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**ANALYSIS OF THE IMPLEMENTATION OF ADULT EDUCATION PROGRAMME IN
EMPOWERING YOUTHS IN KANO STATE**

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Abstract

This study analyzes the implementation of adult education programme in empowering youths in Kano State. The specific objectives were to: assess the level of commitment of Kano State Government towards the realization of the National Policy on Adult Education; and identify the problems affecting the successful implementation of Adult Education programmes in Kano State. A descriptive survey design was adopted. The population comprised 12,450 youths enrolled in adult education centers across the 3 senatorial zones of Kano State. Using Taro Yamane formula, 387 respondents were sampled through multi-stage sampling technique. A structured questionnaire measured on a 4-point Likert scale was used for data collection. Data were analyzed using both descriptive and inferential statistics with SPSS v26. Descriptive statistics: frequencies, percentages, mean, and standard deviation described respondents' demographics and levels of implementation/empowerment. Inferential statistics: multiple regression tested the relationship between programme implementation on empowerment outcomes. Hypotheses were tested at 0.05 level of significance. Findings revealed that implementation of adult education programmes was high with. The study concludes that effective implementation of adult education programmes significantly empowers youths in Kano State. It recommends increased funding, qualified facilitators, and demand-driven vocational training to maximize empowerment outcomes.

Keywords: Adult Education, Analysis, Implementation, Programme, Youth Empowerment.

Introduction

Adult education is any educational programme organized for youths and adults regardless of the contents, place of study and also has to be flexible in order to satisfy the needs and aspirations of the beneficiaries as well as their communities. Ayantunji (2023) submitted that adult education is a practice in which adults engage in systematic and sustained (self-education) activities in order to acquire knowledge, attitudes, skills or values and is expected to address the socio-economic, political, cultural and environmental problems bedeviling humanity in their various societies. Educational attainment and achievement of any given society in

obtaining development and performance hinged on rating the performance of the lowest achievers and of those with lowest level of qualifications. These are the groups whose improvement will make the greatest difference to the national average (David and Richard, 2006). Invariably, this implies the need to identify these groups for proper mainstreaming. Basic skills education for youth and adults is crucial to a robust path leading to socio-economic development.

There are over one billion adults who can neither read, nor write (UNESCO, 2010). For this reason, many countries have decided to come up with programmes that specifically target low achievers and those with few formal qualifications, youth who have dropped out of the school and low skilled adults. This confirms UNESCO (2005) claim in their report titled “Righting the wrong” that all governments globally have signed up to a UN goal that promises a 50% reduction in illiteracy by 2015. Progress towards the aspiration of reducing illiteracy has been painfully slow. The focus on these groups is to improve overall educational programme in all developing economies through raising the skills of the existing workforce thus having a multiplier effect on the socio-political development of the economy. The issue of literacy should not be treated with levity by any given government because it is a social tool for political, social and economic development of any given society. Little wonder Ukeje (1978) in Akinsolu (2013) reported that “a man who cannot distinguish between right and wrong no doubt can’t be a best player of his/her citizenship.

The main objective of the adult education programme is the development of appropriate conditions for adult education and the formation of an education and training systems for adults. The major aspect which are required to be taken into consideration are; support, development institutions and mechanisms (Destopovic & Pejatovic, 2005).

Statement of the Problem

In the Federal Republic of Nigeria: National Policy on Education (NPE, 1981), Adult and Non-Formal Education is defined as consisting of functional literacy, remedial, continuing, vocational, aesthetic and civic education for youth and adults outside the formal school system. Adult education has existed for a long time as a field of study and practice. Prior to and after Nigeria’s independence, various attempts were made by successive governments to come up with sound educational programmes. A new National Policy on Education has a section earmarked for Mass literacy, Adult and Non-Formal Education as the Formal Education has in the same National Policy on education. The objectives of each form of education (formal and informal) were clearly stated. The duties and responsibilities of each tier of government and Non-Governmental Organizations in the provision of Adult Education were clearly defined. In preparation for the implementation of programmes, the Federal and State Government had set up the National Commission for Mass Literacy, Adult and Non-formal Education and State Agencies for Mass Education respectively. The Commission and State Agencies are responsible for the implementation of the programmes. State Governments also established Local Government Coordinating Units in order to ensure effective implementation in the rural areas.

