

## Examination for the Activities of Colleges of Education in Promoting Access to Non-formal Education Programmes in Bauchi State

Saleh Musa Ningi,  
Department of Primary Education,  
School of ECCE/PES,  
Adamu Tafawa Balewa College of Education, Kangere, Bauchi State. 08062113518

### ABSTRACT

*This study focused on Examination for the Activities of Colleges of Education in Promoting Access to Non-formal Education Programmes in Bauchi State. This study used the survey research design to assess the activities of Adult and Non-formal Education in Colleges of Education, in Bauchi state. The population of this study comprised 100 staff and 1,500 students of the Colleges of Education to serve as the population of the study. The study will employ purposeful sampling using maximum variation sampling. The questionnaire was used for data collection. The instrument was validated by experts in the field of Adult and Non-formal Education. The instrument was tested through the test re-test reliability method. While data collected were analyzed using mean and standard deviation and the hypotheses were tested using Pearson Product Moment Correlation (PPMC). And hypotheses were tested using simple regression. Based on the findings, there was a poor completion rate of students in the institute, especially female students. The study revealed that there are available opportunities for completers of Non-Formal Education. The study also identified some challenges affecting the non-formal education program in the institute. Based on these findings, it could be concluded that there was the enrolment rate of male students was increasing while the female enrollment rate was decreasing between 2016, 2017, 2018, and 2019. The completion rate of both male and female students was not encouraging especially for the female students. There were ample opportunities for the completers of non-formal education programmes in the state. The study recommended among others that, the government should give non-formal education program priority so as to improve the enrolment and completion rate of the youth.*

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### INTRODUCTION

The universal Declaration of Human Rights adopted by the United

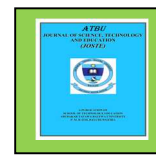
Nations General Assembly in December, 1948, guaranteed for the individual a whole range of basic freedoms with

Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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education serving as a basic right necessary for the achievement of all other freedoms. Article 28 (1) of the United Nations Convention on the Right of the Youth (UNCRC), 1989, declares that all youth have a right to education. Education is recognized as a basic right of every person (UNESCO, 2006). The right to education requires that young people be given the opportunity necessary for the acquisition of knowledge, skills, attitudes and values that will enable them lead happy and productive lives as individuals and discharge their social duties for the betterment of life in the society (UNESCO, 2006).

Individual governments across the world constantly reaffirm their commitment to equal opportunity in education. Besides, they are obligated under international human rights convention, to act on that commitment. And yet most governments are systematically failing to address extreme and persistent education disadvantages that leave large sections of society marginalized (UNESCO, 2010). These disadvantages are rooted in deeply ingrained social, economic and political processes, and unequal power relationships, and they are sustained by political influence (UNESCO, 2010). This failure to address education gaps is a major problem whose repercussion reverberate across generations, as those who fail to get education lose a competitive edge in other areas of life like employment, health, and social and political participation with the consequent danger of stoking insecurity and social unrest.

Continued inability of many youth to access the formal school system

could be interpreted as a testimony, not only of the failure of the formal school system, but also of the need for non-traditional education approaches that would address the needs of the out-of-school youth (Gok, 2005). It is against this backdrop that the Dakar Framework for Action (2000) advocated for the “**Third Channel**” approaches, that is non-formal education (NFE) delivery mode. The shortcomings in the provision of formal education, therefore, call for non-formal education. Non-formal education become part of the international discourse on education policy in the late 1960s and early 1970s (Coombs, 1968). It was at an international conference in Williamsburg USA in 1967, that ideas were set out for what was to become a widely read analysis of the growing “**World Educational Crisis**” (Fordham, 1993). The conclusion of the conference was that formal educational systems had adapted too slowly to the socio-economic changes around them and that they were held back not only by their own conservatism, but also by the inertia of societies themselves.

Non-formal Education (NFE) is any organized educational activity that takes place outside the formal educational system. Usually it is flexible, learner-centered, contextualized and uses a participatory approach. There is no specific target group for NFE; it could be kids, youth and adults. The term mainly focused on educational efforts in the developing countries, though most of the discussion took place in North America and to a lesser extent in Western Europe. These discussions continued throughout the

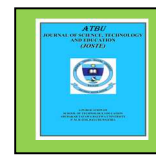
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Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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70s and 80s then disappeared around 1986 to reappear again in the 90s.

