regularly; the 7500 naira stipulated in the benchmark meant for the remuneration of facilitators cannot be paid by almost all the states. In some cases even facilitators are not being paid for so many months.
- **Inadequate number of qualified facilitators-** Appointment of non-professionals and untrained facilitators who do not understand the use of anagogical techniques; primary school teachers and even school certificate holders are usually appointed as facilitators. According to NMEC (2008) Nigeria Certificate in Education (NCE) should be the minimum teaching qualification in compliance with the provision of National policy on Education to ensure quality delivery in Adult and Non-formal Education. But statistics revealed that there are still Grade II teachers and even less qualified personnel teaching in the Non-formal Education centers and are not fully trained in the anagogical methods.

Factors responsible for the negative perception of Adult Education

The factors responsible for the wrong perception and poor status of adult education study can be deduced from the findings of Policy issues and practices (2010) which states as follows:

Clearance- Some students who applied to study some courses other than Adult Education but could not clear for such courses. Due to inability to meet the subject requirement, they are asked to change their courses. Consequently, these sets of students are admitted in other courses for which they meet requirements. One of these alternative courses in their turn is Adult Education. This disappointment with admission offer, usually steer up dislike and loss of interest from those students, who reluctantly accepted the choice of admission offered. This perception of disappointment places adult education study in a status of unreliability. (Policy issues and practices, 2010)

Poor orientation from Management of Post-Primary School and Public External Examination Bodies- Majority of private and public secondary schools scarcely provide orientation and guidance service to their students, especially for those approaching career classes like JSS 3 and SS 3. Also, for most young school leavers, who attend JAMB and GCE classes, there is little or no attempt to educate and enlighten them on careers and professions. Most of these lecture houses focus more on preparing them for examinations with past questions. So, many of these students, end up perceiving themselves as being misplaced, especially because the study course is not popular. This perception of exclusion and misplacement held by candidates and students is due to inadequate career lessons and poor orientation given by post primary institutions and Public External Examination Bodies. This has held adult education study in a status of unpopularity. (Policy issues and practices, 2010)

Poor Government's attention and Concern- Over the years, Government's show of concern for Adult Education have been very insignificant. This is quite obvious, especially with the condition of state and local government retirees who are in various ways denied or delayed their retirement benefits as deduced from pulse, vanguard and guardian news report (January 29th and April 13th 2019). Also, recent efforts by Edo state government, have shown another area that exposes the level of government's concern for the condition of public care and correction facilities such as prisons, orphanage and rehabilitation centers (Wikipedia.org, 2012 and PM News, 26th March, 2019). The transformative and corrective functions of these public and Social workers over time have neither been adequately enabled nor properly reviewed by the government. This consequently, has left an impression on younger generations that; Adult education programmes in Nigeria is merely a Humanitarian service with a status of pity. Different government successions tend to gravitate in policy functions and implementation to sectors which seem to them, of high, social, political and economic urgency or attractiveness. These include the oil and gas, power and finance sectors.

This has made students view careers with adult education discipline, as objects of pity and among least in the scale of study courses in Nigerian Universities. To most of these students, Adult Education programmes are voluntary, humanitarian or philanthropical ventures from which one do not expect returns or profit. This has placed adult education study in a status of unprofitability.

Measures to enhance Healthy Perception and Status of Adult Education Study

Mass Media- The primary goal of any media is to attract the biggest possible audience through the quality of information, education and entertainment it disseminates. Put succinctly, programming objective is to broaden the horizon of the listeners, acquaint them with national and international issues, familiarize them with the cultural environment and technological development. For its services to be acceptable, its contents must be relevant to the society. It must be related to the lives of the listeners or viewers and must show considerable understanding of their hopes and fears, their living condition, their political, social and cultural environment. From the above, it is not out of place to say that Mass Media serves as the most obvious and most effective means of information. Its impact is immediate and enduring especially in the current trend of world's globalization. Mass Media occupies a front-row position when it comes to nation building. Mass Media should therefore be regarded as a national undertaking of the highest importance, quite an indispensable element in public motivation.

