Staffing and Managing Human Resources of Higher Degree Programme of Adult Education for Inclusiveness in Universities in Nigeria

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Abstract
The status accorded to adult education among universities-based educators and researchers appears to be very low. This may be due to scanty knowledge about the discipline and wrong perception held by the bureaucrats, policy makers and administrators within and outside the university system. The Hamburg Declaration in 1997 underscores the importance of adult education when it describes it as a key to the twenty-first century. Realising the fact that adult education is needed in this 21st century, it follows that provision of higher degree programme should be well staffed and properly managed in order to produce learners that will contribute meaningfully to the development of the society. Therefore, this study entitled: "staffing and managing human resources of higher degree programme of adult education in universities in Nigeria" is embarked upon. The aim of the study is to improve human and institutional capacity for required manpower in adult education for national development. The objectives of the study include: to identify and discuss framework for staffing higher degree programme in adult education in Nigerian universities; to find out how human resources for production of higher degrees students are sourced and managed; to assess framework for ensuring inclusiveness in managing higher degree adult education programme in universities; to explore strategies that can be employed to make adult education popular and acceptable among educators and researchers in universities; to explore motivational factors for students' enrollment in adult education higher degree programme; and to examine learning delivery techniques of lecturers/faculty in higher degree programme of adult education. The work employed research design of the survey type. Seven federal and state universities offering adult education at higher degree level were sampled. Statistical instruments were employed to analyse the data collected. All the results were decided at point 05 level of confidence with appropriate degree of freedom. The study revealed that 86.3% of the respondents opined that lack of understanding of the concept of adult education prevented people from enrolling into the course in the university, while 13.7% felt otherwise. Majority of the respondents (89.8%) held that Universities in Nigeria do not discriminate against any sex (male or female) when admitting students for any education programme including adult education, while 10.2% did not. There is significant difference in the perception of staff and students on the framework that can be used for staffing higher degree programme in adult education in Nigerian universities ($X2=2.882$, df=3, p > .05). There was no significant difference in the perception of staff and students on how human resources are sourced and managed for production of higher degree students in adult education programme ($X2=3.741$, df=3, p > .05). There was a significant difference in the perception of staff and students on learning delivery techniques of lecturers/faculty in higher degree programme of adult education ($X2=9.336$, df=3, p < .05). It is recommended that efforts should be made by the stakeholders to popularise the discipline of adult education with a view to making people to understand its meaning and usefulness to the growth of the society. Adequate budgetary allocation should be made by the owner universities to adult education so as to attract qualified staff, regular payment of salaries and comprehensive welfare programme.

Keywords: Staffing, Managing Human Resources, Adult Education, University Based-Educators.

1. Introduction

The status accorded to adult education among universities-based educators and researchers appears to be very low. Perhaps this may be due to scanty knowledge about the discipline of adult education or disdain look cast on the discipline by the bureaucrats, policy makers and administrators within and outside the university system. Non-recognition of the importance of adult education may have accounted for the paucity of funds allocated to education generally and adult education in particular. The Hamburg Declaration in 1997 underscores the importance of adult education when it states as follows:

Adult education thus becomes more than a right; it is a key to the twenty-first century. It is both a consequence of active citizenship and a condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by dialogue and a culture of peace based on justice. Adult learning can shape identity and give meaning to life. Learning throughout life implies a rethinking of content to reflect such factors as age, gender equality, disability, language, culture and economic disparities.

There are over 150 universities in Nigeria both public and private. Out of this number the universities offering adult education at both first and higher degree levels cannot be up to forty. There are state agencies for adult education and national commission for adult education which is coordinating the activities of other agencies, both public and private in Nigeria. In addition, there are other non-governmental organizations that are promoting adult education activities in Nigeria. Nigeria is a heterogeneous society in terms of ethnic groups, languages, natural resources, wildlife, landscapes, and cultural practices. All these are reflected in managing and educating Nigerians in institution of learning. Nafukho, Wawire and Lam (2010) conceive diversity as any dimension that can be used to differentiate groups and group from one another. Also, three broad dimensions of diversity namely: internal, external, and organisational are identified. In other words, diversity dimensions can be seen in differences among people, differences in creative ability, rationality and comprehension, problem solving skills, emotional intelligence, gender, ethnicity, language of instruction, sexual orientation, age, educational background, social economic background, physical and mental health and learning style. (Nafukho, Wawire and Lam 2010). Since higher educational institution is part of the society, the diversity noticed in the larger society is reflected in the former. For educational institution to achieve its set objectives there is the need to embark on adequate staffing and proper management of resources with a view to achieving inclusiveness. UNESCO (2005) describes inclusiveness or inclusion as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.

Meanwhile, Out (2007) describe human resource management as the methods of integrating and maintaining workers in an organization so that the organization can achieve the purposes and meet the goals for which it was established. In order words, human resource management is the process of motivating workers in the organisation so as to obtain maximum output from them. Staffing involves hiring workers with required skills to manage positions in the organisation in order to achieve goals of organisation. It also involves developing and updating professional skills of workers in the organization.

Realising the fact that adult education is a key to 21st century; it follows that provision of higher degree programme should be well staffed and properly managed in order to produce learners that will contribute meaningfully to the development of the society. Consequently, this study entitled: "staffing and managing human resources of higher degree programme of adult education in universities in Nigeria" is embarked upon. The aim of this study is to improve human and institutional capacity for required manpower in adult education for national development. Towards this end the objectives of this paper include:

- To identify and discuss framework for staffing higher degree programme in adult education in Nigerian universities.
- To find out how human resources for production of higher degrees students are sourced and managed.
- To assess framework for ensuring inclusiveness in managing higher degree adult education programme in universities.
- To explore strategies that can be employed to make adult education popular and acceptable among educators and researchers in universities.
- To examine learning delivery techniques of lecturers/faculty in higher degree programme of adult education.
- To explore motivational factors for students' enrollment in adult education higher degree programme.