The history and development of non-formal education could be traced back to the work of Malcolm Knowles in 1946 and Josephine Macalister Brew in 1950. Knowles was searching for a 'coherent and comprehensive theory of adult learning' and the closest he could come to an organized theme was "informal" (Knowles 1989, p76). An educational system that provides a friendly and informal climate for adult learning situation, the flexibility of the process, the use of experience and the enthusiasm and commitment of participants (including the teachers).

Non-formal system of education in Nigeria could be traced back to the need to formulate a policy in 1922 to cover adult literacy in the then British colony. Phelps-Stoke commission as noted by Fafunwa (1974) recommends the need for a high literacy rate taking cognizance of the needs of the adult population. Due to the failure of the commission, in 1951, the Central Board of Education endorsed a policy to organize a remedial primary education for adults. Basic adult literacy and craft-making and the importance of women's participation in adult education were stressed. As a result of the introduction of free primary educations schemes of 1955 and 1957, enthusiasm for continuing and non-formal education including government funding began to decline. Thus, the first series attempt at adult education lost steam and even collapsed. In 1977, Nigerian education system adopted the Nigerian National Policy on Education (Revised, ed. 2004). Adult and non-formal education occupies a place of pride in the National

Policy of Education. The policy provides for equal access to education, including continuing and further education and commits to the eradication of illiteracy and promotion of lifelong learning. UNESCO (2004) proposed an 80% literacy rate; so far, there has been no reduction in either male or female illiteracy as established by finding UNICEF study of 2002. For women, the rate declined from 44% to 41% (UNICEF, 2001) the DHS Ed Data shows an adult literacy rate of 55% and 60% for the South West and South East respectively 74% in both zones for (males) while the North West and North East record values of 21:22 percent for females band 40-42 percent for males (NPC 2004). Information from the Federal Ministry of Education though without empirical support put the literacy rate at 57% of the 140million population based on the 2006 national census figure, while the illiterate rate was put at 41% translating to about 57million of the total population (UNICEF, 2001).

Adult and non-formal education occupies a pride of place in the National Policy of Education (2004), which describes adult and non-formal education as all forms of functional education given to youths and adults outside the formal school system. Sponsors and provides include Ministries, Donor Agencies, NGO's, CBO's, Faith-Based, Development Association (DAs) and Market Women and Universities. So far, there has been no reduction in either male or female illiteracy as established by findings from UNICEF study of 2002. For women, the rate declined from 44% to 41% (FGN, 2001). The DHS Ed Data shows an adult

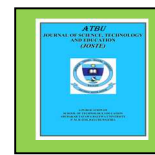
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Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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literacy rate of 55% and 60% for the South West and South East respectively. 74% in both zones for (males) while the North West and North East record values of 21-22 percent for females` band 40-42 percent for males (FME, 2004). Information from the Federal Ministry of Education though without empirical support put the literacy rate at 57% of the 140 million population based on the 2006 national census figure, while the illiterate rate was put at 41% translating to about 57 million of the total population.

The non-formal education approach permits mainstreaming of learners into the formal system at different levels. The integration of the non-formal education as a component of the basic education system therefore requires that quality standards must be maintained at all levels of the literacy programmes to mainstreaming of learners possible. As a major step towards quality assurance in this direction, the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), Nigeria Educational Research and Development Council (NERDC) supported by UNICEF, developed three non-formal education curricula for Girl-Child Out-of-School Boys and Qur`an School children and youth so that the learners can benefit from quality learning and have the opportunity mainstreaming into the formal school system later. Six set of primers on English Language, Mathematics, Basic Science, Health, Life Skills and Home Economics, Business and Vocational Education and Citizenship and Social Studies were further developed to support the use of the curricula. The facilitator`s Guides

developed for each primer were to assist the facilitator in selecting the appropriate learning opportunities for each activity and presenting them in the best participatory and interactive form to the learners (UNICEF, 2005).

