EVALUATION OF ADMINISTRATIVE STRATEGIES OF AGENCY FOR MASS EDUCATION, BAUCHI STATE, NIGERIA

[1*]ADAMU, A., [2]MA'ULE, U AND MUSA IBRAHIM USUR

[1*]Department of Adult & Non-Formal Education, School of Early Child Care Education, A.D. Rufa'i College of Education, Legal and General Studies, Misau. Bauchi State Nigeria.

[2]Department of Economics, School of Secondary School Education (Arts & Social Sciences), A.D. Rufa'i College of Education, Legal and General Studies, Misau. Bauchi State Nigeria.

[3]Department of Educational Foundation, School of Education Umar Suleiman College of Education, Gashua. Yobe State Nigeria.

[*]Corresponding Author Information:-
E-Mail: adoadamuabubakarmisau@gmail.com
Phone: +2348065966175

Abstract

This study evaluated the administrative strategies of Agency for Mass Education, Bauchi State, Nigeria. The objectives of the study were: to examine the relevant administrative strategies in carrying out mass education programmes; find out the problems of administrative strategies in carrying out mass education programme; and identify the responsibilities of commissions in planning and administration of mass education programme in Bauchi state. The study covered Agency for Mass Education in Bauchi State. The Agency is comprised of seven departments in the study area, but this study was delimited to only three departments namely; Literacy Education, Women Programme and Nomadic Education. The research adopted survey research design. The population for this study consisted of adult education administrators in the State Agency for Mass Education Bauchi state. The sample for this study was one hundred and eighty-five (185) adult administrators. The researcher used questionnaire for data collection. The questionnaire was subjected to supervisor and professional validation and reliability scrutiny. The researcher and two trained research assistants collected data directly from the respondents. Descriptive statistics were used in analyzing the data collected for the study. Based on the data gathered and analysed in this study, the following could be said to be the results/findings: establishing Adult Education Centers will be of more help, as well as the involvement of non-governmental organizations (NGOS). However, the Universal Basic Education (UBE) ranked the highest relevant strategy, while it was revealed that, Mass Media is the simplest and fastest strategy. Problems, differed in term of place of work and office held. The evaluation techniques used to assess the relevant administrative strategies in carrying out adults' education Programmes in the state were; assignments, examinations, symposium, proper observations, and other less impacts evaluation techniques applicable. The study recommended the need for proper monitoring and evaluation, adequate consultation among the parties, and finally functional and sufficient adult education centers.

Key Words: Evaluation, Administrative Strategy, Literacy, Mass Education.

INTRODUCTION

The creation of the Agency for Mass Education in Bauchi State aimed to eliminate illiteracy, maintain post-literacy and numeracy, offer alternative educational pathways for those unable to pursue formal education, foster the development of essential knowledge and functional literacy, and equip individuals with skills vital for personal growth and community living. It sought to establish a foundation for lifelong education, create opportunities for vocational training, preserve and cultivate cultural identity by passing on societal values, attitudes, and traditions, promote the development of indigenous technologies, strengthen the cultural foundation of society, facilitate the transition to modernization, and ensure that education for all is recognized as a fundamental right.

With the formation of the State Agency for Mass Education, initiatives for Post Literacy, Continuing Education, and Remedial Education were introduced. The Agency has been focused on adults who have been excluded, withdrawn, or dismissed from the formal education system. In January 1986, the Bauchi State Agency for Mass Education (BASAME) was founded, receiving an initial budget of #2.8 million to bolster literacy and support other non-formal educational activities within the state, with the expectation that approximately 2.5 million illiterate adults, who have been marginalized by the formal school system, would eventually gain access to educational services. BASAME's achievements have been acknowledged by the Federal Government, which nominated Bauchi State for the UNESCO literacy award during the years 1987 to 1988.

The Bauchi State Agency for Mass Education has achieved significant results in literacy, Continuing Education, women's programs, training, and public awareness campaigns. Among these initiatives, the functional literacy program for women, organized in partnership with the United Nations Fund for Population Activities, is particularly noteworthy.

