

**THE ROLE OF THE AGENCY FOR MASS EDUCATION
IN PROMOTING ADULT EDUCATION IN ZURU LOCAL
GOVERNMENT AREA, KEBBI STATE.**

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CERTIFICATION

This is to certify that this research project has met the requirement for the award of Bachelor Degree in Adult Education (B.Ed) and is approved for its contribution to knowledge.

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Sign and Date

DEDICATION

We dedicate this research project to our beloved Parents, Sisters, Brothers and Teachers for their moral encouragements and prayers.

ACKNOWLEDGEMENTS

We appreciate God, who gave us the strength and intelligence to write this research work. We also owe it as binding obligation to place on record our sincere gratitude to all those who have contributed immensely in the writing and production of this project. We wish to express our sincere appreciation to the efforts of Mal. Umar Shehu of Faculty of Education (UDUS) for reading through the manuscript and his suggestions and prayerful support. May he live long with the abundance blessing of Almighty God.

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CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The origin of mass education in the north started in the late 1940s to early 1950s when the first bold step was taken with the establishment of the Northern Regional literacy Agency (NORLA) with head quarters in Zaria. The main objectives of the Agency was to raise the literacy level of northern Nigeria populace, hence it started with a vigorous campaign against illiteracy (YakidaJaluki).

The Agency served as a resources center for planning and material development. It received active support and cooperation of the regional government under the late premier, Alhaji sir Ahmadu Bello, the Sardauna of Sokoto who was personally in the fore front of the campaigners. He was doggedly followed by his ministers, the provincial commissioners, together with the Emirs, and chiefs.

As part of the activities of the Northern Regional literacy Agency (NORLA), it trained selected personnel as public enlightenment campaigners and posted them to various strategic locations all over the region. It also established basic literacy and material resources such as the primers for the delivery of adult literacy in the defunct northern Nigeria (Yahaya 1994 p.19).

However, the 1976 states creation, gave rise to the breaking down of the former northern Nigeria in to six states as Northwestern, north central, Northeastern, Benue, plateau, Kano and kwara, and this resulted to the fall in the activities of NORLA. Adult education was relegated to the background in favor of universal primary Education (UPE) at unbelievable colossal sums of money with little achievement *(Yahaya 1994 p.19). In 1976 the Peoples Redemption Party (PRP) government with its philosophy of redemption in Kano state acted as a messiah.

After studying the lapses and crime committed against adult literacy, the new government appointed a high powered committee to work out the system to redeem adult education as a whole from the near total collapse it suffered. It was realized than that, in order to succeed, adult education programmes must be rescued from the lethargic nature of local governments and steep bureaucracies of the ministries which gave it little attention.

In April, 1980, by an act of the state house of assembly, the first autonomous Agency was established by the Kano state Government which was composed of Adult Education unit of the Ministry of Education and the Adult education Department of the local governments in the state. Later in 1986, the Bauchi state founded its own Agency. While the rest of the state that were in existence established their Agencies when the federal Government,

through the Directors of food, Roads and rural infrastructures (DFRRI) and later the Directorate for social mobilization (MAMSER) provided some funds for literacy and requested states which desired to benefit from it, to establish the agencies and extend the activities up to the local governments.

The Kebbi state however is part of the state of the age, but in the year 1991 the federal government of Nigeria created more state out of which Kebbi featured, with the organizational set up. Similarly, the activity of the agency is extended to various strategic locations.

1.2 STATEMENT OF PROBLEM

It is now clear to various levels of government in the developing countries including Nigeria that the rate of development in any country rely on the literacy attainment of adult, to this effect, the federal, states and local governments in Nigeria vested the task of enlightening and

campaigning against illiteracy on different bodies such as the national commission for Mass literacy. Adult and non formal education, state ministries of education, the Agencies for mass literacy, and the nongovernmental organizations (NGO). This study is design to examine the role of the agency for education programmes in Zuru Metropolis

1.3 PURPOSE OF STUDY

The purpose of this research was to undertake a study on the development of the agency with regards to its role in the development of Adult education programmes in Zuru metropolis. Similarly, the study looked at the problems affecting the Agency in its attempts to discharging its programmes particularly in Zuru metropolis. Attempts was also made in the research concerning the possible solution to ameliorating the problems.

Prior to the establishment of the agency, there were of course other bodies like the containing education division of the ministry of education which had its responsibility the provisions of Adult Education programmes in the whole state. With the establishment of the agency, there were considerable changes in adult education practices. It is therefore the purpose of this study to have taken at the development obtained there is with the inception of the agency. That is to say the part it played in promotion adult education progrmames. It was infact assumed that there would be a remarkable difference and improvement in the progrmames as compared to what it used to be under the previous bodies responsible for the operation.

To carry out this analysis, the study looked at activities of adult education in Zuru metropolis before the agency was established in the state. i.e. the extent to which the agency progress over time and the problems that

bridled it as well as the techniques to over-coming such problems. And to be able to determine the development that obtained from the inception of the agency the study would look at the agency's aims and objectives and programmes like wise.