The Adult and Non-Formal Education is the type of education given to youth and aged who did not have access to formal education from childhood. This category of education was introduced to give opportunity to the elderly to acquire basic education. There are only two of such schools in Nigeria, one in Bauchi State and the other in Akwa Ibom State (Daily Trust, 16<sup>th</sup> July, 2011). The idea of establishing an institution for training frontline adult education personnel in Bauchi State was first conceived in 1973 by Alhaji Gidado Mu`azu, the Waziri of Jama`are when he was chief adult education officer in the Ministry of Education of the North-Eastern State of Nigeria out of which the present Bauchi State was carved in 1976. However, it was not until August, 1978, after Alhaji Gidado`s retirement, that the Adult and Non-formal Education Institute was established by the Bauchi State Government. In May, 1981 on the recognition of the Institute to the reference committee on adult and non-formal education of the joint consultative committee on education on the Republic of Nigeria, the reference committee requested the services of the Ahmadu Bello University, Zaria to carry out an assessment of the course content and staff position of the institute and recommendations to the committee.

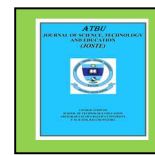
The institute has been a catalyst for stimulating the growth of adult and non-formal education in the state and indeed in Nigeria through the training

Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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of personnel from 21 out of the 36 states of the federation, plus the Federal Capital Territory. The institute was established in 1978 to help out-of-school children; illiterate youths and illiterate married women get the best possible education in order to reduce poverty. The school was first situated in Bauchi at Kofar Wambai and later transferred to former Government Teachers College, Kangere about 30 kilometers from Bauchi metropolis.

This study is significant in several ways. The study may be important to the Ministry of Education and Institute of Adult and Non-Formal Education in identifying the activities of the Institute and possibly come up with recommendations for best practices. The findings may also be important to the curriculum implementers who may be informed on the best practices in the implementation of Non-Formal Education Programme. The study findings might draw attention to the stakeholders on the need for training and preparing youth to better skills acquisition. The study may also assist in establishing whether there is need or not for seminars and in-service courses for tutors in an effort to help them adopt the most suitable approaches for the implementation of NFE programmes.

Furthermore, the results study may sensitize policy makers, educational administrators, and curriculum planners on the need to plan towards effective implementation of NFE programme in the state. Also, the result of the study may contribute to policy formulation and practices, as quality assurance and standards officials may be sensitized on what to look out for during supervision of the

programme. The research findings may be of significance to the future research bodies as it may add to the existing body of knowledge and non-formal education in Bauchi State in particular and Nigeria in general. The researcher may as well use the document as a reference point for future research. Since it is largely not within the education mainstream, the study will generate challenges faced by NFE that can be used to address the issues affecting it in future.

The research process will be hampered by a number of hitches. One, that there will be inadequate up-to-date data on enrolment, transition and performance of the NFE learners at the Agency. There will be limited studies on the NFE programme in the state agency; hence the research will be heavily relied on few literatures. The study will be limited to the Institute for Adult and Non-Formal Education Kangere. As such, only NFE students and their tutors will be form the sample.

Some of the likely challenges that the research will face will be non-response to questionnaires by the respondents and non-participation of staff during the interview. The researcher will avoid this problem through establishing good rapport with the respondents. The study will be limited to staff and students of Adult Education in the Institute. Hence, the findings of this study cannot be generalized to the entire institutes in the federation.

### **Statement of the Problem**

Despite the development and launching of Adult and Non-Formal Education Programme across the

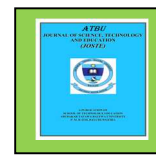
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Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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country, the programme has not been fully implemented in many states of the country. According to study conducted by Bauchi State Adult and Non-Formal Education Agency in 2015, about 78% of youth have not been participating in Non-Formal Education Programme. Likewise a study conducted by Department of Adult and Non-Formal Education in the Institute (2018), only 15% of the youth participated in Non-Formal Education Skills acquisition programmes in the Colleges. Further, Bauchi State Agency for Mass Literacy reveals that less than 3% of adults have access to non-formal education programmes in the state. From these statistics, it was evident that NFE programme was not embraced by majority of the youth. Lack of access to non-formal education programmes has various adverse effects on National Development. Unless this problem is addressed, the nation would become unmanageable since the level of unemployment among youth and adult would become overwhelming. This study therefore, aimed at investigating the activities of the Institute for Adult and Non-Formal Education in promoting access to Non-Formal Education programme in Bauchi State