The study of organization and administration, looking at the concept of administrative strategies as perceived by John Sheldrake (1996) it's relevance to this study become apparent. This is because it promotes the wholehearted and enthusiastic participation of adult in the development program. Hence, this study focuses on the evaluation of use of administrative strategies for mass education in Bauchi State Agency for mass education. Since adult education is a basic right for achieving the goals of equal opportunity mass education therefore, is one of the most important means to develop adults with knowledge, skills, and self-confidence necessary to participate fully in the development process." Robbins (1976) remarked that "those tasked with determining the direction an organization will take and who possess the authority to guide it towards its objectives are the most critical factor in shaping the organization's success or failure." Therefore, administration is a cooperative human endeavor aimed at achieving specific goals, involving the effective use of human and material resources to reach established objectives.

In the perspective of Okediran and Abidoyi (2001), adult education serves as a means to liberate individuals from poverty and acts as a resource for both individuals and nations to overcome their challenges. Adedokun (2008) points out that the Agency for Mass Education aims to facilitate social transformation and to reshape society in a way that makes it modern, productive,

participatory, and value-driven. This leads Omolewa (2006), as cited in Adedokun (2008), to regard it as a means of progress, as the Agency for Mass Education supports individuals and institutions in addressing their challenges and creates opportunities for growth by enabling change at individual, community, societal, and national levels. The implication is that mass education assists its participants in experiencing transformation and improving their circumstances, thus it provides opportunities for individuals across various strata.

Effective administration is a vital component of any organization. It plays a significant role in sustaining and enhancing the relevance, efficiency, and productivity of complex entities such as governmental bodies, correctional facilities, educational systems, colleges, and universities, among others. The continuity of organizations like schools and colleges is primarily contingent upon the quality of administrative services they provide. Consequently, administration has a profound influence on the outcomes achieved within the organization. Administrators rely on a body of knowledge as a foundation for determining strategies to address specific situations.

METHODOLOGY

Area of the Study

Bauchi state is situated between latitudes $9^0$30'' and $12^0$30''N and Longitude $8^0$50'' and $11^0$00'E of Greenwich meridian. Bauchi state is a state in the North-East geopolitical zone of Nigeria. It is bordered by Jigawa to the north, Yobe to the northeast, Gombe to the east, Taraba and Plateau to the south, Kaduna to the west and Kano to the northwest. Bauchi state has a population of 4,676,465 (NPC, 2006) and a land mass of 49,119km^2 representing 5.3% of Nigeria.

Sample and Sampling Technique

The population of 380 respondent for this study consist of adult education administrators in Bauchi state Agency for Mass Education Bauchi State. The sample for this study was one hundred and eighty-five (185) adult administrators. The sample were selected using simple random sampling, recommended by Ogili (2005).

Data Collection Procedure for the Study

The researcher requested for an introductory letter from the Department in the University through the office of Head of Department, Continuing Education and Extension Services that enable him gained access to adequate information related to the study from the Agency for Mass Education Bauchi state. The researcher personally went to the State Agency for Mass Education and submitted the letter to the Director of the Agency for Mass Education Bauchi.

The procedure for collecting data were: two research assistants were identified and trained on the questionnaire items as well as the responses to the items within two days. After two weeks the researcher went and collected the completed copies of questionnaire from the respondents. He also visited the agency and obtained relevant information. The researcher then met with the Executive Secretary and his subordinates who assisted the researcher get essential data. After collecting the questionnaire, they were sorted out, coded and then used for analysis.

Data Analysis Procedure

Descriptive statistics was used to analyze the data collected for the study. Frequency counts, and percentages were used to analyze the data collected. The analysis was presented in a tabular form.

RESULTS AND DISCUSSION

A range of socio-economic and demographic factors are the respondents' personal information in a tabular form, they are their sex, age, marital status, area of specialization, educational qualification, and their working experience and the evaluation of use of administrative strategies for agency for mass education in Bauchi State,, accordingly.

