FACTORS INFLUENCING NIGERIAN ADULTS TO PARTICIPATE IN THE ADULT BASIC EDUCATION PROGRAMS OF THE NIGERIAN BAPTIST CONVENTION WHICH LEAD TO THE FIRST-SCHOOL-LEAVING-CERTIFICATE

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements For the Degree of

DOCTOR OF PHILOSOPHY

By

John A. Aderinto, B.S., M.R.E.
Denton, Texas
August, 1983

The problem with which this study is concerned is that of determining the specific stated factors that influenced Nigerian adults to participate in adult basic educational programs of the Nigerian Baptist Convention which lead to the first-school-leaving-certificate. The purpose of the study was to identify and examine the factors that influence Nigerian adults to participate in the adult basic and certificate educational programs of the Nigerian Baptist Convention, and to make recommendations for program improvements based on these findings.

The data for this study were collected from questionnaires which included demographic information about the participants and a list of reasons for educational participation and needs-met statements. Questionnaire items were rated on a five-point scale. The researcher mailed 600 questionnaires to both adult basic and certificate education students in the adult education programs of the Nigerian Baptist Convention in Ibadan, Nigeria. The basic education group responded to 126 questionnaires, while the certificate groups
responded to 122 questionnaires.

Reasons for Educational Participation were ranked ordered by the two groups (Basic and Certificate Education Students). Also, the Needs-Met Statements were ranked ordered by the two groups to determine if the responses from the participants are similar or different. The responses from the participants showed that there are similarity in the respondents' answers to both Reasons for Educational Participation and Needs-Met Questionnaires.

Based on the responses of the respondents, the following conclusions relating to factors influencing Nigerian adults to participate in adult basic and certificate education programs were reached.

1. Reasons for participation are not for achieving a religious goal or end, but for better employment, better living, and ability to solve problems.

2. The desire to gain admission into a high or secondary school was clearly expressed by the certificate students as one of the factors influencing their decision to participate in the educational programs of the Nigerian Baptist Convention.

3. Most Nigerian adults perceived adult literacy education as a means for job opportunities.

4. Female participants participate in the educational programs for similar reasons as those of males.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td></td>
</tr>
<tr>
<td>Research Questions</td>
<td></td>
</tr>
<tr>
<td>Hypotheses</td>
<td></td>
</tr>
<tr>
<td>Background and Significance of the Study</td>
<td></td>
</tr>
<tr>
<td>Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>18</td>
</tr>
<tr>
<td>Scope and Nature of Adult Education in Nigeria</td>
<td></td>
</tr>
<tr>
<td>Related Studies</td>
<td></td>
</tr>
<tr>
<td>Nigerian Related Studies</td>
<td></td>
</tr>
<tr>
<td>III. METHODOLOGY</td>
<td>63</td>
</tr>
<tr>
<td>Population and Sample</td>
<td></td>
</tr>
<tr>
<td>Instruments</td>
<td></td>
</tr>
<tr>
<td>Procedure for Collection of Data</td>
<td></td>
</tr>
<tr>
<td>Procedures For the Analysis of Data</td>
<td></td>
</tr>
<tr>
<td>Reporting of Data</td>
<td></td>
</tr>
<tr>
<td>IV. PRESENTATION AND ANALYSIS OF THE DATA</td>
<td>69</td>
</tr>
<tr>
<td>Demographic Data</td>
<td></td>
</tr>
<tr>
<td>Reasons for Educational Participation: Respondents' View of Factors Influencing Participation</td>
<td></td>
</tr>
<tr>
<td>Description of Responses to Needs Met Questionnaire</td>
<td></td>
</tr>
<tr>
<td>V. SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS</td>
<td>108</td>
</tr>
<tr>
<td>Summary of Findings</td>
<td></td>
</tr>
<tr>
<td>Hypotheses</td>
<td></td>
</tr>
<tr>
<td>Conclusions and Implications</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>123</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>134</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Population, Sample, Percentage of Response</td>
<td>70</td>
</tr>
<tr>
<td>II. Distribution of Respondents By Class and Sex</td>
<td>71</td>
</tr>
<tr>
<td>III. Distribution of Respondents By Age</td>
<td>72</td>
</tr>
<tr>
<td>IV. Distribution of Respondents By Occupation</td>
<td>73</td>
</tr>
<tr>
<td>V. Distribution of Respondents By Marital Status</td>
<td>74</td>
</tr>
<tr>
<td>VI. Distribution of Respondents By Number of Children Living at Home</td>
<td>74</td>
</tr>
<tr>
<td>VII. Distribution of Respondents By Ages of Children</td>
<td>75</td>
</tr>
<tr>
<td>VIII. Distribution of Respondents By Religious Affiliation</td>
<td>76</td>
</tr>
<tr>
<td>IX. Distribution of Respondents By Religious Denomination</td>
<td>77</td>
</tr>
<tr>
<td>X. Distribution of Respondents By Employment Status</td>
<td>78</td>
</tr>
<tr>
<td>XI. Fifteen Reasons For Educational Participation Statements With Highest Means Rank-Ordered For Basic and Certificate Education Respondents</td>
<td>80</td>
</tr>
<tr>
<td>XII. A Rank-Order Correlation Coefficient Among Responses Given By Respondents To The Reasons For Educational Participation and Sex</td>
<td>86</td>
</tr>
<tr>
<td>XIII. A Rank-Order Correlation Coefficient Among Responses Given By Respondents To The Reasons For Educational Participation And Marital Status</td>
<td>89</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XIV. A Rank-Order Correlation Coefficient Among Responses Given By Respondents To The Reasons For Educational Participation And Classification</td>
<td>92</td>
</tr>
<tr>
<td>XV. A Rank-Order Correlation Coefficient Among Responses Given By Respondents To The Reasons For Educational Participation And Age</td>
<td>94</td>
</tr>
<tr>
<td>XVI. Five Needs Statements With Highest Means Rank-Ordered By Basic and Certificate Education Students</td>
<td>97</td>
</tr>
<tr>
<td>XVII. A Rank Order Correlation Coefficient Among Responses To Needs Met Questionnaire And Sex</td>
<td>100</td>
</tr>
<tr>
<td>XVIII. A Rank Order Correlation Coefficient Among Responses To Needs Met Questionnaire And Age of Respondents</td>
<td>102</td>
</tr>
<tr>
<td>XIX. A Rank Order Correlation Coefficient Among Responses To Needs Met Questionnaire And Classification</td>
<td>104</td>
</tr>
<tr>
<td>XX. A Rank Order Correlation Coefficient Among Responses To Needs Met Questionnaire And Marital Status</td>
<td>106</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The concept of education and the connotation it has in Nigeria has been that of children and youth education. In every annual budget of the country, a large percentage of the country's budget revenue is being put aside or earmarked to be spent on children's education in the belief that education of children and youth alone will contribute to the economic development of Nigeria while neglecting the education of adults. The Commission of the Professors of Adult Education asserts that a society that makes its educational investment almost entirely in children and youth is on the way to becoming obsolete and is reducing its chances for survival. ¹

Adult education has been neglected for a long time. Admitting this neglect, Colonel A. A. Ali, the former Commissioner of Education during the military regime in Nigeria, commented that Nigeria has not yet committed herself to any mass adult education campaigns because according to him, Nigeria has already committed herself to a massive universal pri-

mary education. ²

It is now generally accepted by educators and economists that the development of a nation has a direct correlation with the level of education of its citizens; Nigeria as a nation for a long time, even before and after the republic, has been mostly oriented to the education of children and youths. D'Aeth states:

The relationship of education to politics and the national economy is far more direct, for it is viewed essentially as a vital contribution to economic growth and to the expression of political ideas about the form society should take, whether traditional and elitist or progressively socialist, either resisting the materialism of advance nations or incorporating much of their culture.³

Nigeria as a developing nation for the past years has risen to a new awareness both from government (States and Federal) and private agencies of the need for mass adult literacy campaigns in an effort to bridge the gap between the education of children and youth and adults. A representative of the Director-General of Unesco, in his address to the Regional Conference on the planning and organization of literacy programs in Africa, states:

...it is not the children of today who hold the present destiny of Africa in their hands, it is the adults. So it is only by establishing effective


communication with the adult population by helping them to adjust to a rapidly changing world that an immediate impact can be made on the urgent problems of society and essential progress be brought about. Africa cannot wait a generation to mobilise its rich human resources for tasks of national development.

The year 1982 has been declared as the year when a ten-year mass literacy campaign would be launched in Nigeria by the Federal government; it is a commitment that would promote education for the masses with adults as a central focus. This is not the first time that such a venture has been undertaken. Michael Omolewa in his book, Adult Education Practice In Nigeria, gave a brief history of the past mass literacy campaigns with their successes and failures. The past literacy campaigns as discussed by Omolewa were short-lived because of inadequate funding, lack of materials, and lack of foresight. Also the failure of the promoters to probe and sustain the interests of the participants accounted for the short life-span.

One of the ingredients of an adult education program is the sustaining of interests and motives of the participants. Therefore, in order to have an effective program, it is important to keep these interests and motivations in line with

---


adult education activities. In mass adult literacy campaigns, investments made of personnel, facilities, and materials would be futile if the central subject's interest is not probed. Burgess asserted that if the field of adult education is to continue to improve its educational offerings, additional information on why adults participate in educational activities appears to be necessary. Also Harbison, argues that

The wealth of a country is dependent upon more than its natural resources and material capital; it is determined in a significant degree by the knowledge, skills and motivation of its people.... Thus, investment in man and his development is fully as important as material investment in dams, roads, harbours, irrigation systems, factories or communications. Therefore, it is reasonable to conclude that the wealth of a nation is at least as dependent upon the development of human resources as upon the accumulation of physical capital.

Nigeria, at this period of national development, cannot afford the neglect of adult education or literacy education of its citizens. Hence, it is appropriate and timely to consider that while attempting to launch a massive adult literacy campaign in the country, the factors that influence adults to learn and participate in any educational activities need to be studied. Given the fact that there has been an awareness of


the need for mass adult literacy education in Nigeria, Nigeria still is ranked among the countries of the world that has about eighty-five percent illiteracy.\textsuperscript{8}

Mostly, voluntary agencies have been responsible for adult education or literacy programs in Nigeria. Evidence shows that they have met with success, and their roles in the development of the country cannot be underrated. As Omolewa put it; "The roles of the voluntary agencies are that of national resources for adult education."\textsuperscript{9}

In the past these roles have been neglected in the sense that the education of Nigerian illiterate adults was not regarded as important as the education of their children. Professor A. Babs Fafunwa asserts that a country could not "...rise above the level of its illiterate population especially if the majority of the population is illiterate. Until we can mobilise the whole people we in Nigeria cannot claim to be living in a technological age, we are at the level of 'Headpan Technology'."\textsuperscript{10}

One of the voluntary agencies that has had a great deal of success in literacy education is the Nigerian Baptist Convention. Recent statistics show that more and more adults from all

\textsuperscript{9}Omolewa, p. 37.
\textsuperscript{10}Hamidu G. Erubu, "The Role of Adult Education In The Promotion of Universal Primary Education," \textit{Adult Education In Nigeria}, II, (1976), 15.
walks of life are enrolling and participating in the educational programs of the Nigerian Baptist Convention. A. H. Dyson, in his monthly reports as the director of adult education for the Nigerian Baptist Convention, reported a significant increase in enrollment throughout the literacy centers of the Convention. In one association alone, more than 2,984 adults enrolled and are participating in the literacy programs of the Convention. 11

There is a sense of new awareness on the participation of Nigerian adults in educational activities, and this awareness has led to the experimental studies done by Okedara on literacy education which were joint cooperative effort between the Department of Adult Education of the University of Ibadan, Oyo State government, and the Nigerian Baptist Convention's churches in Ibadan. The aim according to Okedara was to find out whether or not illiterate and semi-literate adults can attain permanent literacy like pupils who complete primary education by going through a three-year adult literacy education whose syllabus is comparable to a six-year primary school syllabus. 12

The findings of this study were encouraging and positive. A conclusion was reached that basic literacy education can


serve as an alternative means of obtaining a basic literacy certificate that is equivalent to primary-school-leaving-certificate by those adolescents and adults who desire such certificate for employment, further education, and for social status.\textsuperscript{13}

It is because of this study and because of the new awareness by the government and the voluntary agencies that most Nigerian adults are able to participate beyond basic education. Now many of them are moving on to the certificate programs of the Nigerian Baptist Convention, and the response has been at an increasing rate. Further observation shows that Nigerian adults are awakening, and now see their chances for education as a safe depository and ultimate power for the economic, social, and political development of Nigeria and that of the individuals. Lippit quotes Jefferson as saying:

\begin{quote}
I know of no safe depository of the ultimate powers of society but the people themselves; and if we think them not enlightened enough to exercise their discretion, the remedy is not to take it from them but to inform their discretion by education.\textsuperscript{14}
\end{quote}

There is evidence that Nigerian adults are not taking any chance with regard to education for enlightenment. They have discovered that being ignorant or illiterate is to lose their power of control. Their search for knowledge is at an unbelievable rate; the belief that knowledge is power is very strong in them,

\textsuperscript{13}Okedara, p. 1.

for they believe that getting knowledge would give them the discretion to use the knowledge obtained for the development and the building of the nation.

Studies have shown different reasons for adult's participation in any educational programs or activities. Houle's typology on learning orientations of adults classifies adults learning orientations into three categories. These are those who are goal oriented, activity oriented, and those who are just learning for the sake of learning.\(^\text{15}\)

Barry Morstain, and John Smart, in their studies, identify six factors as reasons for participation in adult educational courses. Their findings are that social relationship, external expectation, social welfare and professional advancement, escape and stimulation, and cognitive interest are given as reasons for adult participation in educational activities.\(^\text{16}\)

Also Burgess in his study on reasons for educational participation of adults, cites seven areas as reasons for adult participation in educational activities. These areas as given are (1) the desire to know; (2) the desire to reach a personal goal; (3) the desire to reach a social goal; (4) the desire to reach a religious goal; (5) the desire to take part in activity; (6) the desire to escape; and (7) the desire to comply with formal


This study, therefore, is similar to some other studies on reasons for educational participation of adults in the United States, but it will focus on Nigerian adults. A study that would examine and identify the factors that influence Nigerian adults to participate in the educational programs of the Nigerian Baptist Convention would in addition provide some insights for improvement in the Convention's educational programming.

Statement of the Problem

The problem of this study was to determine which specific stated factors influenced Nigerian adults to participate in adult basic educational programs of the Nigerian Baptist Convention which lead to the first-school-leaving-certificate.

Purpose of the Study

The purpose of this study was to identify and examine the factors that influence Nigerian adults to participate in the adult basic and certificate educational programs of the Nigerian Baptist Convention.

Research Questions

To achieve this purpose, answers were sought to the following questions:

1. What were the factors considered to be the most important in influencing the decision of Nigerian adults to

---

participate in the adult basic educational programs of Nigerian Baptist Convention?

2. What were the relationships that exist between the reasons given by Nigerian adults for participation in a basic education program as analyzed by the following independent variables?
   a. Age
   b. Present Marital Status
   c. Sex
   d. Classification

3. What were the relationships that exist between the needs that are being met by the program as analyzed by the following independent variables?
   a. Age
   b. Present Marital Status
   c. Sex
   d. Classification

4. What was the nature of the population in the basic education program as analyzed by the following variables?
   a. Occupational status
   b. Religious affiliation
   c. Religious denomination
   d. Number of children living at home
   e. Present employment
   f. Age of children living at home

5. Were the reasons given for participation by the participants job related or for need fulfillment in-terms of social, political, and spiritual areas?
Hypotheses

For the purpose of this study, the following null hypotheses were formulated and tested.

1. There is no positive relationship between the reasons given for participation in the adult basic education program by male and female adults.

2. There is no positive relationship between the reasons given for participation in the adult basic education program by older and younger adults.

3. There is no positive relationship between the reasons given for participation in the adult basic education program by basic literacy and certificate groups.

4. There is no positive relationship between the reasons given for participation in the adult basic education program by married and single adults.

5. There is no positive relationship between the responses to the needs being met in the adult basic education program by male and female adults.

6. There is no positive relationship between the responses to the needs being met in the adult basic education program by married and single adults.

7. There is no positive relationship between the responses to the needs being met in the adult basic education program by older and younger adults.
8. There is no positive relationship between the responses to the needs being met in the adult basic education program by basic literacy and certificate groups.

Background and Significance of the Study

Factors that motivate adults to participate in educational activities will continue to be a point of interest in adult education programming. Cross, asserts that "...the answer to the question of why adults participate in learning activities will probably never be answered by any simple formula."\(^{18}\)

One of the causes of early mass adult literacy education campaigns' failure in Nigeria could be attributed to the inability of the providers to probe or conduct a periodical survey of the interests and motives of the participants for engaging in learning activities. Observations show that programs were based on what the providers thought the participants ought to know. Knowles proposes that "...a program that is entirely planned by the staff on the basis of what the staff thinks people ought to be interested in, without conducting periodic surveys of the needs and interests of the people the program seeks to serve, will be rather apathetic."\(^{19}\)

\(^{18}\)K. P. Cross, Adult As Learners: Increasing Participation and Facilitating (San Francisco, 1981), p. 82.