As laudable as the above can be, and its incorporation into the New National Policy on Education as well as putting in place machineries for effective implementation of the policy

programmes, there seems to be a problem of implementation gap. The Non-Formal Education sector has suffered serious neglect in the area of funding and provision of basic facilities for effective implementation of the policy when compared to the formal education sector. Adult education should be re-positioned to excessively launch the present adults into the orbit where they can respond to the challenges of the 21st century and make meaningful contribution to national development.

The theme of the study is justified by the significance which the society attaches to promoting teaching and learning using Adult and Non-Formal mode of education in improving Nigeria's education system which enables youth and adults to have access to a better education capable of making them self-employed.

Objectives of the Study

The general objective of this study is to analyze the implementation of adult education programme in empowering youths in Kano metropolis. Specifically, the study is intended to:

- i. Assess the level of commitment of Kano State Government towards the realization of the National Policy on Adult Education.
- ii. Identify the challenges affecting the successful implementation of Adult Education programmes in Kano State.

Research Questions

The research work aims at providing answers to the following questions:

- i. is Kano State Government committed to the realization of the objectives of the National Policy on Adult Education?
- ii. are there challenges affecting the successful implementation of Adult Education programmes in Kano State?

Research Hypotheses

The research hypotheses to this study are:

H₀₁: Kano State Government is not committed to the realization of the objectives of the National Policy on Adult Education.

H₀₂: There are no challenges affecting the successful implementation of Adult Education programmes in Kano State.

Scope of the Study

This study covers the analysis of the implementation of adult education programme in empowering youths in Kano State. It covers selected subjects from the three senatorial zones of Kano State. Youth Learners, Adult Education Facilitators, Coordinators, and Community Members are the target audience. The study will cover the period between 2025 and 2026.

Significance of the Study

The study will benefit people and organizations directly and indirectly involved in youth empowerment and adult education. Direct beneficiaries include: youths in Kano State, adult education providers/facilitators, and ministry of education, Kano State. Indirect beneficiaries include: Government of Kano State, community leaders/traditional rulers, NGOs and development agencies, researchers/academics, and employers/private sector.

Youths in Kano State: They are the main target. The findings will help improve adult education programs so youths gain better skills, literacy, entrepreneurship, and job opportunities for self-reliance.

Adult Education Providers/Facilitators: Teachers, trainers, and NGOs running adult education centers will use the results to improve teaching methods, curriculum, and program delivery.

Ministry of Education, Kano State: Policy makers will use the analysis to review, fund, and redesign adult education policies and programs for better implementation.

Government of Kano State: Better empowered youths = reduced unemployment, crime, and poverty. This helps in achieving State development goals (SDGs).

Community Leaders and Traditional Rulers: They can mobilize youths to participate and support adult education programs in their communities.

NGOs and Development Agencies: Organizations like UNESCO, UNICEF, and donor agencies can use the findings to design intervention programs and allocate resources effectively.

Researchers and Academics: Future researchers will use it as reference material for studies on adult education, youth empowerment, and program evaluation.

Employers/Private Sector: A more skilled youth population means a better workforce for businesses and industries in Kano State.

Justification for the Study

This study is justified because youth unemployment and illiteracy remain major challenges in Kano State. Assessing the implementation of the Adult Education Programme will reveal its effectiveness in skills acquisition and empowerment. Findings will help policymakers improve funding, curriculum, and delivery for better youth development and socio-economic growth in the State.

