Recreating the Management and Administration of Adult and Non-Former Education Vis-À-Vis Entrepreneurship Education

*ANHO JOSIF EFE (Ph.D.)
(efejosiff@yahoo.com.uk)

*OBATA RITA OBIAGELI (Ph.D.)
(obatarita@yahoo.com)
*Department of Educational Administration and Policy Studies,
Faculty of Education,
Delta State University,
Abraka, Nigeria

Abstract

Adult and non-formal education is one of the strong potential instruments for preparing and or retraining adults already in the main stream of life to be able to earn a living for themselves and even employ others, thereby contributing socially and economically to the development of their immediate society, country and the world at large. This is the reason countries of the world in general including Nigeria made efforts toward achieving mass literacy for all (Education For All, 2015). The federal government of Nigeria has put in place number of measures to improve the management, administration and promotion of adult and non-formal education. These include increased advocacy, mobilization and awareness campaigns. Others include; the establishment of National Commission for Mass Literacy, adult and non-formal education, National Commission for Nomadic Education (NCNE) and National Mass Education Commission (NMEC) which introduced lots of programmes including basic and post literacy, and women education among others. These programme were to help learners acquire basic literacy skills, promote independency, and self-reliance, improve recipients technical communicative and vocational capabilities and guarantee economic empowerment. Inspite of this, participation or access for every illiterate adult is not guaranteed due to old age, ill-health, non-employment of adult education graduates, distance from learning centres, lack of learning and teaching infrastructure/facilities and political factors.

Background to the Study

Introduction

Nigeria is signatory to the declaration at the Jomtien World Conference in 1990 on Education For All (EFA) and Dakar World Forum of 2000 o the need of nation states to pay special attention to the social and economic integration policies aimed at meeting the needs of all citizens – the young and adults through access to functional basic education. These various world summit needs is supplemented with the 2000 Millennium Development Goals (MDG's) target and template, and the 2002 World Summit on Sustainable Development. There is renewed emphasizes on the role of education in knowledge and skills acquisition, poverty eradication, unemployment reduction and solving numerous social-political and economic problems confronting the African nations.

Adult and non-formal education is one of the strong potential instrument for preparing and or retraining adults who are already in the main stream of life to be able to earn a living for themselves and even employ others, thereby contributing socially and economically to the development of their immediate society, country and the world at large. Countries of the world in general including Nigeria are making efforts towards achieving mass literacy – Education For All (2015). This efforts will only yield the needed results through the adult and non-formal education.

Adult education is the education provided for people considered as adult by chorological age. This is made up of those who have never attended a formal school and those who have attended but withdraw or failed. Adult education provides functional literacy, remedial, continuing, vocational and recently entrepreneurship education, to afford recipients the opportunity to acquire or learn some skills, knowledge for self-fulfillment, developing individual's mental capability, communicative competence with other life-long skills to make them independent, self-reliant through economic empowerment. This is the reason Akande (2007) supports adult and non-formal education and states that it reduce the age long problems of unemployment, underemployment, poverty, robbery and corruption in Nigeria.

Trends

In Nigerian education system, adult and non-formal education was not given a pride of place. It was in the third national development plan of 1975-1980 that provision was made for adult and non-formal education. According to Iwuamadi (2009) this provision gave rise to the establishment of centre for adult education for running correspondence and adult education courses and to conduct research into various aspects of adult and non-formal education.

The Federal Government of Nigeria has put in place number of measures to improve the management, administration and promotion of adult and non-formal education. These include among others; increased advocacy, mobilization and awareness campaigns, the establishment of National Commission for Mass Literacy Adult and Non-formal Education, National Commission for Nomadic Education (NCNE) and the National Mass Education Commission (NMEC) which introduced number of programmes including basic and post literacy women education among other programmes. This is to help learners acquire basic literacy skills, promote independency and self-reliance, improve their technical, communicative and vocational capabilities and guarantee economic empowerment.

The Federal Government of Nigeria also encourages collaboration and support from other-national donor nations, organizations and agencies, Non-governmental Organization (NGOs), Associations such as Market Women and Farmers Association.

The various levels of government of Nigeria also contribute to the management and administration of adult and non-formal education. According to SAPA report as cited in Iwuamadi (2009) situation and analyze (SAPA, 1993) the Federal Government contributes (9.8%) state governments (37.6%) and local governments capital (45.5%).