Arising from these objectives, the following research questions are generated:

- What form of framework can be used for staffing higher degree program in adult education in Nigerian universities?
- How the human resources are sourced and managed for production of higher degrees students in adult education program?
- What form of framework can be used to ensure inclusiveness in managing higher degree adult education program in universities?
- What are the strategies to be employed to popularize adult education among educators and researches in universities?
- What are the learning delivery techniques of lecturers/faculty in higher degree program of adult education?
- What are the motivational factors for students' enrollment in adult education higher degree programme?

2. Literature Review
2.1 Staff Development
Staff development or staffing is a key element in the production of higher programme in any type of education including adult Education. Stephenson (1983) states that higher education enables people to cope with a wide varieties of different situations, without being dependent upon the direction of others. In other words, students acquire educational experience which enables them to be generally competent and independent. It follows that staff that would work in higher education institution must be knowledgeable and skillful and be ready to be exposed to continuing education in order to discharge their duties expeditiously.

The credibility of any academic system is dependent on the quality of academic input and the teaching-learning apparatuses on the ground to create required learning experience. UNESCO (1994) notes that staff development is to promote cooperative and innovative action so as to strength the quality and relevance of higher education both now and in the coming years. To improve staffing development in higher education certain things must take place, according to UNESCO (1994), they are: increase demand for higher education; reform of higher education system; ensuring quality assurance in higher education provision; and inter university cooperation; others are upgrading of knowledge through sabbatical arrangement, visiting professorships and academic networking opportunities; and curricular innovation.

2.2 Strategies for Popularizing Adult Education
Adult education as a course of study is not receiving high enrollment subscription from the students because they do not understand its usefulness. To increase its popularity among prospective students, certain things need to be done by the adult education specialists in the Departments. There is the need to improve on methods of delivery in teaching–learning process, improving on the contents of the programme of adult education to accommodate contemporary issues, and organising continuing education programme for adult education lecturers from time to time. Anderson (2008) identifies three strategies for increasing educational inclusivity. The first concerns the involvement of community in all levels of education. The second is provision of opportunities to increase the access to education, employing many of the techniques for mass education. Evolving a new model of production of education that engages learners and faculty to co-create their educational opportunities is the third one.

Furthermore, Tenebe and Mundi (2008) identify some strategies that can be employed to popularise the discipline of adult education. These include development of technology based on the students' learning that can used to create things to satisfy human needs such as shelter, food production, transportation e t c; making adult education have bearing on the environment; increase access to education through programme to remedy lapses of people in the first education; and agencies of adult education to encourage people to enroll in adult education related programmes.

The main objective of producing higher degree programme of any discipline is to provide manpower to drive economy. The recruited staff need to be exposed to induction programme that will familiarise them to the mechanics of their job as well as having opportunity for continuing education. Needless to state, that senior colleagues and heads of departments are to guide and provide mentorship for the rest of workers. Managing staff of universities demands the involvement of many stakeholders from among the community. There is the need for transparency and accountability in the resources supplied to the management of universities to achieve the goals of producing manpower for the development of the nation. Figure 1 contains the framework for the production of higher degree in adult education.
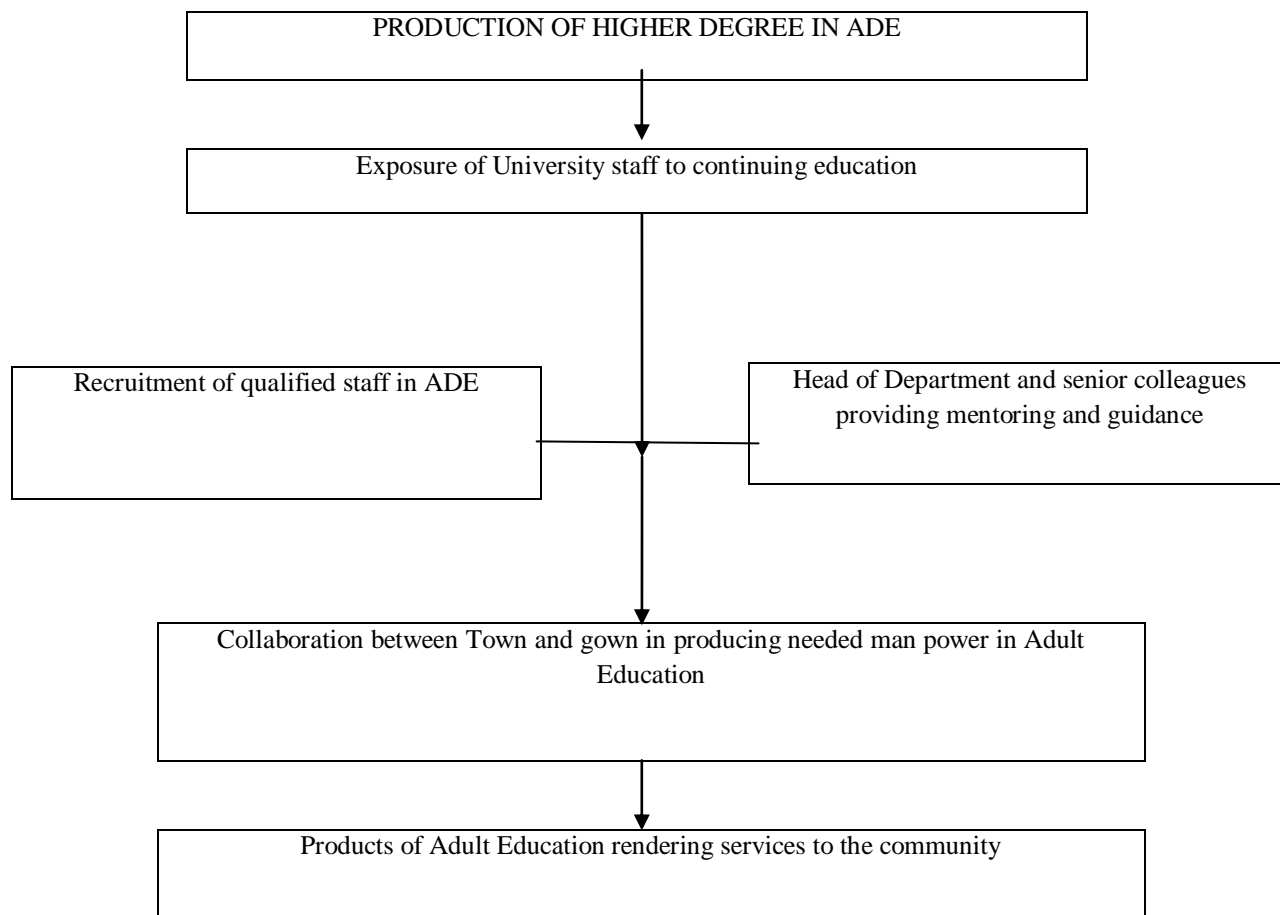
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│          PRODUCTION OF HIGHER DEGREE IN ADE                   │
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│        Exposure of University staff to continuing education   │
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│ Recruitment of qualified      │        │ Head of Department and senior     │
│ staff in ADE                  │────────│ colleagues providing mentoring    │
│                               │        │ and guidance                      │
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┌─────────────────────────────────────────────────────────────┐
│ Collaboration between Town and gown in producing needed       │
│ man power in Adult Education                                   │
│                                                               │
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┌─────────────────────────────────────────────────────────────┐
│ Products of Adult Education rendering services to the         │
│ community                                                     │
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Figure 1. Framework for Staffing and Managing Human Resources Higher Degree of Adult Education
Source: Author

