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A THEORETICAL BASIS FOR ANALYSIS OF
ADULT EDUCATION IN DEVELOPING COUNTRIES:
A REVIEW OF ADULT EDUCATION PROGRAMS
IN RURAL COMMUNITIES OF EASTERN NIGERIA

By

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ABSTRACT

A THEORETICAL BASIS FOR ANALYSIS OF ADULT EDUCATION IN DEVELOPING COUNTRIES: A REVIEW OF ADULT EDUCATION PROGRAMS IN RURAL COMMUNITIES OF EASTERN NIGERIA

by Elijah O. Odokara

This study had the following purposes:

1. to develop a conceptual scheme for viewing adult education in a developing country such as Nigeria;
2. to employ the scheme in analyzing the county council sponsored adult education program in thirty-four rural communities in Eastern Nigeria;
3. to make, on the basis of this analysis, suggestions and recommendations for expanding and strengthening the programs in these communities.

Methodology and Conduct of the Study

The conceptual scheme of adult education programs for rural Eastern Nigeria was conceived first through establishing a rationale for using the areas of development (social, economic, political and individual) as the theoretical focus to be followed.

Criteria for an adequate program were developed through a synthesis of existing models reported in the literature. Next, attributes of adult education programs for developing nations were

identified from the reviewed literature and the model program recommended by the UNESCO World Conference on Adult Education.

The conceptual scheme was developed in the form of an analytical grid with the derived criteria, attributes and items as a plan for analyzing the program of the thirty-four rural communities in Eastern Nigeria.

The items of the content area of development approved by the judges were assigned to one axis of the grids and the approved qualitative attributes of excellence of Adult Education to the other axis.

For purposes of making the descriptive analysis clearer, the programs are arbitrarily scored against a one hundred point scale.

Since the aim of the study is to describe and not to evaluate the programs, the percentage scores resulting from this analysis are not to be viewed in the traditional sense of percentage of excellence but as means of describing the programs using the developed scheme.

Major Findings on Weaknesses of the Programs

The following are findings regarding the adequacy of the objectives of the adult education programs in Eastern Nigeria. Though no direct quantitative measurements of the degree or level of adequacy of each program in any of the criteria could be derived, yet some inferential conclusions were made.

1. The expressed behavior changes that were intended to be accomplished through the content aspects of the program

were not satisfactorily related to the needs of the clientele and the education purpose of Eastern Nigeria.

2. The objectives of the ten women's programs were more adequate than those of mixed programs in "Health Education," "Home and Family Education," and "Vocational Education," but were less adequate than those of mixed programs in "Civic Education," "Liberal Education," and "Basic Education."
3. Both mixed and women's programs have inadequate objectives in "Economic Education."

The following are findings regarding the adequacy of the programs in their teaching personnel, activities and materials of instruction, methods and techniques of instruction, financial and physical resources and administrative policies:

1. The analysis revealed that the programs need to become more adult because their existing subject matter contents were inadequately related to the needs of the clientele and educational purposes for adults in Eastern Nigeria, which are as follows:
 - a. to achieve efficient agricultural production, adequate incomes and prosperous communities;
 - b. to promote public consideration and understanding of economic, social and political problems;
 - c. to encourage the growth of cooperatives and to increase membership in and public understanding of cooperatives.

2. All the programs experience difficulty in promotion of their activities and in reaching new participants because of lack of adequate publicity and transportation facilities.
3. None of the programs has teachers who have competency in program evaluation, preparation and use of audio-visual materials in teaching, and in the enrichment of programs with local resources.
4. Adult learners were not involved in the learning situation through activities and materials that are meaningful to them.
5. All the programs experience conflict and lack of cooperation with other agencies in the communities and the county councils.
6. No program has an adequate administrative policy that will help the communities to become interested in the program.
7. All the programs lack teachers with adequate educational leadership in adult education for bringing about the desired changes and innovations in teaching methods and organization of the programs.
8. None of the programs has adequate financial or physical resources.
9. Most of the programs do not teach courses in the content areas of Vocational Education, Health Education, Economic

Education, Home and Family Education and Liberal Education.

10. Most of the programs lack personnel who is qualified to develop and teach courses in the content areas of Vocational Education, and Home and Family Education.
11. No program has adequate provision for continuing education of its personnel.
12. No program has a community advisory committee that reflects all the segments of the community.
13. Rigid rules imposed on program personnel from a remote head office tend to stifle their initiative and educational leadership abilities.
14. Poor salary and its irregular payment cause the personnel of the program both to feel insecure and to have low morale.
15. Diversion of adult education grants into other local council projects is a hindrance to the progress of the programs.

Major Findings on Strengths
of the Programs

The following are findings regarding the areas of strengths and accomplishments of the programs in Eastern Nigeria:

1. The government of Eastern Nigeria has done a commendable job in encouraging and promoting adult education schemes and programs in Eastern Nigerian communities through its

various Ministries in general and through its adult education headquarters at Owerri and Uyo in particular.

2. In spite of the problems and hindrances listed above that confront the programs, the senior officers of the government responsible for administration of adult education at Enugu, Owerri and Uyo have, through their dedication and pioneer efforts, proved that adult education can make a greater contribution in the solution of the problem of development in the region.
3. The increasing cooperation and communication which is now developing between the leadership of these programs at Enugu, Owerri and Uyo and the Division of Extra-Mural Studies of the University of Nigeria can provide a reliable platform for developing more effective programs of adult education for the region.
4. In a most trying and demanding circumstance, some of the teachers and organizers have performed their duties with missionary zeal.
5. Nigerians everywhere cherish education as a means to individual and social success and with little

encouragement they love to enroll in any education program and continue participating in it until the approved end. This is evidenced by limited cases of drop-outs in all the thirty-four programs.

Recommendations

On the basis of the findings in this analysis, the following suggestions are made for improvement of adult education in rural communities in Eastern Nigeria:

1. In-service training programs for adult education teachers and organizers jointly sponsored by the University, county councils and the Ministries of regional government.
2. Payment of regional government grants for support of adult education programs through the government treasury instead of through the local county council.
3. Formation of a local community adult education advisory committee for each program with membership of opinion leaders from all levels of the community.
4. Appointment of a community resource development coordinator for each rural community with joint

appointment to community elementary school or secondary school and the community adult education program. The main duty of the coordinator would be to promote the involvement of community resources in community adult education programs.

5. Provision of adequate means of transportation to all adult education organizers and teachers in each community through the assumed local contribution of each county.
6. The removal of rigid rules from women's programs which stifle the initiative of the teachers to innovate.
7. Extending to adult education teachers the similar benefits and recognition that are given to their counterparts in elementary and secondary schools.
8. The inclusion of adult education and community development courses in the elementary and grade two teachers' training colleges.
9. The holding of an annual workshop jointly sponsored by the Ministry, County Councils and University of Nigeria

for appraisal and evaluation of adult education programs in rural communities in Eastern Nigeria.

10. The organization of a regional adult education textbooks' committee both for selection and distribution of required textbooks and teaching materials to all rural centers and for maintenance of reading rooms for each program.

The necessity of cooperation between the government departments, the University and all other agencies in the region in planning and promoting the type of adult education activities that can produce the desired development of rural communities in Eastern Nigeria is emphasized in this study.

Contributions of the Study

1. The study has focused elements of an evolving theory of adult education in national development upon the development problems of Eastern Nigeria by undertaking a comparison of the major elements of the process of development (economic, political, social and individual) with the major elements of the adult education process.
2. The study has provided a clearer understanding of the existing local government sponsored programs in Eastern Nigeria rural communities and the problems that confront them by (a) identification of the nine major problems that

confront the programs and their implications, (b) determining how adequate the programs are in their expressed objectives, activities and materials of instruction, number and qualification of the teachers, methods and techniques of teaching, financial and physical resources, and the administrative policies.

3. The study has provided some useful suggestions and recommendations both for attacking the identified problems that confront the program and for providing the desired leadership in the innovation of the program so as to make it a more effective instrument for the desired repair and change in society.
4. The study has contributed to further unification and refinement of a theory of adult education in national development by choosing development (economic, social, political and individual) as the central focus of its rationale which emphasized that an adult education program must be geared to the needs and problems of its individual clientele and their society in order to contribute towards their effective development and benefit.

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Each in a very specific and tangible way helped in making this goal real.

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CHAPTER I

INTRODUCTION

There is an acute need to promote development in rural communities of Eastern Nigeria through adult education programs which can reach every community, bring about a social climate for tolerance and cooperation among the different ethnic groups and also help each citizen to become an effective contributor into, and sharer from the regional economy.

Since 1946 the government of Eastern Nigeria has been sponsoring adult education programs in the rural communities of the region through local county councils. The government considers the program as an instrument for achieving objectives of human development which are consistent with the broad regional purposes of economic and political development.

These human development objectives are: to improve the ability of the population as a whole to cope with change, to deal with modernization in social institutions, to participate in the trend toward industrialization which will make economic activity more rational, and to deal with the growing problem of migration from rural to urban communities.

As the existing program is expected to provide a basis for development of the ability of adults in the region to perform more complicated roles and to learn to deal with more complex social relationships and institutions, it is, therefore, the intention of this study to analyze this program with a conceptual scheme and to use the findings from the analysis as a basis for making suggestions which may help the program to make a greater contribution in the attainment of the regional goals and to human development.

Though the need for constant examination and appraisal of every education system is obvious, especially in a developing society, yet there has been no systematic study of adult education in rural communities in Eastern Nigeria.

This paucity of research in adult education in the region leaves education and rural development planners without essential information they need to constructively guide the involvement of adults through education in the intense developmental projects of the region.

While research in adult education in Eastern Nigeria itself is still scarce, a beginning has been made by some educators and anthropologists in providing recommendations on education and development in Nigeria and neighboring countries. Their recommendations can serve as background to this particular study.

Bettinger,¹ an anthropologist and former pioneer missionary educator of the Church of Brethren in Nigeria, in his comprehensive survey of Missionary Education among Sudanese people of West Africa, emphasized the need of increasing the rate of development in West Africa through the education of adults, Raybould,² formerly the Director of the Extra-Mural Department of Ibadan University, in his final report on the program of extra-mural studies of the University recommended strongly for extension of development to all rural parts of Nigeria through adult education.

Nash, in his report on the Anchan Rural Development Settlement Scheme, emphasized the need for development of rural Nigeria through the education of adults as he remarked:

Our work here would have been enormously simplified had there been one or two literates in every hamlet who could have read out messages to the hamlet heads. We must look forward to the day when every order from the Emir and District Head is nailed up on the village tree and the peasant really understands what he is supposed to do. When the peasant can read the scales and work out how much he should get, he will become a much wealthier man.³

¹W. Bettinger, Sudan Sun-Up (Messenger Press, Church of Brethren, 1451 Dundee Avenue, Elgin, Illinois, 1939), p. 165.

²S. G. Raybould, Adult Education at a Tropical University (London: Longmans, Green and Co. Ltd., 1957), p. 137.

³T. A. Nash, "Report on the Anchan Rural Development and Settlement Scheme" (London: HMSO, 1962), p. 18.

Lewis called attention to the slow progress of adult education in Nigeria and also suggested "both the cause of the comparatively little growth of the adult education programs and the cause of the indifference of politicians on adult education in Nigeria be examined."⁴

As a contribution to the planning for improvement of rural people and rural communities in Eastern Nigeria, this study will analyze the program in the thirty-four rural communities which were conducting active adult education programs when the investigator was collecting data for this study.

It is intended to find out through the analysis how the organizational structure and the principles of the program are related to the needs of the individual and the rural communities.

The Problem

Purpose of the Study

It was the purpose of this study:

1. to develop a conceptual scheme for analyzing adult education in a developing country, based upon adult education literature and a model recommended by the 1960 World Conference on Adult Education;
2. to employ that scheme in analyzing the local government sponsored program of rural community adult education.

⁴L. J. Lewis, Society, School and Progress in Nigeria (Oxford, England: Pergman Press, 1965), p. 263.

as it operates in thirty-four communities in Eastern Nigeria;

3. to make, on the basis of this analysis, suggestions and recommendations for expanding and strengthening the government's rural community adult education program.

Specifically, the problem which this study proposed to investigate may be stated in terms of the following questions:

1. What, on the basis of previous studies and the recorded judgments of professional observers, would be the principal elements and attributes of an adequate program of adult education in a developing country?
2. To what extent does the program as currently operating under government sponsorship in the selected thirty-four rural communities of Eastern Nigeria contain the elements and display the attributes of such an adequate program?
 - a. In its expressed objectives?
 - b. In its instructional activities and materials?
 - c. In its methods and techniques of instruction?
 - d. In the qualification of its teachers and administrators?
 - e. In its available resources?
 - f. In the extent to which it is reaching the people of its area?

3. What additions and improvements are suggested as the current program is analyzed in relation to the model program?

Contribution

It was felt that successful execution of the research necessary to answer the above questions would result in:

1. focusing elements of an evolving theory of adult education in national development upon the development problems of Eastern Nigeria;
2. understanding the existing government sponsored programs in rural communities in Eastern Nigeria and the problems that confront them;
3. useful suggestions for improvement of the programs; and
4. contributions to further unification and refinement of a theory of adult education in national development.

Assumptions

The assumptions on which this study is based are:

1. that from (a) a study of general theories and practices in adult education and national development, (b) recommendations of professional observers of education and development in Nigeria and other developing countries, and (c) review of the model program which was

recommended by the World Conference on Adult Education in 1960, a conceptual scheme for analysis of adult education in a developing country could be developed;

2. that such a scheme would be useful in analyzing government sponsored adult education programs in thirty-four rural communities of Eastern Nigeria;
3. that future planning for adult education in rural communities of Eastern Nigeria would be enhanced by recommendations based upon an orderly analysis of present programs;
4. that such a conceptual scheme for analysis of adult education programs in national development would be a useful contribution to educators, political leaders, and others concerned with public policy in developing nations.

Delimitations

The delimiting factors which were established to confine the scope of this study are as follows:

1. Only the government sponsored programs of rural community adult education in thirty-four communities which were recorded as approved programs by the chief adult education officer at Owerri were analyzed in this study. The discussion of other programs of adult education in Eastern Nigeria or in other regions of Nigeria was done only as background to the analysis.

2. Principal data for the study were obtained by personal interview with the teachers and officers in charge of the programs. Other information on the thirty-four programs and other programs in Nigeria was obtained from the records and files of the various county councils and ministries responsible for adult education.

This study is, therefore, dependent upon the perceptions of the persons interviewed and completeness and accuracy of the records and files employed.

Definitions of Terms

The following terms which are defined as follows will be used in this study:

Adult Education

The definition adopted for this study is that of Jensen, Liveright and Hallenbeck, which stated that "adult education is a relationship between an educational agent and a learner in which the agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experiences to achieve learning for those whose participation in such activities is subsidiary and supplementary to a primary productive role in society."⁵

⁵Gale Jensen, A. A. Liveright and Wilbur Hallenbeck, Adult Education, Outline of an Emerging Field of University Study (Adult Education Association of the U. S. A., 1964), p. 334.

Adult Education Program

As defined for the present study, the adult education program includes only educational programs sponsored by the Eastern Nigerian government through the local county councils for the adults in Eastern Nigeria rural communities.

Adult Educator

The person who is delegated the responsibility of organizing and developing educational experiences to meet the needs of adults.

Program Development

The two-fold process of identifying needs of adults and demands of society and planning educational experiences to meet those needs and demands will be included in this study in the phrase "program development."

Umunna

An Igbo (Ibo) term for extended family.

Sarki

A Hausa term for chief or executive head of a community.

Literate

A person who can read and write in any of the local languages and/or English and who can write or sign his or her name in that particular language or languages.

Rural Community

A geographical area in which there is a high degree of association among people and in which the majority of the people are farmers, fishermen, hunters, traders and boat makers.

Methodological Overview

The previous statement of the problem indicates that before further substantial help could be given the county council adult education teachers either for expanding their program or for improving their competencies, it would be necessary to analyze these programs and identify their points of strength and weakness.

The procedures used in accomplishing this task were:

1. Development of an analytical scheme. The criteria used in developing the scheme were derived from reviewed literature on general theories and practices in adult education, on national development, on development in Nigeria and other developing countries, and from recommendations of professional observers of educational and developmental needs in Nigeria. The content areas of the scheme were derived from the model program of adult education for development which was recommended by the World Conference on Adult Education in 1960. The items of the content areas and attributes of the criteria were derived

from the expressed purposes and needs in Eastern Nigeria rural communities which are to be met with adult education. These needs and purposes are contained both in the reviewed literature on Adult Education in Eastern Nigeria and the records on local government adult education programs made available to the investigator by the officers and teachers responsible for the program in the region. The items of the content area of the scheme and the attributes of its criteria were used to build the axes of a general grid and sub-grids also used in this study.

2. Collection of data on the government sponsored adult education program in Eastern Nigeria rural communities. The data were collected both by interviewing the adult education teachers and officers in charge of the program and by synthesizing the required information on the program from the records of the county councils made available to the investigator during his visits to the communities.
3. Comparing the data. The elements of the Eastern Nigeria rural communities' program represented by the data were compared with elements of the model program recommended by the World Conference on Adult Education.
4. Identifying the adequacy of each rural community program on the basis of the model program. Both by using a simple checklist score system in which an arbitrary score of one

was assigned to every item in each of the content areas of the scheme and by comparing the number of items of the content area of the scheme to the number of items of the content area of the program of each of the thirty-four communities, the adequacy of the program of each community was determined by the total number of scores the program received. From the total score of each community, its percentage adequacy was determined.

5. Summary, suggestions and recommendations. The analysis was summarized by means of tables; and on the basis of the findings from the analysis, suggestions and recommendations were made for the improvement of the program in the thirty-four Eastern Nigerian communities.

Sources of information for the development of the scheme were the reviewed literature on adult education, on education and development, the model program recommended by the UNESCO World Conference on Adult Education, and data on educational needs and purposes of Nigeria in general and of Eastern Nigeria in particular.

Sources of information on the adult education program in Eastern Nigeria and education purposes and needs of Nigeria include official documents published by various ministries, budget

and parliamentary speeches in Nigeria, the Ashby Commission Report, Phelps-Stokes Commission Report, Dike Commission Report, report on Nigeria by the International Bank for Reconstruction and Development, proceedings of the Addis Ababa Conference of African States on the Development of Education in Africa, reports and records of various county councils and officers in charge of adult education.

Organization of the Presentation

The foregoing presentation outlined the problem and its component parts and gave indication of the methods used to attack the problem.

Chapter II has as its purpose a review of literature which deals with specific aspects of the study: (1) definition and philosophy of adult education, (2) methods and techniques of teaching the adult learner, (3) role of the adult educator, (4) adult education and development, and (5) adult education and educational purposes and needs in Nigeria.

Chapter III is devoted to a historical overview of adult education in Nigeria as a background to the study. This includes: (1) traditional adult education, (2) adult education by voluntary organizations, (3) government sponsored adult education in Eastern Nigeria, (4) government sponsored adult education in Western and Mid-Western

Nigeria, and (5) government sponsored adult education in Northern Nigeria.

Chapter IV presents the plan and instrument for the analysis of the program. This includes: (1) development of a rationale for the analysis, (2) establishment of the procedure for creation of a conceptual scheme as a plan for the analysis, (3) synthesis of the criteria, their attributes and items, and (4) employing these attributes and items in creating grids.

Particular emphasis was placed on: (1) the rationale for developing the conceptual scheme of adult education and development processes and (2) the steps taken in analyzing programs in terms of the needs of the clientele and education purposes in rural communities of Eastern Nigeria as represented in the scheme.

Chapter V covers the analysis of the programs and the interpretation of the results of the analysis. This includes: (1) the discussion of the geographical and political divisions of the region whose rural communities' adult education program is analyzed, (2) a tabular summary of data about each program as obtained from interviews with teachers and officers in charge of the program and from the records of the communities, counties and ministries of the government in charge of adult education, (3) a numbering of the programs according to the rural communities, for facilitation of rating on the chart, (4) rating of the program and interrelation of

ratings on the basis of the attributes and the items in the grids,
and (5) a summarization and interpretation of the results of the
rating and analysis.

In Chapter VI, the summary of the study, its conclusion,
recommendations and implication for further research are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

The field of adult education impinges upon many disciplines as it grows and assumes its significant role in a society. Adult education is provided by many agencies and institutions which differ widely in purpose and support. Sociology, gerontology, anthropology, psychology, political administration, economics, group dynamics, and educational theory provide resources for the adult educator as he studies the needs of adults in a community.

Adult education may be defined in terms of the individuals and groups served, agencies and institutions offering programs, methods used, subject matter covered, functions or skills and proficiencies taught. More broadly, it may be defined as a means of social adjustment and also as an educational movement.

For the purpose of this study adult education is defined as those organized learning experiences under the auspices of county councils and ministries of local government for helping in the improvement of individual adults and communities in Nigeria. The limiting circumstances of life which this program is assumed to eliminate are such things as inability to read and write, ill-health, poor housing and

family instability, unemployment, inadequate employment, civic inefficiency, poor agricultural productivity, insecurity based on superstition and poor income, tribalism, and lack of skill for gainful employment.

The following review of research and literature was generally limited to the concept of adult education program as the effort of government agencies to link the education of adults to their individual, national, economic and social developmental needs.

Brunner¹ and others have compiled a comprehensive overview of adult education research. In the introduction the authors noted the "rather chaotic" condition of research in the field resulting from the diffusion of agencies and subject matter and the lack of financial support.

As the study of the criteria for adequate adult education programs was being planned, the literature was reviewed to ascertain problems in developing adult education programs identified by other investigators.

The present review of the literature has been organized around five topics. These topics include definition and philosophy, teaching the adult student, role of the adult educator, adult education and development and adult educational need in Nigeria.

¹Edmund Brunner et al., An Overview of Adult Education Research (Chicago: Adult Education Association of U. S., 1959) 362 pp.

The objectives of adult education programs are determined according to the adult educator's definition and philosophy of adult education. A widely accepted definition of the role and philosophy of any adult education program for development is best summarized by the following statement of the Committee for Development Education which met in Syracuse in 1961:

We cannot emphasize too strongly our belief in the importance of improved education to the economic and social progress of a developing area. As we have already said, the greatest economic resource of any country is its people. No investment will be more rewarding than investment in improving the capacities of the people. Nothing will do more to increase the freedom of the people and their participation in national life, or to strengthen and stabilize democratic process.²

In this study government sponsored Adult Education programs in Eastern Nigeria rural communities are analyzed with a conceptual scheme developed from a list of items and attributes synthesized from reviewed literatures and model programs and adapted to Eastern Nigeria rural situations. The items have been checked with and judged suitable for Nigerian situations by professional observers who are conversant with problems of development in Nigeria and other developing countries.

The chapter concludes with a summary of the review of the literature and points to the need for the present study.

²Cooperation for Progress in Latin America (New York: Committee for Development Education, 1961), p. 23.

Definitions and Philosophy of Adult Education

Among developing nations who are in a hurry to use education not only to catch up with but also to keep up with other developed nations of the world, programs of adult education have all too frequently developed without the careful designation of purposes which they require. Events have proven that such hurried programs usually operate haphazardly without contributing meaningfully to the solution of the developmental problems of the society and the people. At times, the program is completely shaped in a distant government office with little or no consideration to the changing needs and circumstances of the clientele and their environment.

Definitions

Many of the statements defining adult education and setting forth goals for the program appear in literature.

In a symposium held in the Spring, 1957, Hallenbeck indicated, "Adult education is purposeful and orderly, voluntary, and supplementary to the main responsibilities of life."³

³ W. C. Hallenbeck, "A Sociologist Looks at Adult Education," Adult Education, 7:131-43, Spring, 1957.

Sheats defined adult education as ". . . those organized and planned activities in which man engages for the purpose of learning something."⁴

Frakes emphasized that "Adult Education is experience to help people gain self-confidence and overcome resistance to change."⁵

Bryson, earlier in 1936, expressed the view that adult education includes ". . . all the activities with an educational purpose that are carried on by people engaged in the ordinary business of life."⁶

Rochte,⁷ after examining many technical definitions, found general agreement that adult education is characterized by being: (a) voluntary on the part of the learner, (b) part-time, (c) under organized auspices and (d) for persons beyond the age of compulsory school attendance.

The definition of adult education is basic to its philosophy.

⁴Paul H. Sheats et al., Adult Education, Dryden, 1953, 530 p.

⁵M. Frakes, "Older People Confront the Churches," Christian Century Foundation, 1955, 34 p.

⁶Lyman Bryson, Adult Education (Boston: American Book Company, 1936).

⁷N. Rochte, "A State Program of Tax Supported Adult Education in Ohio," (Unpublished doctoral dissertation, Ohio State University, 1950).

Philosophy:

The philosophy of adult education is expressed in statements of goals and lists of characteristics of good programs.

Many writers have based their goals of adult education upon needs of the individual; others emphasize needs of society; while others emphasize both these aspects.

Schwertman⁸ in 1958 pointed out three patterns of adult education. His "Great Books" concept with the goal of teaching men to think about "great issues" contrasted with the "community approach" with the goal of social action. He also suggested the emerging concept of the "growth of individual."

Hallenbeck⁹ in 1957 pointed out the need for integration in a community. Adult Education was viewed as an integrator of people of separate work groups, families, and interest associations. Henrickson¹⁰ in the same year emphasized that adult education programs should be based upon the seven cardinal principles of education.

⁸ John B. Schwertman, "I Want Many Lodestars", Notes and Essays on Education for Adults, 21:31-34, September, 1953.

⁹Hallenbeck, op. cit., p. 2.

¹⁰G. C. Henrickson, "You Have a Job in Adult Education", School Executive, 76:64-67, July, 1957.

Kempfer¹¹ in 1955 indicated that the objectives of education -- self-realization, human relationship, economic efficiency and responsible citizenship -- should also be held for adult education. He also stressed that the curriculum should grow out of the developmental tasks of adults.

Havighurst and Orr¹² in 1956 held the view that while the curriculum grows out of the developmental tasks of the adult, it should also grow towards the developmental directions in which a person should grow if he is to be happy and useful to himself.

Powell¹³, in 1956, expressed the belief that the concerns of adults should be the core of adult education and its curriculum. These adult concerns are expressed by him as democracy, family, job, enriched living, and self-understanding.

Caliver¹⁴, in 1957, identified the contributions adult education should make as: aiding to explain forces creating changes in the world, restoring curiosity, self-confidence, imagination, and

¹¹Homer Kempfer, Adult Education (New York: McGraw-Hill Book Company, Inc. 1955).

¹²Robert J. Havighurst and Betty Orr, Adult Education and Adult Needs, Center for Study of Liberal Education for Adults, Chicago 15, Illinois, 1956.

¹³John W. Powell, Learning Comes of Age (New York: Association Press, 1956).

¹⁴Ambrose Caliver, "The National Concern for Adult Education". Reprint from School Life, May, 1957.

creativity, providing opportunity for experience and helping the individual to understand local and general world situations.

Bryson,¹⁵ in 1936, included five functions of adult education as remedial, bridging gaps in early school years, training for an occupation, training in liberal arts to help the learner achieve pleasure in the content of the subject, and political education.

Havighurst¹⁶ suggested in 1953 that three major functions of adult education are education for personal competence, education for civic competence, and education for joy in living.

Knowles, in 1957, defined the aim of adult education as, "helping individuals liberate themselves from whatever shackles and deficiencies that prevent them from fulfilling themselves."¹⁷

Bradford in 1957 suggested that the basic goal should be ". . . to develop free men with the ability to operate independently in society."¹⁸

Royall in 1954 expressed the view that the major purpose of adult education should be, "continuous solution of essentially

¹⁵Bryson, op. cit.

¹⁶Robert J. Havighurst, Human Development and Education (New York: Longman, Green and Co., 1953).

¹⁷Malcolm S. Knowles, "Philosophical Issues That Confront Adult Educators," Adult Education, 7:234-40, Summer, 1957.

¹⁸Leland Bradford, "Toward a Philosophy of Adult Education," Adult Education, 7:83-93, Winter, 1957.

unpredictable problems which arise in the open society."¹⁹

Essert, in 1951,²⁰ took the individual approach and identified the following needs of individuals: occupational achievement, search for truth and beauty, self-government, close fellowship and intermittent solitude.

Sheats²¹ and others, in 1953, took the group or community approach, basing their statement of needs on social imperatives growing out of the following: the growth of knowledge, the declining importance of face-to-face groups, and the changing role of the individual.

Robert Deming²² in 1950 listed the characteristics of adequate adult education from the proceedings of the Committee on Social Philosophy and Direction Finding which was appointed by the Adult Education Association as follows:

1. Grows out of needs of all ages and socio-economic areas.
2. Is flexible and accessible.

¹⁹Norman N. Royall, Jr., "Adult Education's Major Premise," Adult Education, 4:94-100, February, 1954.

²⁰Paul Essert, Creative Leadership of Adult Education (Prentice-Hall, 1951). 333p.

²¹Sheats, op. cit., p. 3.

²²Robert C. Deming, "Characteristics of An Adequate Adult Education Program," Adult Education, 1:25-26, October, 1950.

3. Utilizes available leadership.
4. Helps adults become better adjusted within themselves.
5. Assists individuals and groups to adapt to a changing world, and gain control over social forces.
6. Is cooperatively planned and coordinated.
7. Utilizes adequate methods, techniques, approaches and facilities.
8. Has a congenial atmosphere in which each person feels welcome and at ease.

Hallenbeck²³ also reported in 1953, from the proceedings of another symposium on adult education, which dealt with the purposes, scope, and definitions of adult education much more philosophically, that there was a general consensus on the following: that needs are both individually and socially derived; that, although we teach groups and assist in the attainment of group goals, that the long range purpose is individual satisfaction; that there is an obligation to assist the individual to attain his maximum intellectual development as well as to solve his practical problems; and that these goals are attained through a wide variety of educational means.

²³Wilbur C. Hallenbeck, "Building Working Philosophies in Adult Education," Adult Education, 3:149-52, 1953.

Teaching the Adult Learner

The preceding review of statements of philosophy of adult education indicated that most writers believe adult education should be planned in terms of adult needs and interests. Examples of theory and research shed light on such problem areas as the following: What do adult students want to learn? To what degree can they learn effectively? What material, methods, and procedures facilitate adult learning?

Brunner's²⁴ chapters on adult learning, motivation, and attitudes provide a comprehensive review of research done prior to 1959 in these areas.

Identifying Needs and Interests

Several studies of local needs exemplify the type of research aimed at the description of adult students in one community. Ladd²⁵ studied the characteristics of adults in the Gary night school classes. He found a young group, median age of 22, whose most serious problems were related to personality development. Wilkins²⁶ received 2500 responses from persons in Providence, Rhode Island.

²⁴ Brunner, op. cit., Chapters II, III, IV.

²⁵ Ernest E. Ladd, "The Characteristics of Adults Enrolled during the Gary, Indiana, Night School Classes for Credit toward High School Graduation," (Unpublished doctoral dissertation, Indiana University, 1953), 191 pp.

²⁶ Ralph Wilkins, "A Study to Determine the Adult Education Needs of Providence, Rhode Island," (Unpublished doctoral dissertation, Boston University, 1955), 206 pp.

Six per cent of the total population indicated that they were interested, and over one-half indicated interest in "general education which would enrich life." Black²⁷ analyzed the needs and interests of people in a community in Michigan and concluded that a community college should be developed. Another Michigan survey was that of Evans,²⁸ who found that women in five communities were most interested in home-making, recreation, personality development, economy, and creative arts. Among the men who responded, professional or occupational advancement ranked first as a reason for taking courses. Senior citizens who responded to Reynolds'²⁹ survey listed health, housing, financial security, preretirement counseling, and leisure time activities as major needs.

In his volume discussing administration of adult education, Debatin³⁰ describes the consumer in adult education. He cites

²⁷Myrtle Black, "The Organization of a Public Community College Program in Relation to Postsecondary Education Interest and Needs in An Industrial Community," (Unpublished doctoral dissertation University of Michigan, 1956), 219 pp.

²⁸Helen Evans, "A Survey of the Citizens and Civic Leaders of Selected Michigan Communities to Determine Need, Interests, and Motives Related to Adult Education," (Unpublished doctoral dissertation, Michigan State University, 1957), 227 pp.

²⁹Mildred Mary Reynolds, "The Identification of the Needs of Senior Citizens and an Analysis and Critique of Selected Programs Designed to Meet These Needs," (Unpublished doctoral dissertation, Temple University, 1957), 187 pp.

³⁰Frank M. Debatin, Administration of Adult Education (New York: American Book Co., 1938), Chapters VI and VII.

several studies of interest in course offerings and occupational backgrounds of adult students.

After analysis of numerous investigations of characteristics of participants, Brunner³¹ concluded that each program attracts persons to its purposes, educational status influences participation, and socio-economic status determines participation. From the review of research, he found a larger proportion of women, older adults, and better educated persons participate in liberal areas, while more men younger adults, and those in semiskilled occupations attend vocational classes.

Kempfer³² reported relative merits of methods of identifying educational needs of adults. In the majority of programs, individual requests from community groups were the sources for program development. Kempfer also points out the importance of planning for a continuous identification of adult needs.

Psychologists have explored adult interests and characteristics of older age groups. Thorndike's³³ early study of adult interests indicated relatively little change in interests as people become older. Havighurst³⁴ suggests that interests do change with age

³¹Brunner, op. cit., pp. 128-129.

³²Homer Kempfer, "Education Needs of Adults," U. S. Office of Education Circular 330, 1951. Cited in Kempfer, op. cit., pp. 63-65.

³³Edward L. Thorndike, Adult Interests (New York: The Macmillan Company, 1935), 265 pp.

³⁴Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Co., 1953), p. 2.

in his theory of developmental tasks. According to him, these tasks arise from physical and psychological growth and from expectations of society and include personal development and family living, progressing in an occupation, establishing and maintaining a home, citizenship, and leisure time. Havighurst³⁵ also suggests the importance of recognizing the shift of roles in middle-aged groups. Tibbitts and Donahue³⁶ in their research on physiological and personality changes in older people, observed that the period beyond 50 years of age represents a definite phase of life characterized not only by changes in the organism, in physiological and psychological capacities, and in the individual's social situation, but also by the persistence of desires or needs common to people of all ages. They also observed that aging is a period of gradual transfer from the responsibilities of parenthood and career application to a period of broadening interests, preservation and improvement of the culture, assumption of community responsibility, and expression of creative impulses.

³⁵Robert J. Havighurst, "Social Roles of the Middle-Aged Person," Notes and Essays on Education for Adults, 4:5-14, March, 1953.

³⁶Clark Tibbitts and Wilma Donahue, "Developments in Education for Later Maturity," Review of Educational Research, 23:202-17, June, 1953.

Brozek³⁷ found a tendency among middle-aged men toward greater rigidity in thinking, greater tension, and increased responsiveness to emotion-creating stimulus than among younger men.

Studies of adult learning though relatively few, yet have provided important evidence for planning programs for adults.

Thorndike's³⁸ study of 1928 justified the belief that adults could learn effectively and stressed the importance of use of learning ability in prevention of deterioration. Brunner³⁹ reports a study of the decline of intellectual ability with increase in age. Among the 600 persons in the group studied, the better educated showed no decline.

Nicholson's⁴⁰ summary of adult learning investigations between 1930 and 1955 reinforced the idea that adults are capable of further learning. He concluded that the decline in adult ability to learn does not show itself too markedly for most verbal tasks until the sixties and added that even at that stage there is usually evidence of a lot of individual differences.

³⁷Joseph Brozek, "Personality of Young and Middle-Aged Normal Men. Item Analysis of a Psychosomatic Inventory," Journal of Gerontology, 7:410-17, July, 1952.

³⁸E. L. Thorndike, Adult Learning (New York: The Macmillan Company, 1928), 335 pp.

³⁹Brunner, op. cit., pp. 26-27.

⁴⁰David H. Nicholson, "Why Adults Attend School" Adult Education, 13:172-77; 1949.

Lorge⁴¹ pointed out the reduced speed of performance, but noted that whenever learning ability is measured in terms of power-ability, without stringent time limits, that the evidence is that the learning ability does not change significantly from age 20 to 60 years.

Murphy⁴² explores the concept of the self-image as an important key in adult learning:

But the most important of all the individual differences among adult learners lies in their concepts of themselves -- what is now being called the self-image, the picture one has of himself -- his sense of identity, where⁴³ he belongs, what he can do, what his assets and liabilities are.

Instruction of Adults

Cass⁴⁴ summarized characteristics of students in adult elementary classes. She identified factors in the learning situation which are different when working with adults. Essert⁴⁵ summarizes factors that characterize a learning experience.

⁴¹Irving Lorge, "Adult Learning," Adult Education, 2:156-59, June, 1952.

⁴²Gardner Murphy, "Individuality in the Learning Process," Notes and Essays on Education for Adults, 12:5-14, 1955.

⁴³Ibid., p. 9.

⁴⁴Angélica Cass, Adult Elementary Education (New York: Noble and Noble, 1956), Chapters I, II.

⁴⁵Paul L. Essert, Creative Leadership of Adult Education (New York: Prentice-Hall, Inc., 1951), Chapter II.

An example of research in teaching methods was that of Goldberg⁴⁶ who studied the use of motion pictures in changing adult attitudes toward minority groups. He found significant changes in attitude after viewing one film, but no changes as a result of seeing two others.

Bradford and Gibb⁴⁷ reported theories and research in group behavior which relate to adult education. They observed that when the leader served as a group need satisfier, and was accepting and supportive, there was greater group orientation and less interpersonal anxiety than when the leader was self-centered.

Research in sociometry and human relations has increased insight in adequate methods of teaching adults. The use of role playing as a technique for changing attitudes was cited by Bradford and Gibb.⁴⁸ Polansky's⁴⁹ study of group social climates indicated the importance

⁴⁶ Albert Goldberg, "The Effects of Two Types of Sound Motion Pictures on Attitudes toward Minority Groups," (Unpublished doctoral dissertation, Indiana University, 1956), 241 pp.

⁴⁷ Leland P. Bradford and Jack Gibb, "Developments in Group Behavior in Adult Education," *Review of Educational Research*, 23:233-47, June, 1953.

⁴⁸ Ibid., p. 236.