The report further revealed that majority of the illiterate adults in Nigeria 85% of the state owned literacy centres are located in the rural committee. While 3.3% owned by the committees and sole proprietors, 2.1% of the centres were established by religious organizations.

Formal education is an institutionalized, hierarchically structured, chronologically graded educational system, with structured and standard curriculum running from primary school through secondary to higher institutions/universities. It has general academic studies curriculum content including varieties of specialized programmes and institutions for full-time technical, specialized and professional training. This implies that formal education is fully planned. Zuofa (2006), cited in Nwaham (2011).

Non-formal education is any intentional and systematic educational enterprise (usually outside of traditional schooling) in which content is adopted to the unique needs of the students

or unique situation in order to maximize learning and minimize other elements which often occupy formal school teaching. Nwagwu cited in Nwadiani (2008) opined that non-formal education is voluntary, it is less specific about the ages of its participants but it is usually more concerned with adults school leavers and dropouts and all those who are no longer or have never been in the formal school system.

Zuofa (2006) describe non-formal education as the silent educational system which does not require elaborate campuses and buildings. It is a method of involving rural people in developmental processes to help improve their economic and social well being. An educational system whose curricula may not necessarily be found spelt out in catalogue or brochure.

This implies that non-formal education includes all education provided outside the formal school system for whatever purposes, target groups and centres selected. It includes in its curricular agricultural extension, and farmers training programmes/activities, occupational skill, training on health and mental cure, nutrition, family and sex education, entrepreneurship education, information, computer and technical studies among others. Therefore, the contents of non-formal education can be said to be concrete, life-related, self and society dynamic, sorted for day-to-day life of industrial, society and learners need related.

Adult education can be said to be a form of non-formal education. Most times, adult education is used inter-changeably with non-formal education. Adult education is concerned with the development of personal abilities and aptitudes, and the encouragement of social, moral and intellectual responsibility in relation to local, national and world citizenship. As Nwakor (2011) noted, it helps develop in individuals a sense of self-realization and actualization as it enhances the individual's development mentally, socially, economically, spiritually, and leads to the acquisition of additional qualification to discover and develop their potentials which they have been endowed with for the benefits of the individual, the party and the nation.

Features of Adult and Non-formal Education
✓ Organization outside the formal school system,
✓ It is organized in consideration of the needs of the clients/learners,
✓ The time spent is short or limited as learning go straight to the main task of learning.
✓ Though certificates are sometimes issued at the end of the learning, adult-non-formal education are not usually certificate oriented,
✓ Adult-non-formal education have a very flexible mode as it is designed to meet specific needs of the learners,
✓ The learners rate of learning is considered and progress is based on such rate.

Goals/Objectives of Adult and Non-formal Education
The goals/objectives of adult and non-formal education as stipulated by the Federal Republic of Nigeria (FGN) in its National Policy of Education (NPE, 2004) are summarized below:
✓ To provide functional literacy and continuing education for adult and youths who have never had the advantage of any formal education or who did not complete their primary education. These include the normal, the disabled, the migrant families and disadvantaged gender.

✓ To provide further education for different categories of completers of the formal education system to improve their basic knowledge and skills.

✓ To provide functional and remedial education for these young people who prematurely dropped out of the formal school system.

✓ To provide in service-on-the-job, vocational and professional training for different categories of workers in order to improve their skills and

✓ To give the adult citizens of the country necessary aesthetics, cultural and civic education for public enlightenment.

From the above stated objectives it can be deduced that adult education is a remedial, recovering, life amending/adjusting programmed/activities for adults and other recipients to have functional education, to awaken in him/her self-reliance, and fulfillment.

Supporting this view Oribhabor and Okonta (2011) wrote that adult education is one of the bedrock for strong economic development because it is a strong potential tool for the retraining of adult as adult education function in a variety of setting in the attempt to equip the individual, and the community with the valuable and relevant body of knowledge, skills, attitudes and aptitudes that should make life more meaningful to all and encourage them to be self-employed and create jobs for others. The above view is that adult and non-formal education create in the recipients entrepreneurship skills, knowledge, attitudes and aptitudes.

In order to achieve these laudable goals of adult and non-formal education, the Federal Government of Nigeria established a National Commission for Mass Literary Adult and Non-formal Education in each state in Nigeria and the Federal Capital Territory. Also established are mass literacy agencies to monitor and evaluate the mass literary programmes and facilitate communication between the commission and the state agencies. The local government councils in Nigeria are responsible for the day-to-day control of local mass literary and adult education programmes; recruit part-time instructors and learners, gives feedback to the state and federal ministries of education in respect of curriculum and material development, techniques of teaching and evaluation procedures and the collection of data. The local government council, are also to ensure that literacy, network committee at the local government, district, villages, ward and centre levels are operating efficiently and effectively. The local government council is also to provide the physical facilities for rural libraries, reading rooms, television viewing centers, among others.