The need to review the status of education especially that of adult and non-formal education in Nigeria through the agency of the mass-media for its delivery and promotion cannot be over-emphasized. Governmental efforts in adult and non-formal education are aimed at education to all Nigerians; irrespective of age, sex, ethnicity, religion, occupation and location. At independence in 1960, Nigeria became a member of various international

organization such as United Nation Organization (UNO) and its arm of Educational, scientific and cultural organization (UNESCO) and the Economic Commission for Africa (ECA). These bodies have targets for the development of adult and primary Education in their member states. For example, UNESCO in 1990, had set a ten years target with an agenda to achieve ‘Education for all’ (EFA) with a focus on primary and basic Education.

It is worthy of note that, with all the efforts made by various tiers of government and individuals, Nigeria’s literacy rate is currently estimated to be about 57.1%. Data from the Federal Ministry of Education (2006) on illiteracy level show that 56.3% of primary school pupils drop out of school and swell the number of illiterates and semi-literates. In an attempt to achieve the noble objectives of adult education as stated in the National Policy on Education (2004) and that of the Millennium Development Goals; the need to exploit the potentials of the mass media for effective delivery cannot be over-emphasized. The mass media are vital ingredients for mobilizing strong national political commitment and resources to enhance grass root popular participation. This is because, what distinguishes the developed from the less-developed countries is not a gap in resources but a gap in knowledge. Investment in adult education through the agency of the mass media will enhance its effective delivery (Kigoni, 2011). The use of educational media in adult education encourages the adoption of innovative approaches in Adult Education. Such innovative strategies like individualization of instructions, resource based learning, renewed interest in

problem solving method, learning how to learn, team learning/teaching and so on cannot be meaningfully and successfully implemented without the adequate provision and use of wide range of educational media.

Mass Media has varieties of organs which include; radio, television, cinema; newspapers and Information Communication Technology (ICT). These have become instrumental to modern social process. They broaden our knowledge and understanding of the world around us. By bringing information to us, they help to stimulate our individual and group responses to issues. Mass media function in society can be summarized as that of information, entertainment, persuasion and education. It is agreed in this study that, the University which is a microcosm of the larger society and the department of Adult and Non-formal Education within can with every organ of the mass media available to it, take a close shot on reviewing and upgrading the status of adult education study, instilling the right perception about the study course in university students.

Public libraries- Public libraries are information and Communication systems. The more complex the society is in its educational requirements, the greater is its dependence upon library based Information services. Daniel (2011) cited Wheeler and Goldhor specifically that the primary purpose of libraries are as follows;

- i. Enable information education opportunities for citizens in the communities;

- ii. Enrich the knowledge of individuals in various disciplines where they undertake formal education;
- iii. Provide awareness to meet the information needs of people;
- iv. Support educational, civil and cultural activities of groups and organization.

Public libraries in carrying out this role of education can provide necessary materials such as textbooks, journals, magazines and exercise books related to the curriculum of the existing literacy institutions in the community, its conventional schools or adult classes. In this way, it has assisted in the campaign to make the society a more literate one.

Public libraries are regarded as the people's university providing an independent decision taken. (Oyegade; Nassarawa and Mokogwu, 2003). Public information resources such as textbooks, journals, literacy books and other publications. For example, in the United States, public libraries are considered as particular forms of the freedom of expression because public libraries are conceived as a necessity for an information society to enable the system function effectively (Aguolu and Aguolu, 2000). The 1994 UNESCO manifesto sees public libraries as living force for a practical demonstration of Universal life long process (Apotiade, 2002). Public libraries can richly compliment the educational activities by assisting adults no longer of school age, developing their attitudes, extending the knowledge and by acquiring needed technical or vocational skills. In this way, the adult education products would emerge as responsible members of the society.

In carrying out its function, public libraries can also train the personnel carrying out different educational programmes in the community. This can be done by the library when they organize seminars, workshops and conferences on different subject areas of the literacy programme, so they can become better at their various fields. Public libraries can also carry out roles as education providers for their communities. By doing this, they would have successfully carried out a literacy campaign since Adult literacy programme would aid literacy (Apotiade, 2002).

Attitudes of students towards adult Education

People differ in attitudes. The way each person sees a situation is the attitude that will be displayed on the particular situation. This means attitude of people to things and situations is based on a proper understanding of the situation. Hence, people may either display negative or positive attitude to a particular thing or situation. An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Attitudes therefore are generally positive or negative views of a person, place, thing or event and this is often referred to as the attitude object (<http://en.wikipedia.org/wiki/Attitude>, accessed, 6/7/19). Attitudes can therefore be said to be judgmental.

