

**Lecturers' Perception of the Role of NNCAE in Promoting Adult .... (Bello, 2022)**

## **Lecturers' Perception of the Role of NNCAE in Promoting Adult Education in Federal Colleges of Education in North Central Nigeria**

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### **Abstract**

The Nigerian National Council for Adult Education (NNCAE) as a big body under which adult education operates has been in existence for quite a long time. This body was set up to act as the voice for adult education practices in Nigeria. Its major functions bother on the planning, implementation and evaluation of adult and non-formal education programmes. The study reported in this paper examined the lecturer's perception in Federal Colleges of Education in North central Nigeria on the role of NNCAE promoting of adult education programmes. Descriptive survey research design was adopted for the study. The population of the study comprised all adult education lecturers in the Federal Colleges of Education in North central Nigeria; and were a total of 76 adult education lecturers in these colleges. The sample consisted of sixty seven (67) Adult Educators randomly selected from four (4) Federal Colleges of Education in North central Nigeria. A researcher-developed instrument tagged Lecturers' Perception of Adult Education the coefficients of the scale is 0.98 and was used. This instrument had three sections, which were planning, implementation and evaluation of Adult Education Programmes. Data collected were collated and the research questions raised were analyzed using frequency counts, percentages, mean and standard deviation statistics. Findings revealed that lecturers' perception of the extent to which NNCAE carries out its duty on planning, implementation and evaluation of adult education programmes was positively high. Based on the findings of the study, it was recommended that because planning, implementation and evaluation involve huge amounts of capital, all adult educators in higher institutions of learning should be financial members of the organization; this will go a long way to increase the income of the NNCAE for better delivery of adult education programmes.

**Keywords:** Adult Education, Evaluation, Implementation, Planning, Promoter, Lecturers' Perception, NNCAE,

### **Introduction**

The growth of adult education as a field of study in Nigeria would have been an uphill task if a relevant body meant to monitor and guide its activities was not established. Nigeria National Council for Adult Education (NNCAE) as a general umbrella under which adult education hides was created in 1971, with the mandate to promote adult education activities in Nigeria. The emergence of NNCAE began to yield gains with notable achievements like the creation of Adult Education units at both Federal and State Ministries of Education; the inclusion of Adult Education



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in the National Policy of Education published in 1977; and the establishment of National Mass Education Centre (NMEC), Kano Centre in 1985 were recorded (Paiko, 2012).

Other notable achievements advanced by the collaboration of NNCAE with government and non-governmental agencies as reported by Fasokun (2013) in Nigeria include the development of a blueprint on Adult and Non-Formal Education, and the declaration of 1982-1992 as years for national mass literacy campaign; the establishment of department of Adult Education in Federal Universities; the development of human resource base of experts in adult and non-formal education; the staging of annual national conferences/seminars where adult education experts and practitioners meet to discuss issues; and the documentation of research findings through its journals of Adult Education and partnership with international agencies in the promotion of adult and non-formal education.

Planning as a variable of interest and one of the core functions performed by NNCAE is an essential ingredient for the successful execution of adult education programmes. It is the preliminary preparation preceding the actual take off a programme. Planning involves establishing goals and arranging them in a sequential order for prompt realization. It does not only stipulate what to do, but how to do it, when to do it and who to do it. Fasokun (2013). According to Dror (2014), planning is the process of preparing a set of decisions for action in the future directed at achieving goals by optimal means. Similarly, Branch and Robinson (2012) defined planning as a deliberate, organized, continuous identification of different elements and aspects of an organism, determining their present state and interventions, projecting them in concert throughout a period of future time and formulating programmes ( a set of action) to attain desired results.

NNCAE has put in place different strategic work plans to make Adult Education provision and delivery a reality by looking into vital areas that red rapt attention before the set objectives could be achieved. Such areas include:

1. Publicizing adult education programmes: Information dissemination is crucial as it attracts the support of the general public towards promoting adult education programmes. In the area of awareness creation, NNCAE had employed all necessary communication strategies to keep people informed about the nature of adult education programmes. Fasokun and Pwol (2008) reported that NNCAE has played a leading role in driving aggressive campaigns and advocacy at government and university levels in order to ensure that adult education programmes were included in all levels of the education system. Ekuri, Betianag and Andong (2020) also submitted that through these campaigns and platforms, corporate citizens can be mobilized to contribute resources (financial and materials) towards the promotion of adult education in Nigeria.
2. Identifying major means of funding adult education: Planning towards funding of adult education programmes is one of the major activities envisioned by NNCAE. Various sources of funding adult education programmes like intervention from Federal, State and Local Governments, donations from agencies, organizations, philanthropists as well as capital resources realized from active members were identified and enlisted by NNCAE as different means of sourcing for funds to take care of financial problems that may be encountered during implementation. Igwe, Ugwuoke, and Ayolugbe (2020) listed funds generated from school fees, donor agencies, corporate bodies, community efforts, donations from philanthropists,



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government grants, funds from non-governmental organizations, endowment funds, among others as sources of funds for running adult education programmes.

