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## Editorial

More than six years have passed since the world leaders adopted the Millennium Declaration and the Millennium Development Goals (MDGs) as the blueprint for its work in economic and social development. Since then, the world has been agog with activities towards the achievement of the (MDGs). This is in great anticipation of the target date of 2015 that is fast approaching. These nations do not want to be caught napping, Nigeria inclusive. Now, a quick look at the contents of the MDGs will remind us of the world's concern for action. These include the following:

1. Eradication of extreme poverty and hunger;
2. Achievement of universal primary education;
3. Promotion of gender equality and empowerment of women;
4. Reduction of child mortality;
5. Improvement of maternal healthy;
6. Combating HIV/AIDS, malaria and other diseases;
7. Ensuring environmental sustainability; and,
8. Developing a global partnership for development.

One's impressions about the goals are that they not only cut across all sectors and sections of societies but are very germane to the creation of an egalitarian, just, fair, peaceful and humane world, if honestly pursued. Going by the present rate of progress so far, a number of countries may not be able to achieve the MDGs by the target date of 2015. The sub-Saharan African countries in particular are lagging far behind. Other regions such as the Asia Pacific, Latin America and Caribbean countries, except in some pockets, made only marginal progress.

The reason for this ugly situation is not far-fetched. In many cases, the public is neither well-informed about the MDGs nor prepared to mobilise the level of support needed to implement them. No doubt, there are serious obstacles for the United Nations, governments and civil society alike to achieving the MDGs. These obstacles include the absence of political will among governments to provide the resources, policies and information needed to make the goals a national priority. There is also a lack of commitment and involvement of the private sector and individual citizens; inadequate financial resources, corruption or the misallocation of

funds, especially in Third World countries and the difficulty of implementation in areas mired in armed conflict.

A look at the lives of many people in the Third World shows how important it is that we take concerted action to address these obstacles in order to achieve the MDGs by the target date of 2015. Though the problems are immense, it is pertinent to assume that we can easily overcome them if we all work together as a team. One of the weaknesses in implementing the MDGs is that there is inadequate information/data to be used as the basis for solid policy. There is need to develop accurate databases and to make them accessible to the users for various purposes. There is need to build a strong information system to enable sharing of information at international, national and community/local levels.

It is against this backdrop that the current edition of our journal - ***Adult Education and Development in Nigeria*** - is dedicated to the various options at our disposal for the achievement of the Millennium Development Goals (MDGs) within our shores and beyond.

As usual, our able authors and experts are actually up to the task by reacting to means and ways of accomplishing the goals. Their responses have resulted in an avalanche of articles charting ways and suggesting solutions for overcoming seasoning obstacles to the goals' achievement. This has necessitated our coming up in three volumes, namely, women empowerment and poverty alleviation, adult and non-formal education and distance learning opportunities as each of these relates to the Millennium Development Goals.

In essence, the articles touch on burning issues such as:

- ◆ Poverty reduction among the populace, especially women;
- ◆ Provision of access to education for the girl-child, women and the marginalised;
- ◆ Empowerment of women and their integration in all facets of life;
- ◆ Provision of HIV/AIDS education and its eventual eradication;
- ◆ Theories and practical materials on Adult and Non-Formal Education for the achievement of the Millennium Development Goals.

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# ITEM ANALYSIS OF LIFE SKILLS ACHIEVEMENT TEST FOR NIGERIAN NON – FORMAL EDUCATION LEARNERS\*: IMPLICATIONS FOR THE MILLENNIUM DEVELOPMENT GOAL (MDGs)

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## **Abstract**

*One of the major challenges faced by developing nations is the high rate of illiteracy. Nigeria, in a bid to tackle the problem, adopts both the formal and non-formal education approaches. In order to ascertain the quality of the non-formal approach, item analysis of one of the subjects being taught in the literacy centres is examined in this study. A multi-stage sampling design was used to select 2,326 post-literacy learners in the 36 States and the FCT, Abuja. The sample is made up of 1,021 (43.9 percent) urban centres and 1,305 (56.1 percent) rural centres, 46 percent were male and 54 were female learners. An achievement test containing 55 items in Life skills was used to collect data. Item analysis was done using difficulty indices; discrimination indices; inter-correlation matrix and reliability of the test. The results show that only 16.37% of the items have zero and negative discrimination indices while the rest are positive. About 21.82% and 18.18% of the items are difficult and easy respectively and majority of the items are good. Examples of some difficult items are discussed. Implication of the study is also discussed.*

## **Introduction**

Education is a right to which every human being, irrespective of colour, sex, creed or location, should naturally be entitled. Unfortunately, this right is denied a large percentage of the citizenry in developing countries, Nigeria inclusive. It is staggering to note that as at 2004, about 19.8 million out of 66.3 million (FME, 2006) school age children

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\* This project was funded by the FGN (through the National Commission for Mass Literacy and Adult Education and UNICEF.



