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**TYLER'S MODEL EVALUATION OF ADULT AND NON-FORMAL  
EDUCATION CURRICULUM IN OYO STATE, SOUTH WEST NIGERIA**

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**Abstract**

This paper presents an in-depth evaluation of the adult and non-formal education curriculum in Nigeria, analysed through the lens of Tyler's Model, with reference to Oyo State. The study applied Tyler's (1949) four proposed curriculum evaluation steps: identifying educational purposes (objectives), providing educational experiences (learning experiences), organising these experiences effectively (organisation), and determining whether the purposes are being attained (evaluation). A descriptive survey research design was adopted with a total sample of 40 respondents selected purposively. Data were collected using a structured questionnaire titled Evaluation of Adult and Non-Formal Education with Tyler's Model (EANFTM). The instrument's internal consistency was assessed using Cronbach's Alpha, yielding a reliability coefficient of 0.81, which indicates high reliability. Findings revealed that most respondents agreed that curriculum objectives were clearly stated but not always aligned with learner needs or realities. The study recommends that the government should provide ongoing training in adult learning principles and curriculum delivery aligned with Tyler's steps, while encouraging facilitators to innovate in teaching methods and assessment practices.

**Keywords:** Tyler's Model, Curriculum Evaluation, Adult Education, Non-Formal Education.

### **Background to the Study**

Adult and non-formal education remains a critical strategy for addressing widespread illiteracy, social exclusion, and limited economic opportunities among adults in Nigeria. In many parts of the country, particularly in South-West Nigeria and Oyo State, a significant proportion of the adult population still lacks access to functional literacy and lifelong learning opportunities necessary for active participation in socio-economic development. As a result, adult and non-formal education programmes have been established to equip learners with essential skills such as literacy, numeracy, health awareness, civic responsibility, and vocational competence.

Despite these efforts, evidence suggests that the outcomes of many adult and non-formal education programmes have not fully met expectations. Issues such as poorly defined learning objectives, inadequate instructional materials, inconsistent teaching methods, and weak evaluation mechanisms continue to undermine programme effectiveness. These persistent challenges raise concerns about the extent to which the curriculum of adult and non-formal education in Oyo State is achieving its intended goals.

The National Policy on Education (Nigeria, 2013) emphasises that educational programmes should be learner-centred, goal-oriented, and development-driven. However, a gap appears to exist between policy expectations and actual implementation, particularly in the areas of curriculum design and evaluation. This gap underscores the need for a systematic framework that can be used to assess and improve the effectiveness of these programmes.

Tyler's Model of Curriculum Evaluation provides such a framework by focusing on four key components: clearly defined objectives, relevant learning experiences, effective

organisation of those experiences, and systematic evaluation of outcomes. The model offers a practical approach for determining whether educational programmes are achieving their stated objectives and for identifying areas requiring improvement.

Given the importance of adult and non-formal education in promoting sustainable development and social inclusion, it becomes imperative to critically evaluate its curriculum using a structured model such as Tyler's. Therefore, this study seeks to apply Tyler's model to assess the effectiveness of adult and non-formal education curriculum in Oyo State, with a view to identifying gaps and making recommendations for improvement.

### **Statement of the Problem**

Adult and non-formal education programmes in Oyo State have been designed to reduce illiteracy, promote lifelong learning, and enhance the socio-economic well-being of adult learners. These programmes are expected to equip participants with functional literacy, numeracy skills, vocational competencies, and the capacity for active civic participation. Despite these expectations and policy support from the National Policy on Education (Nigeria, 2013), the extent to which these objectives are being achieved remains uncertain.

Available observations indicate that many adult learners complete programmes without demonstrating the expected level of competence in reading, writing, numeracy, or practical life skills. In some cases, participation rates are inconsistent, and dropout rates remain high. These issues suggest possible deficiencies in the curriculum, including unclear instructional objectives, inappropriate learning experiences, poor organisation of content, and inadequate evaluation practices.

One major concern is the absence of a systematic and theory-driven evaluation framework to assess the effectiveness of the adult and non-formal education curriculum. Without such evaluation, it becomes difficult to determine whether the programme is meeting its intended goals or to identify specific areas that require improvement. This creates a gap between curriculum intentions and actual learning outcomes.

Although several studies have examined adult education in Nigeria, limited attention has been given to evaluating the curriculum using established models such as Tyler's Model of Curriculum Evaluation, which emphasises alignment between objectives, learning experiences, organisation, and evaluation. The lack of such structured evaluation has contributed to persistent inefficiencies in programme implementation.

