

# ADULT EDUCATION: AN ANTIDOTE TO ACHIEVING EFFECTIVE TEACHING TECHNIQUES IN NIGERIA

JONATHAN, K. J.

Department of Adult and Non-Formal Education, School of ECPAE

Federal College of Education (Special), Oyo

## ABSTRACT

The study examined adult education as an antidote to achieving effective teaching techniques in Nigeria. It is evident that adult education is a practice rather than a program and as such fits to bring into context tools for better teaching in Nigeria. The paper reveals types of adult learning, scope, or adult learners. Thus, challenges barriers of adult education, need for quality education, and benefits of quality education more equally discussed in the study. While teaching techniques in adult education is critically examine using content analysis in this paper. It is concluded that is government's duty to create and encourage vocational and technical education for skill acquisition. Adult education should be seen as all-encompassing towards enhancing essential skills that will facilitate learning.

**Keywords;** Adult, Education, antidote, achieving, effective, teaching, techniques

## Introduction

Adult education is the practice of teaching and educating adults. This often happens in the workplace, through extension or continuing education courses at secondary, college or university. Other learning place include folk high school, community college and life-long learning centers. The practices are also often referred to as training and development. This system of education is equally known as (andragogy to distinguish it from pedagogy) Education for All (EFA, 2004). According to United Nations (UN, 2009) adult education is a "practices in which adults engage in system attic and sustained sift-education activities in order to gain new firms of knowledge, skills, attitudes or values".

According to Uguegbu (2003) adult education in Nigeria does not only constitute literacy or corrective education to seal a branch but adult education in Nigeria is desirable and sought after by each and every one provided that they are alive and despite the consequences of their earlier education. Adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well.as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their technical or professional qualification (UNESCO, 2012).

Thus adult education is Concerned not with preparing people for life, but rather with helping people to live more successfully. Darkenwald and Mariam (2004) it was stress further that, if

there is to be an overarching function of the adult education enterprise, it is to assist adults to increase competence or negotiate transitions in their social roles (workers pursue, fulfilment in their personal lives and to assist them in solving personal and community problems.

According to UNESCO (2010) adult education is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new form of learning adults engage in beyond traditional schooling, encompassing basic interact to personal fulfilment as a lifelong learning. This buttress the thought that adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning and that such learning itself should respond to their needs Uguegbu (2009) ascertain that drive by what one needs or want to learn, the available opportunities and the manner in which one learns, adult learning is affected by demographics, globalizations and technology. He added that learning happens in many ways and in many contexts just as all adults' lives differs. Thus analyses the three contexts of adult Learning.

### **Types of Adult Learning**

**Formal Structure Learning:** This form typically takes place in an education or training institution, usually with a set curriculum and gives certificates.

**Non Formal Learning:** This form is organized by educational institutions but none the credential. Non formal learning opportunities maybe provided in the in workplace and through the activities of civic society organization and groups.

**Informal Education Learning:** that goes on all the time, resulting from daily life activities relayed to work, family, community or leisure.

Furthermore, Nasir (1997) observed that adult education incorporated many of the subjects taught at school for those who had not the opportunity earlier. Dave (1993) formerly argued that adult education intends to provide lasting education that get the individual ready for transformation and generates self-motivated disposition in the person. This is because the world is continuously altering in every field as well as technology, communication and industry. Therefore, man's passion for knowledge and education is always on the increase to enable him catching with the changing situations.

Moreover, Eheazu (1998) describes adult education as specific, functional or drawing/vocational programs required by adults (who now constitute the illiterate, unskilled, semi-skilled or some professional labor force) to remedy not only their educational deficiencies but also meet the needs of their various occupations whether as formers, artisans or employees of corporate/private organization. He further refers to it as any form of alternative education that would re-orientate adults and modify their attitudes in order that they embrace new and progressive ways and actions that would improve their income, living standard and contributions to societal development as well as bring about in their desired changes bin their behavior.

In addition, Molazar (2005) stresses that adult education encompasses all education and training activities undertaken by adults for professional or personal reasons. This, he further

explains that it includes general, vocational and enterprises based training within a life perspective. Barikor (2002) sees adult education as any form of educative experience engaged in by people who are chronologically mature, socially reasonable and mentally alert or deficient but eager to meet their specific needs. These may include intellectual need, occupational skills and so on.