\(^{19}\)Malcom S. Knowles, The Modern Practice of Adult Education: From Pedagogy to Andragogy (Chicago, 1980), p. 82
In any education activities or programs, needs assessment and motivation to learn are synonymously like twins that should not be separated from one another. They are indispensable to each other in education programming. Knowles further states that in order to achieve the highest level of individual motivation, it is imperative that the specific learning needs of the participants of a given learning activity be investigated.\(^{20}\)

The awareness of the need for mass literacy education for Nigerian adults is growing at an unexpected rate, and adult education in general and probably universally has become one of the most evolutionary areas in education today. Wendell L. Smith, in his presidential address to the South Central Regional Conference on Lifelong Education at Norman, Oklahoma, in May 1982, commented that "Adult literacy education is the most evolutionary area in education today. It is growing in-terms of student participation and in the number and types of providers. This growth is at an increasing rate...a rate never anticipated by most of our researchers in the last decade."\(^{21}\)

Adult literacy education in Nigeria has undergone many stages of planning and approaches that yielded nothing, except lip-service by the supposed providers. History shows that there

---

\(^{20}\)Knowles, p. 82.

has been the inception of adult literacy education in Nigeria both by voluntary agencies and the government right before independence and the republic, but because of the inadequacy in programming, funding, policy, methodology, and above all, the inability to probe the interests and motives of the participants, the program was short-lived. Omolewa states that, "...perhaps if the government was convinced about the place of literacy in development it would have done more than pay lip-service to the campaign."\(^{22}\)

A review of the literature indicates that there has not been any investigation or study done on the factors influencing Nigerian adults to participate in adult basic educational programs. There has not been a thorough investigation of participants' motivations and interests for participation in the literacy programs of the Nigerian Baptist Convention. There is evidence that adult basic education personnel in the United States are lacking in this area too, as Landry indicates:

> It appears that most ABE personnel do not have a very systematic or thorough picture of participants' motivation, a fact we feel that hampers the programs' effectiveness.......And since the composition of participants at any given sites may be different from that of other sites, the personnel are in no position to make a very valid generalizations. Even the administrators and other personnel in the central office are unaware of the true range and percentage of different motivations partly because they are too far removed from the participants and partly because of

\(^{22}\)Omolewa, p. 38.
inadequate records.\(^23\)

The above statement from Landry may be true for Nigeria in the sense that probably, only few adult education personnel in Nigeria may have the knowledge about the true picture of adult education participants. Mostly, the participants are far removed from program planning by adult education personnel, which in some occasions has caused the program to be ineffective and totally irrelevant to the needs and motives of Nigerian adults. This probably has been one of the reasons why the early literacy campaigns failed.

Every participant in any educational activity has motives and goals that differ from other participants. Houle, in his typology bases adult learning orientation on three categories; that of goal oriented, activity oriented, and that of learning for the sake of learning.\(^24\) Motivation and program design for adult education should be seen as indispensable tools for effectiveness of adult education programming. It is, therefore, timely to undertake this particular study at this crucial period of national development in Nigeria.

September, 1982 was chosen as the time when the projected mass adult literacy education campaign would be formally


\(^{24}\) Houle, pp. 16-24.
launched in Nigeria. The study of Nigerian adults' motivation to learn would be one of the significant things to undertake at this period of nation building and development. The early mass literacy campaigns failed because the incentives themselves were short-lived. Omolewa proposes that the incentives must not be short-lived but must produce "...that urge that gives rise to a determine effort which is maintained until the desired result is achieved."²⁵

This study would be significant in that it would

1. Determine the stated factors that influence Nigerian adults to participate in adult basic literacy education programs of the Nigerian Baptist Convention;
2. Help the Nigerian Baptist Convention to improve or change its educational programming and be able to evaluate its impact on its clients;
3. Help adult education policy makers to re-direct, and re-structure their priorities in the planning of educational programs for the Nigerian adults.

Definition of Terms

The following operational definitions were used for this study:

First/Primary-School-Leaving-Certificate—a certificate that is usually awarded to Nigerian students after the completion of six years of formal elementary education both in

²⁵Omolewa, pp. 33-40.
liberal and general subjects.

Nigerian Baptist Convention— a body of organized Baptist churches in Nigeria having the common goal to propagate the gospel of Jesus Christ through its mission and educational programs.

Nigerian Adult— a Nigerian citizen age sixteen years and older.

Basic Education— a minimum social requirements of ability to understand and comprehend materials needed to perform an everyday vocation.
CHAPTER II

REVIEW OF RELATED LITERATURE

The review of the literature that follows consists of four separate parts that are pertinent to the subject of study. The first section discusses the scope and nature of adult education in Nigeria. The purpose of this section is to give general information as a background to the subject of study. It discusses the traditional education in Nigeria before the introduction of western literacy education.

The second section discusses the review of literature on related studies in educational participation of adults both in America and other countries of the world. It examines some studies done on factors influencing adults to take part in any educational activities. Some are discussed in detail, and some are summarised.

The third section discusses some related studies and writings on adult educational participation in Nigeria. It examines in detail the factors influencing Nigerian adults to participate in educational activities as studied by Nigerian authors. It discusses participation in adult education in Nigerian context.

The fourth section is a summary of the chapter. This section contains the overview of the discussion on the review of the related literature.
Scope and Nature of Adult Education in Nigeria

A review of the literature on education and educational practices in Nigeria would provide a basis for the analysis of adult education as it was practiced in Nigeria before the introduction of western education. This would facilitate the understanding of the traditional system of education in Nigeria before the advent of western and formal education.

The Nigerian people as noted by Nduka, had their own system of educating the younger members of the different communities.¹ Lalage Bown states that adult education was embedded in many African societies.² Nigeria is not an exception of this attribution by Lalage Bown. Before the introduction of western education in Nigeria by the colonial masters and the missionaries, there had been an educational system in Nigeria whereby the societies were informed and educated on issues confronting them. This system, as it has been known, is the traditional education. This was the only system of education in Nigeria before the introduction of western and formal education.

Nigeria is a nation that has searched out her own way of educating her people before any formal or western education was

introduced into the country. Omolewa quoted Albert Mausbridge as saying:

As one nation contemplates the achievement of another, it must resist the temptation to immitate, but must search out its own way, driving its mind deep into the area of the sources of its being, and then proceed through its own tradition, determined by its own environment, to the point of its own expres-sion. 3

Omolewa further states that discussions on the foundations of education in any society will be futile without adequately beginning with a survey of traditional education. He asserts that every society considers education as the most potent wea-pon for the building of society. 4 History shows that the art of reading and writing was an innovation brought by the muslim traders and teachers into parts of southern Nigeria by 15th century. 5 How this innovation was inculcated into the Nigerian societies varied from place to place. Ajala comments that method of traditional education in Nigeria deffered from place to place chiefly because of social, economic, and geographical imperatives. 6

---

4 Ibid., p. 18.
5 Ibid., p. 30.
The education of adults has its roots from that of traditional education of children. It is an education that emerged from traditional childhood education. It is viewed as the continuation of the education that has already begun in childhood. Therefore, traditional education in Nigerian societies is viewed as a moral obligation of parents to their children. King Solomon wrote that a child should be trained in the way he should go, and when he is old, he will not depart from it (Proverbs 22:6). ⁷

Research indicates that traditional education in Nigerian society began in infancy, just as was true in European, Asian, or American society. The parents were responsible for the early childhood education of their children. ⁸ Fafunwa identifies what he calls the seven cardinal goals of traditional education and states that traditional education is made up of the following features: (1) physical training, (2) the poetic and the prophetic aspects, (3) developmental of character, (4) respect for elders and peers, (5) intellectual training, (6) vocational training, and (7) community participation and promotion of cultural heritage. ⁹ Fafunwa concludes that traditional education...

---


⁹ Ibid., p. 17.
education, inspite of criticism by European and American
writers, was not any more conservative or any less progressive
than any other system. 10

Bown, describes the nature of adult education in West-
Africa as a system which is tradition, informal, and which has
no specific plan of formal structure. 11 From this concept, it
could be deduced that adult education is a part of growth and
culture that is practiced by the way of rituals, ceremonies,
and through the age-grades by which young men gradually learn
a code of conduct based on mutual assistance and in which they
tried out their leadership roles and responsibilities.

Ampene, in his article, "Structures of Adult Education in
West-Africa", comments that adult education is part and parcel
of total social, political and economic framework of any
society. Therefore one finds in West-Africa (Nigeria included),
traditional arrangements made for the education of the adult to
prepare him for the different roles in society which he may
play. 12 Bown further gives some of the features of traditional
education as that of specialized education in handworks and
crafts, education by initiation which is common in some part of
Nigeria and West-Africa in general. These include the black-

10 Fafunwa, p. 17.
11 Bown, p. 19.
12 Kwasi E. Ampene, "Structures of Adult Education in West
Africa" A Handbook of Adult Education for West-Africa, Edited
smiths and native doctors, the guilds, chiefs, and unions.\textsuperscript{13}

Further studies show that the traditional education which began in childhood was to serve as a foundation for what is to come during the adult years of the child. Njoku comments that traditional education began at childhood or infancy with the social attitude toward the expectant mother. Other features of traditional education as noted by Njoku include care at home, social activities, physical care, domestic work, respect for elders, history of the family, education through legends and folklore, and education through initiation schools. Njoku concludes that traditional education in Nigeria was not only the business of parents alone, it was the business of everyone in the society, especially when the parents were not present. Therefore, according to him, education in Nigerian society was stressed on practical needs of life and for full participation in all tribal activities both political, social, economic and religious. Parents, relatives, elders, and peer groups were in essence teachers.\textsuperscript{14}

Omolewa, in his book \textit{Adult Education Practice In Nigeria}, states that the promotion of traditional education was done out-of-school, essentially at home which is the center for character training and base for the introduction to vocational educat-

\textsuperscript{13}Bown, pp. 19-20.

ion. Omolewa further discusses various ways and methods whereby the traditional education was taught to Nigerian society. The mother tongue was emphasized above all other aspects of traditional education, and the mother is responsible for the introduction of the mother tongue and learning of language. Other agencies that promoted traditional education as given by Omolewa were festivals, cultural dances, and celebrations. He concludes that the young African was thus simultaneously put through vocational education, religious, cultural, and civic education to rationalize the view held by the African community that a well trained citizen was one who was not only capable of being gainfully employed or self-reliant but one that was well behaved, well spoken of, and one familiar with the cultural practices. He further asserts that traditional education was not compartmentalized into disciplines but highly integrated to provide security and to ensure compliance with the existing societal demands.

The scope and the nature of traditional education in Nigeria offered the people a broad ability to integrate their experiences and also the ability to reason abstractly. It made the best out of the people in order that they might fit and be able to cope with life challenges. Babs Fafunwa argues that "if by intellect we mean the ability to integrate experiences and if by intellectualization we mean the ability to reason

---

15 Omolewa, pp. 18-19.
16 Ibid., pp. 19-21.
abstractly, then, traditional African education provided a forum for intellectual growth and development."\(^{17}\)

The early missionaries and the colonial masters introduced western education into Nigeria. Lay teachers and the missionaries were mostly responsible for the early introduction of western education in Nigeria, and much of these efforts were carried on for a long time before the then colonial government took interest in educating the people they governed. Bown wrote that the British government's interest was stirred by the Phelps Stokes Commissions (1922 and 1923) which was financed by the United States of America and manned by important lay and missionary educators who emphasized the importance of the school teacher as an agent for change in rural life.

Even when the British government took interest in educating the people of Nigeria, it was for the government's own gain. The purpose was to serve their interests and not the interest of the people they governed. The government laid emphasis on three types of education for the Nigerians. These are literacy education, rural education, and technical education. These areas were the focused point of education supported by the government, and the reasons for these were to provide clerks and teachers that would serve British interest.\(^{18}\)


\(^{18}\)Bown, p. 21.
The following areas of education were encouraged by the British government. (1) Evening schools were to be for teaching of advanced subjects like agriculture and surveying; (2) there were to be classes for the training of teachers at provincial schools; (3) rural schools were to be for peasants under an African school master; and (4) the curriculum was to include arts and crafts, practical agriculture, carpentry and smithing, hygiene, local geography, colloquial English, native languages, and rudimentary arithmetic. The purpose was to train the people to be able to accept responsibilities, training of character discipline, industry, and the improvement of the standard of life in the students' own village. Technical education was given to illiterates who could never make first-class workmen. All of the above were the areas in which the British government was interested.

The missionaries were mostly interested in teaching Nigerians how to read and write so that they might be able to read the Bible or the Koran for the promotion of both the eastern and western religions. Both Islam and Christianity encouraged continuous education for their followers in order to understand both religions' doctrines and continue growth in their faiths. Thus, like traditional education, western education emphasized the type of education that will contribute to the development of man by developing his potential for economic, spiritual, social, and the manpower needed for productivity and profit making.
The scope and nature of adult education in Nigeria today is not the responsibility of any single system or agency. Rather, according to Chuku T. Uwaka, there are several agencies, namely the universities, government ministries and departments of Education, Social Welfare, Health, Rural Development, Cooperatives and other voluntary bodies conducting adult education programs for adults in Nigeria.\textsuperscript{19}

It can, therefore, be concluded that the traditional education in Nigeria was for moral development, self-reliance, character discipline, economic growth, and societal responsibilities. Bown states; "the whole point of adult education was to help people to contribute to, and to promote national development through participation."\textsuperscript{20}

Related Studies

Houle declares, "...the desire to learn like every other human characteristic is not shared equally by everyone."\textsuperscript{21}

Adults engage in learning activities for a variety of reasons. There has been a growing body of research and study on the trend of educational participation of adults. Cross asserts

\begin{itemize}
  \item \textsuperscript{19} Chuku T. Uwaka, "The Agricultural Extension Service As An Adult Education System," \textit{Adult Education in Nigeria}, IV, (December, 1979), p. 35.
  \item \textsuperscript{20} Bown, p. 25.
  \item \textsuperscript{21} C. O. Houle, \textit{The Inquiring Mind} (Madison, 1961), p. 3.
\end{itemize}
that there is every indication that adult participation in organized learning activities will continue to grow faster than the growth rate of the adult population.22 This growth as stated by Cross, is due to complex interweaving of factors. These factors are both social and economic, and which include demographic of birth rate. Evidence shows that in the United States, between 1970 and 1980, people from twenty-five to thirty years old increased by 44% in comparison with people from eighteen to twenty-four years old with an increase of just 8%.23

The above statistical data shows that there are more adults in the population in the United States than ever before. This, as may be suggested, could be responsible for the trend of educational participation of adults in the United States. This also might be true of Nigeria, although there was no evidence available to substantiate this.

Other factors that might be responsible for the growth of adults' participation in organized learning activities as discussed by Cross are; the shifting of median age of population which has impact on education as consumer markets, concern for equal opportunity which identifies age as a discriminatory barrier to education, market place requires new knowledge and skills, and the rising educational levels, and the demand for


23Ibid., p. 78.
more sophisticated level of education.⁹⁴

Mohammed Douglah, in his article, "Some Perspectives on The Phenomenon of Participation," explores the concept of participation from a number of perspectives. These include the motivational models for participation in educational activities. Douglah contends that all people have some basic needs which they must satisfy, therefore, they tend to be attracted toward and feel more involved in activities which they see as having good chances of satisfying their needs.⁹⁵

Adults' participation in any educational activities depends on the availability of opportunities that will make a contribution toward satisfying their personal needs. Maslow's conception of need hierarchy serves as a basis for more indepth analysis of the relationship between needs satisfaction and educational participation. Maslow's concept of needs satisfaction holds that man's needs are organized in a series of levels, or hierarchy of importance ranging from physiological needs at lowest level to self-actualization needs at the highest level.⁹⁶

This concept, as discussed by Maslow, calls for adult

---

⁹⁴Cross, p. 78.


education programs to be congruent with the dominant needs of the clientele. Many adult education programs have failed because of the inability of the programmers to make adult education programs relevant to the needs of adults. In a similar view of adult learning characteristics, Havighurst discusses the developmental tasks of an individual as passing through a life-cycle in which his needs and social roles he is expected to play change as he moves from one growth level to another.\textsuperscript{27}

Educational experiences should be designed to aim at the fulfillment of these tasks. The developmental tasks according to Duoglah, serve as motivators, and their careful inclusion in educational experiences will enhance adult participation in such experiences.\textsuperscript{28} The National Center for Educational Statistics, in another study, describes adult education participants as persons seventeen or older, not enrolled full-time in high school or college, but engage in one or more activities of organized instruction. This includes correspondence courses and private tutoring; usually at a set-time and place; ordinarily under the auspices of a school, college, church, neighborhood center, community organization, or other recognized authority; and generally with predetermined end result which is anticipated by adults and not necessarily for certifi-\textsuperscript{27} Ledford J. Bischof, Adult Psychology (New York, 1976), pp. 11-13.