Consequently, NNCAE has played a leading role in making the provision of Adult Education programmes a reality. In its efforts towards implementation of the programmes, the organization has carried out different activities including:

**(a) Assembling both human and capital resources:**

The success of any organization is hinged on the availability and manipulation of both human and capital resources at its disposal. Omemu (2020) submitted that an adult education programme is planned so that the limited educational resources of the society (i.e finance, personnel and materials etc) can be rationally allocated among the various competing educational demands and programmes. Successfully running adult education programmes is influenced by an array of factors ranging from adequate and qualified personnel, availability of funds, monitoring, supervision to the coordination of programmes of activities. Folajin, Adeyemo and Kuye (2014) argued that the success of any adult education programme hinges extensively on the extent to which qualified and dedicated personnel are available, funding, coordination and supervision of instructional programmes.

**(b) Funding:**

Funding is an important indices in the smooth running of adult education programmes. NNCAE as workers' organization is playing an active role towards the provision of capital resources for the successful delivery of adult education programmes, Aderinoye (2008) identified Nigeria National Council for Adult Education (NNCAE), the Baptist Convention, the Asalatu group, the University Village Association (UNIVA), Family Re-orientation Education and Empowerment (FREE) among others as non governmental organizations that are involved in the promotion, provision and funding of adult education programmes. Aitchison and Alidou (2009) affirmed the commitment of NNCAE toward the provision and delivery of adult education programmes by stating that Faith Based Organizations (FBOs), Trade Unions and NGOs have been key actors in adult learning and education for years.

**(c) Designing programmes of activities:**

Adult education is a unique field of study with a peculiar nature, which demands that adult learners should be the most paramount when designing their programmes as against the rigid adherence to routine or traditional practices in the formal school system. For the provision and effective delivery of adult education programmes, NNCAE places premium on the needs of adult learners especially when formulating and implementing the curriculum. Nwachukwu, Nwizu and Egwueke (2020) maintained that adults' educational needs are practical, immediate and life-related rather than certificated; and the ability to reach most adults with traditional class-based education is strictly limited, particularly in a developing country like Nigeria where the need for adult education is the greatest.

Apart from the issue of adults' educational needs, NNCAE has also delved into so many other activities like time fixing, time table fixing, learning places fixing, determining strategies for motivating adult learners, taking decisions on the most appropriate methods for teaching adults and a host of others. Contributions from voluntary organizations like mosques, churches, workers' organizations, employment bodies, political organizations and foreign agencies towards the provision of adult education programmes in Nigeria range from offering space, volunteers,



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materials and other in-kind contributions to organizing and delivering courses (Osemwengie & Osagie, 2020).

Without any iota of doubt, NNCAE also engages in the evaluation of many adult education programmes in order to ascertain whether value for capital resources expended on such programmes which has been delivered. Evaluation in adult education is a systematic process of determining the extent to which a particular project or programme has achieved its objectives. According to Akinboye and Marvin (1987) in Onabanjo and Iyawe (2015) evaluation is the process of ascertaining the decisions to be made, selecting related information and collecting, organizing, analysing and interpreting information in order to report summary data, which will be useful to decision makers in selecting among alternatives.

One major area that needs to be evaluated when carrying out adult education programmes is the area of funding. NNCAE is a major stakeholder in the finding of adult and non-formal education programmes. This assertion reflects in its objective, which stated that NNCAE advocates for increase in the budget for adult education programmes all over the country (Paiko, 2012). It is worthy of note that any organization or individual who stands as a financial contributor to a particular programme will undoubtedly have keen interest in that programme; especially when probing into capital resource utilization and whether the financial expenses are commensurate with the quality of programme put in place.

Hassan (2009) highlighted the following elements of analysis as areas that need to be evaluated in any educational programme. These elements of analysis include the area of study, the objectives, both the cost and the alternative cost of the programme (personal cost, course fee, equipment and materials, building and facilities, administration and learners' cost). All the aforementioned areas must be evaluated since huge amount of capital was expended on them.