⁴⁹ Lucy Polansky, "Group Social Climate and Teacher's Supportiveness of Group Status Systems," Journal of Educational Sociology, 28:115-23, November, 1954.

of teacher comments which support learners in higher status positions. Teachers who recognize individual differences and positions seem to be best able to direct learning.

Lewin's⁵⁰ research on social climates for learning continues to be significant to teaching-learning situations.

In its recent report, the Educational Policies Commission⁵¹ cited some of the investigations of the effectiveness of closed circuit television in classroom teaching.

Janis and King⁵² found that role playing was effective in changing the opinion of male college students. Participants who played the roles of advocates of a point of view changed more than those who read or listened to the same expressions of opinion.

Kempfer⁵³ stressed the importance of the problem solving approach in adult education. He further stated that adults must set their own purposes and that they want to be involved in the learning activity.

⁵⁰ Kurt Lewin, "Frontiers in Group Dynamics: Channels of Group Life; Social Planning and Action Research," Human Relations, 1:143-53, 1947.

⁵¹ Educational Policies Commission, Mass Communication and Education (Washington: National Education Association, 1958), 137 pp.

⁵² Irving L. Janis and Bert King, "The Influence of Role Playing on Opinion Changes," Journal of Abnormal and Social Psychology, 49:211-18, April, 1954.

⁵³ Kempfer, op. cit., pp. 29-33.

Some findings from research and reports of investigators in group discussion methods were presented by Sheats⁵⁴ in his chapter on methods in adult education. He emphasized the pressing need on the part of all participants for a clearer understanding of the process of group thinking and discussion. Watson⁵⁵ reviewed several investigations of the influence of group discussion techniques, including the nutrition experiment of Lewin in which women in discussion groups showed more change than those in lecture groups.

According to Gibb,⁵⁶ group methods are not effective for all teachers. Research findings on results of group methods versus lecture or drill methods have not clearly indicated that one method is better than another.

Many sociological studies of significance to adult learning programs have been done. Among them is the studies of Loomis⁵⁷ and others, which has specifically indicated that the adult student is influenced by cultural and social expectations, and that his self concept

⁵⁴Paul H. Sheats, Clarence D. Jayne, and Ralph D. Spence, Adult Education: The Community Approach (New York: The Dryden Press, 1953), Chapter XIV.

⁵⁵Jean Watson, "Science and Sweetbreads," Leaders Digest, No. 2, Adult Education Association, 1955.

⁵⁶Jack R. Gibb, "Learning in the Adult Group," Review of Educational Research, 29:256-61, June, 1959.

⁵⁷Charles P. Loomis and Others, Turrialba: Social Systems and the Introduction of Change (Glencoe, Illinois: The Free Press, 1953), pp. 268-69.

has been structured by his culture. The authors observed, "the desire for social acceptance is so great that all behavior except in an extreme crisis situation is affected by it." They further indicated that in a majority of cases the individual will even react contrary to reality as indicated by his senses if the reaction is felt not to be socially accepted.

If learning is directed at changing behavior in thinking, attitudes or skills, then the social atmosphere must be considered. Margaret Read⁵⁸ stressed the importance of felt needs, beginning with the individual where he is experience-wise, involvement of the whole individual, the effect of social environment as essential ingredients of democratic planning. She also warned that in the adoption of new behavior patterns of action it is important to think in terms of those who might be responsible for this area of specialization in society.

The understanding of the adult learner's social situations is essential for adequate programs of adult education. Essert's⁵⁹ review showed trends in adult education through various agencies. He cited his own study which concluded that wars, depressions, inflation, and other political and social events produced no serious changes in the general upward trend of numbers of adults participating, but rather

⁵⁸ Margaret Read, "Education in Africa: Its Pattern and Role in Social Change," The Annals of the American Academy of Political and Social Science, Vol. 298, 1955, pp. 170-179.

⁵⁹ Essert, op. cit., p. 188.

resulted in shifts in sources of control and support, and changes in interests of participants and uses of learning experience.

A study by the National Education Association⁶⁰ in 1952 showed a tendency to add "enrichment for life," "vocational competence," and "civic responsibility" offerings. Durrie⁶¹ collected articles by adult education leaders in workers' education, rural education, home and family living, and education for leisure and health. His analysis of these articles revealed a trend toward greater emphasis on the education of the individual in his cultural setting, community affairs and human relations, a shift from determining needs by random individual requests, toward discovering more basic needs, and a need for community organization of adult activities.

The trend is toward meeting both the individual and community needs for improvement.

Education and Development

Definition of Development

Finding relationships between education and development

⁶⁰ National Education Association, A Study of Urban Public School Adult Education Programs of the United States (Washington, D. C. : The Association, 1952), 171 pp.

⁶¹ Paul H. Durrie, "Emerging Patterns of Growth," Adult Education, 2:186-87, September, 1952.

has been complicated by lack of precise definitions of both of these terms. More complicated, however, is the task of finding a noncontroversial definition of development. According to Arthur Lewis,

To the economist development typically means economic growth as measured by investment rates, national income, industrial productivity. To those with social concerns development might mean an increase in literacy, more responsible social and political participation, identification with national symbols and authority, the prevalence of certain modern attitudes and values, or the level of health of the population. ⁶²

Correa held the view that,

Since the economy is part of the society, economic development might be subsumed under the term social development -- political development, religious development, and educational development are some of the other aspects of social development. ⁶³

John Vaizey ⁶⁴ states that, "development implies a variegated but simple process with social as well as economic characteristics which is measurable in both aggregate and individual terms."

Linkage Between Education and Development

Recent years have brought many thinkers to the point of view that an educational program should be progressively planned from the cradle to the grave. Growing complexity of modern living has accentuated this view, and many communities have realized that advantages from education for adults accrue to both the individuals and the

⁶²W. Arthur Lewis, "Education and Economic Development," Social and Economic Studies, June, 1961, pp. 113-27.

⁶³H. Correa, The Economics of Human Resources (Amsterdam: North Holland Publishing Co., 1963).

⁶⁴John Vaizey, The Economics of Education (London: Faber and Faber, 1962).

social order of which they are a part. No longer is the idea being held that adult education is for the underprivileged alone; but it is regarded to be for all of those adults who still have interests in personal growth and development and social progress.

Adam Carle summed up the fundamental purpose of adult education in developing nations as the achievement of "modernization."⁶⁵ Alfred Hayes⁶⁶ observed that the adult in modern society finds himself more and more in a position of having to continue to learn, whatever his formal education may have been. He argues that no matter in what ways and on what models the developing nations eventually achieve a kind of modernization which is satisfactory to them, that they are likely to come to assign increasing importance to adult learning as a continuous process.

Hayes⁶⁷ further warned that though adult education, for example literacy, is widely regarded as a vital element in economic,

⁶⁵Adam Carle, World Campaign for Universal Literacy: Comment and Proposal (Harvard University, Occasional Papers in Education and Development, No. 1), Cambridge, Mass., 1964, p. 20.

⁶⁶Alfred S. Hayes, Recommendations of the Work Conference on Literacy Held for the Agency for International Development, United States Department of State at Airlie House, Warrenton, Virginia, May 23-28, 1964.

⁶⁷Ibid., p. 3.

socio-cultural and political development of any country, in the satisfaction of the needs and aspirations of its citizens, and in their personal enrichment, yet, that it should be recognized from the beginning that it takes time to achieve competence in any skill and that the promised rewards may take even longer to materialize. He indicated that careful long-range planning should provide for continuing the program until a self-sustaining level of achievement has been reached, this self-sustaining level defined as one which permits continuing learning through reading.

Investment and development are too often viewed in reference only or mainly to material resources and, on this view, the keys to national growth are said to be the traditional economic variables of land, labor, and capital. Investment in human capital has not been sufficiently recognized as the catalytic and crucial agent in national development. Chakravarhi Narisimhan emphasized that the development of a nation's resources depends fundamentally on human rather than physical factors by observing that "when a country receives external assistance, the benefits derived vary widely. In some countries, very considerable and effective use is made of this external assistance; in other countries everything seems to go down the drain."⁶⁸ He

⁶⁸Chakravarthi V. Narisimhan, "Human Resource Development and Institution Building in the Role of Higher Education in Relation to Developing Areas," (Washington: American Council on Education, 1961), p. 1.

associated the cause of failure to develop by some countries to poor education standards of their adult citizens.

A lack of adequate investment in human resource development through adult education has been observed by Rostow⁶⁹ as a serious handicap because development of natural resources without a concurrent development of human resources leads to frustration and failure, not only in economic but in the political and social realm.

Rostow⁷⁰ also observed that the recent attention being given to the contributions of a nation's human resources to its development suggests that the roots of societal change run deep and creating modern nations means creating modern men; that is, the development process is an educational process. He added that it is yet unfortunate that relatively little serious attention is being given to the development of educational technology peculiarly adapted to the needs of the developing areas.

Although there is little disagreement that social and personal changes through education accompany development, there is difference of opinion as to the significance of non-economic obstructions to economic growth. For example, W. Arthur Lewis in a foreword to T. Scarlett Epstein's study comments:

⁶⁹W. W. Rostow, "The American Agenda in the Underdeveloped Areas," Washington: American Council on Education, 1961, p. 46.

⁷⁰ibid., p. 47.

We have often been told that some societies are poor mainly because their peoples do not have the right attitudes, for example, to work, to money, to thrift, or because their institutions, for example caste, or extended family inhibit economic effort. This book lends no support to this approach to the theory of economic development. Many countries have indeed attitudes and institutions which inhibit growth, but they will rid themselves of these attitudes and institutions as soon as their people discover that they stand in the way of economic opportunities.⁷¹

This point of view is subscribed to by some economists and empirical evidence has been offered in its support. Yet, other observers such as Hagen, Lerner, McClelland, argue that change is only initiated when people acquire certain drives, needs, or personality characteristics. It would seem that Lewis has overstated his argument; but, the downgrading of the social impediments to economic growth does not necessarily eliminate education as a diffuser or even a progenitor of development.

Hill insists,

The lesson of the post-war period is that development stands or falls with the improvement of human and institutional competence. Trained men and women in effective institutional settings, although not the only prerequisite to development, are the key to progress and the essential condition of useful assistance from the outside. The development of a country's human

⁷¹W. Arthur Lewis, "Foreword," Economic Development and Social Changes in South India, by T. Scarlett Epstein, p. 9.

resources is basic to the effective, balanced development of its natural resources.⁷²

Education and Economic Development

The Act for International Development of 1961, which gave U. S. Congressional priority to programs of development education in AID activities states,

... it is a correct diagnosis that under-investment in education inevitably leads to a shortage of trained personnel at the higher and middle levels of decision-making activities and thus national development is seriously slowed or inefficiently directed.⁷³

Galbraith⁷⁴ in an article in Foreign Affairs said that the development process could not really be expected to take place, even with substantial amounts of financial assistance and technical help, unless several things were already present in the society receiving that assistance. There must be, he said,

- (1) a substantial degree of literacy and an educated elite of substantial size;
- (2) a substantial measure of social justice;
- (3) a reliable apparatus of government and public administration;
- and (4) a clear and purposeful view of what development involves.

⁷² F. F. Hill, "Education in Developing Countries," International Development Review, IV:4 (December, 1962), p. 2.

⁷³ Act for International Development of 1961.

⁷⁴ J. K. Galbraith, "A Positive Approach to Economic Aid," Foreign Affairs, Vol. 39 (April, 1961), pp. 445-446.

The problem of vicious circle presented by the relationship of education to economic development has been tactfully projected by Hirschman in his question,

Is a substantial degree of educational growth and progress a prerequisite to economic development, or is the achievement of educational objectives one of the primary reasons for which economic growth and development are sought?⁷⁵

But, Mary Jean Bowman and C. Arnold Anderson provided this answer to Hirschman's question,

Presumably the essential reason for wanting economic development is to bring about a resource base which will make it possible to improve the lot of human beings so that they can have access to knowledge and culture and the opportunity to fulfill their human potential in a better world. In this sense, education is one of the main objectives of economic development and one of the main purposes for which it is sought.⁷⁶

Most scholars like Coleman, Almond, Seymour Lipset, Everett Hagen, Bowman and Anderson⁷⁷ who have studied the relationship between economic levels of life on the one hand, and an array

⁷⁵ Albert O. Hirschman, "Comments on a Framework for Analyzing Economic and Political Change," Development of Emerging Countries (Brookings Institution, 1962), pp. 40-43.

⁷⁶ Mary Jean Bowman and C. Arnold Anderson, "Role of Education in Development," Ibid. p. 41.

⁷⁷ Gabriel Almond and J. S. Coleman, The Politics of the Developing Areas, Princeton, 1960; Seymour Lipset, Political Man, Princeton, 1960; Everett Hagen, "A Framework for Analyzing Economic and Political Change," Developing of Emerging Countries (Brookings Institution, 1962).

of social and cultural factors, including education, on the other hand, have concluded that there is certainly a close correlation between level of education and propensity toward economic development, although they could not demonstrate a clear causal relationship.

Schultz⁷⁸ in the Journal of Political Economy argues that what emerges from the dilemma whether education is a prerequisite to economic growth or a consequence of it, is that a certain kind of quantity of education must be regarded as a necessary input to achieving rising developmental rates. He suggests that the achievement of higher rates of literacy, specific vocational training and training for intermediate and higher administrative and managerial positions fall within this category. He observed that the problem becomes not whether education is a prerequisite to growth, but what kinds, at what levels, in what quantities, how organized, and how administered.

Arthur Lewis,⁷⁹ in a paper he delivered in Washington in October of 1961, pointed out that the requirements of economic

⁷⁸Theodore W. Schultz, "Reflection on Investment in Man," Journal of Political Economy, October, 1962, pp. 1-8.

⁷⁹W. Arthur Lewis, "Priorities for Educational Expansion," paper delivered at the Policy Conference on Economic Growth and Investment in Education, Washington, October 16-20, 1961 (O. E. C. D. document, mimeographed).

development should be taken into account in setting educational priorities, but that they cannot be overriding. He noted that education was not invented in order to enable men to produce more goods and services, but to enable them to understand better the world in which they live so as to fulfill their potential capacities, whether spiritual, intellectual, or material. Lewis emphasized that most people would certainly agree that education is desirable even if it contributed nothing to material output. He goes on to say that from the standpoint of economic development, one may distinguish between types of education which increase productive capacity and types which do not. He comments that teaching an African cook to read may increase his enjoyment of life, but that it will not necessarily make him a better cook.

Frederick Harbison, commenting on the African cook analogy of Lewis, observed, "I think it quite possible that the cook who learns to read, although this may not make him a better cook, may decide not to go on being a cook for the rest of his life."⁸⁰

The Government of Pakistan Planning Commission, facing the dilemma in determining priorities in effecting a break-through

⁸⁰Frederick Harbison, "The Strategy of Human Resource Development in Modernizing Economies," a paper for the Inter-University Studies of Labor Problems in Economic Development (Princeton University, 1962, mimeographed).

from a state of chronic backwardness, presented its report which says, "No illiterate country has ever achieved significant economic development, and an educated community with highly trained leadership does not remain economically backward." The report further states,

Education has been viewed both as an economic investment and as a means of human development. As an investment it is essential for national development, and simultaneously it contributes directly to personal fulfillment and the growth of individuals. Fortunately these values reinforce each other.⁸¹

The Commission on Post-School Certificates and Higher Education in Nigeria observed in its study of the Nigerian situation that economic growth is dependent on the development of human resources -- both individuals and institutions -- as on the accumulation of material capital. The Commission emphasized among other things, the need in Nigeria for upgrading of human resources through education, training, improved health, etc., as well as the growth of knowledge and technology available for application through these human resources. The Commission warned, "Every one should therefore understand that a development plan which does not give high priority to the formulation of human resources is unrealistic and doomed to failure."⁸²

⁸¹ Government of Pakistan Planning Commission, Outline of the Second Five-Year Plan (1961-1965), Karachi, 1960.

⁸² Commission on Post-Secondary Certificates and Higher Education in Nigeria, Investment in Education, Federal Ministry of Education, Nigeria, 1960. (This is often referred to as the "Ashby Report.")

Herbert Parnes made the following observation,

Though the functional and rather pragmatic view of educational needs is not by any means the only way to view education in a developing country, and does not reflect the total purposes of education in such a nation. But in the present state of national struggle for economic survival, education can be geared to making the nation and its people rich and, being rich, they can then be free to be uneconomic. ⁸³

Vincent Barrett, Jr. ⁸⁴ suggested the following conclusions with respect to the role of education in economic development:

1. Education, although a central factor, has until recently been relatively neglected in the study of economic growth.
2. Education, usually treated as a consumption good, is now recognized as an investment and as a direct contribution to increased productivity, in quite the same sense as capital, technology, machinery.
3. Education is, however, still a consumption good as well; to "live the good life" as a basic aim of education has not demonstrable relationship to the rate of economic growth.
4. Moreover, education has a very high political and social component which makes it more difficult to treat as a neutral economic input than is the case with the technology, machinery, external capital, and the like.
5. The human and political appeal of universal free primary education -- buttressed by concepts of human rights which can be demanded by this generation -- defies treatment on pure economic grounds; the latter would support a gradual move toward this goal with greater attention in the meantime to secondary education, on-the-job training, and perhaps vocational training.

⁸³Herbert S. Parnes, "Manpower Analysis in Educational Planning," O. E. C. D. Training Course for Human Resource Strategists, Frascati, September 3-28, 1962.

⁸⁴Vincent M. Barrett, Jr., "The Role of Education in Economic Development," Education and the Development of Nations; Center for Development Education, Syracuse University, 1963.

6. Aside from the argument among some economists as to whether unbalanced growth in the economic sphere is an unmixed evil, the certainty that it will characterize educational planning and development should not deter us from striving to find a reasonable rational model relating economic growth to manpower needs, and those needs to educational goals at various levels.
7. Education is a political and social hunger which cannot be held to a minimum which might be defined by the manpower inputs necessary to meet development goals.

Frederick Harbison⁸⁵ and Charles A. Myers observed that all developed countries have in common certain educational characteristics such as nearly universal literacy, compulsory school attendance, at least through primary school, high ratios of educational enrollments in relation to respective age groups. They observed also that some one billion of the world's adult illiterates reside in less-developed nations, where school enrollment ratios are only a small fraction of those in developed countries.

The 1962 and 1963 United Nations Yearbook⁸⁶ of National Accounts Statistics reveals a close correlation between the general wealth of a nation and its investment in education. The data indicate that countries with a high per capita income tend to spend a relatively high proportion of their income on education. This stands to reason.

⁸⁵Frederick Harbison and Charles A. Myers, Education, Manpower and Economic Growth: Strategies of Human Resource Development (New York: McGraw-Hill Series, 1964).

⁸⁶United Nations, Yearbook of National Accounts Statistics for 1962, 1963, UNESCO, New York.

that as a country's economy advances there is an appropriate increase in the number and quality of educated men and women needed to serve it.

Education, Social, and Individual Development

A dichotomy between the economic and the social is not clear cut. Herbert S. Parnes pointed out,

Economic institutions such as banks or factories perform social functions and even may be viewed by sociologists as "social systems." Moreover, social changes may, and frequently do, directly increase group economic productivity. Thus increased literacy, political stability and linguistic and cultural integration may provide the setting for the type of sustained, cooperative effort that economic growth demands.⁸⁷

The literature on development offers few precise conclusions about the interaction of education (formal or informal) and social and individual development. Most of the authorities view social and individual development as dimensions of the integrated process of development. Charters⁸⁸ observed that social and individual development involve the creation of the social structures, value systems, and motivations necessary for culture change and that such development may or may not be prerequisite to economic development. Such

⁸⁷ Herbert S. Parnes, Forecasting Educational Needs for Economic and Social Development, The Mediterranean Regional Project, O. E. C. D., Paris, October, 1962.

⁸⁸ W. W. Charters, Jr., "Social Class Analysis and the Control of Public Education," Harvard Educational Review, XXIII, (1953), 268-83.

social changes as increased political participation, national identification, increased literacy, or a lower death rate may well indicate the readiness of a society for economic development or that they may be the consequence of economic development.

Daniel Lerner⁸⁹ stressed that a maximization of the contribution of an educational program to social change requires teachers who are members of the modern world and who can create a setting for the building of new attitudes and values, or at least assist other community or national institutions in the performance of this task.

The idea that the extension of education to every member of society tends to assist both social and economic equalization has been noted by Frederick Harbison and Charles A. Myers in commenting:

Social development implies the movement of the society toward the direction of certain preferred types of human relationships. In nations where there is little education and where income differentials between the more educated and the less educated are great, the educational system can be particularly effective in promoting social mobility.⁹⁰

Adult Education and Community Development

Two views of the relation of adult education to the

⁸⁹Daniel Lerner, The Passing of the Traditional Society. (New York: MacMillan, 1958).

⁹⁰Frederick Harbison and Charles A. Myers, Manpower and Education (New York: McGraw-Hill, 1965), p. 12.

community have emerged in recent years. Adult education may be one community organization, or it provides for community development. According to McClusky⁹¹, competition, duplication of leadership and support, and imbalance of community interests were problems experienced by many adult educators. He noted that such problems create the need for coordination of community resources. In another article, McClusky⁹² defined community development programs as those which stress citizen participation in improvement of their social and physical environment.

Brunner notes,

Whether approached from the standpoint of community organization or that of community development, the problem of providing comprehensive programs of adult education and community self-improvement must necessarily involve the existing social organizations of the community, a vital part of which is the complex network of formal organizations. Knowledge of how these operate, what functions they perform for their members and for the community, is essential if there is to be an effective, integrated adult education program for any community

Organizations do not exist in isolation; there are in every community certain activities which depend upon cooperative effort involving two or more organizational structures. Adult educators must utilize existing channels of inter-organizational

⁹¹Howard McClusky, "Mobilizing the Community for Adult Education," in Sheats, Jayne, and Spence, op. cit., p. 296.

⁹²Howard McClusky, "The Role of Adult Education in Community Development, A Symposium," Adult Education, 6:2-7, Autumn, 1955.

and even informal communication. Ignorance of the kinds of cooperation and communication which may exist may lead to waste, excessive and useless formal structuring and bureaucracy, and even lead to antagonism and competitive programs.⁹³

⁹⁴ Niederfrank and Cole summarized literature related to the theory and principles of community development. Studies of specific community action programs described decision-making by groups and the significance of power structure in the community. Two examples of research which are significant for the adult educator seeking understanding of community problems are included here. Lewis⁹⁵ concluded that public school adult educators in ninety-one cities were in general ill-equipped to assist in a block-by-block program of citizen participation. Carstenson's⁹⁶ study of the ways people perceive hidden webs of inter-relationship within a community suggests the importance of this power structure. He found that service

⁹³ Brunner, op. cit., p. 282.

⁹⁴ E. J. Niederfrank and Lucy W. Cole, "Education for Community Development," Review of Educational Research, 29: 304-307, June, 1959.

⁹⁵ Gerda Lewis, "A Study of Citizen Participation in Urban Renewal and Its Relation to Adult Education," (Unpublished doctoral dissertation, Cornell University, 1957), 449 pp.

⁹⁶ Blue Allen Carstenson, "A Method for Studying How People Perceive the Power Structure in Their Communities as Tested in Five Michigan Communities," (Unpublished doctoral dissertation, University of Michigan, 1956), 277 pp.

clubs were named more frequently as powerful influences than individuals, the PTA was somewhat powerful, and that newspaper editors and unions were perceived to have less power.

Snow described the role of the adult educator in community projects emphasizing ". . . his most effective role will be that of counselor and catalytic agent rather than director of projects."⁹⁷ Biddle⁹⁸ also used the concept of catalytic agent as he discussed the training of community educators. The "catalyst leader" gradually involves citizens, promotes change, and develops problem-solving skills.

Problems in community organization and community development were revealed in the studies cited by Brunner.⁹⁹ The authors of the study concluded that there has been a lack of coordination of adult education in the local community. They suggested that adult education councils have tended to be short-lived. Failure to achieve more effective coordination seemed to be derived from the marginal status of adult education.

⁹⁷ Robert H. Snow, Community Adult Education (New York: G. P. Putman's Sons, 1955).

⁹⁸ William W. Biddle, The Cultivation of Community Leaders (New York: Harper and Brothers, 1953), 203 pp.

⁹⁹ Brunner, op. cit., Chapter XIII.

Adult Education in Nigeria

Characteristics of Pre-Colonial

Tribal Education

On the nature and effect of education in the pre-colonial tribal period in Nigeria, Sir Fred Clarke observed,

It may be, then, that the most essentially religious thing in us is that by virtue of which we cohere as a society and that here is the heart of education's business. Of this indigenous African societies were apparently in little doubt, to the extent that such societies, although without the formal schooling of the West, regarded education as operative at all stages of human life very much in the interest of the cohesion of tribal groups.¹⁰⁰

On methodology and technique of instruction and teaching in tribal education, Clarke added,

Drumming, dancing, mime, song, carving of figurines and designs applied to woven cloth, canoes, calabash, bowls and the like were means of teaching, communicating and perpetually reminding the community what was necessary for its preservation and health.¹⁰¹

In his book, Hunza: Lost Kingdom of the Himalayas, John Clark, reflecting on the positive effect of this system of schooling to the clientele and the society writes:

¹⁰⁰Sir Fred Clarke, Education and Social Change, An English Interpretation (London: Sheldon Press/New York: MacMillan, 1940), p. 70.

¹⁰¹Ibid., p. 73.

Last is the sense of responsibility. Dedication, empathy, love -- responsibility has many names that are aspects of the one great thought However, unless a man feels a strong responsibility and a sense of empathy toward his community, he will live, intellectually lonely, in the same discomfort and poverty his fathers knew. The responsible man feels a firm determination that all men shall have the privilege of elevating their own dignity as he has done. He develops whatever systems of organization and voluntary cooperation are needed to help his fellows. He will not demean the less fortunate by tossing them gifts, but will rather assist them to the same opportunities he has enjoyed. ¹⁰²

Bronislaw Malinowski commented thus on the negative effect of the tribal education to change,

Indigenous African community education appears to have been directed to maintaining cohesion in a political, social and economic state of affairs of a pre-eminently static kind. It was resistant rather than sympathetic to change. ¹⁰³

Adult Education in Colonial Period

Content, Method, and Characteristics

Margery Perham noted that Sir F. D. Lugard's theory of Dual Mandate worked through a well coordinated adult education process. He observed,

In theory, British colonial, political, and administrative officers were in the nature of advisers to native rulers who were

¹⁰² John Clark, Hunza: The Lost Kingdom of the Himalayas (London: Hutchinson, 1957), p. 260.

¹⁰³ Bronislaw Malinowski, The Dynamics of Cultural Change, P. M. Kaberry, Ed. (New Haven, Conn.: Yale University Press, 1945), Chapter VI, p. 65.

to put into effect the advice of the administrative officers. Simultaneously native authority, it was assumed, would learn better government. ¹⁰⁴

Harold Cooper described the character of the program of adult education employed during the early colonial period in introducing both the theory of Dual Mandate and system of Indirect Rule as paternalistic. He observed that,

British political officers, finding themselves in positions of authority, often tended toward the paternalistic. The more concerned the officers were for the welfare of underdeveloped societies, the more prone they were to push upon their beneficiaries their schemes of beneficence. This paternalism was not exclusively a political pattern. Teachers and missionaries, no matter of what nationality, were equally prone to it. ¹⁰⁵

Dr. Busia, formerly professor of anthropology at the University of Ghana and sometime leader of opposition of the first Ghanaian parliament, in his studies made the following observation about the serious lack of balance which this early program of adult education contributed to the political, economic and social development of the clientele. He suggests,

What was wrong was fundamentally that cross-cultural contacts between Britain and Africa were in conflict with the specifically political contacts created by Indirect Rule.

¹⁰⁴ Margery Perham, Native Administration in Nigeria (London: Oxford University Press, 1937), reprinted, 1962. p. 121

¹⁰⁵ Harold Cooper, "Political Preparedness for Self-Government," Annals of the American Academy of Political and Social Science, Vol. 306, pp. 71-77, July, 1956.

Although the theory and practice of Native Administration sought to build up the political power of chieftaincy, economic and social development, including education, ran counter to the very political process. The spread of Western education, accomplished almost overwhelmingly through Christian mission endeavor, constituted a formidable challenge to the indigenous priestly authority of the native chief which began to crumble with ever-increasing speed. ¹⁰⁶

Audrey Richards has this to say about this early method and programs designed to teach indigenous authority, not only to rule, but also to assume the gamut of responsibility from political to social.

The method chosen imperceptibly sapped the foundation of the very authority which was to be taught responsibility. As is now well known, social action -- to be effective, requires team collaboration providing for all the elements of social education to act together with immediate and all-around impact at the actual field level. But in this situation, teamwork at the point of contact in the field among, say, education, health, agriculture, and other social development personnel was at best informal, sporadic, and by no means a matter of priority. By the same token there was division between government and mission on one hand and between government and commerce on the other. All this makes for only the poorest integration and teamwork at the point of impact upon the population with serious lack of personal and team responsibility at that level and its sickening concomitant -- frustration by red tape. ¹⁰⁷

Hilliard summarized the weaknesses of this early adult education program as follows:

This early method of education geared towards promotion of indirect rule worked out differently from what had been anticipated due mainly to failure to examine the African political,

¹⁰⁶ Dr. Busia, The Position of the Chief in the Modern Political System in Africa (London: Oxford University Press, 1957).

¹⁰⁷ Audrey Richards, A Discourse on Local Government in Africa (London: Cassell, 1956).

economic, and social scene to which it was applied. It attempted to use chieftaincy and an indigenous system of authority for purposes of development and change, but the very purpose of chieftaincy and indigenous tribal authority was to preserve the status quo.¹⁰⁸

Concerning the content of the education program and methods of instructions, Thomas Jesse Jones made the following observations,

The bookish quality of the educational program did not escape notice even before the first world war; both missionaries and government officials were frustrated by this urge on the part of the educated to escape to towns away from the task of lightening the hard lot of their fellow countrymen back in the village. As one high official puts it, the school has turned out "not one planter of corn," commerce grumbled because, as trade became more developed and complicated, the African products, educated on a bookish curriculum by the rote method, were good enough for repetitious work but unreliable when initiative and resourcefulness were called for.¹⁰⁹

There have been differing views about the adoption of rote learning as a method of teaching at this period. Some authorities traced it to pre-literate African culture while others criticized it as an inherent part of the colonial system. John Wilson observed on this issue of method,

Indigenous education of pre-literate societies depended considerably on rote learning employing the memory and the imitative factors in learning. These qualities were brought to the learning of the new content from the West. Besides,

¹⁰⁸F. H. Hilliard, A Short History of Education in British West Africa (Edinburgh, Scotland: Nelson, 1957).

¹⁰⁹Thomas Jesse Jones, Education in Africa (New York: The Phelps-Stokes Fund, 1922).

colonial government was interested in producing a certain number of minor administrative personnel whose task tended to be routine and repetitive and the memory and imitative faculty were not unsuitable to such work. Western education of the nineteenth and early twentieth centuries in its method tended to rely on these very qualities of the mind and so exported what was already a well-tried custom in Africa. 110

But Raum presented the following opposite view,

Dangerous ideas are taking hold throughout Africa that memorization is a method of learning indigenous and natural to Africa and that it is, for Africa, a satisfactory way of learning. One has only to note what has been already said to the effect that indigenous African education, besides using rote learning, also used dramatization, mime, and role playing, these being not only modern educational methods but of the very root of universally approved means of learning and teaching rediscovered in modern education. 111

Joseph Roucek observed the dangerous role of the Africans themselves in discouraging change in the education system,

As the African societies developed, some Westerners became concerned and critical. They were aware that while education which emphasized only the "3-R's" might be useful for development of initial skill required in government, commerce and mission, beyond that stage, something of greater breadth was required if any progress toward modern civic and social responsibility was to be developed. Besides, there was plenty of evidence that education as it had developed, whatever purposes

¹¹⁰ John Wilson, Education and Changing West African Culture, Bureau of Publications, Teachers College, Columbia University, New York, 1963.

¹¹¹ O. F. Raum, "The Demand for and Support of Education in African Tribal Society," The Year Book of Education, 1956, pp. 533-544.

it served in the take-off stage, was rapidly becoming subject to diminishing return.¹¹²

Roucek further observed,

... but it was so held among the few minor administrative personnel whether in mission, government or commerce that the bookish educational means by which they achieved their social and economic status should be defended from any alteration. Thus the content of education and method became sacrosanct and even ossified by the desire and will of the educated Africans themselves.

Mason¹¹³ noted that the Second World War brought a significant effect on educational scenery of Nigeria in particular in spite of the resistance of some of the advocates of colonial system. According to him, before the war, comparatively slow progress was accepted as normal speed of development, which gave the impression that time was on the side of development and that slow flowering was essential to the soundness of growth. He pointed out that the growing impatience of the people reached its zenith with the return of Nigerian troops who, having served in Burma, India and Egypt where they witnessed illiterates and semi-illiterates being taught technical skills, began to demand the application of similar speeding-up processes to their national economic and social development.

¹¹² Joseph Roucek, "Education in Africa South of the Sahara," Journal of Human Relations, Vol. 8, 1960, pp. 810-818.

¹¹³ R. J. Mason, British Education in Africa (London: Oxford University Press, 1959), p. 187.

As an outgrowth of this agitation of the returned soldiers for more education and improvement an Advisory Committee on Education in the Colonies, in May, 1941, appointed a sub-committee to "consider the best approach to the problem of mass literacy and adult education in more backward areas with emphasis upon community education."¹¹⁴

The Committee presented the following goals of adult and community education for the colonies. ¹¹⁵

1. The improvement of health and living conditions of the people.
2. The improvement of their well-being in the economic sphere.
3. The development of political institutions and political power until the day arrives when the people can become effectively self-governing.

The Committee presented the following as a means of achieving the goals: ¹¹⁶

1. To plan universal schooling for children.
2. To gain from the very start the full and active support of local communities and so develop initiative and drive at grass root level.

¹¹⁴Advisory Committee on Education in the Colonies, "Mass Education in African Society," Colonial, No. 186 (London: H. M. S. O., 1944), p. 4.

¹¹⁵Ibid., p. 3.

¹¹⁶Ibid., p. 8.

3. To teach literacy to all adults under fifty years of age.
4. To make sure that mass education and welfare plans were comprehensive, balanced and well coordinated.
5. To have definite targets for all-around advance within specific stated periods.

An important landmark in concern for adult education programs geared towards developmental needs of the nation was a conference of a very comprehensive nature which took place at Cambridge, England, in 1948, under the title "The Encouragement of Initiative in African Society." The above conference was preceded in 1947 by another Conference on African Local Government. This conference recognized that progress of self-government was not enough and that "What British administration must in addition give the colonists is a new inspiration."¹¹⁷

It is remarkable that as a result of these conferences, the Secretary of State for the Colonies advised the colonial government to use the program of mass and adult education in achieving for the colonists the goals recommended by the Cambridge Conference on African Education which are as follows:¹¹⁸

¹¹⁷ Advisory Committee on Education in the Colonies, "Education for Citizenship in Africa," Colonial, No. 216 (London: H. M. S. O., 1948), p. 1.

¹¹⁸ Cambridge Conference on African Education, African Education (London: Oxford University Press, 1953).

- (a). The provision of Social Welfare Services.
- (b). The promotion of community development.
- (c). As a means of fostering cooperation with appropriate voluntary agencies and government departments.
- (d). The training of social workers and community development staff.

The Problem of the Existing
Adult Education Program

Clarke Thomas noted,

Until the present crash program of universal primary school education produces a generation of literates, adult education, in order to meet a major need in Nigeria, will have to include great emphasis on literacy efforts linked to the social and individual needs of more than seventy percent of the population who are still completely illiterate.¹¹⁹

Ira De A. Reid commented on the conflicting aim of adult education in Nigeria, "It remains to be determined whether it is for wider development of personality or for specific preparation for an examination."¹²⁰

A UNESCO Conference on Planning and Organization of Literacy Programs in Africa reported in 1964,

¹¹⁹Clarke Thomas, "A Layman's View of Adult Education in Nigeria," Adult Education, Volume XII, Number 2, 1963.

¹²⁰Reid, Ibid., p. 2.

In the area of literacy although a great deal has been done, much more needs to be done. In most African countries the literacy work is conducted through federal welfare and community development agencies and not necessarily through educational ministries or through the schools. Elementary and secondary school buildings as well as teachers on those levels are not used to any great extent in adult education work or continuing education.¹²¹

A solution to the shortage of potential teachers for various adult education programs in Nigeria was presented by S. O. Awokoya in suggesting,

Another aspect of increasing the number of teachers for adults is the extent to which all skilled people might be helped to become trained in teaching. Up to the present, limited use has been made of literate housewives in this way.¹²²

K. O. Dike in his report made the following observation on lack of enthusiasm of the people in participating in adult education classes:

Whilst there can be no doubt about the value of some thousands of adults attaining a modicum of literacy, this scale of participation and success suggests a need to study the motivation or its absence in a community which has a high rate of illiteracy yet is anxious to make rapid social and economic progress.¹²³

¹²¹UNESCO, Final Report of the Regional Conference on the Planning and Organization of Literacy Programs in Africa UNESCO, Paris, 1964).

¹²²S. O. Awokoya, "Educational Planning in Nigeria," International Conference on Educational Planning in Developing Countries (Deutsche Stiftung Für Entwicklungslander, Berlin, 1963), pp. 15-16.

¹²³K. O. Dike, "Development of Modern Education in Africa," Chapter 12 in The One and the Many, Ed. J. N. Brookes (New York: Harper, 1962).

C. W. Elliot spoke about the curriculum,

The need to adapt the curriculum to the environment has been continually subject of comment. Reference has already been made to attempts to carry out suitable adaptations and changes, yet the same criticisms are still made and have considerable validity. One of the more important reasons for this is that the people who have tried to modify the curriculum were working more or less in isolation.¹²⁴

On the problem of coordination and cooperation in Nigerian adult education and the difficulty of lack of adequate resources which the program faces, Lewis made the following comment: "Apart from the prejudices of local politicians, it is of interest to note that adult education has attracted little attention from sources of bilateral aid."¹²⁵ Also on the problem of coordination of programs between various agencies Lewis remarked,

Different facets of adult education have been regarded as the responsibility of particular agencies and there has been no machinery either to coordinate efforts or even more importantly, to plan on an integrated basis the activities of individual agencies in the total social and economic context of development.¹²⁶

Campbell expressed the popular need in Nigeria for an education program which can reach all the people by saying,

¹²⁴C. W. Elliot, "The New Education," Atlantic Monthly, 23, 1869.