Similarly, for this purpose reference was made to the programmes of the agency that were conducted in the Zuru metropolis. It was the outcomes of this analysis that will help to know the extent to which the study make a significant effort or otherwise in the development of adult education programmes in the state government.

1.4 RESEARCH QUESTIONS

What is the role of the Agency for mass education in the promotion of Adult education programmes in Zuru metropolis?

ii. What are the problems affecting the agency for mass Education in an effort to undertaking their programmes?

iii. How could the problems affecting the agency be overcome?

1.5 SIGNIFICANCE OF THE STUDY

The significance of any study among other things is the provision or extension of knowledge and offer suggestions on the way to better management of the affairs.

Education is known to be an instrument, but development could only be superficially achieved when the vast majority of people are literate in places like Kebbi state where there is education backwardness and also a wider gap between those who are not the question of bridging the gap becomes ineditible, the alternative of educating the vast number of illiterates in the area is therefore through adult education programmes and there were several attempts made by various successive government to educate the mass of people, and this is perhaps due to poor management and the treatment

experienced by adult Education sectors and the type of marginalization received from their mother ministries who give very little or even no recognition to the agency's role or even the absence of political will.

The agency for mass education was created too by another government to completely wipe out illiteracy from the state. It is the significance of this study to extend knowledge on the role played by the Agency for mass education Kebbi state in developing adult education in Zuru metropolis area since the inception of the agency in 1991.

The study will also brought to the light the problems hindering the agency from achieving its desired goals and objectives, likewise the solutions to such problems will be made available.

1.6 THE SCOPE AND DELIMITATION OF THE STUDY

The study was limited to adult education practices in Zuru metropolis, prior to the establishment of the agency i.e. looking at adult education before 1990 when the state agency was established attempts will also be made by the study to look at the existing trends and problems bridling the agency and the possible ways to ameliorating the said problems.

The study also looked at adult education with the establishment of the agency in 1991 to date in Zuru metropolis.

1.7 OPERATIONAL DEFINITION OF TERMS

- i. **The Agency for Mass Education:** An organization established under section 3 of the law establishing it and knows as the agency for mass education. It is charged with the responsibility of planning and

organizing adult education programmes for the purpose of eliminating illiteracy nationwide.

ii. **Success:** This implies the achievements of adult education programmes as organized by the agency such programmes include

- a. Literacy programmes
- b. Women programmes
- c. Workers education
- d. GCE remedial programmes
- e. Vocational training programmes

iii. **Aims and Objectives:** This implies reasons behind establishment of the agency as contained in the law establishing it.

iv. **Problems:** This refers to the short comings of the agency in an attempt to achieving its aim and objectives.

- a. Lack of political will

- b. Absence of materials
- c. Shortages personnel's
- d. Financial constrain.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter reviewed related literature that are relevant to the topic of research and were discussed under the following sub-headings:

- Organization and administration of adult education before establishment of the agency
- Establishment of state agencies for mass education
- Roles and function of the agencies
- The Kebbi state agency for mass education, the purpose for its creation
- Summary of the review

2.1 ORGANIZATION AND ADMINISTRATION OF ADULT EDUCATION BEFORE ESTABLISHMENT OF THE AGENCY

Prior to the inception of the agency, there is clear evidence to show that Adult Education organization kept shifting from one ministry to another. When the leadership of the day conceived adult education roles as public enlightenment, as it did before independence it was often placed within the ministry of information. This structural arrangement was discontinued in the north with the advent of the military administration in Nigeria. On the other hand when its role was conceived solely as a means to equip militates with basic skills of reading and arithmetic and further education for the disadvantaged adults, Adult education organization became an appendage of ministry of education and when adult education was considered as a tool for rural development. In certain states where the

leadership was still searching for an appropriate role for adult education, it was not clearly reflected in the larger state bureaucracy.

Similarly, what obtained in those days was a variable level of central control in some states and absence of central control in other which indicates that the two units of adult education i.e. the local and state operated under different commands. The heads of adult education division in the states were responsible to the permanent secretaries and the final analysis to the commissioner of education or for rural development as the case may be. Whereas at the local level the heads of adult education units reported to the secretary of education or chief of education units reported to the secretary of education or chief education officer, who in turn reported to the local government secretary who was answerable to the permanent secretaries of local government services commissions. More important,

the two units of adult education were subjected to different budgetary treatments. Each unit prepared and submitted its estimates to different authorities, thus, indirectly receiving subventions from different sources. Within the framework, the chance were that the two units will have divergent, even diametrically opposed views regarding the application of adult education problems. Local initiative and autonomy in programme planning and implementation is also lacking together with cooperation and understanding between the two levels of governments and this gave rise to duplication of efforts and waste resources. Also adult education practice at the local levels is not deeply rooted in the local bureaucratic structure. Professional adult education at local levels were found to be under prepared to squarely face the vigor of managing the rather extension of adult education works, the fact was true even at the state level. Most adult educators in the state not only lacked adequate and appropriate training,

but also lacked the will and capacity to effectively perform their expected roles and functions. They were said to be ill motivated. Opportunities for staff development, especially for organizers and supervisors were lacking. The salaries and conditions of services for part time instructors, organizers and supervisors were not attractive in adult education programmes however, well intentioned hardly rich the target group that should actually benefit from it.