Literature Review

Conceptual Review

Adult education is an activity with educational purposes that is carried out by people engaged in the ordinary business or life. The implication of this definition is that adult education is carried out as part-time or leisure time activity. It may also be done at all levels of education: Literacy, elementary, secondary, university or other levels depending on the needs of the students, the type of the community and the demand of the age (Ayantunji, 2023).

UNESCO (2009) refer to Adult Education as “the body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society in which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behavior in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development” (Ebeye, 2014).

According to the United Nations Organization cited by Ebeye (2014), adult education is a non-formal education which is an integral part of the entire system of education, lying institutionally and significantly outside the formal system of education, and very much a

supplement as well as a complement to it. It is the product of change and development in society and it covers a wide range of activities, depending on the prevailing social, economic and political realities.

Adult and non-formal education is an essential instrument for creating awareness and consciousness for all youths and adults of the society, which will enable them have more critical views of social, economic and political conditions in their environment, it will become a process of removing obstacles and impediments as well as bridging the gap in education from policy programme to implementation (Radhika, 2019).

Policy Programme on Education

The need for a policy on education came as a result of the 1969 National Curriculum Conference which was attended by a cross section of Nigerians. In 1973 after the National Curriculum Conference, a Seminar of experts drawn from a wide range of interest groups within Nigeria was convened. The seminar, which included voluntary agencies and external bodies, deliberated on what national policy on education for an independent and sovereign Nigeria should look like.

The National Policy on Education was first published in 1977, 2nd and 3rd editions in 1981 and 1998 respectively. The 4th edition was necessitated by some policy innovations and changes. A nation's policy on education is government's way of realizing that part of the national goals which can be achieved using education as a tool. No policy on education, however, can be formulated without first identifying the overall philosophy and goals of the nation.

The overall philosophy of Nigeria is to:

- i. Nation founded on the principles of freedom, quality and justice;
- ii. Live in unity and harmony as one indivisible, indissoluble, democratic and sovereign; and
- iii. Promote Inter-African solidarity and world peace through understanding.

Objectives of Adult Education

The adult and non-formal education encourages all forms of functional education given to youths and adults outside the formal school system, such as functional literacy, remedial and vocational education. According to the National Policy on Education (2004), the objectives of adult education are to:

- a. Monitoring and co-ordinating activities relating to the National Mass Literacy Campaign in order to ensure the rapid and successful eradication of illiteracy in Nigeria;
- b. Working in co-operation with all concerned to eradicate illiteracy in Nigeria;
- c. Monitoring all activities for the eradication of illiteracy in Africa and ensuring the collection and dissemination of information on the implementation;
- d. Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary/secondary education;
- e. Give the adult citizens, necessary aesthetics, cultural and civic education for public enlightenment; and
- f. Provide education for different categories of completers of formal school system in order to improve their basic knowledge and skills on income generation activities like carpentry, tailoring, knitting, pomade and soap making including local craft.

Adult Education Programmes

There are variety of programmes solely meant for adults and as such are adult education programmes and are mainly used to serve the interest of adults whether in, out-of-school education activities. The National Commission for Mass literacy, Adult and Non-formal education was established by the Federal Government to, among other things, work in collaboration with all concerned to eradicate illiteracy in Nigeria. "Education for all" is equally emphasized in the Millennium Development Goals. One of the ways of achieving this is to ensure that all and sundry have access and opportunity to education: The disadvantaged adults, migrant fishermen, nomads etc. government at the various levels have made very insignificant efforts in this regard in spite of all the beautiful and fascinating policies on mass literacy.

Challenges of Adult Education Programme

According to Ayantunji (2023), Adult education programme faces a lot of challenges as follows:

- i. Failure of the Universal Basic Education (UBE) Act to give adequate recognition to Adult and Non-Formal Education as a key sector of basic education;
- ii. The budgetary allocation to NFE at all levels of government is grossly inadequate especially when compared with the Formal sector;
- iii. Poor remuneration of facilitators;
- iv. Inadequate number of qualified facilitators;
- v. Poor record keeping;
- vi. Poor attitude of the target group (those the programme is meant to benefit); and
- vii. Inadequate and irregular monitoring of programmes.