It is against this backdrop that this study seeks to evaluate the adult and non-formal education curriculum in Oyo State using Tyler's model. The study aims to determine the extent to which the curriculum objectives are clearly defined, the learning experiences are relevant, the content is well organised, and the evaluation methods are effective in achieving desired learning outcomes.

### **Research Objectives**

1. To determine the explicit goals guiding adult and non-formal education curricula in Oyo State.
2. To examine the learning experiences of participants in adult education programmes in Oyo State.
3. To examine the manner in which instructional activities and learning experiences are structured and implemented.

4. To assess the effectiveness of adult and non-formal education programmes using the framework of Tyler's Model of Curriculum Evaluation.

### **Research Questions**

1. What are the stated objectives guiding adult and non-formal education curricula in Oyo State?
2. What types of learning experiences are provided in adult education programmes, and how relevant are they to learners' needs?
3. How are instructional activities and learning experiences organised and implemented in adult and non-formal education programmes?
4. How effective are adult and non-formal education programmes when evaluated using Tyler's Model of Curriculum Evaluation?

### **Significance of the Study**

This study will contribute to policy and curriculum development by providing evidence-based recommendations for improving adult and non-formal education in Oyo State.

For policymakers and education authorities in Oyo State, the findings of this study will offer evidence-based insights that can guide curriculum review, planning, and implementation. It will help ensure that adult education programmes are better aligned with the developmental needs of learners and the broader goals of the state.

The study will also benefit programme coordinators and facilitators by highlighting areas where instructional practices, learning experiences, and evaluation methods may need

improvement. This can lead to more effective teaching strategies, better learner engagement, and improved programme delivery.

Furthermore, adult learners in Oyo State stand to benefit indirectly, as improvements in curriculum design and implementation can enhance their acquisition of functional literacy, vocational skills, and life competencies necessary for personal and community development.

Conclusively, this study will support ongoing efforts to strengthen adult education as a tool for reducing illiteracy, promoting lifelong learning, and fostering sustainable development in Oyo State.

## **Review of Related Literature**

### **1. Concept of Adult and Non-formal Education in Nigeria**

Adult education is broadly defined as the process of acquiring knowledge and skills outside the formal school system, often aimed at individuals who missed the opportunity for formal education. In Nigeria, adult education encompasses literacy programmes, continuing education, vocational training, and civic education. Non-formal education complements this by providing flexible, community-based learning approaches tailored to the needs of diverse adult learners (Oduaran, 2018).

The National Policy on Education (FRN, 2013) identifies adult and non-formal education as strategic tools for poverty eradication, empowerment, and national development. However, challenges in implementation persist due to inadequate funding, insufficient monitoring, and limited alignment with learners' needs (Smith, 2019).

### **2. Tyler's Model of Curriculum Evaluation.**

The four models focus on philosophy and objectives, content and learning experiences, organisation and implementation, and evaluation and outcomes.

This model emphasises a logical relationship between objectives, learning experiences, organisation, and evaluation. It provides a structured approach for determining whether educational programmes are achieving their intended goals.

In the context of adult and non-formal education, Tyler's model is particularly useful because it focuses on measurable outcomes and practical relevance. By applying this model, educators and policymakers can identify gaps in programme design and implementation, and make informed decisions for improvement.

The application should therefore do the following.

- Identify the underlying philosophy and objective of Adult Education in Oyo State.
- Examine the alignment of objectives with the needs and goals of the learners and community in Oyo State.
- Analyze the relevance and effectiveness of the content, etc
- Examine the strengths and challenges of the implementation of the curriculum with the community.
- Access the outcomes and impact of the programme and participants in Oyo State

### **3. Critique and Limitations**

Although Tyler's model provides a logical framework for curriculum evaluation, critics argue that it is overly linear and rigid, particularly for adult and non-formal education, which thrives on flexibility and learner-centred approaches. Its strong emphasis on pre-set objectives may not always reflect the dynamic and evolving needs of adult learners (Smith, 2019).

Furthermore, the model does not explicitly take into account the social, cultural, and political contexts that influence adult learning in Nigeria. Nevertheless, despite these limitations, Tyler's model remains a valuable starting point for evaluating the relevance and impact of curriculum components.

### **Research Methodology**

A case study method was adopted to gather opinions, perceptions, and judgments from respondents in selected Adult Education Centres in Oyo State. Forty respondents were selected for the study. The population included facilitators, adult learners, programme coordinators, curriculum developers, and officials of the Oyo State Agency for Mass Education. A purposive sampling technique was used to select respondents, having considered their expertise and availability.

