

**FACTORS AFFECTING STUDENTS' ENROLLMENT IN ADULT AND NON-FORMAL EDUCATION IN FEDERAL COLLEGE OF EDUCATION (TECHNICAL), OMOKU, RIVERS STATE, NIGERIA**

**<sup>1</sup>EDEDEH, Ataije Susan & <sup>2</sup>HOMEVOR, Dope Mary**

<sup>1</sup>Department of Adult and Non Formal Education,  
School of Adult and Non-formal Education,

<sup>2</sup>Centre for Entrepreneurship Research and Development (CERD),  
Federal College of Education (Tech.), Omoku, Rivers state, Nigeria

Corresponding Email: [ededehsusan@gmail.com](mailto:ededehsusan@gmail.com)

**Abstract**

*This paper focused on students' enrolment in Adult and Non-Formal Education Programme in Federal College of Education (Technical), Omoku, Rivers state, Nigeria. Specifically, this study sought to: examine the economic, social and psychological factors affecting students' enrollment in Adult and Non-Formal Education Programme . Descriptive Survey research design was adopted for the study. Sample comprised of 150 respondents made up of 30 lecturers and 120 students in the Department of Adult and Non-Formal Education in FCE(T), Omoku. An 22-item questionnaire was used as the study instrument titled "Factors Affecting Students Enrolment in Adult Education Programmes (FASEAEP) .It had a Cronbach Alpha reliability Coefficient value of 0.86. Mean and standard deviation were used to answer the three research questions and z-test statistical tool was used to test the three hypotheses at 0.05 significance level. The result of the study showed that high rate of employment, school fees charges, inability to afford learning materials, inability of parents to sponsor due to gender disparity, inability to access community scholarship due to gender inequality, sexual harassment, cult activities in schools, lack of role models, problem of seclusion, amongst others are factors affecting students' enrolment in Adult and Non-Formal Education Programme. Based on the findings, it was recommended among others that lecturers of adult and non-formal education should create awareness on the importance of Adult and Non Formal Education Programme in all communities in Rivers state in order to stimulate potential students' interest in the programme. Federal and State government should subsidize the costs associated with studying adult and non-formal education through scholarship and disbursement of free learning materials to interested applicants.*

**Keywords:** *Adult Education Programme, enrolment Factor , social and economic factor, psychological factor*

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria.*THE COLLOQUIUM*, 7(1), 44 - 52

## **Introduction**

Education is regarded as an instrument for nation-building. According to National policy of Education ( Federal Republic of Nigeria FRN, 2013), education is an instrument 'par excellence' which equips an individual with the right skills, knowledge, abilities, competence, attitudes, behaviour and values to function effectively in the society. Through education individuals are trained to man different sectors of a nation. Hence, education is planned to cater for these sectors' present and future manpower needs. Consequently, to ensure this, different courses are offered in schools of which Adult Education is one of the courses that individuals can study.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (2010), Adult Education could be described as the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by society to which they belong develop their abilities, enrich their knowledge and improve their technical or professional qualifications or turn them into a new direction to meet their own needs and those of their society. Also, Nzeneri (2012) described Adult Education as the entire body of organized educational process, whatever the content, level and method, formal or otherwise, whereby persons regarded as adults by the society develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development. From the foregoing, Adult Education could be described as the type of education that trains persons regarded as adult by the society, to develop their abilities and enrich their knowledge for them to contribute effectively to the growth of the nation.

The above definitions is encompassing in the sense that it has not only define adult education, but has gone to the extent of talking about its scope and content. Adult and non-formal education accommodates all the forms of formal, non-formal and informal aspects of education given to men and women (alone, in groups or in institutional settings) to improve them and make them valuable to their society by increasing their skills, their knowledge, understanding, attitudes and sensitiveness. Adult Education was first brought by (UNESCO) as a concept in 1946 with the sole aim of restructuring the educational structures affected by World War II. In 1946 under the Universal Declaration of Human rights, education was considered to be a basic human right. This is because it provides children, youth and adults with the power to reflect, to make choices and to enjoy quality of life (Ololube, 2010).