2.3 Learning Delivery Techniques

These are numerous challenges confronting Teaching- learning process in adult education class. Some of these may include delivery method, use of equipment and classroom facilities. To address some of these and other challenges, some measures may be adopted. According to Biney (2015) lecturers could improve on methods of teaching that would encourage learners to engage in independent study and model intellectual attitudes of the learners. Lecturers-students interactions should be encouraged so that students could express their minds freely in the class on topics of discussion. The third approach recommended by Biney (2015) is for the lecturers to intermittently stop during the course of lectures in order to give opportunity for students to ask question on the topic being discussed.

2.4 Inclusiveness in Managing Higher Degree Programme in Adult Education

Diversity refers to any dimension that can be used to differentiate groups of people from one another (Nafukho, Wawire and Lam, 2010).citing Giovannini (2004) and Bruno (2004),the three scholars identify three broad dimension of diversity in organization. Citing Bruno (2004) they note:

The internal dimensions include characteristics such as age, gender, sexual orientation, ethnicity, race and physical ability. The external dimension characteristics influence our lives and value systems such as religion, geographic location, income, personal and recreational habits, education, appearance, and marital status. The organizational dimension affects our work experiences and includes work location, management status, union affiliation, functional classification, seniority, and work content.

Diversity has implication for education organization including adult education. Two categories   of people can be seen in adult education in universities: the lecturers and the students. For lecturers, diversity can be noticed in their methods of teaching, problem- solving skills, teaching style, social economic status, educational background and world view. Diversity appears to have similar influence on the students and the supporting staff working

together with lecturers to achieve organization's goals. Diversity and inclusiveness go together. UNESCO (2005) sees inclusiveness as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within from education. For all the stakeholders in the education system to realise their goals, there is the need to harmonise their needs in order to accommodate everyone without any one being excluded.

2.5 Inclusive Education
Inclusive education presupposes that every segment of the society is taken care of in terms of educational provision without any discrimination of any kind. Anderson (2008) makes reference to the United Nations Declaration of Human Rights, Article 26, when defining inclusive education. On the declaration, the author writes:
Everyone has the right to education, and that…..technical and professional education shall be made generally available. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

Citing Kisanji (1998), Anderson (2008) defines inclusive education as the meeting of the needs of all learners in a given community, in formal and non-formal setting, without sacrificing their uniqueness. Learners have different characteristics: Some are economically bouyant, while some have physical disabilities or impairments; while others may have been highly gifted. Thus, they should not be discriminated against if inclusive education is to be achieved.

UNESCO (2005) and UNGEI (2010), inclusive Education means responding to the diversity of needs among all learners, through increasing, participation in learning, culture and communities, and reducing exclusion from and within education. It involves changes in content, structures and strategies, driven by a common vision that covers all children and the conviction that it is the responsibility of the regular system to educate all of them.

2.6 Motivational Factors for Students' Enrolment in Adult Education Higher Degree
There are various factors that motivate students to enroll for adult education in Nigeria in spite of the fact that many people do not understand what adult education stands for. Some of these include: inability to get admission to other departments in the faculty of education and even other programmes in other faculties; poor financial status of the guardian or parent (based on the belief that financing adult education is cheaper); and the decision of the university to rake students from other departments into adult education. The question at this juncture is: what should be the major factor motivating students into adult education? Biney (2015) describes motivation, citing a number of scholars, as an internal state that arouses, directs and maintains behaviour. In other words, motivation is seen as a need or desire that energizes behaviour and directs it towards a goal. Invariably, students should enroll in adult education on voluntary basis without any compulsion. European Commission (2014) describes motivation as having intrinsic and extrinsic components. Intrinsic components include curiousity, involvement, importance and preference for challenges. According to the Commission, the interplay between intrinsic and extrinsic (external motivation) motivations to learn may be important for adult learners.