\textsuperscript{28} Duoglah, pp. 93-98.
Therefore, it could be concluded from the above descriptions of adult participants, that adults participate in educational activities that are related to their needs and for other several reasons not necessarily for certificate or degree. This study by the National Center for Educational Statistics is also similar to a study done by Johnstone and Rivera which also portrays adults' participation in educational activities as not necessarily related to obtaining a certificate or degree.\(^{30}\)

Houle, in his book, *The Inquiring Mind*, states that the wealth of studies dealing with participation in adult education is a clear-cut indication of the importance which other investigators have attached to the subject, perhaps because of the prodigious growth of all organized forms of adult education.\(^{31}\) Houle further states that people continue in learning activities because of different reasons. Among these reasons are stress on early family influence, and the inspiration given by teachers. Thus, three types of adult education participants emerged. These, according to Houle, are those who are goal oriented, these are participants who use education as a means of accomplishing fairly clear-cut objectives; those who are activity oriented,

\(^{29}\)Cross, p. 76-78.


\(^{31}\)Houle, p. 5.
and who take part in adult education activities because they find in the circumstances of learning a meaning which has no necessary connection and often no connection at all with the content or the announced purposes of the activity; and those who are learning oriented. These are those who are just participating in the adult educational activities just for the sake of learning.  

Coolie Verner and John S. Newberry, in a study on the nature of adult participants, state that adult education is a voluntary activity, and the decision to participate or not to participate rests with the individual adult and is influenced by factors that are components of both the personality and the social group life of the individual involved. Their study looked into participation of adults in educational activities both in general and in an organized adult education. The study revealed that generally, socio-economic factors play an important role in accounting for adult participation in any educational activities. It also further reveals that people who have jobs participate more than people who have no jobs, and those with more income are apt to participate more than those with less income. According to Verner and Newberry, the level of income and the level of education influence participation in learning activities. Education, they say, "...breeds

32 Houle, pp. 15-16.

the desire for more education; therefore, those with more education, rather than less, seek further education in adult life.  

The study further reveals that married persons participate more than single persons, and young adults in the late 20s and early 30s participate more than any other age groups, while participation remains fairly high from 35 to 50 years of age. It is also found that religion has a significant influence on the nature of adult participation. Roman Catholics are found to be less active in nonchurch related organizations. Protestants participate more in both church and nonchurch organization. But when based on denominations, members of more formalized denominations participate more than members from more informal or sect-type denominations. Also, the study reveals that participation in educational activities may be influenced by racial background. It is found that foreign born persons participate less than persons with a longer heritage.  

Coolie Verner and John S. Newberry conclude that the educational needs of large segments of the adult population are not served. Those with less than eight grade education; those over 55 years of age; those from lower socio-economic class or levels; and those from certain ethnic groups or culture, are not involved in adult education. Therefore, they

34 Coolie Verner and John S. Newberry, p. 212.  
35 Ibid., p. 213.
propose that closer co-ordination and co-operative among several agencies involved can make a significant contribution to the expansion of participation.\(^{36}\)

Tough, conducted a study in 1970, on learning projects in seven adult populations at the Ontario Institute for Studies in Education. Those interviewed were sampled from blue-collar factory workers, women and men in jobs at the lower end of the white-collar scale, beginning elementary school teachers, municipal politicians, social science professors, and upper middle class women with pre-school children. In all 66 person were interviewed. Tough collected the data by using several individuals to conduct a personal interview for the collection of data. The interview was intensive and highly structured. Items for the interview included several probing questions and two handout sheets that were designed to help the interviewees recall their learning efforts.

The findings showed that a typical person conducted or undertook about eight learning projects in one year. The mean was 8.3, and the median was 8. Also, 98% of the 66 interviewees participated in one kind of learning project or the other. The individual time spent on these learning projects averaged 816 hours and a median of 687. An individual spent an average of 90 hours at each of his learning projects a year.\(^{37}\)

\(^{36}\)Coolie Verner and John S. Newberry, p. 213.

It showed that less than 1% of the population participated or undertook learning projects for credit either toward a degree, certificate, or diploma. Actually, only 0.7% of all learning projects were for credit. This is similar to the findings of Johnstone and Rivera's study, *Volunteers For Learning* which showed that the earning of formal credit was not an important motive in the educational behavior of American adults.

Tough further identified what people learn and why they undertake such a learning project. The study showed that many adult learning projects are initiated for practical reasons, decision making, skills, sports, and home family. Adults participate in learning activities for upgrading job or occupation, personal and home responsibilities, self-improvement and competence, and for interest or leisure.

Reasons for participation or undertaking learning activities may not be the same all over the world. Studies showed that people participate in educational activities for various reasons. Robinson, in England, explored the range of adult interest in educational activities in England. He found that most adults in England participated in learning activities for personal and practical needs of everyday life. Most people, according to Robinson, "...do not at some stage decide that they would like to know more about economics or psychology:

---

39 Johnstone and Rivera, p. 68.

40 Tough, p. 36.
they are concerned about how much it will cost them to re-decorate their homes or why their children behave in the way they do.\textsuperscript{41}

Dumazedier, in 1967, conducted a survey in France on adults educational interests. The findings was that adults in France put more emphasis on practical and technical application of knowledge. They were more concerned about skills for their vocations. The preferred topics, according to Dumazedier, are connected to utilitarian pre-occupations, answering a need for information about matter affecting daily life.\textsuperscript{43}

It may therefore be concluded that adult's participation in any educational activities is for achieving practical skills and efficiency needed in their day to day vocations. Channing, in 1838, declared that self-education or self-culture is practical. It proposes, as one of its chief ends, to fit us for action, to make us efficient in whatever we undertake.\textsuperscript{43}

Burgess, in 1971, did a study on Reasons for Adult Participation In Group Educational Activities. 1,098 adults who were residents of the St. Louis metropolitan area were surveyed. The Reasons for Educational Participation Scale, which was developed by the author was used for the collection of data. Included in the study samples were both sexes (males and females), who have


\textsuperscript{43}W. E. Channing, "Self Culture": An address delivered at Boston, 1838, American Unitarian Association (1890), p. 12-36.
completed more years of education than the average adult. They were typically younger than the total population with higher level of income than average, employed in the white-collar occupations, and were married. 44

It was hypothesised that reasons given by men and women for participating in educational activities would factor into the following eight groups.

1. The desire to know for the sake of knowing
2. The desire to gain knowledge in order to achieve a personal goal
3. The desire to gain knowledge in order to achieve a social goal
4. The desire to take part in a social activity
5. The desire to escape from some other activity or situation
6. The desire to comply with pressures exerted by relatives, friends, and society
7. The desire to comply with requirements
8. The desire to study alone or just to be alone.

Burgess used a self-reporting procedure for collecting data. This procedure was based on the assumption that adult learners participate in educational activities because they have goals which they can identify with a considerable degree of accuracy. 45

45 Ibid., p. 11
The instrument used for the collection of data was developed by the author himself, and it contained seventy possible reasons for participation in any educational activities. These seventy statements included in the instrument were representative of the original list of 5,773 reasons secured from the literature, and from 1,000 adult students. Using a seven-point scale, the respondents were asked to circle one response from "never to always" on the scale to indicate how often each reason influenced them to take part in educational activities.  

Based on the criteria set for the analysis by the author, factor analysis was used to interpret the findings. If a factor loading of .400 or greater was achieved, that factor was considered to be interpretable. To this effect, seven interpretable factors that met the criteria set emerged from all other factors considered by the author. These seven factors are

1. The desire to know
2. The desire to reach a personal goal
3. The desire to reach a social goal
4. The desire to reach a religious goal
5. The desire to take part in social activity
6. The desire to escape
7. The desire to comply with formal requirements.

These factors, as given above, were found to be factors influencing adults to participate in educational activities. They also supported the hypothesis being tested that reasons

\[\text{Paul Burgess, p. 12.}\]
chosen by men and women for participating in educational activities would factor into one or more of at least eight groups of reasons. The study showed that the seven factors identified accounted for 63% of the total variance that were named.\textsuperscript{47}

Previous studies and works reported by Sheffield, who further clarified educational orientation of adults as conceived by Houle, identified only five factors which are parallel to Burgess' findings on reasons for educational participation of adults. Therefore, the findings like other previous studies on educational participation of adults have further provided additional validity to the concept of educational orientations by expanding, supporting, defining, and clarifying results obtained in previous studies.

Sheffield, in 1962, did a study by surveying 483 adults who were attending an educational conference sponsored by eight American universities. Using the concept of Houle, he prepared a list of forty-eight reasons why adults said they participate in a broad range of educational activities, and asked them to indicate on a five point-scale from "never to always" how often each of the reasons influenced their decision to participate.\textsuperscript{48} She used the principal component analysis to interpret the data,

\textsuperscript{47}Burgess, p. 27.

and identified five meaningful components which he called orientations, and named them as follows:

1. Learning orientation—those seeking knowledge for its own sake;

2. Desire-activity orientation—those taking part because of the activity alone, and because in the circumstances of the learning, interpersonal or social meaning is found which may have no necessary connection at all with the content of the announced purpose of the activity;

3. Personal-goal orientation—those participating in education to accomplish fairly clear-cut personal objectives;

4. Societal-goal orientation—those participating in education to accomplish clear-cut social or community objectives;

5. Need-activity orientation—those taking part because in the circumstances of learning, an introspective or intrapersonal meaning is found which may have no necessary connection, and often no connection at all with the announced purpose of the activity.\(^{49}\)

In another similar study, Boshier, in 1970, conducted a survey study to test Houle's typology of "motivational orientation" in a New Zealand context, to further explore Houle's

\(^{49}\) Shefield, pp. 68-69.
typology of "motivational orientation" and its applicability in the New Zealand setting with a wide range of respondents. The aim was to develop an instrument to measure motive(s) for attendance, and formulate a model of adult education participation that has cross-cultural generality.\(^5^0\)

Boshier used nine-point Educational Participation Scale to survey 233 adults that were randomly selected, and who were participants enrolled in continuing education courses at the Wellington High School Institute, the Department of University Extension of Victoria University and the Wellington Workers' Educational Association (W. E. A.). Boshier secured responses to forty-eight possible reasons for educational participation from 233 participants who were randomly selected from the population of 2,436.\(^5^1\)

Fourteen factors were identified as factors that influenced adults to participate in educational activities. These fourteen factors were primarily composed of six factors which were socially oriented, two which were job oriented, four which were specifically learning or educational oriented, and two which emerged because of specificity of an item on his data collecting instrument. Boshier concludes that it was obvious that students enroll in adult education classes for a plethora of


\(^{51}\)Ibid., pp. 7-8.
reasons and that in studying adult learners, what is needed is a holistic approach embedded in sound theory.\(^5^2\)

Mohammad Douglah and Gwen Moss, in 1966, did a study on "Differential Participation Patterns of Adults of Low and High Educational Attainment." The study investigated the influence of selected positional and psychological factors on the adult education participation of adults of low educational attainment (less than 12 years of schooling) and high educational attainment (more than 12 years of schooling).\(^5^3\)

Using the interview method, and the California Test of Personality Scale, data were collected from a sample of adult residents of Columbia County, Wisconsin. A sample of 712 eligible housing units was drawn through the utilization of a multi-stage area sampling procedure. In each house unit, an adult was interviewed. A response rate of 86% was obtained. The study revealed that among adults of low education, participation was significantly related to age, employment, status, income, family status, and withdrawing tendencies. While among adults of higher education, only the personality trait of social skills was significantly related to participation.\(^5^4\)

Douglah and Moss conclude that for persons of low educat-

\(^5^2\)Boshier, pp. 9-15.


\(^5^4\)Ibid., pp. 252-253.
ional attainment the motivational factors associated with participation in adult education are primarily economically based, where as for people of high educational attainment, the motivational factors are primarily oriented towards self-actualization. 55

Factors influencing adults to participate in any educational activity continue to be a major concern in almost all area of educational discipline. In 1976, Davis L. Gardner and Warren Lacefield, did a survey study on factors influencing participation in continuing education programs for allied health educators in the College of Allied Health Professions at the University of Kentucky.

The aim of the study was to identify the factors that influence participation in continuing education. Answers were sought to the following questions through a survey of two hundred and twenty-nine participants in continuing education for allied health educators.

1. What reasons influence practitioners to attend continuing education activities?

2. What factors influence their decision to attend and what factors enable their participation?

3. What program characteristics relate to the preferences and goals of the participants?

Based on these preceding questions, the assumption was made that foreknowledge of these factors could enhance the general

55 Douglah and Moss, p. 258.
level of participation, satisfaction, and usefulness of continuing education offerings in allied health.\textsuperscript{56} The respondents who represented 32 states from the United States and Canada, were given a list of fourteen frequently mentioned factors which may influence decision to attend continuing education programs. They were asked to rank the five factors they felt to be the most influential and the five factors they felt to be least influential.\textsuperscript{57}

The findings showed that applicability of program content to work, tuition, travel, other expenses, reputation of faculty, opportunity to learn with health professionals from other fields, and reputation of program among colleagues were the most influential factors in their decision to participate in continuing education programs. While prestige of the host institution or association, contacts and opportunities to find a new positions and to enhance career mobility, location of program, surrounding point of interest, accommodations, meeting facilities, and likelihood of meeting friends were ranked the least factors influencing the participants to participate in continuing education.

The study also further revealed that continuing education unit credit (CEU) for program participation was not an outstanding factor influencing attendance. The study showed 65\% of the respondents ranked this factor as non-influential factor in


\textsuperscript{57}\textit{Ibid.}, p. 36.
their decision to participate in continuing education programs.\textsuperscript{58}

The study further revealed that experience in previous continuing education programs and support from the employers both financially and morally, influenced and encouraged the participants in their decision to participate in continuing education programs. Sixty-nine percent of the sampled population were granted release time with pay by their employers, while 73\% indicated that this option was available as were others; 76\% of the respondents ranked applicability of program content to work, as the number one factor that influenced their decision to participate in continuing education programs.\textsuperscript{59}

Gardner and Lacefield conclude that the relative significance of factors influencing and enabling participation may vary depending upon the type of activity being planned and geographic and demographic extent of the target audience being served.\textsuperscript{60}

Jack London, in 1969, did a study on the influence of social class behavior upon adult education participation. The aim and goal of the study was to ascertain what parts of the population are most likely to participate; what factors are influential to participation or in bringing these people into adult education; and what barriers keep those individuals from participating in an adult education activity. The study was also to investigate specifically, the links between participation and the types of

\textsuperscript{58} Gardner and Lacefield, p. 37.
\textsuperscript{59} Ibid., pp. 38-39.
\textsuperscript{60} Ibid., p. 39.
vocations, jobs, leisure pursuits, prior-school experiences, and other elements which characterized the participants and served to distinguished them from the non-participants. Emphasis was placed on differences between the higher and lower socio-economic groups. 61

The findings indicated that having liked school during one's student days and having wanted to continue schooling are positively associated with participation. Scholastic performance was found not to be associated with participation though better students are more apt to like school. Being bothered by lack of education was slightly related to participation, and it was further revealed that socio-economic position and the styles of life associated with that position served as an important factor that influence educational participation. Formal education has a considerable effect on participation in adult education; the more education one has, the more likely one is to participate in educational activity. Furthermore, the study revealed that blue-collar workers participate less in educational activity because their type of work does not require continuing education. Also, it suggested that lack of past achievement and limited opportunities tend to create a system of values and beliefs which negate efforts to improve one's social and economic position.62

---


62 Ibid., p. 150.
London concludes by suggesting that an important condition for increasing motivation and interest in continuing education might lie in designing work so that it requires further learning. A job that is learning oriented might increase learning orientation and educational participation of adults.

In another study on learning orientations and participation, Gary Dickinson and Kathleen M. Clark, conducted a survey study on learning orientations and participation in self-education and continuing education. The study explored the nature of relationship between learning orientations and participation by adults in learning activities. Houle's typology of educational orientation of adults provided a framework for the study, and on the assumption that different learning orientations would be associated with varying levels of participation in self-education and continuing education. Six hypotheses were formulated to indicate the expected relationships between learning orientations and participation in learning activities. Dickinson and Clark gave the following hypotheses that

1. A positive relationship between the presence of goal orientation and participation;
2. A positive relationship between the presence of a goal orientation and participation in self-education;

---

3. No relationship between the presence of an activity orientation and participation in self-education;

4. A positive relationship between the presence of an activity orientation and participation in continuing education;

5. A strong positive relationship between the presence of a learning orientation and participation in self-education;

6. A strong positive relationship between the presence of a learning orientation and participation in continuing education.  