Table 1: Age, sex and marital status of the Respondents:

Marital Status of Respondents

	Grp I n= 35		Grp II n=130		Grp III n=16		Grp IV n=4		Total 185
Ages(years)	M	F	M	F	M	F	M	F	
41 - Above	3	0	34	3	4	3	0	1	48
36 - 40	4	6	20	8	2	2	0	2	44
31 - 35	4	7	30	4	0	3	0	0	48
25 - 30	3	8	30	1	0	2	0	1	45
	14	21	114	16	6	10	0	4	
	35		130		16		04		185

Source: (Fieldwork, 2024)

Where the grouping as indicated above (table 4.1a) was made based on marital status as follows:

Group I = Single Respondents
Group II = Married Respondents
Group III = Divorced/Separated Respondents
Group IV = Widowed Respondents and the "n" stands for the total number of the respondents per group indicated.

From the table 1. above, the 185 questionnaire administered for the research, it was found that, a total of 126 respondents were mainly males, while females stood at 59 representing 68.1% and 38.9% respectively. With regards to their marital status, however, majority of them are found to be married totaling 130 in number and representing approximately 70.3% of the administered questionnaires. Single respondents amounted to 35 (8.9%) of the sample whereas divorced/separated respondents carried 16 (8.7%) of the population of the sample. Widowed respondents stand at 4 representing only 2.2% of the questionnaires administered.

Working experiences of the respondents are categorically grouped and analyzed as follows: The working experience (table 1.) of the respondents in the Commission from 0-5 years in the job has (06) 3.2%, 6-10 years (35) 18.1%, 11-15 years on 39 in number making 21.1%, 16-20 years (30) 21-25 years (44), 23.8%, and finally 26years and above ranked up to 31 respondents marking 16.8% impact.

Table 2.: Working experience of the Respondents

Experience (Duration)	No.of Respondents (Frequency)	Percentage (%)
0 --- 5 years	6	3.2%
6 --- 10 years	35	18.9%
11 --- 15 years	39	21.1%
16 --- 20 years	30	16.2%
21 --- 25 years	44	23.8%
26 years and above	31	16.8%
Total	185	100%

Source: Fieldwork, 2024

The above table shows the respondents' working experiences outlined and categorically analyzed above yielded the following responses. It shows that 23.8% of the respondents have been working between 21 - 25 years in service, followed by 21.1% of respondents that have been working between 11 – 15 years, and 18.9% have been working between 6 – 10 years. It also shows that, 16.8% and 16.2% of the respondents have been working between 26 years upward and 16 - 20 years in service accordingly. However, it shows that 3.2% of the respondents have been working between 0 - 5 years.

Table 3.: Respondents' Educational Qualification

Respondents' Profile

Qualifications	Frequency	Percentage
Grade II	06	3.2%
SSCE	35	18.9%
Diploma	39	21.1%
NCE	30	16.2%
Degree	44	23.8%
Postgraduate (Masters, PhD and Others)	31	16.8%
Total	185	100%

Source: Fieldwork, 2024

Table 3 above gives appropriate profile of the respondents. The educational qualification of the respondents showed that only 31 respondents have masters, PhD and above constituting 16.8% of the total respondents. 44 (23.8%) hold degree of different kinds, 30 (16.2%) has NCE, 39 (21.1%) Diplomas, while 35 (18.9%) of the respondents and only 6 (3.2%) covered SSCE and Grade II certificates holders accordingly.