(for basic education – first 9 years in school) in Nigeria are denied access to basic education due to widespread poverty, cultural barriers, poorly articulated and defective government policies. As a signatory to widely acclaimed declarations/instruments such as the Child Rights Convention, World Summit Development Goals, the Millennium Development Goals, the 1990 Jomtien Declaration on Education For All (EFA) and 2000 EFA Dakar Declaration proclaiming and advocating the<sup>2</sup> rights of children to quality education, Nigeria adopted a multi-pronged approach to tackling the problem of widespread illiteracy among its citizenry - children and adults alike.

In the quest to tackle illiteracy and thus providing basic education to the citizenry, the country adopts both the formal and non-formal approaches. The formal education approach targets children of school age who are actually in schools. The non-formal approach (NFE) targets children, youths and adults who have either dropped out of school before achieving permanent literacy or have never been to school due to a number of factors. Such factors may include poverty and early marriage for girls in the northern part of Nigeria. Boys in some parts of the eastern states drop out of school in order to engage in some economic activities. The non-formal approach provides opportunity for these disadvantaged children, youth and adults to catch up on basic education and mainstream into the formal system if desired at a given point.

The delivery of NFE programmes in the country is confronted with some problems like ineffective mobilization and coordination of efforts, poor funding, lack of reliable and current database, shortage of teaching/learning materials, and inadequate logistic support for monitoring programmes. In spite of these problems, a number of well-articulated programmes have been put in place to provide basic literacy and non-formal education to the large population of children and adults outside the formal schools. These programmes include Non-Formal Education for Girls, Out of School Boys and Children in traditional Quranic Schools as well as the Basic and Post-literacy Curricula for adults. The curricula developed for each of these programmes were recently reviewed to incorporate emerging issues such as HIV/AIDS prevention, Life Skills education, Information, Communication and Technology (ICT), Peace and Conflict Resolution and Environmental Education. Many primers have been produced to support delivery of the curriculum content in the various programmes. These include primers for English Language,

Mathematics, Citizenship and Social Studies, Science Education, Business and Vocational Education, Health, Home Economics and Life Skills written in local languages such as Hausa, Yoruba, Igbo and Igala.

### **The Problem**

It should, however, be noted that since the introduction of these various programmes, there has not been any systematized standard achievement test to assess the effectiveness of the programmes across board. It is, thus, necessary to assess the effectiveness of the programmes from the performance of the learners so that appropriate actions can be taken to improve and re-strategize the intervention in case, there are some problems with the programmes. Therefore, than achievement test was carried out in all the UNICEF focused Local Government Areas.

### **Concept Clarification**

Achievement test in a particular subject, according to Obemeata (2000); Ayodele, Adegbile and Adewale (2001) is a series of questions given (using a criterion referenced test – the curriculum) to learners in order to determine their mastery level in the subject. Van der Horst & McDonald (1997) suggest that criterion-referenced test of the required outcomes are critical components of the competency-based education. Before this instrument could be used to determine the achievement of these learners, it is necessary to determine the characteristics of the items that made up the life skill test. Therefore, the study was designed to validate the life skill test items through item analysis.

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1993). Examples of these skills are communication/interpersonal skills, decision making and critical thinking skills, coping and self-management skills. However, Life skills-based education was defined as one that develops knowledge and skills related to social and health issues, using sequenced interactive teaching and learning methods which provide opportunities to practice and reinforce psycho-social and interpersonal skills in a culturally and developmentally appropriate way. Such education contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of

human rights (WHO, 1993). It is expected that learners at this stage should have acquired skills in some day-to-day activities. These activities were either learnt in literacy centres or are passed down from their parents. They were also observed in the environment. These are categorized into social studies, health and hygiene, general knowledge, science and technology. The Life Skills test was designed to assess learners' basic competencies in the four components that formed the sub-scales. The items were analysed to determine how difficult or easy they are; how each of the items discriminate between strong and weak learners; and which way do the items hang together (internal consistency and construct validity).