It should be borne in mind that no matter the level of formal education attained, everyone needs adult education of one type or the other. Adult education is

aimed at the development of individual's mental equipment and communicative powers as well as their technical and vocational capacities. Adult education offers education functions to broad sectors of the society, and enables the socio-political and economic activities of any nation (Osuji, 2006). Adult education through its broad programmes is a means of integrating individuals into the global events bringing about not only the attainment of self-fulfillment but national development. Education which is a necessity for the survival of man is important for all and sundry. For through education, valuable knowledge and skills needed by individuals within the society are acquired. Adult education is that education that will raise the consciousness in adult so that they are able to perceive their existential realities and take action towards remedying the situations (Hussain, 2013). Adult education, therefore, is an instruments which will help individuals within the society develop a coping skill and therefore being able to grapple with the problems of existence and recreating the situations through actions (Adedokun M., 2013)

Adult education is therefore a lifelong education; one which nobody must miss as it is that education that puts one in the mainstream of the global event. Adult education becomes very important in the sense that it leads to systematic acquisition renewal, upgrading and completion of knowledge, skills and attitudes made necessary by the constantly changing conditions in which people live (European Scientific Journal, 2013). The emphasis of adult education is renewal of knowledge in such a way as to be able to cope with any emerging problems.

There are so many sides to adult education which people are not aware of and this is why, they feel adult education is all about the education of the adult members of the society; had it been that people are aware of what adult education is all about, they would all have positive attitude to it and students would always want to opt for it as a course of study. Adult education in the widest sense is any form of learning adults engage in beyond traditional schooling. For example, going for computer training, attending sewing institute, for the sake of being a tailor or seamstress, attending various training programmes and conferences come under the umbrella of adult education in its widest sense.

Quare Adama, the Director of UNESCO institute of lifelong learning states that “only through Adult Education can we address the real problems of society like power sharing, wealth creation, gender and health issues”. [<http://adulthoodeducation.about.com/od/whatisadulthoodeducation.htm>] (accessed, 6/7/19). There are many reasons why adult education is important and these reason may help people change their attitudes to the study of adult education in our universities. Some of these reasons are listed below.

1. An individual may want a certificate to back him up in his place of work because they are involved in a profession which requires a professional certificate.
2. Some may engage in adult education classes for personal enrichment.
3. In a drowning economy, adult education plays a prominent role. Laid off workers may seek job and so may need a retraining programme which will

provide them with skills that other employers may need in their respective industries. This type of education which comes up under adult education may make them marketable to other employers. (What is Adult Education in [http://www.wisegeek.com/ what is adult education.htm](http://www.wisegeek.com/what-is-adult-education.htm), accessed, 6/7/19).

It should be noted that adult education does not only apply to traditional settings, the concept is far more extensive than what people think and this is why there is a need for change of attitude towards adult education as a course of study.

Summary of review or related literature

The economic stability and growth of any country rest heavily on an educated adult workforce among its citizenry (Florida College Access Network, 2014). To this fact, the value of adult education cannot be overemphasized. Thus, this chapter have discussed various literatures as reviewed by great scholars on the awareness of adult education as a course of study, perception of students and factors responsible. It has also examined the attitudes of students towards adult education and possible measures to improving student's perception and attitude towards adult education. The researcher hopes to find out the level of awareness as well as perception of university of Benin students in his population of study and proffer possible measures to enhancing their perception towards adult education.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methods, strategy and procedures that will be used to conduct the study. It is discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data collection
- Method of Data analysis

Research Design

The descriptive research design will be used for this study. The design involves a systematic gathering of information from the respondents or sample study for the purpose of understanding and the prediction of the population.

Population of the study

The population of the study will comprise of full time adult education students in the University of Benin, with an estimated total of 600 students. (UNIBEN ICT)

Sample and Sampling Technique

A simple random sampling technique will be used for the study; 100 respondents will be selected purposively to determine the sample that represents the entire population of students in the five (5) study courses across the four (4) levels in the department of Adult and non-formal education, faculty of education, University of Benin. This is illustrated in the table below:

Number of sample for population of the study	Adult Economics	Adult English	Adult Political	Adult Professional	Adult Geography	Total
100 level	6	6	6	6	6	30
200 level	6	6	6	6	6	30
300 level	5	5	5	5	-	20
400 level	4	4	4	4	4	20
Total	21	21	21	21	16	100

Research Instrument

The major instrument for data collection is the questionnaire which will be designed by the researcher, after careful study of the related literatures. The questionnaire will be administered to students of the department of Adult and Non Formal Education. Each questionnaire will consist of sections A and B. Section A deals with the demographic data of the respondents such as age, sex, academic level, Faculty, department. While section B consists of 20 items in which responses would be required from the students.