Going by the objectives of NNCAE, the contributions of the organization to the development of adult education are clearly spelt out. A critical look at some of these objectives indicate that, the majority of the activities carried out by the NNCAE - in the area of planning, implementation and evaluation are embedded in some of its objectives. Such objectives that reflect these activities include: provision of more extra mural facilities in Nigerian universities, provision of adequate training facilities for adult education personnel, promotion and organization of educational tours, national and international residential seminars, workshops and conferences and community development projects, publication of newsletters, journals and other texts and the integration of adult education programmes within the framework of the overall national educational planning.

Generally speaking, NNCAE as a major actor and a great achiever in the running of adult education programmes has contributed its quota to the development of adult education; yet the extent of its involvement and level of achievement may not have been established. To this end, the purpose of the study is to establish the perception of lecturers in Federal Colleges of Education in North central Nigeria on the involvement of NNCAE in promoting adult education to the national development

### **Purposes of the NNCAE**

According to Paiko (2012), the purposes of the NNCAE are as follows:

1. The promotion of cooperation among adult education, community development and other agencies and the coordination.



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2. The bridging of educational gap between various parts of the country and even with each community.
3. Integration of adult education programmes within the framework of our overall national educational planning.
4. Provision of more extra mural facilities in Nigerian Universities.
5. Provision of adequate training facilities for adult education personnel.
6. Provision of more personnel in the field of adult education.
7. Increase in the budget for adult education programmes all over the country.
8. Inclusion of adult education subjects in the curricula of all teacher training colleges.
9. Enhancement of the status of field workers and greater professional recognition of full time adult education workers in the country.
10. Enhancement of training programmes for primary and secondary school drop-outs.
11. The promotion and organization of educational tours, national and international residential seminars, workshops and conferences and community development projects.
12. The publication of newsletters, journals (Adult Education in Nigeria) and other texts.

**Objectives of the Study**

The study examined:

1. Lecturers' perception of the involvement of NNCAE in promoting the planning of adult education programme in FCEs
2. Lecturers' perception of the involvement of NNCAE in promoting the implementation of adult education programme in FCEs
3. Lecturers' perception of the involvement of NNCAE in promoting the evaluation of adult education programme in FCEs

**Research Questions**

1. What is the perception of lecturers on the involvement of NNCAE in promoting the planning of adult education programme in FCEs?
2. What is the perception of lecturers on the involvement of NNCAE in promoting the implementation of adult education programme in FCEs?
3. What is the perception of lecturers on the involvement of NNCAE in promoting the evaluation of adult education programme in FCEs?

**Methodology**

Descriptive survey research design was adopted for the study. The population of the study comprised all the lecturers in the department of Adult and Non-formal Education in Federal Colleges of Education in North central, Nigeria; and there were a total of seventy six (76) lecturers in these colleges. The sample of the study was sixty seven (67) Adults Educators randomly selected from four (4) Federal Colleges of Education. A researcher develop instrument tagged Lecturers' Perception of Adult Education Scale was used. This instrument consists of three sections, which are the planning, implementation and evaluation of adult education. The face and content validity of the instrument was done by two experts in measurement and evaluation, and Adult Education to determine its relevance and suitability in line with th2 objective of the study. To establish the reliability of the instruments, fifteen (15) copies of the instrument was administered on respondents





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drawn from Tai Solarin College of Education Ijebu Ode, which has the same characteristics with the real sample. Cronbach Alpha reliability method was used. The reliability coefficient of 0.78 was obtained for the instrument reliability. On the basis of this, the instrument was considered reliable because the calculated co-efficient for the study is close enough to +1.00. The instrument was personally administered to the lecturers by the researchers in the selected colleges. Descriptive statistics of percentages, mean and standard deviation were used to answer the research questions. The decision rules for the research questions is that a mean of 2.500 and above was considered as high perception while a mean of 2.49 and below as low perception.

## Results

### Research Question 1

What is the perception of lecturers on the involvement of NNCAE in promoting the planning of adult education programme in FCEs?