### Objectives of the Study

Specifically, the objectives of this study were to:

1. Examine the enrolment rate of students in the Colleges for adult and non-formal education.
2. Examine the completion rate of students in the Colleges for adult and non-formal education

3. Identify the available opportunities for completers of the Colleges of Education.
4. Determine the challenges faced by the Colleges in promoting access to non-formal education programmes.

### Research Questions

The following research questions were used to guide the study:

1. What is the enrolment rate of students in the Colleges?
2. What is the rate of students' completion of the programme?
3. Are there available opportunities for completers of the programme?
4. What are the challenges faced by the Colleges in promoting access to Non-formal education programme?

### METHODOLOGY

This study used the survey research design to assess the activities of Adult and Non-formal Education in Colleges of Education, Bauchi state. Orodho (2005) affirms that this technique is used to explore various diverse aspect or characteristics of a human population such as opinion, attitudes, belief and knowledge of certain phenomenon. The choice of survey as a preferred method was because survey analyzes are primarily concerned with relationships between variables. The population of this study will comprise 100 staff and 1,500 students of the Colleges of Education, Bauchi state to serve as population of

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Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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the study. This population was arrived at after scrutinizing list of staff and students of the Colleges of Education, Bauchi State.

This section explains the procedures that was adopted to sample the respondents of the study. Sampling is the process of selecting and studying a subset of cases in order to draw conclusion about the entirety (Orodho, 2005). The study employed purposeful sampling using maximum variation sampling. Purposive sampling was used to identify NFE students and their tutors for data collection. NFE teachers, learners, will be identified as

respondents. The reason for choosing purposeful sampling procedure was therefore used to identify information-rich sources such as teachers and learners who are the key players in the implementation of NFE programme. For the determination of the sample size, this study was guided by the suggestion made by Mugenda and Mugenda (2003), Gay and Airasian, (2003) and Kamindo (2008) that for descriptive studies 10-20% of the target population was sufficient enough as sample size. The table below indicates the sample size of the study.

Respondents	TP	SS	Percentage
Teachers	100	20	20%
Students	1,500	150	10%

The research used a mixed methods approach. Various names are used to refer to this approach but all the terms refers to one thing in different words and the most common term is mixed methods research (Greene, Benjamin and Goodyear, 2001). Mixed methods approach is the name suggests is where quantitative and qualitative methodologies are combined in carrying out a study to accomplish the research goals, which require diverse information from diverse stakeholders (Greene, et al, 2001). In this study, mixing was carried out through triangulation. According to Bryman (2008) triangulation entails using more than one method or data in the study of a social phenomenon resulting in greater confidence in findings. The use of different data collecting methods helped the research to deal with the complexities of studying the activities of Adult and

Non-Formal Education in Colleges of Education. Two data collection methods will be used, which included: Questionnaire and Interview.

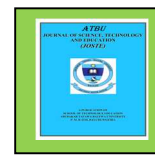
The study adopted interview for teaching staff and questionnaires for students to collect data. Questionnaire is a useful data collection instrument when one needs to collect large volume of information from respondents in a reasonably short space of time. Mugenda and Mugenda (2003) argues that, questionnaires are used to obtain important information about the population and able to reach large audience at minimum cost. The interview was conducted to collect data from staff of the Colleges of Education using structured interview guide. Akuezulo and Agu (2007) advocate the use of interview method when collecting data from few respondents. The interview guide will contain

Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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questions to be developed to address the objectives of the study.