2.7 Managing and Sourcing for Human Resources
Staff in higher education needs to be managed by ensuring that they are adequate and well equipped in terms of required knowledge and skills in higher education. UNESCO (1994) observes that higher education staff should extend their professional skills so as to meet the needs which arise during the course of their careers. Replacing the aging and redundant staff should be taking place every time in order to meet the National University Commission requirement on staffing. The need to hire qualified staff is dependent on financial resources at the disposal of the universities. The owner of the university system whether private or government need to provide adequate financing for the university system. The economic situation in the country demands that the university need to look inward in order to augment the finances obtain from the owner.

3. Research Method
The study was conducted in seven Universities in Nigeria, namely: Adekunle Ajasin University, Akungba-Akoko; Ekiti State University, Ado Ekiti; University of Ibadan, Ibadan; University of Lagos, Lagos; Obafemi Awolowo University, Ile-Ife; Ibrahim Badamosi Babangida University; and University of Benin, Benin.

3.1 Research Design
The study employed the descriptive research design of the survey type, which measured the phenomenon already present in the respondents.

3.2 Population
There are over one hundred and fifty (150) universities in Nigeria, both public and private.

3.3 Sample and Sampling Technique
The study employed random sampling technique in selecting the Universities that participated in the study. The sample for the study is contained in tables 1 and 2.

4. Limitation of the Study
The study set out to examine the staffing and managing human resources of higher degree programme of adult education in universities in Nigeria. However, all other aspects of education are not covered in the study. This serves as the limitation of the study. Thus, efforts should be made in subsequent research to address this limitation.

5. Data Analysis

Table 1. Frequency Distribution showing Responding Staffs' Personal Information

Factors	Option		Sampled Frequency	%
	Institution	Population in selected Department of Education		
University	University of Ibadan	13 (Department of Adult Education)	8	19.5
	University of Lagos	15 (Department of Life Long and Continuity Education)	7	17.1
	Adekunle Ajasin University, Akungba-Akoko, Ondo State	8 (Department of Adult Education)	6	14.6
	Obafemi Awolowo University	8 (Department of Adult Education and Life Long Learning)	6	14.6
	Ekiti State University	6 (Department of Adult Education)	4	9.8
	Ibrahim Badamosi Babangida university	8 (Department of Adult Education)	4	9.8
	University of Benin	10 (Department of Adult Education)	6	14.6
	Total		41	100.0
Education Qualification	Master Degree		8	19.5
	Ph.D		33	80.5
	Total		41	100.0
Years of Experience	1 - 5 years		5	12.2
	6 - 10 years		8	19.5
	11 - 15 years		10	24.4
	16 - 20 years		14	34.1
	Above 20 years		4	9.8
	Total		41	100.0
Job Status	Assistant Lecturer - Lecturer 11		9	22.0
	Lecturer 1		5	12.2

Senior Lecturer	11	26.8
Associate Professor	10	24.4
Professor	6	14.6
Total	41	100.0

Source: Field work, February 2017

It was indicated in Table 1 that 19.5% of the responding lecturers were from university of Ibadan, 17.1% were from University of Lagos, 14.6% were from Adekunle Ajasin University in Ondo State, 14.6% also were from Obafemi Awolowo University in Osun State, 9.8% were from Ekiti State University, 9.8% were from Ibrahim Badamosi Babangida University, while 6% were from the University of Benin in Edo State. Their educational qualification was such that majority had their doctorate. The distribution showed that 19.5% had Master Degree, while 80.5% had Ph.D. Further test showed the years of experience of the responding lecturers and it was noted that 12.2% had working experience ranging between 1 and 5 years, 19.5% had working experience ranging between 6 and 10 years, 24.4% had experience ranging between 11 and 15 years, 34.1% had experience ranging between 16 and 20 years, while 9.8% had working experience of above 20 years. Lastly indicated was the responding lecturers' job status and it was observed that 22% were either assistant lecturer or lecturer II, 12.2% were lecturer I, 26.8% were senior lecturers, 24.4% were associate professor, while 14.6% were professors.

Table 2. Frequency Distribution showing Responding Students' Personal Information

2Factors	Option		Sampled Frequency	%
	Institution	**Population in selected Department of Education**		
University	University of Ibadan	70 (Department of Adult Education)	15	19.7
	University of Lagos	46 (Department of Life Long and Continuity Education)	12	15.8
	Adekunle Ajasin University, Akungba-Akoko, Ondo State	10 (Department of Adult Education)	5	6.6
	Obafemi Awolowo University	26 (Department of Adult Education and Life Long Learning)	13	17.1
	Ekiti State University	15 (Department of Adult Education)	7	9.2
	Ibrahim Badamosi Babangida university	35 (Department of Adult Education)	15	19.7
	University of Benin	22 (Department of Adult Education)	9	11.8
	Total		76	100.0
Education Qualification	First Degree		12	15.8
	Master Degree		64	84.2
	Ph.D		0	-
	Total		76	100.0

Source: Field work, February 2017

On the responding students' information, Table 2 indicated that 19.7% of the postgraduate students sampled were from University of Ibadan, 15.8% were from University of Lagos, 6.6% were from Adekunle Ajasin University in Ondo State, 17.1% were from Obafemi Awolowo University in Osun State, 9.2% were from Ekiti State University, 19.7% were from Ibrahim Badamosi Babangida University, while 11.8% were from the University

of Benin in Edo State. Their educational qualification revealed that 15.8% had First Degree as their highest form of qualification, while 84.2% had Master Degree.

Research Question 1: What form of framework can be used for staffing higher degree programme in adult education in Nigerian universities?