Validity of the Instrument

The questionnaire will be validated by the project supervisor and two other professionals in the Department of Adult and Non-Formal Education, Faculty of Education.

Reliability of the Instrument

The reliability of the instrument will be done using the test-retest method. Test-retest reliability required of the instrument by administering it to a group of respondents and also re-administering it to that same group within an interval of one or two weeks. The data will be correlated using Pearson's moment correlation coefficient, and the coefficient of the administration will be determined.

Method of Data collection

The data that will be used in this study will be collected using a self-structured Questionnaire which will be administered personally to respondents. It will be retrieved from them after 10 minutes within which they would have responded to the Questionnaire given to them by the researcher.

Method of Data analysis

The data will be analyzed using the frequency counts and simple percentages.

CHAPTER FOUR

PRESENTATION ANALYSIS INTERPRETATION OF DATA

4.1 Introduction

The chapter deals with the presentation analysis and interpretation of data collected from the field and the discussion of the result. For proper presentation and subsequent analysis of the data, tables and simple percentage were used. The analysis is based on the five research questions. One hundred and five (105) questionnaires were administered and one hundred (100) were retrieved there by giving 95.2% rate of return.

Data Analysis

Table 1: presentation and analysis for respondent (students) demographic profile gender Distribution of Respondent.

Gender

	Frequency	Percent
Male	43	44.3
Female	54	55.7
Total	97	100.0

Table one shows the demographic profile of the 100 students that were used as the respondent 43 male student representing 44.3% and 54 female student representing 55% were sampled. It shows that the female dominated with sex.

Age

	Frequency	Percent
16-19 Years	37	38.1
20-23 Years	44	45.4
24-27 Years	16	16.5
Total	97	100.0

Above shows the age distribution of the respondents, 37 respondents (representing 38.1%) are within 16-19 years of age, 44 respondents (representing 45.4%) are within 20-23 years of age, 16 respondents (representing 16.5%) are within 24-27 years of age. From the analysis it was shown that the ages within 20-24 years dominated.

Religion

	Frequency	Percent
Christian	78	80.4
Muslim	18	18.6
African Traditional Religion	1	1.0
Total	97	100.0

Level

	Frequency	Percent
100 Level	28	28.9
200 Level	23	23.7
300 Level	29	29.9
400 Level	17	17.5
Total	97	100.0

Course

	Frequency	Percent
Adult English	22	22.7
Adult Political Science	24	24.7
Adult Professional	26	26.8
Adult Economics	25	25.8
Total	97	100.0

Testing the Research Questions

Research Question 1

What is the level of awareness of adult education among students admitted into the University of Benin?

Table 1: Tabular Analysis of Responses to Research Question One

S/N	Items	Responses									
		Strongly Agree		Agree		Disagree		Strongly Disagree		Total	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Response	Total %
1	The level of awareness is increasing among students admitted into the university.	26	28.8	39	40.2	20	20.6	12	12.4	100	100%
2	The level of awareness is decreasing among students admitted into the university.	16	16.5	39	40.2	20	20.6	12	12.4	100	100%
3	The level of awareness of students admitted into the university has not changed.	15	15.5	23	23.7	40	41.2	19	19.6	100	100%
4	The level of awareness of students admitted into the university is dwindling.	18	18.6	29	29.9	29	29.9	21	21.6	100	100%

Item 1 on the questionnaire “The level of awareness is increasing among students admitted into the university?” Was provided with four variables. 26

respondents (representing 28%) strongly agreed that they level of awareness is increasing among students admitted into the university, while 39 respondent (representing 40.2%) agreed then, 20 respondents (representing 20.6%) disagreed while 12 respondent (representing 12.4%) strongly disagree. Therefore from the table above it can be concluded that student's level awareness is increasing among students admitted into the university.

Item 2 on the questionnaire "The level of awareness is decreasing among students admitted into the university?" 16 respondents (representing 16.5%) strongly agreed, while 39 respondents (representing 40.2%) Agreed then, 20 respondent (representing 20.6%) Disagreed while 12 respondent (representing 12.4%) strongly Disagree. Therefore from the analysis it shows that student's level of awareness is not necessary decreasing among students admitted into the university.

