



CONTRIBUTION OF ADULT EDUCATION PROGRAMME TOWARDS THE REALIZATION OF INCLUSIVE EDUCATION PROJECT IN NIGERIA (A Case Study of Potiskum Local Government Area of Yobe State)

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Abstract

The purpose of this study therefore was to assess the Contribution of adult education programme in Nigeria". The study is especially aimed at, identifying the role played by adult education programme in Nigeria, examining the various curricular for adult education, analyzing the problems and prospect of adult education programme in Potiskum Local Government. The target population comprises the adult learner and adult education in Potiskum local government area, the sample size draw from the population. Purposive sampling was used to select the fifty (50) adult were selected in this' study. Data was collected using questionnaires and analyze using percentage (Yes or No). The researcher therefore recommends that

Introduction

The period of years 1950-1960 was one of the dynamic eras in educational Innovation. It was during this period that Nigerian leaders made bold attempt not only to bring primary education to most children but also adult.

adequate training of adult education teacher should be embarked upon as a matter of urgency. The state government should create an awareness programme or service to reach out to the illiterate

KEYWORDS:

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adult for them to know that adult education programme is in existence and for them to pick interested in it other words the government should embark on effective mass literacy company for the benefit of the illiterate adult and Adult education programmed need to be reformed in order to enhance achievement of its objectives.

After Second World War the mass education was fact by the government and the people in (1949) the department of education in Lagos circulated a memorandum on fundamental education for adult employed in commerce and industries.

The document as a short of guidance for organization administration and curriculum of such a programmed mass education project and community development schemes were organized in Egbale, Ibadan, Ehati and Ejebu Division. Making a case for enlighten citizens Awolowo (1992) stated that to educate children and enlightened the illiterate adult is to lay a solid foundation not only for future, social and economic progress but also for political stability and truly educated citizenry.

In many view, some of the most powerful determinant to these arc editorship, oligarchy and federal autocracy. Therefore, adult education could be viewed as a vital and dispensable instrument for the development of the individuals and society are and overall growth of the nation.

In Nigeria organized adult education programme has its root in the world of the missionaries in the country when Christian missionaries wanted to introduced Christianity in to the country they found out that there was need to teach people how to read and write in English language in order to interpret bible. It was because of this that reason formal education was introduced to facilitate the Christian religion, Christian missionary school were established for this purpose. Evening literacy classes were also organized for all interested adult who were illiterate.

When the colonial government began to shown interest in the education of the indigenous population, the attention was not adult literacy until the break of Second World War in (1940). A committee was set up by the government to examine the prospective of launching mass education in Nigeria society. In June (1944) the campaign to spread adult education programmed started in part of the country.

By 1946, there was a definite plan for the development of adult education programme in Nigeria during the period of 1946-1956, this plan was prepared by any authors John Carpenters, who was then appointed as a mass education officer For the education of the adult.

The modern foundation of adult education programme in Nigeria was led by British in the (1943). Adult education programme started in Fika native authority Potiskum in the year 1951; it was opened with two classes consisting of forty pupils. The training lasted for three months. At that time there were no trained

instructors so at the end of the year (1951) Maina Gimba and indigene of Fika was sent for two weeks course, after Maina Gimba returned back from the course, he was asked to get different ethnic groups and group them together in the same class to find out which tribe will be more responsive.

Experts have proved that unless people become aware and conscious, their participation in the economy of the community and the nation will not be significant in the world.

Omolewa (1981) illiteracy was been regarded as an enemy and evil which keeps people in darkness bound to their traditional and superstition make people resistant to change from new idea and isolated from progress.

- a) The essential aim of adult education is to organized facilities for remediate primary education for adult particularly in rural areas.
- b) The first objectives of adult education for activities was to help illiteracy to read and write in their language and thus enrich their own mines and take intelligent part in social, economic and political development.
- c) The programme of adult education programmed should include such activities as home craft for women and practical community improvement development.
- d) Women were given special consideration in the adult education schemes.

The significance of the study cannot be over emphasis because the researchers made it in such a way that the government, illiterate people both rich and poor would benefit from the study. Most of the people do not known the important of adult education especially in the rural area and this people may find the outcome of the Research very useful.

Another significance of the study is to lead people to be aware of the programmed of adult education particularly for masses in the rural area of the local (government.

The study would also course the future generation by enlightening them to give maximum support to the programmed, and to appreciate the future benefit from the programme.

This study is restricted to adult education in Potiskum local government and also this research cover the activities of the problems that is affecting the contribution of adult education programme in Potiskum local government area of Yobe state,

this study work is delimited to adult education programme in Potiskum Local government area of Yobe state.