The population consisted of all female registered nurses employed at five general hospitals with 300 to 700 beds in the greater Vancouver area of British Columbia. A sample population of 250 out of the total 1,240 nurses were randomly selected for the survey. The Sheffield Continuing Learning Orientation Index was used for collection of data. Using a five point scale ranging from "very frequently important for me" (5 points) to "never important for me" (1 point), the participants were directed to consider their reasons for participating in all learning activities. A response rate of 88\% was obtained for analysis.  

---

65 Dickinson and Clark, p. 6.

66 Ibid., p. 10.
Data were analyzed through the use of the Principal Components Method with Varimax Rotation. All items with factors loadings of .40 or greater were included. The hypotheses were tested by using the Pearson Product Moment Correlation Coefficient at .05 level of significance.

The findings showed eight factors that accounted for 51.8% of the variance among items after rotation. These eight factors revealed the learning orientations of the participants, and they were similar to those factors identified by Sheffield in his Continuing Learning Orientation Index. These factors are: learning orientation, socialbility orientation, occupational orientation, societal orientation, interactive orientation, relief from boredom and frustration. These factors indicated the learning orientation of the participants. A two-tailed t test of the difference between mean scores for the self-education and continuing education indices was utilized. A value of 9.38 was obtained which was significant beyond the .001 level. Thus revealed that the respondents participated more in self-education than continuing education activities. There were positive correlations between learning orientation score and participation in self-education \((r = .23)\) and continuing education \((r = .17)\).

The study also revealed that those participants who had a higher learning orientation score participated more in both types of learning activities as were expected. Thus, supporting hypotheses five and six. The findings for other hypotheses were mixed. It was further observed that the relationship

---

67 Dickinson and Clark, p. 10-11.

68 Ibid., p. 12.
between learning orientations and participation in self-education were similar to those observed for learning orientation and participation in continuing education. Dickinson and Clark conclude that, though the study has provided support for the theoretical framework which suggest that learning orientations will have varying influences on participation in learning activities, there would still be a need to determine more accurately the utility of learning orientations as predictors of participation in different types of learning activities.\textsuperscript{69}

Dickinson, in another study, states that research pertaining to participation in adult education has been mainly concerned with socio-economic and psycho-social characteristics so that it is now possible to describe who participates in adult education and who does not. He further comments that such characteristics as age, education, occupation, and income, have shown association with participation while only few attempts have been made to extend the existing knowledge about participation in adult education beyond the simple identification of associated variables.\textsuperscript{70}

In order to bring a new approach to research pertaining to participation in adult education, Dickinson, in 1970, using the conceptual framework for analyzing continuous learning through

\textsuperscript{69} Dickinson and Clark, p. 13-14.

\textsuperscript{70} Gary Dickinson, "Educational Variables And Participation In Adult Education: An Exploratory Study," \textit{Adult Education}, XXII, (1971), p. 36.
educative community developed by Essert and Spence, conducted a survey to explore the relationship between educational variables and participation in adult education.\textsuperscript{71}

The study examined six representative educational variables in relation to participation to determine whether or not the use of additional variables would increase the power of education to predict participation compare to considering only the years of school completed by the participant as is normally done. These six representative educational variables as given by Dickinson are: (1) respondent's education, (2) respondent's training, (3) wife's education, (4) wife's training, (5) father's education, and (6) father's training.\textsuperscript{72} Based on previous research and studies, the assumption was made that of all the characteristics that have been studied, educational background may be the most important dimension to examine in detail as the number of persons participating tends to increase at each successively higher level of education attainment, and the years of school completed is frequently designated as the strongest influence on participation.\textsuperscript{73}

The following hypotheses were formulated by the author, that

1. A higher level of achievement in the sequential-unit system will be associated with greater participation

\textsuperscript{71}Dickinson, p. 36.
\textsuperscript{72}Ibid., p. 36.
\textsuperscript{73}Ibid., p. 37.
in the complementary-functional system;

2. A higher level of achievement within the family educational system will be associated with greater participation in the complementary-functional system;

3. The influence of the sequential-unit and family educational system on participation in the complementary-functional system will be cumulative;

4. Considering all of the educational variables simultaneously will produce stronger associations with participation than when each system is considered separately;

5. The educational variables possessing the greatest influence on participation will be those which are most immediate and relevant to the individual;

6. Achievement in the sequential-unit and family-educational system will have a differential influence on participation in different aspects of the complementary-functional system.

Data for the study were collected from rural household heads resident in the lower Fraser Valley of British Columbia. Seven hundred and twenty-seven occupied dwellings were located and randomly selected for an interview. Only male household heads were interviewed, using items ranging from personal to income characteristics of the respondents. A response rate of 84% was obtained from a total of 614 household heads that were
Dickinson employed different procedures to analyze the data. Cross tabulation of the six variables was used as predictors against total participation in adult education. Chi square was used to test the significance of the differences between the distributions of participants and nonparticipants for each educational variable, and zero order correlation coefficient was applied to measure the bivariate relationships. Hypotheses 3 was tested by utilizing a linear multiple regression program, and all the above procedures were used to test hypothesis number 4.

The findings from the study indicated that a higher level of achievement in the sequential-unit system was associated with greater participation in the complementary-functional system as had been expected and hypothesized. This finding supported the first given hypotheses. The result of the study also revealed that the family-educational system variables of education and training received by the father appeared to be related to participation in adult education. The percentage of participants increased with increased schooling by the father, and participation was significantly higher when the father had some training, 32% versus 18% when he had none.

---

74 Dickinson, p. 39.
75 Ibid., p. 40.
A higher level of education achievement by other family members appeared to be associated with greater participation in adult education.

The study also showed that all of the educational variables simultaneously produced a stronger association with participation in the complementary-functional system than when each variable was considered separately. Education level of the wife appeared to be a greater influence on participation by the respondent than was his own education and training. To this effect, hypothesis number 3B could not be accepted. The study further revealed that achievement in the sequential-unit and family-education system was not related to participation in nonvocational courses in the complementary-functional system whereas there were such associations among systems for vocational participation. 76

Dickinson concludes that educational variables other than the years of school completed by the respondent should be considered as factors influencing participation in adult education. He states, "...the previous research suggested that the educational level of the participant is the most single important factor influencing participation. The finding to the present study suggested that the years of school completed by wife may also be an important factor." Dickinson further suggests that additional research be done to clarify the nature of relation-

76Dickinson, p. 46
ship between education variables and participation in adult education.  

Studies and research on factors influencing participation in adult and continuing education continue to be pursued with different approach. In 1975, Daphne Williams Utiri, conducted a study on African adult student wives and their participation in continuing education in America. The study was intended to reveal why African women did or did not participate in educational activities from the perspective of being wives, foreigners, and students. Specifically, it was to obtained information about certain social and demographic characteristics of the respondents and the extent of their participation, and also to determine a participation typology.

One hundred and eleven married Subsaharan African adult women living with their husbands at the end of 1975, in five university communities within Michigan: East Lansing, Ann Arbor, Detroit, Kalamazoo, and Berrien Springs were selected for interview; 90 of them were available for the interview.

The study revealed that participation of the respondents in continuing education was related to parent's educational and occupational backgrounds. Those with mothers in occupation demanding a higher level of education were found to be more

---

77 Dickinson, p. 46.

inclined to further their education or studies. The level of education of the husband showed some influence of the wife's attitude toward education. This aspect of the findings agreed with the findings of Dickinson in previous study on the relationship of educational variables and participation that, educational level of the spouse might be an important single factor influencing participation in adult education.\(^{79}\)

It was also discovered that encouragement, moral support, and enthusiasm from the spouse contributed greatly to women's success in their studies. The study further showed that economic, career aspirations, and occupation improvements were number one factors influencing the women to continuing their education. These factors accounted for 86% of the respondents.\(^{80}\)

Utiri concludes that the overriding ambition of the respondents was the desire to learn and to acquire certification in the United States, as it was revealed that the most single factor influencing their participation in continuing education was to get the certificate or diploma.

**Nigerian Related Studies**

Urevbu, in 1975, did a study on "Some Insights into the Problem of Adult Education Participation in Evening Classes for Secondary-Level Examinations." The study was limited to two of the Northern States of Nigeria, namely; the former North-Central

\(^{79}\)Dickinson, p. 46.

\(^{80}\)Utiri pp. 22-23.
State, and the former North-Western State. The aim was to investigate the influence of selected positional psychological factors on evening class participants in former North-Central State and North-Western States.\footnote{Andrew O. Urevbu, "Some Insights into the Problem of Adult Education based on a recent Study of Participants in Evening Classes for Secondary-Level Examinations In Former North-Central and North-Western States", \textit{Adult Education In Nigeria}, II, (1976), pp. 45-57.}

Urevbu utilized questionnaires and the Student Problem Inventory for the collection of data from a sample population of 632 for North-Central State, and 152 for North-Western State. The study revealed the following.

1. Men participated to a significant greater extent than women;

2. Marital status has no significant relationship with participation in evening classes. Interest observation showed that married and single persons participated at a rate not significantly different from each other; Divorced persons were the least participants;

3. Employment and occupational status are found to be significantly related to participation;

4. There is a decline in ambition to participate after the age of 35 years. The highest participation rate was found among the middle age-range of 21 to 25 years of age;

5. In both states, higher income was related to participation;
6. As academic motivation increases, the participation rate also increases;

7. Future security was found to be significantly related to participation in evening classes.\footnote{Urevbu, pp. 52-53.}

The following conclusions were drawn by Urevbu on the study.

1. Participants in evening classes in North-Central State were similar to those in North-Western State.

2. In both States, there were more men attending evening classes than women.

3. There were as many married persons participating in evening classes as singles.

4. Students in evening classes were nearly all employed. A very insignificant number were either unemployed, part-time employed or were simply full time housewives.

5. The majority of participants in evening classes were within the age-range of 21 to 30 years. None of the students were under 16 years and only a negligible number are above 35 years of age.

6. Most participants in evening classes earned above Udoji minimum annual income, less than 6% of the participants earned N720 or below per annum. (This is about $1100 in American dollars).

7. Students in evening classes in both states were highly academically motivated and were hopeful about a brighter
academic future and career.

8. The majority of the students in evening classes were enrolled for the General Certificate Examination at ordinary levels or R. S. A. stage 1 Examinations. In the North-Central State, some enrolled for the advance levels of the General Certificate Examinations or the City and Guilds (intermediate examinations).^83

Okedara, in his book, The Impact of Literacy Education In Ibadan, Nigeria, recorded some responses from the participants of literacy education program in Ibadan, Nigeria, on factors motivating the participants to participate in literacy education. The aim was to allow some of the participants in the adult literacy education programs in Ibadan to express their self-perception about literacy concept, motivation for literacy, practical uses of literacy, further and continuing education, and views about education and knowledge.\(^84\)

Eight adults (four of each sex) were involved in the dialogue between them and the investigator. They also represented various parts of Nigeria, and were married with occupations ranging from petty trader to carpentry. The following factors were gathered from the dialogue as factors motivating the participants to participate in adult literacy education:

1. To be liberated from ignorance

\(^{83}\)Urevbu, pp. 52-53.

2. To be aware of what is going on around them

3. To be able to participate in church activities by being able to read the Bible, Christian literature, singing songs, and writings about Jesus.

4. To be proficient in trade and to expand business

5. To know how to read measurements and keep accurate records

6. To acquire literacy skills in order to progress in business

7. To be able to read weight scales

8. To learn how to read and write

9. To be able to read newspapers

10. To obtain a school-leaving-certificate in order to get a job

11. To be able to read labels on medicine

12. To avoid cheating by other people or literates

13. To get promotion and raise in salary

Okedara concludes that these participants revealed and demonstrated that they had been liberated from ignorance, fear, inferiority complexes, and all sorts of ignorance. To this effect, and by their awareness, they must continue to fight and defend their rights, to share good things of life through better purchasing power, better health and nutrition, good human relations, positive attitudes to change, and other related factors which would promote more enlightenment through participa-
Ayeni, also reported a study done by Tomori on "Why Illiterate adults want to become literates." According to Ayeni, the study showed that Nigerian adults want to become literates because they saw literacy as a personal necessity, economic advantages, status symbol, religious motivation, and an aid to civic responsibilities.  

This chapter has been reviewing and investigating literature on adults participation in educational activities. Throughout this chapter adults are seen to be participating or undertaking educational activities for several reasons, among which social, economic, self-development, religious, and self-improvement are given as reasons for educational participation by adults. The chapter also discussed the traditional education as background to this study.

Nigeria as a developing country has been plagued with a high proportion of the adult population who are non-literates, and this condition has been detrimental to the advancement of the socio-cultural, economic growth, and national pride. In order to remedy this high rate of illiteracy, Yusuf proposes and recommends that the adult education programs need to be intensified by the relevant government ministries in cooperation with the universities and all agencies involved in the

---

85 Okedara, p. 48.

education of adults by setting the following objectives:

(a) to help illiterate adults attain literacy, that is, acquire the art of reading, writing, and numeration;

(b) to help them appreciate their economic, cultural, and political role in Nigerian society;

(c) to enable them to understand their physical and biological environment;

(d) to help them improve their skills as workers, thereby improving their own living standards and thus contributing to the economic development of Nigeria.\(^{87}\)

CHAPTER III

METHODOLOGY

In order to accomplish the purpose for which the study was intended, a descriptive method was employed for the research. This chapter includes discussions of the population and sample, the procedures for collecting data, the limitation of the study, the instruments used to collect data, and the procedures for the analysis of data.

The Reasons for Educational Participation Questionnaire provided the major sources of information with regard to the purpose of the study, which was to identify and examine factors influencing Nigerian adults to participate in the adult basic education programs of the Nigerian Baptist Convention which lead to the first-school-leaving-certificate. Data collected from the Needs-Met Questionnaire were to supplement the information gathered from the Reasons for Educational Participation Questionnaire.

Two procedures were used in collecting data: (1) the Reasons for Educational Participation Questionnaire; and (2) the Needs-Met Questionnaire. These two procedures were utilized because one of the research questions could not be answered directly by the first procedure alone. The Needs-Met Questionnaire was added to broaden the scope of the study because of its importance to adult's participation in educational activities.
Population and Sample

The population of the study was 2,000 participants in the adult basic and certificate education program who had mastered a basic level of English language, and who also had enrolled in the basic and intermediate English class of the Nigerian Baptist Convention's adult literacy education program during the time of this study. This population was chosen by the researcher because of its ability to read and comprehend the instruments in English, which is the official language used in Nigeria.

Permission was obtained from the director of the adult education program of the Nigerian Baptist Convention to utilize the lists of the students who were participating in both the adult basic education and certificate programs, and after the procured list of students were numerically arranged, a random selection of 300 students from each group (basic adult education and certificate students) was made. This made a total sample of 600.

Instruments

The first instrument used in collecting the data was adapted and modified from the seven areas of the Reasons for Educational Participation Scale developed by Burges.¹ These seven areas were items used in the Reasons for Educational Participation Scale which has been used in previous educational

¹Burgess, pp. 3-9.
participation studies. This particular instrument consists of several items that covered the seven areas developed by Burgess. The seven areas as developed by Burgess, are the following:

1. The desire to know,
2. The desire to reach a personal goal,
3. The desire to reach a social goal,
4. The desire to reach a religious goal,
5. The desire to take part in activity,
6. The desire to escape, and
7. The desire to comply with formal requirements.

Some of the items on the Reasons for Educational Participation Questionnaire were omitted for the purpose of this study because they were not relevant to Nigerian context. Approval to use and modify the instrument was granted by Dr. Burgess for the purpose of this study. (See appendix B for the letter of approval). The Second instrument was Needs-Met Questionnaire which was developed from studies reported in the review of literature. The demographic data provided information relating to the determination of relationships that may exist among certain characteristics of respondents and reasons given for participation.

Reliability and Validity of the Instruments

Burgess used two panel of judges to established content

\[\text{Burgess, pp. 3-9.}\]
and construct validity of the Reasons for Educational Participation Scale. He also determined two kinds of reliability: (1) the coefficient of stability which averaged .665 for the entire group and the coefficient of equivalence which was .885 for the entire instrument.

In addition to Burgess' validation of the instrument, and because of the modification of the instrument for this study, further content validity was established by a panel of Nigerian adult educators. The construct validity for the Needs-Met Scale was also determined by these panel of experts. The judges were asked to examine each of the items and rated them as appropriate or inappropriate. The judges accepted all of the items as appropriate. It is assumed that the items removed from the Reasons for Educational Participation Scale did not result in any major effect on the reliability of the instrument.

Procedure For Collection of Data

For the purpose of this study, data were obtained from the students of adult basic and certificate education programs of the Nigerian Baptist Convention. Data were collected from 600 subjects randomly selected from both the basic and certificate groups. Each of the groups received 300 questionnaires. The survey questionnaires with a cover letter, each in an addressed envelope with the participant's name, were hand delivered for distribution by the teachers to the selected participants in their classes. The names of participants were identified from the list given by the director of adult education programs. The
participants were asked to complete the survey questionnaire in the class and to return them in a sealed return-addressed envelope provided by the researcher. A return rate of 35% was considered adequate for the purpose of analysis and interpretation of the data.