Table 3. Respondents view on framework for staffing higher degree programme in adult education in Nigerian universities

Items		SA	A	D	SD	Total
				Response		
Training of Adult education specialists should be undertaken in universities	F	47	55	9	6	117
	%	40.2	47.0	7.7	5.1	100.0
Provision of scholarship by universities and governments encourage people to study adult education.	F	39	26	26	26	117
	%	33.4	22.2	22.2	22.2	100.0
During the employment interview, priority should be given to those who perform better	F	27	39	39	12	117
	%	23.1	33.3	33.3	10.3	100.0
Employment of adult education specialists into faculties of Education is based on whom you know, in order words; employment is not based on merit	F	38	26	26	27	117
	%	32.5	22.2	22.2	23.1	100.0
Lack of understanding of the concept of adult education prevents people from enrolling into the course in the university	F	62	39	4	12	117
	%	53.0	33.3	3.4	10.3	100.0
The contents of adult education motivate some people to study the discipline in universities	F	29	38	26	24	117
	%	24.8	32.5	22.2	20.5	100.0

Source: Field work, February 2017

In Table 3 it is revealed that majority of the respondents (87.2%) reported that training of adult education specialists should be undertaken in universities, while 12.8% expressed contrary view. Another notable point is the provision of scholarship. It was observed that majority of the respondents (55.6%) held that provision of scholarship by universities and governments encouraged people to study adult education, while 44.4% did not agree. For effective staffing, priority should be given to those who perform better during the employment interview. This was expressed by 56.4%, while 43.6% did not think in that line. Furthermore, 86.3% of the respondents opined that lack of understanding of the concept of adult education prevented people from enrolling into the course in the university, while 13.7% felt otherwise. Lastly, 57.3% of the respondents concurred with the statement that the contents of adult education motivate some people to study the discipline in universities. While 42.7% held contrary views. This implies that for effective supply of staffing, there should be improvement in the understanding of the concept of adult education in the university so as to increase enrollment into the programme. Some of the findings of the study here appear not in line with diversity principles as expressed by Nafukho, Wawire and Lam (2010), one of which is taking care of everyone in education system.

Research Question 2: How are the human resources sourced and managed for production of higher degrees students in adult education program?

Table 4. Respondents view on sources and management of production of higher degree students in adult education programme

Items		SA	A	D	SD	Total
				Response		
Adult education workers in universities are exposed to training & retraining programmes.	F	25	41	12	39	117
	%	21.4	35.0	10.3	33.3	100.0
Faculty members who specialize in adult education joined professional organization	F	22	63	30	2	117
	%	18.8	53.8	25.6	1.7	100.0
Staff are mentored by their senior colleagues	F	27	83	5	2	117

	%	23.1	70.9	4.3	1.7	100.0
The universities sponsor staff for national and international conferences	F	53	57	5	2	117
	%	45.3	48.7	4.3	1.7	100.0
Promotion of staff is hinged on university rules and regulations.	F	46	51	18	2	117
	%	39.3	43.6	15.4	1.7	100.0
No qualified staff is derived promotion at any time	F	28	53	23	13	117
	%	23.9	45.3	19.7	11.1	100.0
Welfare programmes and salaries of workers are paid as and when due	F	5	9	64	39	117
	%	4.3	7.7	54.7	33.3	100.0

Source: Field work, February 2017

It was noted in table 4 that most of the respondents (56.4%) concur with the statement that adult education workers in universities are exposed to training & retraining programmes, while 43.6% did not agree. It was also observed that great number of respondents (72.6%) held that faculty members who specialize in adult education joined professional organization, while 27.3% expressed otherwise. Further test revealed that 94% of the respondents affirmed the statement that staffs are mentored by their senior colleagues, while 6% felt otherwise. It was indicated that the universities sponsor staff for national and international conferences. This was with 94% confirmation, while 6% did not. It was also observed that majority of the respondents (82.9%) held the statement that promotion of staff is hinged on university rules and regulations, while 17.1% expressed contrary view. Majority of the respondents (88%) held that welfare programmes and salaries of workers were not paid as and when due, while just 12% felt otherwise. This finding is contrary to what Biney (2015) stated on motivation, that it is a need or desire tat energises behaviour and direct it towards a goal. Non payment of salaries and poor welfare of staff may not be a motivating factor for workers to put in their best. The finding has implication for the sourcing and managing of staff in adult education. Staff that specialised in adult education maintains a reputable profile with the professional organizations that keep them intact with recent events around the field of adult education; the welfare and payment of salary of staff appeared not given priority of place.

Research Question 3: What form of framework can be used to ensure inclusiveness in managing higher degree adult education programme in universities?

Table 5. Respondents view on framework that could be used to ensure inclusiveness in managing higher degree adult education programme in universities

Items	Response				
		SA	A	D	SD	Total
Students are recruited from all sections/tribes in and outside the country	F	25	53	24	15	117
	%	21.4	45.3	20.5	12.8	100.0
Students with disability are not excluded from studying adult education programme in universities	F	91	26	-	-	117
	%	77.8	22.2	-	-	100.0
Teaching and learning in adult education involves the use of equipment and facilities that facilitate academic work in the classroom	F	27	65	25	-	117
	%	23.1	55.6	21.4	-	100.0
The needs of different learners may be difficult to meet in adult education degree programme	F	7	81	8	21	117
	%	6.0	69.3	6.8	17.9	100.0
Students from educationally disadvantaged states in Nigeria use lower scores in university Tertiary matriculation Examination (UTME) for admission into adult education programmed.	F	-	52	38	27	117
	%	-	44.4	32.5	23.1	100.0
Universities in Nigeria do not discriminate against any sex (male or female) when admitting students for any education programme including adult education.	F	65	40	12	-	117
	%	55.6	34.2	10.2	-	100.0