¹²⁵L. J. Lewis, Society, Schools and Progress in Nigeria (Oxford, England: Pergamon Press, 1965), p. 139.

¹²⁶Ibid., p. 142.

Means must be found and found quickly whereby the people, as a community, can understand and appreciate the forces which have changed and are changing their lives so rapidly and radically. The mass and adult education of the community is a problem of urgency that is necessitated by the natural ripening of general problems, and by the forced pace at which those problems, social, political and economic, are maturing. Accelerated community education is the recurring refrain in African education. ¹²⁷

Archibald Callaway has called attention to one of the dangerous social problems which adult education should confront as he notes,

The unemployment problem of school leavers -- caused by the impact of education on a background of traditional society and an under-functioning economy -- aggravates the existing latent and open unemployment. Because of their rising number and the related social pressures, however, the unemployment of school leavers calls for closest attention. ¹²⁸

Frederick Harbison ¹²⁹ in the report of the Commission on Post-School Certificates and Higher Education in Nigeria suggested specifically the following activities of adult education necessary for upgrading of employed manpower in Nigeria:

¹²⁷ McLeod J. Campbell, African History in the Making (London: Edinburgh House Press, 1956).

¹²⁸ Archibald Callaway, "Employment Among African School Leavers," Journal of Modern African Studies, 1, No. 3, 1963, 351-71.

¹²⁹ Frederick Harbison, "High Level Manpower for Nigeria's Future," Education and National Building in Africa (New York: Frederick A. Praeger, 1965).

1. Short courses for junior and middle level management as training programs for supervisory and junior management.
2. Evening classes for persons to work for the same technical degrees or certifications as are offered by full-time technical institutes.
3. Evening classes for those persons wishing to work part-time toward qualification for entry into universities.
4. Refresher conferences or seminars for increasing the effectiveness of teachers.

W. Arthur Lewis emphasized that,

The quickest way to increase productivity in the less developed countries is to train the adults who are already on the job. This field is almost neglected. Most of the Ministries are too busy making new regulations and processing forms, to regard adult education as a major part of their functions.¹³⁰

Needs of the Nation to which Adult Education Is Expected to Relate

Though no specific studies have been done on the situation of adult education in Nigeria recently, various writers and speakers have made passing references to the role adult education can play in the development of national resources. Phelps-Stokes Reports had emphasized that effective education for the colonists should have a defined responsibility to everyone in the community,

¹³⁰W. Arthur Lewis, "Education and Economic Development," Social and Economic Studies, the Institute of Social and Economic Research, University College of the West Indies, Jamaica, X, No. 2 (June, 1961), 94-101.

both young and old. The report added, "its influence must make for improved health, effective industry, helpful recreation, sound character, and spirit of service." ¹³¹ A. V. Murray in his critical study of the "schools in the bush" asserted,

The missions have failed to see how their success depends on the welfare of the native adults, and have therefore been strangely indifferent to the important needs of the people in economic value of agriculture, and little concerned with health. ¹³²

As Lewis ¹³³ has noted, the Phelps-Stokes Commissions advocated a policy of adaptation of education to the environment, and as their brief had required them, they did so in the light of the religious, social, hygienic and economic conditions of all people in the society. Their advice was taken into account by the committee responsible for producing the Memorandum on Educational Policy in British Tropical Africa which was accepted by the Nigerian government as the basis for developing its own policy. He observed that the two principles laid down in the Memorandum which were taken note of by both government and missionary education authorities

¹³¹ Reports of Phelps-Stokes Commission on Education in Africa (Edited and abridged, Oxford University Press, London, 1922). p. 33.

¹³² A. V. Murray, The School in the Bush -- A Critical Study of the Theory and Practice of Native Education in Africa (London: Longmans, 1929). p. 73.

¹³³ Lewis, op. cit., p. 69.

are as follows:

1. That education should be adapted to local conditions in such a way as would enable it to conserve all sound elements in local traditions and social organization;
2. That education should function as an instrument of progress and evolution.

Baylis,¹³⁴ in a course organized for visiting teachers in Northern Nigeria, noted the expressed need of the government for providing the teachers with guidance and leadership skills which can help them to relate the work of the school to the work of the community.

Clarke reported that at Omu in the Ilorin Province of Northern Nigeria it was agreed between the native head and the education department that a program be planned for patterning the life and activities of the school upon local economic and social conditions in such a way as "to combat the subversive tendencies which were troubling the minds of the older men and guide the inevitable changes so that they might benefit the people."¹³⁵

¹³⁴P. G. S. Baylis, Report on a Course for the Training of Visiting Teachers Held at Togo Gombe, Northern Provinces of Nigeria, 1936-38 (Colonial 174, HMSO, London, 1940). p. 5.

¹³⁵J. D. Clarke, Omu: An African Experiment in Education (London: Longmans, 1937), p. 7.

Apeji¹³⁶ reported that at Akure in Western Nigeria the teachers and catechists in training in the Church Missionary Society School had petitioned the Mission to provide an auxiliary evening class for their fiancées and wives so as to help them develop the skill and attitude for marriage and for sharing community leadership with them. The report added that on the effect of this request classes for illiterate women were organized in domestic science and hygiene at both Kukuruku district and at Ilesham in 1937.

A major impetus to adult education came from the report of a subcommittee of the Advisory Committee¹³⁷ on Education in the Colonies published in 1943. Published under the title Mass Education in African Society, the report defined the aims of mass education as follows:

1. To spread literacy among adults, together with a wide spread development of literature and libraries.
2. To plan mass education of the community itself, involving the active support of the local community from the start.
3. To effectively coordinate welfare plans and mass education plans in order that they might form a comprehensive and balanced whole.

¹³⁶ Sam Apeji, "Reflections on Nigerian Education," The Student, VII, No. 5 (1963), 4.

¹³⁷ Advisory Committee on Education in the Colonies, op. cit., p. 3.

In 1951, Malafa¹³⁸ reported on the organization of a special training center designed to inculcate in all the adult participants a spirit of responsible and enlightened citizenship. He added that it was hoped that through living and working together, sharing rigours of mountain-climbing, digging together, and building bridges, mutual cooperation and responsibility would be developed which in turn might give rise to development of leadership skills and attitudes.

Mr. A. Deleon, Director-General of UNESCO at the Regional Conference on the Planning and Organization of Literacy Programs in Africa, held at Abidjan, Ivory Coast, March, 1964, remarked:

Almost half of the world's adult population, are at present rendered incapable of effective social participation because they are illiterates. These generations of illiterate adults, if left uneducated, will continue to be a burden on the national income; they will hinder the social, economic, political and cultural development of their country.

John Hatch in a seminar in inter-university co-operation in West Africa pleads,

If we do not provide for adult education now, we will be sacrificing the present generation in the interests of the future,

¹³⁸P. E. N. Malafa, Man O'War Bay, Overseas Education, 34 (4), (1963), 157-61.

¹³⁹A. Deleon, Final Report of the Regional Conference on the Planning and Organization of Literacy Programs in Africa, (UNESCO), Paris, 1964, p. 123.

we shall be creating a gap between the school population and the adult population of the community. In fact we may discover to our dismay at last that neither the elementary, secondary or university graduate can belong any longer in his community.¹⁴⁰

McLeod emphasized, "It will do no good to have the new influence of the school and old influence of tradition blindly opposed to one another. Adult education is the only hope of bringing about a reconciliation."¹⁴¹

Batten observed that, "community education is essential to provide the knowledge needed to assist people to control their own future with benefit to themselves."¹⁴²

Hodgkin¹⁴³ noted a variety of aims which have been given adult education projects, such as:

1. Closing the gap between older and younger generations.
2. Giving additional civic programs.
3. Teaching hygiene and sanitation.
4. Spreading literacy.

¹⁴⁰ John Hatch, "Extra-Mural Education in a Developing Country," The West African Intellectual Community, published by the Congress for Cultural Freedom, Ibadan University Press, 1962, p. 205.

¹⁴¹ J. McLeod Campbell, African History in the Making (London, Edinburgh House Press, 1956), p. 197.

¹⁴² T. R. Batten, Problems of African Development (London: Oxford University Press, 1960), Part II, p. 159.

¹⁴³ R. A. Hodgkin, Education and Change (London: Oxford University Press, 1957), p. 213.

- 5. Adapting the whole community to demands of modern government.
- 6. Making adult education a part of all-round drive for cultural, economic and constitutional development.

The International Bank¹⁴⁴ for Reconstruction and Development in 1955 suggested to the government of Nigeria to use adult education and make the nation's womanhood an economic asset by providing them courses in domestic science, home craft, commerce, etc.

David G. Scanlon¹⁴⁵ outlined the following which an adequate program for adults should aim at:

- 1. It should make full use of existing cultural agencies.
- 2. It must be carried on within the framework of the social and domestic milieu of the clientele.
- 3. It should be designed to meet the needs of the community.
- 4. The teaching materials should be meaningful to the villagers.
- 5. It must raise the hopes and ambitions as well as the skills of the people.

¹⁴⁴The International Bank for Reconstruction and Development, The Economic Development of Nigeria (Baltimore: The Johns Hopkins University Press, 1955).

¹⁴⁵David G. Scanlon, "Education and Social Change in West Africa," Teachers College Record, Vol. 56, 1954, pp. 129-134.

Margaret Read¹⁴⁶ enumerated the following elements as needs which the program neglected to cater for:

1. Training in physical and social development.
2. Training clientele in citizenship which is related to their society.
3. Promoting their interest in their cultural heritage such as folklore, music, art and dress.

Margaret Read then goes on to observe:

1. The problem of illiteracy cannot be disassociated from the spread of adult education, and
2. the raising of standard of living, the conservation of natural resources such as soil, forests and water, the stepping up of the production of food crops and of commercial crops, the improvement of village hygiene, and the introduction of preventive health measures are some of the needs of the masses which are a challenge to any adult education movement in the colonies or in the emergent nations.

She also contends that the existing adult education program tends to serve almost exclusively the needs of people in 'white collar' jobs; that before the adult education program began, there was a gulf between these people and the illiterate masses, which may be widened unless the reasons for the gulf are recognized and their existence eradicated with adequate programs of education which can reach and benefit all.

¹⁴⁶ Margaret Read, "Education in Africa: Its Pattern in Social Change," The Annals of the American Academy of Political and Social Science, Vol. 298, 1955, pp. 170-179.

Mbonu Ojike in his reflection on African need for emancipation made the following remarks concerning adult education needs in Nigeria with special emphasis on Eastern Nigeria:

The development of Eastern Nigeria will be rapid and more effective if among other things the adults are educated. I believe that very often the first step in adult education has an economic motive; better-made buildings, more efficient farm machinery, better crops, a more rational system of farm accounting. But these in turn will introduce the adult to a wider type of education, concerning itself with leadership, with the correct principles of social behavior, with a sense of dedication and responsibility to the society of which he is a member.¹⁴⁷

Summary

The preceding review of research and literature was conducted in five areas. The purposes for the review of literature were to develop rationale for the analysis and to derive and synthesize criteria in terms of attributes and items to be used in the developing of a scheme for analyzing the programs of adult education in the thirty-four rural communities in Eastern Nigeria.

Literature related to definition and philosophy of adult education was examined for identification of similarities of goals of adult education.

A review of the research concerning the adult learner and his instruction, psychology of learning, group dynamics and teaching

¹⁴⁷ Mbonu Ojike, My Africa (New York: Van Rees Press, 1964).

methods suggested essential elements which contribute to make a program adequate for meeting the needs of participants.

A review of literature on education and development revealed the important relationship between education and social, economic, political and individual development.

The review of literature on adult education and community development revealed the technique and methods of using adult education to achieve not only a nation's political, social and economic development but also the improved quality of individual social participation, economic betterment, and political contribution.

The review of literature on adult education in Nigeria revealed the developmental trends and circumstances which have shaped the character and nature of the existing program and the social situation in which it operates.

The review of literature on developmental needs of Nigeria revealed the specific problems of society and individuals which adult education programs should recognize and contribute to their solution.

Several studies were found which were similar to the present study. Robert C. Deming's study of Characteristics of Adequate Adult Education Program provided an insight used in selection of the criteria for this analysis.

In this study, development is assumed to imply a variegated but single process with social as well as economic characteristics which are measurable in both aggregate and individual terms.

Furthermore, the concern here is not with the social or other problem left in the wake of development but with using the analysis as a basis of making suggestions that can help the programs to make more contributions in the solution of problems of individual and social development in the region.

CHAPTER III

GENERAL OVERVIEW OF NON-UNIVERSITY ADULT EDUCATION IN NIGERIA

A clear understanding of the present status is essential for the future. Moreover, proper interpretation of the present status is dependent upon an adequate understanding of the historical backgrounds from which the present status developed.

Therefore in a study that has as its purpose the extension of the present trends and the projection of future purposes and goals of adult education in Nigeria, the scope and organization of the present system must be understood in its relation to its historical development and also in relation to the historical backgrounds of its social and economic environment.

Adult Education Before Colonial Period

Traditional Adult Education

In most traditional Nigerian communities, there were institutions which indirectly performed adult education functions. There was a deep-rooted custom of settling disputes between people by discussion, whether in full conclave of the family, the clan or the village,

or in the representative gatherings of the clan in the market places or palaver halls which dot the village streets. The gathering might be a small grouping of villages or an extensive kingdom or compound.

In such discussions, the reports of the emissaries and comments of the elders informed and educated the participants. The opinion of those members of the community who could not participate in such an open discussion are usually submitted to the general gathering through their own spokesmen.

In most communities there were secret societies such as Akang, Ikoro, Ekpe, Ogoni and Ozu, and though economic and political factors influenced admission, candidates had to acquire certain knowledge about their own society as well. The system of age-sets, where it operated, was a further means of providing life-long social training.

As Lord Milverton observed,

The traditional religious cults demanded the education of postulants; while in Islamic areas, the wandering teacher was prepared to impart his learning to anyone interested, this learning in most cases included not only Moslem theology, but also the whole corpus of philosophy available in Arabic.¹

According to Bown,

These long standing avenues of adult education and the old institutions which were associated with them matured in relatively

¹ Lord Milverton, "The Realities of an African Civilization," African Affairs, Vol. 55, 1956, pp. 178-187.

stable societies, before Africa, together with the rest of the world, was caught up in the dynamic technological and economic shifts of the 19th and 20th centuries.²

Adult Education During and After Colonial Period

Radical changes, such as improved communications, exploitation of cash crops, the wider diffusion of money, brought about the need for new vehicles of adult education, and new forms as well. M. C. English observed, "The guise of a class with Western school education, literate in European languages and interested in achieving political and economic advance, led to both the founding of newspapers and the appearance of a whole wave of voluntary organizations."³ These educated men attempted to arouse the consciousness of their fellow citizens to new problems and new perspectives.

Adult Education by Voluntary Organizations

The purpose of these voluntary organizations was partly the mutual education of members and partly the educational and social development of a particular village or ethnic group. Some gained political overtone, but all had some educational aspect.

²Lalage Bown, "A conspectus of University Extra-Mural Studies in Nigeria," Journal of International Congress of University Adult Education, Number 1, Vol. IV, March, 1965. p. 45.

³M. C. English, An Outline of Nigerian History (London: Longmans, Green and Co., 1959), p. 165.

The British Council, the Trade Unions and Nigerian Union of Teachers were the principal sponsors of programs within this category. These groups concentrated on planning programs for their members only. In some cases, the British Council was able to initiate a chain work of study groups and debates in principal townships on such topics as "local government," "taxation" and "principles and problems of indirect rule."

In addition to these groups were the Christian missionaries who became responsible for a wide range of adult educational activities, especially literary and women's education.

The methods of these groups were totally informal. According to Ross, "Christianity in direct and indirect ways has probably had the most fundamental, widespread, and creative effect of any element entering Africa in modern times."⁴

Government Sponsored Adult Education

Inflation was the chief post-war problem. It led to discontent and increased criticism of the colonial government. The criticism was spearheaded by the Nigerian ex-soldiers. These people who during the war visited many countries in Europe and Asia were unhappy to come home and witness problems of risen prices, and unemployment.

⁴Emery Ross, "Impact of Christianity in Africa," The Annals of the American Academy of Political and Social Science, March, 1955, p. 227.

At the same time in England, after the war, public opinion urged the colonial government to establish departments for promotion of mass education and community development in the colonies as a step toward social and economic reconstruction of the colonies.

In Nigeria, the emphasis tended to vary from area to area, although each regional department initiated a wide spectrum of adult education. In Northern Nigeria, where primary education was thinly spread, there was an onslaught on illiteracy.

In Southern Nigeria, where the existence of improvement societies indicated an already awakened desire for progress, there was a series of attempts to stimulate self-help in village communities. The government sponsored adult education programs emphasized literacy like the adult education by the Christian missionaries.

Regional Government Sponsored Adult Education in Eastern Nigeria

Adult education in the region owed its origin to the various voluntary organizations mainly the Christian churches who, from their early days in the region, organized classes for their members.

These classes were run as Sunday Schools and evening classes which were primarily devised for teaching the members to read the Bible and Catechisms, how to read the prayers and sing the church songs. The only form of written work done by participants was practicing on how to write their names. These classes were conducted

not only for the adult members of the churches but also for the entire congregation of the church.

During the Second World War, it was realized that over 95 per cent of the Nigerians who were then recruited as soldiers could neither read nor write. The problem of illiteracy hampered communication among the soldiers and between the soldiers and their officers.

In order to give the soldiers some education which could enable them to understand how to read and write in English, John Albert Carpenter was appointed to start an emergency program for all the Nigerian illiterate soldiers. Carpenter performed the tedious task so creditably that after the war in 1945, he was appointed to organize an adult education program for the whole country.

Nigeria at that period was divided into Lagos Colony, Western, Eastern and Northern protectorates and the Cameroons. Carpenter established the headquarters of adult education in Lagos and sub-headquarters in other parts of the protectorate.

He initially opened centers at Udi, Eket, Abak and Ahoada in Eastern Nigeria and appointed the following organizers, A. A. Simon, T. D. Abbey, G. Okon and A. N. Aloude, to each of these centers as pioneer organizers. According to Eastern Nigeria Annual Reports, one of the pioneer organizers observed, "as a new scheme with inadequate staff and resources, it grew spasmodically in some

of the counties, but in some, such as Udi, its successes were very impressive."⁵

The impressive achievement of Udi adult education program later became the topic of the film, "Day-Break in Udi" which depicted Udi county in a process of change through the efforts of adults who were the clientele of the adult education program.

A. L. Amadi the present Registrar of Community Development in Eastern Nigeria Ministry of Internal Affairs succeeded Carpenter in 1952. Within the same year, the site of headquarters of regional adult education was transferred from Aba to Owerri. Later Uyo was officially made the headquarters for Adult Education for Women.

As the Chief Adult Education Officer, Carpenter had his department under the Ministry of Education but in 1959 Adult Education was transferred from Ministry of Education to Ministry of Internal Affairs.

The Chief Adult Education Officer's circular of 1964 reported the following concerning the progress of the program:

It is striking that though the adult education program expands yearly, the number of the government employed organizers continues to be only eleven since 1952. In 1959 there were 33 county Councils with active adult education programs, while

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"Eastern Nigeria Annual Report, Ministry of Education, 1958, " Official Document No. 23 of 1960; Govt. Printer Eastern Nigeria, Enugu.

in 1964 there are 59 counties with active programs. The organizers employed by the counties increased from 42 in 1962 to 54 in 1964.⁶

Administration of the Programs

The administrative personnel of the program in Eastern Nigeria was made up of an adult education officer, an assistant officer, eleven temporary government organizers only one of whom had a qualification above First School Learning Certificate, a county organizer, a center committee and an instructor in each center. In addition to these personnel are two clerks and an artist attached to the headquarter's office at Owerri and also the female adult education officer and organizers who are in charge of the women's program at Uyo.

The Adult Education Annual Report of 1961 indicated the following as the functions of the following officers:

1. The Adult Education Officer -- the officer supervises campaigns for the whole region. He trains organizers, inspects centers accounts and records, and makes provision for required text books for the programs.
2. The temporary organizers and county organizers organize campaigns, open new centers, supervise

⁶Chief Adult Education Officer Eastern Nigeria, "Progress Report," AEO. 12/307/7th February, 1964. p. 11.

centers, form committees, and maintain monthly progress records of the center.

According to the Chief Adult Education Officer's circular letter of 1964 referred to previously, apart from the eleven temporary officers employed by the government, each county was required to employ an organizer. The government organizers visit from one county to the other, while the county organizers are permanent at their respective counties. While the government organizers are provided with motorcycles which help them to meet the transportation needs in rural areas, the county organizers are provided no means of transportation.

In addition to the organizers, each center employs a number of instructors who, in addition to teaching the students, are also required to keep the center - program records, act as financial secretary to the center committee, take care of the center library, keep center files, keep a yearly examination record and submit annual and monthly reports to the Regional Adult Education Officer at Owerri.

Organization of the Programs

Adult education in Eastern Nigeria is organized under two main divisions, namely:

1. Mixed adult education which caters to the general education of both male and female. This division has its headquarters at Owerri.

2. Women's adult education which is divided into two sections with one section catering to the education of women with basic education and who were admitted for training as either organizers or instructors. The entry point or the required basic education required for this group is usually First School Learning Certificate. The second section caters to adult illiterate women who have not had any form of education or who are completely illiterate. This second group is taught the arts of home making, reading, and writing in English.

The Women Adult Education Center at Uyo is the only center equipped in the region to cater to these two different groups. The Center was originally started by A. I. Spence in 1953, who was succeeded in 1957 by V. Ugorji. This program and its counterpart for men which has its headquarters at Owerri were transferred from the Ministry of Education to the Ministry of Internal Affairs in 1959.

From 1959 the Uyo program included additional courses in such areas as Literacy Teaching Methods, Clothing Construction, Home Management, Mother Craft, Gardening, English Grammar, Physical Education, Needlework, Laundry, Nutrition, Cookery and Hygiene.

Thirty-three students with a minimum entry requirement of First School Learning Certificate were annually admitted into this

program by means of a competitive examination. Each student paid an annual fee of £ 26 (twenty-six pounds) as a charge for board and rooms. Books and other study materials are supplied free to participants.

The government pays the officer, the organizers and instructors while the county council is responsible for the buildings and equipment. The objective of this program was stated as "the improvement of the living standards in the region and encouragement of hygienic conditions in rural communities."⁷

At the end of the one year training some of the participants are located to be in charge of newly opened centers while others may either return to their villages or start their own private training centers.

Village Women's Classes

The instructors who graduated at Uyo were located in rural village centers where they conducted classes in reading, writing and basic courses in child care, cooking methods and nutrition for illiterate women. These home-making courses were conducted for four days each week. The fifth day, the instructors visited the homes of the women and helped them in home and family planning practices. Each

⁷ Official Report, "Women Program Uyo," Ministry of Internal Affairs Circular, AEO, 33/295. 21st, April, 1965. p. 3.

participant was awarded marks for her practical application of what she had learned at the center in her general housekeeping. At the end of each year a special prize was awarded to the participant with the highest grade point average.

The syllabus was estimated to cover four years. Each participant was expected to continue in attendance until she became both literate and efficient in home cares. An annual open house was observed in each center on which occasion each of the participants exhibited to public inspection a creative art she had completed while in training at the center.

The Mixed Sections

The objective of the mixed section of adult education is stated to be to help the clientele to become better and more useful citizens and to do better whatever role they occupy in society.

The subject matter included reading and writing in English, Vernacular, Hygiene, Civics, History, Geography and Arithmetic.

All sexes are grouped together in this section.

The outstanding distinction between the Women's Adult Education program and the Mixed Adult Education program was that the women had specially trained and permanent teachers, while the mixed adult education program did not. In the mixed adult education, the fee was low and there were both poor attendance and high drop-out

rate. The instructors in the women's adult education program were better paid while the instructors in the mixed program were either not paid or were poorly paid. The mixed adult education program, since it relied heavily for its operation on the use of primary school classrooms and voluntary help of primary school teachers, usually was affected when these primary schools closed on holidays.

Classes were held in the evenings between either 3:30 pm to 4:00 pm or between 6:30 pm to 7:00 pm. Participants in classes held after 7:00 pm paid for the light they used in their studies.

Classes were usually organized between the months of January and April. Class organizations were preceded by a series of meetings between the organizer and such community leaders as village elders, church leaders and council officials.

After such campaign meetings, county councils interested in starting adult education programs in their communities would then submit formal applications to the Regional Adult Education headquarters indicating their community problems which they intended to solve by means of adult education, the community resources, and their general community educational purposes.

In addition to the above information, the government circular on adult education required that any community requiring government approval for establishment of adult education program must deposit with the Regional Treasury a stipulated amount of ₦ 500

(five hundred Nigerian pounds). This amount covered the initial expenditures on salary of an organizer, an instructor and basic teaching materials such as textbooks, office equipment and classroom equipment.

Center Management

Center management is the joint responsibility of the organizer and the center committee. The committee appoints the chief instructor, decides on the amount of fees to be paid by each participant, appoints a treasurer who collects and accounts for all center finances. The chief instructor acts as the secretary of the center and its administrative head.

The primary duties of the organizer are the organization of regular committee meetings, supervision of center instruction and submission of monthly and quarterly reports on center progress. The instructors, the committee and the organizers share the responsibility for the management of the center. Each program is expected to be self-supporting.

Grades in the Program

Until 1952, Adult Education Centers had up to six graded classes. The participants who completed the six grades and passed the qualifying examination were awarded a diploma of successful completion. The awarding of a diploma was discontinued in 1959

when it was discovered that the recipients were not interested in learning for self-improvement but were participating in the program for the only purpose of getting a certificate which they would use as a ticket for employment. Lately, there has been a series of oppositions to the discontinuation of the policy of diploma award. Supporters of the policy of diploma award argued that it is a healthy method of motivating the participants and that it represents an immediate visible outcome of the participant's efforts.

The approved grading system still in operation was reported by the Ministry of Internal Affairs Circular as follows:⁸

- | | |
|-------------------------------|---|
| I. Adult Education Grade I. | At this stage all studies and teachings are done in the predominant language of the locality. |
| II. Adult Education Grade II. | Studies are done in this level both in vernacular and in English. |
| III. Advanced Grade I. | Lessons at this stage are taken both in native vernacular and English. Compulsory oral and written English. |
| IV. Advanced Grade II. | Less emphasis in use of vernacular in teaching and more emphasis in use of English in teaching. |
| V. Advanced Grade III. | The same as above. |
| VI. Advanced Grade IV. | All lessons are taken in English. |

Participants are required to spend one year in each class

⁸ Ibid., p. 3.

before proceeding to another class. The syllabus for these classes, which was published by the Ministry of Internal Affairs in 1961, emphasizes the need of relating the subject matter to the interest, need and level of the adult clientele.

A general timetable for the adult education program is published annually in the regional adult education almanac. In preparation of the timetable such things as the different local market days, traditions, festivals, customs, and farming seasons are taken into consideration. The chief instructor of each center draws a local timetable from the general timetable to suit the demands of his local conditions.

Apart from the blackboard and chalk no mixed adult education center used any other teaching aid in teaching. The circular in government report indicates that sufficient teaching aids such as projectors, film strips, flannel boards and cameras had been purchased for these centers and have been in storage for many years at the regional headquarters in Owerri. The reason given for their not being used was that there were no trained and competent personnel to operate them.

But through the generous grant from UNICEF, the women's program at Uyo had been equipped and adequately provided with such essential features as needlework room, domestic science room, visual aids and materials.

Policy of the Programs

The Eastern Nigerian policy paper of 1959 defined the policy which is supposed to guide adult education. The policy defined the institutional and financial responsibility of the Educational Department, the county, the urban areas, the pupils and their villages.

First, the policy stated as one of its aims the provision of remedial Primary Education especially in the rural areas for both adult men and women who had either missed or had incomplete Primary School Education. For the support of this phase of the program, the policy stated that texts and study materials which were adapted to the clientele's level and need should be produced locally and sold to the participants at cheap cost.

The policy also stressed the importance of helping the clientele to read and write in their own languages so that they can participate more intelligently in the social and political issues of their society. Also in the policy provision was made for post-literacy instruction for persons already literate in their own tongue to learn English and arithmetic, simple accounts, and techniques of personal business management. Additional instruction in such activities as house-crafts and discussion on social issues are also conducted for the participants in the women's program.

The minimum age limit was recommended to be twenty-one years which is the tax paying age. There is no maximum age limit.

The policy required every county to establish its own community program. Each community was required to be financially responsible for initiating its own program to some extent. At the beginning of the program instruction took the form of mass education in which the community at large was educated in the importance of adult education for community and individual development.

The organization of an adult education center was made the responsibility of a committee which worked with the organizer. Conferences of committee representatives were held from time to time to stimulate interest and spread the campaign throughout all the parts of the county. The committee also had the responsibility of employing part-time instructors. Though the policy limited the unit under each organizer to an area containing about 100,000 adults yet it pointed out that in case of areas with limited transportation facilities, this number could be reduced to a lesser number.

Methods of Financing the Program

The policy specified the specific responsibilities of the regional government, the local councils and the participants towards the upkeep of the programs. The regional government is responsible for the payment of the salary of the Regional Supervising Staff. This includes the Adult Education officer and the eleven Regional Organizers. It also pays for the production, publication and distribution of the approved textbooks and teaching materials. The regional government

also makes an annual grant-in-aid to the counties both for the salary and transportation allowances of the adult education organizers who are approved by the Director of Education and also for the village libraries and for publication of news letters.

The county council pays the allowances of adult education organizers, his office equipment and for all publicity about the program which are made in the indigenous languages of the locality.

The pupils fees cover such expenses as part-time instructors salary, cost of lighting and other sundry expenditures on teaching materials such as chalk and pencils. The community built and repaired the buildings in every center for adult education by community effort.

Problems of the Programs

The only good buildings for adult education in Eastern Nigeria are those built by the government at Owerri and Uyo headquarters. Most of the adult education classes in the region were conducted in the elementary and secondary school classrooms. When these schools closed for their annual holidays, the buildings were locked up and the adult education programs, having no place to conduct classes, were discontinued.

Even when these elementary and secondary school buildings were available for the adult education activities, the facilities

were not satisfactory for the program since they were not meant for the adults.

Closely connected to the problem of buildings is that of staff. Most of the teachers were volunteer Primary School teachers while others were Primary School leavers who were neither trained in the subject matter area they taught nor had previous experience in working with adults.

According to Okon, the assistant adult education officer at Owerri, the adults usually discontinued their attendance as soon as they were asked to buy books or any study material. There is a general tendency for most participants to expect that the government will provide them everything freely, including the required textbooks for their studies. Okon also observed in his report a high rate of drop-out and absenteeism among the participants.

Apart from the annual almanac published by the administrative staff of the mixed program at Owerri, there is no other published periodical which the participants can use for their follow-up reading. The shortage of supervising staff also made it difficult for adequate supervision and inspection of centers to be done regularly.

In many areas adolescent girls were not allowed by their husbands to continue attending classes as soon as they get married. In other places husbands had refused to permit their wives to participate in adult classes when they themselves were not participating.

Cases had been reported in which husbands indicated that these courses gave their wives information which made the wives develop unfaithful attitudes toward their marriages.

Instability of teachers in the program due to poor salary resulted in frequent recruitment of unqualified and inexperienced teachers to take their place. Lack of means of transportation made the distribution of books and other study materials difficult especially during the rainy season when the roads are bad. It also created an obstacle in carrying out campaign activities. Some county councils gave adult education organizers additional assignments that tied them down in the offices and did not allow them sufficient time to do their special duties as adult education organizers.

Some of the politicians and government officials had opposed mass education on the grounds that it would increase the number of the unemployed but educated people in the society who could become dissatisfied with the government.

Regional Government Sponsored Adult
Education in West and Mid-Western
Nigeria

In Western Nigeria organized programs of Community Development were begun in October, 1948 when a separate Department of Government, the Ministry of Development, as it was then called, was charged with special responsibility for community

development. In the main, the work of the Community Development Section of the Ministry was in two parts, namely, youth clubs and organizations and Local Construction Projects.

In 1954, adult education classes were started as another aspect of the development project. These classes were unsystematically operated from the Ministry of Education until 1958 when the program was expanded to include such areas as Fundamental or Basic Education and Leadership courses. The total program was transferred at this expanded stage from Ministry of Education to Department of Community Development where it was merged with the two aspects of Community Development to form a Division of a re-organized Ministry of Health and Social Welfare.

Three categories of specialized staff were recruited to carry out this newly expanded program. There were the Adult Education Officers, usually graduates of universities. These graduates were assisted by locally trained school teachers who had participated in short courses in adult education techniques.

The senior officers organized adult education classes in rural areas during those months of the year when normal village work lessened. In its first early years the program attracted many participants and support of many counties. But as the Free Primary Education was introduced in the Western Region, some of the adults dropped out of the adult education program and joined the Free Primary

Education classes while others dropped out on the basis of their protest that they were required to pay fees to participate in adult education classes while primary education was being given without charges.

The Zonal Arrangements

Though the government gave a high financial support to a massive campaign in 1948 as a means of eradication of illiteracy, yet poor administrative arrangements caused the many centers to be closed after a short time. In 1950 new changes were introduced in which the whole region was divided into three zones, each under the direct supervision of an Adult Education Officer who also organized the program in three provinces, Benin and Delta province which later became the Mid-west Region; the Ondo and Oyo provinces; and Abeokuta, Ijebu and Colony provinces. Ibadan, the most populated center came under a separate officer who was also in charge of literature production. All the three zones were administered by the Chief Adult Education officer at Ibadan.

In each province the divisions formed one group. Ekiti, Akoko, Ilesha, Ondo, Okitipupa, Owo and Ife formed a group called the Central Circle. In each division an organizer was given the responsibility of conducting the campaigns with the help of the employees of the local county council officers.

Teaching Materials

In the initial stages adult textbooks were very scarce. By 1955, basic primers in Yoruba were produced and in that year over 60,000 primers and other books were sold and over 3,000 adults received adult education course completion certificates. Follow-ups in the form of post-literacy reading materials, news sheets and local newspapers were established and the Adult Education officers acted as the editors of the local news sheets in their own areas.

In Ekiti the name of the paper published under the auspices of the program to serve as a follow-up reading material to adults was known as "Irohin Ekiti". The rate of sale of each newspaper depended on the ability of the adult education organizer. By 1957, the "Irohin Ekiti" was discontinued because of lack of finance.

Along with literacy campaigns, there were also part-time courses in domestic science for women under part-time teachers. Such courses as cooking, laundry, knitting, needle-work, care of sewing machines were included in the women's program.

Policy

The government's first memorandum on extension of adult education stated that the aim of adult education was "to provide remedial primary education especially in rural areas for adults, both men and women, who have either missed or had incomplete primary

school and that this program was to be supported by sufficient production and adequate distribution at cheap cost of study materials and textbooks suitably adapted to the need of clientele to the participants."⁹

Provisions were also made for continuation of instruction for adults already literate. Such instruction was on English, Arithmetic and simple accounts. There were additional activities in house-crafts and various aspects of social education. There were courses specially arranged for instructors. The officially accepted minimum age limit was 16 years and there was no maximum age limit. It was required that every native authority should have an adult education program.

The Program Format

The following was the program approved by the Ministry for Adult Education:

- (a) The initiative in starting a program was required to come from the people of the area, district or division. Native authorities (local government councils) and individual leaders were to have special responsibility in this matter.

⁹Instructor's Handbook, Adult Education Department, Western Region, Nigeria, 1954, p. 13.

- (b) At the start of a program, instruction for illiterates usually took the form of a campaign in which four month's course of two or three lessons a week were given. These became plans for building up post-literacy classes and the creation of the Adult Education Center as a permanent village institution.
- (c) The organization of an Adult Education Center was in the hands of a village Adult Education Committee. Conferences of Committee Representatives were held from time to time to stimulate interest and spread the campaign throughout the area. Among other matters, the village committee was responsible for finding and employing part-time instructors.
- (d) The centers in an area were supervised under the native authority by an adult education organizer, a native administration office appointment held by an active man with proven ability and experience in teaching. The maximum unit for an adult education organizer was approximately 100,000 adults, but the factor of area and communication did considerably reduce this figure.

Finances of the Program

- (a) Financial responsibility in adult education had three aspects:
- (i) Government (i. e. Education Department).
 - (ii) Native Administration.
 - (iii) Village (i. e. the pupils).
- (b) The Education Department provided finance for the following:
- (i) Regional supervisory staff.
 - (ii) Production, publication and distribution of Yoruba literature at low prices.
 - (iii) Limited assistance in the production of literature in the other vernaculars.
 - (vi) Assistance in development, purchase and dissemination of propaganda materials and other aids.
 - (v) Reimbursement of the native administration by a grant-in-aid in respect to the salary of an adult education organizer approved by the Regional Director of Education. A native administration may of course employ a second organizer in an approved program but this does not necessarily attract reimbursement.
 - (vi) Assistance towards village libraries and local news sheets.

- (c) The native administration had the following financial responsibilities:
- (i) Payment of allowances and expenses of the adult education organizer.
 - (ii) Payment of office expenses of the organizer.
 - (iii) Provision of capital for the purchase of equipment for resale to pupils.
 - (iv) Provision of funds for publication in a local vernacular (non-Yoruba areas) produced by a local language committee.
 - (v) Funds for assistance to centers. Normally, the assistance to centers were not to exceed 5 (five shillings) per month per 20-25 pupils.
 - (vi) Any additional expenditures.
- (d) The village and pupils were concerned financially or otherwise in a number of ways which were supervised by the village adult education committee.
- (i) The expenses of the center such as the instructors' remuneration, chalk, lighting if any, were met from the assistance from the native administration. Pupils in post-literacy classes usually paid higher fees. Each locality fixed its own maximum fees.
 - (ii) Pupils paid for their own equipment.

- (iii) Any building on the center for library or other usage was by special village effort. The aim was for each adult education center to become eventually completely self-supporting.

The policy also recommended the following procedure for getting financial assistance from the Education Department.