Procedures for the Analysis of Data

The following procedures were used in analysing and interpreting the data.

1. Frequency distributions were used to describe the responses of the sample and to ascertain whether reasons for Nigerian adults' participation in basic education programs are job related, or for need fulfillment in-terms of social, political, and spiritual areas. Items three, and six through ten on the demographic data were examined only in-terms of frequencies.

2. The respondents were grouped according to the following independent variables for the purpose of testing the relationships that may exist between the responses by these independent variables:

   (a) Classification:  
   1. Basic literacy class  
   2. Certificate class  

   (b) Age:  
   1. 30 & below  
   2. 31 & above  

   (c) Sex:  
   1. Male  
   2. Female  

   (d) Marital Status:  
   1. Single  
   2. Married  

3. The Spearman rank order correlation was used to deter-
mine if a relationship existed between the participants' responses to the (a) Reasons for Educational Participation Scale, and (b) to the Needs-Met Scale. The mean for each item on the two scales was calculated, ranked, and compared for the selected independent variables. A level of significance of .05 was set for the rejections of the null hypotheses. Also, the fifteen factors that had the highest means on Educational Participation Scale, and five factors that also had the highest means on the Needs-Met Scale were viewed as being important during the analysis and interpretation of the data.

Reporting of Data

After the data were computed and analyzed, they were entered into tables for simplicity of reporting and interpretations.
CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

In accordance with the purpose of this study, data were collected from the Reasons for Educational Participation and Needs-Met Questionnaires administered to a total of 600 respondents consisting of adult basic education and certificate students in the adult education programs of the Nigerian Baptist Convention. Some questions were modified to make them relevant to the Nigerian situation.

The analysis and the presentation of data are based on the responses of 248 subjects: 122 certificate students, and 126 basic education students. Data presented in Table I show the number of persons in each population, the sample, and the percentage of responses that number represents.

The analysis was further divided into three sections. The first section presents and describes the nature of the population and distribution of sample responses according to selected demographical information as proposed in research question number four. The second section discusses the means and the rankings of respondents to the Reasons for Educational Participation and the Needs-Met Questionnaires. Section three presents and discusses the Spearman rank-order correlation between responses of the respondents to
the Reasons for Educational Participation and the Needs-Met Questionnaires (dependent variables). This answers research questions two and three in chapter one which were to identify relationships that might exist between the independent variables and responses to Reasons for Educational Participation, and Needs-Met Questionnaires.

### TABLE I

**POPULATION, SAMPLE, AND THE PERCENTAGE OF RESPONSES**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample</th>
<th>Usable Responses</th>
<th>Percentage Of Usable Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education</td>
<td>1,000</td>
<td>300</td>
<td>126</td>
<td>42.0</td>
</tr>
<tr>
<td>Certificate Education</td>
<td>1,000</td>
<td>300</td>
<td>122</td>
<td>40.6</td>
</tr>
<tr>
<td>Total</td>
<td>2,000</td>
<td>600</td>
<td>248</td>
<td>41.3</td>
</tr>
</tbody>
</table>

Data shown in Table I reveals that the population for this study consisted of 1,000 basic education students and 1,000 certificate education students. A sample of 300 subjects in each group of participants was utilized; 126 responses were obtained from the basic education students which was 42.0% of the sample. The usable responses obtained from the certificate students were 122 which represented 40.6% of the sample. The total return rate of responses was 41.3% of the sample.
Description of Responses to Reasons For Educational Participation Questionnaire

Demographic Data

The independent variables for the survey included the demographic data about the respondents. These included their sex, age, occupation, classification, marital status, number of children living at home, age of children living at home, religious affiliation, denomination, and employment. Data presented in Tables II, III, IV, V, VI, VII, VIII, IX and X represent each of the above stated variables.

Data presented in Table II shows the distribution of respondents by class and sex.

**TABLE II**

DISTRIBUTION OF RESPONDENTS BY CLASS AND SEX

<table>
<thead>
<tr>
<th>Class</th>
<th>Sex</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Basic Education</td>
<td>126</td>
<td>50.8</td>
<td>66</td>
</tr>
<tr>
<td>Certificate</td>
<td>122</td>
<td>49.2</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>248</td>
<td>41.3</td>
<td>126</td>
</tr>
</tbody>
</table>
The responses as shown in the above Table indicate that 52.3 percent of the respondents who took part in the questionnaire surveys were males enrolled in adult basic education classes. Of the certificate class, 49.1 percent were males, and of the total sample, 50.8 percent were basic education students, and 49.2 percent were certificate students.

Table III presents the distribution of respondents by age.

**TABLE III**

**DISTRIBUTION OF RESPONDENTS BY AGE**

<table>
<thead>
<tr>
<th>Age</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>30 and Below</td>
<td>73</td>
<td>59.3</td>
</tr>
<tr>
<td>31 and Above</td>
<td>50</td>
<td>40.7</td>
</tr>
<tr>
<td>Total</td>
<td>123</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data show that 61.7 percent of the certificate education participants were 30 years old or under, while 59.3 percent of basic education participants in the survey were 30 years old or under.
Table IV shows the distribution of respondents by occupation.

**TABLE IV**

**DISTRIBUTION OF RESPONDENTS BY OCCUPATION**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Farmer</td>
<td>18</td>
<td>14.3</td>
</tr>
<tr>
<td>Clerk</td>
<td>33</td>
<td>26.2</td>
</tr>
<tr>
<td>Petty Trader</td>
<td>46</td>
<td>36.5</td>
</tr>
<tr>
<td>Others</td>
<td>29</td>
<td>23.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>126</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data indicate the largest occupational category was petty traders. Thirty-six and five tenths of the basic education students were petty traders while 40.2 percent of the certificate students were petty traders.

The data presented in Table V illustrates the distribution of respondents by marital status. Thirty percent of the certificate education participants were single, and 69.8 percent of basic education participants were married. According to the data, there were more married participants in the adult education programs than single participants.
### TABLE V

**DISTRIBUTION OF RESPONDENTS BY MARITAL STATUS**

<table>
<thead>
<tr>
<th>Marital-Status</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Single</td>
<td>38</td>
<td>30.2</td>
</tr>
<tr>
<td>Married</td>
<td>88</td>
<td>69.8</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table VI presents the distribution of respondents by number of children living at home.

### TABLE VI

**DISTRIBUTION OF RESPONDENTS BY NUMBER OF CHILDREN LIVING AT HOME**

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>None</td>
<td>45</td>
<td>35.7</td>
</tr>
<tr>
<td>1 to 3</td>
<td>61</td>
<td>48.4</td>
</tr>
<tr>
<td>4 or More</td>
<td>20</td>
<td>15.9</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The majority of the participants had one to three children living at home. Forty-eight and four tenths of basic education participants had one to three children living at home, while 44.9 percent of certificate students had one to three children living at home.

Table VII illustrates the distribution of respondents by ages of children living at home.

**TABLE VII**

**DISTRIBUTION OF RESPONDENTS BY AGES OF CHILDREN**

<table>
<thead>
<tr>
<th>Ages of Children</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>0 to 6</td>
<td>43</td>
<td>51.8</td>
</tr>
<tr>
<td>7 to 12</td>
<td>29</td>
<td>34.9</td>
</tr>
<tr>
<td>13 and Up</td>
<td>11</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Data show that the majority of the respondents have children ranging in age from zero to six years old living at home. Of the basic education participants, 51.8 percent had children ages from zero to six years old, while 51.8 percent of the certificate participants had children ages from zero to six years old living at home.
Table VIII presents the distribution of respondents by religious affiliation.

TABLE VIII
DISTRIBUTION OF RESPONDENTS BY RELIGIOUS AFFILIATION

<table>
<thead>
<tr>
<th>Religious Affiliation</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Christianity</td>
<td>104</td>
<td>82.5</td>
</tr>
<tr>
<td>Islam</td>
<td>22</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data above indicate that 86.1 percent of the certificate participants were Christians, while 82.5 percent of basic education participants also claimed to be Christians. Thus, the majority of participants were Christians.

Table IX presents the distribution of respondents by religious denomination. Seventy-seven and nine tenths of the certificate participants were Baptist, and 54.0 percent of basic education participants were Baptist. There were more Baptist in the program than any other denomination.
TABLE IX

DISTRIBUTION OF RESPONDENTS BY RELIGIOUS DENOMINATION

<table>
<thead>
<tr>
<th>Religious Denomination</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Baptist</td>
<td>68</td>
<td>54.0</td>
</tr>
<tr>
<td>Anglican</td>
<td>16</td>
<td>12.7</td>
</tr>
<tr>
<td>Ahamadiya</td>
<td>9</td>
<td>7.2</td>
</tr>
<tr>
<td>Ansar-ud-deen</td>
<td>8</td>
<td>6.3</td>
</tr>
<tr>
<td>Others</td>
<td>25</td>
<td>19.8</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table X describes the distribution of respondents by employment status.

The data indicate that 86.3 percent of basic education participants were employed full time; 8.1 percent were employed part time, and only 5.6 of the basic education participants were unemployed. Of the certificate education participants, 86.1 percent were employed full time, 10.7 percent were employed part time, and only 3.2 percent were unemployed.
TABLE X
DISTRIBUTION OF RESPONDENTS BY EMPLOYMENT STATUS

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Basic Education</th>
<th>Certificate Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Full Time</td>
<td>107</td>
<td>86.3</td>
</tr>
<tr>
<td>Part Time</td>
<td>10</td>
<td>8.1</td>
</tr>
<tr>
<td>Unemployed</td>
<td>7</td>
<td>5.6</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Reasons for Educational Participation: Respondents' View of Factors Influencing Participation

This section of the study was to identify the reported factors that most influence the decision of Nigerian adults to participate in the educational programs of the Nigerian Baptist Convention which lead to first-school-leaving-certificate. The objectives of the study were to enable the Nigerian Baptist Convention to use the knowledge of these factors for program development, improvement, or to make changes.

The five research questions presented in chapter one deal with (1) the factors considered to be the most important in influencing the decision of Nigerian adults to participate in adult basic educational programs,
relationships that might exist between the reasons given for participation and some selected demographical information (independent variables), (3) relationships that might exist between needs-met and some selected demographical information, (4) nature of population according to personal information or background data and (5) whether reasons for participation are job related or for needs fulfillment.

Findings from the Reasons for Educational Participation Questionnaire received from 248 respondents showed the rank order in which reasons for educational participation were viewed by both the adult basic education and certificate students. For the purpose of analysis, the fifteen reasons for educational participation statements considered most important by the respondents' rank orderings were chosen for discussion in this study.

Table XI presents responses to fifteen reasons for educational participation statements with the highest mean rankings among both basic and certificate education participants. The mean and rankings for the fifteen reasons for educational participation are shown in order of importance from the highest mean to the lowest mean. As is shown in Table XI, responses of all of the respondents to the Reasons for Educational Participation Questionnaire indicated that "To be able to calculate or do simple arithmetic" was the most single influential factor that influenced the respondents' decision to participate in the adult literacy, certificate, and basic educational
TABLE XI
FIFTEEN REASONS FOR EDUCATIONAL PARTICIPATION
STATEMENTS WITH HIGHEST MEANS RANK-ORDERED FOR BASIC AND CERTIFICATE EDUCATION RESPONDENTS

<table>
<thead>
<tr>
<th>Item #</th>
<th>Reasons For Educational Participation</th>
<th>Basic Students</th>
<th>Certificate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>To Be Able to Calculate or Do Simple Arithmetic</td>
<td>4.37 1</td>
<td>5.57 1</td>
</tr>
<tr>
<td>7</td>
<td>To Be Able To Read and Write Letters</td>
<td>4.29 2</td>
<td>4.45 3</td>
</tr>
<tr>
<td>17</td>
<td>To Gain Knowledge for Immediate Use</td>
<td>4.13 3</td>
<td>4.42 4</td>
</tr>
<tr>
<td>16</td>
<td>To Become A More Effective Citizen (Including Voting)</td>
<td>3.76 4</td>
<td>3.77 9</td>
</tr>
<tr>
<td>12</td>
<td>To Be A Better Parent to My Children</td>
<td>3.74 5.5</td>
<td>3.74 10</td>
</tr>
<tr>
<td>22</td>
<td>To Prepare Me For A Better Job</td>
<td>3.74 5.5</td>
<td>3.90 7</td>
</tr>
<tr>
<td>1</td>
<td>To Be Able to Read The Bible</td>
<td>3.70 7</td>
<td>3.55 12</td>
</tr>
<tr>
<td>2</td>
<td>To Be Able To Take Account of My Business</td>
<td>3.67 8.5</td>
<td>4.04 5</td>
</tr>
<tr>
<td>19</td>
<td>To Be Able To Read Posters</td>
<td>3.67 8.5</td>
<td>4.02 6</td>
</tr>
<tr>
<td>Item #</td>
<td>Reasons For Educational Participation</td>
<td>Basic Students</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------</td>
<td>----------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Rank</td>
</tr>
<tr>
<td>4</td>
<td>To Obtain The First-School Leaving-Certificate</td>
<td>3.61</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>To Advance In My Business</td>
<td>3.60</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>To Improve My Health And Personal Appearance</td>
<td>3.56</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>To Improve My Relationship With People</td>
<td>3.34</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>To Understand Community Problems</td>
<td>3.17</td>
<td>14</td>
</tr>
<tr>
<td>14</td>
<td>To Help My Community to Progress</td>
<td>3.06</td>
<td>15.5</td>
</tr>
<tr>
<td>6</td>
<td>To Surprise My Friends That I Can Learn</td>
<td>3.06</td>
<td>15.5</td>
</tr>
<tr>
<td>20</td>
<td>To Gain Admission into A High or Secondary School</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>
program of the Nigerian Baptist Convention. Both basic and certificate education participants ranked this as the number one factor that influenced their decision to participate in the program. It was surprising that "To be able to read and write letters" was not ranked first according to the data. It was ranked second by the basic education students, and third by the certificate education students as one of the most influential factors in their decision to participate in the adult basic educational programs of the Nigerian Baptist Convention.

Reasons for educational participation statements 12 and 22, "To be a better parent to my children," and "To prepare me for a better job" were tied for the fifth rank by the basic education participants, thus, indicating that the respondents in this group had concerns or were concerned about the well-being of their jobs and families.

It is further observed that the reasons for educational participation statements 22, 2, and 8, "To prepare me for a better job"; "To be able to take account of my business"; and "To advance in my business" were ranked fifth, eighth and eleven among the fifteen most influential factors ranked by the respondents. This suggested that job orientation might be the motivation behind the respondents' participation in the program. It further shows a keen aspiration toward success in jobs.
Statement 1, "To be able to read the Bible" was ranked seventh and twelfth respectively by both basic and certificate students participating in the programs. The data also indicate that the respondents did not see religion or religious reasons as paramount to their participation in the adult basic education programs of the Nigerian Baptist Convention. However, it was ranked by both groups to be among the top fifteen factors influencing Nigerian adults to participate in the program.

Observation further shows that the reasons for educational participation statement 5, "To improve my relationship with people" was ranked to be among the top fifteen factors influencing the participants by both basic and certificate education. Both of these groups ranked it as the thirteenth factor considered important.

Statements 5, 6, 13 and 14, "To improve my relationship with people"; "To surprise my friends that I can learn"; "To understand community problems"; and "To help my community to progress," were among the fifteen factors considered by all the respondents as important in their decision to participate in the adult basic education programs of the Nigerian Baptist Convention. These factors suggested the respondents' concerns for socialization through learning activities.

Further observation indicates that statements 2, 4, 7, 17, 19 and 22, "To be able to take account of my business";
"To obtain the first-school-leaving-certificate"; "To be able to read and write letters"; "To gain knowledge for immediate use"; "To be able to read posters"; and "To prepare me for a better job," were among the top ranked fifteen factors by both basic and certificate education participants as the most influential factors influencing the respondents decision to participate in the adult basic educational programs of the Nigerian Baptist Convention. These items were ranked fifth, second, third, sixth, fourth, and seventh by certificate students. Hence, indicating that the respondents in their reasons for educational participation were oriented towards personal needs fulfillment than any other factors motivating them to participate in any educational activities.

The data also shows the fifteen reasons for educational participation with highest means rank ordered by the two groups of respondents.

The data clearly indicates that the two groups of respondents agreed in their responses to Reasons for Educational participation Questionnaire, and reasons for their participation in the educational programs of the Nigerian Baptist Convention. Observation shows that there was very close agreement between the adult basic education students and the certificate education students on reasons for educational participation. Both groups agreed that reasons for educational participation statements 1, 2, 4, 5, 7, 8, 9, 12, 16,
17, 19 and 22, were factors considered most important in influencing the Nigerian adults to participate in the adult basic education programs of the Nigerian Baptist Convention.

Research questions 2 and 3 in chapter one deal with the determination of relationships that might exist between certain independent variables in the study, Reasons for Educational Participation, and Needs-Met Questionnaires. It was hypothesized that there are no positive relationships among some selected independent variables and responses given by respondents to the Reasons for Educational Participation and Needs-Met Questionnaires.