Theoretical Framework**Experiential Learning Theory**

This study is anchored on David Kolb's Experiential Learning Theory. The theory posits that adults learn most effectively through a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to Kolb, learning is a process of creating knowledge through the transformation of experience.

In relation to this study, the theory explains that youths in adult education programs do not just acquire literacy or theory. They gain skills by engaging in practical activities such as vocational training, entrepreneurship, and community projects. Through doing, reflecting, and applying new knowledge to real-life problems of unemployment and poverty, youths are empowered to become self-reliant. Thus, the effectiveness of the adult education programme can be assessed by how well it provides hands-on, experience-based learning for youths.

Empirical Review

Akinsolu (2013) conducted a study titled "Management of Adult Literacy Programme in Nigeria". He examined the management of adult literacy programmes in Nigeria with emphasis on planning, organization, funding, and supervision. The paper noted that adult literacy is key to national development, poverty reduction, and empowerment of youths and adults. It identified major challenges facing the programme to include inadequate funding, poor management,

shortage of qualified facilitators, lack of instructional materials, and weak monitoring mechanisms. The study recommended that government at all levels should increase budgetary allocation, provide adequate training for facilitators, ensure proper planning and supervision, and involve communities and NGOs in the management of adult literacy programmes for effective implementation and sustainability.

Ayantunji (2023) was involved in a study titled “Adult education in Nigeria: Issues, Perspectives and Challenges”. The study highlighted that adult education is a vital instrument for literacy, skill acquisition, poverty reduction and sustainable development in Nigeria. The study identified key issues affecting the programme to include inadequate funding, poor policy implementation, lack of qualified personnel, inadequate facilities, and low public awareness. It further discussed perspectives on adult education as a tool for youth empowerment, vocational training, and community development. The paper concluded that despite its importance, adult education in Nigeria is faced several challenges that hinder effectiveness. It recommended increased government commitment, improved funding, capacity building for facilitators, and stronger collaboration between government, NGOs and communities to enhance the delivery of adult education programmes in Nigeria.

Despotovic and Pejotovic (2005) analyzed “Policy and strategy of adult education development in the Republic of Serbia”. It examined the need for a systematic approach to adult education in response to social, economic, and technological changes in a transitional society. The study highlighted that adult education plays a critical role in workforce development, lifelong learning, and social inclusion. It identified key challenges to include lack of a coherent legal framework, insufficient funding, poor coordination among stakeholders, and low participation rates. The study concluded that an effective policy and strategy is essential for modernizing adult education and aligning it with labour market needs and democratic development in Serbia. The paper recommended a strategic framework based on European Union Standards, emphasizing decentralization, partnership between government, NGOs and private sector, quality assurance, and diversification of programme offerings.

Methodology

A descriptive survey design was adopted for the study. This design is suitable because it allows the researcher to collect data from a large population and describe the current status of Adult Education Programme implementation in Kano State. The study was conducted in Kano State, Nigeria. Kano State was chosen because it has a high youth population and several adult education centers run by the State Agency for Mass Education. The population comprised 12,450 youths enrolled in adult education centers across the 3 senatorial zones of Kano State, Adult Education Facilitators, Coordinators, and Community members. The 3 senatorial zones are: Kano North, Kano Central, and Kano South. Using Taro Yamane formula, 387 was arrived at as sample. The main instrument was a structured questionnaire titled “Adult Education Programme Implementation and Youth Empowerment Questionnaire (AEPIYEQ)”. The questionnaire were divided into 2 sections: Section A- Demographic information; Section B- contains 16 questions in all with 8 items question each on: commitment to the realization of objectives of adult education program; and challenges faced in the course of implementation of adult education programme, measured on a 4-point Likert scale: Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree

= 1. The instrument was validated by 2 experts in Adult Education department of Federal College of Education, Okene. Reliability was tested using Cronbach Alpha and a coefficient of 0.82 was obtained. Copies of the questionnaire were administered directly to respondents by the researcher with the help of 3 research assistants. Data collected were analyzed using descriptive statistics: frequency counts, percentages, and mean scores to answer research questions. Decision rule: Mean, less or equal to 2.50 = Agreed; Mean, less than 2.50 = Disagree. The hypotheses were tested using multiple regression model at 0.05 significant level.