2.2 ESTABLISHMENT OF STATE AGENCIES FOR MASS LITERACY

As noted earlier the first autonomous agency was established in Kano in 1st April 1980. In February 1986, the Bauchi State government founded its own adult and formal education agency (AWFEA) (Indabawa, 1991). When the federal government, through the directorate of food, roads and rural infrastructures (DFRFRI) and later, the director for social mobilization (MAMSER), provided some

fund for literacy and requested states which desired to benefit from it to establish the agencies, more states responded promptly to institutionalize the bodies. By 1988 more than fourteen states (of the twenty one) had established the agencies, and gradually it extend to many other states of the federation.

Also at that moment, the National commission for mass literacy adult and non formation education was established by Degree No. 17 of June 25th 1990. The commissions' specific mandate is the eradication of adult illiteracy in cooperative effort with the state agencies and non government organization (NGOs)

The state agencies are established under the relevant edicts which specify their functions, composition and hierarchy. In many cases, the agencies are under the direct supervision of the office of the governments or deputy governor. And from 1984 the bodies placed under the care

of relevant ministry (usually education). But this together the changing political leadership seems to have had negative effects on the performance of their roles. For instance, the Kano State Agency was provided the sum of N6, 514,629.53 for the service years of 1982/1983, as against the sum of 5,843,000.00 for 1984/1985, and the difference of 1,029,629.53 Indabawa, (1991 p.26). This result in the stultification of the effective discharge of duties and responsibilities. Yet the agencies have specified statutory obligation which mostly include:-

1. The eradication of adult illiteracy
2. The provision of post literacy remedial, continuing and vocational programmes
3. Provision of public enlightenment programme
(Indabawa, 1991)

In addition to this, the agency has a bio popular organizational set up with a governing board at its top, with

a chairman and members who are usually appointed for a specified period by the governor, with a mandate of determining general policy focus of the agency, and then there is a management arm, which is headed by an executive director (who also sits on the governing board a deputy director a secretary and divisional heads (usually of the rank of Assistant Directors) as well as Zonal network (Indabawa, 1991, p.26). the management runs the agency on daily basis ensuring the attainment of its set goals.

2.3 ROLES AND FUNCTION OF THE AGENCIES

The agencies are the organs responsible for the prosecution of mass literacy campaigns in the states; their specific roles include programme development, often in line with national specification, recruitment of instructors and other personnel, as Well as the recruitment of adult learners and the general facilitation of learning. At the end of a given programmes, the agencies also issue out

certificates to deserving candidates. Other basic contributions of the agency include;

- (1) Identifying the NGOs with whom they work with the for the campaign
- (2) To identify problems of culture and religion militating against success and proceed diplomatically
- (3) To offer the NGOs professional consultancy services including;
 - (a) Guidance on the selection of relevant learning/teaching material
 - (b) Recruitment and training of instructors and organizers
 - (c) Supervision and monitoring of classes
 - (d) Preparation of text and certificate of successful candidates
 - (e) Provision and distribution of learning/teaching materials

(f) Financial subsidy to the NGOs that are providing literacy to disadvantage groups like women or the disabled people

(g) To solicit funds for mass literacy from industry, commercial undertakings, business organizations and other cooperative bodies

Similarly, on the funding, the states are expected to draw some financial support from the commission which has the mandate of organizing and administering a mass literacy fund. This may be supplemental to the annual grants to agencies for their own government and the agencies are also in a position to attract other agencies, especially UNESCO, UNICEF etc. And others with interest in educational ventures of this type in order to function effectively.

2.4 THE KEBBI STATE AGENCY FOR MASS EDUCATION THE PURPOSE FOR ITS CREATION

The Kebbi state Agency for Mass Education is said to have emerged when the state was created in 1991. The Agency continue to operate without forming an edict, but later in 1993 an edict is established under the leadership of AlhajiAbubakar Musa GarkuwanYauri, the then civilian Governor with the sole aim of eradicating illiteracy all over the state, and is charged with responsibilities as follows.

1. The eradication of illiteracy among adults, drop out youths and out of school children.
2. Provision of mass education including continuing education, vocational and functional literacy training programmes.
3. To serve as resource centre with localized training facilities in artisan crafts such as carpentry, printing, weaving and soap making etc.

4. To regulate, supervise and implement related Mass Education programmes provided by other bodies besides the Agency's role such as NGOs, patriotic individuals and private organizations.
5. To develop in adults a sense of commitment active participation in social and political lives immediate locality and Nation at large.

2.5 SUMMARY OF THE REVIEW

This chapter summaries relevant topic that are related to the area of study. The role of agency for mass education in promoting adult education programmes which specifically are:

Recruitment of instructors and other personnel, often in line with national specification,, recruitment of instructors and other of adult learners and general facilitation of learning. This chapter also summarized the organization and administration of adult education before

establishment of the agency, establishment of the state agencies for mass literacy, and finally the kebbi state agency for mass education, purpose of its creation were discussed.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter was aimed at describing the procedures followed and the methodology employed in carrying out this research work. An account of preliminaries, sample description and sampling method used were also given.