### **Research Questions**

Four research questions were considered in this study.

1. How difficult or easy are the Life Skills test items?
2. What are discrimination indices of the Life Skills test items?
3. In which way do the items hang together?
4. What is the reliability of the sub-scales?

### **Methods**

#### **Population, Sampling and Sample**

The study covered all the 36 States and the FCT Abuja. A multi-stage sampling procedure was used in the study. In each state, all the three UNICEF Focused Local Government Areas were selected. From each Focused Local Government Area, one Centre was selected for the administration of the instruments. The total sample for the entire nation was 2,326 post-literacy learners. This was made up of 1,021 (43.9 percent) learners from urban literacy centres and 1,305 (56.1 percent) learners from rural literacy centres. The sample also consisted of 1,070 (46.0 percent) male learners and 1,256 (54.0 percent) female learners. The learners selected were between 10 and 61 years old. These were made up of 69 (3.0 percent) learners of primary school age (10-12 years); 212 (9.1 percent) learners of secondary school age (12 – 17 years) and the rest of the learners were between 19 and 29 years.

#### **Instrumentation**

Achievement test in Life Skills is made up of two sections A and B. Section A solicited information on demographic variables like state, sex, centre location, type of centre etc and section B contained 55

test items on life skills. These test items were curriculum referenced (that is, they were constructed using the curriculum). A table of specification (test blue print) was used before the construction of the test items. The test items were given to experts in test construction who established both the face and content validity of the test. Their criticisms were used to improve the quality of the test. A sample of 200 learners in non-UNICEF Focused LGA was used for the pilot study. Their suggestions in terms of clarity of expressions; and duration (average time the learners used to respond to the test items) for the test were further used to strengthen the quality of the test.

### **Data Analysis**

Item analysis was done to determine the difficulty and discrimination indices; inter-correlation matrix among the four sub-scales, using Pearson Product Moment Correlation Coefficient as well as internal consistency and construct validity of the test items, using Kuder-Richardson formula 20.

### **Results and Discussion**

From the results of item analysis, it was possible to identify the nature of item discrimination: the percentage of learners that answered an item correctly, omitted the item, or chose any one of the competing options; correlation among the sub scales and cognition levels.

#### **Research Question 1**

What are the discrimination indices of the Life Skills test items?

This research question was answered by categorizing discrimination indices into three – items with very high discrimination indices, items with low discrimination indices; and items with zero and negative discrimination indices. The results of item analysis showed that 14 out of 55 items on the Life Skills test positively discriminated between the not too bright learners and the bright ones. As many as 32 items fell into the second category and there were 7 items with negative discrimination indices (Table 1).

**Table 1: Number & Percentage of Items in Each Category of Item Discrimination**

Description of the Items	Number of Items	%
High and positive Discrimination Indices	14	25.45
Low and positive Discrimination Indices	32	58.18
Zero and Negative Discrimination Indices	9	16.37

Generally, the test items discriminate well between the weak and strong learners. However, 9 items had negative and zero discrimination indices. Therefore, particular attention was paid to those items with zero and negative discrimination indices because we expect that all these items should have positive discrimination indices. The items with negative discrimination indices are items: 2, 3, 13, 17, 28, 31, 43, 43, 53, and 55. Three of these items are displayed below:

**Table 2: Item with Negative Discrimination Index**

Items	Discrimination index
2	- 6.14
13	- 2.21
55	- 8.50

It is obvious that these items cannot be considered good based on discrimination indices, but we do not make judgement as to which item is good or bad without considering other parameters like item difficulty level. Therefore, it cannot be concluded that the items should be discarded until we consider their difficulty indices.

## Research Question 2

What are the difficulty indices of the Life Skills test items?

This research question examines the difficulty (facility) indices of the 55 test items by obtaining the proportions of learners who got an item correct. The difficulty level or facility index is expressed as p-value. This research question was answered by considering three issues: difficult items; omitted items; and easy items.

### Difficult Items

From the proportion of learners who got an item correct, or omitted an item, it was possible to identify items that are difficult, easy or good (not difficult nor easy) using the Gregory, (2004) recommendations. The difficult items are those items that are correctly answered by less than 30 percent of the learners. Items that are correctly answered by 30 to 70 percents of the learners are regarded as good items while easy items are those that are correctly answered by more than 70 percent of the learners. The distribution of the items into the three categories is displayed in Table 3.