The concept of Adult and non-formal education in Nigeria is old in terms of concepts, form and practice. What is relatively new is its recognition as an academic discipline in schools, colleges and/or universities. Despite the initial set back of recognizing it as academic discipline, the educational content of the programme has become relevant and generally acceptable in present day Nigeria. To this end, the Federal Government enunciated the goals of adult and non-formal education in the national policy on education (FRN, 2013) to:

- Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education.
- Provide -functional and remedial education for those young people who did not complete secondary education.

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria.*THE COLLOQUIUM*, 7(1), 44 - 52

Basically, Adult Education Programmes play a very crucial role in the development aspect of any society. It is widely recognized as a powerful tool for eradicating adult illiteracy, reducing poverty and attaining the Millennium Development Goals (MDGs). It provides basic Education and training opportunities to adults and out of school youth, aged fifteen years and above, who have either missed out on formal education in their childhood or for one reason or another, dropped out of school before attaining sustainable levels (Wanyama, 2014). Furthermore, the importance of Adult and Non-Formal Education (ANFE) has been identified in response to the societal challenges by helping individuals through providing education, literacy and training schemes in different career areas. It is also flexible through its various programmes such as basic literacy, post literacy, continuing education, women education, and education for the disadvantaged/marginalized groups in the society, vocational and technical education, among others.

It is worth noting at this juncture that Adult and Non-Formal Education since its inception in Federal College of Education (Technical) Omoku which was established by Act. No.4 of 1986, amended act of 1993 has not been accorded appreciable attention as it is the case in most other higher institutions of learning in Nigeria. As one of the departments in the school of education comprising of five departments before being moved to School of Adult and Non-formal education, the enrolment rate of students in the department is very discouraging. This situation seems not to be peculiar with FCE (T), Omoku as evidence in early researches has shown that adult education has not made so much significant progress in Nigeria as compared to other nation (Nzeneri et al., 2012). For instance, Nnaka (2016) discovered that some factors leading to low priority for adult education are early marriage, low economic status of Adult in the society, and intractable patriarchal society. The author noted that these factors notwithstanding, the girl child are mostly left out of adult education despite the various conventions such as the Convention on the Elimination of All Forms of Discriminations Against Women (CEDAW) and the Convention on the Rights of the Child (CRC), as girls still make up 56% of the 77million out of school children in Nigeria. Tom (2016) discovered some factors affecting student enrolment into adult education as family responsibilities, lack of motivation, among others. Tom (2016) also noted that in the African society, female learners have to seek permission from their husbands to attend adult literacy classes because it is difficult to take adults away from their normal domestic responsibilities. Plethora of researches have been carried out on the factors affecting student enrolment in different departments in Nigeria tertiary institution, some have concentrated on Adult and Non-Formal Education especially in the study area where this research work covered. Therefore, the researcher deemed it fit to carry out a research on the factors that affect student enrolment in Adult and Non Formal Education Programme in Federal College of Education (Technical) Omoku in Rivers State.

### **Purpose of the Study**

The main purpose of the study was to examine the factors affecting students' enrolment in Adult and Non Formal Education Programmes in Federal Collage of Education (T) Omoku, Rivers State. Specifically, this study sought to:

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria.*THE COLLOQUIUM*, 7(1), 44 - 52

1. Examine economic factors that affect students' enrolment in Adult Education Programmes in FCE(T) Omoku.
2. Ascertain social factors that affect students' enrolment in Adult Education Programmes in FCE(T) Omoku.
3. Find out psychological factors that affect students' enrolment in Adult Education Programmes in FCE(T) Omoku.

## Research Questions

The following research questions were formulated to guide the study:

1. What are the economic factors that affect students' enrolment in Adult Education Programmes in FCE (T) Omoku?
2. What are the social factors that affect students' enrolment in Adult Education Programmes in FCE (T) Omoku?
3. What are the psychological factors that affect students' enrolment in Adult Education Programmes in FCE (T) Omoku?

## Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

**H<sub>01</sub>** :There is no significant difference in the mean responses of lecturers and students in the Department of Adult and Non-Formal Education in Federal College of Education (Technical) Omoku on the economic factors that affect students' enrolment in Adult Education Programmes.

**H<sub>02</sub>** :There is no significant difference in the mean responses of lecturers and students in the Department of Adult and Non-Formal Education in Federal College of Education (Technical) Omoku on the social factors that affect students' enrolment in Adult Education Programmes.

**H<sub>03</sub>** : There is no significant difference in the mean responses of lecturers and students in the Department of Adult and Non-Formal Education in Federal College of Education (Technical) Omoku on the psychological factors that affect students' enrolment in Adult Education Programmes.

## Methodology

The study adopted descriptive survey based on the fact that the opinion of lecturers and students were sought in order to determine the factors affecting students' enrolment in Adult Education Programmes in FCE (T) Omoku, Rivers State. Ezekiel et al.(2017) indicated that descriptive survey research is the most appropriate research design when it comes to assessing opinion of respondents on the characteristics of phenomena under investigation. The study was carried out in Rivers State, Nigeria. The population of the study comprised 30 lecturers and 120 students in the Department of Adult and Non-formal Education in FCE (T) Omoku in Rivers State. The entire population was used as the sample of the study because it is a manageable size. An 22-item questionnaire was used as the instrument titled "Factors Affecting Students Enrolment in Adult

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria.*THE COLLOQUIUM*, 7(1), 44 - 52

Education Programmes (FASEAEP)". The responses were structured in the pattern of Likert 4-point of Strongly Agree (SA- 4), Agree (A- 3), Disagree (D- 2) and Strongly Disagree (SD- 1). The instrument was face validated by two experts in Department of Adult and Non-formal Education in FCE (T) Omoku in Rivers State. The reliability of the instrument was established using Cronbach Alpha reliability coefficient method as 0.86. Mean and Standard Deviation were used to answer the research questions while z-test statistical tool was used to test the hypotheses. Mean responses equal or above 2.5 were accepted, otherwise rejected.

**Results and Discussions**

**Table 1: Responses on economic factors that affect students' enrolment in Adult Education Programmes**

| S/N | Economic factors   | Lecturers (n=30) |             |        | Students (n=120) |             |        |
|-----|--|------------------|-------------|--------|------------------|-------------|--------|
|     |  | M                | SD          | Remark | M                | SD          | Remark |
| 1   | High rate of unemployment  | 3.36             | 0.19        | Accept | 3.80             | 0.17        | Accept |
| 2   | School fees charges  | 3.78             | 0.17        | Accept | 3.34             | 0.21        | Accept |
| 3   | Inability to afford learning materials                             | 4.30             | 0.03        | Accept | 3.58             | 0.17        | Accept |
| 4   | Inability of parents to sponsor due to gender disparity            | 4.12             | 0.12        | Accept | 3.56             | 0.13        | Accept |
| 5   | Inability to access community scholarship due to gender inequality | 4.30             | 0.03        | Accept | 3.58             | 0.17        | Accept |
| 6   | Inability to afford accommodation                                  | 3.88             | 0.16        | Accept | 3.44             | 0.15        | Accept |
| 7   | Parental occupation  | 3.15             | 0.79        | Accept | 3.00             | 0.84        | Accept |
| 8   | Low economic status of parents                                     | 3.05             | 0.67        | Accept | 3.10             | 0.94        | Accept |
| 9   | High inflation rate in the country                                 | 3.15             | 0.74        | Accept | 3.45             | 0.67        | Accept |
| 10  | Expenses on other family issues                                    | 3.25             | 0.62        | Accept | 3.35             | 0.65        | Accept |
|     | <b>Total</b>   | <b>3.63</b>      | <b>0.35</b> |        | <b>3.42</b>      | <b>0.41</b> |        |