3.2 RESEARCH DESIGN

The study used descriptive survey design. A survey is used to collect data for describing a population too large to observe directly. A survey obtains information from a sample of people by means of self report, that is, the people respond to a series of questions posed by the investigator. In this study the information was collected through self administered questionnaires distributed to the subjects by the researchers. The design helped to describe role of the agency for mass education in promoting adult education in Zuru local government.

3.3 POPULATION OF STUDY

This study is intended for nine senior officials of the State Agency for Mass Education, ten officials of the zonal office, seven local government officials, thirty nine instructors, two thousand and eighty adult learners in the area under study. This gives us the total number of two thousand one hundred and forty five people forming the population of this study.

Population	Frequency	Percentage (%)
Senior Official	9	0.4
Zonal Office	10	0.5
L G Officials	7	0.3
Instructors	39	1.8
Adult Learners	2080	97
Total	2145	100%

3.4 SAMPLE AND SAMPLING TECHNIQUE.

In conducting this research, a simple systematic sampling procedure was employed to select forty adult learners out of two thousand and eight at random, ten instructors to be selected out of thirty nine, and two officials to be interviewed from the local government Adult Education unit, the zonal Adult Education Office and also from the state Agency for Mass Education. This gives us the total number of fifty six respondents in this research work. The number is confined to fifty six in order to obtain good and reliable information about the study and also limit the cost.

3.5 RESEARCH INSTRUMENTS

The instruments used in this research are the questionnaires designed for adult learners and the instructors, interviews was also one of the instrument used for the purpose of obtaining information from the officials of the State Agency for Mass Education, the officials of the

Zonal Adult Education office and the officials of the Local Government adult education unit. Similarly, the information regarding this topic of discussion can be obtained by referring to the documentary records from both the sources.

3.5.1 VALIDITY OF THE INSTRUMENT

Validity is the degree to which results obtained in the analysis of the data actually represent the phenomenon under study. Pilot study helps to improve face validity of the instruments and its content validity is improved through expert judgment. The assistance of our supervisor was sought in order to improve on content validity by removing the items he feels are not needed for this instrument and making approval of other items.

3.5.2 RELIABILITY OF THE INSTRUMENTS

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated

trial. The test-retest method was employed to test the reliability of the instruments, this method requires two testing sessions, the instruments was administered twice, the first and second information on both questionnaires were compared in order to determine the reliability of the instruments. The sample was used to test on the reliability of the instrument. Reliability was ensured by minimizing biasness in data collection, this is ensured by administering the questionnaires and ensuring confidentiality.

3.6 METHOD OF DATA COLLECTION

All research instruments were administered in person responses were recorded accordingly by all the respondent questionnaires were filled and returned immediately and was no any of the questionnaires missing so also, all items questionnaires are answered. The responses which were acquired through the interview and records are recorded

personally by the researcher following responses made by the respondents.

3.7 METHOD OF DATA ANALYSIS.

The data was analysed using:

- 1) Frequency tables
- 2) Percentage
- 3) Pie charts
- 4) Bar chart

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents the result of the analysis of data collected in the process of this research work. This research work was designed to identify the roles of agency for mass education programme in Zuru local government Area of Kebbi States.

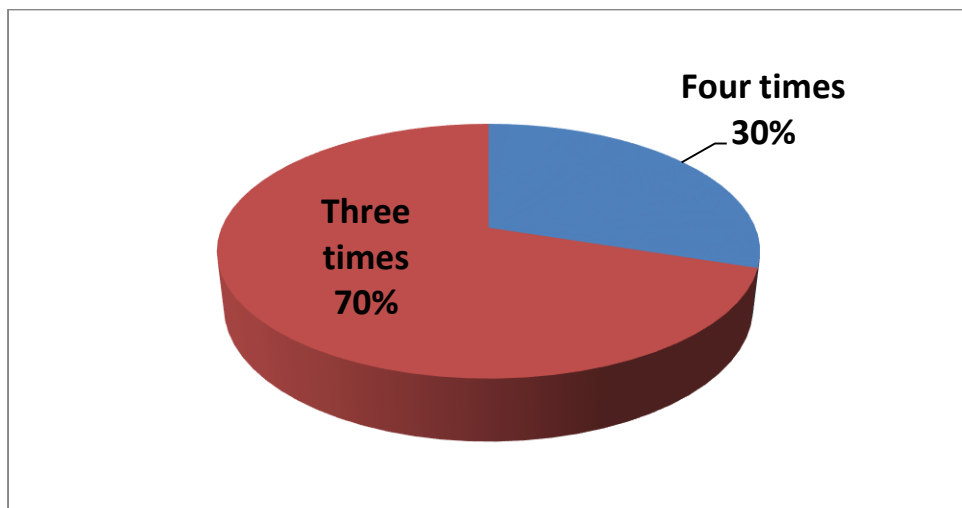
4.2 DATA PRESENTATION

Table 1: Distribution of Respondents According to Sex

Population	Male	Female	Percentage (%)
Instructors	8	2	80/20
Senior Officials	2	0	100
Zonal Officials	2	0	100
L G Officials	2	0	100
Total	14	2	

Based on the findings of this research 8(80%) of the instructors respondents were male and 2(20%) were female, 2(100%) of the senior officials respondents were male, 2(100%) of the zonal office respondents were male and 2(100%) local government officials were male with no female respondents (senior officials, zonal officials and local government officials)

Figure 1: Representation of Instructors based on the Number of Classes they take per Week



The figure above shows the representation of instructors based on the number of classes they take per week. Based

on the findings of this study, 7(70%) teach four times per week and 3(30%) teach three times per week.