**Table 1: lecturers' perception of the involvement of NNCAE in promoting the planning of adult education programme in FCEs**

S/N	Items	X	SD
1.	During planning state, goals and modality for their achievement are established by NNCAE	3.63	0.484
2.	NNCAE plans towards the provision of more extra-mural facilities un higher institutions of learning	3.44	0.680
3.	Enhancement of training programmes for different categories of school levers is one of the plans of NNCAE to promote adult education development.	3.4	0.615
4.	NNCAE also plans towards the promotion and organization of educational tours, seminars, workshops, conferences and community development projects.	3.03	0.882
5.	Publication of newsletter, journals is part of the work plan of NNCAE.	1.85	0.915
6.	Inclusion of adult education subjects in the curricula of all teacher training colleges is a major plan in place by NNCAE.	3.48	0.599

Grand mean = 3.14

Table 1 shows the mean and standard deviation of lecturers' perception of the involvement of NNCAE in promoting the planning of adult education programme in FCEs. From the table, it was observed that item 1,2,3,4,5 and 6 had mean value of  $\bar{x} = 3.63, 3.44, 3.40, 3.03$  and  $\bar{x} = 3.48$  respectively and they are above the criterion mean value of 2.50 which, indicates that the respondents strongly accept the statements. However, mean value of  $\bar{x} = 1.85$  was observed in items 5 and it is below the criterion mean value. This implies that the respondents disagree with the statement. The results revealed that: with a grand mean of 3.14, all the items in Table 1 are in affirmative that lecturers' perception of the involvement of NNCAE in planning has promoted the development of adult education, and were therefore strongly agued on as functions performed by NNCAE. Based on the weighted mean value of  $\bar{x} = 3.14$ , which is above the criterion mean value of  $\bar{x} = 2.50$ , it can be inferred that adult education lecturers have high positive perception on the involvement of NNCAE in promoting the planning of adult education programme in FCEs.



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### Research Question 2

What is the perception of lecturers on the involvement of NNCAE in promoting the implementation of adult education programme in FCEs?

**Table 2: lecturers' perception on the involvement of NNCAE in promoting the implementation of adult education programme in FCEs**

S/N	Items	X	SD
1.	NNCAE assembles both human and capital resources for running adult education programmes.	3.20	0.777
2.	During the implementation stage, NNCAE provides adequate training facilities for adult education personnel.	2.31	1.003
3.	NNCAE design programmes of activities during the implementation stage	2.13	0.753
4.	During implementation of curriculum, NNCAE places premium on the needs of adult learners.	3.42	0.620
5.	NNCAE is also responsible for time table fixing.	3.22	0.644
6.	Provision of adequate and qualified personnel is one of the major functions of NNCAE.	3.25	0.761

Grand mean = 3.04

Table 2 shows the lecturers' perception on the involvement of the NNCAE in promoting the implementation of adult education programme in FCEs. The Table shows a high perception; with the grand mean of 3.04, many of the items in Table 2 are affirmative that lecturers' perception of the involvement of the NNCAE in implementation has promoted adult education development. Also, the result further revealed the degree of agreement on the items with mean value of  $\bar{x} = 3.20$ , 3.42, 3.22 and 3.25 indicating that; to a greater extent, lecturers' perception of the involvement of the NNCAE on implementation to promote adult education development were statistically significant since the weighted mean value of all the items was above the criterion value of  $\bar{x} = 2.50$ . Generally, the perception of adult education lecturers on the totality of the items on NNCAE involvement in implementation to promote adult education development; with regard to the stated decision rules was considered high with a weighted mean value of  $\bar{x} = 3.04$ .

### Research Question 3

What is the perception of lecturers on the involvement of NNCAE in in promoting the evaluation of adult education programme in FCEs?

**Table 3: lecturers' perception on the involvement of NNCAE in promoting the evaluation of adult education programme in FCEs**

S/N	Items	X	SD
1.	The evaluation of capital resources expanded on adult education programmes is done by NNCAE	3.37	0.561
2.	NNCAE evaluates programme objectives for effectiveness	3.35	0.636
3.	Equipment and materials are evaluated by NNCAE.	3.30	0.721
4.	NNCAE probes into capital resources expanded on adult education programmes.	3.20	0.769
5.	Capital resources expanded on tools, seminars, conferences and workshops are evaluated by NNCAE	3.09	0.745
6.	The efforts of NNCAE in evaluating adult education programmes makes the organization a major factor in the development of adult education.	2.73	1.003

