

The Problems And Prospects Of Adult Education In Nigeria

Rukayyatu Tukur Ribadu

Department of Adult and Non-formal Education,
Federal College of Education, Yola, Adamawa State, Adamawa State, Nigeria

Abstract: *The paper look into the problems and prospect of adult education, first and foremost the paper stated adult education is weapon against ignorance, disease, squalor and poverty and as a means for raising enlightened lively and industrious citizenry. The paper also stated that the objective of adult education is to provide functional literacy for those who missed out school and to provide vocational and professional training for categories of workers. The paper talked of the three types of adult education. Learning as entire range of formal, non-formal, informal. The paper also explained innovation in adult education which are designed programme that include post literacy, continuing education, sand wish, women education and basic literacy. The paper discussed that adult education has faced a lot of problems which include inadequate funding of the programme and unqualified personnel but recommended high share of budgetary allocation of the programme and employing qualified staff to strengthen and develop the programme in the country.*

I. INTRODUCTION

WHO IS AN ADULT?

Ngcareers (no date) biologically says, an adult is a human or other organism that has reached sexual maturity. In human context the term adult additionally has meanings associated with social and legal concepts. In contrast to a “minor” a legal adult is a person who has attained the age of majority and is therefore regarded as independently self-sufficient and responsible.

THE CONCEPT OF ADULT EDUCATION

Unesco(2012) the term ‘adult education’ denotes the entire body organized education processes, whatever the content level and method, whether formal or otherwise, whether the producing or replace initial education in schools, colleges and universities as well as in apprenticeship where by person regard as adult it by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social and cultural development, adult education, however,

must not be considered as entity in itself, it is sub division and integral part of a global scheme for lifelong education and learning.

Realm (2011) Adult learning is defined as “the entire range of formal non formal and informal learning activities which are undertaken by adults after a break since living initial education and training and which results in the acquisition of new knowledge and skills.

European commission in realm (2011) defines adult learning as all form of learning undertaken by adults after having left initial education and training, however far this process may have gone (E.G including tertiary education).

According to Mohammed (2015) there is an officially recognized definition of literacy and adult education for a long time is a means to provide people who did not finish education opportunities, for literacy was the major component of adult education overtime, the concept of literacy education on right, health, etc. He further stated that adult education can also be defined as any organized and sustained education activities place both within and outside educational institutions, for person of all ages. It aims the education needs of leaners not enrolled in formal education, those who have dropped of school or those have ever had a chance to receive formal schooling due to a complete intricate set of social, economic reasons as well as the failure of basic education systems to students, these may be adult’s youth or children. He further

stated that adult education become more diversified recently in terms of levels, goals, content, methodologies, teaching learning skills, monitoring of progress and evaluation of results. It should not just target literacy but most also promote contemporary thought, critical thing, adaptation to market.

II. THE OBJECTIVE OF ADULT EDUCATION IN NIGERIA

National commission for mass literacy adult and non-formal education (2013) in Ewruizie (2013) adult education in Nigeria is presently geared toward national development. The objective of the process of adult education and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour. The policy on education states of adult education as:

- ✓ To provide functional literacy for adult, who have never had the opportunity of any formal education?
- ✓ To provide functional and remedial education for those young people who prematurely dropped out of the formal school system.
- ✓ To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- ✓ To provide in service and on the job vocational and professional training from different categories of workers and professionals in order to improve their skills.
- ✓ To give the adult citizen of the country an aesthetic, cultural and civic education for public enlightenment.

Monye (1981) in Ewuzie (2013) opines that all these objective have one end, in view to equip the adult with everything he needs for life in order to be relevant to his society by helping to solve some of its problems. We have to recognize that development is of man by man and for man, is the master of law destiny and adult education serves to bring about fundamental changes in man's attitude and life style. To survive people must have awareness and to become aware they must be literate.