Table 2: Representation of Instructors and adult learners Respondents According to the Subjects they teach

Subjects	Frequency	Percentage (%)
Mathematics	2	20
English	2	20
Civic Education	2	20
Home Economics	2	20
Soap Making	1	10
Tailoring	1	10
Total	10	100%

Based on the findings, 2(20%) of the respondents teach Mathematics, English, civic Education and Home

Economics each, making a total of 8(80%) respondents and 1(10%)teach Soap Making and Tailoring, making a total of 2(20%) respondents.

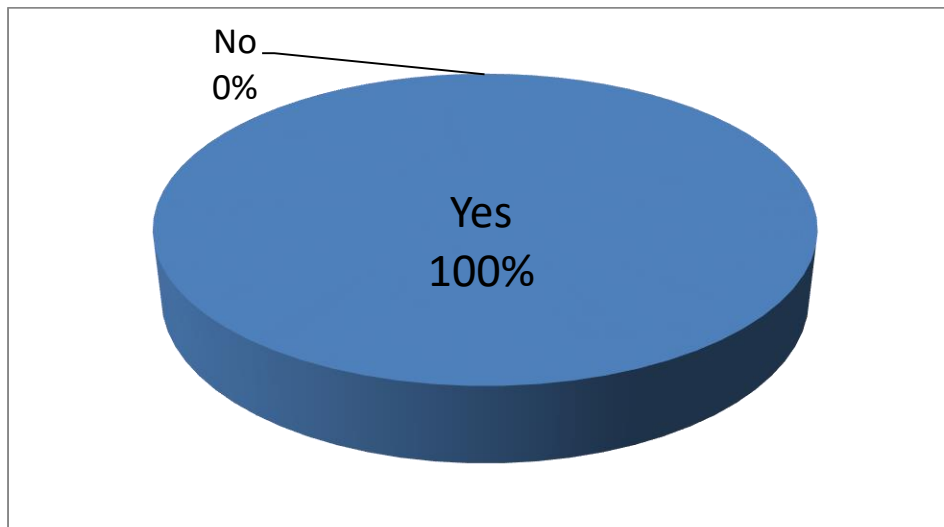
Table 3: Representation of type Of Material Used by The Instructors

Materials	Frequency	Percentage (%)
Chalk	10	100
Black board	10	100
Text book	10	100
Display table	7	70
Cardboard paper	8	80
Sewing machine	1	10
Chemicals for making soap	1	10

The table above shows the material used by the instructors based on the findings of the study. When asked of the

material they used when teaching, 10(100%) indicated chalk, black board, textbooks. 7(70%) indicated display table and 1(10%) indicated sewing machine and soap making chemicals. Also when asked about the supplier of the materials, they all indicated that the state and local government of Kebbi State.

Figure 2: Representation of Respondents if they received any form of Training

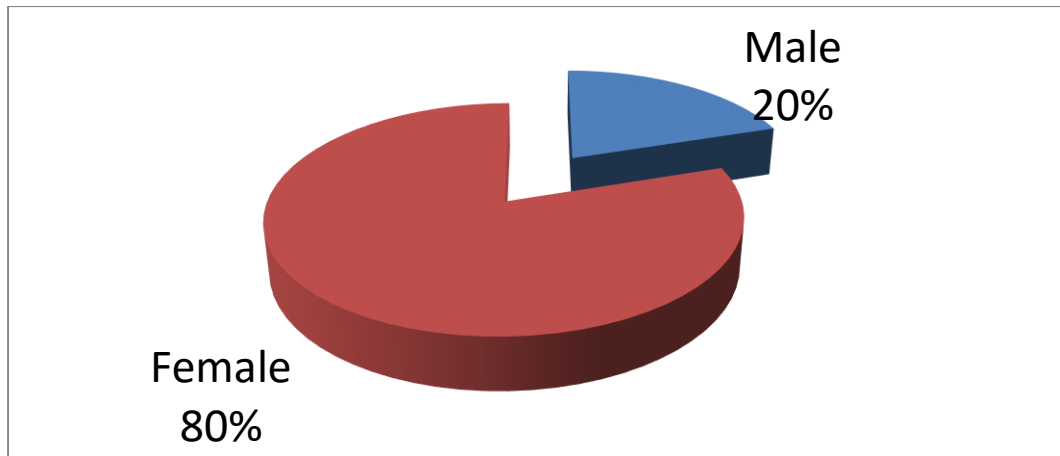


The figure above shows the representation of the findings when asked if they have any form of training, based on the

findings, they all indicated that they have received trainings.