Item 3 on the questionnaire "The level of awareness of students admitted into the university has not changed?" 15 respondents (representing 15.5%) strongly agreed, while 23 respondents (representing 23.7%) Agreed, then 40 respondents (representing 41.2%) disagreed while 19 respondent (representing 19.6%) strongly Disagree. Therefore from the analysis it shows that the level of awareness of students admitted into the university has changed for some because over 62% of the respondents are the view that level of awareness of students admitted into the university has changed

Item 4 on the questionnaire “The level of awareness of students admitted into the university is dwindling?” 18 respondents (representing 18.6%) strongly agreed, while 29 respondents (representing 29.9%) Agreed, then 29 respondents (representing 29.9%) Disagreed while 21 respondent (representing 21.6%) strongly Disagree. Therefore from the analysis show that admission rate among adult education into the university is dwindling.

Research Question 2: What are the students' perception of Adult education as a course of study?

This question was tested using items 5, 6, and 7, of the research questionnaire.

Tabular Analysis of Responses to research Question 2.

S/N	Items	Responses								Total Response	Total %
		Strongly Agree		Agree		Disagree		Strongly Disagree			
		%	Freq.	%	Freq.	%	Freq.	%	Freq.		
5	Students perceive Adult Education courses as an unreliable.	38	39.6	29	30.2	17	17.7	12	12.5	100	100%
6	Students perceive Adult Education courses as unpopular.	46	47.4	42	43.3	7	7.2	2	2.1	100	100%
7	Students perceive Adult Education courses as boring.	23	23.7	41	42.3	27	27.8	6	6.2	100	100%
8	Students perceive Adult	34	35.1	29	29.9	20	20.6	14	14.4	100	100%

Education courses as unprofitable									
9 Students perceive Adult Education courses as difficult.	23	24	36	37.5	25	26	12	12.5	

Item 5 on the questionnaire: Students perceive Adult Education courses as an unreliable. 38 respondents (representing 39.6%) strongly agreed while 29 respondents (representing 30.2%) agreed, then 17 respondents (representing 17.7%) Disagree and 12 respondents (representing 12.5%) strongly disagreed. From the analysis it then shows that Students perceive Adult Education courses as an unreliable for over 70% of the respondent are either strongly agreed or just agreed.

Item 6 on the questionnaire Students perceive Adult Education courses as unpopular. 46 respondents (representing 47.4%) strongly agreed that Students perceive Adult Education courses as unpopular. While, 42 respondents (representing 43.3%) agreed. Then, 7 respondents (representing 7.2%) Disagreed. And, 2 respondents (representing 2.1%) strongly disagreed. Therefore majority of the respondent perceive Adult Education courses as unpopular.

Item 7 on the questionnaire. Students perceive Adult Education courses as boring. 23 respondents (representing 23.7%) strongly agreed Students perceive Adult Education courses as boring. While, 41 respondent (representing 42.3%)

Agreed. Then, 27 respondents (representing 10%) Disagreed and 6 respondents (representing 6.2%) strongly disagreed. From the above analysis it shows that Students perceive Adult Education courses as boring.

Item 8 on the questionnaire. Students perceive Adult Education courses as unprofitable. 34 respondents (representing 35.1%) strongly agreed Students perceive Adult Education courses as unprofitable. While, 29 respondent (representing 29.9%) Agreed. Then, 20 respondents (representing 20.6%) Disagreed and 14 respondents (representing 14.4%) strongly disagreed. From the above analysis it shows that Students perceive Adult Education courses as unprofitable.

Item 9 on the questionnaire. Students perceive Adult Education courses as difficult. 23 respondents (representing 24%) strongly agreed Students perceive Adult Education courses as difficult. While, 36 respondent (representing 37.5%) Agreed. Then, 25 respondents (representing 26%) Disagreed and 12 respondents (representing 14.4%) strongly disagreed. From the above analysis it shows that Students perceive Adult Education courses as difficult. This cannot be unconnected to the respondents responses in Item 8 of the questionnaire that perceive Adult Education courses as unprofitable.

Research Question 3

Did the students choose Adult Education as a course of study?

This question was tested using items 10, 11, 12, 13 and 14 of the research questionnaire.

Tabular Analysis of Responses to research Question 3.