- (i) An adult education program could only be worked out after full discussion with the regional adult education officer. A native authority desiring to operate a program was required, however, first to show its good faith by implementing the following:

| | |
|--|-----------|
| (a) Salary of adult education organizer | £ 100:0:0 |
| (b) Allowances and expenses of adult education organizer | £ 36:0:0 |
| (c) Campaign expenses | £ 50:0:8 |
| (d) Capital for purchasing equipment for resale | £ 50:0:8 |

The salary of adult education organizer would fully be reimbursed by a Grant-In-Aid and the capital for purchasing equipment would be recovered from sales on approval of the campaign.

Syllabus

There were two grades of remedial primary education for adults. In the adult education class one, the adults learned the elements of reading and writing in their own language. In the advanced

grade the subjects included literature, mass education follow-up series, English, Arithmetic and simple accounts. Participants were also encouraged to obtain adult education booklets and study materials for the continuing of their education.

- (a) The literacy course: This course was scheduled to last three to four months. Lessons were held at least twice, preferably thrice, a week each meeting lasting 40 minutes to 60 minutes.
- (i) In teaching of Yoruba as a language, the Yoruba Primer 1B served both as reference text and syllabus. As syllabus, it contains 27 lessons called "steps." A short step usually was completed at one meeting, a long or difficult step is repeated at the instructor's discretion.
- (ii) Reading and writing were taught side by side from Step 1. The instructor used blackboard and the learners used slates, wooden boards and/or papers. In the early stages pupils copied from the blackboard or the Primer, later they wrote on dictation. Special attention was given to word division.
- (iii) Pupils were encouraged first to begin practicing writing with pencil and paper and later on with ink ruled 2D or 2A exercise books. The students were encouraged to write in script.

- (iv) As soon as the syllabus was completed the organizer conducted a qualifying test and issued certificates of competency to successful participants.
- (b) Advanced grade: The subjects in this area were Yoruba, Edo, Urhobo, English, Arithmetic, History, Geography, and Civics.
- (i) Yoruba Literature: Advanced Yoruba composition, letter writing and self-expression in composition.
- (ii) Study of customs, traditions, provides stories and fables.
- (iii) Arithmetic: Notations not exceeding 10,000, addition and subtraction, multiplication, value of monetary system, measures of length and weight and simple fractions.
- (vi) History and Geography: Traditional stories of the village or tribe from the elders; the legend of origin or Yorubas; the coming of the British to Nigeria and its contributions to society -- schools, hospitals, police, law courts and government.
- (v) The constitution and its features.
- (vi) Elements of physical geography -- day and night, rain, wind, vegetation, rivers, eclipse, sun, moon and stars, the earth, the seasons; Nigeria, its peoples and resources.

(vii) Civics: Rights and duties of citizens.

Apart from the text books, the following news sheets were published as follow-up reading materials for the participants.¹⁰

| | | |
|------------------|-----------|------------------------|
| Southern Zone | published | 'Aiye Olaju' |
| Osun Division | published | 'Te Si Ibi Arye Te Si' |
| Central Zone | published | 'Orun La' |
| Afenmei Division | published | 'Itansan Imole' |
| Benin and Isham | published | 'Ukpa Alaghodaro' |

The Problem of the Program

The writer discovered that majority of the centers did not keep any records, apart from Ekiti Division where it was possible to obtain the records of activities for the period of 1958 to 1963. No record for periods 1949 to 1957 could be obtained from any center.

This unavailability of records was attributed to instability of government and political conditions in Western Nigeria at that particular period. The record obtained from Ekiti revealed that the organizer was also the administrator, supervisor, teacher, propagandist, examiner, book seller and controller. He had no office assistants even though there was provision for these positions in the budget. His field workers were the instructors who were scattered over an area well over 2, 100 square miles. Also the records showed that,

¹⁰ Adult Literacy Campaign--Files 'A' and 'B', Ekiti District Councils, 1956.

"The maximum salary paid to these organizers per month was 6/8^d (Six shillings and eight pence) or 87 cents (eighty-seven cents)."¹¹

Two campaigns were conducted every year. One from January to June, and the other from July to December. The actual campaign lasted about four months during which period participants attended classes three times each week and each lesson lasted for one hour. One and a half months in the year was devoted to enrollment, refresher courses for instructors and the award of certificates.

All part-time instructors were paid an honorarium of £2. 2/ (Two pounds and two shillings or six dollars) every six months. There were no voluntary teachers. Twenty-six to thirty-eight per cent of the instructors had grade III school teachers certificates; fourteen to seventeen per cent were 'C' teachers who were experienced but untrained; others were made up of clerks, laborers, tailors, carpenters. There were no farmers or agriculturists. Class meetings were few and were not constantly supervised.

Refresher Course for the Program

In 1960, through the joint leadership of the Division of Extra-Mural Studies of the University of Ibadan, the Ministry of Economic Planning and Community Development, a one week

¹¹ Ibid., file "B".

refresher course in adult education and community development was held in Western Nigeria for all levels of adult education workers in the region.

The refresher course provided a common platform for all adult education and community development workers both to get to know each other and the major problems of adult education in the region. The resource people for the course were drawn both from the Ministries and the University. Though there was no follow-up to this refresher course, the Ministry described it as "an important and most serious step taken by the region on its problem of development."¹²

Adult Education in Northern Nigeria

Differences of Nigerian people in history and outlook which had been recognized in the political constitution of the country have their roots in the influence of the regional sentiments and interests. These sentiments and interests can be more easily noticed in the rival views of education, especially adult education and religious freedom in Northern Nigeria since 1901.

Islamic and Amistic Education in the North

Unlike Eastern Nigeria, educational institutes and procedures were already present in Northern Nigeria when the High

¹²Federation of Nigeria Educational Development, 1961-7.
Sessional Paper No. 3 of 1961 (Lagos: Federal Government Printer, 1961).

Commissioner set forth the basic principles of British Administration in a speech to conquered Fulani leaders at Sokoto in 1901. The existing schools were little more than remnants of the ancient educational glories of Timbuktu, Katsina, and Kukawa, but they had not lost their Moslem characteristics. Luggard said in his speech, "Government will in no way interfere with the Mohammedan religion."¹³

The British immediately drew up an ordinance for "unsettled districts" which excluded missions and mission education from most of the ten million inhabitants of Northern Nigeria.¹⁴ Mission organizations at once took exception to this ordinance and some controversy ensued.

The government maintained that to allow mission education in Northern Nigeria would be a denial of their promise to the Moslems, that it would have an unsettling effect upon the country, and would "degrade the European in the eyes of the native."¹⁵ The government further maintained that Mohammedanism, as a religion, was much better adapted to the native of Northern Nigeria than was Christianity.

¹³ Letter of Njida Gwari, dated September 23, 1939.

¹⁴ A. C. Burns, History of Nigeria (London: Cambridge University Press, 1942), p. 259.

¹⁵ M. Perham, Native Administration in Nigeria (London: Oxford University Press, 1937), p. 288.

Since the matter was controversial, various opinions were set forth concerning it, but as is common in controversy, each side overlooked certain facts which did not support its side of the question.

Morel did set forth the point of view of the government that,

Islam to the Negro is the stepping stone to a higher conception of existence, inspiring in his breast confidence in his own destiny, imbuing his spirit with a robust faith in himself and his race. Christianity did not do this for the Negro. Its effect, indeed, is quite contrary. Instead of encouraging, it discouraged. Instead of inculcating a greater self-reliance, it seemed to lessen that which existed. The Christian Negro for the most part is a sort of hybrid. He was neither one thing nor another. His adoption of European clothes caused him to be looked upon partly with suspicion, partly with ridicule, by his pagan fellow-countrymen, although they made use of his services as clerk or secretary when occasion required it. Mohammedanism bestowed on him an undisguised contempt.¹⁶

But Morel did not point out that he was placing the Sudan Negro of Northern Nigeria, a product of centuries of civilizing contact with the North and East, over against the Southern Nigerian Negro whose contact had been only with Europeans, who came to exploit or enslave him. The differences between the two cannot be attributed solely to Mohammedanism and Christianity.

Morel pointed out some of the specific reasons for the government contention that Mohammedanism is better adapted to Nigerians. One which was stressed was that Islam condoned polygamy.

¹⁶E. D. Morel, Affairs of West Africa (London: Edinburgh House Press, 1937), p. 230.

"Islam, despite its shortcomings, did not, from the Nigerian point of view, demand cultural suicide of the Nigerian as an accompaniment of conversion." ¹⁷

Burns also pointed out that,

Islam is . . . better adapted than Christianity to the African life . . . both involve strange doctrines which he scarcely understands but while one forbids him to possess more than one wife, the other imposed no such restrictions. ¹⁸

One difficulty that the colonial government encountered in maintaining an exclusively Moslem educational policy in the North was that "Mohammedanism offered very little in the way of literate education."

Meek observed that in 1911 the census returns indicated that only three per cent of the Moslems in Northern Nigeria could write. He indicated,

That of the total population, 97 per cent were termed illiterate and that the cause of the general illiteracy was to be found, firstly, in the history and social conditions of the tribes; secondly, in the comparative absence of educational facilities, and thirdly, in the defective character of the Moslem system of education. ¹⁹

¹⁷ Ibid., p. 211.

¹⁸ Burns, op. cit., p. 258.

¹⁹ C. K. Meek, Northern Tribes of Nigeria, II (Oxford: Oxford University Press, 1933), p. 254.

Referring to Islamic education as the force that could not produce the desired administrations for a dual mandate, Luggard observed that, "Islam is sterile, no fresh impulses radiate from it, no powers which foster life and make it a dynamic force in progress. Its atmosphere is that of stagnation."²⁰ Burns pointed out, "In Moham-
medan schools the pupils learned the Koran by heart and were in-
structed in this religion, but there was little or no education in the
western sense."²¹

It was conceded by the government that distinctly pagan areas could be opened to missions if the consent of the government and the tribes concerned were first obtained. On this point, Luggard re-
marked,

An alien mission is, of course, non-native, and as such would be bound to obtain the governor's sanction for the acquisition of land. Like any other application, it would be investigated by the District Officer, and, in particular, he would ascertain whether the people were desirous of the establishment of a mission among them or hostile to it.²²

Missions could therefore not approach the tribes directly, and as a consequence of acting through the District Officers, many of whom were not sympathetic to missions, very few tribes were re-
ported as willing to give their consent for establishment of mission

²⁰ F. D. Luggard, The Dual Mandate (Oxford: Oxford University Press, 1932), p. 590.

²¹ Burns, op. cit., p. 241.

²² Luggard, op. cit., p. 586.

adult education in their villages. The government apparently feared that the teaching of racial equality under Christianity would make it more difficult to operate the dual mandate.

Orr in 1911 reported, "It has been deemed prudent by the authorities to restrict missionary enterprise in the Northern Moham-
medan States until railway communication has rendered the military situation more secure."²³ This admission revealed the early hostility of government of the North to any other form of education except Islamic education.

The contention of missions was that, in refusing to open the pagan tribes to Christian education, the government was reserving them for Moslem influence only, and thus denying to the African the very religious freedom, or opportunity to choose, which Luggard had promised them.

Perham²⁴ pointed out that the Phelps-Stokes Commission referred to the indifference and even the hostility of the government to missionary enterprise, and recommended that the government should grant religious freedom in Nigeria. He also pointed out that an open attack was made in 1929 by Victor Murray, who interviewed

²³J. M. Orr, Making of Northern Nigeria (London: University of London Press, 1941), p. 261.

²⁴Perham, op. cit., p. 288.

the authorities at Kano upon the subject. He added that the experience of Murray led him to critically analyze the whole system of indirect rule of which the policy of exclusion seemed to be a part.

Animistic Education for Adults. -- Though animistic education varied in each of the non-Moslem tribes of Northern Nigeria, it had many characteristics which were common to all of them. In an informal way it taught the clientele, both men and women, the things they needed to know to carry on their tribal existence and to conserve the ancient traditions and ordinances.

This education consisted in charms placed around the head, upon the abdomen, and on the feet of the clientele. The clientele were taught to develop faith and reliance on these charms as their protective mechanism from such ills as abdominal disorders and snake bites.

The clientele were taught the routine procedure of observance and sacrifice to the family and public shrines. They were taught about the numerous festivals, their rituals and required offerings. They were taught the native crafts, trades, methods of plantation and harvesting. In most cases, the method of learning was by doing and repetition. Again, while these adolescents were learning the animistic practices informally, they might be enrolled in Moslem classes held in their villages. These classes were open to both Moslems and animists.

Islamic or Koranic Schools. --Moslem or Koranic schools

were private venture schools, taught by itinerant Mallams or teachers.

The aim of these schools was that the participants become Mohammedans, which meant that they would acquire ability to recite long passages from the Koran, know the proper forms of prayer, know how to salute the great men of the faith whom they met. Meek²⁵ observed that though Moslem teachers pretended to despise animism, they were yet inseparable bounded up with animistic culture so that it was difficult to see where animism left off and Mohammedanism began.

Koranic schools were slightly more formal than the purely primitive animistic instructions. The Koranic classes took place around council fire before and after sunset. In less busy seasons of the year the classes might be held during the day. There was no age limit. Some moral instruction might be given in the vernacular. Writing, if taught, was in Arabic. Discipline was very strictly enforced. Bettinger remarked that, "Frequent applications of the rod was considered a necessary stimulus to mental and spiritual development."²⁶

The ineffectiveness of Koranic education to meet the educational need of the North either quantitatively or qualitatively, and its

²⁵ Meek, op. cit., p. 11.

²⁶ D. W. Bettinger, Sudan Sun-Up (U. S. A. : Elgin Publishing House, 1939). p. 189.

resultant problem was revealed in the following information from the report of the Education Department in 1932, that,

The number of these schools increased rapidly in Northern Nigeria. In 1931 a survey revealed 35,452 Koranic schools in operation in Northern provinces. A year later this number had increased to 37,431 and pupils enrolled had increased from 193,000 to 207,000. But the more than 35,000 teachers who instruct in these schools present an obstacle, for many of them are not themselves literate.²⁷

It was also indicated that the growing illiteracy of both the Mallams in Koranic schools who could not even write the Arabic letters reinforces the emphasis and pressure for introduction of a new system of adult education for elimination of illiteracy in Northern Nigeria.

Government Sponsored Non-Islamic Adult Education Program

The Northern Nigerian government accepted the challenge to progress which mass illiteracy presented and launched an intensive as well as expensive scheme of adult education. At selected centers special courses of a year duration, followed by periodic refresher courses, were arranged for those of the Koran teachers who cared to take advantage of them.

²⁷ Report of the Education Department, 1932, p. 39.

The Department of Education report of 1950 stated of the program,

The courses are free and the teachers, on returning to schools, are provided with some simple equipment and school materials but rely as before for their livelihood on offerings in money and kind that come from participants.²⁸

This scheme was not well received by the leading Moslem teachers who lived at the Northern extreme of Northern Nigeria and the Director of Education at one time reported that, "Religious prejudices have up to the present prevented any considerable expansion of this scheme."²⁹

But in the central and southern part of Northern Nigeria, especially among those who live near the river Niger and who have more advantage of frequent contact with the people of Eastern and Western Nigeria, the adult education scheme had been one of the most successful and best organized schemes.

Public Enlightenment Program

Until September, 1954 adult education headquarters' sole task was to push ahead with the adult education campaign and to provide suitable follow-up reading materials for those people who had already participated in the program and become literate.

²⁸ Report of the Education Department, 1950, p. 6.

²⁹ Ibid., p. 8.

From the above date, Northern Nigeria restated the broad objective of its adult education program to be "Public Enlightenment." Some forty pamphlets covering a wide range of subjects including agriculture, hygiene and sanitation, baby care, civics, and simple or basic economics were printed for sale. Articles of a similar nature were regularly published in the Provincial Reading Sheets and a series of broadsheets, mainly dealing with health, were distributed.

The Ministry of Education report indicated that all the attempts still did not achieve the expectation of reaching most of the people. The reading sheets reached only a small proportion of the reading public and the pamphlets did not sell well.

The Northern Nigerian government paper expressed how seriously the government viewed the slow progress of the program and later steps taken to reorganize the regional adult education program which had become known as "Public Enlightenment" program.

The paper stated,

In November, 1954 His Excellency the governor, in a communication to the Yahili da Jahihci committee, stated that he continued to feel apprehensive regarding the plans of the adult education program for the provision of public enlightenment. The executive council had clearly laid it down that the abolition of illiteracy was only one means towards achieving this end. The campaign should not be divided into two phases-- the literacy campaign and the public enlightenment campaign; as soon as a man became literate he must be provided with reading matter of the right kind or more harm than good might result. 'The war against ignorance' should be continuous. In

literacy classes there should be at the same time discussions on matters of general interest. This was part of the duties of the Provincial Adult Education Officer to organize and in this way a man could start being 'enlightened' before he became fully literate. ³⁰

At this meeting of the Yaki da Jahilci committee the functions of the Director of Information Services and the Chief Adult Education Officer in the field of public enlightenment were defined as follows: ³¹

- (a) The Public Relations Officer is solely an advertising agent of the government, publicizing what government has done and preaching what it intends to do.
- (b) The Chief Adult Education Officer is the expert adviser to government on methods of presentation and a person responsible to government on the enlightenment of communities on the manner in which they can achieve social and economic progress.

Following this meeting, Adult Education Headquarters immediately began to prepare what were called "study kits" (now called discussion group notes). These took the form of a series of questions and answers on a specific topic, printed in large numbers in the major vernaculars.

The intention was that these should be used as a basis for discussion in meetings not only of members of adult classes, but also of literates of all kinds and even illiterates. The organizer or group

³⁰ Ibid., pg. 9.

³¹ "Northern Nigerian Adult Education Policy, No. 41," Literacy Campaign Handbook, Northern Region of Nigeria, 1954.

leader read each question in turn and tried to elicit the correct answer. Only if he failed to do so did he read the printed answer. At the end of the discussion he distributed copies of the notes among the literates present.

The Chief Adult Education Officer reported that in this method of instruction they bore the following factors in mind:³²

- (a) The aim of public enlightenment is to change the habits, customs, views and opinions of the mass of the people.
- (b) These habits, customs, views and opinions are not the results of individual thought but are enculcated by the group.
- (c) Logical argument and the individual approach are likely to succeed in only a few cases and with individuals who are rebels against the group or society in which they live.
- (d) The reason is that attempting to change a person's views into views which conflict strongly with those of his group is, in effect, asking him to set himself against the group. For most people the respect of their group is more important than the holding of an opinion or the changing of a habit.

Problems of Adult Education in Northern Nigeria

In an interview, the Chief Public Enlightenment Officer complained of lack of women organizers and instructors in the program. The problem of difficulty in involvement of Northern Nigerian women

³² Ibid., p. 3.

in adult education programs either as learners or organizers stemmed from the rigid Mohammedan custom which forbade the active participation of women in public affairs.

The second problem that adult education faces in Northern Nigeria is a problem of communication and transportation. Most of the roads are impassable during a rainy season and there are neither telephones nor post offices. This situation presents obstacles in adequate involvement of the people in planning the program and reaching people effectively with the program activities.

The problem of having sufficient and adequately trained adult educators who can teach and write in the dialects of the various different peoples and tribes who inhabit the gigantic mainland of Northern Nigeria had presented barriers in the way of reaching these various tribes.

Summary

The first section of this chapter described the traditional system of adult education in Nigeria. It pointed out that although the traditional system fulfilled its main objective of transmitting to the clientele the custom and traditions of the clan, thus preparing them to take their places eventually in their society, that yet, because of its almost unorganized outlook and infestation with superstitions, taboos, and impenetrable secrecy, it could neither withstand the dynamic

technological and economic shifts of the 19th and 20th centuries nor help the individual to take his rightful place in a developing society.

The second section described adult education programs by voluntary agencies such as the British Council and Christian missions whose programs were similar only in their common use of informal methods. It pointed out that the objective of the Christian missions' programs was to rescue the individual and society from what the missions regarded as shortcomings of traditional or tribal education by pioneering a wide range of adult educational activities, especially in literacy and home and family living both in rural and urban communities. It also pointed out that these missionaries concentrated on not only helping the natives to become Christians but also on helping them to improve both their physical and spiritual ways of life as Christians.

The third section of this chapter pointed out the essential causes that led to government participation in sponsorship of adult education as increased public discontent and criticism of colonial government which was stimulated both by post-war inflation and the return of ex-soldiers of the Second World War. It indicated that these unrest social situations were triggered by both growing need for an enlightened and educated adult population who could participate in their individual and social development, and also by a national desire for skilled and competent citizens in government and business for its

development.

The chapter related that the public opinion in England at that time also contributed to the pressure on colonial government to satisfy through adult education programs the need of educating colonial citizens on their rights and responsibilities in a developing society.

It pointed out that the colonial government started early to contribute to these adult education needs through the departments of Agriculture, and Health and Education, and shifted the administration of these programs to ministries and departments of Internal Affairs and Community Development in Eastern and Western Nigeria respectively.

From these ministries and departments in each regional capital, sub-headquarters and centers for adult education were organized in provinces, districts, towns and villages in East, West and Mid-West.

The fourth section described the general trends in religious and traditional education in the north, their negative effects upon the programs of voluntary agencies, especially the Christian missionaries who were opposed not only by the Moslems but also by the officers of colonial government in the North. It described the later developments such as the alarming increase in illiteracy in the

North which proved the inevitable need for introduction of government sponsored adult education in the North. It also summarized the events which led to the recognition of the government adult education program under the new title, the Public Enlightenment Program.

CHAPTER IV

PLAN AND INSTRUMENT

The procedures followed in the conduct of this study have been reported in three parts: (1) the creation of a conceptual scheme as a plan for analyzing the selected adult education programs; (2) the overview of adult education systems; (3) the application of the conceptual scheme in analysis of the programs.

The need for analysis of government sponsored adult education programs in Eastern Nigerian counties to determine how the programs are related to the developmental needs of the clientele was established in Chapter I. The task was approached by first establishing a rationale for selecting developmental need as a theoretical focus for analysis in Chapter II.

The conceptual scheme for analysis of the government sponsored programs of adult education in Eastern Nigerian counties was developed in Chapter IV. In Chapter III, an overview of adult education in Nigeria was presented as a background to the analysis. In Chapter V the conceptual scheme was applied both in the analysis of the selected programs and in interpretation of data from the analysis. In Chapter VI, the study is summarized, its implications

discussed and, on the basis of the findings from the study, recommendations and suggestions were made for improvement of the programs.

Rationale for Selecting a Developmental Focus

This study assumes development to imply a variegated but single process with social as well as economic characteristics which is measurable in both aggregate and individual terms. It views education as one basic ingredient in the process of development. The idea of development connotes change and it is through the process of education that change can be made meaningful to the lives of people it affects.

The term "process" embraces a combination of meanings. It denotes an ongoing operation involving steps; it indicates a particular procedure or method; and finally it involves people. In the process of development, every citizen should have an opportunity to participate in making decisions that may affect him, his family, his neighborhood and his community. The degree to which the citizen's self-directed responsibility, initiative, and use of democratic action is generated will be the result of how well these understandings and skills are acquired.

To get the citizens, therefore, to take advantage of new ideas, such as civic responsibility, is crucial in national and individual progress. For if these new ideas become part of his concept,

his behavior will be expected to change. Recognition of this fact has led to studies of the social, cultural and economic conditions which affect the process of improvement of individuals and their society.

Development programs, to be lastingly appreciated and patronized by people, must be made meaningful to their lives and needs. It is through the process of education that people are effectively involved both in the means and ends of development, for people are more sincerely committed to a course which they understand and which is made meaningful to them.

Lippitt and Westley, in their text on planned change, have indicated that "the fundamental problem of development is not to create wealth itself, but to create the capacity to create wealth."¹

A framework for understanding the role of education in development is also found in the following United Nations pronouncement that

the problem of the underdeveloped countries is not just growth but development. Development is growth plus change. Change in turn is social and cultural as well as economic, and qualitative as well as quantitative.²

Hans Singer has made the following observations about development:

¹Watson Lippitt and S. Westley, The Dynamics of Planned Change (New York: Harcourt, Brace and World, Ind., 1960), p. 185.

²The U. N., Development Decade: Proposals for Action, New York: U. N. Publication 62, 111, B2, 1962, pp. 2-3.

Social development may or may not be prerequisite to economic development. Such social changes as increased political participation, national identification, increased literacy, or a lower death rate may well indicate the readiness of a society for economic development or may be the consequence of economic development.³

Though the literature on development has offered few precise conclusions about interaction of schooling or education and social and individual development, yet there are reasonable supports for the notion that education tends to make individuals more responsive to change and that a good education program for development is that program which provides the clientele the experiences which can help them understand their possible contributions to national development.

As an emphasis in a basic consideration to relate education to development, in January, 1965, President Johnson closed his educational message to the Congress with these words: "Once again, we must start where men who would improve their society have always known they must begin -- with an educational system restudied, reinforced, and revitalized."⁴

³Hans Singer, "Social Development, Key Growth Sector," in International Development Review, March, 1965, pp. 3-8.

⁴Lyndon B. Johnson, Educational Message to the Congress, January 12, 1965, Washington, United States Government Printing Office, Division of Public Documents Catalog No. FS 5 210: 10035.

Education as an Instrument
of Development

In recent years a great deal of attention is being focused on the role of education in the development of human resources of a nation. Governments no longer view education solely as a private good. Support is no longer justified exclusively on individual, cultural, religious, or political grounds, but is rendered on economic grounds as well. Planners of national development in all countries are more fully aware of the extent to which investment in education and training contributes to the process of economic, political and social growth.

Hans Blaise, in emphasizing that the development of human resources through education is the key to development, pointed out

any nation, rich or poor, makes two kinds of investments to promote its well-being and growth. It invests in things and it invests in people. Investment in things creates stocks of tangible physical capital. Investment in people creates human capital - an embodiment of resources devoted to producing, maintaining, and increasing the capabilities of human beings as participants in the social mode of production. Human resource development is the social process of the production, distribution, and utilization of the knowledge, the skills, and the capacities of all the people in a society. If a society is unable to develop its human resources, it cannot develop much else, be it technology, political or social institutions, material or cultural welfare, or its economy.⁵

⁵ Hans Blaise, "Education and Development," International Development Review, September, 1965, p. 27.

Friedrich Edding, in a masterly analysis of the economic value of education to individual and society, made the following assertions:

Although there is still much controversy in both economic theory and empirical analysis concerning the measurements of the contribution of education to economic growth, it is obvious that education impinges on the productivity of an economy in a number of ways -- first, through the skill of the work force; second, through professional competence, and the ingenuity and investiveness of technologists and scientists, which enable modifications to be made in the quality and uses of natural resources and physical capital; third, through organizing human activities, the knowledge and understanding of administrators which lead to the more efficient use of physical resources. Beyond and transcending these facets of education is the way in which wide educational opportunities develop humanistic values and good sense so that the great mass of people can do a better job of living in an increasingly complex world and can seek social and political cohesion.⁶

The UNESCO⁷ 1962 and 1963 Yearbook of National Accounts Statistics, in showing that the developed nations have high income per head, equally revealed that such developed countries have in common certain educational characteristics such as nearly universal literacy, compulsory school attendance, at least through primary school, and high ratios of educational enrollments in relation to respective age groups. The yearbook showed also by contrast that some one billion of the world's adult illiterates reside in less-developed nations. This

⁶ Friedrich Edding, Oekonomie des Bildungswesens Lehren und Lehmen als Hanshalt und als Investition (Freiburg im Breisgau: Verlag Kombach and Co., GmbH, 1963), p. 215.

⁷ United Nations, Yearbook of National Accounts Statistics for 1962, 1963.

disparity reveals to a great extent that education and development are closely related.

That education is the greatest single instrumentality of development has been well-emphasized by Dean Rusk in his statement that "education is not a luxury which can be afforded after development has occurred; it is an integral part, an inescapable and essential part of the development process itself."⁸ Dean Rusk added that

while advanced education is the base on which research and development rests, and the foundation of technological progress, it is through education of the mass that the discoveries of the laboratory are applied in the production process, insuring more rapid growth than could occur merely through interest in the acres of land or the number of machines and the total number of man-hours worked. Though knowledge can be found by the few, yet it must be applied and distributed by the many.⁹

Adult Education in Development

Adult education's role in development is more than increasing the skills needed for industrialization and agricultural production. Its main function is to create an attitude of mind and a new mode of behavior.

J. K. Galbraith more effectively outlined these functions in the following statements:

⁸ Dean Rusk, "Address at the Opening Session at the Department of State, Policy Conference on Economic Growth and Investment in Education (Paris: Organization for Economic Cooperation and Development Publications, February, 1962), pp. 17-20.

⁹ Ibid., p. 2.

Adult education will enable the masses of the people to participate in economic activity. It will open men's minds as they can be opened in no other way, to new methods and new techniques. Apart from its cultural role, popular literacy is a highly efficient thing. Needless to say, it is also the main-spring of popular aspiration. As such it adds strongly to the desire for development. If the development is to depend on popular participation, then there must be a system of popular rewards. There can be no effective advance if the masses of the people do not participate; man is not so constituted that he will bend his best energies for the enrichment of someone else. As literacy is economically efficient, so is social justice.¹⁰

Such barriers as superstitions, taboos and dependence upon witchcrafts must be replaced with knowledge, reason, and a rational view of one's environment. Fear and helplessness and a fatalistic view of life must be replaced with self-confidence, initiative, and a willingness to take positive action.

Expressed Needs and Education
Purposes of Nigeria to which
Adult Education Should Relate

The most significant contribution that adult education can make to Nigeria is to find ways to motivate the masses to desire a better life. The developmental education program must find ways of synthesizing the desires for an emerging national feeling with demands of modernity not only with respect to the masses living in rural villages, but also with such sophisticated groups as plan and operate research agencies.

¹⁰ J. K. Galbraith, Economic Development in Perspective (Cambridge, Mass.: Harvard University Press, 1961), p. 240.

The program should aim at the liberation of the individual from poverty and privation so that he may have equal opportunities to enjoy social justice, to live in dignity, and to participate in a viable political system. It should stimulate the efforts of the people to harness rural manpower for improved production, in participation in irrigation, soil conservation, water resource development, family planning, and school projects which have hitherto been fraught with frustration. It should revitalize the combined efforts of institutions of higher education and the ministries to bring to the rural village level a sense of participation in efforts to achieve national goals. It must help in laying a solid base for social and economic growth by developing in the people the skill and attitude for continued strengthening of agriculture and industry.

The program should provide the challenge necessary for bringing different tribes and social groups into contact and to break the barriers of the separate cultural worlds so that there may be continuing communication between respective groups and the masses. The importance of overcoming the great weight of illiteracy by means of adult education was summarized by Alfred Hayes in the following observations: "Whether the problem is family planning, increasing agricultural production, organizing cooperatives or developing a

national and scientific attitude, literacy is the precondition for success."¹¹

Hanson and Brembeck¹² have emphasized that education, to be truly developmental, must be so related to the needs and purposes of the clientele as to give richness and meaning to their lives. The earliest attempt to determine those educational purposes and needs to which adult education programs should relate was made in 1941 when, as part of a movement in England to prepare the colonies for independence, the Advisory Committee on Education in the Colonies¹³ appointed a subcommittee to consider the best approach to the problem of mass literacy and adult education in the backward dependencies of the British Empire.

The work of the subcommittee was carried on amidst all the distractions and dangers of wartime and its report was published in 1944 by His Majesty's Stationery Office as Colonial 186, Mass Education in African Society. The report outlined the immediate needs which adult education should face in the colonies as follows:

¹¹ Alfred S. Hayes, Recommendations of the Work Conference on Literacy (Washington, D. C. : Center for Applied Linguistics, 1755 Massachusetts Avenue, N. W., 1964), p. 45.

¹² John W. Hanson and Cole S. Brembeck, Education and the Development of Nations (London: Holt, Rinehart and Winston, 1966).

¹³ Advisory Committee on Education in the Colonies, "Mass Education in African Society," Colonial No. 186 (London: H. M. S. O., 1944, p. 4.

1. The need for improvement of health.
2. The need for improvement of living conditions.
3. The need for improvement of well-being in the economic sphere.
4. The need for development of political institutions and understanding of political issues.
5. The need for teaching adults literacy.
6. The need for coordination of a welfare plan.

In 1945 and 1948 two other committees were set up to study the methods and techniques of Community Development in the Dependent and Trust Territories¹⁴ and Conditions of Education in the Colonies¹⁵ respectively. These two committees later submitted to the Secretary of State to the Colonies reports which contain such similar elements of needs for development of colonies through the education of adults as follows:

1. The need to study the technique needed to prepare people for responsibility.
2. The need to examine generally the problem of building up a sense of public responsibility, tolerance, appreciation of political institutions and their evolution and purpose.

¹⁴Committee on Community Development in the United Kingdom Dependent and Trust Territories, United Nations Series on Community Organization and Development, ST/SOA/Ser./0/21 (New York: United Nations, 1948), p. 10.

¹⁵Advisory Committee on Education in the Colonies, "Education for Citizenship in Africa," Colonial No. 216 (London: H.M.S.O., 1945), p. 1.

These reports prepared the ground for organization of adult education in Nigeria later in 1946. But Margaret Read ten years later, after studying the situation in Africa in general and in Nigeria in particular, made the following observations:

The problem of illiteracy cannot be disassociated from the spread of adult education; and the raising of the standard of living, the conserving of natural resources such as soil, forests and water, the stepping up of the production of food crops and of the commercial crops, the improvement of village hygiene, and the introduction of preventive health measures are some of the needs of the masses which can be met through the education of adults in these emerging nations.¹⁶

In recent years the national need for adult education has been emphasized to mean a plan that includes adult education programs which are linked to the total efforts of government agencies concerned with national economic and social development. This new scope of need was outlined by Chief Okeke as the following:¹⁷

Category I. Basic and Fundamental Education:

- a. To help all citizens to read and write in English and their local dialects.
- b. To help people transact their daily activities with these languages.
- c. To help people use numbers and calculations in their daily business.
- d. To help people read notices, shop, fill out forms, read labels, read and enjoy literature, enjoy culture and study for self growth.

¹⁶ Margaret Read, Education and Social Change in Tropical Africa Areas (London: Thomas Nelson and Sons, Ltd., 1956), p. 60.

¹⁷ Chief P. N. Okeke, Minister of Education, Eastern Nigeria, Official Document No. 13, January, 1963, Printed by The Government Printer, Enugu, E. Nigeria, W. T. 1899/363/1, 560.

Category II. Vocational Education:

- a. To help people learn facts and techniques of modern farming and contribute in increasing agricultural productivity.
- b. To help people learn employable skill.

Category III. Civic Education:

- a. To help people become patriotically aware of their responsibilities and rights in society.
- b. To help people develop a better attitude for voting, payment of taxes, elections and census.

Category IV. Health Education:

- a. To help people have good health and live in a healthy environment.
- b. To help people know about and eat nutritive diet.

Category V. Education for Home and Family:

- a. To help people create and maintain a stable family.
- b. To help people raise healthy children.
- c. To help people plan for and provide for the future progress of themselves and their family.

Professor John W. Hanson¹⁸, as an observant participant in education planning in Eastern Nigeria, has listed the needs and purposes of all forms of education in Nigeria as follows:

1. The need for economic democracy that increases a social mobility.
2. The need for harmonious integration of the best from the past in the building of the future.
3. The need to equip people with the necessary knowledge, attitude and skills for participating and contributing in the modernization of the nation.

¹⁸ John W. Hanson, "The Nation's Education Purposes," Nigerian Education, edited by Okechukwu Ikejiami (Ikeja, Lagos: Longmans of Nigeria, Ltd., 1964), pp. 28-32.

4. The need for developing new attitudes and skills for participating and contributing in the modernization of the nation.
5. The need to show more interest and concern in the political process of the nation.
6. The need of placing national interest and well-being above narrow tribal or local interests.
7. The need of improving the health and well-being of individuals, families, and communities.
8. The need of knowing how to solve and have the means of solving the problems of mental and physical health as they arise.
9. The need to help individuals adjust adequately in new surroundings.
10. The need of relating the new cities with rural communities in a spirit of partnership.
11. The need of increasing cooperation and respect between different age groups and tribes.
12. The need to provide training and retraining in employable skills.
13. The need to build new attitudes towards saving, investment, purchase and work.

The Addis Ababa¹⁹ Conference added to the above needs the increasing need for adult learning as a continuous process.

The Ashby Commission report on education and development in Nigeria emphasized the importance of an educated citizenry for national development by warning that "the quality of the human resources, which so largely accounts for the change in economic output, is in turn in very large measure dependent upon the quality of the educational system of the nation."²⁰

¹⁹ UNESCO, Conference of African States on the Development of Education in Africa Addis Ababa, 15-25 May, 1961 (Paris: UNESCO, 1961).

²⁰ Investment in Education: Report of the Commission on Post-School Certificate and Higher Education in Nigeria (Lagos: Federal Ministry of Education, 1960), p. 35.

Origins and Development of the Conceptual Scheme

Through the preceding discussion of individual and social development theory and its relationship to the education process, the concept of development was identified as the basis of a conceptual framework for analyzing the adult education process. This line of thought was pursued through reviewing literature in the fields of both adult education and development. Particular efforts were focused upon the identification of comparable relationships and concepts between education in general, and adult education in particular, and development, and upon identifying the essential elements of adequate adult education programs.

During the search into literature related to adult education and development, it became evident that the Adult Education Committee of the World Confederation of Organization of the Teaching Profession (WCOTP), which met in Washington in the summer of 1959, had suggested what should be "the essential aspects of any and all adult education programs, no matter where they were to be put into effect."²¹ The model they suggested was later recommended by the UNESCO World Conference on Adult Education in 1960 as "a plan of action which should make it possible for all countries to agree on what a

²¹ The UNESCO World Conference on Adult Education, "Blueprint for a Rounded Adult Education Program," Fundamental Adult Education, a quarterly bulletin, Vol. XII (1960), No. 2.

sound adult education program should accomplish and how it is possible to create such a program."²²

With this model as a guide, the essential aspects of the scheme were selected from the reviewed literature and references on adult education, development and the educational purposes and needs in Nigeria.