Table 4.: Relevant administrative strategies assessed by the respondents

Proposed Strategies	Responses		Total
	Believed	Denied	
Conferences	163 (88.1%)	22 (11.9%)	185(100%)
Adult Education Centers	157 (84.9%)	28 (15.1%)	185(100%)
Non-Governmental Organization	147 (79.5%)	38 (20.5%)	185(100%)
Universal Basic Education	175 (94.6%)	10 (5.4%)	185(100%)
Mass Media (TV etc)	142 (76.8%)	43 (23.2%)	185(100%)
People Oriented Strategy	156 (84.3%)	29 (15.7%)	185(100%)
Interpersonal Communication Strategy	155 (83.9%)	30 (16.2%)	185(100%)
Group Leadership Strategy	164 (88.6%)	21 (11.4%)	185(100%)
Democratic Management Strategy	146 (78.9%)	39 (21.1%)	185(100%)
Flexible Organization Strategy	161 (87.0%)	24 (13.0%)	185(100%)
Minimum Control Strategy	168 (90.8%)	17 (9.2%)	185(100%)
Minimum Specialization & Standardization Str.	163 (88.1%)	22 (11.9%)	185(100%)
Creativity Strategy	161 (87.0%)	24 (13.0%)	185(100%)
Reward & Sanction Strategy	148 (80.0%)	37 (20.0%)	185(100%)

Motivational Strategy	162 (87.6%)	23 (12.4%)	185(100%)
Constant Evaluation Strategy	154 (83.2%)	31 (16.8%)	185(100%)
Others	122 (65.9%)	63 (34.1%)	185(100%)

Source: Fieldwork, 2024

Table 4. above, gives the responses in respect of the researched questions and indorsed answers by the people interviewed accordingly. Relevant administration strategies employed by the agency were examined. Respondents were asked to outline the most relevant, less effective and most defective strategies as they see it within the day-to-day administration of the agency. Out of the 185 people interviewed, 163 (88.1%) affirmatively believed that Conference is an effective strategy applicable in the agency. 157 (84.9%) agreed that establishing an adult education Centers will be of more help, 147 (79.5%) accrued it to involvement of non-governmental organizations (NGOS).

However, the Universal Basic Education (UBE) ranked the highest relevant strategy opined by almost all the respondents with 175 (94.6%) responses from the 185 people served with the questionnaires. Maximum Control Strategy followed with 165 (90.9%), then Group Leadership Strategy 164 (88.7%), Minimum Specialization and Standardization Strategy 161 (88.1%), Mass Media which is the simplest and fastest strategy has 142 (76.8%) of the people interviewed. People Oriented Strategy, takes 156 (84.3%) of the total questionnaires responded. Interpersonal Communication Strategy 155 (83.9%).

Democratic Management Strategy and Flexible Organization Strategies have 146 (78.9%), and 161 (87.6%) for Flexible Organization Strategy respectively. It also shows that, 168 (90.8%) believed on the Minimum Control Strategy and 163 (88.1%) assessed Minimum Specialization & Standardization Strategies. In addition, 161 (87.0%) affirmed Creativity Strategy and 148 (80.0%) for Reward & Sanction Strategy, 162 (87.6%) affirmed Motivational Strategy, and also 154 (83.2%) believed Constant Evaluation Strategy, respectively.

Table: 5.: Problems of Administrative Strategies

Variables	Responses		Total
	Believed	Denied	
Administrators are familiar with the systems	175(94.6%)	10(5.4%)	185(100%)
Do administration strategies assist administrators?	171(92.4%)	14(7.5%)	185(100%)
Administrators do maintain quality of programmes	165(89.2%)	20(10.8%)	185(100%)

Instructors need training for evaluation	139(75.1%)	46(24.8%)	185(100%)
Most of the administrators have no specialization in the field	164(88.7%)	21(11.3%)	185(100%)
Others problems	162(87.5%)	20(10.5%)	185(100%)

Source: Fieldwork, 2024

The table 5. above, gives a descriptive result of the data gathered and its respective responses/ analyses outlined; of the 185 questionnaires administered for such a purpose, it's believed that 88.0% of the respondents agreed there existed some administrative problems in the agency ranging from one term or condition to another. On whether the administrators are initially familiar with the whole system of adult and non-formal education programme in general, 175 (94.6%) believed that they have not while only 10 (5.4%) supported that they have. The impact of administration strategies on the educational administrators were also viewed, it's found that 171 (92.4%) of the respondents agreed that it assists administrators in running the agency, whereas only 14 (7.5%) denied. On the fact that whether administrators maintain quality of the programme, 165 (89.2%) agreed they do.