Source: Field work, February 2017

Table 5 shows responses of respondent of the framework for ensuring inclusiveness in managing higher degree programme in adult education. Majority of the respondents (66.7%) were of the view that students are

recruited from all sections/tribes in and outside the country, while 33.3% felt otherwise. Also, it was reported by almost all respondents that Students with disability were not excluded from studying adult education programme in universities. Similarly, 78.7% of the respondents held with the view that teaching and learning in adult education involved the use of equipment and facilities that facilitated academic work in the classroom, while 21.4% expressed contrary view. However, most of the respondents (75.3%) reported that the needs of different learners may be difficult to meet in adult education degree programme, while 24.7% did not agree. Furthermore, majority of the respondents (55.6%) opined that students from educationally disadvantaged states in Nigeria were not using lower scores in university Tertiary matriculation Examination (UTME) for admission into adult education programme, while 44.4% held contrary view. The implication of this finding is that it appeared that some universities lowered their admission requirement in order to attract more students to their institutions. Lastly, majority of the respondents (89.8%) held that Universities in Nigeria do not discriminate against any sex (male or female) when admitting students for any education programme including adult education, while 10.2% did not. The implication of this finding is that it looked as if universities uphold principle of inclusiveness in admitting students for programmes in the universities. Anderson (2008) defines inclusive education as the meeting of the needs of all learners in a given community, in formal and non-formal setting, without sacrificing their uniqueness, whether male or female or whether Christian or Muslim or traditional worshippers.

Research Question 4: What are the strategies to be employed to popularise adult education among educators and researchers in universities?

Table 6. Respondents view on strategies to popularise adult education among educators and researchers in universities

Items		Response				
		SA	A	D	SD	Total
Changing the name of the department of adult education to other names that can attract young ones into enrolling in it	F	79	36	2	-	117
	%	67.5	30.8	1.7	-	100.0
Encouraging all university students to take courses in adult education with a viewing to solving illiteracy problem in the country	F	64	37	14	2	117
	%	54.7	31.6	12.0	1.7	100.0
Engaging in national public enlightenment campaign on the usefulness of adult education to the growth of the economy by the agencies of adult education at both federal and state levels is required.	F	53	62	2	-	117
	%	45.3	53.0	1.7	-	100.0
The Nigeria National Council for Adult Education should popularise its activities among adult education professionals and the generality in Nigeria	F	73	36	3	5	117
	%	62.4	30.8	2.6	4.3	100.0
Separating adult education from Ministry of Education in all states of the federation.	F	40	49	28	-	117
	%	34.2	41.9	23.9	-	100.0
University department of adult education to collaborate with non-governmental organizations in literacy advocacy campaign.	F	61	46	8	2	117
	%	52.1	39.3	6.8	1.7	100.0
Working with government policy makers in formulating relevant policy on adult education in Nigeria.	F	86	25	4	2	117
	%	73.5	21.4	3.4	1.7	100.0

Source: Field work, February 2017

Table 6 shows that 98.3% of the respondents were of the view that changing the name of the department of adult education to other names that can attract young ones into enrolling in it is one of the strategies to popularise adult education, while just 1.7% felt otherwise. Majority of the respondents (86.3%) agreed that encouraging all university students to take courses in adult education with a viewing to solving illiteracy problem in the country, while 13.7% expressed contrary view. In a positive view, 98.3% of the respondents held that engaging in national public enlightenment campaign on the usefulness of adult education to the growth of the economy by the agencies of adult education at both federal and state levels is required, while just 1.7% held contrary view. Another point

supported by majority (93.2%) was that The Nigeria National Council for Adult Education should popularise its activities among adult education professionals and the generality in Nigeria.

Further results indicated that separating adult education from Ministry of Education in all states of the federation could be a strategy to popularise adult education. This was such that 76.1% concurred, while 23.9% did not. Also, 91.4% of the respondents opined that university department of adult education should collaborate with non-governmental organizations in literacy advocacy campaign, while 8.5% reported otherwise. Lastly, 94.9% of the respondents affirmed the statement that working with government policy makers in formulating relevant policy on adult education in Nigeria could help popularise adult education, while 5.1% expressed contrary view. Findings of the study indicated that popularising adult education among the populace is needed for the development of the society. This is in line with   Anderson (2008) when the scholar identifies three strategies for increasing educational inclusivity which include the involvement of community in all levels of education; provision of opportunities to increase the access to education; and evolving a new model of production of education that engages learners and faculty to co-create their educational opportunities.

Research Question 5: What are the learning delivery techniques of lecturers/faculty in higher degree programme of adult education?

Table 7. Respondents view bon learning delivery techniques of lecturers/faculty in higher degree programme of adult education

Items		SA	A	D	SD	Total
		Response				
Making learning materials available before the beginning of the class.	F	64	48	4	1	117
	%	54.7	41.0	3.4	.9	100.0
Discussion method appears to be desirable method because it will elicit the participation of learners in classroom activities.	F	87	11	16	3	117
	%	74.4	9.4	13.7	2.5	100.0
Interaction between students and lecturer in a friendly and harmless manner	F	49	48	19	1	117
	%	41.9	41.0	16.2	0.9	100.0
Adult education students should have opportunity of field work experience	F	85	25	6	1	117
	%	72.6	21.4	5.1	0.9	100.0
Creation of awareness of employment opportunity in adult education	F	87	13	4	13	117
	%	74.4	11.1	3.4	11.1	100.0
Periodic workshop, conferences and seminars on topical issues in adult education	F	75	25	4	13	117
	%	64.1	21.4	3.4	11.1	100.0

Source: Field work, February 2017

One observes in Table 7 that 95.7% of the respondents affirmed that making learning materials available before the beginning of the class could facilitate delivery of lesson in adult education class, while 4.3% did not. Similarly, majority of the respondents (83.8%) concurred with the statement that discussion method appears to be desirable method because it would elicit the participation of learners in classroom activities, while 16.2% expressed contrary view. Another identified technique is the interaction between students and lecturer in a friendly and harmless manner. This was with 82.9% agreement and 17.1% disagreement. Further findings showed that majority of respondents (94%) agreed that adult education students should have opportunity of field work experience, while 6% did not see it as a learning technique. The creation of awareness of employment opportunity in adult education was perceived by 85.5% of the respondents as a learning technique for adult education, while 14.5% of the respondents did not see it that way. Lastly, majority of the respondents (85.5%) confirmed that periodic workshop, conferences and seminars on topical issues in adult education were learning techniques for adult education, while 14.5% did not concur with it. The finding agrees with Biney (2015) when he reported that lecturers could improve on methods of teaching that would encourage learners to engage in independent study and model intellectual attitudes of the learners; and the lecturers to intermittently stop during the course of lectures in order to give opportunity for students to ask question on the topic being discussed.