**Table 3: Category of Difficulty Levels of Life Skill Test Items**

Category	Number of Items	%
Difficult	12	21.82
Good	33	60.00
Easy	10	18.18

There were 12 items which less than 30 % of learners got right. These included items 1, 2, 3, 5, 9, 11, 13, 16, 17, 35, 51 and 55. Three of such items are displayed in Table 4:

**Table 4: Difficult Items**

Item	% of Learners that obtained correct answer
2	8.9
13	12.3
55	17.1

The three items displayed in Table 4 are examined, and suggestions why they are difficult are provided.

### Box 1: Item 2

I learned the art of \_\_\_\_\_ from my father.

- A. weeping
- B. feeling
- C. greeting
- D. beating

To get the item correct, the learners must be able to recall some of the home training given to them by their parents. In some family, discipline is given when children do not greet the elderly ones. Greeting is, therefore, considered very important and should be taught to children by their parents. However, it is disheartening to note that only 8.9 percent of the learners got this item correctly. We cannot say that the learners did not have sufficient time to answer the question because, firstly, the item is number two in the list and secondly, only 0.1 percent of the learners omitted this item. It is possible to conclude that the learners did not take time to go through the options, so the first seemingly good option – feeling – distracted many of the learners as a high proportion of learners (51.2 percent) chose option B. Again, it is surprising that as high as 39.2 percent of the learners indicated that they learnt the art of beating from their fathers. If it is true that learners actually learnt the art of beating from their fathers, then this type of lesson should be discouraged because it is likely to promote violence; vindictiveness; and inability to forgive. Good moral lessons should, therefore, be taught to children.

### Box 2: Item 13

Washing of hands after visiting the toilet will guide against the outbreak of \_\_\_\_\_.

- A. weakness
- B. odour
- C. headache
- D. cholera

To get the item correct, the learners must be able to:

- a. recall that outbreak of cholera is related to dirty habits.
- b. practice of good hygiene.

Many of the learners (11.3 percent) omitted this item. A learner is likely to omit an item if s(he) does not know the answer to such an item. Only 12.8 percent of the learners could recall that outbreak of cholera is related to dirty habits such as not washing hands after a visit to the toilet. Majority of the learners were distracted with option B because a high proportion of learners (37.5 percent) chose the option. They believed that the toilet is a place that can produce offensive odour probably because most of these learners used pit

latrine or dung hills and they have to hold their noses when using such toilets. It is also amazing to find some of the learners finding a correlation between washing hands after the use of toilet and headache. Their thinking may be that a toilet produces terrible odour (like the odour of ammonia) and concentrated ammonia smell can give one a terrible headache.

### Box 3: Item 55

Dirty practices during menstruation can lead to an infection such as \_\_\_\_\_ and \_\_\_\_\_.

- A. boils and typhoid
- B. malaria and typhoid
- C. rashes and boils
- D. malaria and boils

For learners to get this item correct, their knowledge of personal hygiene is required. Knowledge of infection is also required for learners to answer the question correctly. A larger proportion (more than 14 percent) of the learners omitted this item; the reason could be that there was no sufficient time (since this item was the last item in the test). Another important reason could be that majority of learners who participated in this study were males (46 percent) and males do not menstruate. Moreover, 3 percent of the learners were between 11 and 12 years old – the female learners among whom many may not have experienced menstruation yet. Among those who attempted the question, only 17.1 percent got the answer correct. The explanations given for those who omitted the item still hold. Many of the learners (44.1 percent) chose the option A. Therefore, option A is considered a powerful distracter.

### Items Omitted by More than 12 Percent of Learners

The items that were omitted by more than 12 percent of learners include items 39, 46, 52 and 55 as presented in Table 5. For 12 percent or more of the learners to omit a question, the implication is that the question was difficult for them to answer.



**Table 5: Items Omitted by More than 12 Percent of Learners**

Item	% of Learners that obtained correct answer
39	12.9
46	12.4
52	22.8
55	14.0

One of the reasons why learners omit test items is insufficient time, especially towards the end of the test. Another reason could be that the test items are difficult. There are 4 items with more than 12 percent of learners omitting the items.