Training as a mode of improving quality was examined too, out of 185 people questioned on the performances of the instructors 139 (75.1%) do believed that instructors need training in evaluating the adult education programme. Specialization is what makes perfection. It's observed that 162 (88.7%) of the respondents agreed that most of the administrators have no specialization in educational planning and administration. In other words, educational planning which is the vital figure in running this agency is lacking to most of these administrators.

Table: 6.: Problems facing Adult and Non-Formal Education

Variables	Responses		Total
	Believed	Denied	
Insufficient funds	145 (78.4%)	40 (21.6%)	185 (100%)
Inadequate training	132 (71.4%)	53 (28.6%)	185 (100%)
Lack of special motivation	101 (54.6%)	84 (45.4%)	185 (100%)
In-coordination	88 (47.6%)	97 (52.4%)	185 (100%)
Insufficient qualified instructors	62 (33.5%)	123 (66.5%)	185 (100%)
Lack of improvised facilities	78 (42.2%)	107 (57.8%)	185 (100%)

Non participation of adult instructors in Planning	97 (52.4%)	88 (47.6%)	185 (100%)
Large Population of clients	71 (38.4%)	114 (61.6%)	185 (100%)
Centralized adult administrators	81 (43.8%)	104 (56.2%)	185 (100%)
Lack of monitoring and evaluation	74 (40%)	111 (60%)	185 (100%)
Lack of adequate consultation among the parties	79 (42.7%)	106 (57.3%)	185 (100%)
Insufficient adult education centers	71 (38.4%)	114 (61.6%)	185 (100%)

Source: Fieldwork, 2024

Thus, one tends to believed that administrative strategies evolved in carrying out the smooth activities of adult and non-formal education programme in the state is indeed not without some obstacles. Prominent among others were lack of training, insufficient funding and inadequate qualified personal as outlined by the respondents in the course of answering the questionnaires administered to them. Various policies came along with various issues and problems. Respondents were asked to analyze what they perceived as the main problems facing adult and non-formal education agency in the state. Table 4.5 below gives their response as far the agency is concerned;

Out of the 185 questionnaires administered, for checking the main problems encountered by the agency, it is believed that only few problems are being regarded as prominent, the rest are minor or non- functional in nature.

From table 6. above, it was believed that insufficient fund contributed most to the problems of the agency as it recorded 31 (16.8%) of the total respondents. Inadequate training followed with 29 (15.7%), while lack of motivational structures on the ground, thirds the list with 22 (11.9%) of the respondents. Other problems are very much visible, but weighting less in term of capacity and direction; for instance there were cases of lack of monitoring and evaluation with 74 (40%), lack of adequate consultation among the parties involved 79 (42.7%) and finally insufficient adult education centers which recorded only 71 (38.4%) of the total questionnaires administered. It also shows the responsibilities of the Commission in planning and administration of adult and Non- formal education Programme.

Table 7: Responsibilities of the Agency in Planning and Administration

Responses	No. of Respondents	% Response
To develop Strategies	43	23%

Co-ordinate activities	50	27%
Monitor works/Personnel	48	26%
Enlighten populace, Zonal/National	41	22%
Other duties/Responsibilities	04	02%
Total	185	100%

Source: Fieldwork, 2024

Table 7 above summarized the main responsibilities of the Commission for Mass Education as far as the data are gathered. Out of the 185 people interviewed, 42 (23%) believed that the Commission is meant to develop strategies, 50 (27%) agreed that its function /responsibility is to co-ordinate, where as 48 (26%) upon monitoring meant for evaluation which is the backbone for smooth running and proper control of any viable organization as well as a vital function/responsibility of the commission. Zonal and/or national enlightenment meant for proper / total coverage and trickling effect to the peripheral populace ranked fourth and indeed final responsibility of the commission having a total of 41 respondents and making 22% impacts on the whole questionnaires administered. Other responsibilities are left with 04 (02%) adding up to 100%. accordingly.