### **Scope of Adult Education**

- Remedial Education: Ability for the adult to learn through rudimentary structure. i.e mostly taken from literacy form.
- Nomadic Education: Educating the Fulani/herdsmen within the environment taken learning to the rural herdsmen so as to be excel in their daily activities. This equally afford them to read and numeracy.
- Community Development: Using adult education to develop a given Community. Also, using adult knowledge to identify community profiles and potentials.
- Women Education: Empowering woman to economic Sustainability in Nigeria, making women to contribute to the development of economic production.
- Extension Education: This measure has been use to help rural dweller to identify their needs, desire and aspiration.
- Literacy Education: Ability to read, write and communicate effectively. This equally improves on ability to commutate and numeracy. Importance of adult education

### **Importance of Adult Education**

Duman (2007) identified and highlighted on the following as key important of adult education to individual and the society at large. Adult education creates better health and personal being-well of individual. Helps to improve democratic system of every given community. Adult education creates both formal and non-formal employment opportunities. Positive impact on the economy of a nation Provides opportunity for personal growth, goal fulfillment and socialization. Help to keep individual mentally active. It brings about individual motivation. It facilitates long-term impact on correlation between innovation and learning at workplace. Improve individual career and develop self-confidence

### **Characteristics of Adult Learner**

Adult have accumulated knowledge and work experience which can be added to the learning experience. Adult learning is voluntary. Adult learning is self-motivated. Adult learning is andragogy in nature. It self-directed learning. Adult has gain life experience. Adult have more orientation. It problem center rather than subject centered. It also takes care of the overall interest, values and aspirations of the learner which make him/her ready to succumb to the needs of the learning process.

## **Challenges of Adult Education in Nigeria**

Adult education like any other form of education in Nigeria has its predicaments which hinder it from realization of its full potentials. Kabir (2006) identified some of the challenges facing adult education in Nigeria to include:

- **Social Stereotypes:** Many people in Nigeria are still convinced that education is effectively obtained only during young age while studying at Schools and university. Returning to textbooks at an older age is almost a shameful thing. Besides, in the perception of people education is often associated with certain stereotypes that are not always pleasant, such as cramming, passing exam, anxiety and fear of them, the pressure of problems due to re-take and so on.
- **Poor motivation:** This involves fear of having misunderstanding and showing incompetence. For people who have already left student status long ago. It is sometimes difficult to return to it and re-try the role of student, to recognize that even at such an age they know enough and are able to cope with all tasks and exams.
- **Problem with sight, memory and learning:** There is an option that the ability to remember material deteriorates with age, therefore obtaining new knowledge is already a problem.
- **Truancy:** If in traditional education the teacher performs the role of a land of controller and examiner, then in the case of adult education, it is correct to rely on self-control with the support of a teaching person. Unfortunately, many adults when studying very often put their personal business and activities above the education process. Some find excuses for the absence at classes by being busy at home with husband, wife and children.
- **Shortage of teaching staff and poor teacher training:** There are many reports from different quarters/states in the country that reveal the shortage in the supply of staff in an adult school. We must admit that there are only a few trained personnel in adult education in Nigeria. Budget problems and the ability of the state to finance are educational institutions for adult education.
- **Other challenges** are associated with teachers' salaries/remunerations, ignoring problems associated with adult education and poor accessibility of education in rural areas.

## **Need for Qualitative Education in Nigeria**

No nation can develop above the quality of its education system. Owan and Ekpang (2018) observed that education is the pivot around which all other sections of a country revolve and cohesion and integration. Education is the key to national development in every modern society and there is need to maintain every level of education especially the pre-primary stage because it is the bedrock upon which all other educational levels build. In addition, Ahmad (2018) opines that education is essential to the development of every nation. It is widely believed that any nation that has poor educational system stands the risk of repression in all sections of human endeavor. Nigeria is endowed with both human and natural resources. The population

of children and youth in the country who needs standard educational is increasing by the day and yet the educational sector is deteriorating due to so many challenges. As its saying goes, charity begins at home, one of the key and most important ingredients of building and maintaining a standard education system in a nation is by having a very good and solid foundation with the primary and secondary schools. The most common opinion amongst Nigerians today is that the standard of education has fallen to a ground level and to revitalize that fallen grade is to have qualitative education in Nigeria.

### **Benefits of Qualitative Education in Nigeria**

Qualitative education in all aspects and forms is very important for manpower development and sustainable human capital growth. Consequently, in Nigeria today, efforts geared towards ensuring quality in all facets of our educational drives are faced with numerous challenges. However, Omofonmwan (2007) argues that qualitative education will help to:

1. Reduces unemployment rate in the society.
2. Provision of better health services.
3. Lower crime rates.
4. Great individual involvement in society activities.
5. Higher tax return.
6. Acquisition of skills and training necessary for successful in life
7. Creation of empowerment skills.