Criteria of Adequacy: Qualitative
Attributes of Adult Education

Brunner²³ included the following as among the many factors in an adequate program:

1. Awareness by the community of the need for the continuous education of adults.
2. An able director.
3. Adequate financial support by the government.
4. Recognition of the responsibilities of the local community to assist in developing the program.
5. Supervisory help from the State Department of Education.
6. Broad involvement of the community in building the programs.
7. A wide range of offerings tailor-made to meet the need of the community.
8. Willingness to take the program to the people where they are.
9. Increasing use of citizens under adequate staff supervision.
10. In-service training for all having responsibilities in the programs.
11. Continuous evaluation of the programs.
12. Use of a variety of appropriate materials.
13. Adequate counseling of registrants.
14. Flexibility in schedule as to time of day, length of class period, and of unit or course, thus adjusting so far as possible to the need of participants.

²³ Edmund des. Brunner, et al., An Overview of Adult Education Research (Chicago: Adult Education Association of U. S., 1959), p. 223.

15. Continuous research.
16. Informal atmosphere.
17. Small classes.
18. Adequate facilities.

Richard²⁴ described the characteristics of what he considers a model program, based on his observations in Mexico, as follows:

1. A coordinating council is accepted, organized and used in an advisory capacity.
2. A philosophy that recognizes the objectives of the program on the local level is adopted.
3. Course offerings based on needs and wishes of the area to be served are deemed imperative.
4. A competent, well-qualified staff of instructors, sufficiently paid, are retained.
5. Methods and procedures of teaching that are applicable to the teaching of adults are used.
6. A definitely planned program of publicizing and interpreting adult education is put into effect.
7. A planned program of evaluating all phases of adult education, in order to insure the development and continuance of a good program of adult education, is maintained.
8. Adequate buildings and facilities are considered essential to a successful adult education program and, hence, are provided.
9. Counseling and guidance services are recognized as essential to a successful adult education program and are, therefore, provided.

Criteria of Adequacy: Content
Areas of Personal and Social
Development

Both the World Confederation of Organization of the Teaching Profession (WCOTP) which met in 1959 and the World

²⁴

Clarence W. Richard, Administration and Supervision of Public School Adult Education in Cities of 10-25,000 Population in the State of New Mexico. Publication No. 23, 924 (Lincoln, Nebraska: Teachers College, University of Nebraska, 1957), p. 25.

Conference on Adult Education which met in 1960 are reported by Liveright to have recommended that an adequate adult education program for development of individuals and society must include aspects of learning concerned with helping adults to acquire fundamental literacy; aspects of learning concerned with helping adults acquire vocational competency; aspects of learning concerned with helping adults acquire technical and professional competence; aspects of learning concerned with helping adults have enriched individual lives..

The Conference further described the following plan of action which should make it possible for all countries and people to agree on what a sound adult education program should accomplish and how it is possible to create such a program. This model program recommended by the Conference, which is used as one of the sources of developing the scheme for this analysis, is as follows:²⁵

1. Economic Preparation. -- This component of the learning experience will be concerned with the preparation of adults to meet their responsibilities as citizens and workers in whatever society they live. It will be primarily a remedial program to provide training not secured during youth. It will include night and day courses which can permit men and women to continue their education after work. It will provide literacy and vocational training for adults who never had the opportunity for such training during their youth. This program will also, where required, include basic education for adults in health and citizenship. It should have as its objective the preparation of all adults for useful and productive work in community life. It should be carried

²⁵The UNESCO World Conference on Adult Education, op. cit., p. 1.

out by public education systems. It should be entirely underwritten by the government.

2. Vocational Improvement. -- This component of the learning experience will be concerned with continuing technical and vocational education which will provide adults, throughout their working lives, with the new skills and ideas necessary for effective operation as workers or, as members of a profession. It will be looked upon not so much as a remedial program but as a program to permit adults to keep up with the essential technological and scientific developments which occur during their life span and which they must know about to be effective workers or professionals. This program will, on a fairly specialized basis, provide for continuing education for technicians and production workers. Responsibility for carrying on such education should be borne primarily by the industries and businesses employing these workers. The financing of this program might well be underwritten by business and industry in cooperation with the government. Some provision for contribution by the individual involved might also be included. Its objective should be the maintenance of the knowledge and techniques required for the continued effectiveness of workers and citizens in a rapidly changing democratic society.
3. Public Responsibility. -- This component of the learning experience will be concerned with providing adults with a continuing knowledge of new research developments, discoveries and ideas in physical and social sciences, and with crucial issues and problems in the fields of civic, national and world affairs, which are important to them in arriving at sound decisions about their personal, community and national life. The purpose of this program is very similar to that of an Agricultural Extension program in that it will attempt to keep all citizens informed about other scientific and research developments which they must take into account if they are to make intelligent and wise decisions about their own and their country's future. The objective will be continually to provide adults with information about and understanding of the most important developments in the world which affect their lives away from the job.
4. Liberal Education. -- This component of the learning experience will be concerned with development of individual intellectual and aesthetic interests and pursuits so as to permit their further cultivation by each individual throughout his life. It will lean most heavily on a wise

and extensive counseling program best fitted to the needs, interests and capabilities of each individual. It will be looked upon as that educational activity aimed at developing the full intellectual and emotional capacities of each individual. It will permit individuals to study history, to appreciate art, music, the dance, and literature, to investigate philosophy, to understand and fulfill themselves. It will help them to appreciate and make use of their own opportunities for leisure development. Government and foundations can finance this component of the learning experience.

In recommending this universal model for an adequate program, the World Conference puts forward the following principles as the foundation for the program.²⁶

1. Education is not completed when a man or woman leaves regular school and goes to work. It is a continuing process which goes on throughout life.
2. This continuing education process is concerned with all aspects of life, including the growth of the individual as an individual -- with his aesthetic and intellectual development, as well as with his physical and vocational development.
3. Adults want to and can learn, but their capacity to study and learn is weakened by disuse. It is important, therefore, to provide opportunities for the educational process to continue so that these learning skills are not lost.
4. Government must assume the same financial responsibility for the continuing education of adults that it now assumes for education of youth.
5. Education of adults must be adapted at all times to suit the interests and needs of the clientele and linked to efforts of all government agencies concerned with national economic and social development.
6. In addition, colleges and universities must look upon continuing and adult education as one of their major responsibilities and must build adult education into their basic patterns and their regular budgets.

²⁶Ibid., p. 1.

Selected Criteria: Developmental
Content Areas

From the expressed needs and purposes of education of Nigeria by Hanson and Chief Okeke, and from the recommended model program of adult education by the UNESCO World Conference on Adult Education, the following elements of subject matter content of an adequate program are derived under the following content areas:

Content Area I: Civic Education

- Content Items:
- a. Nigerian government
 - b. Civic responsibilities
 - c. Nigerian politics and political parties
 - d. Democracy
 - e. International relations

Content Area II: Health Education

- Content Items:
- a. Personal hygiene
 - b. Nutrition
 - c. Disease prevention
 - d. Community health and welfare
 - e. Home and community sanitation

Content Area III: Economic Education

- Content Items:
- a. National economy
 - b. Economic problems related to industry and free enterprise system
 - c. Investment, thrift and savings
 - d. Cooperatives
 - e. Family finance and consumer education

Content Area IV: Basic Education (Literacy) -- Basic Skills

- Content Items:
- a. Local language
 - b. Other Nigerian languages
 - c. English
 - d. Arithmetic and calculation
 - e. Any other foreign language

Content Area V: Liberal Education

- Content Items:
- a. Literature (Nigerian and others)
 - b. History (Nigerian and others)
 - c. Geography (Nigerian and others)
 - d. Arts and music (Nigerian and others)
 - e. World affairs and issues

Content Area VI: Vocational Education

- Content Items:
- a. Principles, techniques and methods in modern farming
 - b. Crafts (local)
 - c. Agricultural economy
 - d. Animal husbandry
 - e. Mechanical trades

Content Area VII: Home and Family Education

- Content Items:
- a. Child care and welfare
 - b. Food preparation and preservation
 - c. Consumer education

- d. Family finance
- e. Home management

Selected Criteria: Attributes of
Adult Education Programs

It is assumed that a program of adult education, in order to contribute adequately to the improvement of its clientele, must meet these general criteria. It must have the following:

- a. Objectives which are geared to the needs of the clientele and their society.
- b. Instructional activities and materials which are related to the objectives of the program.
- c. Personnel who are adequate in number and qualification to teach and administer the program.
- d. Methods and techniques appropriate to the instructional content and to the clientele.
- e. Financial and physical resources for support of the program.
- f. Administrative policies which make the program effectively available to all who should participate in it.

The following criteria, which are basic to the above assumption, have been developed for analysis of the programs.

First Criterion. -- The objectives of the program must be related to the needs of the clientele and of the society.

- a. The objective of the program should be the elimination of the political, social and economic stresses and strains which are common to nations trying to overcome deep-rooted poverty and economic stagnation. It should aim at increasing the skilled manpower for improved production. It should provide a platform for the imaginative schemes to bring to the village level a sense of participation in efforts to achieve national goals. It must help in breaking down the barriers of the separate sub-cultural worlds so that there may be continuing communication between the respective groups and with the masses. It must eliminate illiteracy which keeps the masses isolated from the mainstream of development activity. While trying to gear the output of the educational system to the economic needs of the country and to the values of a democratic society, it must also involve attention to maintaining certain traditional values which contribute to stability of the society.
- b. The objectives must satisfy the educational purposes of the sponsor of the program. The objectives must satisfy the national expectation of using adult education to upgrade her human resources and improve institutions through

which economic growth and social progress can be achieved. It must help the nation to find the ways of motivating the masses to desire a better life.

- c. The objectives must be clear and feasible. The nature of the desired change must be made clear to those who will be influenced. The persons affected must be involved in determining the nature and direction of the change. The objectives of the program must not ignore the already established patterns in the society. It must take into consideration all the technical requirements which are necessary for its attainment. The objectives must be adjusted in relation to the capabilities of the educational system and resources available to it. The objectives must be constantly adjusted to suit changing conditions.

Second Criterion. -- The instructional activities and materials employed in the program must be related to its objectives. The concerns of adults, which include becoming a good and effective citizen, becoming a good parent, becoming a good husband or wife, becoming creatively employed in a job that is satisfying, becoming socially well-adjusted and economically secure, should be the core for adult education programs. Adult education's role in development is more than increasing the skills needed for industrialization and agricultural progress. Its main function should be to create an

attitude of mind and a new mode of behavior. Such barriers as superstition, taboos, and dependence on witch doctors must be replaced with knowledge, reason, and a rational view of one's environment.

Fear and helplessness and a fatalistic view of life must be replaced with self-confidence, initiative, and a willingness to take positive action. The activities must remedy educational deficiencies of the clientele, bridge gaps in their early school years, provide them occupational training, help them to better understand themselves and others, help them to understand their social, political and economic situation in their society and the world. It must provide the clientele experiences that can help them to have civic competence, personal competence and enjoy life.

Third Criterion. -- An adequate program must have well-qualified teachers to teach the subjects and administer the program. The teachers and administrators must be competent professionally. They must provide enlightened leadership both for the program and for the community. They must have the skill and abilities that can involve people in the program, motivate them to continue in and benefit from it. They must understand the clientele, the society and their subject matter well. They must be able to sell the program to the people. They must provide leadership in encouragement of innovations in the program and society. They must satisfy the qualification requirement for their position and office in their society

and must be officially recognized and approved as adult educators by their local government.

Fourth Criterion. -- Methods and techniques suitable to the learner. Since adult education ties in with the experiences of adults, with their behavior patterns, with their basic loyalties, with their aptitudes, and with their environment, the teacher's task is to try to discover what kinds of materials mature people can best learn and by what procedures they can learn most effectively. The teacher's job is to arouse in his students a strong desire to learn the materials taught, and to keep this desire alive and strong throughout the course. In order to maximize learning and avoid discouragement to the learner, the teacher must pitch instruction on the level equal to the student's ability to understand. Some of the elements that represent adequate methods and techniques that adult education teachers can use in making learning meaningful to the clientele are as follows: forum, lecture, debate, panel, symposium, radio, demonstration, field trips, workshops, institutes, guidance, reports, television and certificates.

Fifth Criterion. -- Financial and physical resources and administrative policies which make the program effectively available to all who should participate in it. The perennial limitations faced by the planner of an adult education program are time, money, and physical facilities. The process of identifying resources should include not only the listing, but also the ranking of the people who

can be used, considering their ability to communicate effectively.

It is up to the educator to get maximum utilization from all resources available. In planning any program, the adult educator must seek answers to the following questions: Will the potential learners commit themselves to the minimum time required to accomplish the objectives? Are there sufficient financial resources to achieve the objectives? Will the available physical facilities meet the minimum requirements of the objectives?

The resources which an educator might use for enrichment of his program in a given community are as follows: musicians, pottery makers, weavers, craftsmen, game leaders and discussion groups, local artisans, market places, village ponds, church buildings, school houses, libraries, lakes, islands, parks, local industries, post offices, banks, shops, railway stations, museums, businessmen, age groups, local and central offices and officials, teachers of various grades, housewives and local artists and politicians.

Summary of Criteria and Their Characteristics for Analysis

The following is the summary of the criteria and their characteristics on the basis of which the programs are analyzed:

- I. Adequate Objective:
 - a. Objective is related to the expressed need of clientele.
 - b. Objective is related to the educational purpose of the society.

- c. Objective is defined in behavioral aspect.
- d. Objective is defined in content aspect.
- e. Objective has a built-in provision for evaluation or appraisal of the total program.

II. Adequate Activities and Instructional Materials:

- a. Activities and materials of the program are suitable means of achieving the objective.
- b. Activities are related to the needs of the clientele.
- c. Activities and instructional materials are adapted to the level of the clientele.
- d. Activities and instructional materials are adapted to the social purpose of education.
- e. Subject matter content clearly shows that the desired behavior is applied to it.

III. Adequate Teaching Personnel:

- a. The teacher has evidence of competency in the subject matter and is officially recognized to teach it.
- b. The teacher is recognized by the sponsoring agency for his experience and training to teach adults or work with them.
- c. The teacher shows evidence of being engaged and interested in continued learning.

- d. The teacher has evidence of training in and understanding of theories and psychology necessary for teaching adults and administering adult programs.
- e. The teacher has evidence of his continued study of the clientele and their social situation as a basis of enriching the program.
- f. The teacher has evidence of his ability to involve resources in the society for increasing the effectiveness of the adult program.

IV. Adequate Teaching Methods and Techniques:

- a. Significant activities are used in teaching adults.
- b. Activities designed to serve a variety of educational needs are used in teaching the clientele.
- c. Opportunities are provided for adults of diverse background and interest (in age, sex, education and tribal origin).
- d. Services are thoroughly adapted to the convenience of people (in time, location, flexibility of scheduling).
- e. Various special approaches are being used (forums, television, program service, etc.).
- f. Efforts are made to acquaint men and women with educational opportunities and induce their participation (by

means of posters, newspapers, radio, exhibits, displays and T. V.) in learning experience.

- g. The program is planned with both the sponsors and the clientele.
- h. Activities are constantly evaluated in cooperation with the clientele and the program sponsors.
- i. Adequate records of all activities and results of activities (such as factual data, enrollment data, attendance records, personnel files, test grades, inventory lists, financial reports and statistical tabulations) are regularly kept.

V. Adequate Resources:

- a. Government departments, offices and officers.
- b. Personnel and other facilities of voluntary agencies (ministers of churches, school buildings and teachers).
- c. Parents and senior or retired citizens.
- d. Public buildings (libraries, state and local civic buildings, stadiums, museums).
- e. Hospitals, zoos, game reserves, markets, transport lines, projects, factories, shops, post offices, newspapers, radio and T. V. stations, railroad stations, bus lines, industrial plants, colleges, university campuses and personnel, research centers, farms, military and naval depots, historical sites, sports arenas, jails,

courts and police stations, banks, power stations, printing plants, machine shops, textile mills, telephone exchanges, financial houses, politicians, poor neighborhoods, rural communities, nursing homes, docks, clinics and factories.

- f. Political rallies, public hearings, school boards, lectures, forums, debates, expositions, livestock shows, hobby shows, operas, concerts, native dances and festivals, age groups, art exhibits, craft displays, town meetings and visitors to the community.

The Conceptual Scheme for an Adequate Program

As a second phase in the development of a conceptual scheme for the analysis, the various elements of the criteria identified from the model program, the literature reviewed, and the expressed needs for development in Nigeria were checked with five judges selected from Michigan State University faculty members who, because of their experiences in Nigeria, are assumed to be adequate to make the needed contribution for solution of the problems of development of Nigerian adults.

With the help of the judges, a number of elements were selected which, in the opinion of the judges and the writer, were regarded to most adequately characterize the type of adult education

program that can make the most effective contribution in the solution of developmental problems of the adult education clientele in Nigeria. These selected elements were used as a framework in developing the grid for each criterion for analysis and scoring of the programs.

The items of the content area approved by the judges were assigned to one axis of the general grid and the qualitative attributes of excellence approved by the judges were assigned to the other axis.

This general grid (Figure 1 on the following page) represents a conceptual scheme for analyzing adult education programs in a developing country. The grid relates major elements of development in terms of items of the content area as experiences necessary for acquiring the desirable competencies for effectiveness of the individual in a changing society to the qualitative attributes of excellences of the adult education process.

Sub-Grids for Analysis in Terms of Individual Criterion

The following sub-grids have been developed for detailed analysis of individual criteria in each of the programs. Each sub-grid has been developed with the same procedure used in developing the general grid. The items of the content areas of each sub-grid represent experiences which have been checked and approved as suitable for Eastern Nigerian developmental needs.

In their complete form the grids in Figures 2(a), 2(b), 2(c), 2(d), 2(e), 2(f), and 2(g) on pages 162 through 168 illustrated

FIGURE 1. -- General analytical grid on adult education program for individual and social development

| Content Area | Criteria of Adequate Program | | | | | | |
|----------------------------|--|--|--|---|---|---|--|
| | Objectives related to the needs of the clientele and society | Instructional activities and materials related to the objectives | Personnel adequate in number and qualification for the program | Methods and techniques appropriate to the instructional content and the clientele | Financial and physical resources for support of the program | Administrative policies which make the program effectively available to all who should participate in the program | |
| Civic Education | | | | | | | |
| Health Education | | | | | | | |
| Economic Education | | | | | | | |
| Basic Education | | | | | | | |
| Liberal Education | | | | | | | |
| Basic Education (Literacy) | | | | | | | |
| Home and Family Education | | | | | | | |

FIGURE 2 (a). -- Analytical grid for first criterion: Adequate Objective

| Content Area I -- Civic Education | | | | |
|---|--|---|-------------------------------------|---|
| Content Aspects | Specific Objectives | | | |
| | Knowledge of important facts and functions | Familiarity with dependable source of information | Ability to participate meaningfully | Demonstrate mature interests and skills |
| National Government | | | | Better social attitude |
| Civic Responsibilities | | | | |
| Nigerian Politics and Political Parties | | | | |
| Democracy | | | | |
| International Relations | | | | |

FIGURE 2(b). -- Analytical grid for first criterion: Adequate Objective

| Content Area II -- Health Education | | | | | |
|---------------------------------------|--|---|-------------------------------------|---|------------------------|
| Content Aspects | Specific Objectives | | | | |
| | Knowledge of important facts and functions | Familiarity with dependable source of information | Ability to participate meaningfully | Demonstrate mature interests and skills | Better social attitude |
| Personal Hygiene | | | | | |
| Nutrition | | | | | |
| Diseases and Their Prevention | | | | | |
| Community Health and Welfare Services | | | | | |
| Home and Community Sanitation | | | | | |

FIGURE 2 (c). -- Analytical grid for first criterion: Adequate Objective

| Content Area III -- Liberal Education | | | | | |
|---------------------------------------|--|---|-------------------------------------|---|------------------------|
| Content Aspects | Specific Objectives | | | | |
| | Knowledge of important facts and functions | Familiarity with dependable source of information | Ability to participate meaningfully | Demonstrate mature interests and skills | Better social attitude |
| Literature (Nigeria and Others) | | | | | |
| History (Nigeria and Others) | | | | | |
| Geography (Nigeria and World) | | | | | |
| Arts and Music (Local and Others) | | | | | |
| World Affairs | | | | | |

FIGURE 2 (d). -- Analytical grid for first criterion: Adequate Objective

| Content Area IV -- Vocational Education | | | | | |
|--|--|---|-------------------------------------|---|------------------------|
| Content Aspects | Specific Objectives | | | | |
| | Knowledge of important facts and functions | Familiarity with dependable source of information | Ability to participate meaningfully | Demonstrate mature interests and skills | Better social attitude |
| Principles, Techniques and Methods of Modern Farming and Agriculture | | | | | |
| Local Crafts | | | | | |
| Agricultural Economy | | | | | |
| Animal Husbandry | | | | | |
| Mechanical Trades | | | | | |

FIGURE 2(e) -- Analytical grid for first criterion: Adequate Objective

| Content Area V -- Economic Education | | | | |
|--|--|---|-------------------------------------|---|
| Content Aspects | Specific Objectives | | | |
| | Knowledge of important facts and functions | Familiarity with dependable source of information | Ability to participate meaningfully | Demonstrate mature interests and skills |
| National Economy | | | | Better social attitude |
| Economic Problems Related to Industry and Free Enterprise System | | | | |
| Investment, Thrift and Savings | | | | |
| Cooperatives | | | | |
| Community Development | | | | |

FIGURE 2(f). -- Analytical grid for first criterion: Adequate Objective

| Content Area VI -- Basic Education (Literacy) | | | | | |
|---|--|--|-------------------------------------|---|------------------------|
| Content Aspects | Specific Objectives | | | | |
| | Knowledge of important facts and functions | Familiarity with dependable sources of information | Ability to participate meaningfully | Demonstrate mature interests and skills | Better social attitude |
| Local Language | | | | | |
| Other Nigerian Languages | | | | | |
| English | | | | | |
| Arithmetic and Use of Numbers, Calculation | | | | | |
| Any Other Language | | | | | |

FIGURE 2 (g). -- Analytical grid for first criterion: Adequate Objective

| Content Area VII -- Home and Family Education | | | | | |
|---|--|---|-------------------------------------|---|------------------------|
| Content Aspects | Specific Objectives | | | | |
| | Knowledge of important facts and functions | Familiarity with dependable source of information | Ability to participate meaningfully | Demonstrate mature interests and skills | Better social attitude |
| Child Care and Welfare | | | | | |
| Food Preparation and Preservation | | | | | |
| Consumer Education | | | | | |
| Family Finance | | | | | |
| Home Management | | | | | |

FIGURE 3. -- Analytical grid for second criterion: Adequate Instructional Activities and Materials

| Content Areas | Characteristics of Criterion | | | | | | |
|----------------------------|---------------------------------------|---------------------------------------|---|---|--|---|---|
| | Adapted to the level of the clientele | Related to the needs of the clientele | Related to the educational purpose of society | Shows planned activities for involvement of clientele | Indicates activities teacher might carry on to attain the objectives | Indicates the entry and terminal behavior desired | Indicates immediate and long time goals |
| Civic Education | | | | | | | |
| Health Education | | | | | | | |
| Liberal Education | | | | | | | |
| Economic Education | | | | | | | |
| Vocational Education | | | | | | | |
| Basic Education (Literacy) | | | | | | | |
| Home and Family Education | | | | | | | |

the criterion "Adequate Objective" with its specific objectives or specific behavior patterns desired to be developed as evidence of attainment of the broad educational purposes. These specific objectives are civic competency, vocational competency, individual good health and physical fitness, a sanitary environment, literacy, enriched and satisfied individual living, enjoyment of leisure, economic competency and efficiency, and happy home membership. The other variables of the grids are the content areas with their elements specified according to the Nigerian situation as appropriate means of attaining the desirable objectives.

Figure 3 on page 169 illustrated the second criterion, "Adequate Instructional Activities and Materials," with its characteristics, which are derived from the model program and the reviewed literature. The other variables of this grid are the content areas of an adequate program derived from the model program used in the development of this analytical scheme.

Figure 4 illustrated the third criterion, "Adequate Methods and Techniques," with its characteristics, which are derived from the model program and the reviewed literature. The other variables of the grid are the content areas of an adequate program which are derived from the model program used in the development of the analytical scheme.

Figure 5 illustrated the fourth criterion, "Personnel Adequate in Number and Qualification," with its characteristics,

FIGURE 5. -- Analytical grid for fourth criterion:
Personnel Adequate in Number and Qualification

| Content Areas | Characteristics of Criterion | | | |
|----------------------------|---|---|---|---|
| | Officially certified to teach the subject | Has evidence of adequate training in the subject matter | Shows evidence of participation in in-service education in program planning | Shows evidence of training in methods of teaching adults, knowledge of learning theory and program administration |
| Civic Education | | | | |
| Health Education | | | | |
| Liberal Education | | | | |
| Economic Education | | | | |
| Vocational Education | | | | |
| Basic Education (Literacy) | | | | |
| Home and Family Education | | | | |

FIGURE 5.-- Continued

| Content Areas | Characteristics of Criterion | | | |
|----------------------------|---|---|---|---|
| | Shows evidence of training and/or experience in preparation and use of audio-visual materials in teaching | Shows evidence of understanding of adult psychology, guidance and counseling techniques for adults. | Has been trained in basic literacy methods and organization | Has experience and/or training in group dynamics and processes and program evaluation |
| Civic Education | | | | |
| Health Education | | | | |
| Liberal Education | | | | |
| Economic Education | | | | |
| Vocational Education | | | | |
| Basic Education (Literacy) | | | | |
| Home and Family Education | | | | |

FIGURE 5. -- Continued

| Content Areas | Characteristics of Criterion | | | |
|----------------------------|---|---|---|--|
| | Has experience and training in extension methods and techniques | Has experience and understanding in community action study methods and community development and rural conditions | Has a good understanding of the culture and background of the clientele | Has a working knowledge of the clientele's local dialect |
| Civic Education | | | | |
| Health Education | | | | |
| Liberal Education | | | | |
| Economic Education | | | | |
| Vocational Education | | | | |
| Basic Education (Literacy) | | | | |
| Home and Family Education | | | | |

FIGURE 6. -- Analytical grid for fifth criterion: Adequate Financial and Physical Resources and Administrative Policies

| Content Areas | Characteristics of Criterion | | | | | | |
|----------------------------|--|--|--|---|--|---|--|
| | Regular and adequate financial support given for program by government | Regular financial support given to program by local county | Program adequately supported by community leadership | Program uses facilities of elementary & secondary school when necessary | Program receives support and cooperation of elementary & secondary school teachers | Program receives support of government personnel and voluntary agencies | Program constantly enriched with community civic and cultural activities |
| Civic Education | | | | | | | |
| Health Education | | | | | | | |
| Liberal Education | | | | | | | |
| Economic Education | | | | | | | |
| Vocational Education | | | | | | | |
| Basic Education (Literacy) | | | | | | | |
| Home and Family Education | | | | | | | |

derived from the model program and the reviewed literature. The other variables of the grid are the content areas of an adequate program which are derived from the model program used in the development of the analytical scheme.

Figure 6 on page 175 illustrated the fifth criterion, "Adequate Financial and Physical Resources and Administrative Policies," with its characteristics, which are derived from the model program, reviewed literature, and adapted to the Nigerian situation.

The program from each of the selected communities in Eastern Nigeria will be analyzed and scored using each one of these grids. Each element or characteristic of each criterion is arbitrarily assigned a score of one. The scores and analysis will finally be summarized by means of tables.

Summary

This chapter presented the procedures that were followed in creating the conceptual scheme for analyzing the selected adult education programs in Eastern Nigeria.

The steps described in this procedure of the study included:

1. the discussion of the rationale for selecting development as the focus of this analysis;
2. the identification of criteria of adequacy of adult education programs for developing nations, as reported in the

literature reviewed and as recommended by the UNESCO World Conference on Adult Education in 1960;

3. the derivation, from these sources, of criteria of excellence in terms of qualitative attributes of adult education;
4. the derivation, from these same sources, of criteria of excellence in terms of content areas of personal and social development;
5. the construction of a conceptual scheme in the form of an analytical grid, assigning content areas to one axis and qualitative attributes to the other;
6. the construction of sub-grids for more detailed analysis of individual attributes of excellence.

CHAPTER V

ANALYSIS OF THE MAJOR ELEMENTS OF THE PROGRAMS IN EASTERN NIGERIA AND INTERPRETATION OF THE RESULTS OF THE ANALYSIS

In Chapter III, a general overview of non-University adult education in Nigeria was discussed as a background for the study.

In Chapter IV, the conceptual scheme was created in the form of analytical grids with the criteria of adequacy in terms of content areas and qualitative attributes of adult education programs for developing nations.

The scheme developed in Chapter IV will be used in analysis of the local government sponsored adult education programs in thirty-four rural communities in Eastern Nigeria. Ten of the thirty-four programs are women's programs and are under the supervision of the Regional Women's Adult Education Headquarters at Uyo. Twenty-four of the programs are mixed programs for men and women under the supervision of the Regional Adult Education Office at Owerri.

The analysis will be confined to finding out to what extent the expressed objectives, the instructional activities and materials, the number and qualification of the teaching and administrative personnel, the methods and techniques of teaching, the financial and physical resources, and the administrative policies of the program satisfy the elements of an adequate program which are contained in the analytical grids of the scheme developed for this study.

As a background to the analysis, the typical geographical condition, occupation and population of the constituencies in Eastern Nigeria in which are located the selected communities whose adult education programs were being analyzed were discussed. An overview of each of the ten women's adult education programs and twenty-four mixed adult education programs in those communities was presented. The programs were scored on the basis of the elements of the analytical grids and the analyses were summarized.

Constituencies in Eastern Nigeria in Which
the Programs of their Communities
were Analyzed

The thirty-four adult education programs in Eastern Nigeria which are analyzed in this chapter were organized in communities located in the following geographical constituencies: Owerri South East, Aba Central, Aba North, Aba South, Opobo South, Uyo North East, Uyo North, Uyo South West, and Calabar.

Owerri South East Constituency

This is one of the largest constituencies in Eastern Nigeria, consisting of five local council areas of Ezinihitte East, Central and West, Oke Ovorro and Ngu Okpala County Council. This constituency is low land surrounded by the Imo River. The main occupation of the people in this area is farming. The current population is 210,000.

Aba Central Constituency

This constituency is made up of Aba Urban Southern Ngwa, and the Eastern Ngwa County Council areas. This constituency is shared between the indigenous Ngwa land owners and the immigrant workers. In Eastern and Southern Ngwa County Council areas there are mainly farmers by occupation, while in the urban area the emigrant workers are mainly employed as either unskilled factory workers or clerks. Few of the people own small businesses. The population of this area is 275,000.

Aba North Constituency

This area is the Northern Ngwa County Council area in Aba Division. The land is flat and covered with equatorial rain forests. The rainfall in this area is generally heavy and often associated with thunderstorms. The inhabitants of this area are generally farmers, traders and hunters. An elite class of teachers and local government officials is assuming new leadership in social activities in this area. The population by recent census is 171,000.

Calabar Constituency

This area includes all areas within the administrative division of Calabar. The area is almost surrounded by water. The Qua Iboe and the Cross Rivers provide the area with marine service. Mangroves adorn the swamps of the rivers. Thick equatorial forests that cover a great percentage of this area provide good timber and logs.

The people of this area are mainly farmers and fishermen. Calabar, which is the principal town and administrative seat of the division, offers business opportunities now. As a seaport, it lost most of its commercial importance when the seaport was closed and trade fell. Scattered logging, rubber and palm oil industries offer employment to about 40,000 workers in the area. The total population of the area is 267,000.

Opobo South Constituency

This constituency consists of the urban county council area of Ibibio, and the county council area of Obolo. Farming and fishing are two principal occupations of the people. Those on the islands are mainly fishermen, while those on the mainland are farmers. There are industries such as boat and canoe building and weaving of fishing nets in this area. The population is 182,200.

Uyo North East Constituency

This is the county area of Eastern Mait and Ibesikpo Asutan in Uyo Division within the Calabar-Oron-River area. Thick equatorial forests are the main feature of this constituency. The land is low and flat with heavy rainfall. The land is fertile and palm, rubber, cocoa, fruits and eggs are produced in large quantity in this area. The inhabitants are mainly farmers and traders. The population according to the last census is 161,900.

Aba, South Constituency

This constituency is made up of the Asa and Ndoki County Council areas. The land is generally flat and the forest is the equatorial type. The rains are heavy and the land fertile. While the Asa people are predominantly farmers and petty traders, the Ndoki people are mainly fishermen, farmers and weavers of the internationally known "Akwete Cloth." The population of this area by the latest census is 96,000.

Uyo South West Constituency

This constituency comprises the County Council areas of Western Mait and Iman in the Old Calabar Province in the Calabar-Oron-River area. An equatorial vegetation on flat and low land is the main feature of this area. The soil is very rich and a variety of palms thrive in this area. Farming is the main occupation of the people and

trading is carried on in small scale. Few office workers and teachers live in the area and the total population by the last census is 166,000.

Uyo North Constituency

The Federated County Council area of Upuan and Uyo make up this constituency. It is located in the Old Calabar Province within the Calabar-Oron-River area. The forests are the thick equatorial type. The constituency contains numerous streams of fresh running water. The people are mainly farmers. Only a very few engage in trading. Palm produce and gari are the chief agricultural products of this area.

Mixed Programs of Adult Education

Ikwere Community Adult Education Program

The first class of adult education was organized in Ikwere community in 1949 by I. W. Chindu, a government adult education organizer. Chindu became an elected member of the Ikwere District Council in 1955 and was succeeded by P. E. O. Igboms. Gabriel Wali succeeded Igboms for only one year and was, in turn, succeeded by N. A. Tassie.

Each of the organizers who had served in the Ikwere program was a graduate of an Elementary Teachers Training College and had participated in an Adult Instructors' Short Course organized by the Senior Regional Adult Education Officer at Owerri.

The expressed objectives of the Ikwere adult education program were annihilation of illiteracy and improvement of the living conditions of the people. The subject matter taught in the program included reading and writing in English, reading and writing in Igbo, arithmetic and civics. The recorded method of teaching was the lecture method. The total number of centers was twenty-six. Refer to Appendix B, Figures 4, 5 and 6.

On the basis of the conceptual scheme developed for this study, Ikwere Community Program has an objective which is related to the need of the clientele and the community. Increase in literacy is considered related to increase in economic productivity. The objective was based on the assumption of the program organizer that education by making individuals responsive to change is a consequence of economic development. Since the lecture method is the only method employed in teaching in this program, there is no other indication that the learners are involved in the learning situation through any other activities that are meaningful to them. The only courses shown in Figure 4 of Appendix B are courses in the content areas of Liberal Education and Basic Education. No courses are taught in the content areas of Civic Education, Health Education, Economic Education, Vocational Education and Home and Family Education. Figure 5 of Appendix B shows that only one organizer is in charge of six centers. While according to the Eastern Nigerian government's standard the

qualification of the personnel is satisfactory, yet the personnel is inadequate in number for the program's administrative and teaching responsibilities. In Appendices C, D, and E, poor financial resources, poor physical resources, lack of voluntary helpers from the communities are listed as the outstanding problems confronting the program. Poor administrative policies which hinder the development of a good relationship and understanding between the community leadership and the personnel of the program result in difficulty in getting voluntary helpers from the communities to participate in the promotion of the program.

Eastern Annang Community
Adult Education Program

Adult education classes were started in Eastern Annang County by I. Williams in 1950. The expressed purpose of the program is to provide the community with literate citizens who could participate effectively in the improvement of the community. The subjects taught in the program consisted of reading and writing in English, reading and writing in Efik, arithmetic and general knowledge.

Williams graduated from a Grade II Teachers College. The recorded method of teaching is the lecture method. Lack of finance is recorded as the main problem confronting the program.

Looking at the program on the basis of the conceptual scheme developed for this study, the objective of the Eastern Annang

Program indicates that the role of adult education in this community has been conceived of as one of upgrading human resources and improving institutions through which economic growth and social progress can be achieved.

Figure 4 of Appendix B shows that only a few courses in the content area of Basic Education are taught in this program. No courses are taught under the content areas of Liberal Education, Civic Education, Economic Education, Vocational Education and Home and Family Education. While the adult education teacher in this program is well qualified according to Eastern Nigerian standards, yet the personnel is inadequate in number for the responsibilities of teaching and administration of the program. There is no indication of involvement of the learners in the learning situation through some meaningful activities. Figure 6 of Appendix B shows that poor financial and physical resources are reported as the main problems confronting the program. The program has no teaching materials and is not effectively supported by the county council or any other groups in the community.

Ikom Urban Community
Adult Education Program

Adult education classes were started at Ikom by Francis Oga in 1963. Oga was trained as an adult education organizer at Abakiliki in 1962. The recorded objectives of the program at Ikom

were to help adults to read, write and make public speeches in English. The subjects taught in the program were reading and writing in English, arithmetic and civics.

Looking at the program on the basis of the analytical scheme, the Ikom program emphasizes literacy as a precondition for success. The emphasis is purely on personal service to the individual. It tends to separate command of language and opportunities and facilities for using it from social and economic development. The few courses taught in the program are mainly in the content areas of Basic Education and Civic Education. No course is taught from the content areas of Vocational Education, Health Education, Economic Education, Liberal Education and Home and Family Education. There is no indication of involving the students in the learning situation through such activities as discussion or special projects. In Figure 4 of Appendix B the poor qualification of the teacher and his inadequate salary are reported as the causes of his negligible role in formulating or prescribing either an educational point of view or providing the required leadership for promotion of the program. Poor financial and physical resources, in addition to poor means of transportation, are indicated in Figure 6 of Appendix B as the main problems confronting the program.

Mbaise County Council Adult
Education Program

Adult education classes were started in Mbaise county in 1950 by A. O. Dike, with the objective of helping adults to read and write in English. The subject matter content of the program was English, arithmetic and general knowledge.

Dike participated in an Adult Education Organizers Short Course which was organized by the Senior Adult Education Officer at Owerri in 1949. The recorded problems of the program were difficulty in getting the clientele interested in the program, limited classroom facilities, and poor teacher salary. The lecture method was the only recorded method of teaching.

Viewing the program with the analytical scheme, the Mbaise Adult Education Program does not have any expressed objectives. The adult education program represented merely a way of making some form of education available to people. But if rapid orientation of the nation toward change and modernization is to take place, the program ought to provide experiences to help the individual understand his possible contribution to social development.

The subjects taught in the program were limited to the content area of Basic Education. The program does not include courses in the content areas of Vocational Education, Health Education, Economic Education, Liberal Education and Civic Education. The learners are not helped to participate in the learning situation

through activities that are meaningful to them. The only method and technique of instruction in the program is the lecture method and both physical and financial resources were greatly limited.