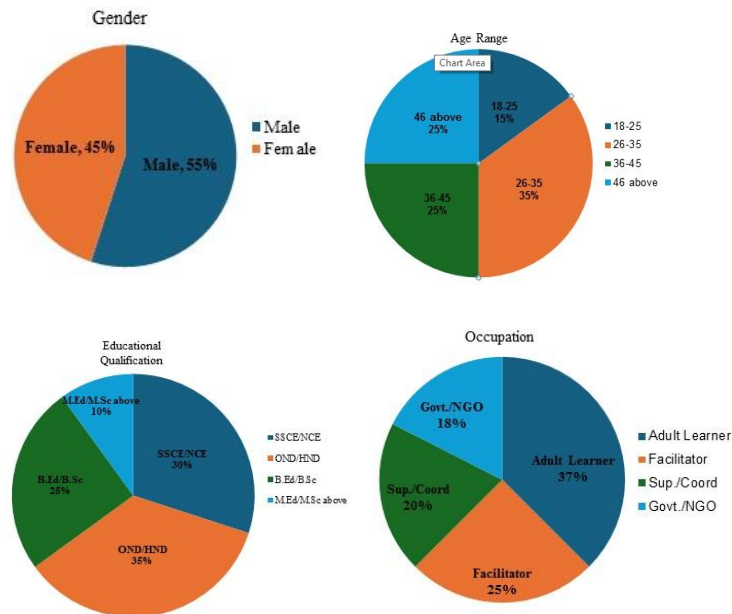
A structured questionnaire (EANFTM) Evaluation on Adult and Non-Formal Education with Tyler's Model, validated through expert review, with reliability testing using Cronbach's Alpha produced a coefficient of 0.81. Descriptive statistics (frequencies and percentages) were used, with pie charts to present the demographic profile of respondents in Adult Education Centres in Oyo State. Also, a structured questionnaire analysed Tyler's four steps to explore the views of adult learners, facilitators, supervisors/coordinators, and government officials/NGO representatives in the Adult Education Centre in Oyo State.

Data were collected using a structured questionnaire that explored the views of adult learners, facilitators, supervisors/coordinators, and government officials/NGO representatives. Descriptive statistics were used. Frequencies and percentages using a pie chart to summarise demographic data. Responses were analysed per step of Tyler's model, objectives, learning experiences, organisation, and evaluation.

Results

**Table 1: Demographic Profile of Respondents in Adult Education Centre in Oyo State**

Demographic Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	22	55
	Female	18	45
Age Range	18 - 25	6	15
	26 - 35	14	35
	36 - 45	10	25
	46 and above	10	25
Educational Qualification	SSCE/NCE	12	30
	OND/HND	14	35
	B.Ed/B.Sc	10	25
	M.Ed/M.Sc and above	4	10
Occupation	Adult Learner	15	37.5
	Facilitator	10	25
	Supervisor/Coordinator	8	20
	Government	7	17.5
	Official/NGO Rep		



**Table 2: Respondents' Opinions on the Objectives Step in Tyler's Curriculum Evaluation Model**

Criteria	Strongly	Agree	Disagree	Strongly
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	Agree (SA)	(A)	(D)	Disagree (SD)
Objectives are clearly defined	18	12	3	2
Objectives align with learners' needs and interests	15	14	4	1
Objectives are consistent with national education goals	20	10	5	1
Objectives guide instruction and assessment	16	13	4	1
Objectives are measurable and observable	14	15	5	1

The above table having excluded the Neutral (N) responses shows that 30 out of 40 respondents (18SA, 12A) support that the objectives are clearly defined. 29 respondents (15+14) support that the objectives align with learners' needs and interests. On whether the objectives are consistent with national education goal, 30 respondents (20SA, 10A) affirm, while 29 respondents (16 + 13) support that the objectives guide instruction and assessment. 29 respondents (14 + 15) agree, while 6 disagreed, and 6 remained neutral to whether the objectives are measurable and observable. Overall, this shows that there is a strong agreement among respondents that objectives are clearly defined, relevant to learners' needs, aligned with national education goals, and supportive of instruction and assessment.

**Table 3: Respondents' Opinions on Learning Experiences Step in Tyler's Curriculum Evaluation Model**

Criteria	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Learning activities are relevant to the stated objectives	17	14	3	1
Learning experiences are appropriate for adult learners	16	13	4	1
Methods used encourage active participation	15	13	4	2
Learning experiences cater to different learning styles	14	12	5	2
The learning environment supports engagement and retention	16	14	3	2

This table shows that 31 out of 40 respondents (17SA, 14A) were positive that learning activities are relevant to the stated objectives. 29 respondents (16 + 13) agreed, while 6 were neutral and 5 disagreed that learning experiences are appropriate for adult learners. Furthermore, 28 respondents (15 + 13) agreed, while 6 neutral and 6 disagreed that the methods used encourage active participation. 26 respondents (14 + 12) agreed, but 7 neutral and 7 disagreed that learning experiences cater to different learning styles. Lastly, 30 respondents (16 + 14) agreed, only 5 neutral and 5 disagreed that learning environment supports engagement and retention. Here the respondents show that learning experiences are considered relevant and appropriate, with strong support for active participation.

