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Issues and prospect of adult literacy programmer in Sokoto state, Nigeria

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Abstract

This paper aims at expatiating the issues and prospect of Adult education in Sokoto state, Nigeria, the writers were able to bring out the brief historical background of Adult education, concept of Adult education as it is viewed by the educational tycoon and other scholars, the paper also discussed about Adult literacy in Nigeria, Basic programmes in Adult education, methods of teaching Adult as well as contemporary issues in Adult education programmes, the writers also determined to highlight the problems of Adult education in Nigeria and Sokoto state as well. The paper also explained the strategies to the solution of Adult education problems and way forward. The writers/researchers concluded the paper and offer suggestions as follows: Government should try to provide enough funds to purchase learning facilities for effective learning in adult schools

centers in Sokoto state. The government should send unqualified teachers back to school and also more qualified and trained teachers should be employed in adult education learning centers. Government should fully support adult education programme as it has been done in formal education. Books related to adult education programme should be made available for both teachers and students for effective instruction and learning. The inspectors should try as much as possible to frequently visit and inspect adult education, centers and necessary report should be made available to the stake holders. Authority concerned should ensure effective implementation of the reports been brought to them. The budget allocation for adult education programme should be improved for smooth running of the activities of adult education programs in Sokoto state.

Keywords: Issues of Adult education concept of Adult education and Adult Literacy Programs

Introduction

Adult education is the education provided for all men and women who are beyond the aged of 21 and above. This is according to biological definition based on assumption that an adult is anyone who's age is 21 and above. The definition forgot that in some countries men aged 18 are considered as adult for the purpose of election and other responsibilities Okedara (2008) ^[13] Adult literacy education includes the body of knowledge, accumulated in pre-literate and non-literate societies. It is known that such societies provided some knowledge and skills covering most faces of human endeavors for instance, religion, politics, work play languages, health and morals. It is only reasonable to accept such programmes aimed at the adult population, as adult education. Illiteracy is a situation whereby an individual is unable to read and write. It is also a state of ignorance. According to Anyanwu (2008) ^[1]. In Nigeria today there are nothing less than sixty million illiterates 33% of Nigerian population. This is really a great problem hence the national mass literacy campaign was formed in 1982. An illiterate person is totally ignorant of what is happening in the country, he may totally be ungovernable he cannot debate policies and matter affecting him generally. He cannot teach anything. It is unfortunate that these people from the bulk of farmers in the country extension workers cannot teach them modern method of farming. The illiterate are often cheated whenever they go, they cannot read letters and their intentions are always misunderstood. An illiterate is always at risk. He cannot read and write in certain places.

History of Adult Education in Nigeria

The history of adult education in Nigeria dates back to the 40's. According to Aderinoye (2006) ^[2] Holy trinity Anglican school started evening classes in Kano in 1940. Continuing, he informed us that experiments in community development and literacy began in Udi in 1942 with Chadwick E.R as the organizer. He also wrote that as far back as 1958 before our independence in 1960 an association known as Adult Education Students constituted what was called a conference at the University of Nigeria, Nsukka. The committee was charged with the preparation for launching of a national body and a constitution to be examined in conference proposed to hold University of Ibadan in December 1967.

Unfortunately, the civil war in the country made the realization of their dream impossible until 1971 when the association war transferred into a national body called Nigerian National Council for Adult Education (NNCAE). The aim of the council was to achieve 100% literacy rate in Nigeria. In the same 1971, Chie A.y. Eke as the Minister for Education called for a ten year 1974-1984 mass literacy campaigning and served as the founding chairman of the National Mass Education Commission. Following the pressure as the federal government for recognition of the discipline of adult education, a unit called adult education was created at the federal ministry of education in 1974. This is why many scholars in adult education class that the history of field in Nigeria should be dated 1974 Aderinoye (2006) [2] The administration of Alhaji Shehu Shagari in 1982 call for the United Nations Economic Social and Cultural Organization (UNESCO) for total eradication of illiteracy from the world declared 1982-1992 as a ten year mass literacy campaign period. In 1987, the federal government directed all state governments in the federation to establish adult and non-formal education agencies to execute literacy education. In 1990 a decree was promulgated establishing a national mass literacy commission.