Table 8: Evaluation techniques applicable to the Commission in the state

Responses	No. of Respondents	Percentage Responses (%)
Believed in written Examinations	09	04.9 %
Referred Assignments	62	33.5%
Proposed Symposium	71	38.4%
Regarded Observations	38	20.5%
Other modes of evaluations	05	02.7%
Total	185	100%

Source: Fieldwork, 2024

Furthermore, the research intends to find out, “What evaluation techniques are used to assess the relevant Administrative strategies in carrying out adults’ education Programme in the state?” The table 8 above answered the stated study question in a technical way, by grouping the

respondents' responses into; examinations, assignments, symposium, proper observations and other less impacts evaluation techniques applicable.

Out of the 185 questionnaires administered and the five-sampled- questions outlined to the respondents, only 9 (04.9%) respondents believed to rank an Examination as an evaluation technique. 62 (33.5%) preferred Assignments, 71 (38.4) proposed Symposiums as 38 (20.5%) regarded Observations techniques. Other modes of evaluation carried the remaining 05 respondents which recorded only 2.7% of the total questionnaire-response

Discussion of Findings

The research analyzed the evaluation of use of administrative strategies for agency for mass education in Bauchi State, bases on the percentages of the responses in a tabular form, accordingly. Table 4, gives the responses in respect of the researched questions and endorsed answers by the respondents interviewed accordingly. Relevant administration strategies employed by the agency were examined. Respondents were asked to outline the most relevant, less effective and most defective strategies as they see it within the day-to-day administration of the agency.

However, the Universal Basic Education (UBE) ranked the highest relevant strategy opined by almost all the respondents. This finding is in line with Maduewesi (2005), who opined that the prospect of the UBE programme is enormous as it cuts across different people and groups. With the all-inclusive nature of the UBE, it has the conducive set up to achieve the desired scientific literacy for all in this 21st century since nobody is left out (Maduewesi 2005).

The table 5 - 6 gives a descriptive result of the data gathered and its respective responses/ analyses outlined; it's believed that the respondents agreed there existed some administrative problems in the agency ranging from one terms or condition to another.

Thus, one tends to believed that administrative strategies evolved in carrying out the smooth activities of adult and non-formal education programme in the state is indeed not without some obstacles. Prominent among others were lack of training, insufficient funding and inadequate qualified personal as outlined by the respondents in the course of answering the questionnaires administered to them. Various policies came along with various issues and problems. Respondents were asked to analyses what they perceived as the main problems facing adult and non-formal education agency in the state. This also concur with the findings of Ihejirika (2013) that opined the poor funding to administration of adult literacy education through budgetary allocations of the governments." Nigeria's allocation to education generally when compared with other African countries has not exceeded 6% out of the 26% of the national budged as recommended by UNESCO. If this is the case with funding education generally in Nigeria, the adult and non-formal education sub-sector only receives an insignificant attention in terms of funding. The lack of consistent and adequate funding, vision, strategy and coordination has meant that literacy services have tended to "fall through the cracks".

Table: 6 shows the main problems encountered by the agency, it is believed that only few problems are being regarded as prominent, the rest are minor or non- functional in nature. From table 6, it was believed that insufficient fund contributed most to the problems of the agency as it recorded, inadequate training and lack of motivational structures on the ground. Other problems are very much visible, but weighting less in term of capacity and direction; for instance, there were cases of lack of monitoring and evaluation, lack of adequate consultation among the parties involved and finally insufficient adult education centers. These findings were in agreement with other studies such as Biao and Taiwo's (2007) that listed some factors necessary for effective adult teaching and learning, "such as: suitable meeting places, suitable furniture, suitable amount of light and suitable adult learners' facilities, etc.". The absence of these makes administration of adult literacy programme difficult and Aderinoye (2004) opined that inadequacy of instructional aids and resources in adult education entrées in Nigeria, is indicative of the neglect and marginal status of adult education the country.