In order to determine whether relationships exist in the responses given to the reasons for educational participation among the selected independent variables and respondents, the Spearman rank-order correlation coefficient was computed for the degree of relationship, if any, and also to determine whether significant relationships exist among the selected independent variables with regard to their responses to the Reasons for Educational Participation and Needs-Met Questionnaires.

Tables XII, XIII, XIV, and XV, present the Spearman rank order correlation between responses given by respondents to the reasons for educational participation statements and some selected independent variables.

As data in Table XII indicated, there was considerable agreement between males and females in their responses to
TABLE XII
A RANK-ORDER CORRELATION COEFFICIENT AMONG RESPONSES GIVEN BY RESPONDENTS TO THE REASONS FOR EDUCATIONAL PARTICIPATION AND SEX

<table>
<thead>
<tr>
<th>Items</th>
<th>Male Rank</th>
<th>Female Rank</th>
<th>Differences Between Ranks</th>
<th>d²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*+3.53</td>
<td>+3.75</td>
<td>9</td>
<td>2.5</td>
</tr>
<tr>
<td>2</td>
<td>+3.84</td>
<td>+3.86</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>+2.76</td>
<td>+2.93</td>
<td>17</td>
<td>2.5</td>
</tr>
<tr>
<td>4</td>
<td>+4.09</td>
<td>+4.08</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>+3.28</td>
<td>+3.14</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>+2.98</td>
<td>+3.11</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>+4.46</td>
<td>+4.27</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>+3.70</td>
<td>+3.76</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>+3.53</td>
<td>+3.62</td>
<td>12</td>
<td>.5</td>
</tr>
<tr>
<td>10</td>
<td>+2.76</td>
<td>+2.54</td>
<td>21</td>
<td>1.5</td>
</tr>
<tr>
<td>11</td>
<td>+2.35</td>
<td>+2.75</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>+3.72</td>
<td>+3.77</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>+3.14</td>
<td>+2.95</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>+2.92</td>
<td>+3.03</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>+2.80</td>
<td>+2.77</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td>+3.81</td>
<td>+3.70</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>+4.30</td>
<td>+4.23</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td>+4.49</td>
<td>+4.43</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td>+3.88</td>
<td>+3.82</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>+2.97</td>
<td>+2.56</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>+2.00</td>
<td>+2.16</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>+4.00</td>
<td>+3.63</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

*Mean Score

Sum of $d^2 = 96$
\(\rho = 0.946\)
\(p \leq .05\) for \(N = 22\)
the reasons for educational participation and on those factors considered to be the most important factors that influenced adults to participate in the adult basic educational programs which led to the first-school-leaving-certificate. The male and female respondents agreed on the reasons for educational participation statements 4, 5, 7, 17, 18 and 19, as factors considered most important in the decision of the respondents to participate in the educational programs of the Nigerian Baptist Convention. The respondents agreed on rankings for seven of the Reasons for Educational Participation Questionnaire. Statements 4, 5, 7, 15, 17, 18, 19 and 21 were ranked equally by the respondents. Both groups ranked these items fourth, thirteenth, second, eighteenth, third, first, sixth, and twenty-second respectively.

Observation further shows that female participants participated in the educational programs mostly for the same reasons as those of males. Statements 1, 2, 4, 7, 8, 12, 16, 17, 18 and 19 in the reasons for educational participation were among the top ranked factors by male and female participants and as factors considered important in their decision to participate in the adult basic education programs. This finding suggests a very close agreement between the sex with regard to reasons for educational participation.

In the null hypotheses formulated in chapter one, it was stated that there are no positive relationships among the
reasons given for participation in the adult basic education program by male and female. This hypothesis was tested by computing the Spearman rank order correlation coefficient to determine the degree of relationship, and the significance of the relationship (p ≤ .05) between the sex. The rho value was obtained and data indicated that there were statistically significant relationships in the responses given to the reasons for educational participation between male and female respondents. The rho value obtained at p ≤ .05 showed that there were statistically significant positive order correlation coefficient between the male and female participants, therefore, hypothesis number one was rejected.

Table XIII presents the Spearman rank order correlation coefficient between responses given by respondents to the reasons for educational participation and marital status with significant relationships at the .05 level.

Data clearly indicated that both single and married respondents to the reasons for educational participation agreed that statements 4, 7, 9, 15, 17, 18 and 21 were among the factors that influenced their decision to participate in the adult basic educational programs. Also statements 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 16, 17, 18 and 22 were
# TABLE XIII

A RANK-ORDER CORRELATION COEFFICIENT AMONG RESPONSES GIVEN BY RESPONDENTS TO THE REASONS FOR EDUCATIONAL PARTICIPATION AND MARITAL STATUS

<table>
<thead>
<tr>
<th>Items</th>
<th>Marital Status</th>
<th>Differences In Ranks</th>
<th>d^2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single</td>
<td>Rank</td>
<td>Married</td>
</tr>
<tr>
<td>1</td>
<td>+3.58</td>
<td>9</td>
<td>+3.65</td>
</tr>
<tr>
<td>2</td>
<td>+3.93</td>
<td>6</td>
<td>+3.82</td>
</tr>
<tr>
<td>3</td>
<td>+2.65</td>
<td>19</td>
<td>+2.92</td>
</tr>
<tr>
<td>4</td>
<td>+4.17</td>
<td>4</td>
<td>+4.05</td>
</tr>
<tr>
<td>5</td>
<td>+3.26</td>
<td>14</td>
<td>+3.19</td>
</tr>
<tr>
<td>6</td>
<td>+3.13</td>
<td>15</td>
<td>+3.00</td>
</tr>
<tr>
<td>7</td>
<td>+4.28</td>
<td>2</td>
<td>+4.41</td>
</tr>
<tr>
<td>8</td>
<td>+3.48</td>
<td>10</td>
<td>+3.83</td>
</tr>
<tr>
<td>9</td>
<td>+3.45</td>
<td>12</td>
<td>+3.62</td>
</tr>
<tr>
<td>10</td>
<td>+2.62</td>
<td>20</td>
<td>+2.67</td>
</tr>
<tr>
<td>11</td>
<td>+2.50</td>
<td>21</td>
<td>+2.56</td>
</tr>
<tr>
<td>12</td>
<td>+3.42</td>
<td>13</td>
<td>+3.88</td>
</tr>
<tr>
<td>13</td>
<td>+2.88</td>
<td>17</td>
<td>+3.13</td>
</tr>
<tr>
<td>14</td>
<td>+2.90</td>
<td>16</td>
<td>+3.00</td>
</tr>
<tr>
<td>15</td>
<td>+2.84</td>
<td>18</td>
<td>+2.76</td>
</tr>
<tr>
<td>16</td>
<td>+3.80</td>
<td>8</td>
<td>+3.75</td>
</tr>
<tr>
<td>17</td>
<td>+4.21</td>
<td>3</td>
<td>+4.30</td>
</tr>
<tr>
<td>18</td>
<td>+4.56</td>
<td>1</td>
<td>+4.42</td>
</tr>
<tr>
<td>19</td>
<td>+3.82</td>
<td>7</td>
<td>+3.86</td>
</tr>
<tr>
<td>20</td>
<td>+3.46</td>
<td>11</td>
<td>+2.48</td>
</tr>
<tr>
<td>21</td>
<td>+1.94</td>
<td>22</td>
<td>+2.13</td>
</tr>
<tr>
<td>22</td>
<td>+4.01</td>
<td>5</td>
<td>+3.74</td>
</tr>
</tbody>
</table>

*Mean Score

Sum of d^2 = 224.5
rho = 0.874
p ≤ .05 for N = 22
among the top ranked factors considered to be important in the Reasons for Educational Participation Questionnaire. Both single and married participants ranked these factors as the fifteen factors with the highest means, thereby showing that these factors were the most influential factors that influenced Nigerian adults to participate in the educational programs of the Convention. A comparison of responses among the two groups generally shows that a close agreement occurred in their responses to the reasons for educational participation.

A Spearman rank order correlation coefficient was computed for the two groups to determine whether significant relationships existed among responses given by the respondents to the reasons for educational participation. The null hypothesis two in chapter one stated that there are no positive relationships among the reasons given for participation in the adult basic education program by single and married participants. The Spearman rank order correlation coefficient obtained indicated that significant relationships existed among the reasons given for participation in the adult basic educational program by single and married participants. The rho value obtained was greater than the table value set at .05 level of significance for this section. The rho value obtained was 0.874. Hence, hypothesis two was rejected.
Table XIV presents the Spearman rank order correlation coefficient among responses given by respondents to the reasons for educational participation and classification.

As in Table XIV, the respondents agreed that statement 21, "To gain leadership skills for missionary works," was the least ranked factor influencing their decision to participate in adult basic education programs. All responses to other factors showed a considerable level of agreement among the respondents. Both basic and certificate participants agreed that statement 5, "To improve my relationship with people," was among the top ranked factors in the participants' decision to participate in adult basic education programs. There were further agreements between the two groups on factors considered most important in influencing the participants to participate in the educational activities of the Nigerian Baptist Convention. Both groups agreed that statements 1, 2, 4, 5, 6, 7, 8, 9, 12, 16, 17, 18, 19 and 22 were the top ranked factors in the reasons for educational participation.

The Spearman correlation coefficient was computed for these two groups to show the degree of relationships among their responses to the reasons for educational participation by calculating, squaring and summing the differences among the rankings of both basic and certificate participants' responses to the reasons for educational participation in
TABLE XIV
A RANK-ORDER CORRELATION COEFFICIENT AMONG RESPONSES GIVEN BY RESPONDENTS TO THE REASONS FOR EDUCATIONAL PARTICIPATION AND CLASSIFICATION

<table>
<thead>
<tr>
<th>Items</th>
<th>Classification</th>
<th>Differences Between Rank</th>
<th>( d^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Education</td>
<td>Certificate Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Rank</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>3.70</td>
<td>7</td>
<td>3.55</td>
</tr>
<tr>
<td>2</td>
<td>3.67</td>
<td>9</td>
<td>4.04</td>
</tr>
<tr>
<td>3</td>
<td>2.90</td>
<td>17</td>
<td>2.76</td>
</tr>
<tr>
<td>4</td>
<td>3.61</td>
<td>10</td>
<td>4.57</td>
</tr>
<tr>
<td>5</td>
<td>3.34</td>
<td>13</td>
<td>3.09</td>
</tr>
<tr>
<td>6</td>
<td>3.06</td>
<td>15</td>
<td>3.03</td>
</tr>
<tr>
<td>7</td>
<td>4.29</td>
<td>2</td>
<td>4.45</td>
</tr>
<tr>
<td>8</td>
<td>3.60</td>
<td>11</td>
<td>3.84</td>
</tr>
<tr>
<td>9</td>
<td>3.56</td>
<td>12</td>
<td>3.58</td>
</tr>
<tr>
<td>10</td>
<td>2.36</td>
<td>21</td>
<td>2.95</td>
</tr>
<tr>
<td>11</td>
<td>2.59</td>
<td>19</td>
<td>2.50</td>
</tr>
<tr>
<td>12</td>
<td>3.74</td>
<td>5.5</td>
<td>3.74</td>
</tr>
<tr>
<td>13</td>
<td>3.17</td>
<td>14</td>
<td>2.95</td>
</tr>
<tr>
<td>14</td>
<td>3.05</td>
<td>16</td>
<td>2.90</td>
</tr>
<tr>
<td>15</td>
<td>2.88</td>
<td>18</td>
<td>2.69</td>
</tr>
<tr>
<td>16</td>
<td>3.75</td>
<td>4</td>
<td>3.77</td>
</tr>
<tr>
<td>17</td>
<td>4.12</td>
<td>3</td>
<td>4.41</td>
</tr>
<tr>
<td>18</td>
<td>4.36</td>
<td>1</td>
<td>4.56</td>
</tr>
<tr>
<td>19</td>
<td>3.68</td>
<td>8</td>
<td>4.02</td>
</tr>
<tr>
<td>20</td>
<td>2.55</td>
<td>20</td>
<td>3.00</td>
</tr>
<tr>
<td>21</td>
<td>2.22</td>
<td>22</td>
<td>1.93</td>
</tr>
<tr>
<td>22</td>
<td>3.74</td>
<td>5.5</td>
<td>3.90</td>
</tr>
</tbody>
</table>

Sum of \( d^2 \) = 256
\( \rho = 0.855 \)
\( p \leq .05 \) for \( N = 22 \)
order to test hypothesis number three, which stated that there is no positive relationship between the reasons given for participation in the adult basic education program and classification.

Table XIV shows a rejection of Hypothesis number three in chapter one. There were significant and positive correlations found among the responses of the adult basic education and the certificate education participants to Reasons for Educational Participation Questionnaire. There were relationships existing among the two groups' responses to the reasons for educational participation. Therefore, hypothesis number three was rejected.

Table XV presents the Spearman rank order correlation coefficient among responses given by the respondents to the reasons for educational participation and age.

Table XV indicates that there was a positive correlation among the responses of respondents by age and reasons for educational participation. Examination of the table indicates that the two age groups agreed in their responses to reasons for educational participation thereby showing that their responses to the Reasons for Educational Participation Questionnaire were related. There was a greater degree of agreement in their responses to Reasons for Educational Participation Questionnaire.
TABLE XV
A RANK-ORDER CORRELATION COEFFICIENT AMONG RESPONSES GIVEN BY RESPONDENTS TO THE REASONS FOR EDUCATIONAL PARTICIPATION AND AGE

<table>
<thead>
<tr>
<th>Items</th>
<th>Age</th>
<th>Differences Between Rank</th>
<th>d²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 and Below</td>
<td>31 and Above</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Rank</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>3.65</td>
<td>10.5</td>
<td>3.58</td>
</tr>
<tr>
<td>2</td>
<td>3.85</td>
<td>7</td>
<td>3.84</td>
</tr>
<tr>
<td>3</td>
<td>2.85</td>
<td>17.5</td>
<td>2.81</td>
</tr>
<tr>
<td>4</td>
<td>4.25</td>
<td>4</td>
<td>3.81</td>
</tr>
<tr>
<td>5</td>
<td>3.24</td>
<td>13</td>
<td>3.18</td>
</tr>
<tr>
<td>6</td>
<td>3.02</td>
<td>15</td>
<td>3.10</td>
</tr>
<tr>
<td>7</td>
<td>4.38</td>
<td>2</td>
<td>4.36</td>
</tr>
<tr>
<td>8</td>
<td>3.65</td>
<td>10.5</td>
<td>3.82</td>
</tr>
<tr>
<td>9</td>
<td>3.55</td>
<td>12</td>
<td>3.57</td>
</tr>
<tr>
<td>10</td>
<td>2.64</td>
<td>20</td>
<td>2.69</td>
</tr>
<tr>
<td>11</td>
<td>2.57</td>
<td>21</td>
<td>2.48</td>
</tr>
<tr>
<td>12</td>
<td>3.69</td>
<td>9</td>
<td>3.80</td>
</tr>
<tr>
<td>13</td>
<td>2.94</td>
<td>16</td>
<td>3.20</td>
</tr>
<tr>
<td>14</td>
<td>2.85</td>
<td>17.5</td>
<td>3.16</td>
</tr>
<tr>
<td>15</td>
<td>2.76</td>
<td>19</td>
<td>2.83</td>
</tr>
<tr>
<td>16</td>
<td>3.82</td>
<td>8</td>
<td>3.67</td>
</tr>
<tr>
<td>17</td>
<td>4.35</td>
<td>3</td>
<td>4.14</td>
</tr>
<tr>
<td>18</td>
<td>4.54</td>
<td>1</td>
<td>4.33</td>
</tr>
<tr>
<td>19</td>
<td>3.90</td>
<td>6</td>
<td>3.76</td>
</tr>
<tr>
<td>20</td>
<td>3.06</td>
<td>14</td>
<td>2.41</td>
</tr>
<tr>
<td>21</td>
<td>1.92</td>
<td>22</td>
<td>2.32</td>
</tr>
<tr>
<td>22</td>
<td>3.99</td>
<td>5</td>
<td>3.54</td>
</tr>
</tbody>
</table>

Sum of d² = 163
rho = 0.907
p ≤ .05 for N = 22
While both age groups agreed that statement 21, "To gain leadership skills for missionary works," was the least factor in the reasons for educational participation, they also agreed that statement 18, "To be able to calculate or do simple arithmetic," was the number one factor and the most influential in reasons given for educational participation. Both groups were very close in agreement with regard to other factors in the reasons for educational participation.

The Spearman rank order correlation coefficient computed for these two age groups and their responses to the Reasons for Educational Participation Questionnaire showed that there were significant relationships among the age of participants and their responses to the reasons for educational participation.