Grand mean = 3.21



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Table 3 shows the lecturers' perception of the involvement of NNCAE in in promoting the evaluation of adult education programme in FCEs. From the Table, it was observed that all the respondents strongly indicated that the lecturers have positive perception on the involvement of NNCAE in evaluation to promote adult education development. Also, the result further revealed the degree of the agreement on the items, all the items with mean value of  $\bar{x}=3.37, 3.35, 3.30, 3.20, 3.09$  and  $\bar{x}=2.73$  indicate that to a greater extent, lecturers' perceptions on the involvement of NNCAE in evaluation to promote adult education development were statistically significant since the weighted mean value of all the items was above the criterion mean value of  $\bar{x}=2.50$ . Generally, the perception of adult education lecturers, on the totality of the items on NNCAE involvement in in promoting the evaluation of adult education programme in FCEs, with regard to the stated decision rules was considered high with the weighted mean value of  $\bar{x}=3.21$ .

### **Discussion of Findings**

The findings of this study revealed that lecturers' perception of the involvement of NNCAE in promoting the planning of adult education programme in FCEs, was positively high. This finding is in agreement with the view of Fasokun and Pwol (2008) which stated that NNCAE has played a leading role in driving aggressive campaigns and advocacy at government and university levels in order to ensure that adult education programmes were included in all levels of the educational system. Also, Ekuri, et.al. (2020) reported that through these campaigns and platforms, corporate citizens can be mobilized to contribute resources (financial and materials) towards the promotion of adult education in Nigeria. Similarly, Igwe, et.al. (2020) listed funds generated from school fees, donor agencies, corporate bodies, community efforts, donations from philanthropists, government grants, funds from non-governmental organizations, endowment funds among others as sources of fund envisaged for running adult education programmes at the planning stage.

Results from the findings equally indicated that lecturers' perception of the involvement of NNCAE in promoting the implementation of adult education programme in FCEs was positively high. This finding supports the view of Aderinoye (2008) which identified NNCAE, the Baptist Convention, the Asalatu group, the University Village Association (UNIVA), Family Re-orientation Education and Empowerment (FREE) among others as non-governmental organizations that are involved in the promotion, provision and funding of adult education programmes. In the same vein, Aitchison and Alidou (2009) affirmed the commitment Of NNCAE toward the provision and delivery of adult education programmes by stating that Faith Based Organizations (FBOs), Trade Unions and Nongovernmental organizations have been key actors in adult learning and education for years, More so, this finding is in line with the submission of Osemwengie and Osagie (2020) which stated that contributions from voluntary organizations like churches, mosques, workers' organizations, employment bodies, political organizations and foreign agencies toward the provision of adult education programmes in Nigeria range from offering space, volunteers, materials and other in-kind contributions to organizing and delivering courses.

Results from the findings of the study revealed that lecturers' perception of the involvement of NNCAE in promoting the evaluation of adult education programme in FCEs was also positively high. This finding backs the submission of Hassan (2009) which highlighted area of study, the objectives, both the cost and the alternative cost of the programme (personnel, cost, course fee,





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equipment and materials, building and facilities, administration and learners' cost) as areas that need to be evaluated by the financiers of any educational programme. The finding also supports Paiko's (2012) assertion, which stated that NNCAE advocates for increase in the budget for adult education programmes all over the country. Going by this advocacy, it is worthy of note the agitation for increase in budget will also be accompanied by prompt evaluation after such budget has been released.

### **Conclusion**

The findings of this study revealed that Lecturers perception in planning, implementation and evaluation in the promoting adult education programmes at federal college of education in Nigerian are all positively high. The NNCAE has been approved to be a major contributor, actor and promoter of adult education programmes in Nigeria. The Organization has achieved this feat by playing active roles in the planning, implementation and evaluation processes, which happens to be the major stages for the development of adult education in Nigeria.

### **Recommendations**

Based on the findings of the study, it is recommended that:

1. The first findings of this study revealed that lecturers' perception of the involvement of NNCAE in promoting the planning, implementation and evaluation of adult education programme in FCEs, was positively high. Since planning, implementation and evaluation involve a huge amount of capital; all adult educators in higher institutions of learning should be financial members of the organization; as this will go a long way to increase the income of the NNCAE for better delivery of adult education programmes.
2. Philanthropists and other well-meaning Nigerians are enjoined to support NNCAE financially. This will help to boost the income of the organization for prompt and proper planning, implementation and evaluation of adult education programmes.
3. Adult educators are potential administrators. Hence, NNCAE should endeavor to sponsor some of these personnel for further studies in administration and other related disciplines to widen their knowledge of planning, implementation and evaluation to facilitate the smooth running of adult education programmes.

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