
THE PROBLEMS AND PROSPECTS OF ADULT EDUCATION IN NIGERIAN EDUCATIONAL SYSTEM

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ABSTRACT: *This paper focuses on the problem and prospect of adult education in Nigerian educational system. It takes a critical look at the introductory aspect of the subject matter, conceptualization of the framework, objective of adult education, problems of adult education in Nigeria and its prospects in educational system. These include quality training in character and learning in various modern techniques, regular recruitment of quality and efficient teachers, adequate and regular payment of teacher's salary and remuneration among others. These finding offers, basic education and literacy programme to undeserved and hard-to-serve populations, providing an alternative avenue to formal schooling wherever official mechanisms for crossover and equivalent are provided.*

Keywords: Adult Education, Problems and Prospects.

Introduction

Education is generally viewed as the most important instrument for change, progress and development by all societies the world over. Throughout human history, education remains the most important agent of social conservation and transformation, and indeed the most significant means by which the experiences and the overall cultural disposition of all human communities are transmitted across generations revealed that. Equally important to note is the fact that the educational system of society evolves from within the values, need an aspirations of such society. Adult education simply means the type of education which specially designs for people who were chanced to go to an earlier stage and those that want to improve their education while working. It is a form of educational programme design to equip the adult members of the society with literacy and numeracy skills required for their day to day activities in the society. There are several problems of adult education in educational system these include, people who are more attracted to success than failure. Also people tend to perceive according to experience. The association of school failure experience in childhood can scare an adult off any anticipated educational programme. Prospect is the important part of the programme which benefits could be derived from it, that is to help in promoting literacy and understanding for adult and become self-employed in order to improve the nation. Therefore, this paper addresses the following objectives, offering basic

education and literacy programme to undeserved and hard-to-serve populations, providing an alternative avenue to formal schooling wherever official mechanisms for crossover and equivalent are provided.

Adult Education

According to Okedara (1996) viewed, Adult education as educational programme designed for the adult without any legal compulsion. The point in this definition is that adult education is meant for the adult and participation is essentially out of the free will of the adult. UNESCO (1994) also viewed Adult education as covering all organized educational activities provided for people who are not in regular school and university system and are generally fifteen and older.

Problems

According to Michael (1981) viewed that, literacy has been regarded as an enemy and evil which keep people in darkness, bound to their traditional superstitions which makes the people resist change in their ideas and isolated from progress.

Prospects

According to Tambarawa (2011) sees, Prospect as the important part of the programme which benefits could be derived from it, that is to help in promoting literacy and understanding for adult and become self-employed in order to improve the nation.

Objectives of Adult Education

The national policy on education (2004) 4th edition, mentioned the following objectives such include;

- To provide functional literacy education for adult who have never had the opportunity of any adult formal education.
- To provide functional and remedial education for those young people who primitively drop of formal school system.
- To provide further education for different categories of completers of the formal educational system in order to improve their basic knowledge and skill.
- To provide in service and on the job vocational and professional training for different categories of workers and professional in order to improve their skills.
- To give the adult citizens of the country aesthetic, cultural and civic education for enlightenment.

Problems of Adult Education in Nigerian Educational System

It is an established fact that every organization has obstacles that hinder of prevent its development adult education like other organization also have the same problems that hinders its development and especially progress, such problems are;

- ❖ Lack of personnel and motivation: that is only few trained personnel are in adult education
- ❖ Lack of academically trained personnel: there is also a problem faced by adult education because when there inadequate academically trained personnel from the teacher when learning will not be effectively.
- ❖ Ignorance: these also affects the development of adult education in Nigeria because many adult thought that learning is for children and youth when they are over age then they feel discouraged to go to school.
- ❖ Truancy: this is also a problem faced by adult education because it is hardly for teacher to control the adult because everyone is responsible for himself. They do what they want to do at any time they feel. Sometimes because of ay to day activities they are unable to attend the school.
- ❖ Lack of adequate teaching staff: report from the various state in the country revealed the shortage in the supply of staff in adult school.

Prospects of Adult Education in Nigeria Educational System

Tambarawa (2011) cited, Anyanwu in his book of adult education in Nigeria pointed the out that, no true advance can be made without educating the masses. And that the ideal state is the one which everyone has not only the power but also the competence to debate and decide matters of national and international interest. Unfortunately due to political and economic instability, religious misunderstanding and cultural backgrounds education has been basically neglected. The result is that many children reaches the age of adulthood but cannot read and write, Michael Omelewa (1981) stated that;

"Literacy has been regarded as an enemy and evil which keep people in darkness, bound to their traditional superstitions which make the people resist change in their ideas and isolated from progress. Thus; unaware and incapable of meeting demand of their changing environment and ever progressing world."

In Nigeria it exactly happened before the introduction of western education by the Europeans people in the country. Those areas that accepted the western education has greatly developed than those who tried to resist western education at first. This shows that adult education has help to eradicate superstitions and prejudice among the people in Nigeria, in the sense that it makes them think and reason on what they should believe. The conference of African ministers of education which was held in Lagos in 1996 stated that, Basic education is necessary for every human development. At the conference, they recommended that;

".....A literate population promotes rapid national economic development and that any harmonious overall development needs

to enlist all the productive forces of the nation, and that without proper awareness of cultural and scientific dimensions and without active mobilization of the people, such development cannot be reached."

The above assertion cannot be a reality if the government continues to pay lip-service to adult education programme. The only possible alternative solution to redeem adult education programme from the state of neglect is for government to give all the necessary support needed to adult education programme in order to ensure or to attain success of the programme. The adult learner must be asserted to develop a positive self-view of himself with regard to his academic ability. He must also be positively oriented to school.

Educational activities must characterize by purposeful effort to alter the learner's competence by means of systematic and sustained learning activities. A journal of adult education written Lalage and Olutunwo which they cited, from UNESCO publication of the year (1976) on development of adult education stated that;

"Adult education as an integral part of long-life education can contribute decisively to economic and cultural development, social progress and world peace as well as the development of education."

Looking the above statement one will realize that a lot of benefits are involved in the programme because of the fact that it teaches how to take care of ourselves and understand the laws which benefit us. It's infarct a critical movement for us Nigerians to train and educate unfortunate ones. In this regard, they will contribute to socio-economic and practical development of the nation.

Conclusion

Adult education has covered all original educational activities provided for people who are not in regular school and university system and generally fifteen and older (emphasis added) in other words, an adult is somebody whose age is either fifteen years and above. The point must however, be stressed that each definition of adult vary according nations and in the same cases may varies across cultural within a given nation.

Recommendations

- There is need for adequate planning of the adult education programme before embarking on the implementation so that to ensure success.

- Learning programmed for the adults should be organized and satisfy the adult learners desire to participate actively in the instructional process.
- There is need for the time scheduled for the classes to be at the learner's most convenient time so as to enable the adult learner to be very punctual at their learning centers and this will motivate them to put in their best effort in the learning process.
- There is need for physical and psychological climate to be in a conducive setting to the adult learners.
- Finally, there is need for government to provide very current instructional materials as well as infrastructural facilities in order to enhance learning and teaching.

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