Table 7 summarized the main responsibilities of the Commission for adult and non-formal education as far as the data gathered. The respondent interviewed believed that the Commission is meant to develop strategies, agreed that its function /responsibility is to co-ordinate, whereas monitoring evaluation which is the backbone for smooth running and proper control of any viable organization as well as a vital function/responsibility of the commission. Zonal and/or national enlightenment meant for proper / total coverage and trickling effect to the peripheral populace and indeed final responsibility of the commission having impacts on the whole evaluation. This agrees with Ihejirika (2013) who opined that Administration of adult literacy education therefore, is the cooperative activities of adult educators, be them professionals, directors and volunteers, no matter the levels of their functionality, in making sure the organization, planning and implementation of adult literacy programme are effectively carried on with positive results.

Furthermore, Table 8 of the research intent to find out, what evaluation techniques are used to assess the relevant administrative strategies in carrying out adults' education Programme in the state. The table 8 answered the stated study question in a technical way, by grouping the respondents' responses into; examinations, assignments, symposium, proper observations and other less impacts evaluation techniques applicable. The respondents believed to rank an examination, assignments and proposed Symposium with higher proportion as evaluation techniques. The findings vividly shows that symposiums have a high score as evaluation techniques to be use to assess the relevant administrative strategies in carrying out adults' education Programme in the state. This finding agrees with Eyibe (2005) in a study carried out, who stated that there is need to organize constant workshops, seminar, and conferences to improve the cognitive, affective and psychomotor domains of adult instructors and learners. The finding also agrees with Egwu (2007) who is of the view that one of the strategies for improving

adult education programme is the organization of workshops and seminars for adult education facilitators and instructors to keep them abreast with current methodology of teaching adult learners.

Conclusion and Recommendation

Considering the relevant administrative strategies employed by the agency, that Conference is an effective strategy applicable in the agency. Establishing an Adult education Centers will be of more help, as well as the involvement of non-governmental organizations (NGOS). However, the Universal Basic Education (UBE) ranked the highest relevant strategy, while, Mass Media is the simplest and fastest strategy.

Various policies came along with various issues and problems. The main problems facing adult and non-formal education agency in Bauchi state generally. It is believed that only few problems are being regarded as prominent, the rest are minor or non- functional in nature. It was believed that insufficient fund contributed most to the problems of the agency. Such as inadequate training, while lack of motivational structures on the ground. Other problems are very much visible, but weighting less in term of capacity and direction; for instance there were cases of lack of monitoring and evaluation, lack of adequate consultation among the parties and finally insufficient adult education centers.

The main responsibilities of the Commission for Adult and Non-formal Education as far as the data gathered, believed that, the Commission is meant to develop strategies, to co-ordinate, and to evaluate which is the backbone for smooth running and proper control of any viable organization as well as a vital function/responsibility of the commission. Zonal and/or National Enlightenment meant for proper and total coverage trickling effect to the peripheral populace.

The following policy recommendations are vital for assisting the government and policymakers in evaluation of administrative strategies of the agency for mass education, Bauchi state.

1. There is the need for proper monitoring and evaluation, adequate consultation among the parties, and finally functional and sufficient adult education centers.
2. The program in the Bauchi state is to ginger itself in developing its strategies, co-coordinating, and evaluating its day-to-day activities.
3. They should also emphasis on zonal and/or national enlightenment for proper or total coverage and trickling effect to the peripheral populace.
4. The Commission should also emphasis on the evaluation techniques in assessing the relevant administrative strategies in carrying out adults' education Programme in the state such as; assignments, examinations, symposium, proper observations, and other relevant evaluation techniques.

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