Owerri County Adult Education Program

Adult Education classes were organized in Owerri County in 1949, with the objective of annihilating illiteracy in Ahoada County. The subject matter content of the program included reading and writing in English, arithmetic and civics.

P. E. Igbons, the organizer of the program, was a participant in an Adult Education Instructors' Short Course. The recorded problems of the program were lack of reading materials, lack of adequate means of transportation, lack of funds, and poor salary. The recorded method of teaching was the lecture method.

On the basis of the analytical scheme, the expressed objective of the program in Owerri County is to achieve sustained economic growth through increased literacy. Adult education is looked upon as an instrument for overcoming the paucity of industrial, commercial and agricultural skills among the population. But Figures 4, 5 and 6 of Appendix B show the paucity of the program in the content areas of Economic Education, Vocational Education, Health Education, Home and Family Education and some aspects of Liberal Education. The program does not provide

activities and materials for making the learning situation meaningful to participants. The teaching personnel is neither adequate in number nor qualification to either promote the program effectively in the community or introduce the desired changes. The limited financial and physical resources that confront the program make introduction of any innovation difficult. The large number of cases of drop-outs from the program as shown in Appendices C and D shows that the offerings of the program do not provide the adults the skills and preparations they need for solution of the immediate problems that confront them.

Ahoada County Adult Education Program

An adult education program was organized in Ahoada County in 1953 by H. O. Ohome, who received his training as an adult education organizer by participating in an Adult Education Short Course which was sponsored by the Regional Adult Education Headquarters in 1952.

The expressed objectives of the program were to help adults become responsible citizens and participate in community development. The subject matter taught in the program included arithmetic, English, writing and reading. The method of instruction was the lecture method and the expressed problems of the program were lack of voluntary helpers, low salary, lack of means of transportation and lack of teaching aids.

In looking at the program with the conceptual scheme, the objective of the Ahoada Adult Education Program is seen to be based on the assumption that individual and social development are dimensions of the integrated process of development. Adult education is considered an important, possibly at times even the crucial, variable in determining the rate and foundation of social growth and prosperity. All the courses taught in the program are mainly from the content area of Basic Education. No courses are taught in the program in the areas of Civic Education, Economic Education, Health Education, Vocational Education and Home and Family Education. The teaching personnel is poor in qualification and number to provide the type of leadership that can maximize the program's contribution to social change. No learning activities are provided to assure that the desired objectives are attained. In Figure 6 of Appendix B it is shown that poor financial and physical resources are among the major problems confronting the program.

Uyo County Adult Education
Program

Adult education was started in Uyo County by J. O. Chiekezi in 1958. The expressed objectives of the program were to help the adults to know how to vote for the right man and also to get the adults civilized.

The subjects taught in the program were reading and writing in English and dictation. The method of teaching was the lecture method and the expressed problems of the program were lack of community support, poor salary for teaching staff, lack of opportunity for in-service training for staff and irregular payment of teachers' salary.

In viewing the program with the analytical scheme, it is seen that increased political participation is the major behavior change which is intended to be developed in the individual citizens of the community through the existing adult education program. It is surprising that the program does not offer courses in the content area of Civic Education as learning experiences for attaining the above objective. No courses are also offered in the content areas of Economic Education, Vocational Education, Health Education and Liberal Education. The qualification and number of the teaching personnel of the program are shown in Figure 5 of Appendix B to be inadequate to meet the critical needs of the program, such as improvement of the curriculum, adaptation of the program to changing needs of its clientele, projection of the program to its surrounding environment and creating a climate of understanding in the community for the program which can bring about improvement in and favorably increase its financial and physical resources.

Ikwuano County Adult
Education Program

Adult education was organized in Ikwuano County by A. U. Ibe in 1945. Ibe was succeeded by B. O. Abah in 1960. Both organizers were trained as adult instructors in an Adult Education Organizer's Short Course organized by the Adult Education Headquarters at Owerri. The recorded objectives of the program at Ikwuano were to increase the number of literate citizens in the community and to help participants live comfortably in a developing society.

The subject matter taught in the program included English grammar, composition and dictation. The recorded method of instruction was the lecture method. The expressed problems that hindered the progress of the program were lack of adequate transportation, lack of funds, poor teacher salary, irregular payment of teachers and difficulty in getting the community's help.

Viewing the program with the conceptual scheme, the central purpose of the program in Ikwuano community is to use adult education in promoting social identification and integration. But the subjects taught in the program were limited to the content area of Basic Education. No courses were taught in the areas of Vocational Education, Liberal Education, Economic Education, Health Education and Home and Family Education. Apart from the use of the lecture method, no other activities, methods and situations are used to provide

the desired experiences for the learners. The financial and physical resources of the program are shown in Appendices C and D to be very inadequate for supporting the various activities of the program.

Port Harcourt Municipality Adult Education Program

Adult education was originally started at Port Harcourt Municipality by a group of businessmen who charged the participants indiscriminately and left no record of the activities of their program. In 1952, G. C. Kweme, who was trained as an adult instructor, was appointed as government adult education organizer for Port Harcourt.

The recorded objectives of the program of adult education Kweme organized were to eliminate illiteracy, ignorance and superstition among adults in Port Harcourt Municipality. The method of instruction was the lecture method and the subject matter content of the program included English, arithmetic, drama and art. The recorded problems of the program were insufficient support from leaders in the Municipality, lack of funds, poor means of transportation, and failure to pay teachers regularly.

In viewing the Port Harcourt Program with the analytical scheme, the central purpose of the program stands out to be the replacement of such barriers as superstition, taboos, illiteracy,

fear, and helplessness with knowledge, reason, self-confidence, initiative, a willingness to take positive action and a rational view of one's environment.

No courses in the content areas of Vocational Education, Economic Education, Home and Family Education and Health Education were taught in the program. The program lacked qualified teachers to meet the varied needs of adults in a changing society. The limited financial and physical resources of the program made the tailoring of the program to indigenous needs of the learners impossible.

Ngor-Okpala County Adult Education Program

Adult education was started in Ngor-Okpala County by G. Uwakwe in 1956. He was succeeded by R. O. Anyanwu in 1959. Both received their training as adult instructors by participating in an Adult Education Short Course at Owerri.

The recorded objectives of the program at Ngor-Okpala were to help the adults gain the skill and knowledge that were necessary for improvement of their standard of living. The subject matter content of the program included English, writing, reading, dictation, personal hygiene, sanitation and civics.

The expressed problems of the program were irregularity in payment of instructors, lack of funds, lack of adequate means of

transportation, lack of suitable textbooks and teaching materials for adults, and insufficient financial support by the government.

In viewing the program with the conceptual scheme, the role of adult education in this community is viewed to be that of promoting productivity and creativity. Courses from the content areas of Basic Education, Health Education and Civic Education were taught in the program. The program did not include courses in the content areas of Vocational Education, Economic Education and Liberal Education. Adult learners were not adequately involved in the teaching-learning situation with activities that were meaningful to them. The personnel of the program were not adequate both in number and qualification to provide the diversified situations, activities and methods for meeting the varied needs of the clientele. The program did not provide the clientele opportunity for preparation for and meeting the challenges of the changing world of work. Figure 6 of Appendix B shows that poor financial and poor physical resources hinder the expansion and promotion of the program. S

Khana County Adult Education Program

Adult education classes were started by R. B. Pepple in Khana County in 1956. E. E. Kina succeeded him as the adult education organizer for Khana County. Both organizers had been trained as organizers through their participation in an Adult Education

Instructors' Short Course at Owerri Regional Adult Education Headquarters.

The expressed objectives of the Khana County Program were to teach the adults the techniques and methods of community organization and improvement. The subject matter content of the program included English, geography, reading, civics, arithmetic and hygiene.

The method of instruction was the lecture method. The expressed problems of the program were lack of teaching materials, lack of suitable textbooks, insufficient financial support, poor local support and lack of adequate funds for payment of teachers' salary.

Viewing the program with the analytical scheme, the objective emphasizes development in the learners' responsible social and political participation. Adult education was regarded as one of the basic ingredients in the process of total development of the community. The courses taught in the program were derived from the content areas of Liberal Education, Basic Education, Civic Education and Health Education. Courses were not taught in the areas of Economic Education, Vocational Education and Home and Family Education. There is no indication of adequate involvement of the learners in the teaching-learning situation through the use of varied but meaningful activities and methods in teaching. Financial and physical resources for the program were poor. The qualification and number

of the teaching personnel as shown in Figure 5 of Appendix B were highly inadequate for providing satisfactorily the important services that the clientele of the program needed, such as guidance, counsel and job orientation services.

Northern Ngwa County Adult Education Program

Adult education classes were started in Northern Ngwa by A. Leach and F. O. Ihuoma in 1952. After the death of Ihuoma in 1958, Leach resigned and both men were succeeded by S. Ogbonna and T. N. Atasie. The recorded objectives of the program in Northern Ngwa were to help the people of Northern Ngwa community live better lives.

The subject matter content of the program included arithmetic, English, civics, writing, community and personal sanitation, commerce, simple crafts and geography. The recorded method of teaching was the lecture method.

The problems of the program were recorded to be insufficient teachers, difficulty in getting voluntary instructors, lack of cooperation from the council, inadequate teaching materials. All the teachers who had taught in the program had been trained in the short course program for adult instructors at Owerri.

Viewing the program with the conceptual scheme reveals that even though the program has no written objectives, yet it offers courses in almost all the content areas such as Basic

Education, Civic Education, Health Education, Vocational Education and Economic Education. The program offers no course in the content area of Home and Family Education. The teaching personnel is not very adequate in number and qualification to provide desirable activities, techniques and situations which may serve to motivate the learners and define the learning task. Because of his limited training and experience in adult education, the teacher is not conversant with a variety of instructional methods and cannot identify those which are most appropriate for various learning situations. He is not well acquainted with study materials of all kinds, including books, pamphlets, syllabi, audio-visual aids and equipment, and has no efficient method of locating and securing those which are needed by a particular learning group. The financial and physical resources of the program as shown in Figure 5 of Appendix B are also very inadequate because the teachers of adult education have no intimate knowledge of the community resources in people, organizations and institutions which will enrich the learning experience.

Izi County Adult Education Program

C. N. Nwangbo, a graduate of a Short Course for Instructors at the Regional Adult Education Headquarters, organized an adult education program in Izi County in 1964. The objectives of the program

were to help the participants become literate and to help the community to organize and carry out self-help community development activities.

The subject matter taught in the program included English, arithmetic, local geography, Nigerian history, civics and simple accounts. The method of instruction was the lecture method. The problems which hindered the progress of the program were reported to be failure of the County Council to support the program financially, difficulty in involving community leaders in the program's activities, poor teacher salaries, lack of teaching materials, inadequate means of transportation during the rainy season and drop-outs.

Viewing the program with the conceptual scheme, social and individual development are seen to be its goal. The program offers courses in the content areas of Basic Education, Economic Education and Civic Education but does not offer courses in the content areas of Liberal Education, Vocational Education, Home and Family Education and Health Education. The limitation in qualification and number of its teaching personnel is a barrier to its expansion and effectiveness. The learners are not effectively involved in experiences which have educational implications through projects that can bring individuals of disparate backgrounds into a close working relationship so that each becomes alert to points of view and

scales of value different from his own. The limitation of the financial and physical resources of the program hinders the introduction of any innovation that can help the program meet the changing needs of its individual clientele and society.

Isu County Adult Education Program

The first adult education classes were organized in Isu County in Orlu Division by Lo. O. Amadigwe in 1954. The expressed objectives of the program were to help the participants become literate and also to help the adults of the county make more effective contributions to the community development and standard of living.

The subjects taught in the program were arithmetic, personal hygiene and community sanitation, writing, English, reading, Igbo and civics. The method of instruction was the lecture method.

The major problems of the program were insufficient financial support by the council, lack of textbooks and teaching aids, difficulty in involving members of the community as voluntary instructors and lack of sufficient funds for payment of instructors.

Though the program has a satisfactory objective, yet, because of the inadequacy of its personnel in qualification and number, it does not offer courses in the content areas of Vocational Education, Home and Family Education and Economic Education.

Adequate activities, materials and methods are not used to involve the learners in the teaching-learning situation. Because of its limited financial resources, the program does not have adequate means of alerting the community to adult education opportunities.

Western Annang County Adult
Education Program

J. E. Ibanga and P. U. Akpan organized an adult education program in Western Annang County in 1949. S. U. Idiiong succeeded Ibanga and Akpan in 1960, when both of them resigned because of the inability of the County Council to pay their salary regularly.

The objectives of the program are to help the clientele to acquire information and skill that could enable them to become good citizens. The subject matter content of the program included English, vernacular, arithmetic, civics, geography, history, accounting and writing. The method of instruction was the lecture method.

The reported problems of the program were insufficient funds, lack of adequate means of transportation and lack of adequate textbooks and instructional materials.

Viewing the program with the conceptual scheme, the central purpose of this program is to produce well-informed and skilled manpower for society. Courses from the areas of Basic Education, Liberal Education, Civic Education and Economic

Education were taught in the program. Courses in the content areas of Home and Family Education, Vocational Education and Health Education were not taught in the program. Activities, methods and resources of the program are inadequate as shown in Figure 5 of Appendix B.

Ogoja County Adult Education Program

An adult education program was organized in Ogoja County in 1957 by E. O. Obi, who was trained as an adult instructor in a short course at Owerri. The recorded objective of the program was to help adults to become both literate and useful citizens.

Subject matter content of the program included civics, arithmetic, history, English, vernacular, hygiene and farming. The method of instruction was the lecture method. The problems of the program were listed as poor means of transportation, scarcity of qualified instructors, low salary for the teachers and lack of consistent support for the council.

Looking at the program with the conceptual scheme, the objective of the program satisfies the criterion of meeting both society's and individual's needs. This program offers courses in all content areas except in the areas of Home and Family Education and Economic Education. The teaching personnel is not sufficiently adequate in qualification and number for providing the type of

educational leadership that can have a more meaningful effect on the individual clientele and society. Methods of instruction, activities, materials and resources of the program are also not adequate for attacking the problem of skillful leadership development for the society which the program must face.

Calabar County Adult Education Program

An adult education program was organized in Calabar County by G. E. Okon in 1954, with the objective of helping the adults in the community become informed and skilled participants in community improvement and welfare.

The subjects of the program were civics, English, vernacular, writing, reading, dictation, community sanitation, personal hygiene and domestic science for women.

The methods of instruction were recorded as the lecture and demonstration methods. The major difficulties of the program were listed as lack of adequate teaching materials, insufficient funds for administration of the program and difficulty in involving voluntary teachers and organizers.

The objective of the program satisfies the criterion of being related to the needs of its individual clientele and society when viewed with the analytical scheme. The program offers courses in all content areas except in the content area of Economic Education.

Though the qualification of the teaching personnel as shown in Figure 4 of Appendix B is adequate according to the prescribed standard of the government of Eastern Nigeria, yet the number of the teaching personnel is inadequate for the numerous tasks and responsibilities that are required to be fulfilled. Learning is not well related to the life experiences of the people and there is no evidence that learners are given ample opportunity for practice or application of things they learned. Resources from the community are not brought into the program to facilitate learning experience.

Owuwa Anyanwu County Area
Adult Education Program

A committee of local businessmen organized adult education classes in Owuwa Anyanwu County in 1945 and appealed to the Regional Headquarters at Owerri for a trained instructor-organizer to be in charge of the program. Owerri Headquarters sent to them F. E. Nwachuku in 1948 as the organizer and chief instructor for the center.

The objectives of the program were listed as to help the adult citizens to become literate in English, vernacular, business accounting and management and in community affairs.

The subjects taught in the program were accounting, history, geography, business ethics, English, arithmetic, civics, sanitation and personal hygiene. The method of instruction was the lecture method.

Problems of the program were recorded as irregularity in payment of the teachers' salary and lack of cooperation from the elementary school teachers in making available to the program their facilities and help.

The program, when viewed on the basis of the analytical scheme, has an adequate objective, offers courses in all content areas except in the content areas of Vocational Education and Home and Family Education. Its teaching personnel is well-qualified but very inadequate in number for satisfactorily handling of all the responsibilities of the program. Its resources are very limited for its effective support. Its activities and methods are few and not adequate for attainment of its objectives.

Ezzikwo County Adult Education Program

In 1954 the Abakaliki Native Administration employed O. E. Orji as adult education organizer in Ikwo clan. After two years the program was closed down because it received very little response from the adults in the communities. After the reorganization of local government in Eastern Nigeria in 1956, in which Ezzikwo was made a separate County Council, J. I. Azinkpali, a grade III teacher, was employed as the adult education organizer and chief instructor for the county.

The objectives of the adult education program which he organized were listed as to help the adults of the county to become literate and help them become effective contributors in their community improvement programs. The subject matter content of the program included English, history, sanitation, hygiene, vernacular, arithmetic, civics and accounting.

The problems of the program were listed as poor salary for staff, insufficient financial support from the regional government, and lack of adequate textbooks and other instructional materials.

On the basis of the conceptual scheme, the program has an objective which recognizes the needs of both the individual clientele and the society. It offers courses in the content areas of Basic Education, Liberal Education, Health Education, Civic Education and Economic Education, but it does not offer courses in the content areas of Home and Family Education and Vocational Education. Its teaching personnel is adequate in qualification in terms of Eastern Nigerian standards, but not in number. Its methods of instruction, activities, materials for teaching, financial and physical resources are not adequate to help it provide the quality and quantity of service that its clientele and society desire from it.

Isi-Uzo County Adult Education
Program

The first adult education class in this county was organized by M. Enechukwu at Eha Amufu village in 1949. In 1950 O. Abbah succeeded him and in the same year formed the County Assembly, which was comprised of leaders from Obollo, Imilike, Ezimo, Umondu, Igugu, Ogbodu-Aba and Amala villages. This Assembly, in cooperation with the District Officer, E. C. Powell, and the Provincial Community Development Officer, E. R. Chadwick, planned a new program of adult education for the whole county:

The objectives of the new program of adult education were recorded as to eradicate illiteracy in the whole county, to build a climate of trust and cooperation between all the villages and the peoples in the county and to help the adults to learn such skills that could make it possible for them to be profitably employed.

The subject matter content of the program was listed as English, vernacular, farming, civics, reading, writing, history, geography, domestic science and carpentry. The methods of instruction were the demonstration and lecture methods.

Problems of the program were listed as difficulty in obtaining adequate and sufficient textbooks, difficulty in obtaining follow-up reading materials, lack of adequate lights and insufficient financial grants from the county.

On the basis of the conceptual scheme, the program has objectives which are related to the needs of the clientele and society, it has adequate methods of instruction and it offers courses in all the content areas except in the content area of Economic Education. Its teaching personnel is adequate both in number, qualification and experience. Its financial and physical resources were the major sources of its problems for expansion and reaching all the people it was expected to serve.

Nsukka Division Adult Education Program

Samuel Abbah and Emmanuel Efungwu organized the first adult education program in Nsukka Division in 1955. When, in 1957, Nsukka Division was split into Igbo-Etiti, Uzouwani, Isi-Uzo and Igbo-Eze counties, A. Efungwu was placed in charge of Igbo-Etiti and Uzouwani counties while O. Abbah was placed in charge of Isi-Uzo and Igbo-Eze counties.

In 1959, E. Nwonu, who was trained as a government adult education instructor in a short course organized by the Senior Adult Education Officer at Aba, succeeded Abbah as the Adult Education Organizer and Instructor for Isi-Uzo and Igbo-Eze, while in 1964 A. Lawrence, a grade II and one-time elementary school master, succeeded Efungwu as Adult Education Organizer and Teacher for Igbo-Etiti and Uzouwani.

The objective of the program in the four counties in Nsukka Division was recorded as promotion of better living conditions among the people. The subject matter content of the program included English, vernacular, arithmetic, history, hygiene and community sanitation. The method of teaching was the lecture method.

Problems of the program were listed as lack of sufficient financial support by the counties and irregularity in payment of instructors' salaries.

On the basis of the conceptual scheme, the objective of the program is both distinctively expressed and related to the needs of the individual clientele and the community it serves.

Its teaching personnel is not adequate either in number or in qualification to provide the program the education leadership necessary for its effectiveness in the community. The program does not offer courses in the content areas of Vocational Education, Home and Family Education and Economic Education; but it offers courses in the areas of Liberal Education, Basic Education and Health Education. Its financial and physical resources are not adequate.

Awka Division Adult Education Program

Adult education classes were first organized in Awka Division in 1953 by G. B. O. Nwosu, who was trained at Owerri as an adult education instructor by participating in the Regional Short

Course for Adult Instructors.

The objective of the course was expressed as to help the people become effective citizens. The subjects taught in the program were arithmetic, English, civics, letter writing, vernacular and handicrafts. The methods of instruction were the demonstration and lecture methods.

The problems of the program were listed as insufficient financial support by both the county council and Regional government, refusal of the elementary schools to make their facilities available to the program, lack of voluntary instructors, scarcity of required textbooks and other teaching aids.

On the basis of the conceptual scheme, the objective of the program is not well specified to indicate the kinds of behavior changes that are aimed at. The teaching personnel is not adequately qualified as to be able to determine the particular kinds of situations, activities and methods in connection with the generalized behavioral objective of the program. The courses taught in the program cover the areas of Basic Education, Liberal Education, Civic Education and Vocational Education. Courses are not taught in the program in the areas of Health Education and Home and Family Education. The resources of the program are inadequate to support it in providing adequate services such as counselling, guidance and job orientation to its clientele.

Ishielu County Adult Education
Program

E. E. Okiri organized an adult education program in Ishielu County in 1961. The expressed objectives of the program were to help the adults to become literates and to help them make an adequate contribution in the needs of their families and communities.

The subject matter content of the program included civics, hygiene, arithmetic, and accounting. The method of instruction was the lecture method. The expressed problems of the program were inadequate financial support, lack of instructors who were qualified to teach the subject matter and lack of textbooks.

On the basis of the conceptual scheme, the role of the program in the development of this community is seen as more than increasing the skills needed for industrialization and agricultural progress. Its main function is to create an attitude of mind and a new mode of behavior. Courses were taught in the program from the content areas of Civic Education, Health Education, Basic Education, Liberal Education and Economic Education. Courses were not taught in the content areas of Vocational Education and Home and Family Education. The teaching personnel is inadequate both in number and qualification to support a multi-purpose terminal program which can provide for the varied training needs of the adults in the community. Its physical and financial resources cannot give it the

effective support it needs in providing meaningful activities, methods and materials for attainment of the educational purposes of its clientele and society.

Adult Education Programs for Women

Etinan Uyo Women's Adult Education Program

An adult education program for women was started at Etinan on the 14th of February, 1950, by A. I. Spence, with a class of 100 participants. In 1952 two organizers were appointed and a decision was reached to build a center for the adult education classes.

The women of the community contributed £100 (one hundred pounds), while the men of the community contributed £300 (three hundred pounds) for the building. The building was completed and moved into on November 28, 1953.

Spence was succeeded by Mrs. V. Ugorji in 1957. Both adult educators studied Domestic Science (Home Economics) in England.

The objectives of the program were listed as to help the participants gain knowledge and skills which are essential for home and family management and participation in community affairs. The subjects taught in the program were English, vernacular, civics, laundry, sewing, weaving, nutrition and child care, mother-craft and needlework.

Methods of instruction were lecture, demonstration and discussion. The main problems of the program were indicated to be lack of teaching equipment and lack of adequate means of transportation.

On the basis of the analytical scheme, the objectives are adequately related to the needs of the individual clientele and the society. It provides for the individual opportunity for gaining of the knowledge and for development of the necessary skills that can help her participate more meaningfully in social affairs.

Courses are taught in the program from the content areas of Liberal Education, Basic Education, Civic Education, Vocational Education and Home and Family Education. The program does not provide courses in the area of Economic Education. The teaching personnel of the program are well-qualified but inadequate in number.

Methods and techniques of instruction, activities and resources of the program are not very satisfactory for the future growth and expansion of the program. (Refer to Figures 1 and 2 of Appendix A.)

Ok/Oron County Women's Adult
Education Program

G. E. Okon and A. I. Spence organized adult education classes in Ok/Oron County Council Area of Eket Division in 1948. The program was financed by the central government as one of the

pilot programs initiated by Jackson, the Chief Adult Education Officer for the colony.

G. O. Etim succeeded both G. E. Okon and A. I. Spence as the senior adult education instructor and organizer for the county.

The objectives of the program are to help the women of the county become both literate and active in community improvement. The subjects taught in the program were English, vernacular, child care, nutrition, cooking, arithmetic, history and geography.

Methods of teaching were the lecture and demonstration methods. The problems of the program were listed as lack of means of transportation and insufficient financial support by both the county and the Regional government.

The purpose of the program when viewed with the conceptual scheme is to provide the individual clientele the necessary skill and competencies that can help her to become economically secure and useful to society. The teaching personnel has not been adequate in number for development of the various kinds of instructional activities, methods, techniques and materials for attainment of the objective.

The program provides courses for the clientele only in the content areas of Home and Family Education, Basic Education and Health Education. It does not provide courses in the content areas of Vocational Education, Liberal Education and Economic Education.

The financial and physical resources of the program are not adequate to give the program the necessary support it desires. (Refer to Figures 1, 2, and 3 of Appendix A).

Owo-Ahiafoukwu Community
Women's Adult Education
Program

An adult education program was started at Owo-Ahiafoukwu in 1957 by three women adult teachers, Grace Ogwe, Sophia Ekeocha and Offiong Etuk, who were trained at Uyo Women's Adult Education Headquarters.

The objectives of the program were recorded to be to help the women of the community become literate and skillful in child care and home management. The subject matter of the program included mother-craft, cooking, hygiene and sanitation, English, sewing, needlework and arithmetic.

Methods of instruction were by lecture and demonstration. The problems of the program were listed as lack of textbooks, lack of adequate means of transportation and lack of sufficient financial support.

On the basis of the analytical scheme, the program has objectives with well-specified behavior changes that are to be attained. Its experiences were selected from the content areas of Vocational Education, Basic Education, Health Education and Home and Family Education. It does not offer courses in the content areas of Liberal

Education, Civic Education and Economic Education. Its teaching personnel are not well-qualified and also are very few in number for widening the circle of service that the program is expected to provide the community. Its financial and physical resources are not adequate to provide it the support it needs for extending its activities to all types of people and different sections of the community.

Aka-Offot-Uyo Community Women's
Adult Education Program

An adult education program was organized in Aka-Offot-Uyo Community by Miss G. Udoh in 1950 with the expressed objectives of helping the women of the community become literates and participate more effectively in their family and community improvement.

The subjects taught in the program were cooking, sanitation, family care and management, English, arithmetic and personal hygiene. The method of teaching was the lecture method.

The problems of the program were listed as inadequate financial support, lack of qualified instructors to teach the subjects, lack of books and other teaching materials.

Viewing the program with the conceptual scheme, the objective is seen to be geared to the needs of the clientele and the society. The program offers courses in the content areas of Basic Education, Liberal Education, Health Education and Home and Family Education. But it does not offer courses in the content areas of

Economic Education, Vocational Education and Civic Education.

Its teaching personnel are not adequate both in qualification and number in providing the desired educational activities by incorporating various approaches to the learning process, including forums, study and action projects, program services to organized or informal groups, radio and television programs, counselling services and opportunity for private study.

Its financial and physical resources cannot adequately support it in providing opportunities for training in the varied skills which the clientele need.

Uyo Community Women's Adult Education Program

A few years before the colonial government decided to sponsor adult education programs in Eastern Nigeria, Miss. I. A. Spence had started organizing adult education classes in Uyo on her own initiative. Carpenter, on being appointed the Chief Adult Education Officer in 1946, gave a government financial grant to the Uyo program. Through the untiring effort of Miss Spence, another domestic science specialist, Mrs. G. Umoeren, was employed as Assistant Women's Adult Educator for the program.

A committee, which consisted of Miss Spence, Miss.G. Plummer, former Education Officer for the Eastern Region, and Dr. Haigh of Ituk Mbang Hospital, reviewed the program in 1948 and

recommended that its objectives should be to help the clientele to become informed and skillful in home and family affairs.

The subject matter content of the program included English, home and family living, sewing, needlework, child care, mother-craft, nutrition, weaving, sanitation and hygiene. Methods of teaching were lecture and demonstration. Problems of the program were listed as lack of adequate financial support, poor transportation facilities and absenteeism.

On the basis of the conceptual scheme, the program has specified behavior changes that it aims at. The means it provided the learners for attaining the expressed goals are courses in the content areas of Basic Education, Home and Family Education, Health Education and Vocational Education. It does not offer courses in the content areas of Economic Education, Civic Education and Liberal Education. It had well-qualified personnel who, because of their inadequate number, could not serve the needs of the clientele satisfactorily.

The teaching methods, instructional activities, materials and resources of the program are inadequate for the increasing challenges that it must face in order to provide the clientele the competencies they need for the changing world of work.

Ikot-Abasi Community Women's
Adult Education Program

An adult education program was organized at Ikot-Abasi by A. B. Essien and Okon Willie Essien in 1951. The two teachers were trained by Miss Spence at Uyo.

The objective of the program was to help the women to get the standard literacy and skill which could make them effective housewives and citizens. The subjects taught in the program were sewing, weaving, needlework, nutrition, English and child care. The methods of instruction were demonstration and lecture.

The problems of the program were listed as inadequate financial support and teaching materials.

On the basis of the conceptual scheme, the program specified behavior changes that it aimed at. It provided the clientele means in the content areas of Vocational Education, Basic Education, Home and Family Education for attaining the specified behavior changes. It offered no courses in the content areas of Liberal Education, Civic Education and Health Education. Its teaching personnel are inadequate both in number and qualification for providing the required education leadership for extending its activities and improvement of its methods, techniques and materials of instruction. It also had inadequate physical and financial resources.

Oron Community Women's Adult
Education Program

An adult education program for women was organized in Oron in 1957 by B. Edem. In 1961 poor response to the program by the community caused the centers to be temporarily closed. The community leaders later recognized the usefulness of the program and organized the community to build a center for adult education classes by their self-help efforts.

Edem reorganized the program in cooperation with a committee of community leaders. The objective of the program was to help the community women become literate and assume their responsibilities more meaningfully at home and in the community.

The subjects taught in the program were English, vernacular, sanitation, first aid and personal hygiene, mother-craft, laundry, weaving and sewing. Methods of instruction were lecture and demonstration.

Problems of the program were listed as lack of sufficient and adequate textbooks, low salary for instructors and lack of adequate means of transportation.

On the basis of the conceptual scheme, the focus of adult education in this community is seen to be that of increasing development by increasing literacy in the society. Courses offered in the program covered the content areas of Health Education, Vocational Education, Basic Education and Home and Family Education. Courses

were not offered in the areas of Liberal Education, Economic Education. The teaching personnel of the program was inadequate both in number and qualification for introduction of the experiences, activities, methods and techniques which can rapidly orient the individual clientele and community towards change and modernization. The financial and physical resources of the program are inadequate for the services that the program is expected to provide its clientele.

Obio Etoi Community in Uyo
Women's Adult Education
Program

After her graduation from Uyo Women's Adult Education Training Program, Mrs. A. D. Itim was sent to Obio Etoi community, where she organized an adult education program for women in 1956.

The objectives of the program were both to help the women of the community become literates and also to help them understand and learn the skills for effective participation in a changing society.

Subjects taught in the program were English, vernacular, nutrition, cooking, child care, mother-craft, sewing and needlework. Methods of instruction were lecture and demonstration.

Problems of the program were lack of voluntary instructors, insufficient financial support by the county council and lack of means of transportation.

On the basis of the conceptual scheme, the objective of the program in this community is seen to be based on the assumption

that adult education should help the community utilize most effectively its resources to meet imminent social changes.

The courses offered in the program are from the areas of Basic Education, Home and Family Education, Vocational Education and Health Education. The program does not offer courses in the content areas of Liberal Education, Economic Education and Civic Education.

The teaching personnel of the program is not adequate either in qualification or in number either to teach the desired courses in all the content areas or to introduce the varied methods of teaching, activities, techniques and materials that can satisfactorily satisfy the educational need of the adults in the community. It could be seen in Appendices C and D that the financial and physical resources of the program are inadequate to give it the support it deserves for attacking the problems of the community effectively.

Afaha Eket Community Women's
Adult Education Program

In 1951 a group of prominent women in Afaha Eket requested the Women's Adult Education Headquarters to begin an adult education program in their community. M. S. Umanah, who graduated from Uyo Adult Education Instructors' Course, was sent to their community as the adult education instructor and organizer.

Umanah cooperated with a committee of the community women in organizing for the community an adult education program which had as its objective to help the women become literate, good homemakers and good citizens.

The subjects taught in the program were vernacular, English, cooking, mother-craft, child care, sewing, and weaving. The methods of instruction were lecture and demonstration.

The problems of the program were scarcity of textbooks, lack of audio-visual teaching materials, insufficient classrooms for classes and lack of means of transportation during the rainy season.

On the basis of the conceptual scheme, the program has specific competencies and skills that it is expected to help the clientele attain so as to contribute effectively in social development. It offers courses in the content areas of Home and Family Education, Vocational Education and Basic Education. But it does not offer courses in the content areas of Economic Education, Liberal Education, Health Education and Civic Education. Its teaching personnel is not adequate either in number or in qualification for introduction of the desirable methods, techniques and activities that could satisfy the individual needs of the clientele.

The physical and financial resources were inadequate for the increasing and changing needs of the clientele and the society.

Ikot Antia Ididep-Itu Community
Women's Adult Education
Program

In 1945 O. Nwachuku, who was Handwork Instructor in the Boys' Vocational School in Ididep, organized the first adult education class in the community in an old church building. In 1958, because of increased enrollment, the program was divided into mens' and women's programs. D. O. Udoh and O. E. Bassey succeeded Nwachuku as adult education organizers and instructors for the mens' program, while Mrs. N. B. Akpan and Mrs. S. Emah became the women's adult education teachers for the women's program.

The community built a new center for the women's program. The objectives of the total program were to help the adults in the community become literate and responsible citizens.

The subjects taught in the women's program were English, hygiene, sanitation, home crafts, mother-craft, weaving, sewing and needlework. The methods of instruction were lecture and demonstration.

The problems of the program were lack of suitable textbooks, lack of audio-visual teaching materials and lack of follow-up reading materials and drop-outs.

On the basis of the conceptual scheme, the objective of the program is to promote social mobility by increasing literacy in the community. The subjects taught in the program are in the content

areas of Health Education, Home and Family Education, Vocational Education and Basic Education. Courses are not taught in the program in the content areas of Liberal Education, Civic Education and Economic Education.

The teaching personnel have no intimate knowledge of the community resources in people, organizations and institutions which will enrich the learning experience. The number of the personnel is inadequate for extending the opportunities of adult education to all sections of the rural community. The communities have not been sufficiently made aware of the opportunities for continuing education which are available. Appendix D shows that one of the problems of the program is the increasing rate of drop-outs it faces. This problem stems from the fact that the participants do not receive sufficient encouragement and stimulation to induce their continuation in the activities of the program. The program needs to win the confidence and respect of many individuals in the community if it is to secure the kinds of cooperation necessary for its success. Those who provide or control its financial support must be convinced to deem it a worthy investment.

Numbering of Programs

In order to facilitate rating, each of the thirty-four programs will be represented on the rating sheet by the following serial number assigned to it:

Serial
Number
of Program

Program

| | |
|----|--|
| 1 | Ikwere Mixed Adult Education Program |
| 2 | Eastern Annang Mixed Adult Education Program |
| 3 | Ikom Urban Mixed Adult Education Program |
| 4 | Mbaise Mixed Adult Education Program |
| 5 | Owerri Mixed Adult Education Program |
| 6 | Onna Mixed Adult Education Program |
| 7 | Ahoada Mixed Adult Education Program |
| 8 | Uyo Mixed Adult Education Program |
| 9 | Ikwuano Mixed Adult Education Program |
| 10 | Port Harcourt Municipality Mixed Adult Education Program |
| 11 | Ngor-Okpala County Mixed Adult Education Program |
| 12 | Khana County Mixed Adult Education Program |
| 13 | Northern Ngwa County Mixed Adult Education Program |
| 14 | Izi County Mixed Adult Education Program |
| 15 | Isu County Mixed Adult Education Program |
| 16 | Western Annang Mixed Adult Education Program |
| 17 | Ogoja Mixed Adult Education Program |
| 18 | Calabar Mixed Adult Education Program |
| 19 | Owuwa Anyanwu Mixed Adult Education Program |
| 20 | Ezzikwo County Mixed Adult Education Program |
| 21 | Isi-Uzo County Mixed Adult Education Program |
| 22 | Nsukka Division (Igbo-Etiti, Igbo-Eze, Uzouwani and Isi-Uzo) Mixed Adult Education Program |
| 23 | Awka Mixed Adult Education Program |
| 24 | Ishielu County Mixed Adult Education Program |
| 25 | Etinan Women's Adult Education Program |
| 26 | Ok-Oron Women's Adult Education Program |
| 27 | Owo-Ahiafoukwu Women's Adult Education Program |
| 28 | Aka Offot-Uyo Women's Adult Education Program |
| 29 | Uyo Community Women's Adult Education Program |
| 30 | Ikot Abasi Women's Adult Education Program |
| 31 | Oron Community Women's Adult Education Program |
| 32 | Obio Etoi Women's Adult Education Program |
| 33 | Afaha Eket Women's Adult Education Program |
| 34 | Ikot Antia Ididep-Itu Women's Adult Education Program |

Rating of Programs

Table 1

Key. -- In Table 1 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Objectives in the Content Area of Civic Education. There were twenty-five derived items of an adequate program for this content area. Each program was given a score of one for any of the twenty-five derived items it contained. The total score of each program and its percentage score were summarized at the end of the table.

Interpretation of Rating in Content Area of Civic Education. -- Of the five items classified under "Civic Education, only "Civic Responsibility" was frequently mentioned in the statements of objectives of most of the programs.

The item "Democracy" was another popular topic next to "Civic Responsibility" in some of the centers. Except in Owerri and Khana programs, the items "Nigerian Politics and Political Parties" and "International Relations" were not taught.

The highest score for adequate objectives in Civic Education was 36% by the Uyo and Port Harcourt programs, and the lowest was 4% by the Akat Offot-Uyo women's program.