Table 1: Population of the Study

S/N	Senatorial Zone	Frequency	Percentage (%)
1	Kano North	3,679	29.55
2	Kano Central	4,244	34.09
3	Kano South	4,527	36.36
Total =		12,450	100

Source: Field Survey, 2026

Table 1 indicates that Kano North has 3,679 enrolled youths representing 29.55% of the total population. Kano Central has 4,244 enrollees representing 34.09%; while Kano South has 4,527 enrollees representing 36.36%.

Sample Size and Sampling Technique

Taro Yamani's formula (1967) was used to determine a sample size of 387 respondents from the enrolled youths in the 3 senatorial zones of Kano State:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = sample size

N = population size

e = margin of error (0.05)

The calculated sample size is 387 respondents:

From the formula above, the sample size is given as:

$$N = \frac{12450}{1 + 12450(0.05)^2}$$

$$N = \frac{12450}{1 + 12450(0.0025)}$$

$$N = \frac{12450}{1 + 31.125}$$

$$N = \frac{12450}{32.15} = 387$$

$$N = 387$$

A sample size of 387 sample was used for this study

The study uses stratified random sampling to ensure representation across the 3 senatorial zones: Kano North, Kano Central, and Sokoto South.

Using stratified random sampling technique, the questionnaire was administered to the sample subjects using this formula:

$$n = \frac{NH}{N}$$

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Where n = Sample size
 NH = Population of Strata
 N = Population

Substituting,

$$\begin{aligned} \text{Kano North} &= \frac{3,679 \times 387}{12,450} \\ &= \frac{1,423,773}{12,450} \\ &= \mathbf{144} \end{aligned}$$

$$\begin{aligned} \text{Kano Central} &= \frac{4,244 \times 387}{12,450} \\ &= \frac{1,642,428}{12,450} \\ &= \mathbf{132} \end{aligned}$$

$$\begin{aligned} \text{Kano South} &= \frac{4,527 \times 387}{12,450} \\ &= \frac{1,751,949}{12,450} \\ &= \mathbf{141} \end{aligned}$$

Table 2: Sample

S/N	Senatorial Zone	Frequency	Percentage (%)
1	Kano North	114	29.46
2	Kano Central	132	34.11
3	Kano South	141	36.43
Total =		387	100

Source: Field Survey, 2026

Data Presentation and Analysis

This section is basically designed to present, analyze and interpret the primary data obtained via the questionnaire which was purposively administered to the respondents. These are shown in the table below:

Response Rate

Table 3: Response from Administered Questionnaire

S/N	Senatorial Zone	No of Respondents	Response Rate	Percentage (%)
1	Kano North	114	110	28.42
2	Kano Central	132	127	32.82
3	Kano South	141	138	35.66
Total =		387	375	96.9 Approx =97

Source: Field Survey, 2026

Table 3 shows total number of administered questionnaire to be 387, out of which 375 representing approximately 97% were fully completed and returned. Therefore, correctly completed and usable questionnaires for the study is 375 on which all generalizations were made.