		Responses									
S/N	Items	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Response	Total %
		%	Freq.	%	Freq.	%	Freq.	%	Freq.		
10	I made the choice myself at the point of entering into school.	11	11.3	16	16.5	30	30.9	40	41.2	100	100%
11	It was suggested to me by my parents before I entered school.	9	9.3	13	13.4	31	32	44	45.4	100	100%
12	It was suggested to me by school management because I had passed my post UME but the course for which I applied was not given to me.	37	38.1	20	20.6	16	16.5	24	24.7	100	100%
13	The clearance office advised me because it was one of the few courses which matched my Senior School Certificate.	20	50	15	15.5	26	26.8	36	37.1	100	100%
14	I knew about Adult Education courses, but I chose another course.	14	14.4	11	11.3	30	30.9	42	43.3	100	100%

Item 10 on the research questionnaire I made the choice myself at the point of entering into school. Was provided with four variables. 11 respondent (representing 11.3%) strongly agreed. they made the choice themselves at the point of entering into school. While, 16 respondents (representing 16.5%)

Agreed. Then, 30 respondent, (representing 30.9%) Disagreed and 40 respondents (representing 40%) strongly disagreed. From the analysis above it shows that over 70% of the respondents were not influence for the choice they made at the point of entering into adult education.

Item No 11 on the questionnaire. It was suggested to me by my parents before I entered school. It was provided with four variables. 9 respondents (representing 9.3%) strongly agreed that it was suggested to them by their parents before they entered school. While, 13 respondents (representing 13.4%) agreed. Then, 31 respondents (representing 32%) disagreed and 44 respondent (representing 45.4%) strongly disagreed. From the above analysis it then shows it was not suggested to them by my parents before entering school.

Item no 12 on the questionnaire. It was suggested to me by school management because I had passed my post UME but the course for which I applied was not given to me. 37 respondents (representing 50%) strongly agreed it was suggested to me by school management because they had passed my post UME but the course for which they applied for was not given to them. While, 20 respondents (representing 20.6%) agreed while, 16 respondents (representing 16.5%) disagreed and 24 respondents (representing 24.7%) strongly disagreed. From the above analysis it shows that adult education was suggested to them by school management for one reason or another.

Item no 13 on the questionnaire. The clearance office advised me because it was one of the few courses which matched my Senior School Certificate. 20

respondents (representing 30%) strongly agreed it was the clearance office that advised them because it was one of the few courses which matched their Senior School Certificate. While, 15 respondents (representing 15.5%) agreed while, 26 respondents (representing 26.8%) disagreed and 36 respondents (representing 37.1%) strongly disagreed. From the above analysis it shows that the clearance office advised is not necessary a factor that's the respondents to be studying education in the university.

Item no 14 on the questionnaire. I knew about Adult Education courses, but I chose another course. 14 respondents (representing 14.4%) strongly agreed that they knew about Adult Education courses, but chose another course. While, 11 respondents (representing 11.3%) agreed while, 30 respondents (representing 30.9%) disagreed and 42 respondents (representing 43.3%) strongly disagreed. From the above analysis it shows that they knew about Adult Education courses, but chose another course.

Research Question 4

What are the challenges students face during their course of study?

This question was tested using items 15, 16, 17, 18, 19, and 20 of the research questionnaire.

Tabular Analysis of Responses to research Question 4.

S/N	Items	Responses								Total Response	Total %
		Strongly Agree	Agree	Disagree	Strongly Disagree	%	Freq.	%	Freq.		
15	Duplication of course contents across the various study courses of Adult Education Department.	37	38.1	45	46.4	11	11.3	3	3.1	100	100%
16	Similarity between two or more course titles in the Adult Education Department.	44	45.4	36	37.1	12	12.4	5	5.2	100	100%
17	Poor relationship between Adult Education courses and other departments outside the Faculty of Education.	32	33	25	25.8	30	30.9	10	10.3	100	100%
18	Inadequate Adult Education discipline to accommodate large number of university applicants.	44	45.4	37	38.1	10	10.3	6	6.2	100	100%

19	Inadequate Adult Education discipline to accommodate large number of university applicants.	31	32	32	33	25	25.8	9	9.3	100	100%
20	Poor governmental policy making and implementation in Adult Education study.	70	72.2	19	16.6	7	7.2	1	1.0	100	100%

Item no 15 on the research questionnaire “Duplication of course contents across the various study courses of Adult Education Department” was provided with four variables. 37 respondents (representing 38.1%) strongly agreed while 45 respondents (representing 46.4%) agreed then 11 respondent (representing 11.3%) disagreed and 3 respondents (representing 3.1%) strongly disagreed. From the analysis above the respondents strongly agreed and agreed (82%) show there is duplication of course contents across the various study courses of Adult Education Department.