This finding was contrary to the hypothesis formulated in chapter one of this study. Hypothesis number four states that there is no positive relationship among responses to the reasons for educational participation and age. According to the data in Table XV, it shows that a relationship exists. There is a high correlation between the responses to the reasons for educational participation and the age of respondents. There is a positive relationship in the responses to the reasons for educational participation and the age groups. Therefore, the null hypothesis number four was rejected.
Description of Responses To Needs-Met Questionnaire

The second instrument used in this study was the Needs-Met Questionnaire which was designed to measure the extent to which selected needs were met by the program of adult basic education of the Nigerian Baptist Convention, and, also, to see whether there would be relationships in the responses to Needs-Met Questionnaire and the selected independent variables.

Table XVI presents the five needs being met statements ranked by the largest means among the respondents. Data in Table XVI shows that statement 10, "Individual attention from the teacher," was the most single need that the respondents considered being met by the adult basic education programs of the Nigerian Baptist Convention. Both the adult basic and certificate education participants ranked this as number one factor above all other factors in the Needs-Met Questionnaire.

Further observation shows that statements 4, 7, and 8, "The program offering new knowledge"; "You are made to feel welcome into the program"; and Provision for tutoring when needed," were among the top ranked needs considered being met by the adult basic education programs of the Nigerian Baptist Convention. There was close agreement in the responses by the adult basic education participants. Also, statements 4, 5, and 6, "The program offers new knowledge", "Program personnel take time to explain the program's requirements to the students"; and "Convenient time schedule for class meeting", were among the needs being met statements with the highest means rank order by the
TABLE XVI

FIVE NEEDS STATEMENTS WITH HIGHEST MEANS RANK-ORDERED
BY BASIC EDUCATION AND CERTIFICATE EDUCATION
RESPONDENTS

<table>
<thead>
<tr>
<th>Item #</th>
<th>Needs-Met Statements</th>
<th>Basic Students</th>
<th>Certificate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>Rank</td>
</tr>
<tr>
<td>10</td>
<td>Individual Attention from the Teacher</td>
<td>3.98</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>The program Offering A New Knowledge</td>
<td>3.88</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>You Are Made To Feel Welcome Into The Program</td>
<td>3.83</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Provision for Tutoring When Needed</td>
<td>3.77</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Program Personnel Take Time To Explain Program's Requirements to The Students</td>
<td>3.76</td>
<td>5</td>
</tr>
<tr>
<td>Item #</td>
<td>Needs-Met Statements</td>
<td>Basic Students Mean</td>
<td>Rank</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>---------------------</td>
<td>------</td>
</tr>
<tr>
<td>6</td>
<td>Convenient Time Schedule For Class Meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
certificate participants.

These items were ranked second, third, and fourth respectively by the certificate participants, while the basic education participants ranked statement 4, "The program offers new knowledge," as the second top ranked among the needs that were being met by the adult basic education programs of the Nigerian Baptist Convention. Both groups agreed that statements 4 and 6 were among the top ranked needs being met in the program. The basic education students ranked statement 4 as number two factor, while the certificate students ranked statement 6 as the second most single need being met by the program.

The data indicated that both basic education and certificate education participants agreed in their responses to the Needs-Met Questionnaire, that statements 4, 5, 8, and 10, were considered the top needs being met by the adult basic education programs of the Nigerian Baptist Convention. There was consensus between the two groups on the needs being met by the adult education programs of the Nigerian Baptist Convention. Data showed very close agreement between the two groups.

The Spearman rank order correlation coefficient was computed to test whether there are relationships among the responses to the Needs-Met Questionnaire and the independent variables as hypothesized in chapter one.

Table XVII presents the Spearman rank order correlation coefficient among responses to Needs-Met Questionnaire by sex.
TABLE XVII
A RANK ORDER CORRELATION COEFFICIENT AMONG RESPONSES TO NEEDS MET QUESTIONNAIRE AND SEX

<table>
<thead>
<tr>
<th>Items</th>
<th>Male</th>
<th>Female</th>
<th>Difference Between Rank</th>
<th>d²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Rank</td>
<td>Mean</td>
<td>Rank</td>
</tr>
<tr>
<td>1</td>
<td>3.34</td>
<td>7</td>
<td>3.42</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>3.23</td>
<td>9</td>
<td>3.30</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>2.76</td>
<td>10</td>
<td>2.75</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>3.93</td>
<td>2</td>
<td>3.93</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>3.87</td>
<td>4</td>
<td>3.85</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>3.98</td>
<td>3</td>
<td>3.91</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>3.76</td>
<td>6</td>
<td>3.86</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>3.77</td>
<td>5</td>
<td>3.87</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>3.24</td>
<td>8</td>
<td>3.32</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>4.10</td>
<td>1</td>
<td>4.09</td>
<td>1</td>
</tr>
</tbody>
</table>

Sum of $d² = 6$

$\rho = 0.963$

$p \leq .05$ for $N = 22$

Data indicated that the comparison of responses among male and female respondents generally indicated that close agreement occurred in male and female responses to the Needs-Met Questionnaire. Both male and female respondents agreed that
statements 1, 2, 3, 4, 6, 9 and 10 were considered needs being met by the adult basic education program of the Nigerian Baptist Convention. Further observation shows that both male and female respondents also agreed that statements 4, 6, 9 and 10 were among the top five important needs that were being met by the program. There was close agreement among the respondents, which also showed that a positive correlation existed among responses to the Needs-Met Questionnaire and the respondents.

The null hypothesis number five stated that there is no positive relationship between the responses to needs being met in the adult basic education program by male and female. This hypothesis was tested by computing the Spearman rank-order correlation coefficient. The findings revealed that there was a positive correlation among responses to the Needs-Met Questionnaire by male and female respondents. Consequently, the null was rejected.

Table XVIII presents the Spearman rank-order correlation coefficient among responses to the Needs-Met Questionnaire and age of the respondents. As indicated by the data in Table XVIII, there was considerable agreement among respondents aged 30 or below, and respondents aged 31 and above. Both age categories agreed that statements 1, 3, 9 and 10 were needs being met in the adult basic education program of the Nigerian Baptist Convention.
TABLE XVIII
A RANK ORDER CORRELATION COEFFICIENT AMONG RESPONSES TO NEEDS MET QUESTIONNAIRE AND AGE OF RESPONDENTS

<table>
<thead>
<tr>
<th>Items</th>
<th>Age 30 and Below</th>
<th>Age 31 and above</th>
<th>Difference Between Rank</th>
<th>d²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Rank</td>
<td>Mean</td>
<td>Rank</td>
</tr>
<tr>
<td>1</td>
<td>3.42</td>
<td>7</td>
<td>3.43</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>3.21</td>
<td>8.5</td>
<td>3.33</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>2.67</td>
<td>10</td>
<td>2.90</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>4.02</td>
<td>2</td>
<td>3.79</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>3.87</td>
<td>4</td>
<td>3.84</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>4.01</td>
<td>3</td>
<td>3.81</td>
<td>3.5</td>
</tr>
<tr>
<td>7</td>
<td>3.84</td>
<td>5</td>
<td>3.77</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>3.81</td>
<td>6</td>
<td>3.81</td>
<td>3.5</td>
</tr>
<tr>
<td>9</td>
<td>3.21</td>
<td>8.5</td>
<td>3.41</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>4.18</td>
<td>1</td>
<td>3.94</td>
<td>1</td>
</tr>
</tbody>
</table>

Sum of d² = 21
rho = 0.872
p ≤ .05 for N = 22

The Spearman rank order correlation coefficient computed for these age categories showed a correlation among the respondents and responses to the Needs-Met Questionnaire. Thus, indicating that there was a significant relationship.
in the respondents' responses to the Needs-Met Questionnaire. Both groups agreed that statements 4, 5, 6, 7 and 10 were among the top needs considered being met in the program. Hypothesis number six in chapter one stated that there is no positive relationship among the responses to needs being met in the adult basic education program by younger and older adults. This hypothesis was tested by computing the Spearman rank-order correlation coefficient among the responses to the Needs-Met Questionnaire and the age categories. The findings revealed that there was a significant relationship among the responses to needs being met in the adult basic education program by young and older adults. The data showed a positive correlation among the age categories and responses to the Needs Met Questionnaire. Therefore, hypothesis number six was rejected.

Table XIX presents the Spearman rank order correlation coefficient among responses to Needs-Met Questionnaire and classification.

The Spearman rank order correlation coefficient computed for the above data in Table XIX indicated that there was considerable agreement among the basic education and certificate classes on needs being met by the adult education programs of the Nigerian Baptist Convention. Data showed clearly that both basic and certificate classes agreed that statements 1, 2, 3, 9 and 10 on needs being met by the
TABLE XIX
A RANK-ORDER CORRELATION COEFFICIENT AMONG RESPONSES TO NEEDS-MET QUESTIONNAIRE AND CLASSIFICATION

<table>
<thead>
<tr>
<th>Items</th>
<th>Classification</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Education</td>
<td>3.47</td>
<td>7</td>
<td>3.31</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Basic Education</td>
<td>3.27</td>
<td>9</td>
<td>3.25</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Basic Education</td>
<td>2.75</td>
<td>10</td>
<td>2.76</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Basic Education</td>
<td>3.87</td>
<td>2</td>
<td>3.99</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Basic Education</td>
<td>3.75</td>
<td>5</td>
<td>3.96</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Basic Education</td>
<td>3.69</td>
<td>6</td>
<td>4.20</td>
<td>2</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Basic Education</td>
<td>3.82</td>
<td>3</td>
<td>3.80</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Basic Education</td>
<td>3.77</td>
<td>4</td>
<td>3.87</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Basic Education</td>
<td>3.29</td>
<td>8</td>
<td>3.27</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>Basic Education</td>
<td>3.97</td>
<td>1</td>
<td>4.21</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Difference Between Rank

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Sum of $d^2 = 28$

$\rho = 0.830$

$p \leq 0.05$ for $N = 22$

programs were the needs being met in the program. They also agreed that statements 4, 5, 8 and 10 were among the top needs considered being met by the program.
The findings showed that there was a correlation among the responses of both basic and certificate classes to the Needs-Met Questionnaire. The Spearman rank order correlation coefficient computed for this group showed that there were significant relationships among the responses to the Needs Met Questionnaire and among both basic and certificate respondents. Hypothesis seven in this study stated that there would be no relationship between the responses to needs being met in the adult basic education program by basic literacy and certificate groups. The findings revealed that there was a significant relationship among the responses to the needs being met questionnaire and both basic literacy and certificate groups. Consequently, the null hypothesis number seven was rejected.

Table XX presents the Spearman rank order correlation coefficient among the responses to Needs-Met Questionnaire and marital status.

Data showed that the respondents (both single and married) commonly agreed that statements 1, 3 and 10 were among the top needs that were being met by the adult basic education program of the Nigerian Baptist Convention. Both single and married students indicated that statements 4, 5, 6 and 10 were among the top five important needs that were considered being met by the program.
TABLE XX

A RANK-ORDER CORRELATION COEFFICIENT AMONG RESPONSES TO NEEDS-MET QUESTIONNAIRE AND MARITAL STATUS

<table>
<thead>
<tr>
<th>Items</th>
<th>Marital Status</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Differences Between Rank</th>
<th>d^2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single</td>
<td>Mean</td>
<td>Rank</td>
<td>Married</td>
<td>Mean</td>
<td>Rank</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3.17</td>
<td>7</td>
<td>3.49</td>
<td>7</td>
<td>3.49</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>2.90</td>
<td>9</td>
<td>3.42</td>
<td>8</td>
<td>3.42</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2.48</td>
<td>10</td>
<td>2.87</td>
<td>10</td>
<td>2.87</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>3.95</td>
<td>2</td>
<td>3.92</td>
<td>4</td>
<td>3.92</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>3.86</td>
<td>4</td>
<td>3.86</td>
<td>5</td>
<td>3.86</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>3.94</td>
<td>3</td>
<td>3.95</td>
<td>2</td>
<td>3.95</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>3.85</td>
<td>5</td>
<td>3.79</td>
<td>6</td>
<td>3.79</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>3.54</td>
<td>6</td>
<td>3.94</td>
<td>3</td>
<td>3.94</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>3.16</td>
<td>8</td>
<td>3.33</td>
<td>9</td>
<td>3.33</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>4.04</td>
<td>1</td>
<td>4.12</td>
<td>1</td>
<td>4.12</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Sum of d^2 = 18
rho = 0.891
p ≤ .05 for N = 22

Hypothesis number eight in chapter one of this study stated that there is no positive relationship among the responses to needs being met in the adult basic education program by single and married students. The Spearman rank-
order correlation coefficient computed for this group showed that a relationship existed among the responses to Needs-Met Questionnaire and both married and single respondents. The Spearman correlation coefficient obtained for this group was 0.891 at $p \leq .05$ level of significance indicating that there was a significant relationship among the responses. Hence, the null hypothesis number eight also was rejected.

Research question number five in chapter one deals with judging from the responses to the reasons for educational participation whether reasons given by the respondents were job related, need fulfillment, in-terms of social, political, and spiritual areas.

From the analysis of data presented in Table XI, as indicated in this study, it could be judged that most of the responses to the reasons for educational participation questionnaire, showed clearly that the respondents were more oriented toward the fulfillment of personal needs than all other areas of needs. There was evidence of self improvement and social concerns from the responses to the Reasons for Educational Participation Questionnaire. The respondents did not report spiritually motivated reasons for their participation in the adult basic education program, as indicated in their responses to the Reasons for Educational Participation Questionnaire.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The problem of this study was to determine which specific stated factors influenced Nigerian adults to participate in adult basic educational programs of the Nigerian Baptist Convention which lead to the first-school-leaving-certificate. It is anticipated that the study would provide a valuable source of information for the Nigerian Baptist Convention and other similar agencies for successful programming in adult education.

The subjects selected for the study were 600 adult basic and certificate education students participating in the adult basic education programs of the Nigerian Baptist Convention in the Ibadan Association in Nigeria. A combination of two instruments were utilized in collecting data. The Reasons for Educational Participation Scale developed by Burgess, and the Needs Met Scale developed from studies reported in the review of literature. These two instruments were administered to 600 respondents who were participants in the adult basic education programs of Nigerian Baptist Convention. A response from 248 was obtained which accounted for 41.3 percent of the respondents.

Using a five points scale ranging from "very high" (5 points)
to "none" (1 point), the subjects were directed to consider their reasons for participating in the adult basic education programs of Nigerian Baptist Convention. Mean and rank order distributions were computed for each respondent group based on the reasons for educational participation and needs met statements.

Data obtained from the questionnaires were tabulated, numerically coded, and recorded on Keypunch cards. The responses were further treated by using a Spearman rank-order correlation coefficient to determine the relationship that might exist among the respondents and responses to both Reasons for Educational Participation and Needs-Met Questionnaires.

Summary of Findings

The following findings are stated according to the order in which the data-collecting instruments for the study were established. (Appendix A)

Demographical Information

1. Most of the respondents were males; they accounted for 52.2 percent of the total respondents. In the basic education group, males represented 52.4 percent, and of the certificate group, males were 52 percent of the respondents.
2. The majority of respondents were 30 years old or under; 59.3 percent for basic education students, and 61.7 percent for the certificate education students.

3. The largest percentage of respondents were petty traders. They accounted for 36.5 percent of basic education students, and 40.2 percent of the certificate students. This occupation was represented more than any other occupation in the study.

4. Fifty one percent of the respondents were in basic education programs.

5. The largest percentage of the respondents were married students. Seventy percent in the basic education group, and sixty-nine percent in the certificate education group were married students.

6. The largest percentage of the participants had from one to three children living at home.

7. Also, the largest percentage of the respondents had children within the age range of zero to six years old living at home.

8. The respondents were mostly Christians. Eighty three percent of basic literacy education students, and eighty six percent of certificate students were Christians.

9. Respondents reported that 54 percent of the basic education students were Baptist by religious denomination, while 78 percent of the certificate education students
also were Baptists.

10. The majority of the respondents were employed full time. Of the basic education students, 86.3 percent were employed full time, while 86.1 percent of the certificate students were employed full time.

Reasons for Educational Participation Statements

The following findings in the study are based on the analysis of data in Table XI.