**Source:** field survey, 2019

Table 1 shows lecturers and students responses on economic factors that affect students' enrolment in Adult Education Programmes. Based on the mean responses obtained, lecturers and students accepted that the following economic factors affect students' enrolment in Adult Education Programmes: high rate of unemployment (3.36 & 3.80), school fees charges (3.78 & 3.34), inability to afford learning material (4.30 & 3.58), inability of parents to sponsor due to gender disparity (4.12 & 3.56), inability to access community scholarship due to gender inequality (4.30 & 3.58), inability to afford accommodation (3.88 & 3.44), parental occupation (3.15 & 3.00), low economic status of parents (3.05 & 3.10), high inflation rate in the country (3.15 & 3.45) and expenses on other family issues (3.25 & 3.35). Nnaka (2016) has also reported that early marriage, low economic status of Adult in the society, and intractable patriarchal society often result in lower priority for girls and women education

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria. *THE COLLOQUIUM*, 7(1), 44 - 52



**Table 2: Responses on social factors that affect students' enrolment in Adult Education Programmes**

| S/N | Social factors   | Lecturers (n=30) |             |        | Students (n=120) |             |        |
|-----|--|------------------|-------------|--------|------------------|-------------|--------|
|     |  | M                | SD          | Remark | M                | SD          | Remark |
| 1   | Sexual harassment  | 3.38             | 0.18        | Accept | 3.56             | 0.17        | Accept |
| 2   | Husbands refusal to sponsor wives due to fear of sexual harassment | 3.36             | 0.19        | Accept | 3.80             | 0.17        | Accept |
| 3   | Cult activities in schools   | 3.91             | 0.15        | Accept | 3.49             | 0.43        | Accept |
| 4   | Lack of role models  | 4.12             | 0.12        | Accept | 3.56             | 0.13        | Accept |
| 5   | Problem of seclusion   | 3.82             | 0.18        | Accept | 3.34             | 1.86        | Accept |
| 6   | Negative attitude towards adult education programme                | 3.88             | 0.16        | Accept | 3.44             | 0.15        | Accept |
| 7   | Early marriage   | 3.24             | 0.20        | Accept | 3.36             | 0.06        | Accept |
|     | <b>Total</b>   | <b>3.67</b>      | <b>0.17</b> |        | <b>3.51</b>      | <b>0.42</b> |        |

**Source:** Field survey, 2019

Table 2 revealed that lecturers and students responses on social factors that affect students' enrolment in Adult Education Programmes. Based on the mean responses obtained, lecturers and students accepted that the following social factors affect students' enrolment in Adult Education Programmes: sexual harassment (3.38 & 3.56), husbands refusal to sponsor wives due to fear of sexual harassment (3.36 & 3.80), cult activities in schools (3.91 & 3.49), lack of role models (4.12 & 3.56), problem of seclusion (3.82 & 3.34), negative attitude towards adult education programme (3.88 & 3.44) and early marriage (3.24 & 3.36). This findings is in consonance with Tom (2016) that opined that some of the factors that affect student enrolment are family responsibilities, lack of motivation, among others.

**Table 3: Responses on psychological factors that affect students' enrolment in Adult Education Programmes**

| S/N | Psychological factors             | Lecturers (n=30) |             |        | Students (n=120) |             |        |
|-----|-----------------------------------|------------------|-------------|--------|------------------|-------------|--------|
|     |                                   | M                | SD          | Remark | M                | SD          | Remark |
| 1   | Lack of motivation                | 3.46             | 0.21        | Accept | 3.32             | 0.01        | Accept |
| 2   | Examination anxiety               | 3.86             | 0.18        | Accept | 3.26             | 0.19        | Accept |
| 3   | Academic stress and tension       | 3.62             | 0.19        | Accept | 3.38             | 0.18        | Accept |
| 4   | Adjustment problem to campus live | 3.36             | 0.19        | Accept | 3.04             | 0.18        | Accept |
| 5   | Lack of confidence in own work    | 3.42             | 0.20        | Accept | 3.26             | 0.19        | Accept |
|     | <b>Total</b>                      | <b>3.51</b>      | <b>0.19</b> |        | <b>3.28</b>      | <b>0.14</b> |        |