Table 2

Key. -- In Table 2 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Objectives in the

TABLE 1.-- Continued

| Items to be Marked | Program Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | | | | |
| D. Objectives of the program were clearly defined as helping the clientele demonstrate mature interests and skills in: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 1. National Government | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 2. Civic Responsibilities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 3. Nigerian Politics and Political Parties | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 4. Democracy | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| 5. International Relations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| E. Objectives of the program were clearly defined as helping the clientele acquire better social attitudes about: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| 1. National Government | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2. Civic Responsibilities | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Nigerian Politics and Political Parties | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. Democracy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5. International Relations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 3 | 4 | 3 | 4 | 7 | 5 | 4 | 9 | 5 | 9 | 4 | 5 | 6 | 3 | 6 | 7 | 7 | 9 | 8 | 3 | 5 | 5 | 7 | 6 | 4 | 3 | 2 | 1 | 3 | 2 | 5 | 5 | 5 | 5 | 7 | | | |
| % Score in Civic Education | 12 | 16 | 12 | 16 | 28 | 20 | 16 | 36 | 20 | 36 | 16 | 20 | 24 | 12 | 24 | 28 | 28 | 36 | 32 | 12 | 20 | 20 | 28 | 24 | 16 | 12 | 8 | 4 | 12 | 8 | 20 | 20 | 20 | 28 | | | | |

Content Area of Liberal Education. There were twenty-five derived items of adequate programs for this content area. Each program was given a score of one for any of the twenty-five derived items it contained. The total score and percentage score of each program were summarized at the end of the table.

Interpretation of Rating in the Content Area of Liberal Education. -- Of the five items, "Nigerian Literature," "Nigerian History," "Nigerian Geography," "Nigerian Arts and Music," and "World Affairs," which were classified under Liberal Education, "Nigerian History" and "Nigerian Geography" were the most popular, especially among the mixed programs.

Almost none of the programs included the items "Nigerian Literature," "Nigerian Arts and Music," and "World Affairs." None of the women's programs taught any of these topics.

The highest score for adequate objectives in Liberal Education was 36% by the Ikwere mixed program, and the lowest score was 0% by all the women's programs.

Table 3

Key. -- In Table 3 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Objectives in the Content Area of Vocational Education. There were twenty-five derived items of an adequate program for this content area. Each program was given a score of one for any of the twenty-five derived items

TABLE 3.-- Continued

| Items to be Marked | Program Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|----|---|----|---|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | |
| D. The objectives of the program were adequately defined as helping the clientele demonstrate mature skills and interests in: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Modern Farming and Agriculture | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2. Local Crafts | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 3. Agricultural Economics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 4. Animal Husbandry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5. Mechanical Trades | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| E. The objectives of the program were adequately defined as helping the clientele acquire better social attitudes about: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Modern Farming and Agriculture | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2. Local Crafts | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 3. Agricultural Economics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 4. Animal Husbandry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5. Mechanical Trades | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | 0 | 4 | 0 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 | 0 | 3 | 1 | 5 | 0 | 5 | 7 | 9 | 8 | 9 | 9 | 9 | 9 | 9 | |
| % Score in Vocational Education | 0 | 16 | 0 | 16 | 0 | 0 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 0 | 16 | 16 | 0 | 12 | 4 | 20 | 0 | 20 | 28 | 36 | 36 | 36 | 36 | 36 | 36 | | |

it contained. The total score and percentage score of each program were summarized at the end of the table.

Interpretation of Rating in the Content Area of Vocational Education. -- "Local Crafts" and "Modern Farming" were the most popular items in this content area, especially among the women's programs and very few mixed programs.

No center had included the items "Agricultural Economy," "Animal Husbandry," and "Mechanical Trades" in its program as yet.

The highest score for adequate objectives in Vocational Education was 36% by the Aka Offot-Uyo women's program, the Ikot Abasi women's program, the Oron Community mixed program, the Obio Etoi women's program, the Afaha Eket women's program and the Ikot Antia Ididep-Itu women's program. The lowest score was 0% by the Ikwere, Ikom, Owerri, Onna, Ahoada, Ikwuano, Port Harcourt Municipality, Ngor-Okpala, Khana, Northern Ngwa, Izi, Isu and Western Annang mixed programs.

Table 4

Key. -- In Table 4 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Objectives in the Content Area of Health Education. There were twenty-five derived items of an adequate program for this content area. Each program was given a score of one for any of the twenty-five derived items

it contained. The total score of each program and its percentage score were summarized at the end of the table.

Interpretation of Rating in the Content Area of Health

Education. -- Of the five items, "Personal Hygiene," "Disease and Prevention," "Nutrition," "Community Health and Welfare Service," and "Home and Community Sanitation," classified under Health Education, "Personal Hygiene" was the most popular in all the centers. "Home and Community Sanitation," "Diseases and Their Prevention" were next in popularity, mainly in the women's programs.

"Nutrition" was taught by all the women's programs but by none of the mixed programs. Few of the mixed programs and none of the women's programs taught "Community Health and Welfare Service."

The highest score for adequate objectives in Health Education was 80% by all the women's programs and a few of the mixed programs.

Table 5

Key.-- In Table 5 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Objectives in the Content Area of Economic Education. There were twenty-five derived items of an adequate program for this content area. Each program was given a score of one for any of the twenty-five

simulated items it contained. The total score of each program and its percentage score were summarized at the end of the table.

Interpretation of Rating in the Content Area of Economic Education. -- Of the five items, "National Economy," "Economic Problems Related to Industry and Free Enterprise Systems," "Investment, Thrift and Savings," "Cooperatives," and "Community Resource Development," classified under Economic Education, only "Community Resource Development" was indicated by only very few centers in their programs.

None of the items was included by any of the women's programs. The highest score for adequate objectives in Economic Education was 20% by only a few of the mixed programs, such as Ikwere, Ikom, Mbaise, Owerri, Uyo, Khana, Ogoja and Owuwa Anyanwu mixed programs. The lowest score was 0% by some of the mixed programs and all the women's programs.

Table 6

Key. -- In Table 6 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Objectives in the Content Area of Basic Education (Literacy). There were twenty-five derived items of an adequate program for this content area. Each program was given a score of one for any of the twenty-five derived items it contained. The total score of each program and its percentage score were summarized at the end of the table.

TABLE 6.-- Continued

| Items to be Marked | Program Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | | | |
| D. The objectives of the program were clearly defined as helping the clientele demonstrate mature skills and interests in: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Local Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2. Other Nigerian Languages | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 3. English | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 4. Arithmetic and Basic Mathematics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5. Any Other Foreign Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| E. The objectives of the program were clearly defined as helping the clientele acquire better social attitudes about: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Local Language | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2. Other Nigerian Languages | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 3. English | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 4. Arithmetic and Basic Mathematics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 5. Any Other Foreign Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | 6 | 6 | 7 | 7 | 8 | 8 | 7 | 7 | 6 | 6 | 8 | 8 | 7 | 8 | 6 | 7 | 6 | 7 | 6 | 8 | 7 | 7 | 7 | 6 | 7 | 6 | 8 | 7 | 6 | 8 | 7 | 7 | 6 | 8 | 7 | 7 | |
| % Score in Basic Education (Literacy) | 24 | 24 | 28 | 32 | 28 | 28 | 24 | 24 | 32 | 32 | 28 | 32 | 24 | 28 | 24 | 28 | 24 | 28 | 24 | 32 | 28 | 28 | 24 | 28 | 24 | 32 | 28 | 24 | 28 | 24 | 32 | 28 | 28 | 24 | 28 | 28 | |

Interpretation of Rating in the Content Area of Basic Education (Literacy). -- "English" and "Local Language" and "Arithmetic and/or Basic Mathematics" were the only popular items out of the five items classified under Basic Education.

No program included the two remaining items, "Other Nigerian Languages," and "Any Other Foreign Language."

The highest score for adequate objectives in Basic Education (Literacy) was 32% and the lowest score was 24%.

Table 7

Key. -- In Table 7 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Objectives in the Content Area of Home and Family Education. There were twenty-five derived items of an adequate program for this content area. Each program was given a score of one for any of the twenty-five derived items it contained. The total score of each program and its percentage score were summarized at the end of the table.

Interpretation of Rating in the Content Area of Home and Family Education. -- Five items, "Child Care and Welfare," "Food Preparation and Preservation," "Consumer Education," "Family Finance," and "Home Management," were classified under Home and Family Education.

All the women's programs taught the items "Child Care and Welfare," "Food Preparation and Preservation," and "Home

Management" only, and none of the mixed programs included any of the items in Home and Family Education in its program.

The highest score for adequate objectives in Home and Family Education was 44% by all the women's programs, and the lowest score was 0% by all the mixed programs.

Table 8.

Key. -- In Table 8 each of the thirty-four programs was analyzed on the basis of the criterion Adequate Instructional Activities and Materials and scored on the basis of the seven derived behavioral aspects (A, B, C, D, E, F, G) which were desired to be brought about by means of the seven content items, "Civic Education," "Health Education," "Liberal Education," "Economic Education," "Vocational Education," "Basic Education (Literacy)," and "Home and Family Education." Each program was given a score of one for any of the forty-nine derived items it contained. The total score of each program and its percentage score were summarized at the end of the table.

Interpretation of Rating on Instructional Activities and Materials. -- Seven content aspects, "Civic Education," "Health Education," "Liberal Education," "Economic Education," "Vocational Education," "Basic Education (Literacy)" and "Home and Family Education," were derived as Adequate Instructional Activities and Materials for adult education programs in Eastern Nigeria. The analysis showed that almost all the centers analyzed offered "Civic Education," "Basic

Education (Literacy), "Health Education," and "Liberal Education at the level of the clientele. It also showed that only the women's programs offered "Home and Family Education" and "Vocational Education" at the level of the clientele. It further revealed that no program offered "Economic Education" and that very few mixed programs offered "Vocational Education."

The analysis also revealed that none of the thirty-four programs indicated the activities the teacher might carry on to attain the objectives in the content item, the entry or terminal behavior expected of the clientele, and the immediate and long range goals of the program in the content area. It further revealed that only the women's programs indicated the planned activities for involvement of the learner in the learning situation.

The highest score for Adequate Subject Matter Content was 32% by the women's programs, and the lowest was 14% by the Ikom, Onna, Northern Ngwa and Ishielu County mixed programs.

Table 9

Key. -- In Table 9, each of the thirty-four programs was analyzed on the basis of the criterion Personnel Adequate in Number and Qualification and scored on the basis of eleven derived items considered adequate characteristics for an adult education teacher in Eastern Nigeria.

TABLE 9.-- Continued

| Items to be Marked | Program Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | | | |
| I. The teacher had experience and training in extension methods and techniques | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| J. The teacher had experience in adult education programming and evaluation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| K. The teacher had experience and training in community action study techniques and development | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Total | 4 | 2 | 2 | 2 | 4 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | |
| % Score in Adequate Teachers | 36 | 18 | 18 | 18 | 36 | 18 | 18 | 18 | 9 | 9 | 18 | 18 | 18 | 18 | 18 | 9 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 36 | 36 | 36 | 36 |

Each program was given a score of one for any of the eleven derived items it contained. The total score and percentage score for each program were summarized at the end of the table.

Interpretation of Rating on Personnel Adequate in Number and Qualification. -- Eleven items were derived as adequate characteristics of an adult education teacher in Eastern Nigeria. Analysis showed that all the teachers in the thirty-four programs "had been trained in basic literacy teaching and program organization," that teachers in a few of the mixed programs and all of the women's programs "possessed evidence of training in general methods of teaching adults," that the teachers in all the women's programs were "officially certified by the Ministry to teach the subjects" they were teaching in the program, and had "evidence of adequate training in the subject matter they were teaching."

It further revealed the following: that teachers in all the thirty-four programs do not frequently participate in any form of "in-service training," that no teacher in any of the programs had "training and experience in the preparation and use of audio-visual aids in teaching adults," that no teacher in any of the programs "had training and/or experience in guidance and counseling for adults," that no teacher in any of the programs "had experience in group dynamics and processes," "extension methods," "adult education programing

and evaluation," and in "community action study techniques and development."

The highest score for Personnel Adequate in Number and Qualification was 36% by all the women's programs and very few of the mixed programs. The lowest score was 9% by four of the mixed programs.

Table 10

Key. -- In Table 10, each of the thirty-four programs was analyzed on the basis of the criterion Adequate Methods and Techniques of Teaching, and scored on the basis of eight derived items which were considered adequate for methods and techniques of teaching adults in Eastern Nigeria.

Each program was given a score of one for any of the eight derived items it contained. The total score and percentage score for each program were summarized at the end of the table.

Interpretation of Rating on Methods and Techniques of Teaching. -- Eight items were derived as adequate methods and techniques of teaching and organizing adult education programs in Eastern Nigeria.

Analysis revealed the following about the programs: that all the women's programs and all but two of the mixed programs "kept a systematic record of their activities;" that none of the thirty-four programs was either "enriched with the resources of the

TABLE 10. -- Continued.

| Items to be Marked | Program Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------------|----|----|------|----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|----|----|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | |
| H. The program was constantly evaluated and a record of the evaluation results were kept for constant reference in the improvement of the program | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 3 | 2 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | |
| % Score in Adequate Methods and Techniques of Teaching | 37.5 | 25 | 25 | 37.5 | 25 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 37.5 | 12.5 | 12.5 | 37.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 12.5 | 37.5 | 37.5 | 37.5 | 37.5 | 50 | 50 | 50 | 50 | 50 | |

communities around them" or "used the resources in helping the communities to solve their problems;" that none of the thirty-four centers "evaluated its programs;" that "a good working relationship existed between few of the mixed programs and the County Councils or other agencies in the communities;" that all the women's programs has "a good working relationship with the Ministry departments, churches and other agencies in the community;" that only few of the mixed programs had "a local advisory committee;" that none of the women's programs had "a local advisory committee;" that only the women's programs use methods of teaching other than the lecture method in instruction; that only the women's programs do some "counseling and guidance service to the participants," though they had no teacher trained in counseling and guidance.

The highest score for Adequate Methods and Techniques of Teaching was 50% by all the women's programs, and the lowest score was 12.5% by most of the mixed programs.

Table 11

Key. -- In Table 11, each of the thirty-four programs was analyzed on the basis of the criterion Adequate Financial and Physical Resources and Administrative Policies, and scored on the basis of six derived items considered to be adequate financial and physical resources and administrative policies for adult education programs in Eastern Nigeria.

TABLE 11. --- Rating of programs on the basis of the criterion Adequate Resources

| Items to be Marked | Program Numbers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------|----|----|---|----|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | |
| A. Regular and adequate financial support was given to the program by the regional government | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| B. Regular and adequate financial support was given to the program by the local county council | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| C. Program received voluntary services and support of community leaders | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| D. Teachers and other facilities of elementary and secondary schools in the community were made available to the program | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| E. Program had available for its enrichment community civic and cultural activities | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| F. Program had available for its use the facilities and personnel of voluntary agencies such as churches; community organizations such as age groups and women's groups; and local government such as court houses and libraries | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| % Score in Adequate Resources | 0 | 16 | 16 | 0 | 16 | 0 | 0 | 16 | 16 | 16 | 0 | 16 | 0 | 0 | 16 | 16 | 0 | 16 | 16 | 16 | 16 | 0 | 16 | 16 | 16 | 16 | 16 | 16 | 0 | 0 | 16 | 16 | 0 | 0 | 0 |

Each program was given a score of one for any of the six derived items it had at its disposal. The total score and percentage score for each program were summarized at the end of the table.

Interpretation of Rating on Financial and Physical Resources and Administrative Policies. -- Six items were derived as adequate financial and physical resources and administrative policies for each program of adult education in Eastern Nigeria.

The analysis revealed the following: that almost every one of the thirty-four programs had no "adequate financial support either from the regional government or from the local County Council;" that very few programs received "voluntary services and support from the community leaders;" that "the facilities of elementary and secondary schools in the communities were made available" only to one of the programs; that the "facilities and aids of other agencies in the communities were made available" to only very few of the programs; and that no center enriched its program with "the civic and cultural activities in the communities."

The highest score for Adequate Financial and Physical Resources and Administrative Policies was 16% by eighteen of the thirty-four programs and the lowest score was 0% by sixteen of the programs.

Summary

In this chapter, thirty-four adult education programs in Eastern Nigerian rural communities are analyzed with the analytical scheme developed from a model program recommended by the UNESCO World Conference on Adult Education, and literature reviewed on adult education, adult education and development, and on educational purposes and needs of Nigeria.

As background to the analysis, an overview of the trends in the development of non-university adult education in Nigeria from the traditional system to the government sponsored systems in communities was discussed. Information was given on the main geographical conditions, population and the predominant occupations of the constituencies of the various communities in which the thirty-four programs were located.

It was possible not only to identify the percentage adequacy of the expressed objectives of each program in the content aspects Civic Education, Health Education, Liberal Education, Economic Education, Home and Family Education, Vocational Education, and Basic Education (or Literacy), but also to identify the percentage adequacy of the teaching and administrative personnel, instructional activities and materials, methods and techniques of teaching, financial and physical resources and the administrative policies of the programs.

TABLE 12. -- Percentage adequacy of program's objectives to the needs of the clientele in Eastern Nigeria in each of the Content Areas

| Program No. | % Adequacy in Civic Ed. | % Adequacy in Health Ed. | % Adequacy in Liberal Ed. | % Adequacy in Econom. Ed. | % Adequacy in Home and Family Ed. | % Adequacy in Vocational Ed. | % Adequacy in Basic Ed. | Average % Adequacy of Objectives |
|-------------|-------------------------|--------------------------|---------------------------|---------------------------|-----------------------------------|------------------------------|-------------------------|----------------------------------|
| 1 | 12 | 60 | 36 | 20 | 0 | 0 | 24 | 22 |
| 2 | 16 | 56 | 28 | 0 | 0 | 16 | 24 | 20 |
| 3 | 12 | 40 | 20 | 20 | 0 | 0 | 28 | 19 |
| 4 | 16 | 60 | 20 | 20 | 0 | 16 | 28 | 26 |
| 5 | 28 | 80 | 20 | 20 | 0 | 0 | 32 | 26 |
| 6 | 20 | 40 | 24 | 0 | 0 | 0 | 32 | 17 |
| 7 | 16 | 40 | 28 | 0 | 0 | 0 | 28 | 16 |
| 8 | 36 | 80 | 16 | 20 | 0 | 16 | 28 | 28 |
| 9 | 20 | 40 | 20 | 0 | 0 | 0 | 24 | 15 |
| 10 | 36 | 60 | 20 | 0 | 0 | 0 | 24 | 20 |
| 11 | 16 | 40 | 24 | 0 | 0 | 0 | 32 | 16 |
| 12 | 20 | 40 | 28 | 20 | 0 | 0 | 32 | 20 |
| 13 | 24 | 40 | 28 | 0 | 0 | 0 | 28 | 17 |
| 14 | 12 | 40 | 8 | 0 | 0 | 0 | 32 | 13 |
| 15 | 24 | 40 | 8 | 0 | 0 | 0 | 24 | 14 |
| 16 | 28 | 40 | 12 | 0 | 0 | 16 | 28 | 18 |
| 17 | 28 | 80 | 8 | 20 | 0 | 0 | 24 | 23 |

TABLE 12.-- Continued

| Program No. | % Adequacy in Civic Ed. | % Adequacy in Health Ed. | % Adequacy in Liberal Ed. | % Adequacy in Econom. Ed. | % Adequacy in Home and Family Ed. | % Adequacy in Vocational Ed. | % Adequacy in Basic Ed. | Average % Adequacy of Objectives |
|-------------|-------------------------|--------------------------|---------------------------|---------------------------|-----------------------------------|------------------------------|-------------------------|----------------------------------|
| 18 | 36 | 40 | 20 | 0 | 0 | 16 | 28 | 20 |
| 19 | 32 | 40 | 24 | 20 | 0 | 16 | 24 | 22 |
| 20 | 12 | 60 | 24 | 0 | 0 | 0 | 32 | 18 |
| 21 | 20 | 60 | 12 | 0 | 0 | 12 | 28 | 19 |
| 22 | 20 | 40 | 8 | 0 | 0 | 4 | 28 | 14 |
| 23 | 28 | 60 | 28 | 0 | 0 | 20 | 28 | 24 |
| 24 | 24 | 60 | 8 | 0 | 0 | 0 | 24 | 17 |
| 25 | 16 | 80 | 0 | 0 | 44 | 20 | 28 | 24 |
| 26 | 12 | 80 | 0 | 0 | 44 | 28 | 24 | 28 |
| 27 | 8 | 80 | 0 | 0 | 44 | 36 | 32 | 29 |
| 28 | 4 | 80 | 0 | 0 | 44 | 32 | 28 | 27 |
| 29 | 12 | 80 | 0 | 0 | 44 | 36 | 28 | 29 |
| 30 | 8 | 80 | 0 | 0 | 44 | 36 | 24 | 28 |
| 31 | 20 | 80 | 0 | 0 | 44 | 36 | 32 | 30 |
| 32 | 20 | 80 | 0 | 0 | 44 | 36 | 28 | 30 |
| 33 | 20 | 80 | 0 | 0 | 44 | 36 | 28 | 30 |
| 34 | 20 | 80 | 0 | 0 | 44 | 36 | 28 | 30 |

TABLE 13. -- Percentage adequacy of programs to the needs of their adult clientele and communities in Eastern Nigeria

| Program No. | Average % Adequacy of Objectives | % Adequacy of Instructional Activities and Materials | % Adequacy of Personnel in Number and Qualification | % Adequacy of Methods and Techniques of Instruction | % Adequacy of Financial and Physical Resources and Administrative Policies |
|-------------|----------------------------------|--|---|---|--|
| 1 | 22 | 16 | 36 | 38 | 0 |
| 2 | 20 | 18 | 18 | 25 | 16 |
| 3 | 19 | 44 | 18 | 25 | 16 |
| 4 | 26 | 16 | 18 | 25 | 0 |
| 5 | 26 | 16 | 36 | 38 | 16 |
| 6 | 17 | 14 | 18 | 25 | 0 |
| 7 | 16 | 16 | 18 | 13 | 0 |
| 8 | 28 | 16 | 18 | 13 | 16 |
| 9 | 15 | 26 | 9 | 13 | 16 |
| 10 | 20 | 18 | 9 | 13 | 16 |
| 11 | 16 | 16 | 9 | 13 | 0 |
| 12 | 20 | 16 | 18 | 13 | 0 |
| 13 | 17 | 14 | 18 | 13 | 0 |
| 14 | 13 | 8 | 18 | 25 | 0 |
| 15 | 14 | 16 | 18 | 25 | 16 |
| 16 | 18 | 18 | 9 | 38 | 16 |
| 17 | 23 | 18 | 18 | 13 | 0 |

TABLE 13. -- Continued

| Program No. | Average % Adequacy of Objectives | % Adequacy of Instructional Activities and Materials | % Adequacy of Personnel in Number and Qualification | % Adequacy of Methods and Techniques of Instruction | % Adequacy of Financial and Physical Resources and Administrative Policies |
|-------------|----------------------------------|--|---|---|--|
| 18 | 20 | 22 | 18 | 38 | 16 |
| 19 | 22 | 24 | 18 | 13 | 16 |
| 20 | 18 | 16 | 18 | 13 | 16 |
| 21 | 19 | 16 | 18 | 13 | 16 |
| 22 | 14 | 16 | 18 | 25 | 0 |
| 23 | 24 | 24 | 18 | 50 | 16 |
| 24 | 17 | 24 | 18 | 38 | 16 |
| 25 | 24 | 14 | 36 | 38 | 16 |
| 26 | 28 | 32 | 36 | 50 | 16 |
| 27 | 29 | 32 | 36 | 50 | 0 |
| 28 | 27 | 32 | 36 | 50 | 0 |
| 29 | 29 | 32 | 36 | 50 | 0 |
| 30 | 28 | 32 | 36 | 50 | 0 |
| 31 | 30 | 32 | 36 | 50 | 0 |
| 32 | 30 | 32 | 36 | 50 | 0 |
| 33 | 30 | 32 | 36 | 50 | 0 |
| 34 | 30 | 32 | 36 | 50 | 0 |



CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS FOR FURTHER RESEARCH AND RECOMMENDATIONS

Summary

Nationwide social, political, technical and economic developments are creating new demands upon the Nigerian adult education system. Thus, new high levels of joint effort on the part of all adult education agencies will have to be expended. The resultant quality of this effort will depend to a substantial degree upon the adequacy of the adult education programs in terms of the content area they serve and in terms of the adequacy of their objectives, instructional activities and materials, number and qualification of teaching personnel, financial and physical resources and the administrative policies, to promote the desired development for the clientele and the whole society.

The increasing need for better involvement of adults in their individual and community development in rural Eastern Nigeria contains some implications for educational institutions which have programs for the preparation and stimulation of teachers and other professionals in the field of adult education in the region.

One of the most direct implications inherent in the changing educational scene is the need to assist the existing adult education program sponsored by the government of Eastern Nigeria in the rural communities to help its clientele to make a better contribution in the solution of the problems of development that confront them and their communities.

Previous studies on education in Nigeria preceding this particular research project revealed clearly that (1) there was little evidence of the existence of a systematic study of adult education programs in Eastern Nigeria rural communities, and (2) there was need to study the existing program in the rural communities so as to understand how it can be assisted to make more effective contributions in the improvement of the region.

This research study, then, was carried on because of the increasing need to understand more clearly the strengths and weaknesses of the existing program of adult education sponsored by the local government in rural communities of Eastern Nigeria and to have a better basis for making suggestions which can contribute towards its greater effectiveness as an instrument of national development.

Purpose of the Study

This study has had the following purposes:

- (1) To develop a conceptual scheme for viewing adult education in a developing country.

- (2) To employ the scheme in analyzing the local government sponsored adult education programs in thirty-four rural communities in Eastern Nigerian counties.
- (3) To make, on the basis of this analysis, suggestions for expanding and strengthening the programs in these communities.

Methodology and Conduct of the Study

This presentation of research method will serve, also, as a summary of the conduct of the study.

- (1) A search was conducted of the related literatures in the following areas:
 - (a) Adult education, its definition, its methodology, its philosophical, sociological and psychological backgrounds.
 - (b) Adult Education process and its relationship to social, economic, political and individual development.
 - (c) Methods of using adult education in promoting community development.
 - (d) Adult Education in Nigeria; its relationship to the educational purposes and needs in Nigeria in general and in Eastern Nigeria in particular.

- (2) A rationale was established. The criteria of adequacy in the content areas and qualitative attributes of adult education programs for developing nations were derived from the reviewed literature and the model program recommended by UNESCO World Conference on Adult Education. A conceptual scheme was developed in the form of analytical grids with the derived criteria, attributes and items as a plan for analyzing the program of the thirty-four rural communities in Eastern Nigeria.
- (3) The creation of the conceptual scheme was approached by reviewing first the model program recommended by the World Confederation of Organization of the Teaching Profession (WCOTP) which met in Washington in the summer of 1957 and the World Conference of Adult Education of 1960. Through a synthesis of the major elements of the model program and attributes of excellence in adult education derived from the reviewed literature, items were identified which were checked with, and approved by, expert observers to be suitable for planning an adult education program that is adequately related to individual and social needs for development in Eastern Nigeria rural communities.

- (4) The approved items were conceptually equated to attributes of criteria of an adequate program of adult education for Eastern Nigeria rural situations. The criteria of an adequate program -- adequate objectives which are geared to the needs of the clientele and their society; adequate instructional activities and materials which are related to the objectives of the program; personnel who are adequate in number to teach and administer the program; methods and techniques appropriate to the clientele; adequate financial and physical resources for support of the program; and, adequate administrative policies which make the program effectively available to all who should participate in it, were then used to form the major headings of a major grid and sub-grids of the analytical scheme which could be used in classifying items of adult education programs in a meaningful system.

Analysis

The data and information on each community program which were obtained both from the records of the countries and by personal interviews of the teachers and organizers in charge of the

program were scored with a check-list score on the basis of the items and specified attributes of each of the criteria classified under the grids. The total score and percentage score of each program out of the total items in a criterion category under each of the sub-grids were indicated at the end of the table. The results of the analysis were finally summarized.

Conclusions

The series of conclusions which resulted from the conduct of this study are presented as appraisals of the basic questions posed as a part of the purpose of this study in Chapter I.

Appraisal of the Basic Questions of this Study

Question One: What, on the basis of previous studies and the recorded judgments of professional observers, would be the principal elements and attributes of an adequate program of adult education in a developing country?

This question has been answered by the development of the analytical scheme for this study. The items and elements classified under the various grids in this study represent principal elements and attributes of an adequate program of adult education for any developing society which has a rural situation similar to that of Eastern Nigeria.

Question Two: To what extent does the program as currently operating under government sponsorship in the thirty-four rural communities of Eastern Nigeria contain the elements and display the attributes of such an adequate program?

II. (a). In its expressed objectives, instructional activities and materials?

It became evident from the analysis that the objectives of the program were not very adequate when compared with the model program. This meant that the expressed behavior changes that were intended to be accomplished through the instructional activities and materials of the program were not satisfactorily related to needs of the clientele and educational purposes of the region for the rural communities.

For example, only Port Harcourt (Diobu) and Calabar community programs scored up to 36 percent adequacy in Civic Education under the criterion of adequate objectives. None of the following items, "National Government," "Nigerian Politics and Political Parties," and "International Relations" under this criterion was included in the program of any of the thirty-four communities. Only in very few communities was the item "Democracy" included in the program.

Since understanding of the world events is acquiring new significance as citizens of a developing nation come to realize how

inextricably their own destinies are bound to the rest of mankind, it appears inevitable that adult education in Eastern Nigeria during the years ahead must give increased attention to international affairs.

Besides, politics and political considerations are moving to a more central position in Nigerian life. The adult citizens need to be helped to understand the effect of governmental policies upon individuals, and the means whereby the aspirations of citizens can shape the policies of government.

The adult education clientele in rural Eastern Nigeria need to know how to participate in making judgments on a broader range of issues in the community through a democratic process. They need to be taught how all citizens share in rights and duties in political self-government.

In the content area, health education, the analysis revealed that all the women programs were 80 percent adequate while thirteen of the mixed programs were 40 percent adequate in their expressed objectives when compared to the model program.

In the content area, liberal education, the analysis revealed that all the ten women programs were poor in their education objectives and that only one program out of the twenty-four mixed programs was 36 percent adequate in its liberal education objectives.

Such items as "Nigerian Literature," "World Affairs," "Nigerian Arts and Music," and "Economic Education," were not in

the program of any of the thirty-four rural communities.

It was revealed that the only programs that contained activities in Home and Family Education and Vocational Education are the Women programs. The adequacy of the Women programs in Home and Family Education and Vocational Education when compared to the model were 44 percent and 9 percent respectively.

It further revealed that though none of the programs had a satisfactory expressed objective in Basic Education when compared to the model program, yet some items in Basic Education were present in each one of the programs.

While such items in Basic Education as "English," "Local Language," "Arithmetic," or "Use of Numbers" were revealed to be in almost all the programs, yet such items in this content area as "Other Languages," and "Other Foreign Languages" were not included in any of the thirty-four programs.

The need for increasing understanding between the various ethnic groups in the region emphasizes the importance of paving the way for the desired increased social interaction by making the study of all Nigerian languages an essential part of adult education program in the region.

- II. (b) In qualification and number of its teaching personnel?

The analysis revealed that the limited supply of adequately trained and experienced teachers in adult education is an important handicap in the development of adequate programs. Only eleven programs out of the thirty-four programs scored up to 36 percent in adequacy of the qualification and number of their teaching personnel. Of the eleven programs, ten are women's programs and one is a mixed program.

The analysis revealed that no teacher in any of the programs have had opportunity for further in-service training, none has experience in the use and preparation of audio-visual aids, nor in guidance and counselling for adult learners

II. (c) In methods and techniques of teaching?

The analysis revealed that all but one of the twenty-four mixed programs used only the lecture method in teaching. The Awka community program which indicated in its records that it uses the "Demonstration Method" in addition to the "Lecture Method" is one of the two mixed programs that included "Local Craft," an item of vocational education, in its program.

Though all the women's programs scored 50 percent in the criterion, adequate methods and techniques of teaching, yet all the thirty-four programs were very poor in such items of the criterion as "Enrichment of Their Programs with Information Obtained from Community Situations," "Effective use of Community Resources in the

Solution of Community Problems," and in the "Constant Appraisal or Evaluation of Their Activities".

Lack of constant appraisal of the activities of the programs had caused them not to be adequately adapted to the changing needs of their clientele and the communities. Also, lack of constant evaluation had caused, especially the teachers of the mixed program, not to realize the desirability of introducing new methods of instruction and new courses when they would have benefited the clientele of the program.

II. (d) In its physical and financial resources and administrative policies?

All the programs scored very low in this criterion. An example of an inadequate administrative policy was revealed in the case of the women's programs which operate on detailed regulations from remote head offices Uyo and Enugu which all the teachers were required to rigidly observe. This policy left limited freedom to the teachers to try new approaches, to alter prescribed practices, and even to make mistakes. There was no attempt to use the resources in the local communities or to inter-act freely with other agencies except on special occasions and conditions approved by the headquarters.

In addition, the analysis revealed that all the programs operated on a very limited budget which handicapped both satisfactory

payment of salaries of the already employed instructors and recruitment of new instructors when needed. All the programs lacked both adequate supply of textbooks and reference library. None of the programs had any audio-visual equipment nor personnel competent in the use of any of the new scientific teaching devices such as over-head projector, slide projector, tape-recorder, in teaching adults.

None of the programs had a teacher competent in developing a program for a community of people with varied cultural backgrounds and interests. Very few of the mixed programs and none of the women's programs had established a cooperative working relationship with such agencies in the communities as the elementary and secondary schools, the churches, the women's organizations, the different political parties, the age groups, the traditional leaders, the elders and even the county councillors.

The highest score of 16 percent was received by the mixed programs at Uyo, Awka, Eastern Annang, Mbaise, Onna, Ishielu, Nsukka (Igbo Ehti) which have advisory committees made up of county councillors. The analysis revealed that the insufficient popularity of these programs in these communities stems from the failure of their committee's membership to reflect the cross population of the whole community. This problem emphasizes the necessity of involving all levels of the population in all phases of planning for community development through adult education.

Question Three: What additions and improvements are suggested as the current program is analyzed in relation to the conceptual scheme derived from research and professional judgements?

Major Problems Identified by the Analysis

From this analysis, the major problems identified as confronting adult education in Eastern Nigeria rural communities are as follows:

- (1) Poor financial support by regional and local government councils.
- (2) Lack of adequate training facilities for teachers.
- (3) Difficulty in locating qualified teachers.
- (4) Lack of rapport with other agencies in the communities.
- (5) Lack of opportunity of in-service training for teachers.
- (6) Inability to use local resources in the enrichment of the program.
- (7) Difficulty in identifying needs of clientele and community.
- (8) Inability to appraise or evaluate the programs.
- (9) Lack of publicity and transportation facilities.

Implications of the Problems and Their Suggested Solutions

The analysis presented the following implications for adult education in Eastern Nigeria:

- (1) Poor financial support.

Financial support from the regional government and the county councils was deemed a significant problem by all the programs. There was no indication of a sufficiently cordial relationship between any program and its county council or head office.

It would seem that the development of programs which truly meet the needs of adults and serve the majority of people in the community and which also justify the educational purposes and objectives of the local county council (in case of the mixed programs) or of the regional head office (in case of women's programs) is one of the best ways to secure financial support from these sponsors.

- (2) Lack of adequate training facilities for adult education teachers.

The only provisions for training of adult education teachers in the whole region was a two-week short course usually organized by the adult education head office at Owerri and an occasional sandwich course at Uyo women's headquarters for women teachers.

There is no record that any follow-up study has ever been conducted to determine the effect of these courses on the participants. The short courses do not have sufficient breadth to give

the participants an adequate preparation as professional adult educators for meeting the challenges that confront adult education in the region.

(3) In-service training for teachers.

None of the programs has provision for in-service training of the teachers. No center seemed to recognize the importance of inservice training in developing programs of adult education.

Some of the deficiencies of the teachers' qualifications and the education of the teachers such as "inability to evaluate or appraise programs," "lack of knowledge of adult learners," "lack of knowledge of counselling and guidance service for adults," "lack of knowledge of methods of adapting teaching situations and materials to adult clientele," "lack of knowledge of group dynamics and processes," and "inability to prepare teaching aids from available local materials" could be corrected through a well planned and coordinated in-service education jointly sponsored by the regional ministries and the Division of Extra-Mural Studies of the University of Nigeria.

(4) Locating qualified teachers.

Locating qualified teachers for programs of adult education is also a major problem impeding the development of adult education programs in rural Eastern Nigeria. Almost none of the existing teachers has training or experience in rural and resource development methods. There is a need for adult educators whose

education combines knowledge of professional adult education principles with methods, techniques and principles of rural resources development. There is a need to develop local resources and to train volunteer workers who can help to combat the problem of adult education and rural development in the whole region.

The adult education director can identify persons who are skilled in special fields. He can assist the new teachers in developing teaching skills.

The resources of the experienced teachers in elementary and secondary schools, in business and industries could be well utilized by developing a climate of good will between these agencies and the program. By paying these outside resources some fees or giving them a special recognition, they can be encouraged to teach the subject matter of their speciality in the program regularly.

Also, the opinion of the adult education teachers about themselves and their jobs and the opinion of the public about them may be improved by giving the adult education teachers similar certification and condition of services that are given to their counterparts in elementary and secondary schools.

- (5) Lack of rapport with other agencies in the communities. Among the mixed programs, conflict with the county councils and competition with other community agencies had proven to be a serious handicap to the development

of their adult education activities. As pointed out earlier, an imposition of detailed regulations or general orders from a remote regional headquarters on teachers of the women's programs had tended to stifle their interests in the program and to discourage their initiative to innovate. It is considered imperative that these adult teachers need to be provided an adequate working climate for the development of their creative leadership in the art and science of teaching.

One way to reduce conflict and increase cooperation with other agencies within the community is by formulation of adult education advisory committees with membership from all segments of the community:

- (6) Lack of publicity and transportation facilities.

The problem of publicizing the activities of adult programs effectively was a major handicap to all the adult education programs in Eastern Nigeria rural communities.