Item no 16 in the questionnaire “Similarity between two or more course titles in the Adult Education Department”. Was provided with four variables, 44 (representing 45.4%) strongly agreed while 36 respondents (representing 37.1%) Agreed then, 12 respondents (representing 12.4%) disagreed and 5 respondents (representing 5.2%) strongly disagreed. From the above analysis it shows that there is too much similarity between two or more course titles in the Adult Education Department.

Item no 17 in the questionnaire “Poor relationship between Adult Education courses and other departments outside the Faculty of Education”. Was provided with four variables. 32 respondents (presenting 33%) strongly agreed while 25 respondents (representing 25.8%) agreed. Then, 30 respondents (representing 30.9%) disagreed and 10 respondents (representing 10.3%) strongly disagreed. From the analysis above SA and A has a higher respondents poor relationship between Adult Education courses and other departments outside the Faculty of Education.

Item no 18 on the questionnaire “Inadequate Adult Education development centres for students' practicum experience”. Was provided with four variables 44 respondents (representing 45.4%) strongly agreed, while 37 respondents (representing 38.1%) agreed. Then, 10 respondents (representing 10.3%) disagreed and 6 respondents (representing 6.2%) strongly disagreed. From the analysis above SA and A has a higher respondents. However it then shows that the curriculum for teaching the adult lacks the effective use of modern instructional materials vividly stated in the university curriculum.

Inadequate Adult Education development centres for students' practicum experience.

Item no 19 on the questionnaire “Inadequate Adult Education discipline to accommodate large number of university applicants”, 31 respondents (representing 32%) strongly agreed, while 32 respondents (representing 33%) agreed. Then, 25 respondents (representing 25.8%) disagreed and 9 respondents (representing 9.3%) strongly disagreed. From the above analysis it show

Inadequate Adult Education discipline to accommodate large number of university applicants.

Item no 20 on the questionnaire “Poor governmental policy making and implementation in Adult Education study”, 31 respondents (representing 32%) strongly agreed, while 32 respondents (representing 33%) agreed. Then, 25 respondents (representing 25.8%) disagreed and 9 respondents (representing 9.3%) strongly disagreed. From the above analysis it show that Poor governmental policy making and implementation in Adult Education study

Interpretation

- ✓ Most of the respondents accepted the fact that the level of awareness of adult education among students admitted into the university of Benin as increasing over year in the university
- ✓ Another finding is that the student’s positive perception of Adult education as a course of study in the university, the University should make available keep the good work and possibly improve in on.
- ✓ It was also founded out that instructional materials helps to achieve the set goals in educational system.
- ✓ It was founded out that the students choose Adult Education as a course of study on their won as the popular believe that it’s the parents of student who influences their children to take up adult education as a course of study
- ✓ Finally, it was founded out that the challenges students face during their course of study and the university avoid duplication of course work.

Discussion

In order to redeem adult education as a programme of study, from the state of neglect, government should give all the necessary support needed to ensure success of the programme. Students of the course need to pull themselves from self-pity and explore the numerous benefits of the course as it unfolds to them. Graduates of the course still roaming the streets in search of employment, should just take up a career in any of the skills acquired on the course. Very soon, they too would be employers of labour contributing their own quota to make Nigeria great. Subsequently, university orientation exercises for freshers must portray the course as it truly is and not a course for alphabetization of old folks. If situations continue like this, experts of the course should consider rebranding (renaming) the course to make it more topical. Proper light must be thrown on the fact that training individuals who help adults learn is a very serious task because adults are behind every act (good or bad) happening in our society today. The job of training those to influence these happenings deserves some accolades sealed with a university degree as a proof of certification.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

Based on the result of data analysis carried out on this research project, it was discovered that the status of Adult Education as a course of study in University of Benin is on the increase as more student have good level, of awareness of the course, willingly choosing the study course and having a positive perspective the course.

It was also discovered that the respondents graduates of adult education who get been trained on how to relate with individuals conscientiously. If every workplace in Nigeria could be blessed with these set of trained adult educators, in the nearest future there would be tremendous improvement in production levels thereby resulting in increased profit for the nation.