**Source:** field survey, 2019

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria. *THE COLLOQUIUM*, 7(1), 44 - 52

Table 3 displayed lecturers and students responses on psychological factors that affect students' enrolment in Adult Education Programmes. Based on the mean responses obtained, lecturers and students accepted that the following psychological factors affect students' enrolment in Adult Education Programmes: lack of motivation (3.46 & 3.32), examination anxiety (3.86 & 3.26). Academic stress and tension (3.62 & 3.38), adjustment problem to campus live (3.36 & 3.04), and lack of confidence in own work (3.42 & 3.26). This study is in conformity with Tom (2016) that opined that some of the factors that affect student enrolment are family responsibilities, lack of motivation, among others.

**Hypothesis H<sub>01</sub>:** There is no significant difference in the mean responses of lecturers and students in the department of adult and non-formal education in Federal College of Education (Technical) Omoku on the economic factors that affect students' enrolment in Adult Education Programmes.

**Table 4: z-test analysis for responses on economic factors that affect students' enrolment in Adult Education Programmes**

| Categories | M    | SD  | N   | z-cal | z-critical | Decision |
|------------|------|-----|-----|-------|------------|----------|
| Lecturers  | 3.63 | .35 | 30  | 2.84  | 1.96       | Rejected |
| Students   | 3.42 | .41 | 120 |       |            |          |

Table 4 shows that lecturers had mean and standard deviation score of 3.63 and .35 respectively, while students had mean and standard deviation scores of 3.42 and .41 respectively. The z-cal value was 2.84, while the z-critical was 1.96 at .05 level of significance for two tailed test. This result shows that z-cal was greater than z-critical, which means that the null hypothesis was rejected. Thus, there was a significant difference in the mean responses of lecturers and students in the department of adult and non-formal education in Federal College of Education (Technical) Omoku on the economic factors that affect students' enrolment in Adult Education Programmes

**Hypothesis H<sub>02</sub>:** There is no significant difference in the mean responses of lecturers and students in the department of adult and non-formal education in Federal College of Education (Technical) Omoku on the social factors that affect students' enrolment in Adult Education Programmes.

**Table 5: z-test analysis for responses on social factors that affect students' enrolment in Adult Education Programmes**

| Categories | M    | SD  | N   | z-cal | z-critical | Decision |
|------------|------|-----|-----|-------|------------|----------|
| Lecturers  | 3.67 | .17 | 30  | 3.24  | 1.96       | Rejected |
| Students   | 3.51 | .42 | 120 |       |            |          |

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria.*THE COLLOQUIUM*, 7(1), 44 - 52

Table 5 shows that lecturers had mean and standard deviation score of 3.67 and .17 respectively, while students had mean and standard deviation scores of 3.51 and .42 respectively. The z-cal value was 3.24, while the z-critical was 1.96 at .05 level of significance for two tailed test. This result shows that z-cal was greater than z-critical, which means that the null hypothesis was rejected. Thus, there was a significant difference in the mean responses of lecturers and students in the department of adult and non-formal education in Federal College of Education (Technical) Omoku on the social factors that affect students' enrolment in Adult Education Programmes.

**Hypothesis H<sub>03</sub>:** There is no significant difference in the mean responses of lecturers and students in the department of adult and non-formal education in Federal College of Education (Technical) Omoku on the psychological factors that affect students' enrolment in Adult Education Programmes.

**Table 6: z-test analysis for responses on psychological factors that affect students' enrolment in Adult Education Programmes**

| Categories | M    | SD  | N   | z-cal | z-critical | Decision |
|------------|------|-----|-----|-------|------------|----------|
| Lecturers  | 3.51 | .19 | 30  | 6.22  | 1.96       | Rejected |
| Students   | 3.28 | .14 | 120 |       |            |          |

Table 6 showed that lecturers had mean and standard deviation score of 3.51 and .19 respectively, while students had mean and standard deviation scores of 3.28 and .14 respectively. The z-cal value was 6.22, while the z-critical was 1.96 at 0.05 level of significance for two tailed test. This result shows that z-cal was greater than z-critical, which means that the null hypothesis was rejected. Thus, there was a significant difference in the mean responses of lecturers and students in the department of adult and non-formal education in Federal College of Education (Technical) Omoku on the psychological factors that affect students' enrolment in Adult Education Programmes.