### Relatively Easy Items

The items that were answered correctly by the higher proportion of learners ( $0.7 < p > 1.0$ ) are 10; they include items 7, 8, 15, 26 and 31 as presented in (Table 6)

**Table 6 Relative Easy Items**

Item	% of Learners that obtained correct answer
7	.703
8	.711
15	.798
26	.749
31	.792
42	.800
44	.802
54	.749

Two of these 8 items (i.e. items 7 and 31) are illustrated thus:

### Box 4: Item 7

The school in your community has helped to promote \_\_\_\_\_.

- A. knowledge
- B. illiteracy
- C. money
- D. trees

This question required the knowledge of roles of school in the community before the learners could answer the item correctly. More learners (70.3 percent) got it right more should have been able to answer this item correctly even if they were not taught. This is because they can substitute the options in turn to find out the most suitable one. Inability of the remaining 28.3 percent of the learners who attempted the question to get the correct answer could have been due to their level of language appreciation. Only 1.4 percent of the learners omitted the item. The reason is likely that they could not make meaning out of the question.

**Box 5: Item 31**

AIDS stands for

- A. Ability to Induce Diseases Around Schools.
- B. Acquired Immune Deficiency Syndrome.
- C. Abuja Is Different from Sokoto.
- D. Air Is Different from Sun.

The meaning of AIDS is widely known by most learners; to this effect, a larger proportion of the learners (79.2 percent) indicated that AIDS is Acquired Immune Deficiency Syndrome. However, it is intriguing to note that there are still learners who do not know the meaning of AIDS (20.8 percent of the learners).

**Research Question 3**

In which way do the items (content and cognition) hang together?

The Life Skills test assessed the level of skills acquisition on the four sub-scales of Life Skills: social studies; survival skills; health; and personal hygiene. In order to determine whether or not the items in one sub-scale do not load on another sub-scale, correlation between the sub-scales was computed and presented in Table 7.

**Table 7: Inter-Correlation among Life Skills Subscales**

	Social Studies	Survival Skills	Health	Personal Hygiene
Social Studies	1.000	-	-	-
Survival Skills	0.032	1.000	-	-
Health	0.045	0.107	1.000	-
Personal Hygiene	0.014	0.075	0.371*	1.000
Total	0.578*	0.456*	0.746*	0.686*

\* = significant ( $P < 0.05$ )

The table reveals that almost all the four sub-scales in the Life Skills test were not significantly related. However, there was a strong relationship between health and personal hygiene. This is expected to be so, because of two reasons. First, the two constructs are naturally related and second, it was somehow difficult separating items into the two constructs. One item could be considered for any of the two constructs. Another issue that can be seen from the table is that health was also highly related with the rest of the sub-scales: social studies; and survival skills although, not significant. This is because one may conclude that health is considered primarily a survival skill. That is, if one is in good health, then, one would be able to survive every task either hazardous or not. Total was significant with all the four sub-scales because total has the elements of these four sub-scales. This implies that the element of Social Studies in total correlates highly with social studies as a sub-scale. The same is correct for the rest of the sub-scales.

Life Skills test assessed the three levels of cognition: knowledge (recall); comprehension (understanding); and thinking (reasoning). Bloom (1956) in his taxonomy of educational objectives identified six levels of cognition: knowledge; comprehension; application; analysis; synthesis; and evaluation. These are categorized into low, lower and higher levels. The first three are referred to as lower level and the last three as higher level. However, in this study, the last four: application; analysis; synthesis; and evaluation are grouped together and called reasoning or thinking. In order to determine whether or not the items on each level of cognition are related, inter-correlation was computed and presented in Table 8.

**Table 8 Inter-correlation between Life Skills Cognitive Operations**

	Recall	Understanding	Reasoning	Total
Recall	1.000	-	-	-
Understanding	0.685*	1.000	-	-
Reasoning	0.712*	0.783*	1.000	-
Total	0.842*	0.942*	0.917*	1.000

\* = Significant ( $P < 0.05$ ).

Table 8 shows that all the three levels of cognition in Life Skills are significantly related. The implication of this result is that many of the items load favourably on all the three cognition levels. This means that there was no clear-cut between items that could be considered to be measuring only recall (remembering or knowledge). One can also conclude that an item that measures recall can be mistaken for measuring understanding and vice-versa. Naturally, items measuring recall should not be mistaken for items in understanding or reasoning. With this type of result, it is possible to conclude that the significant relationship between the three cognition levels is one of the limitations of this study.