Conceptual clarification

Concept of Adult

Different parameters are used in defining an adulthood amongst which are Biological, chronological, historical, psychological, economic, political and social amongst others. Nzeneri (2002) [14] defines adult as one who is physically and psychologically matured and is socially economically and politically, responsible. According to Adesanya (2005) the term adult is difficult to define because it varies from one society to another and has changed overtime. The boundaries that determine who is considered an adult can depend on action (i.e legal age to fight war, drive a car and vote among others), activities (i.e age that one can begin to work) and/or responsibilities (i.e marriage age, age to begin supporting family). UNESCO (1976) gives a recommendation of who an adult is: it is a person regarded by the as such by the society to which he/she belong.

Concept of Adult Education

Adult education can be defined as any learning activity in which those considered as adult by their respective societies engage. However, Gboku and Lekoko (2007) [15], defined adult education as a process whereby person who no longer attend school on regular and fulltime basis undertake a sequential and organized activities with the conscious intention of bringing about changes on information, knowledge, understanding or skills, appreciation and attitudes or for the purpose of identifying and solving personal and community problems. On the other hand, an adult education programme is a programme designed on a fulltime or part-time basis to help the participants acquire knowledge, skill and behavioral change that will engage participants in solving their problems (Gboku & Lekoko, 2007) [15].

The Adult Literacy in Nigeria

In every missionary stations founded by the shed adult and Sunday schools featured as part of evangelization programme. The idea was to make every convert literate, so that he could read the Bible. In addition, it was hoped that a

convert would be able to communicate with his children in school, write to them and read their school reports. This was the ideal plan, but because there were not enough teachers to cope with the worth of extending literacy to the masses of the converts, and also due to the united funds available not much work was done by way of adult literacy.

This new effort of spreading literacy among the masses was designed to generate community development in Nigeria. Literacy was expected to be an instrument for opening up the eyes of men and women to the advantages of development. It was intended to help people appreciate the need for better life in the various communities Fredrick H (1987) According adult literacy centers in Nigeria Insisted that all literature must be made relevant to the reading audiences; this explained various forms of greetings, salutation, farming skills and techniques as well as cultural practices, formed the core of most of the literature adopted for literacy classes. However, some isolated programme persisted to maintain the interest in adult literacy in part of the country.

According to Olumukoro C. (2008) [9] in his book said that any education that engages adult can be called adult education. In Nigeria, however, the use if thus term is restricted, and comes closer to the definition which states that "adult education is a process whereby persons who no longer attend school on a regular and full time basis (unless full time programmes and specific all designed for adults) undertake sequential and organized activities with the conscious intention of bringing about changes information, knowledge, understanding or skills, appreciation and attitudes or for the purpose of identifying and solving personal or community problems. There are no upper abilities in adult education.

Basic Programmes in Adult Education

The skill of reading and writing (i.e literacy) is the most basic and most important programme in adult education, without literacy, people cannot learn the useful information needed for survival and happiness throughout life. When a literacy programme is mixed with the reading of another skill, which is useful either to the individuals or the society, it is known as functional literacy most of the time, the additional programme gets the name of work oriented functional literacy.

Both, literacy and skills are easy to learn if they are taught by properly trained instructors. Trained instructors motivate their students and adjust the programme of learning to the needs of their learners. But where instructors are not available or in short supply, these basic courses can be taught by programmes instruction, this involves the teaching of several groups of similar background in a step-by-step method. In a situation like that, however, the students should be determined and highly motivated. Once a student has mastered a basic programme in literacy, he is prepared to take a higher programme in literacy; he prepared to take a higher programme, either through a teacher or through the mass media. Some programmes need a background in numeric as well, after the successful completion of a programme in literacy and numeric; the students are ready to take courses according to his aptitude and intelligence. In Nigeria, there are five major categories of adult education programmes.