Educational Management, Planning and Coordinating

Educational management involve all those processes, activities and programmes in the effective and efficient conduct of school or education. Cole (2002) sees education management as the process of enabling schools to set and achieve their objectives by planning, organizing and controlling their resources to gain the motivation of the staff.

Anho (2012) sees management as the process of supervising, coordinating and organizing the activities of people in an organization to achieve results not achievable without such planning, supervision, coordination and organization. Management is therefore a social or interactive, economic and administrative process involving sequence of planned, supervised, organized and coordinated events or resources (human and non-human) to achieve a desired outcome in an easy effective, efficient way in an organization.

Manager's function as highlighted in Peretomode (2002) and Anho (2012) are as follows:
- Setting of objectives for using available resources
- Formulating plans for achieving the objectives
- Identifying the activities for achieving these objectives
- Organizing the activities into groups/departments
- Defining the tasks to be performed in each group/departments
- Grouping the task into jobs or programmes
- Initiating work activities

- Supplying incentives to motivate and stimulate production
- Setting up control measures (disciplinary) to enforce compliance
- Setting up controls to determine or measure achievement of objectives
- Taking remedial action and if objectives are not being met.

In managing adult and non-formal education, these functions are applicable to determining how adult and non-formal entrepreneurial education can be agents of unemployment and poverty eradication or reduction.

Adequate and Accurate Planning

Planning is a management and administrative concept which involves taking decision in advance on what is to be done, how to do it and who is to do it. Planning involve assessing the future requirements for a specific task accomplishment in the present. Educational planning of adult and non-formal education therefore refers to the complex process by which the education sector envisions its future and develops the necessary procedures and operations to achieve the expected outcome.

According to Anho (2010) planning, involves policies formulation, goals setting, feasibility study from which forecast or projections are made. Planning can be said to be oriented toward looking at problems based on current understand for an anticipation of a future occurrence.

Trends and data are very important in accurate planning, in recreating the management and administration of adult and non-formal education. Ministry of Education Administrators are therefore to identify their priorities, ways at attaining the priorities, and human and non-human resources needed to achieve these priorities, identify key outcome and targets.

However, the inaccurate and inadequacies of data for planning especially for adult education in Nigeria are regrettable and appalling, when the data is even available bureaucratic bottlenecks emanating from civil service syndromes make getting such data a herculean task.

This state of affairs on the death of data was collaborated by the then Nigerian's Minister of Education, Prof. Rugayyatu Ahmed Rufai (2010) when she was reported to say that Nigeria faces embarrassment internationally because she is unable to provide information on her education sector to the community of nations. This inadequate and inaccurate data affects planning for the expected increase or decrease in adult learners, population, training of adult education teachers, and the provision of infrastructures and facilities from time to time.

Consequently, to achieve accurate planning and implementation of management and administration policies, there is need for adequate and accurate data as they are necessities for forecasting population of pupils, students or learners, quality and quantity of teachers, instructors and other personnel needed, as well as the infrastructure, facilities and equipment needed.

In the management and administration of adult education, it is not enough to think of the students/learners, instructors and the classrooms alone. Management of education generally involves forecasting, planning, organizing, implementing, monitoring and evaluating the various components in the system with an inherent feedback mechanism for systematic improvement aimed at quality productivity.

This paper therefore advocates Management By Objectives (MBO) and Total Quality Management (TQM) as stated in the Works of Birmbaum (2001), Umoru-Onuka (2003) and Ojo (2006), as being very effective because MBO and TWM have people at the centre of their principles and practices. However, in managing adult and non-formal education, this paper recommends TQM as it looks beyond the boundaries of an organization and externd prominence to the interest of its clientele as it is a management styled programme that is quality centered, customer forcused, facts based, team-driven and seminar led. It is aimed at providing satisfaction to the organizational clientele and the realization of organizational goals and objectives.

Creation of Access

The UNICEF/FGN analysis of the progress of adult education in Nigeria cited in Iwuamadi (2009) indicates that providing adult literacy does not necessary guarantee participation or ensure access for every illiterate adult. Most illiterate adults are willing to participate but they complain of old age as they feel that knowledge gain at old age may be useless; giving reasons that those who graduated earlier from the adult classes were neither offered employment nor given loans to start up small-scale business.