### Conclusion

Based on the findings of this study, it can be concluded that high rate of employment, school fees charges, inability to afford learning material, inability of parents to sponsor due to gender disparity, inability to access community scholarship due to gender inequality, inability to afford accommodation, parental occupation, low economic status of parents, high inflation rate in the country and expenses on other family issues are some of the economic factors affecting students enrolment in Adult and Non Formal Education Programme in Federal College of Education (Tech.), Omoku, Rivers State. Also, it can be concluded that sexual harassment, husband's refusal to sponsor wives due to fear of sexual harassment, cult activities in schools, lack of role models, problem of seclusion, negative attitude towards adult education programme and early marriage are social factors affecting students' enrolment in Adult and Non Formal Education Programme in Federal College of Education (Tech.), Omoku, Rivers State. Furthermore, it can be concluded that lack of motivation, examination anxiety, academic stress and tension, adjustment problem to

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria. *THE COLLOQUIUM*, 7(1), 44 - 52



campus live, and lack of confidence in own work are some of the psychological factors affecting students' enrolment in Adult and Non Formal Education Programme in Federal College of Education (Tech.), Omoku, Rivers State. This means that if enrolment into adult and non-formal education programme of FCE (T), Omoku, Rivers State, Nigeria must be encouraged, solutions must be found to these factors affecting the enrolment of students in to this programme.

### Recommendations

From the conclusions made above, the following recommendations were made:

1. Lecturers of adult and non-formal education should create awareness on the importance of Adult and Non Formal Education Programme in all communities in Rivers state in order to stimulate potential students' interest in the programme.
2. Federal and State government should subsidize the costs associated with studying adult and non-formal education in Federal College of Education (Tech.), Omoku through scholarship and disbursement of free learning materials to interested applicants.
3. Lecturers of adult and non-formal education should organize seminars for school dropouts in order to enlighten them on the opportunity of advancing their educational career through adult and non-formal education in Federal College of Education (Tech.), Omoku, Rivers State.
4. Students of adult and non-formal education in Federal College of Education (Tech.), Omoku, Rivers State should annually organize symposium and community projects aimed at promoting and encouraging adults to return to school for career advancement.

### References

- Ezekiel, P. O., Oguzor, I., Onyeukwu, F.O.N., Onwuchekw, C. A., & China, M.A.H. (2017). *Research techniques in technology education*. Great stars Publishing company
- Federal Republic of Nigeria (2013). *National policy on education*. NERDC
- Nnaka, C. V. (2016). Factors influencing the enrolment of women into higher education programmes at the National Open University of Nigeria. *Journal of Education Research and Behavioral Sciences*, 5 (3), 041 -045.
- Nzeneri. I. S. (2012). *Handbook on adult education principles and practice*. Good way Printing Press.
- Ololube, P. N. (2010). *Understanding teachers' professional competencies for education effectiveness*. Spring Field Publishers.
- Tom, O. O. (2016). Factors influencing learners' enrolment in adult education, in Isinya sub-County, Kajiado County, Kenya. A research project submitted in partial fulfillment of the requirements for the award of the degree of master of education in adult education and community development of the University of Nairobi
- United Nations Educational, Scientific and Cultural Organization (UNESCO, 2010). *Global report on adult learning and education*. Institute for Lifelong Learning.
- Wanyama, I.K. (2014). Challenges facing the sustainability of adult and continuing education programmes in Kenya. *Mediterranean Journal of Social Sciences*, 5(5), 159-166

Cite this article as

Ededeh, A. S. , & Homevor, D. M. (2019). Factors Affecting Students' Enrollment In Adult And Non-Formal Education In Federal College Of Education (Technical), Omoku, Rivers State, Nigeria. *THE COLLOQUIUM*, 7(1), 44 - 52