**Table 4: Respondents’ Opinions on Organisation of Learning Experiences Step in Tyler’s Curriculum Evaluation Model**

Criteria	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Learning content is arranged logically and sequentially	16	14	4	1
Progression from simple to complex topics is evident	15	13	4	2
Time allocation is appropriate for each learning segment	14	12	5	2
Organisation supports learner understanding and retention	17	13	3	1
Resources and materials are well coordinated and structured	18	12	3	2

From the table having eliminated the Neutral (N), it reveals how well the organisation of learning experiences is carried out in an adult or non-formal education programme. The number of respondents out of 40 who chose each rating (SA to SD) reflects the perceived strength or weakness of that aspect. 30 out of 40 respondents (16 + 14) agreed or strongly agreed that learning content is arranged logically and sequentially. 28 respondents (15 + 13) agreed or strongly agreed that most participants perceive a clear educational progression that aligns with adult learning needs. On issue of time allocation whether it is appropriate for each learning

segment, only 26 respondents (14 + 12) agreed or strongly agreed. 30 respondents (17 + 13) were positive that organisation supports learner understanding and retention. Finally, from the table 30 respondents (18 + 12) were in favour that resources and materials are well coordinated and structured. Finally, most respondents agree that learning content is logically organised, with clear progression and adequate resources.

**Table 5: Respondents’ Opinions on Evaluation Step in Tyler’s Curriculum Evaluation Model**

Criteria	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Evaluation methods align with the stated objectives	17	13	3	2
Evaluation results are used to improve teaching and learning	16	14	4	1
Multiple evaluation techniques are employed (e.g., tests, projects)	15	12	4	2
Learners receive timely feedback on their performance	14	13	5	2
Evaluation covers cognitive, affective, and psychomotor domains	18	11	3	2

Having removed the Neutral (N) responses, this table shows that 30 out of 40 respondents (17 + 13) agreed or strongly agreed that evaluation methods align with the stated objectives while 30 respondents (16 + 14) agreed or strongly agreed that evaluation results are used to improve teaching and learning. On multiple evaluation techniques should be employed, 27 respondents (15 + 12) agreed or strongly agreed, but 6 were neutral, and 6 disagreed. Further from the table only 27 respondents (14 + 13) were positive, and 7 disagreed or strongly disagreed that learners receive timely feedback on their performance. Lastly, 29 respondents (18 + 11) agree that assessment includes knowledge, attitudes, and skills. Overall, the findings show strong alignment of evaluation methods with stated objectives and positive use of results for improvement

### **Summary of Findings**

The findings indicate that Tyler's Model of curriculum evaluation has had a significant positive influence on curriculum development in Oyo State. The results show that curriculum objectives are clearly defined, aligned with learners' needs, and consistent with national educational goals, thereby promoting a focused and goal-oriented curriculum. Learning experiences are largely relevant and supportive of active participation, enhancing the effectiveness of teaching and learning processes.

In addition, the organisation of learning experiences is systematic, with logical sequencing and adequate coordination of resources, which aids learner understanding and retention. Evaluation practices are also well aligned with instructional objectives and are used to improve teaching and learning outcomes, ensuring continuous curriculum improvement.

However, some limitations were identified, including insufficient attention to diverse learning styles, challenges in time allocation, and delays in providing feedback to learners. Overall, the model has strengthened curriculum structure, delivery, and assessment, although improvements in implementation are still required.

### **Conclusion**

The adult and non-formal education curriculum in Oyo State partially aligns with Tyler's model. While theoretically sound, gaps exist in learning experience delivery and evaluation systems. These weaknesses hinder the goal of equipping learners with relevant functional skills.

## Recommendations

The study recommends improving access to programme participants by adopting more flexible and inclusive strategies, such as community-based engagement and the use of local facilitators to reach a wider audience. To address the challenge of limited resources, stakeholders should prioritize increased funding, better allocation of materials, and partnerships with government and non-governmental organizations to support programme delivery.

In addition, future studies should strengthen data collection processes by using multiple methods e.g., interviews, observations, and digital tools to enhance accuracy and depth of information. Expanding the sample size and ensuring better coverage of participants will also improve the reliability and generalizability of findings.

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