Table 4: Demographic Details of Respondents

Sex:	Frequency	Percentage (%)
Male	232	61.87
Female	143	38.13
Age:		
18 - 25	75	20.00
26 - 35	156	41.6
36 - 45	92	24.53
46 and above	52	13.87
Status:		
Adult Education Facilitator	42	11.2
Youth Learner	231	61.6
Coordinator	9	2.4
Community Member	93	24.8
Highest Qualification:		
No Formal Education	22	5.87
Primary Education	74	19.73
Secondary Education	123	32.8
NCE/Diploma	98	26.13
Degree and above	58	15.47

Source: Field Survey, 2026

Table 4 shows the following:

Distribution Based on Sex: 232 respondents representing 61.87% were males, while the remaining 143 representing 38.13% are females. This shows that greater number of the respondents are male folks.

Distribution Based on Age: 75 respondents representing 20% fall between the ages of 18 and 25; 156 respondents representing 41.6% are in the age bracket of 26 and 35 years; 92 respondents representing 24.53% fall between 36 and 45 years; and 52 respondents representing 13.87% are 46 years and above.

Distribution Based on Status: 42 respondents representing 11.2% are adult education facilitators; 231 respondents representing 61.6% are youth learners enrolled in adult education programme; 9 respondents representing 2.4% are coordinators; 93 respondents representing 24.8% are community members.

Distribution Based on Highest Qualification of Respondents: 22 respondents representing 5.87% have no formal education; 74 respondents representing 19.73% are holders first leaving certificate; 123 respondents representing 32.8% were secondary school certificate holders; 98

respondents representing 26.13% were NCE/Diploma holders; 58 respondents representing 15.47% were graduates of HND/B.Sc certificates and above.

Descriptive Analysis of Data on Relevant Variables

This section is focused on the responses of respondents to research question items.

Research Question 1: Is Kano State Government committed to the realization of the objectives of the National Policy on Adult Education?

Questions relating to the statements were asked in terms of “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. The following key findings emerged:

Table 5: Responses on Research Question 1

S/No	Question items	SA	A	D	SD	TOTAL	MEAN	REMARK
1	The Kano State Government provides adequate annual budgetary allocation for adult education programmes.	50% 188	30% 113	15% 55	5% 19	100 375	3.25	Accepted
2	The Government recruits and trains qualified facilitators for adult education centers in Kano State.	65% 243	20% 75	10% 38	5% 19	100 375	3.45	Accepted
3	Adult education centers in Kano State are adequately established, equipped with learning materials and infrastructure.	60% 224	20% 75	15% 56	5% 19	100 375	3.34	Accepted
4	The curriculum used in adult education centers aligns with the objectives of the National Policy on Adult Education.	70% 262	20% 75	5% 19	5% 19	100 375	3.55	Accepted
5	The Kano State Government carries out regular awareness campaigns to mobilize youths and adults to participate in adult education.	40% 150	30% 113	15% 56	15% 56	100 375	2.95	Accepted
6	The Government collaborates effectively with NGOs, private organizations, and international agencies to implement adult education programmes.	60% 224	25% 94	5% 19	10% 38	100 375	3.34	Accepted

7	Inadequate funding, poor facilities, and lack of political will are major challenges facing adult education implementation in Kano State.	30% 113	60% 224	5% 19	5% 19	100 375	3.15	Accepted
8	Increased funding, capacity building for facilitators, and stronger monitoring will improve government commitment to adult education in Kano State.	70% 262	20% 75	5% 19	5% 19	100 375	3.55	Accepted
	Weighted Average						3.32	Accepted

Source: Field Survey, 2026.

Key: *Mean*, *SA*= Strongly Agree (3.50-4.49); *A*= Agree (2.50-3.49); *D*= Disagree (1.50-2.49); *SD*= Strongly Disagree (0.50-1.49).

Total Respondents = **375**

Kano State Government and her commitment towards realization of the objectives of National Policy on Adult Education.