Remedial and Professional

This field of adult education is meant to meet the needs of adult to achieve functional literacy. A large number of adult who drop-out of the formal school system also use remedial

education to improve their knowledge and competence on the job.

Vocational Technical and Professional

The category of adult education have a lot of potential for developing country like Nigeria. Technological development in Nigeria depends on a consciously planned programme of constant training and retraining of various groups of workers on the job to improve their skills. Through a series of training over a long period, a same skilled worker can be made into a professional skilled worker in his job. This output could be an effective means of increasing manpower output and productivity.

Death Welfare and Family Living

There is need for public enlightenment. In this area of adult education. It tends to promote community hygiene, family planning, child care, family relations. The need for this kind of training in Nigeria society today cannot be over emphasized.

Civil Political and Community Competence

Civil responsibilities and political awareness are necessary goals for any modern society. Adult education in this category aims to achieve his goal, political process voting right and the use of national census are very important issues that need public enlightenment.

Self-Fulfillment among Adult

Some adults were for fulfillment in one thing or another. And elderly person might be eager to learn to read. Functional literacy will bring self-fulfillment for such a person. The adult can through adult literacy programs learn to read the newspaper by himself. It seems that not every adult education programme is oriented towards material gain. An adult might desire to play the plan so learn how to drive a car for self-fulfillment.

One important factor to remember when planning a curriculum for an adult is to make sure that the needs of the adult group are met as much as possible.

Characteristics of the Adult Learners

For a long time, there have several myths about the learning of adults. These myths have played their roles in retarding the progress towards developing a meaningful adult education programmes. The myths have influenced the subject taught, worse still, these, myths have affected the way an adult learner has viewed his or her ability to learn, some of the myths have been expressed thus

1. You cannot change human nature. This is usually expressed to man that while the youth is smart, able and intelligent an adult is old and incapable of learning by nature.
2. Similarly, is myth that is expressed you cannot teach old dog new tricks.
3. There is also the myth that looks at learning as a process of pouring knowledge into the head of learner. In this sense, it is thought that a young child still has a hole in his head to receive knowledge and an adult has already had the hole in his head blocked. For example when a young does not do well in his studies, a teacher calls him a blocked head. Bown and Okedara (2009) ^[16].

There are many other myths impeaching adult learning this is

possible especially when learning is conceived as affecting intellectual ability only. We should remember that there is learning affecting the practical use of hands and learning affecting heart through altitude change.

Recent psychological studies and experiments on the earning of adult have proved these myths when an American psychologist Edward Lee Thorndike (1990) ^[7] definitely dispelled the notion that adult are not capable of learning. In the country, Thorndike studies show that, on a graph scale the curve of ability to learn constantly rises until it reaches a plateau at about the age of twenty-five years. After a period of some years the curve gradually declines at the rate of one percent in a year. But the decline seems very gradual that no adult person of uplifting years of age should discourage from try in to learn anything he needs to know. Naturally, these findings gave scientific confirmation to the great hopes that had long been put on the education of adult, it was only after such research studies were conducted that efforts began throughout the world to promote adult education. The age old prejudice against adult learners was finally broken at least partially.

The adult learner has other characteristics that make it possible for him to be an achiever, as much as if not more so, than young learners. Psychologists have long recognized the importance of motivation in learning. One characteristic that an adult learner exhibits is his sense of purpose and commitment. An adult who voluntarily subject himself to an adult literacy class must have developed a specific need and tried to be literate. Therefore he attends to his duty with mutinous purpose and dedications. As a result he leaves batter and probably faster. Another aspect of this is that adult learner because of his and experiences life, grasps the meaning and relevance of subject matter more quickly than a young person. These conditions promote rapid learning in adult. Those who counted that adult cannot learn are very limited views they don't even know what learning is and how to measure it.

Adult Education and Methods of Teaching

a) Adult Educator

The tutor of adult has to possess certain qualities he has to be experienced and material in age comparable to the age group of adult that he is about to teach. Especially in Nigerian society where age means so much, it will be repulsive to adult to have a young man of the age of their children to teach them. The tutor must be accepted by the adult class he is to teach, otherwise the adults could develop a mental block to whatever he is about to teach them.