When asked about the problems encountered by the instructors when instructing, it was discovered that based on the findings of this study, sometimes the instructional materials needed at a particular time are not always available for adequate explanation of the subject, also there is difficulty in dealing with adult learner. When asked to suggest solutions of how to deal with the problems, based on the findings of the study, the instructors indicated that materials should be made available at the required time so as to enhance learning, they also indicated that the adult learner should be well discipline since they are matured enough to learn and finally, the government should increase the salary because it will serve as a way of reinforcement to the instructors.

Figure 3: Representation of Adult Learners Respondent According to their Sex



The figure above shows the representation of adult learner respondents according to sex. When asked to indicate their sex, based on the findings 8(20%) and 32(80%) indicated male and female respectively. This implies that there are more female adult learners than the male.

Table 4: Distribution of Adult Learners Respondents According to their Occupation

Occupation	Frequency	Percentage (%)
Farmers	3	7.5
Government worker	10	25
Business owners	12	30
House wives	15	37.5
Total	40	100%

The table above shows the distribution of adult learners according to their occupation. Based on the findings of the study, when the respondents were asked to state their occupation, 3(7.5%) stated farming as their occupation, 10(25%) stated that they work for the government, 12(30%) own a business and 15(37%) were house wives from the number of female respondents (32 which is 46.9%)

Table 5: Distribution of Respondents According to their Reasons why they enroll in Adult Education

Reasons	Frequency	Percentage (%)
Read and write	10	25
Learn a trade	6	15
Acquire a certificate	4	10
Communicate fluently in English	8	20
Further education	12	30
Total	40	100%

Table 5 above shows the distribution of adult learners respondents. When asked why they enroll in adult education, base on the findings of the research 10(25%) stated that they want to know how to read and write, 6(15%) stated that it is because they want to learn a particular trade, 4(10%) stated that they want to acquire a

certificate, 8(20%) stated that they want to communicate fluently in English language and 12(30%) want to further their education.

Figure 4: Representation of Adult Learner Respondents if they have achieved their Aims

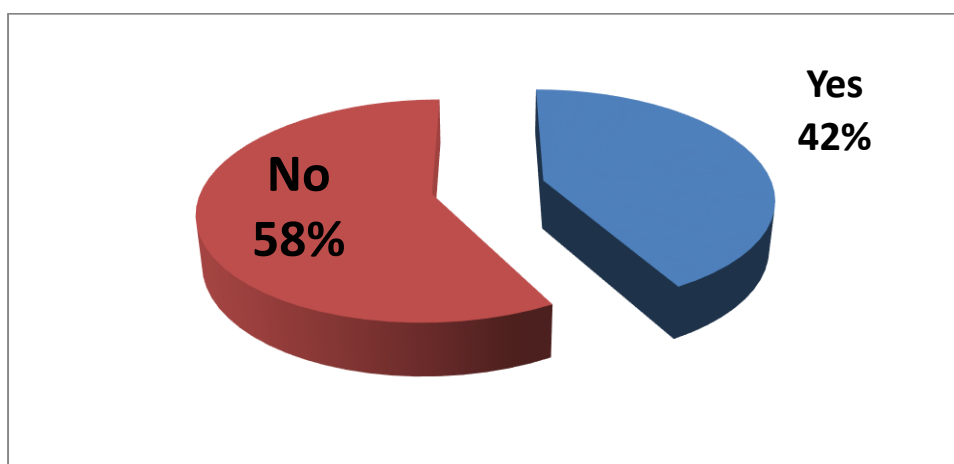


Figure 4 above shows the representation of adult learners respondents. Based on the research findings, when asked if they achieved their aims of enrolling into the programme 17(42%) indicated yes while 23(58%) indicated that they have not achieved their aims. This implies that more than

half of the adult learners' respondents have not achieved their desired aims.

Figure 5: representation of the number of times they receive instruction per week