Lack of adequate means of transportation especially during the rainy season is a hindrance to promotion of adult education programs in all the rural communities. But with increasing improvement in roads and the introduction of motorbicycles, lorries and automobiles, each county council should be able to provide an adequate vehicle for campaign to its adult education program. The regional government could make this condition one of the requirements for continuation of receipt of grants by each county council from the regional government.

It is also essential for the maximum development of the program that the teachers and organizers establish cooperative relationships with local newspapers, radio and television stations. The teachers also need to develop the skills in presenting information about the programs to the communication agencies.

Further Contributions of the Study

In addition to providing answers to the basic questions posed as a part of the purpose of this study, the study has also made the following contributions:

- (1) It has focussed elements of an evolving theory of adult education in national development upon the development problems of Eastern Nigeria by undertaking a comparison of the major elements of the process of development (economic, political, social and individual) with the major elements of adult education processes.

Through this direct comparison, criteria in terms of attributes and content areas were synthesized which were judged suitable for adequate adult education programs for the development of the people and communities of Eastern Nigeria.

The attributes and content areas were used in constructing the axes of grids of a scheme suitable for analysis of the adult education programs of the thirty-four rural communities in Eastern Nigeria.

A description of the development of the scheme, the construction of its analytical grids, the derivation and synthesis of the criteria, their attributes and items and also the establishment of the rationale for the study is contained in Chapter IV. The application of the scheme in the analysis of the programs and the interpretation of the results of the analysis are contained in Chapter V.

(2) The study has provided a clearer understanding of the existing local government sponsored programs in Eastern Nigeria rural communities and the problems that confront them by (a) identification of the nine major problems that confront the programs and their implications, (b) determining how adequate the programs are in their expressed objectives, activities and materials of instruction, number and qualification of the teachers, methods and techniques of teaching, financial and physical resources and the administrative policies when compared to the model used in development of the analytical scheme.

(3) The study has provided some useful suggestions and recommendations both for attacking the identified problems that confront the program and for providing the desired leadership in the innovation of the program so as to make it a more effective instrument for the desired change in the society.

(4) The study has contributed to further unification and refinement of a theory of adult education in national development by

choosing development (economic, social, political and individual) as the central focus of its rationale which emphasizes that an adult education program must be geared to the needs and problems of its individual clientele and their society in order to contribute towards their effective development and benefit.

Implications for Further Research

As the data from the analysis were tabulated and interpreted, the investigator became aware of needs for further studies in the following areas as a basis for organization of in-service training for adult education workers in Eastern Nigeria.

- (1) What policies of the regional headquarters and county councils actually promote or limit the development of adult education programs in Eastern Nigeria?
- (2) What procedures could be used in making adult education programs a part of the regional public school system?
- (3) A follow-up study of graduates of women's training programs should be planned to determine the effectiveness of the program in developing them as leaders in their communities.
- (4) A follow-up study of participants in the short courses conducted by the regional head offices for incoming

adult educators as to find out how meaningful the course had been to them as they face their jobs of organizing and teaching adult classes.

- (5) A study of how to develop a master plan for increasing the involvement and support of various segments of the rural community in its adult education program.
- (6) A study should be done on how to increase the interest and participation of elementary and secondary school teachers in adult education and rural development by expanding the existing teachers' training curriculum to include courses in adult education, rural resource development and technique in community development and organization.

Recommendations

The study revealed some significant problem areas which influence the development of adult education in rural communities in Eastern Nigeria. The degeneration of morale among the adult education teachers and organizers because of their status and nature of acceptance accorded their role in the community constitutes the greatest threat to the promotion of the program in the region.

Though these teachers on interview attributed the cause of their ineffectiveness in the community to the financial insecurity which is associated with their job, yet the data on their academic backgrounds and experiences suggested strongly the need for development of a leadership training program for these teachers, in which they could be helped to improve their skills as adult educators and their abilities as leaders in the communities.

The findings clearly pointed to the need for a series of in-service training for all those associated with adult education programs in Eastern Nigeria rural communities. The government Ministry in charge of adult education in the region, the county councils and the University of Nigeria need to consider plans for initiating such programs cooperatively. The in-service program should be based upon problems jointly identified by the adult education teachers and the coordinating body.

The joint resources of the University of Nigeria, the Ministry of Education, the Ministry of Agriculture and the Ministry of Local Government can be effectively utilized in providing leadership for the in-service training through workshops, conferences and special university courses which can provide opportunities for learning about the society, the learner and the functions of adult education.

The in-service programs should present the latest research in the field. It should include as resource people the leaders

of all ethnic groups and agencies in the country, experts in adult education, agricultural extension, resource development, community development, both from within and outside Nigeria. New techniques employed in teaching adults such as radio and television should also be demonstrated.

The in-service program should help the regional government, county councils and the University to understand better and perform more satisfactorily their roles in the development of adult education in the region.

It should help the adult teachers and organizers to know how to obtain information about the needs of their clientele and the community and how to adapt the programs to these needs and problems.

It should help the adult teachers to select skillfully the subject-matters, methods of instructions and resources which would be suitable for the clientele and the program.

County council politics has created a complex problem in satisfactory financing of adult education programs in the region. To eliminate future danger of misapplication of adult education grants to other county projects other than adult education and also to eliminate the existing irregularity which characterizes the payment of the salaries of adult education teachers, it is suggested that the regional government should follow a safer method of paying the annual grant for each community program into the regional treasury which should in turn

pay each teacher directly at the end of each month that such a teacher is certified by the local council and regional head office to have discharged his duties satisfactorily.

The monthly certification statement authorizing the payment of the teacher's salary should be counter-signed by both the teacher and the government treasurer and should be submitted early each month that the teacher is in the employment of the county in order to eliminate delay in payment of his salary. The government treasury should impose a financial sanction on any council that is irregular in submission of its teachers' salary certification forms.

It is assumed that the sense of security and the morale of teachers will increase if a procedure such as this is adapted in guaranteeing regularity in payment of their salary. In such a situation which insulates them and their income from threats and victimization of local politics, teachers will feel free to innovate and to create.

In order not only to help more of the people become literate but also to help them remain literate, immediate steps should be taken to create a regional adult education textbook committee. The committee, in cooperation with the regional library, should be made responsible for adequate purchase and distribution of textbooks and also for establishment of branch reading rooms in every rural community in the region.

The textbook committee, in cooperation with the Division of Extra-Mural Studies of the University of Nigeria and the adult education headquarters, should also undertake the publication of a bi-monthly newspaper for adult learners both in English and in principal ethnic dialects in the region. This newspaper should be distributed in all adult education centers to serve as a follow-up reading material to participants.

Since the regional government has created a new Ministry responsible for rural development, a community resource development coordinator should be located in each rural community on a joint appointment with both the community elementary and secondary schools and the adult education program in the community.

The duty of the coordinator should be to promote community studies and maximum use of community resources in each community adult education program, to collect and keep constant record of all community needs and problems which should be met with adult education, to act as a liaison between community adult education programs and all community formal and informal organizations and agencies, to increase the effective participation in and appreciation of adult education by elementary and secondary school teachers, local churches and trade unions, to discover and organize community leadership in all levels and promote development programs in the rural

community and to cooperate with regional ministries and the University in planning and carrying out development projects in rural communities.

In spite of the many problems confronting the existing programs, the programs and their leadership should be commended for the many significant contributions they have made in preparing many people in the region for the challenges of change that a people in a developing society must face.

The programs have provided opportunity for education for many people whose circumstances would have made it impossible for them to compete successfully in the formal elementary and secondary school systems in the region with their rising costs and selective policies.

They have dedicated officers, administrators, teachers and organizers with a growing awareness of their role and responsibilities and who with more support and encouragement have the potentiality of making more contributions in the regional development through adult education.

The satisfactory solution of the problems that confront the promotion of adult education in rural communities of Eastern Nigeria lies not either in political expediency or intuition but in rededication of the inter-agency and the inter-departmental efforts of all the government ministries, the institutions of higher education, the industries, the businesses, the elementary and secondary schools, the churches, the trade unions, the county councils and all citizens in this process of rural development through adult education.

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APPENDICES

APPENDIX A

Information on Women's Programs in Eastern Nigeria

Figure 1. --Data on women's programs: Information on adult students

| Name of County | No. of Centers | Number of Enrollees in: | | | Number of | | Age Level | List of Subjects Taught in Center |
|-------------------------------|----------------|-------------------------|------|------|-----------|-----------|------------|--|
| | | 1963 | 1964 | 1965 | Men | Women | | |
| Etinan-Uyo Center | 1 | 192 | 170 | 195 | - | all women | 16-45 yrs. | Literacy; cookery; civics; laundry; needle-work; etc. |
| Ok/Oron County C. | 1 | 510 | 630 | 705 | 860 | 895 | 16-45 yrs. | Eng.; letter writing; vernacular; arith. |
| Umuabiakwu Center | 1 | 170 | 180 | 178 | - | 178 | 16-45 yrs. | Literacy; laundry; cookery; etc. |
| Umuokpo Village C. | 1 | 128 | 130 | 140 | - | 140 | 16-50 yrs. | Literacy; housecraft; cookery; etc. |
| Owo-Ahiafoukwu | 1 | 230 | 200 | 192 | - | 300 | 16-45 yrs. | Literacy; laundry; mother-craft; etc. |
| Aka Offot-Uyo | 1 | - | 57 | 55 | - | 55 | 16-45 yrs. | Literacy; nutrition; laundry; mother-craft. |
| Adult Ed. Vill. C., Uyo | 1 | 46 | 53 | 53 | - | 53 | 16-40 yrs. | Literacy; laundry; cookery; mother-craft. |
| Ikot Abasi | 1 | 32 | 48 | 49 | - | 129 | 16-45 yrs. | Reading; writing; arith.; needle-work. |
| Afaha Offiong | 1 | 86 | 90 | 70 | - | 70 | 16-45 yrs. | Literacy; cookery; housecraft; laundry. |
| Ibong Center | 1 | 66 | 90 | 234 | 1 | 234 | 16-45 yrs. | Literacy; house-craft; cookery; laundry. |
| Oron Center | 1 | 30 | 14 | 33 | - | 33 | 16-45 yrs. | Literacy; mother-craft; cookery. |
| Obio Etóí/Uyo | 1 | 90 | 98 | 116 | - | 304 | 19-40 yrs. | Literacy; needle-work; mother-craft. |
| Ikot Obio Etan/Uyo | 1 | 65 | 75 | 60 | - | 60 | 16-45 yrs. | Cookery; laundry; housecraft; literacy. |
| Afaha Ibesikpo Village Center | 1 | 206 | 98 | 70 | - | 70 | 16-45 yrs. | Literacy; mother-craft; needle-work; cookery; nutrition. |
| Afaha-Eket | 1 | 35 | 21 | 21 | - | 21 | 16-40 yrs. | Literacy; house-craft; mother-craft. |
| Ikot Antia Ididep-Itu | 1 | 40 | 100 | 100 | - | 100 | 16-45 yrs. | Laundry; house-craft; cookery; needle-work; mother-craft; child-care; civics; literacy; arith. |

Figure 2. --Data on women's programs: Information on adult education teachers

| Name of County | No. of Centers | Name of Organizer/Teacher | Age | Marital Status | No. of Children | Training | Years of Work as Organizer/Teacher | Type of Further Training Desired | Present Salary |
|-------------------------------|----------------|---------------------------|---------|----------------|-----------------|----------------|------------------------------------|--|----------------|
| Etinan-Uyo Center | 1 | R. S. Mbek | 40 yrs. | married | 5 | Ad. Ed. Course | 12 yrs. | G. C. E. Courses | £ 135:=:D |
| Ok/Oron County C. | 1 | G. O. Etim | 28 yrs. | married | 4 | Ad. Ed. Course | 8 yrs. | G. C. E. Courses | £ 169:=:D |
| Owo-Ahifoukwu | 1 | P. I. Dinneya | 25 yrs. | married | 1 | Ad. Ed. Course | 5 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ 121:=:D |
| Aka Ofot-Uyo | 1 | Grace Udoh | 23 yrs. | married | 3 | Ad. Ed. Course | 6 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ 102:=:D |
| Adult Ed. Village Center, Uyo | 1 | G. Umoezen | 39 yrs. | married | 6 | Ad. Ed. Course | 5 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ 108:=:D |
| Ikot Abasi | 1 | A. B. Essien | 40 yrs. | married | 9 | Ad. Ed. Course | 6 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ 102:=:D |
| Oron Center | 1 | B. Edem | 42 yrs. | married | 1 | Ad. Ed. Course | 7 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ 105:=:D |
| Obio Etoi/Uyo | 1 | A. D. Itim | 30 yrs. | married | 6 | Ad. Ed. Course | 6 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ 102:=:D |
| Alaha-Eket | 1 | M. S. Umanah | 30 yrs. | married | 5 | Ad. Ed. Course | 6 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ -96:=:D |
| Ikot Antia, Ididep-Itu | 1 | S. Emah | 30 yrs. | married | 5 | Ad. Ed. Course | 6 yrs. | Literacy (vernacular and English), mothercraft, etc. | £ 120:=:D |

Figure 3. -- Data on women's programs: Problems of centers as seen by the adult education teachers

| Name of Organizer | County Council | List of Problems Confronting Adult Education in Center (s) | List of Recommendations for Improvement of Adult Education |
|-------------------|-------------------------------|--|---|
| R. S. Mbek | Etinan-Uyo Center | Lack of equipment; Means of transport. | Standardized text- books; Educating C. C. on Ad. Ed. |
| G. O. Etim | Ok/Oron C. C. | Lack of quick means of transport; Lack of funds for center. | Mobile library; Mobile film-show on Ad. Ed. |
| B. F. Udoh | Umubiakwu Center | Lack of funds to keep up the school; Customs and traditions prevail. | In-service training and refresher course for teachers; Employment of efficient teachers. |
| E. M. Ogbonna | Umukpo Village Center | Lack of water supply; Housing and other facilities. | Visual aids, cinema, tv; Mobile library, etc. |
| P. I. Dinneya | Owo-Ahiafoukwu | Means of transport; Housing and other facilities. | Mobile library; Transport facilities, etc. |
| Grace Udoh | Aka Offot-Uyo | Means of transport; Inadequate buildings and lack of equipment. | Standardized text-books for adult classes; Public lectures on food and health with free milk to expectant and nursing mothers. |
| G. Umoeen | Adult Education Center, Uyo | Means of transport; Daily markets; Lack of funds to support the center. | Transport facilities to be improved; Employment of enough teachers, etc. |
| A. B. Essien | Ikot Abasi | Lack of equipment; Lack of water supply; Lack of funds to support the center. | Mobile library; Transport facilities, etc. |
| B. Edem | Oron Center | Inadequate building; Lack of water supply; Means of transport; Lack of equipment. | Radio-broadcast and television; Co-operating with other ministries in the training of adults. |
| A. D. Itim | Obio Etei-Uyo | Domestic problems; Lack of finance. | In-service training; Mobile library, etc. |
| E. Essien | Ikot Obio Etan-Uyo | Lack of water supply; Lack of means of transport. | Employment of more teachers; Improvement of means of transportation. |
| D. J. Ekong | Afaha Ibesikpo Village Center | Finance of funds; Lack of husband's co-operation. | Employment of capable teachers; In-service training. |
| M. S. Umanah | Afaha-Eket | Lack of water supply; Housing and other facilities. | Improvement on the teachers' salaries; In-service training and refresher courses. |
| S. Emah | Ikot Antia Iddip-Itu | Inadequate building; Lack of financial support. | Government should help financially by giving grants; Employment of more organizers, etc. |

APPENDIX B

Information on Mixed Programs in Eastern Nigeria

Figure 4. -- Data on mixed programs: Information on adult learners and subjects of the centers

| Name of County | No. of Centers | Number of Enrollees in: | | Number of Men | Number of Women | Age Levels (Years) | List of Subjects Taught in Centers | Subject(s) that are of Most Popularity | Subject(s) that are of Least Popularity |
|----------------------------|----------------|-------------------------|-----------|---------------|-----------------|--------------------|--|---|---|
| | | 1963 | 1964-1965 | | | | | | |
| Ikwere C.C. | 26 | 157 | 246 | 363 | 5 | 16-50 | Reading, Writing, Eng., Arith., Civics | Reading, Writing, Eng., Arith. | Vernacular Reading (Ibo) |
| Eastern Anang C. C. | 14 | - | 251 | 262 | 88 | 25-50 | Eng., Arith., Writing, Reading | Eng., Arith., Vernacular, Civics, Health Sci. | Reading, General Knowledge, Writing. |
| Ikom Urban C.C. | 11 | 252 | 26 | 233 | 51 | 17-50 | Writing, Reading, Arith., Eng., Civics | Reading, Writing, Eng. | Arith., Civics |
| Mbaise C.C. | 12 | 6,792 | 12,173 | 2,756 | 9,003 | 16-50 | Eng., Arith., Gen. Know. | Eng., Arith. | Arith. |
| Owerri C.C. | 27 | 1,351 | 1,431 | 2,301 | 2,021 | 18-60 | Eng., Arith., Igbo, Civics | Eng., Arith. | Civics |
| Ahoada C.C. | 11 | 519 | 334 | 150 | 673 | 25-50 | Arith., Eng., Reading, Writing, Civics | Eng., Reading, Writing, Arithmetic | Civics, Arith. |
| Uyo C.C. | 11 | 308 | 362 | 420 | 115 | 16-50 | Vernacular, Eng., Reading, Arithmetic | Eng., Reading, Dictation | Reading and Writing |
| Onno C.C. | 11 | 1,064 | 1,137 | 1,081 | 505 | 20-40 | Eng., Vernacular, Math, Writing, Civics, Hygiene | Eng., Vernacular, Math, Writing | Civics, Hygiene |
| Ikwano C.C. | 11 | 824 | 780 | 420 | 502 | 16-50 | Eng., Eng. Comp., Dictation, Spoken Eng. | Spoken Eng., Reading, Writing | History, Local geog., Civics |
| Port Harcourt Municipal C. | 15 | 1,201 | 1,469 | 1,705 | 1,111 | 32-60 | Eng., Arith, Writing, Reading and Drama | Eng., Reading and Drama | Arith., Arts |
| Ngor-Okpala C.C. | 16 | 600 | 800 | 598 | 848 | 16-50 | Writing, Reading, Eng., Dictation, Etc. | Reading and Writing, Eng. | Arith., Vernacular |
| Khiana C.C. | 10 | - | 398 | 1,754 | 1,359 | 16-45 | Eng., Reading, Arith., Civics, Hygiene | Eng., Reading, Civics, Writing, Arith. | Hygiene, Geography, Nature Study |
| Northern Ngwa C.C. | 11 | 1,040 | 5,690 | 2,633 | 9,363 | 16-50 | Arith., Eng., Civics, Writing, Gen. Know. | Eng., Writing, Arith. | Hygiene and Civics |

Figure 4. -- Continued

| Name of County | No. of Centers | Number of Enrollees in: 1963 1964 1965 | Number of Men Women | Age Level (Years) | List of Subjects Taught in Centers | Subject(s) that are of Most Popularity | Subject(s) that are of Least Popularity |
|---------------------|----------------|---|------------------------|-------------------|---|--|---|
| Izi C.C. | 14 | 252 368 | 362 6 | 16-40 | Eng., Arith., Vernacular, Gen. Know. | Eng., Arithmetic | Gen. Know., Writing |
| Izu C.C. | 14 | 490 257 240 | 320 170 | 17-60 | Arith., Eng., Reading, Writing, History, Etc. | Eng., Hygiene, Reading, Civics | Geography |
| Western Annang C.C. | 15 | 2,041 169 | 910 1,300 | 48yrs. | Eng., Arith., Civics, Vernacular | Eng., Vernacular | Civics |
| Ogoja C.C. | 14 | 889 1,893 463 | 3,020 225 | 16-60 | Number Work, Eng., Civics | Eng., Civics, No. Work | Native language, Civics |
| Calabar C.C. | 16 | 1,631 860 3,525 | 1,449 4,517 | 16-50 | Reading, Writing, Numbers, Languages | Reading, Writing | --- |
| Owuwa-Anyanwu C.C. | 14 | 519 615 | 620 1,027 | 15-50 | Reading, Writing, Eng., Arith., Civics | Reading, Writing, Arith., English | Civics and Games |
| Ezzikwo C.C. | 27 | 1,245 1,433 1,554 | 1,542 12 | 18-60 | Arith., Igbo, Eng., Writing, Gen. Know., Vernacular | Eng., Writing, Reading, English | Arith., Gen. Know., Civics |
| Igi-Uzo C.C. | 12 | 627 645 572 | 359 1,485 | 16-40 | Eng., Arith., Civics, Vernacular | English | Civics |
| Igbo-Eze C.C. | 27 | 2,709 1,958 36 | 3,859 917 | 16-50 | Eng., Arith., Civics, Reading, Writing | English | Arith., Civics |
| Igbo-Ekiti C.C. | 20 | - 647 | 484 163 | 16-40 | Eng., Civics, Reading, Sanitation, Hygiene | English, Reading | Civics |
| Awka C.C. | 10 | 2,307 3,032 9,474 | 2,242 11,566 | 16-50 | Arith., Eng., Gen. Know., Letter Writing | Arith., English | Handicraft, Agriculture |
| Ishielu C.C. | 12 | - 2,179 2,000 | 179 2,000 | 20-65 | Civics, Hygiene, Three R's | Arith., Writing, Reading, Civics | Hygiene |

Figure 5. --Data on mixed programs: Information on adult education teachers

| Name of County | No. of Centers | Name of Organizer/Teacher | Age | Marital Status | No. of Children | Training | Years of Work as Organizer/Teacher | Type of Further Training Desired | Present Salary |
|-------------------------|----------------|---------------------------|---------|----------------|-----------------|-----------------------|------------------------------------|----------------------------------|----------------|
| Ikwere C. C. | 26 | N. A. Tasié | 29 yrs. | married | 3 | E. T. C. | 8 yrs. | Degree course in Adult Education | £ 203:::D |
| Eastern Anang C. C. | 14 | L. William | 31 yrs. | married | 2 | E. T. C. | 1 yr. | Gr. 11 Teachers' Course | £ 210:::D |
| Ikom Urban C. C. | 11 | F. Ebi Oga | 33 yrs. | married | 4 | Ad. Ed. Org.'s Course | 2 yrs. | Adult Organization | £ 165:::D |
| Mbaise C. C. | 12 | A. O. Dike | 41 yrs. | married | 7 | Ad. Ed. Org.'s Course | 15 yrs. | Adult Organization | £ 246:::D |
| Owerri C. C. | 27 | P. E. Igboñg | 29 yrs. | married | 5 | Ad. Ed. Course | 8 yrs. | Visual Aids | £ 204:::D |
| Ahoada C. C. | 11 | H. O. Iheme | 29 yrs. | - | - | Ad. Ed. Course | 12 yrs. | Dip. Course | £ 162:::D |
| Uyo C. C. | 11 | J. O. Chiekezi | 30 yrs. | married | 4 | Ad. Ed. Course | 7 yrs. | Dip. Course | £ 198:::D |
| Onna C. C. | 11 | E. W. Akpan | 30 yrs. | married | 3 | Ad. Ed. Course | 8 yrs. | Dip. Course | £ 107:::D |
| Ikwano C. C. | 11 | B. O. Abah | 25 yrs. | married | 2 | Ad. Ed. Course | 6 yrs. | Adult Organization | £ 190:::D |
| Port Harcourt Municipal | 15 | G. C. Nkeme | 28 yrs. | - | - | Ad. Ed. Course | 6 yrs. | Audio Visual | £ 241:::D |
| Ngor-Okpala C. C. | 16 | R. O. Anyanwu | 29 yrs. | married | 3 | Ad. Ed. Course | 6 yrs. | Adult Organization | £ 155:::D |
| Khana C. C. | 10 | E. E. Kina | 30 yrs. | married | 4 | Ad. Ed. Course | 1 yr. | Agriculture | £ 217:::D |

Figure 5. -- Continued

| Name of County | No. of Centers | Name of Organizer/Teacher | Age | Marital Status | No. of Children | Training | Years of Work as Organizer/Teacher | Type of Further Training Desired | Present Salary |
|----------------------|----------------|---------------------------|---------|----------------|-----------------|----------------|------------------------------------|----------------------------------|----------------|
| Northern Ngwa C. C. | 11 | T. N. Ahasie | 38 yrs. | married | 7 | Ad. Ed. Course | 8 yrs. | Adult Organization | £ 217:=:D |
| Izi C. C. | 14 | C. N. Nwangbo | 29 yrs. | - | - | Ad. Ed. Course | 1 yr. | Agriculture | £ 192:=:D |
| Isu C. C. | 14 | L. O. Amadigwe | 39 yrs. | married | 4 | Ad. Ed. Course | 9 yrs. | Dip. Course | £ 217:=:D |
| Western Annang C. C. | 15 | S. U. Idiong | 24 yrs. | - | - | Ad. Ed. Course | 8 yrs. | Comm. Development | £ 134:=:D |
| Ogoji C. C. | 14 | E. O. Obi | 28 yrs. | married | 2 | Ad. Ed. Course | 8 yrs. | Dip. Course | £ 183:=:D |
| Calabar C. C. | 16 | G. E. Okon | 50 yrs. | married | 7 | Ad. Ed. Course | 15 yrs. | Ad. Ed. Organization | £ 246:=:D |
| Oratta C. C. | 12 | E. U. Nosike | 28 yrs. | - | - | Ad. Ed. Course | 5 yrs. | Ad. Ed. Org. | £ 138:=:D |
| Owuwa-Anyanwu C. C. | 14 | F. E. Nwachuku | 30 yrs. | married | 4 | Ad. Ed. Course | 7 yrs. | Method of Ed. | £ 197:=:D |
| Ezzikwo C. C. | 27 | J. I. Azinkpali | 34 yrs. | married | 2 | Ad. Ed. Course | 5 yrs. | Diploma in Ad. Ed. | £ 268:=:D |
| Isi-Uzo C. C. | 12 | O. Abbah | 39 yrs. | married | - | Ad. Ed. Course | 7 yrs. | English Course | £ 262:=:D |
| Igbo-Eze C. C. | 27 | E. Nwonu | 35 yrs. | married | 4 | Ad. Ed. Course | 6 yrs. | Ad. Ed. Org. | £ 210:=:D |
| Igbo-Etiti C. C. | 20 | Aroh Lawrence | - | - | - | Ad. Ed. Course | 1 yr. | Dip. Course | - |
| Awka C. C. | 10 | G. B. O. Nwosu | 35 yrs. | married | 5 | Ad. Ed. Course | 12 yrs. | G. C. E. Courses | £ 252:=:D |
| Ishielu C. C. | 12 | E. E. Okiri | 32 yrs. | married | 6 | Ad. Ed. Course | 4 yrs. | Comm. Development | £ 190:=:D |

Figure 6. -- Data on mixed programs: Objectives and problems of the programs as seen by the adult education teachers

| Name of Organizer | County Council | List of Problems Confronting Adult Education in Center(s) | Objectives of the Programs | List of Recommendations for Improvement of Adult Education |
|-------------------|--------------------|---|--|---|
| N. A. Tasié | Ikwere | No. motor-cycle advance; Lack of Ad. Ed. workers. | Annihilation of illiteracy; Improvement of standard of living. | Degree courses to be arranged for organizers; Ad. Ed. to be a regional government concern. |
| I. William | Eastern Annang | Lack of permanent instructors; Lack of scheme of work. | Progress in general relating to human life. | Provision of enough funds to pay the instructors. |
| F. Ebi Oga | Ikrom | Difficult means of transport; Lack of permanent buildings. | Adults could read and write; Many adults make public speeches. | More use of teaching aids; Lucrative allowance for instructors. |
| A. O. Dike | Mbaise | Lack of accommodation; Lack of interesting class readers. | Many adults are able to read and write, etc. | Provision of good halls for adult classes. |
| P. E. Igbons | Owerri | Lack of payment to instructors; Lack of retiring benefits. | Annihilation of mass illiteracy. | Easy payment to instructors; Putting up buildings for adults. |
| H. O. Iheme | Ahoada | Non-payment to instructors; No quicker means of transport. | Sense of community development; Adults have become responsible citizens. | Payment of instructors; Quicker means of transport for the organizers, etc. |
| J. O. Chitekezi | Uyo | Adults find it difficult to pay fees; Some county secretaries do not give support and cooperation to the organizers. | Adults are civilized; Adults now know how to vote for the right man, etc. | The instructors should be paid monthly; Motor-cycles should be provided as a means of transportation. |
| E. W. Akpan | Onna | Lack of means of transportation; Meager salary for organizers, etc. | Adults now read and write; Shyness in adults has gone away. | Trained organizers should be provided or recruited. |
| B. O. Abah | Ikwuano | No better means of transport for the organizer; Instructors are not remunerated. | Reduction in the number of illiterates and less ignorance in the region. | Instructors to be well remunerated; University of Nigeria to help in the organization of the scheme. |
| G. C. Nkeme | P. H. Municipality | Lack of good transportation; Lack of funds to aid the centers pay wages. | Wiping out of ignorance and superstition among the adults. | Provision of good means of transportation for the organizers. |
| R. O. Anyanwu | Ngor-Okpala | Non-payment to instructors; Travelling on bush paths with bicycle. | Change in the standard of living; Knowledge in the importance of education. | Payment of salaries to instructors; Government assistance, etc. |
| E. E. Kina | Khana | Non-payment to instructors; Lack of class equipment, etc. | Value of education; Changed new look in the village. | Grant towards payment of instructors; Free medical treatment; More class text-books. |

Figure 6. -- Continued

| Name of Organizer | County Council | List of Problems Confronting Adult Education in Center(s) | Objectives of the Programs | List of Recommendations for Improvements of Adult Education |
|-------------------|----------------|--|--|--|
| T. N. Atasi | Northern Ngwa | Lack of funds to pay instructors; Lack of voluntary instructors. | Many people are now living better lives than before. | Payment of instructors by the government of council. |
| C. N. Nwangbo | Izi | Lack of funds to pay the instructors; Non-cooperation by the councilors. | Illiterate men and women can now read and write. | Councilors to be interested in developing Ad. Ed. schéme. |
| L. O. Amadiwe | Izu | Women not allowed to enroll; No lamps; No permanent teachers for the adults. | Adults are able to read and write; Good standard of living. | All organizers to have motor-cycles; Government and councils to finance Ad. Ed. work. |
| S. U. Idiung | Western Annam | Lack of funds to pay instructors; Lack of easy means of transport. | Illiterates are now able to read and write and to speak good Eng. | Ad. Ed. instructors should be paid monthly; training special instructors for adult classes. |
| E. O. Obi | Ogoja | Lack of remuneration to instructors; Lack of support from the council. | Adults have known their civic duties, etc. | Funds should be provided for the running of the classes. |
| G. E. Okon | Calabar | Lack of remuneration to instructors; Lack of communal help, etc. | Many illiterates are now able to read and write; Better standard of living. | Provision of motor-cycles to the organizers; monthly payment to the instructors, etc. |
| E. U. Nosihe | Oratta | Lack of allowances to the instructors; Lack of community contribution, etc. | Adults can now read and write well; Good standard of living. | Centers should be supplied with learning equipment, etc. |
| F. E. Nwachuku | Owuwa-Anyanwu | Non-monthly payments to instructors; Non-recognition of adult literacy certificate. | Adult education is furthering mass education; Improvement in the social standard of many people. | Organizers to be placed on good salary scales, etc. |
| J. I. Azibkpli | Ezzikwo | Non-payment of Ad. Ed. teachers; No grants-in-aid from government to centers. | Improvement in the standard of living of the adults, etc. | Adequate publicity-information; Service-films, etc. |
| O. Abbah | Ist-Uyo | Lack of text-books; Lack of adequate lights. | Eradication of illiteracy; Spread in domestic science knowledge. | Uniform rate of procedure; Having recognized instructors' course, etc. |
| E. Nwonu | Igbo-Eze | Lack of financial support; Non-payment of instructors, etc. | Promotion of better standard of living among the natives. | Better condition of service; Monthly payment of instructors. |
| Aroh Lawrence | Awka | Lack of remuneration for instructors; Insufficient books for teachers; No machines for organizers. | Many people are being made literate, etc. | Remuneration for instructors; Equipment of Ad. Ed. centers; Training of organizers, etc. |
| E. E. Okiri | Ishielu | Lack of suitable instructors; No motorable roads to centers; Organizers are not adequately paid. | Unity among students (adults); Good health through hygiene lessons; No discrimination among adults, etc. | Payment to instructors out of Ad. Ed. Vote; Councils to build good roads; Fair payment to organizers, etc. |

APPENDIX C

Figure 7. --- Adult education statistics in Eastern Nigeria: 1958

| | Instructors' Course | | No. of Books Sold | Students' Contributions | | Students' Contributions | | | | | | |
|------|---------------------|-------|-------------------|-------------------------|------|-------------------------|----|-----|------|----|----|----|
| | Men | Women | | £ | S | £ | S | | | | | |
| 2184 | 499 | 1948 | 418 | 3 | 2387 | 1265 | -- | -- | 1287 | -- | -- | 22 |
| 486 | --- | 486 | 106 | -- | --- | --- | -- | -- | --- | -- | -- | -- |
| 507 | 44 | 51 | 106 | -- | --- | --- | -- | -- | --- | -- | -- | -- |
| 1598 | 190 | --- | --- | -- | 280 | 2022 | -- | -- | --- | -- | -- | -- |
| 897 | --- | 231 | --- | 1 | 1058 | 456 | 14 | --- | 18 | 3 | 7 | 6 |
| 901 | 229 | 280 | 67 | 2 | 605 | 312 | 15 | --- | --- | -- | -- | -- |
| --- | --- | --- | --- | 5 | 1971 | 51 | 13 | 10 | --- | -- | -- | 6 |
| 168 | 71 | --- | --- | 2 | 95 | --- | -- | --- | --- | -- | -- | -- |

Figure 7.-- Continued

| Men | Women | Men Women | | Instructors' Course | No. of Books Sold | Students' Contributions | | | Students Contributions | | |
|------|-------|-----------|-------|---------------------|-------------------|-------------------------|----|-------|------------------------|------|------|
| | | Men | Women | | | £ | S | D | £ | S | D |
| 90 | 1 | 182 | 3 | -- | 260 | 20 | 19 | 7-1/2 | 244 | 17 | 8 |
| 390 | 285 | 390 | 280 | 21 | 251 | 289 | -- | ----- | 110 | -- | 5 |
| 100 | 40 | ---- | ---- | 1 | 300 | ---- | -- | ----- | ---- | ---- | ---- |
| 960 | 26 | ---- | ---- | -- | 428 | 140 | -- | ----- | 8 | 8 | ---- |
| 62 | 78 | 140 | ---- | 3 | 140 | 63 | 7 | ----- | ---- | ---- | ---- |
| 518 | 188 | 256 | ---- | 5 | 5392 | 182 | 19 | 4 | 54 | -- | 9 |
| 180 | 281 | 267 | ---- | 6 | 1870 | 35 | -- | ----- | ---- | ---- | 1 |
| 8148 | 1932 | 4226 | 874 | 51 | 15472 | 4936 | 8 | 9-1/2 | 1722 | 9 | 3 49 |

Statistics were compiled by Mr. Ikpe, Senior Adult Education Officer, Eastern Nigeria, who is located at Owerri, from the records in his Central Office on May 12, 1965.

APPENDIX D: ADULT EDUCATION IN EASTERN NIGERIA

Figure 8: -- Enrollment figures of adult education centers in Eastern Nigeria

| | 1960 | 1961 | Increase |
|---|--------|--------|----------|
| Number of Adult Education Centers | 880 | 1,299 | 419 |
| Number of Adult Education Organizers | 40 | 42 | 2 |
| Number of Voluntary Instructors | 2,309 | 3,261 | 952 |
| Number of Literacy Classes | 2,030 | 2,359 | 329 |
| Number of Advanced Classes | | | |
| Men | 15,046 | 17,757 | 2,711 |
| Women | 12,850 | 18,300 | 5,450 |
| Number in Attendance: Advanced Classes | | | |
| Men | 14,585 | 18,534 | 5,450 |
| Women | 7,245 | 11,007 | 3,762 |
| Total Attendance in Literacy and Advanced Classes | 49,726 | 65,598 | 15,852 |
| Number Made Literate During the Year | 18,562 | 20,285 | 1,723 |
| Number of Certificates Awarded During the Year | | | |
| Men | 7,599 | 7,361 | 238 |
| Women | 5,564 | 6,383 | 819 |
| Total Certificates Issued | 13,163 | 13,744 | 581 |
| Students' Contribution | ±3,551 | ±4,205 | ±856 |
| Councils' Contribution | ±1,493 | ±2,916 | ±1,423 |
| Number of Adult Education Books Sold During the Year | 15,880 | 22,744 | 6,864 |

Figures are copied from the Adult Education Annual Reports and Statistics 1961-62.

APPENDIX E

LIST OF EXPERT OBSERVERS WHO CHECKED AND APPROVED THE CRITERIA, ATTRIBUTES AND ITEMS OF THE CONCEPTUAL SCHEME

The criteria, attributes and items of excellence in adult education derived from the reviewed literature and from the model program and used in development of the general and sub-grids of the conceptual scheme used in this analysis, were checked and approved as suitable for planning adult education programs that are adequately related to individual and social needs for development in Eastern Nigerian rural communities by the following expert observers who are conversant with problems of development in Nigeria:

1. Professor George Johnson, formerly Vice-Chancellor at the University of Nigeria and presently Professor of Education at Michigan State University.
2. Professor John W. Hanson, formerly the Head, Harden College of Education at the University of Nigeria and presently Professor of Secondary Education Curriculum and Consultant in the Institute of African Studies at Michigan State University.

3. Professor Jack Bain, formerly Head of Michigan State University Party at the University of Nigeria, and presently Director of the International Communication Institute at Michigan State University.
4. Professor Kirkpatrick Lawton, formerly Head and Dean of the College of Agriculture at the University of Nigeria, and presently Coordinator of the Michigan State Technical Assistance Project in Argentina.
5. Professor Glenn L. Jonson, formerly Director of the Economic Development Institute of the University of Nigeria, and presently Director of Consortium for the Study of Nigerian Development, Michigan State University International Program.

The approved items of the content area were assigned to one axis of the grid and the approved qualitative attributes of excellence to the other axis.

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