CONCEPT OF ADULT EDUCATION

Adult education has been defined or explained from different perspective by different scholars in different ways. However, some of these definitions should be examines. According to Liverright and Haygood (1963) defined adult education as process whereby person who no longer attend school on a regular and full time basis undertake a sequential and organized learning activity with the conscious mention of bringing about changes in information, knowledge, undertaking or skills, appreciation and attitude for the purpose of identifying and solving personal community problems.

According to Batterson (1977) defined adult education as any learning experience designed for adult irrespective of content, method and level use.

According to Anyanwu, C.W (1987) maintained that adult education simply means instructions activities with an educational value that is directed towards the

N.E (1988) defined adult education as type of education that is placed towards — *. or new opportunity being given to people who are qualified as adult to acquire skills of reading, writing and little arithmetic.

The Nigerian National Council on Adult Education Conference (1973) fined adult education as a process whereby men and woman undertake a sequential d organized activates with the conscious intention of bringing about changes information, knowledge or skills, appreciation and attitudes for the purpose of community needs. They further observed that, to build a nation properly we need to train and educate our youth in the formal education system. The foundation of new nation would not be well inform and appreciated through national.

Therefore, any nation which has good number of her population not literate as found to be affected politically, socially and economically and this will invariably reduce the overall growth of such nation. Brown and Tomari (1979) view adult education as the entire body of organized educational process whatever the content, level and method, whether they prolong or replace initial education in school, colleges and universities as well as in apprenticeship whereby person regarded as adult in the society.

Anyanwu (1997) maintained that, adult education programmes means, any instrument or activities with an educational values definition that adult education

is meant for those who qualified as adult who could either be fresh beginners or those who drop-out of schools. It was no limited continent.

The aims are to impart knowledge, skills information and ability to read and *write* so that beneficiaries could be useful to themselves and to the society at large.

OBJECTIVES OF THE ADULT EDUCATION

The objectives of adult education as stated in the National Policy on Education [-004) are as follows:

1. To provide functional literacy and continuing education for adult and youths who have never had the advantage of for education or did not complete their primary educations. These people include the nomads, migrant families, and the disabled and other categories of group especially the disadvantage gender.

Therefore, the main objective of adult education programme is to provide the above sated individual with education in order to help themselves and the society at large.

2. To provide functional and remedial education for those young people who dropped-out of the formal education system prematurely. Some for the adult learners had already acquired some level of education which often the education, so the objectives of adult education programmed is to complete such an incomplete education.
3. To provide education for different categories of completers of formal education system in order to improve their basic knowledge and skills.
4. To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge for public enlightenment.
5. To give citizens i.e. adult of the country the necessary aesthetic and civic education for public enlightenment.

Some strategies of adult education adopted by the government to achieve the noble objectives of adult education programmed in Nigeria are state below:

1. In 1982 the federal government launched nationwide literacy campaign in order to eradicate illiteracy in the country.

2. To co-ordinate and implement adult education program successfully. Government has set-up a body know ass national commission for adult education programmed.
3. Government at the federal, state or local levels have been supporting adult education programme with funds.
4. Higher institutions of learning, industrial and commercial training establishments are encourage to organize extramural programmes.
5. The government of the federal, state or local levels are providing library services to promote adult education programmed.
6. Correspondence education programmed has been put in place by the government to enable those who could not attend fulltime programmed to acquire education.
7. The Industrial Training Fund (ITF) which was established in (1991) has been mandated by the federal government to help providing in-service training course and seminars for class's workers.

Therefore, adult education could viewed as vital and indispensable instrument for the development of individual and the society at large in fact, without education, the overall development of a nation in this modern age remain for any nation to aspire to a genuine development and such nation should make a meaningful effort to do away with literacy and embrace mass learning of the adult.

Wyerere (1992) state that; ignorance has been described as the greatest enemy to the national development. A country which has good number of her population illiterate is bound to be affected politically, socially and economically. This will invariably reduced the overall development of such a nation.

ADULT EDUCATION AND COMMUNITY DEVELOPMENT IN NIGERIA

1. Integrated Rural Development

The concern effort of the government and other interested agencies like voluntary educational research agencies etc. unity with those rural communities to tackle co-operatively rural development problems in order to improve the welfare of the people. Another aspect of the integrated approach is the provision of road, schools, water and power to rural areas in order to encourage the young dwellers to stay in their home and work in their hometown rather move to cities and add the number of employment.