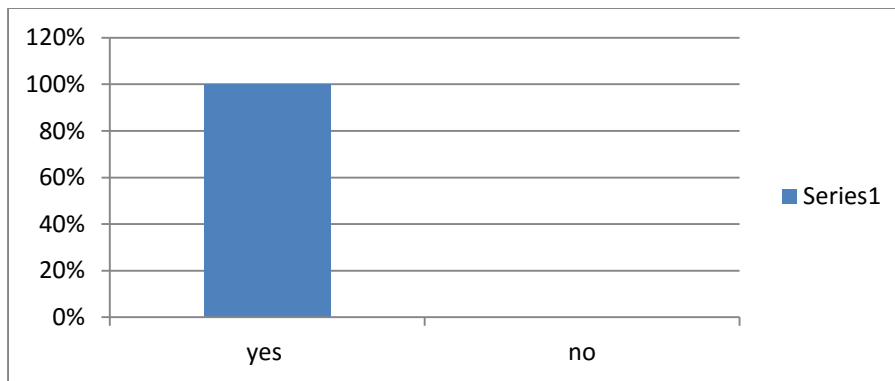


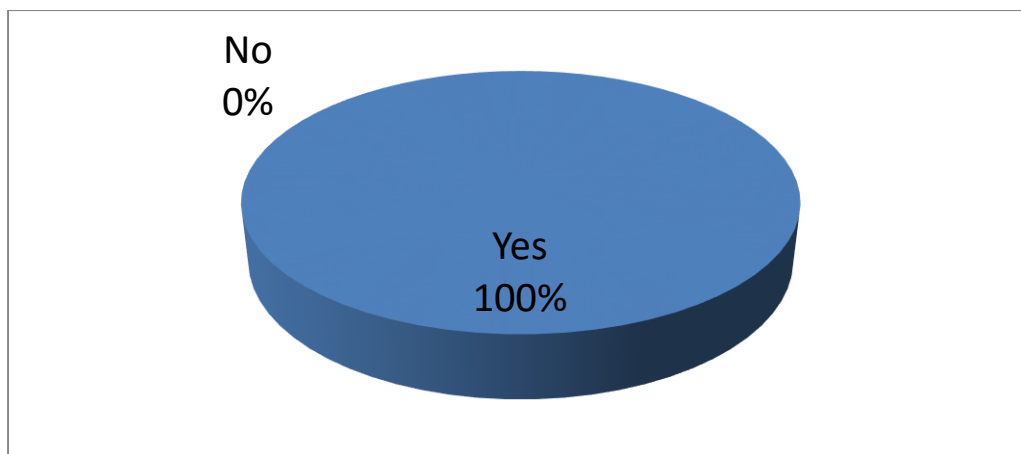
Figure 5 shows the representation of the number of times the adult learner received instructions. Based on the findings, 32(80%) received instruction four times per week and 8(20%) received instruction three times per week.

**Table 6: Representation of Adult Learner Respondents
According to the Subject they Receive Instruction**

Subjects	Frequency	Percentage (%)
Mathematics	32	80
English	35	78
Civic Education	30	75
Home Economics	28	70
Soap making	15	38
Tailoring	8	20

Based on the findings of the study, when asked to indicate the subject they received instruction, 32(80%), 35(78%), 30(75%), 28(70%), 15(38%) and 8(20%) indicated Mathematics English Civic Education Home Economics Soap Making and tailoring respectively.

Figure 6: Representation of Adult Learner Respondents if they have Learning Materials

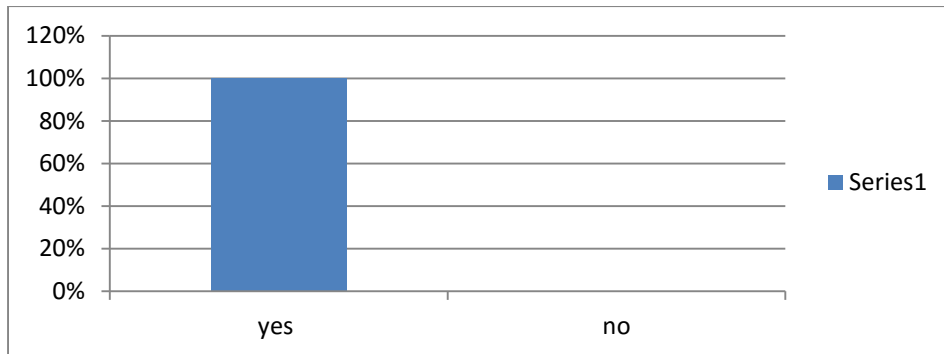


When asked to indicate if they have learning materials, based on the findings of the study they all indicated that they have learning materials.

Also when asked, who supply the learning materials some of them stated that the government and also they got some of the materials personally.

Again when asked if the materials they have is enough for their learning, they all indicated that the materials are not enough.

Figure 7: Representation of Adult Learners when asked if they evaluate them



The figure above shows the representation of adult learners when asked if they are being evaluated, based on the findings of the study they all indicated that the instructors evaluate them. This implies all of them received evaluation during the program

Table 7: Representation of the Learning Problems Encountered by the Adult Learners

Problems	Frequency	Percentage (%)
Unavailability of learning materials	18	45
Unseriousness from the instructors	22	55
Busy schedule	25	63

The table above shows the representation of the problems encountered by the adult learners when learning. Based on the findings of the study, 18(45%) stated that the learning materials are not enough, 22(55%) stated that the instructors are not very serious on their own part and 25(63%) indicated that busy schedule is one of the problem encountered.

When asked to suggest some solutions to these problems, they stated that government should provide enough instructional and learning facilities, the instructors should take their job or profession serious and also more money should be allocated to the workers which will serve as a means of reinforcement.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY.

This research work was set out to find out the role of the Agency for Mass Education in the promotion of adult education programmes in Zuru local Government Area of Kebbi State for the purpose of undertaking this research work effectively; samples were selected from adult learners and instructors and were all administered questionnaires. Similarly, interviews were administered to adult education officials of the Local Government, Zonal Office and the Officials of the State Agency for Mass Education. Documentary records from the offices mentioned above also acted as the sources from where the information was obtained.