Other reasons restricting access include non-inclusion of functional skills, inability to cope with the programme, husband's refusal and ill-health of interested applicants. Arising from this, adult education should be managed and administered to make it functional with the inclusion of courses such as; knitting, farming, tailoring, fashion design, soap making, tie-dye weaving, typing carpentry, auto-electricity and mechanic repairs, drawing, painting, catering and decoration.

To ensure that learners acquire the necessary appropriate skills, adult learners should be attached to different places as apprentices for considerable period of time. The Federal Government of Nigerian's, Niger-Delta Development Commission (NDDC) apprenticeship programme can be improved upon. However, the place should not be far from their residences and the period of attachment should not be too long.

Government should be granting loans to graduates on completion of such apprenticeship for skill acquisition to enable adult education graduates start the business or trade of their own. Such gained self-employment would encouraged other to enroll and attend the adult education programmes.

Provision of School Plant, Infrastructure and Facilities

Sponsors and providers of adult and non-formal education (SAPA) report cited in Iwuamadi (2009) shows that most of the infrastructure facilities in both urban and rural centres in Nigeria are either inadequate or not conducive for learning as most of the adult education centers are located within already existing school buildings, some in mud constructed structures while others exist in make shift structures of corrugated iron sheets which radiate excessive heat under direct sunlight, some others are built with grass or mart both of which are particularly vulnerable to wind storm, rain and fire hazards.

There is also general dearth of instructional facilities in adult education centres which include the absence of instructional, vocational, craft and technical facilities such as sewing machines, farm implements, carpentry tools and absence of auto machines. It is very difficult therefore, to achieve the objectives of adult and non-formal functional education and ensure the promotion of the requisite skills, attitudes and education for poverty eradication, self-sufficient and employment generation. Effective learning takes place better when infrastructure and instructional facilities are available in the right quality and quantity.

Teaching and learning infrastructural, facilities, equipments and tools are collaborative and interactive. These constitute a very important input of teachers to teaching or instruction and students learning process which improves the outcome of learning. Infrastructures, facilities, equipment and tools stimulate and provide support for teaching and learning, therefore very essential in adult and non-formal education.

Educational managers and administrators should therefore re-plan the school plant of adult education to include well laid out school premises adequately provided with the necessary facilities and equipments. Administrators who are in charge of the day-to-day implementation of policies, must also ensure that adequate use and maintenance culture is imbibed.

Education has been the major instrument for self, society and national development for many countries of the world – developed, developing and underdeveloped. Thus, education has

become veritable instrument for addressing economic, political, cultural, social, scientific and technological problems confronting Nigeria as a nation.

In recognition of the fact of realizing the vision of Nigeria becoming one of the twenty largest economies in the world by 2020, depends principally on the capacity and ability to develop a highly skilled and competent citizenry able to compete globally. Adult and non-formal education has been given a fundamental priority, by repositioning the management on administration of adult and non-formal education.

Political Repositioning

Political leaders are involve in making policies for the country including educational policies. It is observed that political factors influence country's educational system. This is seen in the area of personnel/establishment, management, provision and maintenance of infrastructure/ equipment. This is supported by Okpaga (2013), when he categorically state that inspite of the fact that educational institutions are the store room for knowledge, political leaders are very apprehensive about constructive criticisms from the academic and that that has further made the government not to have interest in improving the educational system, this also applies to adult and non-formal education. The fundamental philosophy that has guided the direction of educational policies in Nigeria including adult and non-formal education has been the development of high manpower or human capital for self-reliance, and increase national production and development.

Deliberate efforts should be made by Nigeria government to establish a link between adult education economic development and national production. The periodic reviews and updating of educational policies, and reviews of curricula should go beyond paper work. Nigeria government should have a systematic consideration of issues relating to plans and programmes of adult and non-formal education with a view to making use of the opportunities to the greatest yield.

Every item in policy document concerning adult and non-formal education should be subjected to periodic but seasoned consideration and review in view of its relevance of purpose, quality and overall achievement of set out goals and national objective. This will provide management and administrative feedback, thus, helping managers and administrators to identify problems militating against attainment of objectives, assisting managers and administrators to work-out contingent plans, to solve the identified problems or helping to adjust to the prevailing demands.