Research Question 6: What are the motivational factors for students' enrollment in adult education higher degree programme?

Table 8. Respondents view on motivational factors for students' enrollment in adult education higher degree programme

Items		Response				
		SA	A	D	SD	Total
Exposing students to job opportunities in adult education	F	86	24	6	1	117
	%	73.5	20.5	5.1	0.9	100.0
Knowledge of relevance of adult education to contemporary issues in the society	F	60	49	4	4	117
	%	51.3	41.9	3.4	3.4	100.0
Encouraging students to form students association in order to create platform for interaction and useful discussion in adult education.	F	70	25	8	14	117
	%	59.8	21.4	6.8	12.0	100.0
Level of communication between students and lecturers should be clear and unambiguous.	F	69	37	11	-	117
	%	59.0	31.6	9.4	-	100.0

Source: Field work, February 2017

It was indicated in table 8 that exposing students to job opportunities in adult education is a motivational factor for students' enrollment in adult education higher degree programme. This was such that 94% of the respondents affirmed the statement, while 6% negated it. Also, it was observed that majority of the respondents (93.2%) held that knowledge of relevance of adult education to contemporary issues in the society motivates students to enroll in adult education higher degree programme, while 6.8% did not perceive it that way. Similarly, majority of the respondents (81.2%) opined that encouraging students to form students association in order to create platform for interaction and useful discussion in adult education motivates students to enroll in adult education higher degree programme, while18.8% did not agree. Lastly, 90.6% of the respondents affirmed that the level of communication between students and lecturers should be clear and unambiguous, while 9.4% felt otherwise. This implies that job opportunities, orientation on relevance of adult education, formation of associations and increasing communication levels are ways to motivational factors for students' enrollment in adult education higher degree programme. All the factors discussed in this finding fall within what Biney (2015) describes as intrinsic and extrinsic motivation. According to the scholar, motivation is an internal state that arouses, directs and maintains behaviour. In other words, motivation is seen as a need or desire that energizes behaviour and directs it towards a goal.

Test of Hypotheses

Hypothesis 1: There is no significant difference in the perception of staff and students on the framework that can be used for staffing higher degree programme in adult education in Nigerian universities

Table 9. Chi Square summary showing difference in the perception of staff and students on the framework that can be used for staffing higher degree programme in adult education in Nigerian universities

	Respondents' Status		SA	A	D	SD	Total
Concordance with itemised framework that can be used for staffing higher degree programme in adult education in Nigerian universities	Staff	F	15	11	6	9	41
		%	36.6	26.8	28.6	22.0	100.0
	Students	F	25	27	15	9	76
		%	32.9	35.5	19.7	11.8	100.0
	Total	F	40	38	21	18	117
		%	34.2	32.5	17.9	15.4	100.0
	Df		3				
	X^2		2.882				
	P		> .05				

Source: Field work, February 2017

The result indicated that there is no significant difference in the perception of staff and students on the framework that can be used for staffing higher degree programme in adult education in Nigerian universities (X^2=2.882, df=3, p > .05). This implies that both students and staff perceived and responded to the statements regarding framework that can be used for staffing higher degree programme in adult education in Nigerian universities. The summation revealed that 66.7% of the respondents concur with identified frameworks that could be used for staffing higher degree programme in adult education in Nigerian universities, while 33.3% did not agree. Based on the findings, the hypothesis 1 was rejected.

Hypothesis 2: There is no significant difference in the perception of staff and students on how human resources are sourced and managed for production of higher degree students in adult education programme

Table 10. Chi Square summary showing difference in the perception of staff and students on how human resources are sourced and managed for production of higher degree students in adult education programme

	Respondents' Status		SA	A	D	SD	Total
perception of on how human resources are sourced and managed for production of higher degrees students in adult education programme	Staff	F	12	17	5	7	41
		%	29.3	41.5	12.2	17.1	100.0
	Students	F	17	34	18	7	76
		%	22.4	44.7	23.7	9.2	100.0
	Total	F	29	51	23	14	117
		%	24.8	43.6	19.7	12.0	100.0
	Df		3				
	X²		3.741				
	P		> .05				

Source: Field work, February 2017

Table 10 indicated that there was no significant difference in the perception of staff and students on how human resources are sourced and managed for production of higher degree students in adult education programme (X^2=3.741, df=3, p > .05). This implies that both staff and students responded in similar form on statements relating to how human resources are sourced and managed for production of higher degrees students in adult education programme. This confirmed the formulated null hypothesis 2 and it was accepted.

From the findings in Table 10, it was observed that in total, 68.4% of the respondents concur with the identified ways through which human resources are sourced and managed for production of higher degrees students in adult education programme.