2. Community Development as a Process:

Here the people in the community will seat to discuss and define their problems and plan together to solve those problems e.g. let say the enlighten adult in Nangere local government discovered the need boreholes and they contributed their money and plan together the number of boreholes they want and also plan how to fund work.

WHAT IS COMMUNITY DEVELOPMENT?

Historical the concept community development was first used in (1948) at the Cambridge conference on Africa administration organized by the British colonial office which defined community development as a movement designed to promote tier living for whole community with the active participation and possible on the initiative of the community.

The most popular of these definitions came from the United Nations which summarize community developments are the process by which the effort of the people themselves are unity with those of governmental authorities to improve the economic, social and cultural condition of communities to integrated these communities in to the life of the nation and to enable them to contribute fully the national progress.

METHODOLOGY

This study attempt to examine the contribution of adult education programme in Potiskum local government area of Yobe state particularly which has a good influence on the life of living in the area. This designed to be used in this research project is the survey research design, it involves questionnaire in order to solicit data from the respondents.

The population of the study comprises of adult education learners in Potiskum cal government area, the tutors of adult education (teacher) and those that have passed through the programme. The population of the study involves 200 adults. The instrument used in this research is structure questionnaire which was d on the purpose of the study: Yes or No column were given in front of each question to allow the respondent choose the correct answer.

The sample for the study drawn from the population of the study area and every population group was represented. The sample include adult education tutor, adult learners and those that have passed through adult education programme

fifty (50) adult were selected for this study. The techniques used were stratified random sampling.

The data collected was through the questionnaire and was analyzed using percentage. The responses (Yes or No) was based on the frequency of the responses

of the percentage calculated thereafter, the formula used in the calculation of the percentage is: total number of responses divided by the total number of questionnaires

and multiplied by hundred. The average percentage is calculated using this formula,

cal number of responses divided by total numbers of questions.

$$\frac{\text{Total No. of Responses}}{\text{Total No. of Questionnaire}} \times \frac{100}{1}$$

FINDINGS

This chapter deals with presentation, analysis and discussion of data collected for this research the data was collected from two adult education centers and from the members of the community were included, those experience adult in the community include, that could give good instruction to adult who have passed through the adult education programmed, vocational workers/centres in the community and some adult that sit in group to play and discuss together.

The total score of each item is calculate by finding the percentage s) of each option and place over the total number of questionnaire administered and multiplies by 100.

Table 1: Adult education programme helps to make self-employed.

Responses	Actual No.	Percentage	Remark
Yes	48	96%	Yes
No	9	4%	
Total	50	100%	

The table indicated that 96% agreed by ticking yes column while 4% disagree with the statement, therefore this indicates that adult education helps to make people self-employed.

Table 2: Adult Education helps in Poverty reduction and empowerment of the people.

Responses	Actual No.	Percentage	Remark
Yes	45	90%	Yes
No	5	10%	
Total	50	100%	

From the above table 90% agree while 10% disagreed. These clearly indicates that adult education helps in power reduction and empowerment of people.

Table 3: Adult education helps in increasing economic situation of the society.

Responses	Actual No.	Percentage	Remark
Yes	41	82%	Yes
No	9	18%	
Total	50	100%	

Table 4: Adult education helps people in a more positive view of life.

Responses	Actual No	Percentage	Remark
Yes	43	64%	Yes
No	7	36%	
Total	50	100%	

From the above the table 64% agreed while 36% disagreed with the statement. This indicate that adult education helps to give people a more better view of life.

Table 5: Adult education helps in propagating and maintenance of community health and community relation.

Responses	Actual No.	Percentage	Remark
Yes	43	86%	Yes
No	7	14%	
Total	50	100%	

The above table indicates that 86% agreed while 14% disagreed with the dement. Since majority carries the vote, it implies that adult education helps in propagating and maintaining of community health and community relations.

Table 6: Adult education inculcates political awareness in people.

Responses	Actual No.	Percentage	Remark
Yes	33	66%	Yes
No	17	34%	
Total	50	100%	

From the above table 66% agreed while 34% disagreed with the statement. It then clearly indicate that adult education inculcate political awareness in people.

Table 7: The programme helps in reducing illiteracy among adult.

Responses	Actual No	Percentage	Remark
Yes	44	88%	Yes
No	2	12%	
Total	50	100%	

From the above table 88% agreed while 12% disagreed this implies that adult education programmed helps in reducing illiteracy among adults.

Table 8: Adult education includes occupational skills training.

Responses	Actual No.	Percentage	Remark
Yes	45	90%	Yes
No	5	10%	
Total	50	100%	

From the table above 90% agreed while 10% disagreed with the statement. This signifies that adult education includes occupational skills training

Table 10: The location of available adult education centres and facilities are adequate.