The findings revealed the various roles being played by the Agency for Mass Education in promoting adult programmes in Zuru Local Government, such roles include:

1. The eradication of illiteracy among adults, dropout youth and out of school children.
2. The recognition, supervision and implementation of all related Mass Education Programmes provided by other bodies the Agency's programmes through its Zonal office to the local Government Area,
3. It is also discovered that the Agency provides illiterate worker; within Zuru local Government Area with basic literacy and numerical skills,
4. The Zuru Local Government is also taking part in extra-mural classes where by the S.S.C.E. failures are opportuned to further their education, which is also part of the Agency's programmes in the area.
5. The Agency is providing adult youth and out of school children with religious knowledge since the

knowledge of Arabic and Ajami reading and writing skills are being coordinated through the Zonal Offices to the Local Government

6. The materials and equipment for adult education such as books, pencils knitting machines, sewing machines, chemicals for soap making and pomade are all provided by the Agency for the purpose of improving adult education within Zuru Local Government Area.
7. As part of the Agency's role it provides training to instructors in the Local Government at the end of each year, by or prizing refresher courses
8. The adult literacy graduates in Zuru Local Government are issued with certificates after the end of their course, especially the successful candidates. This certificates are issued by the Agency through the Zonal office,

5.2 CONCLUSION

In conclusion, the researchers wish to assert that the findings of this research are limited to Zuru Local Government Area. If the authorities concerned implements the above recommendations on adult education, it is hoped that the Agency could succeed in its effort of promoting adult education programmes in the area.

Finally, the researcher wish to suggest the undertaking of more researches on the promotion of adult education programmes in Zuru Local Government Area as well other Local Government Areas in Kebbi State that might not have been touched by this study.

5.3 RECOMMENDATIONS

After a broad examination of the role of the agency for mass education in promoting adult and non formal education. This inability of the Government to provide enough and relevant learning and instructional materials

for the programmes makes it less attractive. The following recommendations were made:

1. There should be increase in the allocation of funds by the federal Government to adult education programmes, so as to curtail the problem of illiteracy if not wiped out completely.
2. The present condition of service needs to be rectified, the allowances is too meager if we consider the condition nowadays. The Government should provide some incentives stimulants to the personnel in the field similarly, loans of cycles and bicycles might attract more personnel in adult education
3. The Agency should a peal to the body concerned, to supply the Agency with NYSC members each year to look after programmes in each of the Schemes in the Local Government Area.
4. Adult Education should be made to exist under one entry avoid duplication of responsibilities.

5. Refresher courses for instructors should be intensified education programmes and should be organized three Mmes times in a year. Instead of making it at the end of each
6. The Federal, State and Local Government should embark on serious campaigns against illiteracy, stressing the dangers for not participating into the programmes.

5.4 SUGGESTION FOR FURTHER STUDY

Ways of solving the problem affecting the agency in Zuru Local Government area, Kebbi state can be overcome.

- i. The problems affecting the agency of mass education in an effort to undertake their programmes

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APPENDIX A: QUESTIONNAIRE FOR INSTRUCTORS

This questionnaire is designed for the purpose of investigating the role of the Agency for Mass Education in promoting adult education programmes in Kebbi State, Zuru Local Government.

Please endeavour to respond to each item in the questionnaire

SECTION A

PERSONALDATA

1. Sex.....
2. Age.....
3. Occupation.....
4. Qualification.....
5. Scheme.....

SECTION B.

6a. Are you employed by the Agency?

Yes or No.

(b) If No who employed you?

7a. How much are you paid in a month?

.....

b. Are you being paid regularly?

Yes or No. 8.

8. How many times do you teach in a week?

.....

9. What subjects do you teach?

.....

10. How many years have you been teaching?

.....

11. What types of materials do you use in teaching?

.....

12. Who supply the materials to you?

.....

13. Which place and time does teaching takes place?

.....

14a. Do you receive any form of training?

Yes or No

b. What form of training?

.....

15. What instructional problems do you encounter while instructing?

.....

16. Suggest ways to overcoming such problems.

.....

.....

.....

APPENDIX B: QUESTIONNAIRE FOR ADULT LEARNERS

This questionnaire is designed to investigate the role of the Agency for Mass Education in promoting adult education in Zuru, Kebbi State.

Please endeavour to respond to all items in the questionnaire.

SECTION A

1. Sex.....
2. Age.....
3.
Occupation.....
4.
Scheme.....

SECTION B

5. Why do you enrol in adult education programmes?
.....:

6. Have you achieved your aim for enrolling into the program

Yes or No

7. How many times do you receive instruction in a week?.....

8. What subjects do you receive instruction?

.....

9. Do you have learning materials?

Yes or No

.....

10. Who supply yet- with the materials?

.....

11. Who supply you with the materials?

.....

12. Are the materials enough and relevant for your learning?

Yes or No.

13. Where and when do you receive instruction?

.....

14a. Are you being evaluated?

Yes or No

b. What form of evaluation?

.....

15. What learning problems do you encounter?

.....

16. Suggest ways to solving the problems you encountered learning?

.....

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