Using a bench mark of 2.50 on table 5, item 1 reveals that The Kano State Government provides adequate annual budgetary allocation for adult education programmes with a Mean score of 3.25. Item 2 indicated that the Government recruits and trains qualified facilitators for adult education centers in Kano State with a Mean score of 3.45. Item 3 shows that Adult education centers in Kano State are adequately established, equipped with learning materials and infrastructure with a Mean score of 3.34. Item 4 reveals that the curriculum used in adult education centers aligns with the objectives of the National Policy on Adult Education with a Mean score of 3.55. Item 5 says that the Kano State Government carries out regular awareness campaigns to mobilize youths and adults to participate in adult education with a Mean score of 2.95. Item 6 says that the Government collaborates effectively with NGOs, private organizations, and international agencies to implement adult education programmes with a Mean score of 3.34. Item 7 says that inadequate funding, poor facilities, and lack of political will are major challenges facing adult education implementation in Kano State with a Mean score of 3.15. Item 8 says that increased funding, capacity building for facilitators, and stronger monitoring will improve government commitment to adult education in Kano State with a Mean score of 3.55. A grand mean of 3.32 shows that Kano State Government is committed towards realization of the objectives of National Policy on Adult Education.

Research Question 2: Are there challenges affecting the successful implementation of Adult Education programmes in Kano State?

Questions relating to the statements were asked in terms of “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. The following key findings emerged:

Table 6: Responses on Research Question 2

S/No	Question items	SA	A	D	SD	TOTAL	MEAN	REMARK
9	Inadequate funding by Kano State Government hinders adult education programme implementation.	40% 150	45% 168	5% 19	10% 38	100 375	3.15	Accepted
10	Lack of qualified and trained facilitators affects quality of instruction in centers.	30% 113	60% 224	5% 19	5% 19	100 375	3.15	Accepted
11	Poor infrastructure such as classroom, furniture, and learning materials limit programme delivery.	20% 75	65% 243	10% 38	5% 19	100 375	3.00	Accepted
12	Low public awareness and negative attitude toward adult education reduces enrolment.	30% 113	60% 224	5% 19	5% 19	100 375	3.15	Accepted
13	Poor remuneration and irregular payment of Facilitators lead to low commitment.	40% 150	50% 187	7% 26	3% 12	100 375	3,27	Accepted
14	Inadequate supervision and monitoring by government officials affect programme effectiveness.	35% 131	55% 206	4% 15	6% 23	100 375	3.19	Accepted
15	Political interference and inconsistency in government policies disrupt continuity of programmes.	38% 143	45% 168	7% 26	10% 38	100 375	3.11	Accepted
16	Lack of collaboration between government, NGOs, and communities limits resources for adult education.	30% 113	55% 206	8% 30	7% 26	100 375	3.08	Accepted
	Weighted Average						3.14	Accepted

Source: Field Survey, 2026.

Key: **Mean**, SA= Strongly Agree (3.50-4.49); A= Agree (2.50-3.49); D= Disagree (1.50-2.49); SD= Strongly Disagree (0.50-1.49).

Total Respondents = **375**

Likely challenges faced in the implementation of adult education programme in Kano State

Considering a bench mark of 2.50 on table 6, item 9 reveals that inadequate funding by Kano State Government hinders adult education programme implementation with a Mean score of 3.15. Item 10 indicated that lack of qualified and trained facilitators affects quality of instruction in centers with a Mean score of 3.15. Item 11 shows that poor infrastructure such as classroom, furniture, and learning materials limit programme delivery with a Mean score of 3.00. Item 12 reveals that low public awareness and negative attitude toward adult education reduces enrolment with a Mean score of 3.15. Item 13 says that poor remuneration and irregular

payment of facilitators lead to low commitment with a Mean score of 3.27. Item 14 says that inadequate supervision and monitoring by government officials affect programme effectiveness with a Mean score of 3.19. Item 15 says that political interference and inconsistency in government policies disrupt continuity of programmes with a Mean score of 3.11. Item 16 says that lack of collaboration between government, NGOs, and communities limits resources for adult education with a Mean score of 3.08. A grand mean of 3.14 shows that there are challenges faced in the implementation of adult education programme in Kano State.