Responses	Actual No.	Percentage	Remark
Yes	42	84%	Yes
No	8	16%	
Total	50	100%	

From the table above 84% agreed while 16% disagreed. This indicates the location of available adult education centers and facilities are adequate.

Table 11: People are highly enthusiastic toward the adult education programme.

Responses	Actual No.	Percentage	Remark
Yes	10	20%	No
No	40	80%	
Total	50	100%	

The above table indicates that 20% agreed while 80% disagreed with the statement. This implies that lack of enthusiastic by adult is one of the problems racing adult education program. **Table 12:** The objectives of the adult education programmed are not yet fully achieved.

Responses	Actual No.	Percentage	Remark
Yes	47	94%	Yes
No	3	6%	
Total	50	100%	

From the above table, 94% agreed while 6% disagreed. This signifies that the objectives of adult education programme are not yet fully achieved.

Table 13: Adult education need to be encouraged in order to enhance achievement of -is objectives.

Responses	Actual No.	Percentage	Remark
Yes	42	84%	Yes
No	8	16%	
Total	50	100%	

The table above indicates that 84% agreed while 16% disagreed. This implies that adult education need to be encouraged in order to enhance achievement of its objectives.

Table 14: Adult education programme has helps a lot in reducing illiteracy populace.

Responses	Actual No.	Percentage	Remark
Yes	43	86%	Yes
No	7	14%	
Total	50	100%	

The table above indicates that 86% agreed while 14% disagreed with the statements. This implies that adult education has help a lot in reducing illiteracy among population.

Table 15: Are there enough adult education teachers.

Responses	Actual No.	Percentage	Remark
Yes	24	48%	No
No	26	52%	
Total	50	100%	

The table above indicatethat48% agreed while52% disagreed with the statement. This clarifies to us that there are no enough adult education teachers in the society or community. **Table 16:** Adult education tutors are qualified to teach adult learners.

Responses	Actual No.	Percentage	Remark
Yes	33	66%	Yes
No	17	34%	
Total	50	100%	

The table above indicate that 66% agreed while 34% disagreed with the statement. This implies that there Eireenough qualified adult teachers to teach adult learners.

Table 17: Are there enough classes

Responses	Actual No.	Percentage	Remark
Yes	29	58%	Yes
No	21	42%	
Total	50	100%	

The above table indicate that 58% agreed by ticking yes column while 42% disagreed with the statement. Therefore, this clarifies that there is enough classes for adult education learner.

SUMMARY

From the study adult education is seem as an important element in national development. It is believed that with better education, it is possible to have belter

food, house, jobs as well as better standard of living i.e. education is therefore a passport to a better life.

This research examined the development contribution of adult education toward Yobe state. It began with the introduction followed by explaining the concept of adult education further to the scope of adult education envelopment, followed by methodology, 50 item questionnaires were distributed and data was collected, that data was clearly analyzed in an unambiguous manner. It can be seen at a glance i.e. using the percentage and frequency table.

CONCLUSION

Based on the analysis that was carried out on the gathered data, it can be seen that contribution of adult education toward the development of Yobe State is no longer a subject of debate. It has been examined as indispensable tool for development, it has been discovered that any state whose population is till predominantly illiterate is bound to have little or no development. Hence, the progress of any country is politically, socially or economically depend largely on the progress of the education of adult unless a state focus one education of adult it cannot develop much.

In conclusion, from this study adult education is seen as a tool for militating all round development be it socially economically and other wise.

RECOMMENDATIONS

Based on the discoveries of this study the following are some recommendation that will be helpful.

- i. Government both at federal, state and local authority and nongovernmental agencies should assist in financing adult education programmed.
- ii. Adequate training of adult education teacher should be embarked upon as a matter of urgency.
- iii. On the vocational training in service programme should be organized for updating the skills and knowledge of the state potentials workers/laborers,
- iv. The state government should create and awareness programme or service to reach out to the illiterate adult for them to know that adult education programme is in existence and for them to pick interested in it other words the government should embark on

- effective mass literacy company for the benefit of the illiterate adult.
- v. The government must ensure a good condition of service to erase or stop the lackadaisical attitude toward the programme.
 - vi. There is need for the adult education tutors to make follow up in order to stop solve the problem of attending irregularities.
 - vii. Adult education centers should be located in place that be easily accessible,
 - viii. Government should ensure adequate supervision of the adult education programmed and the tutors should be motivated to enthusiastic toward the programme,
 - ix. Adult education programmed need to be reformed in order to enhance achievement of its objectives.

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