Entrepreneurial Skills Development

Entrepreneurial skills development for adults and non-formal education recipients is an interrelated process of human resources development which borders on good educational management and administration. The skills development programme should be able to provide the students the learning experience designed to enhance his/her individual capabilities slongside developing his/her economic, mental, physical, social and psychological well being.

Iromaka (2008) explains that the process of entrepreneurial skills development or education involves the following:

✓ Goals of entrepreneurial skills development should have its objective to raise a group of adult and non-formal learners to be enterprise builders who can employ thousands as well as provide employment for others with sub-objectives of self employment, egalitarianism and redistribution of income. It is speculated that this will bring about economic readjustment and generate employment.

✓ Tools or means of achieving the above stated goals can be through training, development education, mentoring, monitory, and motivation.

Development is all embracing activities of training and education undertaken by staff, person or students in the acquisition of skills, knowledge, attitude and experiences. From the works of Anho (2012) who citied Kulwart (2000), development of adult helps to harness human talents (adult learner) to achieve industrial economic and technical objectives, making the learners (Adult clientele) adapt to the changing technologies.

Through well planned and executed development of adult trainee, formal and informal development of adults would be possible. This provide satisfying work, enhances opportunities for career growth and reduces sense or feelings of frustration arising from unemployment and poverty.

Entrepreneurial adult skill development recognize more than training and education, it involves a process of human capacities building through formal or informal training/education inculcating in the recipients basic skills such as financial, managerial, marketing, intellectual, technological and communication skills. Entrepreneurial adult trainee is also to acquire appropriate attitude to risk and risk perception, vision reception, creative and artistic skills, legal and political skills.

Nwaham (2011) stated that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attributes in widely different context affording the students (adult learner) the opportunity to face a more challenging educational activities, make individuals to be creative and develop initiative, make the individuals (adult learner) to be economically viable as they encourage the development of skills both technically and professionally, to meet up with the ever-changing social-political and economic demands of our time.

Summary and Conclusion

Adult education is the education provided for people considered as adult by chronological age. This is made up of those who have never attended a formal school and those who have attended but withdrew or failed. Adult education provides functional literacy, remedial, continuing, vocational and recently entrepreneurship education. The aim is to afford recipients the opportunities to develop, acquire or learn some skills, knowledge and attitudes for self-fulfillment, individual's mental capability and communicative competence alongside other life-long skills to make them independent, self-reliant through economic empowerment.

Adult and non-formal education has therefore been established in this paper as the strong potential instrument for preparing and retraining adults who are already in the main stream of life to be able to earn a living for themselves and others, thereby contributing socially and economically to the development of themselves, immediate society, the country and the world at large.

In the management and administration of adult education, this paper states that it is not enough to think of the students/learners, instructors and the classrooms alone. Management of education generally involves forecasting, planning, organizing, implementing, monitoring and evaluating the various components in the system with an inherent or built in feedback mechanism for systematic improvement aimed at quality productivity.

Management By Objectives (MBO) and Total Quality Management (TQM) are advocated as new management and administrative strategies to be used for adult and non-formal education as they are clientele interest centered, quality oriented, customer focused, facts based, and team driven. Proper and accurate data storage and retrieval is also necessary for accurate planning and implementation of management and administrative policies. This is noted for accurate and adequate forecasting and projection of population of learners, instructors and teachers, infrastructure, facilities and equipment needed. Therefore, recreating adult and non-

formal education through the inclusion of training and development programmes in entrepreneurship adult education will make it viable and rewarding.

Recommendations

- Adult and non-formal education programmes and policies should be managed and administered through the inclusion of entrepreneurial curriculum to make it more functional and enterprising.
- To ensure that adult learners acquire the necessary appropriate and relevant skills, they should be attached to different places and people as apprentices for considerable period of time.
- Educational managers, and administrations should recreate adult and non-formal education through the use of management By Objective (MBO) and Total Quality Management (TQM). To make the programme more clientele/learner centered, quality focused, facts oriented, team-driven and seminar led.
- There is need for accurate and adequate release or data keeping by government officials.
- Government should be granting loans to graduates of adult and non-formal education on completion of their apprenticeship/attachment for practical skill acquisition. This is to enable them start their own business or trade to encourage others to enroll and attend the adult and non-formal programme.
- Adult and non-formal education should be recreated through re-planning and provision the school plant, facilities and equipments and relevant infrastructures.
- Adult and non-formal education managers, administrators, teachers/instructors should ensure adequate use and regular maintenance of facilities and equipment available.
- Highly trained manpower is needed for the success of any institution or organization. Government should intensify more effort in training and retraining of adult educators/ instructors.
- Every item in the policy document concerning adult and non-formal education should be periodically subjected to review through the built in feedback mechanism.