Also the tutor must have the ability to relate to the adult teaching. He should try to know their backgrounds and needs. He should be aware of the individual differences among the members of the adult groups. Sometimes an adult education group is very heterogeneous. There could be truck drivers, electricians, shopkeepers, housewives, teachers, in the group. The tutor in his class.

Above all, the tutor of adult classes should be patient tolerant, humble and hardworking. He will be needing all these qualities to be able to contribute effectively to the demand and needs of the adult group. Adult, unlike young children, are much more experienced. More demanding and critical, many of them know what they want and if they are not satisfied they will complain. A teacher or adults has to constantly get feedback from his class to find out if he is reaching his audience or not.

B) Methods of Teaching Adults Learners

The method that will be suitable for teaching adult has to be informal and must allow for inter-personal contact. Adult have varied experiences and background and tutor has to fine a method of teaching that will enable him to draw on the experiences of the adult, in relating the subjects to be taught to them. The lecture method, because of its impersonal nature, will not be suitable for teaching adults. The lecture method will alienate adults and will not be able to relate to their needs and background. The lecture method will create a discussion between the teacher and the taught, and this should be avoided at all cost in an adult education class. Adult education class should aim to bring the co-operation and learning to gather between the adult class and the tutor.

C. Team Teaching

It might even be desirable that adults should be exposed to more than on tutor in the same subject area; tutors can go into some kind of team teaching. Team teaching coupled with a well-organized system of class discussion, could be a very effective way of dealing with adult classes. Team teaching should be differentiated from team teaching. Team teaching provides that two or more tutor simultaneously be present to expose different aspects of a course. Team teaching is more common in practice than team teaching for many obvious reasons.

Contemporary Issues in Adult Education

The first thing that should be pointed out on the set is that adult education is relatively new as an academic discipline in Nigeria. As a result it faces many problems as a new discipline struggle for recognition those problems are many and diversified. For our purpose here in this project, it will suffice to group the problems of adult education into the three categories.

1. The problem of recognition of adult education as a discipline and profession.
2. The problem of the administration of adult education.
3. Problem relating to the teaching of adult education.

A. Adult Education as an Academic Discipline

In order to have discipline, there must be a body of subject matter made of concepts, facts and theories, so order that it can be deliberately and systematically taught. Adult education as a non-formal system of education has to undergo a process of development to make it comparable in content, structure and organization to the formal school system. In this area of content and structure, adult education will need to build up a body of technical terminologies specific to the field of adult education. Such terms and expressions can be assembled in a dictionary of adult education such a dictionary will facilitate communication among adult education practitioners. Every discipline has to go through this phase of development. With dictionary on adult education it will also make it possible for adult education to communicate with the outside world. Finally reason in adult education will be able to have common concepts and ideas on which to organize research work.

B. Administration of Adult Education

The scope of adult education is very broad and diversified in content it is difficult to contain it under administration umbrella. Closely connect to financing adult education the training and conditions of source of adult education are not

sufficient. People find it difficult to get government assistance to study conditions of services in the government ministries. All these problems need to tackle realistically to give the field of adult education the much needed impetus to become a respectable field of study.

C. The Teaching of Adult Education

The issue under this section is how to make the body of knowledge, concept and ideas of adult education more into the main stream of National educational development. The Nigerian national council for adult education recommended in 1973 that a national adult education programme be included in the curriculum of all teacher education college. This recommendation has been accepted in principle by the federal ministry of education. Its implementation is still been worked out. Such a programme will be an importance of the life-long education for all.

Various Types of Programmed

1. Directed Change

Many times the elite in the ministries and agencies identify needs plan programmes and they try to obtain operation from the various communities, in carrying out their programmes. The advantage of this type of directed and to some extend authorities approach to change is that result as a usually rapid. The disadvantage is that local people often present this approach and do not take good advantage of resources developed in this way. Often they do not understand the utility of these programmes.