## Discussion

The findings of the item analysis of the Life Skills test presented in the study are quite revealing. The question that can be asked is why did the non-formal education learners not perform better than what was observed in this study? The quest to find solution to this question would involve considering a lot of factors. First, is it possible that the poor performance of the learners be attributed to the curriculum? This is not likely to be so because the curriculum has just been reviewed and it specifies what the learners should know. Moreover, the test items used in this study are curriculum referenced. Could it then be the implementation of the curriculum? This is likely to be the problem. The national report of NFE Monitoring of Learning Achievement conducted by the National Commission for Mass Literacy and Adult Education (NMEC) and UNICEF revealed that non-formal education instructors are not encouraged in terms of welfare and majority of them hold secondary school certificate (Paiko, Ayodele, Makoju, Adewale, Gbadamosi, Solarin, 2005).

Teachers are so important in any educational endeavour and that is why the Nigerian government being aware of the vital role teachers play in the nation's educational system, indicated in the policy document on education that no educational system can rise above the quality of its teachers and as such, teacher education will continue to be allowed a major emphasis in all the government educational planning (FGN, 2004 revised). This assertion is further supported by Manson (1981) who pointed out that the quality of teachers is an important input in effective learning since quality output demands quality input. Taiwo (1980) equally believes that teachers are very vital in any educational system, as they are the ones who interpret the aims, goals and plans of education as well as ensure that children are educated in the direction of those aims and goals. He advised that this important work force should be available in sufficient number so as to be able to cope with the constant increase in enrolment at different levels and in addition, they should be adequately trained and selected for their duties.

Another factor of interest is the language in which the test items in Life Skills is written. The test items were constructed in English Language since English (i.e. English Language) is one of the subjects they offer in their literacy centres. On the contrary, it is likely that most non-formal education learners are disadvantaged in the use of English Language. Okpala (2006) identified that home language has a lot of impact on the academic achievement of students (in the formal setting). The same is true for the non-formal setting. The language used at home by these learners was definitely not English Language, otherwise, they would not have enrolled for non-formal education where majority of them indicated that their reason for enrolling in non-formal education is to read and write in English Language (Paiko, et al, 2005). The learners' disability in English Language explains why most of them did not get some items that look simple correctly.

These findings have serious implication for the instructors in the NFE centres. The knowledge of the content by the instructors and method of delivery of the contents need to improve because, the quality of any education cannot be higher than the quality of its teachers. It is assumed that if the instructors teach the correct content and use appropriate methods, it is likely that the achievement level of learners in Life Skills would have increased. Moreover, as a temporary measure, if each test item was interpreted into the non-formal education learners' mother tongue, their responses to the items is likely to be better than what was obtained in this study.

Another reason why learners performed very badly in the test is linked to the type of instructors (although, this is not the finding of this study, but as pointed out by Paiko, et al, (2005)) in terms of their qualifications. Most of the instructors are primary six leaving certificate holders and the learners cannot acquire more knowledge than his teachers. Again learners did not do very well in some of the items may be due to the learning environment. Paiko, et al, (2005) reported that the learning environment is poor, most of these learners attend their classes in the evening and majority of the centres do not have provision for light. In most cases, they use lantern; candle; and torch lights. Where the centre is organized, they use standby generator and in some instances, they do not have fuel to operate the generator. Farombi (1998) stated that environmental factor can enhance or impede students' learning. So, it can be seen from this study that poor environmental factor is likely to affect the poor performance of learners in Life Skills.

### **Conclusion and Recommendations**

One of the inferences that could be made from this study is that most of the learners are deficient in English Language. This was displayed because they could not interpret the questions very well, hence they could not answer the questions correctly. Before the Millennium Development Goals could be achieved, a lot of work has to be done on the learners in order to improve their proficiency in English Language. Apart from the use of English Language, it appears the learners also could not appreciate the subject (though, it is a subject that could be learnt in the environment without going to school). It is important that the instructors remind the learners that learning can take place everywhere and they (learners) should take advantage of things in their environment which can help them understand Life Skills. Again, since majority of the instructors are primary six certificate holders, it can be recommended that there is a need for the instructors to undergo some training both in andragogy which is believed would belief to equip them for their task of seeking adults.

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