The research instruments was pre-tested in one of the centers of ANFE. The reason for picking the unit is that it has few participants in the programme. Validity determines whether the research truly measures that which it is intended to measure or how truthful the research results are (Joppe, 2000, Polit and Beck, 2004). In this research, all the seven research tools covered the same over-lapping themes and objectives so that the data obtained clarified, illustrated and complemented each other. This harmonization helped strengthen the validity of the research as a whole. The use triangulation helped strengthening of the research, as Robson (2002) argues that triangulation "enhance the rigor of the research". He further adds that the triangulation of methods, methodology and the data can help reduce researcher bias, respondent bias and threat to validity. This process gave this research sound basis to claim that it had established its objectives.

The instrument for this study was certified using content validation. Content validity accord to Gay (1992) is a matter of judgment by the researchers and professionals. The instruments for data collection will be subjected to expert assessment for validation of the tool. Thus, consultation with the experts in the area of adult education will be done and the instruments was verified and redesigned accordingly so as to achieve intended task during the main study. The study used test retest method of testing for reliability of the instruments. Test-Retest reliability "shows the extent to which scores on a test can be generalized over different

occasions" (Anastasi, 1988). The two separate administrations will be only 2 weeks apart; the time will be deemed short enough so that the respondents` skills in the area are being assessed will not change through additional learning. The relationship between the respondents` scores from the two different administrations was estimated, through statistical correlation, to determine how similar the scores was in this study, the Person Product Moment Correlation.

In order to commence on this research, the researcher applied for and will be granted authority in the form of a research permit from the Institute Management through the Post-Graduate School, Bayero University, Kano. The researcher with the help of two research assistants will administer the set of questionnaires to the respondents and conduct interview to staff of the Institute.

The researcher will explain to the respondents the importance of giving accurate information which will help in the smooth conduct of the study and give reliable results. The questionnaires will be collected immediately after three hours with the help of the research assistants while the interview will be conducted at a convenient time of the respondents of the study. No table of contents entries found according to Gall, Borg and Gall (2003) the SPSS programme is a comprehensive statistical programme that is used to analyze and describe data. Hence, descriptive statistics, that is, frequency distribution and percentages will be used to described and summarize the data to be obtained.

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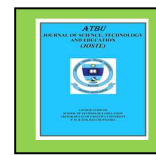
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✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

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Data will be presented in tables indicating frequencies and percentages.

## RESULTS

This section entails the analysis and data presentation of the findings for this study. The section is divided into five segments. The first part focused on demographic data of the respondents. The second parts dealt with objective one that sought to examine the

enrolment rate of students in the institute. The third segment addressed objective that sought to examine the completion rate of students in the institute. The fourth aspects concentrated on available opportunities for completers of the institute. The last part presented the challenges encountered by institute in accessing to non-formal education programme.

**Table 1:** Enrolment of Students in the Institute for Adult and Non-Formal Education

Academic Year	Male	Female	Total per year
2016	220	140	360
2017	265	129	394
2018	286	112	398
2019	297	87	384
Total	1,068	468	1536

**Source:** Admission Records

Table 1 shows the enrolment trend of Adult and Non-formal Education from 2016-2019 across all the programmes. As presented in Table, in 2016 academic session, the estimated total number of students' enrolment was 360 students, out of which 220 were male while 140 were female. This clearly indicates that, the population of male students enrolled in the Institute in 2016 was greater than female students. This clearly shows that, there was gender disparity among students of the institute. However the number of male students enrolled increased from 220 in 2016 to 265 in 2017 while for the female students (129) the reverse is the case. This demonstrated that, the enrolment of female students decreased in 2017.

This decreased in the female's enrolment could be attributed to

traditional misconception among parents in Bauchi State. Studies such as Abubakar (2009) reported that most parents in Bauchi state have misconceptions, that the education of female is a waste of resources and to some extent violated the Islamic principles.

Also in 2018, 286 male students were enrolled out of a total number of (398), students enrolled in the institute and only 112 female students were enrolled. Further, in 2019 academic session out of 384 students enrolled, 297 were male while only 87 female students were enrolled. Results indicate that, the enrollment of male students in 2019, 2017, 2018 and 2019 in the institute keeps on increasing contrary to the enrolment of female students which has been decreasing.

Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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**Table 2:** Completion Rate of Students in the Institute for Adult and Non-Formal Education for Three years

Academic Year	Male	Female	Total per year
2017	165	15	180
2018	180	20	200
2019	210	10	220
Total	555	45	600

Results in the Table shows that, out of 360 students enrolled in 2017 (See Table 4.1.2) 180 only completed the prescribed one year training. The table shows that 165 male out of the total trainees completed the programme while 15 female completed. This findings indicated that, many students especially females voluntarily abundant the programme without reaching the final stage.

Also, 200 students completed the programme successfully in 2019, out

of which 180 were female while only 20 were female. In 2019 there were 210 male students completed the programme and only 10 out of the total completers were female. The findings of this study established that, there was low completion of non-formal education training in the Colleges of Education compared with the enrolment rate. This problem could be attributed to lack of sufficient funding of the programme.

**Table 3:** Available opportunities for completers of Non-Formal Education Institute

Items on Available opportunities for completers of Non Formal Education Programmes	Mean Score	Std. Deviation	Remarks
Barbing /hair dressing	3.34	0.63	Affirmed
Computer Literacy	3.29	0.72	Affirmed
Decoration/events planning	3.24	0.79	Affirmed
Tailoring/fashion design	3.19	0.74	Affirmed
Livestock farming	3.16	0.78	Affirmed
Carpentry	3.09	0.65	Affirmed
Candle making	3.00	0.66	Affirmed
Catering	2.98	0.84	Affirmed

**Sources:** Records of opportunities for completers of the Institute

The results in the Table above indicated that all the items were affirmed by the respondents as part of the available opportunities for completers of non-formal education in Colleges of Education, Bauchi State, Nigeria. This is because all the items have mean score of 2.50 and above

indicating positive view of respondents towards available opportunities for completers of non-formal education programmes.

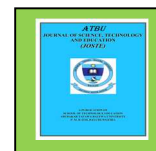
Thus, completers of non-formal education programme were engaged in barbing/hair dressing, computer literacy, tailoring/fashion design,

Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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decoration, Livestock farming, carpentry, candle and catering as their various skills acquired in the institute. This result is supported by Dawaki (2019) who reported that, to reduce the high rate of unemployment among youths, entrepreneurial skills acquisition should be introduced in tertiary institutions in the state. The study finding is also supported by a sentiment by one teaching staff during interview as follows:

*'The school authority engaged our students in one skill or the other such as tailoring, livestock farming, computer literacy, candle making, carpentry, barbing/fashion design among others'*

Another sentiment from a staff support this finding. The sentiment is as follows:

*'Another staff narrated that completer of non-formal education became self-reliant after completing their programme.'*

Some employed in the government sector, some private while some on their own. This demonstrated that, completers of non-formal education programmers were trained in skill acquisition that will enable them be self-reliant and independent. This agreed with the finding of Sule (2016) who reported that engaging youth in one skill or the other will reduce the high rate of unemployment, crime and other social vices.

**Table 4:** Challenges of Non-Formal Education Institute

Items on challenges of Non-Formal Education Programme	Mean Score	Std. Deviation	Remarks
Lack of sufficient funding of Non-formal Education	2.95	0.77	Affirmed
Lack of trained personnel	2.94	0.71	Affirmed
Lack of recognition of government full Non-formal education sector	2.58	0.63	Affirmed
Under-rating the Non-formal education programme	2.54	0.49	Affirmed

Results in the Table 4 indicates that, lack of sufficient funding of non-formal education programme (2.95), lack of trained personal to handle the programme effective (2.94), lack of government recognition of the sector (2.58), and under-rating the non-formal education programme were the major constrained of the programme of non-

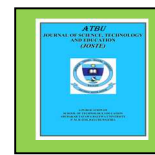
formal education in the Colleges of Education. This is supported by a study conducted by Sale and Abubakar (2017) who reported that, adult and non-normal education sector in Nigeria is experiencing numerous challenges in the implementation of its programme. The aforementioned result was also supported by a sentiment by one of the

Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

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teachers who participated in the study during interview. The narration is as follows;

*'The major predicament hampering adult and non-formal education in Nigeria include poor funding of the sector, inadequate trained manpower, lack of societal recognition, and lack of mobilization on the importance of the programme.'*

### SUMMARY OF FINDINGS

The following were the major findings of the study:

1. The enrolment trend of students in adult and non-formal education between 2016/2019 was fluctuation to some extent especial for the male. As for the female students, there was decreased in the enrolment rate.
2. There was poor completion rate of students in the Colleges especial female students.
3. The study revealed that, there are available opportunities for completers of Non-Formal Education.
4. The study also identified some challenges affecting the non-formal education programme in the Colleges of Education.