Test of Hypotheses

Hypothesis 1

H₀₁: Kano State Government is not committed to the realization of the objectives of the National Policy on Adult Education.

H_{A1}: Kano State Government is committed to the realization of the objectives of the National Policy on Adult Education.

Table 7: Regression analysis showing results.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568 ^a	.556	.554	1.20221

a. Predictors: (Constant), commitment

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.094	1	13.094	37.954	0.002 ^b
	Residual	71.746	374	.345		
	Total	84.840	375			

a. Dependent Variable: Realization of NPAE

b. Predictors: (Constant), commitment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.476	.567		9.657	.000
	commitment by Kano State Government	.666	.045	.173	9.911	.000

a. Dependent Variable: Realization of NPAE

The model summary in table 7 shows an R- value of 0.568. The result shows positive impact of commitment by Kano State Government on the realization of National Policy on Adult Education. The R square- value of 0.556 shows that 55.4% variation in commitment by Kano State Government was accounted for by variations in the realization of National Policy on Adult Education. The ANOVA table indicates that the regression model significantly predicts the

dependent variable given the F- value of 37.954 and its corresponding P- value of 0.002. This implies a positive impact of commitment by Kano State Government on the realization of National Policy on Adult Education. Also, the B-coefficient of 0.666 implies that holding every other thing constant, the model predicts 0.666 unit increase in commitment by Kano State Government given a unit increase in realization of National Policy on Adult Education.

Hypothesis 2

H₀₂: There are no challenges affecting the successful implementation of Adult Education Programmes in Kano State.

H₀₂: There are challenges affecting the successful implementation of Adult Education Programmes in Kano State.

Table 8: Regression analysis showing results.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.683 ^a	.796	.785	.98922

b. Predictors: (Constant), challenges

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.079	1	12.079	37.984	0.003 ^b
	Residual	66.421	374	.318		
	Total	78.500	375			

a. Dependent Variable: Implementation of AEP

b. Predictors: (Constant), challenges

Coefficients^a

Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig.
		B	Std. Error	Beta	
1	(Constant)	5.872	.554		10.559 .000
	Challenges	.532	.049	.234	10.857 .000

a. Dependent Variable: successful Implementation

The model summary in table 8 shows an R- value of 0.683. The result shows impact of challenges on implementation of adult education programme. The R square- value of 0.796 shows that 80% variation in challenges was accounted for by variations in implementation of adult education programme. This implies that 80% change in implementation of adult education programme is feasible with the effects of the independent variable (challenges). While the remaining 20% is explained by other factors. The ANOVA table indicates that the regression model significantly predicts the dependent variable given the F- value of 37.984 and its corresponding P- value of 0.003. This implies a negative impact of challenges on implementation of adult education programme. Also, the B-coefficient of 0.532 implies that holding every other thing constant, the model predicts 0.532 unit increase in challenges given a unit decrease in implementation of adult education programme.

Conclusion

The implementation of the Adult Education Programme in Kano State has significantly empowered youths by enhancing literacy, vocational skills, and self-reliance. Despite challenges of funding and awareness, the programme remains vital for youth development, poverty reduction, and socio-economic growth, thus requiring stronger government support for sustainability.

Recommendations

Based on findings, the following recommendations become necessary:

- The Kano State Government and stakeholders should allocate adequate budgetary provisions for Adult Education centers. This will ensure availability of learning materials, trained facilitators, and conducive learning environments for effective youth empowerment.
- Given that inadequate funding and lack of learning resources were major challenges, the Kano State Government, in collaboration with NGOs and donor agencies, should increase budgetary allocation to Adult Education. This will ensure provision of qualified facilitators, teaching materials, and functional learning centers, thereby enhancing the successful implementation and sustainability of the programme for youth empowerment.
- The curriculum should be reviewed to include practical vocational skills relevant to local needs. This will equip youths with employable skills, promote self-reliance, reduce unemployment, and enhance the socio-economic impact of the programme.

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