References

Anho, J.E. (2010). Re-Planning and Implementing Nigeria Higher Education Curriculum for Entrepreneurship and Skill Acquisition *PENGEM International Journal* 1(1) Effurun-Warri.

Anho, J.E. (2011). Impact of Entrepreneurship Education and Training on University Graduates for Sustainable Development: *A Book of Readings Education and Training for Entrepreneurship*. In E.a. Arubayi, N.E. Akpotu and E.P. Oghuvbu (eds.), 227-235.

Anho, J.E. (2012). Human Resource Development and lecturers Productivity for Quality Assurance in Nigerian Universities. *Research in Education* 18(1) December, DELSU Printing Press, Abraka, 14-21.

Birnbaum, R. (2001). Total Quality Management/Continuous Quality Improvement in Birnbaum R. (ed.). *Management Foods in Higher Education*. San Francisco: Jossey-Bass. A Wiley Co.

Boydell (1975). Training the Adult Workers. London HM 50.

Cole, G.A. (2001). *Personnel Management Theory and Practice*. Martins printers U.S. Berwek Upon Theed.

Federal Republic of Nigeria (2004). *National Policy on Education*, Lagos NERDC Press.

Global entrepreneurship Monitor (2003). How.

Iromaka, R.U. (2008). *Developing Entrepreneurial Skills*. 1(3), 153-159 Association of Business Educators of Nigeria Delta State Chapter.

Koontz, H., O'donnell and Weihrich, H. (1980). *Management*, 7th Edition. McGraw Hill Pub. London.

Kulwart, K.N. (2000). *Human Resource Development in University Education*, Brisbane University Press.

Nwadiani, M. (2008). The State of Contemporary Education in Ika Land. Are We All Guilty 9th Annual Ika Kanna Lecture Agust.

Nwaham, C.O. (2011). Adult and Non-formal Education for Entrepreneurship and Sustainable Development. *A Book of Readings: Education and Training for Entrepreneurship*. In E.A. Arubayi, N.E. Akpotu and E.P. Oghuvbu (eds.) 159-164. Delta State University, Abraka; Press, Abraka.

Ojo, L.B. (2006). Total Quality Management and Productivity Improvement among Teachers and Learners in Private Secondary Schools in Lagos State, Nigeria, a Post-Field Report Presented at the Department of Educational Management, University of Ibadan, Nigeria.

Okpaga, A. (2013). Repositioning Education in Nigeria to Teach the Challenges of Poverty, Self-Reliance and National Development. *Journal of Teacher Perspective*. 7(2) 230-241.

Omoruyi, J.O. (2000). Training and Employees Performance. A Case Study of First Aluminum Group. MBA Thesis (unpublished) Delsu, Abraka.

Onuka, A.O.U. (2006). Total Quality Management and Students' Attitude as Predictors of Chioce of University of Ibadan Distance Learning Programme. *Nigerian Journal of Educational Administration and Planning*, 6(1) March, 80-102, NAEAP Publication.

Oribhabor, A.C. & Okonta, L.O. (2011). Adult Education and Training for Entrepreneurship: A Panacea to Job Creation in Nigeria, *A Book of Readings: Education and Training for Entrepreneurship*, In E.A. Arubayi, N.E. Akpotu and E.P. Oghuvbu (eds.) 175-179, Delta State University Press, Abraka.

Oyediran, B.A. (2001). Effective Training and Manpower Development in the Advertising Industry. (Unpublished) MBA Thesis, Delsu, Abraka.

Peretomode, V.F. (2001). *Theory and Practice of Educational Administration*, Warri Okiemriete and Company.

Rugayyatu, A.R. (2010). Data for Educational Planning, Can We Make a Difference in 2020? Nigerian Tribune Thursday 9th September 15.

Umoru-Onuka, A.O. (2003). Total Quality Management: A Technique for Imrpoved Student Achievement in *Nigerian Library and Information Science Review Journal*. Nigeria Library Association 21(1) University of Ibadan. Distance Learning Centre Prospectus 2006 Edition.

Zuofa, C.C. (2006). *Issues in Women Education in Nigeria*: Port-Harcourt Harey Publication Coy.