Hypothesis 3: There is no significant difference in the perception of staff and students on form of framework that can be used to ensure inclusiveness in managing higher degree adult education programme in universities

Table 11: Chi Square summary showing difference in the perception of staff and students on form of framework that can be used to ensure inclusiveness in managing higher degree adult education programme in universities

	Respondents' Status		SA	A	D	SD	Total
Concordance with the form of framework that can be used to ensure inclusiveness in managing higher degree adult education programme in universities	Staff	F	12	20	1	8	41
		%	29.3	48.8	2.4	19.5	100.0
	Students	F	24	33	17	2	76
		%	31.6	43.3	22.4	2.6	100.0
	Total	F	36	53	18	10	117
		%	30.8	45.3	15.4	8.5	100.0
	Df		3				
	X²		15.970				
	P		< .05				

Source: Field work, February 2017

It was indicated in Table 11 that there was significant difference in the perception of staff and students on form of framework that can be used to ensure inclusiveness in managing higher degree adult education programme in universities (X^2=15.970, df=3, p < .05). This negates the formulated hypothesis 3 and it was rejected. The total summary of both sample revealed that majority concur with the statement such that 76.1% concur, while 23.9% did not. The percentage that strongly disagreed among the sampled staff (19.5%) was high, thus resulting to a valid variation in their responses compared to those of the students where just 2.6% strongly disagreed. This implies that students agreed with the form of framework that can be used to ensure inclusiveness in managing higher degree adult education programme in universities, compared to staff.

Hypothesis 4: There is no significant difference in the perception of staff and students on strategies to be employed to popularise adult education among educators and researches in universities

Table 12. Chi Square summary showing difference in the perception of staff and students on strategies to be employed to popularise adult education among educators and researches in universities

	Respondents' Status		SA	A	D	SD	Total
Concordance with strategies to be employed to popularise adult education among educators and researches in universities	Staff	F	23	15	2	1	41
		%	56.1	36.6	4.9	2.4	100.0
	Students	F	43	26	6	1	76
		%	56.6	34.2	7.9	1.3	100.0
	Total	F	66	41	8	2	117
		%	56.4	35.0	6.8	1.7	100.0
	Df		3				
	X^2		.595				
	P		> .05				

Source: Field work, February 2017

The result in Table 12 indicated that there was no significant difference in the perception of staff and students on strategies to be employed to popularise adult education among educators and researchers in universities (X^2=0.595, df=3, p > .05). This implies that both staff and students perceived the strategies to be employed to popularise adult education among educators and researchers in universities in similar form. The finding, thus confirmed null hypothesis 4 and it was accepted.

The summation revealed that 91.4% of the respondents were in concordance with the identified strategies to be employed to popularise adult education among educators and researches in universities.

Hypothesis 5: There is no significant difference in the perception of staff and students on learning delivery techniques of lecturers/faculty in higher degree programme of adult education

Table 13. Chi Square summary showing difference in the perception of staff and students on learning delivery techniques of lecturers/faculty in higher degree programme of adult education

	Respondents' Status		SA	A	D	SD	Total
perception on learning delivery techniques of lecturers/faculty in higher degree programme of adult education	Staff	F	20	16	4	1	41
		%	48.8	39.0	9.8	2.4	100.0
	Students	F	54	12	5	5	76
		%	71.1	15.8	6.6	6.6	100.0
	Total	F	74	28	9	6	117
		%	63.2	23.9	7.7	5.1	100.0
	Df		3				
	X^2		9.336				
	P		< .05				

Source: Field work, February 2017

It was noted that there was a significant difference in the perception of staff and students on learning delivery techniques of lecturers/faculty in higher degree programme of adult education (X^2=9.336, df=3, p < .05). Although, from observation, it was noted that both staff (87.8%) and students (86.9%) affirmed the statements regarding learning delivery techniques of lecturers/faculty in higher degree programme of adult education, the sample that strongly agree among students (71.1%) were greater than that of staff (48.8%); thereby proving that students confirmed the usefulness of the techniques more compared to the staff. This result negated the formulated null hypothesis 5, therefore, it was rejected.

Hypothesis 6: There is no significant difference in the perception of staff and students on motivational factors for students' enrollment in adult education higher degree programme

Table 14. Chi Square summary showing difference in the perception of staff and students on motivational factors for students' enrollment in adult education higher degree programme

	Respondents' Status		SA	A	D	SD	Total
perception on the motivational factors for students' enrollment in adult education higher degree programme	Staff	F	17	19	4	1	41
		%	41.5	46.3	9.8	2.4	100.0
	Students	F	54	15	3	4	76
		%	71.1	19.7	3.9	5.3	100.0
	Total	F	71	34	7	5	117
		%	60.7	29.1	6.0	4.3	100.0
Df			3				
X^2			12.328				
P			< .05				

Source: Field work, February 2017

The result showed that there was a significant difference in the perception of staff and students on motivational factors for students' enrollment in adult education higher degree programme (X^2=12.328, df=3, p < .05). This implies that there are visible variations between the responses of staff compared to students in their opinions on the motivational factors for students' enrollment in adult education higher degree programme indicated in the statements discussed above in research question 6. Although, it was observed that majority of both staff (87.8%)) and students (90.8%) concur to the itemized motivational factors, majority of the responding students (71.1%) strongly agreed with the motivational factors compared to staff that strongly agreed (41.5%). This implied that students had stronger perception on the effectiveness of the identified motivational factors compared to the staff. This finding negate hypothesis 6 and it was rejected.

6. Recommendations
- Based on the findings of the studies the following recommendations are made:
- All efforts should be made by the stakeholders to popularise the discipline of adult education with a view to making people to understand its meaning and usefulness to the growth of the society.
- Adequate budgetary allocation should be made, by the owner universities to adult education so as to attract qualified staff, regular payment of salaries and comprehensive welfare programme. Also the universities should make efforts to embark on internal generation of income in order to supplement subvention from owner universities.
- Lecturers are enjoined to employ method of teaching that recognises the independence and involvement of students in classroom situation.
- Efforts should be made by the departments of adult education to explore avenue in order to increase enrollment in to adult education programme.
- The need and involvement of the community in managing and sourcing for funding adult education programme should be priority by the universities.

7. Conclusion
The main objective of producing higher degree programme of any discipline, including adult education, is to provide manpower to drive economy. That is why funding of the university by its owners is sine qua non for increased

enrollment into the discipline. The need for the university to look inward for its financing is also germane. Managing staff of universities demands the involvement of many stakeholders from among the community and should be based on the principles of transparency and accountability.

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