1. The basic education students indicated that the following fifteen statements, in order of ranking, were the most influential factors in their decision to participate in the adult basic educational program of the Nigerian Baptist Convention:

1. To be able to calculate or do simple arithmetic
2. To be able to read and write letters
3. To gain knowledge for immediate use
4. To become an effective citizen (including voting)
5. To become a better parent to my children
6. To prepare me for a better job
7. To be able to read the Bible
8. To be able to take account of my business
9. To be able to read posters
10. To obtain the first-school-leaving-certificate
11. To advance in my business
12. To improve my health and personal appearance
13. To improve my relationship with people
14. To understand community problems
15. To help my community to progress

The certificate students had a similar opinion with regard to the reasons for educational participation statements. They indicated that the following fifteen statements in the reasons for educational participation were considered most important and that influenced their decision to participate in the educational programs of the Nigerian Baptist Convention in order of ranking:

1. To be able to calculate or do simple arithmetic
2. To obtain the first-school-leaving-certificate
3. To be able to read and write letters
4. To gain knowledge for immediate use
5. To be able to take account of my business
6. To be able to read posters
7. To prepare me for a better job
8. To advance in my business
9. To become an effective citizen (including voting)
10. To be a better parent to my children
11. To improve my health and personal appearance
12. To be able to read the Bible
13. To improve my relationship with people
14. To surprise my friends that I can learn
15. To gain admission into a high or secondary school

Both basic and certificate students indicated and agreed that the following twelve of the fifteen top ranking statements in the reasons for educational participation were considered the most important factors that influenced their decision to participate in the adult basic educational programs of the Nigerian Baptist Convention:

1. To be able to read the Bible
2. To be able to take account of my business
3. To obtain the first-school-leaving-certificate
4. To improve my relationship with people
5. To be able to read and write letters
6. To advance in my business
7. To improve my health and personal appearance
8. To be a better parent to my children
9. To become an effective citizen (including voting)
10. To gain knowledge for immediate use
11. To be able to read posters
12. To prepare me for a better job

Needs-Met Statements

Data in Tables XVI, XVII, and XVIII, provided the following findings on needs being met by the adult basic education programs of the Nigerian Baptist Convention.

The basic education students indicated that the following five statements in the Needs-Met Questionnaire were the needs
considered being met by the adult basic education program of the Nigerian Baptist Convention in order of ranking:

1. Individual attention from the teacher
2. The program offering new knowledge
3. You are made to feel welcome into the program
4. Provision for tutoring when needed
5. Program personnel take time to explain the program's requirements to the students

The certificate education students also had similar responses as to what needs were being met by the program. They indicated that the following five statements in order of ranking were considered the most important needs being met by the adult basic education program of the Nigerian Baptist Convention:

1. Individual attention from the teacher
2. Convenient time schedule for class meeting
3. The program offering a new knowledge
4. Program personnel take time to explain the program's requirements to the students
5. Provision for tutoring when needed

All of the respondents (both basic and certificate education students) indicated and agreed that the following four needs-met statements were considered to be the most important needs being met by the adult basic education program of Nigerian Baptist Convention:

1. Individual attention from the teacher
2. The program offers new knowledge
3. Program personnel take time to explain the program's requirements to the students
4. Provision for tutoring when needed

Hypotheses

Hypothesis one— The first hypothesis stated that there is no positive relationship between the reasons given for participation in the adult basic education program by male and female. The findings showed a high correlation between the responses of male and female students to the reasons for educational participation questionnaire. There was a statistically positive order correlation coefficient between male and female participants. Therefore, the null hypothesis was rejected.

Hypothesis two— The second hypothesis stated that there is no positive relationship between the reasons given for participation in the adult basic education program by younger and older adults. The Spearman rank order correlation coefficient computed for this group showed a high correlation between the responses of younger and older adults to the reasons for educational participation. There was a significant relationship between the age of participants and responses to reasons for educational participation. Therefore, the null hypothesis two was rejected.

Hypothesis three— The third hypothesis stated that there
is no positive relationship between the reasons given for participation in the adult basic education program by literacy and certificate groups. The findings revealed that a high correlation existed between the responses of literacy and certificate groups to the reasons for educational participation questionnaire. There was a statistically positive order correlation coefficient between the literacy and the certificate groups. There was a significant relationship between their responses to the reasons for educational participation. Therefore, null hypothesis three was also rejected.

Hypothesis four-- The fourth hypothesis stated that there is no positive relationship between the reasons given for participation in the adult basic education program by married and single adults. The findings showed considerable agreement between married and single adults in their responses to the reasons for educational participation questionnaire. There is a high correlation between the two groups. Consequently, null hypothesis four was also rejected.

Hypothesis five-- The fifth hypothesis stated that there is no positive relationship between the responses to needs being met in the adult basic education program by male and female. There was a significant relationship between male and female in their responses to the reasons for educational participation. The findings revealed a significant relationship
between the responses to needs being met in the adult basic education program by male and female respondents. Both male and female students agreed in their responses to the needs-met questionnaire. The rho value obtained showed a high correlation between male and female responses to the needs-met questionnaire. To this effect, null hypothesis five was rejected.

Hypothesis six-- The sixth hypothesis stated that there is no positive relationship between the responses to needs being met in the adult basic education program by younger and older adults. The findings showed that both younger and older adults agreed in their responses to needs-met questionnaire. There was a significant relationship between the responses of the two groups. Therefore, null hypothesis six was rejected.

Hypothesis seven-- The seventh hypothesis stated that there is no positive relationship between the responses to needs being met in the adult basic education program by basic literacy and certificate education students. The findings revealed a high correlation between basic and certificate students in their responses to needs met questionnaire. The rho obtained for these groups showed that there was a significant relationship between the responses to the needs met questionnaire and both basic and certificate students. Therefore, null hypothesis seven was also rejected.

Hypothesis eight-- The eighth hypothesis stated that there is no positive relationship between the responses to needs met in the adult basic education program by single and
married adults. There was considerable agreement between the single and married adults in their responses to Needs-Met Questionnaire. There was a high correlation between the responses of both groups. To this effect, the null hypothesis number eight was also rejected.

Conclusions

The following conclusions are based on the data analysis and the findings of this study.

1. Responses from all of the subjects indicated that there are relationships in the reasons given for educational participation by the two groups (basic and certificate students).

2. According to the reasons for educational participation, it appears that Nigerian adults are participating in the adult education programs for several reasons.

3. Reasons given by the participants for participating in the adult education programs of the Nigerian Baptist Convention are not for achieving a religious goal or end, but for meeting other life challenges such as, better employment, better living, better family, and ability to solve problems.

4. Female participants participated in the educational programs for similar reasons as those of males. Therefore, reasons for participation in the adult education programs are not related to the sex of the participants.
5. The largest percent of the participants in the adult education programs of the Nigerian Baptist Convention are petty traders who probably have had enough experience to be aware of their educational needs in order to progress in their business.

6. According to data presented in this study, the desire to gain admission into a high or secondary school was clearly expressed by the certificate group in their responses to the reasons for educational participation. Therefore, it appears that the certificate group is more likely to continue seeking higher education because of their proximity to achieving a higher education than the basic literacy group.

7. Though it may be assumed that the primary reason for participating in the adult education programs by Nigerian adults is to become functionally literate, responses from the participants showed that the Nigerian adults perceived adult literacy education as an opportunity for better vocation, needs fulfillment, upward mobility, self-development, and improvement in their living conditions.

8. Responses given to the reasons for educational participation showed that the participants generally believed that obtaining a school-leaving-certificate will give them a better chance to compete in jobs and have equal
chance like others for a better future.

9. The largest percent of all the participants in the adult basic education programs are males, younger adults (under 30 years old), married, had from one to three children living at home, employed full time, Christians, and mostly Baptists; therefore, job reasons may be more likely to motivate younger adults into adult education than older people.

10. The aim of the adult education programs of the Nigerian Baptist Convention is to win souls for Christ. Responses from the participants showed that their reasons for participation in the programs are more of vocational, self-development, and for social concerns than for religious motives.

Implications

This study indicates a need for the Nigerian Baptist Convention adult education programs offering both basic and first-school-leaving-certificate to recognize that the participants perceived education as an aid to better vocation, chance for a better future, economic improvements, better family, self-improvement, and opportunity to compete in all types of jobs that may appeal to them.

Though, the Convention's primary aim may be to win people for Christ through adult education programs, the participants are aware of their needs beyond religious purposes alone. They see adult education as a means to better their lives, to progress
in their jobs and businesses, to come out of ignorance that has plagued their lives, and above all, to have a chance for a better future. Therefore, while further investigation may be necessary, the Nigerian Baptist Convention should re-examine its educational programs by making it Christian principles directly related to the participants' needs and aspirations.

Recommendations

The following recommendations are made concerning the future development of adult basic and certificate education programs in the Nigerian Baptist Convention.

1. It is recommended that the identified reasons for educational participation be used in allocation of resources, program planning, and decision making process concerning adult basic and certificate education programs of the Nigerian Baptist Convention.

2. Though this study did not include questions on child-care as a problem or need, responses from the participants indicated that the largest percent of the participants had children within the age of zero to six years old living at home. Therefore, it is recommended that provision for child care be researched to determine if it affects participation or learning.
3. Responses from the participants showed that there were a slightly larger percentage of younger adults participating in the programs than older adults; therefore, it is recommended that the convention considers how it recruits clients so that more older adults will also be encouraged to participate in the programs.

4. One of the purposes of the Nigerian Baptist Convention's adult education programs is to win people for Christ. This study showed that majority of the participants were Christians and mostly Baptists. If the purposes are to win over more Christians, then, it is, therefore, possibly recommended that more outreach programs to non-Christians be considered in order to reach people of other faiths and win them for Christ through adult education programs.

5. It is recommended that further research be conducted to probe and seek information on status, income, family status, withdrawal tendencies, and family educational background as factors influencing educational participation.

6. The study could be broadened to seek information on both participants and nonparticipants in adult education and reasons for participation or nonparticipation of Nigerian adults.
APPENDIX A

REASON FOR EDUCATIONAL PARTICIPATION SURVEY

DEMOGRAPHICAL DATA

1. Please read the following questions carefully and check the blanks that apply to you.

1. Your Sex:
   ____ Male
   ____ Female

2. Your Age:
   ____ 30 & below
   ____ 31 & above

3. Occupation:
   ____ Farmer
   ____ Clerk
   ____ Petty trader
   ____ Other, specify

4. Classification:
   ____ Basic literacy program candidate
   ____ First-school-leaving-certificate candidate

5. Marital status:
   ____ Single
   ____ Married

6. Number of Children presently living at home:
   ____ None
   ____ 1-3
   ____ 4 or more

7. Ages of children:
   ____ 0-6 years
   ____ 7-12 years
   ____ 13 & up
8. Religious affiliation

______ Christianity

______ Islam

_________________________________________ Other, specify

9. Denomination:

______ Baptist

______ Anglican

______ Hamadiya

______ Ansarudeen

_________________________________________ Other, specify

10. Employment:

______ Full time

______ Part time

______ Unemployed
11. Did any of the following factors influence you to participate in the educational programs of the Nigerian Baptist Convention? Circle the number on the right that indicates how important the item was to you when you enrolled.

<table>
<thead>
<tr>
<th>Reason</th>
<th>None</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very-High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be able to read the Bible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. To be able to take account of my business</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. To be able to teach Sunday school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. To obtain the first-school-leaving-certificate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. To improve my relationship with people</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. To surprise my friends that I can learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. To be able to read and write letters</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. To advance in my business</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. To improve my health and personal appearance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. It is required for my present job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. To be able to sing in the church choir</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. To be a better parent to my children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. To understand community problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. To help my community to progress</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. To gain leadership skills for community works</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. To become a more effective citizen (including voting)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. To gain knowledge for immediate use</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
18. To be able to calculate or do simple arithmetic

19. To be able to read posters

20. To gain admission into a high or secondary school

21. To gain leadership skills for missionary works

22. To prepare me for a better job

Please list other reasons that may have influenced you that are not included in the above list.

1. _______________________________________

2. _______________________________________

3. _______________________________________

4. _______________________________________

5. _______________________________________

111. The following is a list of items, for each item, please circle the number on the right which indicates the extent that the item is being met by this program.

1. Personal counseling

2. Opportunity for Bible teaching or study

3. Provision for family life study

4. The program offering a new knowledge

5. Program personnel take time to explain the program's requirements to the students

6. Convenient time schedule for class meeting

7. You are made to feel welcome into the program
<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
<th>Very High</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Provision for tutoring when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Books and writing materials are easy to get</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Individual attention from the teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR HELP!
May 25, 1982

Rev. John A. Aderinto  
North Texas State University  
P.O. Box 9914, NT. Station  
Denton, Texas 76201

Dear Rev. Aderinto:

Attached is a copy of my data collecting instrument--Reasons for Educational Participation. You have my permission to use it to collect data for your dissertation. You also may alter it as you see fit. However, if you do so, the validity and reliability of the instrument will be altered for which I can accept no responsibility.

Good luck on your efforts. If I can be of further assistance, please let me know.

Sincerely,

[Signature]

Paul D. Burgess  
Assistant Director  
Cooperative Extension

P.S. If you wish to have a complete copy of my dissertation, it is available on microfilm from the University of Chicago.
Dear Student,

I am doing a study on Factors That Influence Nigerian Adults To Participate in The Educational Programs of The Nigerian Baptist Convention. The purpose of this study is to determine factors or reasons that influence Nigerian adults to learn through the literacy programs of the Nigerian Baptist Convention so that the Convention can use the knowledge of this study to improve its educational programming.

The enclosed questionnaire is prepared to gather information about these factors and also to use the knowledge gained from this information to evaluate its impact on the participants for program improvement. The questionnaire should take only about 10 minutes to answer.

On the next page is a list of items concerning Reasons For Educational Participation. Please indicate how much each of these items influence you to participate in the educational programs of the Nigerian Baptist Convention. Please read each statement carefully and circle one of the numbers (1- None; 2- Low; 3- Medium; 4- High; and 5- Very-High) opposite each statement. Your responses will be confidential.

All adults who are participating or have participated will be involved and sampled. Therefore, it is important that all questionnaires be returned not later than two weeks. A stamped self-addressed envelope is enclosed for your convenience. Please take a few minutes of your time to complete the questionnaire, and return it immediately. Your co-operation will be gratefully appreciated.

Thank you in advance for your co-operation.

Sincerely,

John A. Aderinto
Rev. John A. Aderinto,
P.O. Box 9914 NTSU
Denton, Texas 76203
U. S. A.

Dear Rev. Aderinto,

Validation of Instrument

I have received and read the proposal for your researching factors influencing Nigerian adults who participate in our Nigerian Baptist Convention's programme leading to the First School Leaving Certificate.

May I say, first of all, that your proposal is timely as far as meeting needs we now face as we build upon the beginning of this new programme for adults. The proposal made exciting reading for me.

The content of your instrument appears to be quite valid for those adults who are passing through our First Leaving Certificate programme. I note that the factors which we assume influence our adults to participate as well as the needs we hope are being met are those which you have included.

We shall be most anxious to know what your research will have to tell us.

Sincerely,

A.H. Dyson, B.A., M.A., Ed.D.
Director, Adult Education
Nigerian Baptist Convention.

AHD/olu
Rev. John A. Aderinto  
P. O. Box 9914 NTSU  
Denton, Texas 76203

Dear Rev. Aderinto,

Re: Validation of Survey Instrument

This letter refers to your request for the external evaluation of content validity of the survey instrument you intend to utilize for your proposed study. I have read your doctoral dissertation proposal pertaining to factors influencing Nigerian adults who participate in the literacy program leading to the first-school-leaving-certificate organized by the Nigerian Baptist Convention.

Having carefully and critically examined the test items of your survey instruments, I found them to be relevant to the purpose of the measurement. Based upon my several decades of teaching and knowledge of adults such as the subjects of your proposed research, I strongly feel that the content of your instruments appears to be valid.

However, I would like to suggest that you carefully go over pages 26 and 27 of your proposal. It appears that numbers 16 and 17 on page 26 are repeated on page 27. I have no doubt that this study would be a significant contribution of knowledge in the field of adult education in Nigeria.

I wish you a successful completion of your study.

Your sincerely,

Lecturer in Business Administration and Correspondence Open Study Unit (Adults), University of Lagos, Nigeria.
Rev. John A. Aderinto
North Texas State University
P. O. Box 9914
Denton, Texas 76203

Dear Rev. Aderinto,

Validation of Instruments

Your research instruments and the letter of request for validation were received.

I have read and examined the instruments together with your dissertation proposal which was to examine the factors that influence Nigerian adults to participate in the adult literacy programs of Nigerian Baptist Convention which lead to the school-leaving-certificate.

Going through the instruments, I would agree that those factors you listed in the instruments agreed with your purpose of research, and moreover, they are those being assumed to be factors motivating adults in Nigeria to participate in educational activities. My experience as an officer in the Agricultural Extension Program proved to me that those items are the items most of the adults claimed to influence their participation in any educational activity.

You may want to re-number the items. It seemed to me that you made a repetition of numberings. Instead of numbering from 16 to 22, you repeated 16 to 20. The items are twenty two and not twenty. You may want to correct this.

Your research is timely, and I am sure it is going to be a significant contribution in the field of adult education in Nigeria. Best wishes and a successful completion of your study.

Most Sincerely,

Ola Adewo, B.Sc., M.Sc.,
Agricultural Extension Officer, (A.P.M.E.P.U.),
Nigeria.
BIBLIOGRAPHY

Books


Okedara, J. T., *Cost Effectiveness of Formal And Nonformal Education: A Case Study of Abadina Primary School 1 And Experimental Literacy Project in Ibadan*, Department of Adult Education, University of Ibadan, Nigeria, 1979.


Articles


Uwakah, Chuku T., "The Agricultural Extension Service As An Adult Education System," Adult Education In Nigeria, IV (December, 1979), 35.


Reports


Addresses


Unpublished Materials