### **Teaching Strategies**

Jewell (2022) believes that studies in adult learning theory shows that adults prefer courses that focus heavily on application of concepts to relevant issues. To retain and use new information they need to be able to integrate the information with what they already know. Tasks must be slow to moderate pace and not complex or usual to avoid interference with adult learning. Adults prefer a personalized learning environment with focused effort on concept application where they can solve problems and take personal responsibility. Thus, he highlighted on the following teaching technique or strategies as the most effective in teaching adults.

1. **Self-Direct Learning:** This involves designing program for all generational groups because there will be different view-points and value set in a learning environment. Concept should be explained from more than one view-point and appeal to adult learners in different age groups.
2. **Set Expectations Upfront:** Set expectations at the beginning of the class. Since Adults have learning and classroom expectations. It is vital that the Institution or facilitator or tutors clarifies and thoroughly articulate all expectations before discussing the content.
3. **Use Life Experience:** Tap into the brand range of life experience that each learner brings to the learn environment. Life experience is a valuable asset that should be acknowledged and used because adults learn well when they share experiences with one another. One of the best ways to pull knowledge and experience from learners is to use open-ended questions to draw out relevant knowledge and experience.

4. **Create a Comfortable Environment:** Teach adults with books, television, programmed instruction, “how-to content and applications. Adult learners positively rate short seminars and lectures as a preferred learning method because these venues give them face-to-face and one-on-one access to an expert. The lectures or class must be short because adults tend to have a high level of irritability if they have to sit for long periods in learning environment.
5. **Feed-back and practice:** This involves building mechanism that provide feed-back during skills practice sessions. Learners depend on the instructor or tutors to give them feed-back to let them know how they are doing, if they are grasping the concepts and ideas, and for confirmation.
6. **Balance Time and Discussion:** Allow adults learners to somewhat control the pace of the class and start and stop time without losing control of the class. A good instructor or tutors knows how to balance time, presentation, discussion and debate and still go with the flows, while maintaining facilitative control.
7. **E-learning:** Adult can learn and assimilate properly through e-learning. i.e. learning via computer, electronic media or devices, internet e.tc. This will help to improve the skills of the learners.

#### **Nature and Characteristics of Teaching in Adult Education**

- a. **Dynamic, social, and Humans:** Teaching is not a fundamental concept because it is greatly influenced by social and human factors that are dynamic in themselves.
- b. **Both Art and Science:** teaching is both art and science of calls for the exercise of talent and creativity making. It an art and involving repertoire of techniques, Procedures, and Skills that can be studied systematically described and improved making it science.
- c. **Diverse in Application:** in application, teaching is of diverse nature it may have various forms as journal, informal, directional, instructional, formational, training, conditions, indoctrination, talking, showing, doing, remedial e.tc.

#### **Conclusion**

Adult education has laudable benefits and is very necessary to be given priority all the times because of the immense contribution it gives in bridging deficits. Adult education is indeed a field education or discipline that engulf all facets of human existence. To embrace adult education system teaching methods is to encourage skill acquisition and vocational training in learning, which will neutralize our education system to a new innovation.

#### **Recommendation**

Based on the content review and scholarly opinions highlighted, the following recommendations are suggested.

1. Government should encourage vocational and technical education for acquisition.
2. Essential skills to enhance learning should be inculcated into all level of education.
3. Government should establish more training center to facilitate effective quality education development issues themes into teaching and learning. For instance, climatic

change, disaster risk reduction, biodiversity and poverty etc. in other words, education for sustainable development promotes competences that will equal learner with critical thinking skills.

4. Education should be free and compulsory at the basic level to enable individual exhibits the latent talent.
5. Government should create awareness on the compulsory basic quality education for all.

## References

- Darkenwald and Mariam (2004). The adult's learning projects: a fresh app to theory and practice in adult learning. Toronto. Ontario Institution press.
- Dave. F. (1998). The organizing circumstance environment determinants in self-directed learning. San Francisco, Jossey press
- Duman. C. (2007). Importance of adult education. Oxford Press, UK.
- Efot (2004). Project on life-long learning and skill acquisition in Nigeria, Kano
- Eheazu, C. (1998). Adult education for youth empowerment. Braxon Press, Lagos
- Uguegbe. B. (2009). Adult learning and vocational skills. Evans publisher. Delta
- Uguegbu. B. (2003). Process and practice of adult education. Emiex Publisher, Enugu
- UNESCO (2010). Workshop on redefining types of adult learning in Nigeria. Lagos
- UNESCO (2012). Report on perspective on self-directed learning. Nigeria
- United Nations (2009). National work shop on literacy and non-formal education in Nigeria. Abuja