III. TYPES OF ADULT EDUCATION

According to Ngcarees (nd) the learning of adult education happens in many ways and in many contexts just as all adults lives differ. Adult learning can be in any of these contexts. i.e.:

- ✓ Formal-structured learning that typically take in an education or training institution, usually with a set curriculum and carries credentials.
- ✓ Non-formal- learning that is organized by educational institution but no credentials. In non-formal learning opportunities may be provided in the work place and through the activities of civil society organizations and groups.
- ✓ Informal education-learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e g) community working class.

IV. INNOVATIONS IN ADULT EDUCATION

To meet the designed objective of adult education. Innovative programme have been put in place such as:

BASIC LITERACY PROGRAMME – This is a one month programme organized and financed by other local government councils in some state of the federation. It is held under the coordination and supervision of the state ministries of education. Ibenegbu (n d) basic literacy is designed to provide people an opportunity to learn how to read and count. This programme last for 6-9 month it's an equivalent of 3 years primary education.

POST LITERACY PROGRAMME - According to federal government of Nigeria (2014) in David book (2011) post literacy is organized by the ministry of education in some state of the federation for completers of basic literacy programmes and drop out from formal primary schools to upgrade their knowledge to the level of first school leaving certificates.

According to Ibenegbu (nd) post literacy is designed for the basic literacy programme graduates. The duration of the programme is 12 months.

V. CONTNUING EDUCATION

According to Ibenegbu(nd) it's the next step after the post literacy education. It's an equivalent of complete secondary school education in the frame work of continuing education. These specializations are the labor, workers, prison, industrial, remedial and open education.

WOMEN ADULT EDUCATION PROGRAMME - According to federal government (2004) in Tascany academy (2006) this programme is structured by Christian missionaries and local government councils. The bureau of education offer grants to charitable organization to lesson cost. The course exclusively designed to develop the service literate and illiterate women in the society.

SANDWISH PROGRAMME - Federal government (2004) cited in Tascany academy (2006) that this is planned by different institution of higher learning in the country for adult who are engaged with other commitments for most of the year and who can come into their various schools when they can meet the expense of it.

DISTANCE EDUCATION PROGRAMME - Federal government (2004) stated in Davidebooks (2011) this programme is controlled by the state ministries of education and some higher institution in the country. It is intended for all those who for the reason of their age are unable to enroll in the normal or formal educational system. The means of teaching is by letters, radio or television.

NORMADIC EDUCATION PROGRAMME - According to Aderinoye (2007) it is designed to provide access and brighter opportunities for all its citizens regardless of where they live.

VI. STRATEGIES OR PRINCIPLES OF ACHIEVING ADULT EDUCATION PROGRAMME

Wikipedia (nd) the principle of andragogy flow directly from an understanding of the characteristics of adults as learners and can be recognized when we understand the characteristic of adult and see the way those characteristic influence how adult learn best, there are principle of learning that distinguish adult learners from children and youth.

- ✓ Adult cannot be made to learn. They will only learn when they are internally motivated to do so.
- ✓ Adult will only learn what they feel they need to learn. In other word they are practical.
- ✓ Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
- ✓ Adult learning is affected by the experience each adult brings.
- ✓ Adult learning is problem-based and these problems must be realistic. Adults like finding solution to problems.
- ✓ Adults learn best informally. Adults learn what they feel they need to know where as children learn from a curriculum.
- ✓ Children want guidance. Adult want information that improve their situation or that of their children.

VII. PROBLEMS OF ADULT EDUCATION

Adult education attempts to improve the quality life of the learner, but there are so many factors hinders adult from learning, some of them are as follows:

Wikipedia (2018) stated that adults have barriers and challenges against participating In learning and continuing their condition, some of these barriers include the lack of time, balancing career and family demands, finance and transportation. As well, things such as confidence, interest, and lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with adult education that causes these barriers.

According to Hussain (2013) so many factors combined to hinder the programme of adult education, which include inadequate funding, the budgetary allocation to adult education at all level of government is grossly in adequate especially when compared to the formal education sector. More importantly non-formal education is excluded in the share of two percent consolidated fund meant for basic education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to non-formal education sector.