### DISCUSSION OF FINDINGS

This first findings of this study revealed that, the enrolment rate of male students in institute Kangere between 2016/2019 was increasing while for the female students was seriously decreasing. This finding supported a study by Ray (2021) who reported that the enrolment of students in secondary schools was fluctuated between

2008/2019 and 2007/2008 as it increased between 2008/2009 and 2009/2010 but decreased between 2010/2011 and 2014/2015 academic sessions. The increase in school enrolment is supposed to be a balanced development in which access to education is spread evenly across regions in a geographical location in order to avail students from differing social background and status, opportunities to take advantage of quality education for even development in the society.

Results in the Table shows that, out of 360 students enrolled in 2017 (See Table 4.1) 180 only completed the prescribed one year training. The table shows that 165 male out of the total trainees completed the programme while 15 female completed. This findings indicated that, many students especially females voluntarily abundant the programme without reaching the final stage.

Also, 200 students completed the programme successfully in 2019, out of which 180 were female while only 20 were male. In 2019 there were 210 male students completed the programme and only 10 out of the total completers were female. The findings of this study established that, there was low completion of non-formal education training in the institute Kangere compared with the enrolment rate. This problem could be attributed to lack of sufficient funding of the programme.

The results in the Table above indicated that all the items were affirmed by the respondents as part of the available opportunities for completers of non-formal education institute Kangere, Bauchi State, Nigeria. This is because all the items have mean

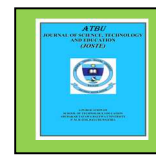
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Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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score of 2.50 and above indicating positive view of respondents towards available opportunities for completers of non-formal education programmes. Thus, completers of non-formal education programme were engaged in barbing/hair dressing, computer literacy, tailoring/fashion design, decoration. Livestock farming, carpentry, candle and catering as their various skills acquired in the institute. This result is supported by Dawaki (2019) who reported that, to reduce the high rate of unemployment among youths, entrepreneurial skills acquisition should be introduced in tertiary institutions in the state.

Results in the Table 4.4 indicates that, lack of sufficient funding of non-formal education programme (2.95), lack of trained personal to handle the programme effectively (2.94), lack of government recognition of the sector (2.58), and under-rating the non-formal education programme were the major constraints of the programme of non-formal education in the institute Kangere. This is supported by a study conducted by Sale and Abubakar (2017) who reported that, adult and non-normal education sector in Nigeria is experiencing numerous challenges in the implementation of its programme.

## CONCLUSION

Based on the findings of this study, it was concluded that:

1. The enrolment rate of male students was increasing while female enrolment rate was decreasing between 2016, 2017, 2018 and 2019.
2. The completion rate of both male and female students was not encouraging especially for the female students.

3. There was ample opportunities for the completers of non-formal education programme in the state.
4. The programme is experiencing numerous challenges affecting the successful implementation of the programme.

## RECOMMENDATIONS

To this end, the following recommendations have been made with a view to enhancing the activities of the Colleges of Education in Bauchi State.:

1. The study recommended that government should give non-formal education programme priority so as to improve the enrolment and completion rate of the youth.
2. Government should give soft loans to completers to non-formal education programme to enable them stand on their own.
3. Government should give sufficient funds to run the programme.
4. Enact law that will give full recognition to non-formal education programme.

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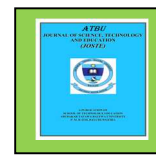
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Corresponding author: Saleh Musa Ningi

✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

Department of Primary Education, Adamu Tafawa Balewa College of Education, Kangere.

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✉ [salehmusaningi@gmail.com](mailto:salehmusaningi@gmail.com)

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