2. Non-Directed Change

The alternative is to encourage local communities to establish their own plane. This encourages maximum support of the project, people who developed their own resources are usually those make good use of them and will maintain them as well. The disadvantage is that this process may seem very slow.

Problems of Adult Education Programme in Nigeria

According to Jenson (2013) ^[6] the following are challenges facing adult education in Nigeria.

- a. Failure of the UBE act to give adequate recognition to adult and Non-formal education as a key sector of basic education.
- b. Accessibility: in the world of rapid challenges adult education should be established at the door steps of all the interested adult learners so as to avail the opportunity for learning, however, all citizens should have the opportunity to develop themselves throughout their life at whatever age to acquired knowledge and know how to better pilot their life at whatever age.
- c. Inadequate funding: the budgetary allocation to adult education at all levels of government is grossly inadequate especially when compared to the formal education sector.

Problems of Adult Education in Sokoto state

According to Shehuin (2010) his paper presented at department of adult education at (UDUS) Sokoto, stated the following as the major problems of adult education in Sokoto.

- a. Inadequate finance
- b. Inadequate qualified staff
- c. Inadequate resources and school building
- d. Inadequate supervision by the officials.

e. Poor Training and retraining programs of staffs:

The financial problems for the execution have always been known to be very high the reason for this are not for the fetched being the level of education that employs more staff than any other required buildings them any other. The huge cost is not un-expected.

A. Inadequate qualified teachers

The problem of insufficient qualified staff is one that transcends. All levels of education especially in Sokoto state and in the country as a whole, it's however more cute at the lower levels where training is necessary for effective teaching. Although successive government in the country has a place considerable attention to the training of teacher turn-out from this college has hardly ever met required number.

B. Inadequate resource building

Effective running of schools to achieve desired result can hardly be achieved in Sokoto state without adequate resources like Liberians, audio-visual aids and class-room buildings the result of these problems is that instruction at the primary, secondary and higher institution which should ideally avoid much talking is nearly always carried out through the lecture method.

C. Inadequate supervision

This problem is one of the problem in which sokoto state is seriously feeling, it relates very much to that of teaching staff since supervision also required the services of staff. Lack of adequate supervision occur because of the alarming number of school that are continuously being opened with such increases the necessary to affected any significant change in the schools.

Strategies for the Solution of Adult Education Programme in sokoto state

According to Gbokulekoko (2007) ^[15] made the following recommendation to be as.

1. Upward review of facilitator remuneration (allowance) payment of facilitators should be in accordance with the minimum bench mark as set by the non-formal or allowances.
2. Recruitment of adequate and qualified facilitators:- Person with Nigerian certificate in education and specialization in adult education should be employed as facilitators in the non-formal education centers.
3. There should be intensified and sustained advocacy sensitization and mobilization of all stake holders to come and support adult and non-formal education in the country.
4. Regular and effective monitoring of program at all levels. It is essential to train and re-train manpower to manage monitoring and evaluation activities in the non-formal education.

Conclusion

The research concluded that, the attitude of people towards adult education is positive as many of the literature viewed that the programme is welcome development and a road map to adult literacy in Sokoto state. The researchers' discover

that many of the students have benefited from the programme. Similarly the researchers also found various problems facing the adult education, in Sokoto state. Such as lack of qualified facilitators, lack of full support by government. Provision of adequate instructional materials teachers should be train and retrain to increase their knowledge and government should fully support the programme.

Suggestions'

1. Government should try to provide enough funds to purchase learning facilities for effective learning in adult schools centers in Sokoto state.
2. The government should send unqualified teachers back to school and also more qualified and trained teachers should be employed in adult education learning centers.
3. Government should fully support adult education programme as it has been done in formal education.
4. Books related to adult education programme should be made available for both teachers and students for effective instruction and learning.
5. The inspectors should try as much as possible to frequently visit and inspect adult education, centers and necessary report should be made available to the stake holders.
6. Authority concerned should ensure effective implementation of the reports been brought to them
7. The budget allocation for adult education programme should be improved for smooth running of the activities of adult education programs in sokoto metropolis.

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