He further stated that there is lack of inadequate number of instructors or personnel who possess information and communication technology skills, is a serious challenges to Nigeria desire of becoming a key player in the information and communication technology skills across non-formal education literacy in the country.

Hussain also assert that there is inadequate number of qualified personnel, appointment of non-formal professionals and trained facilitators who do not understand the use of andragogical techniques. Primary school teachers and even

school certificate holders are usually appointed as facilitators. According to NMEC (2008) Nigerian certificate in education (NCE) should be the minimum teaching qualification in compliance with the provision of national policy on education to ensure that quality delivery in adult and non-formal education. Statistic revealed that there are still grade 2 teachers and even less qualified personnel teaching in the non-formal education centers and are not fully trained in the andragogical methods.

He also stated that there is poor record keeping in NFE. This has seriously affected the data base needed for adequate planning and implementation of non-formal education intervention programmes. This also affects the tracking of learners performance and transition from one level to another.

According to Anon (nd) ignorance and poverty is one of the problems of adult education because individual who suffer from ignorance and poverty, even if they join adult education course by compulsion are under pressure and they soon drop out also ignorance deprives them of benefits of education .

He further stated that there is gender related problem that is woman and girls are major clientele for adult education programme. The superiority of men and the secondary status given to women keep many women and girls away from education men by and large do not approve of women going out to attend classes to educate themselves, because housekeeping and child rearing will be neglected or will have to be shared. The customs tradition and superstitions add to the dropout rate.

Anon (nd) also mention that there is confidence related problem. If the teacher has a correct perception or opinion of his/her students the teacher will have confidence in the students' progress and ability. A negative attitude will contribute to the failure of the programmes. If the teacher has a positive attitude to students it will result in the success of the programmes. He again view migration problem as another factor of adult education because learners mostly of socio-economic status migrate in search of jobs or are less stable in their occupation. They move in search of jobs or are less stable in their residence, in fact their life are distributed that they do not have any time for adult education programme. They need to put in more time in learning, which again is in conflict with their migrating life.

Anon (nd) also stated health problem as one of the problems of adult education because the poor who form the majority of adult learners suffer most from illness and ailments including evil of too many children, which affect the health of the mother and also the case of the children. Poor housing and unhygienic toilets facilities make it still worse. At the slightest discomfort or ailment (An illness that is not very serious) they drop out adult education programme.

VIII. WAYS OUT

- ✓ Understanding what motivates adult learners and what their barriers are can assists in enrolling more adult learners. When adult learners know clearly the benefits of their continuing education such as getting promotions or better job performance, they are more likely to be motivated to attend.

- ✓ There is need for government to improve adult education programme by given them high share in the budgetary allocation
- ✓ Provision of adequate number of literacy instructors who possess information and communication technology skills and make effective use of information and communication technology.
- ✓ Employment of qualified personnel with proven ability so as to strengthened the system and help in the development of adult and non-formal education in the country.
- ✓ The personnel involve should keep good record for proper planning and implementation in order to improve the programme.
- ✓ There is need to establish out-reach programmes at the learners door step, make the programme free of charge to make organize sensitization programmes to make them aware of literacy.
- ✓ Let the instructors use pedagogy strategy so as to let the learners have interest, participate and benefits.
- ✓ After, they are trained job skills, they should also be provided with loans to enable them become self-reliant and make them stable in a place.

IX. CONCLUSION

Adult education does not only constitute literacy or corrective education to seal a breach but adult education is desirable and sought after by each and every one is provided, that they are alive and despite the consequences of their earlier education. No nation can develop beyond the level of education of it people and Nigeria cannot be an exceptional. The educated adults are the leaders, planners, policy maker, dictators and above all they are implementers. Even if education of adult is delayed by the time that they are opportune, they will function by serving as advisers to the leaders (their mates).

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