The data collected also revealed the adult education graduate can just decide to pursue a career in any of the life skills learnt on the programme. If opening an adult education training centre will be too expensive for them, they can start as home tutors for those requiring their services. They can recruit other of their colleagues armed with different life skills to start up a skill acquisition programme..

Conclusion

The 21st century has better prospects for adult education to move forward with globalization trends. This is true because the key to the development of any nation lies in the quality of adults that nation has. It is the adults who will transform the nation, not the children. Therefore adult education must be a pacesetter to other professions in developmental drive of any nation. There should be a radical overhaul of adult education programmes which is committed with global trends.

Recommendation

On the basis of the finding and conclusion, it recommended that:

- 1) It is also recommended that instructional materials should be introduced to fresher's (students) at entry level in the university, all through to final year graduate, and also promote good relationships amongst the teachers and learners in the teaching/learning process of adult education programme.
- 2) In the use of instructional materials in the adult education programme and the university at large, instructional materials and the method of usage should be varies and set according to the levels of the learners, to arose the interest and preparedness of the facilitator and the learners as such make the learning process effective.
- 3) In the aspect of improved implementation of the use of instructional materials it help to guild in the working of the objective, the lesson to be

taught and also achieving the set goals in the teaching/learning process in the adult education programme.

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Department of Adult and non-Formal Education, Faculty of Education,

UNIBEN

QUESTIONNAIRE ON

**THE STATUS OF ADULT EDUCATION STUDY IN THE UNIVERSITY
OF BENIN.**

Dear Respondent,

I am a final year undergraduate student of the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin. The questionnaire is solely for research purpose. The study is carried out to aid the researcher assess the status of Adult education study in the University of Benin.

I humbly solicit for your cooperation in providing genuine and honest responses to the questions. All information given in response to the questions asked will be kept with strict confidentiality.

Thanks for your cooperation.

Egharevba Otasowie Eghosa
Researcher

SECTION A (Personal Data)

1. **GENDER:** Male () Female ()
2. **AGE:** 16 – 19 Years () 20 – 23 Years () 24-27 Years () 28 -31 Years () 32 Years and Above ()
3. **RELIGION:** Christian () Muslim () African Traditional Religion ()
4. **TYPE OF PROGRAMME:** Full Time
5. **LEVEL OF STUDY:** 100 () 200 () 300 () 400 ()

6. **COURSE OF STUDY:** Adult English () Adult Political Science ()
Adult Professional () Adult Geography () Adult Economics ()

Please you are kindly required to fill the questionnaire as honest as possible, indicate your opinion by ticking the appropriate column that best represents your opinion. The interpretations of the options are as follows;

SA- Strongly Agree

A – Agree

D – Disagree

SD- Strongly Disagree

SECTION B

S/N		SA STRONGLY AGREE	A AGREE	D DISAGREE	SD STRONGLY DISAGREE
	What is the level of awareness of Adult Education among students admitted into university of Benin?				
1	The level of awareness is increasing among students admitted into the university.				
2	The level of awareness is decreasing among students admitted into the university.				
3	The level of awareness of students admitted into the university has not changed.				
4	The level of awareness of students admitted into the university is dwindling.				
	<i>What are the students' perception of Adult Education as a course of study?</i>				
5	Students perceive Adult Education courses as an unreliable.				
6	Students perceive Adult Education courses as unpopular.				
7	Students perceive Adult Education courses as boring.				

8	Students perceive Adult Education courses as unprofitable				
9	Students perceive Adult Education courses as difficult.				
	<i>Do students choose Adult Education as a course of study?</i>				
10	I made the choice myself at the point of entering into school.				
11	It was suggested to me by my parents before I entered school.				
12	It was suggested to me by school management because I had passed my post UME but the course for which I applied was not given to me.				
13	The clearance office advised me because it was one of the few courses which matched my Senior School Certificate.				
14	I knew about Adult Education courses, but I chose another course.				
	<i>What are the challenges students face during their course of study?</i>				
15	Duplication of course contents across the various study courses of Adult Education Department.				
16	Similarity between two or more course				

	titles in the Adult Education Department.				
17	Poor relationship between Adult Education courses and other departments outside the Faculty of Education.				
18	Inadequate Adult Education development centres for students' practicum experience.				
19	Inadequate Adult Education discipline to accommodate large number of university applicants.				
20	Poor governmental policy making and implementation in Adult Education study.				