



Revitalizing the Sokoto State Adult Education Programmes for Social, Political and Economic Development

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Abstract: The need for revitalizing adult education programmes in Africa and Nigeria in particular become necessary because of the progressive poverty, insecurity, insufficient food production, technologically non-productive education systems and low literacy rates experienced by some of the African countries. The paper examined the goals of education in Nigeria and argued that, the present system of adult education in Nigeria may not lead the country to a rapid economic, social and political development. Whereas Nigeria has a literacy rate of fifty two percent as of 2006 and many among the African countries have literacy rates of less than fifty percent. This paper is advocating for restructuring adult education programmes to become effectively functional for a rapid and sustainable economic, social and political change. Descriptive survey was used to design the research. Population of the study comprised of adult learners within Sokoto Metropolis. Random purposive sampling technique was used to administer 240 questionnaires to adult education programmes participants within Sokoto metropolis. Impact of Adult Education Programmes on Social Political and Economic Assessment Questionnaire. (I.A.E.P.S.P.E.A.Q) was used to collect data. The data was analyzed using a simple descriptive statistics on SPSS software. The paper recommended the review of adult education curriculum and practice to suit the learning objectives of the learners and to meet up with the on-going need for rapid economic, social and political changes in Nigeria.

Keywords: Revitalizing, Adult Education Programmes, Social, Political, Economic, Development.

INTRODUCTION

Adult education is an unavoidable developmental program and process and a means of harnessing human resources, enlightenment and mobilization of the masses towards societal general growth specially in societies with unbearable or low literacy rates like Nigeria and other African countries. Basically, adult education is a Program purposely planned to effect educational, social, political, economical/professional and behavioural changes in an adult in need for such changes so that he/she can develop him/herself in all aspects of life and contribute his/her best in the the development of his/her society at large. In a speech during the world literacy day in Nigeria, the Chairman (National Commission for Adult and Non-Formal Education 2016), said that, the Nigerian government does not have the political will to eliminate illiteracy and this is an alarm raised for academic intervention to further enlight stakeholders on the need for revitalization of adult education programmes for effective social, economic/professional and political changes.

Awolowo (1951) in Muhammad (2015) stated that to educate the younger generation and make the illiterate adults literate is as to lay a solid foundation for future social, political and economic progress. Therefore, adult functional literacy is a vital contribution or background to sustainable development in Africa. Similarly, the Central Intelligence Agency (CIA) World Factbook (2014) in Muhammad (2015) stated that, countries with the highest illiteracy rate in the world are found in Africa. Functional literacy is an educational system designed to develop a balanced individual capable of surviving in his environment



and outside and contribute meaningfully to economic, social, educational and health development of his environment. Critically observing Nigerian government efforts for combating the scourge of poverty in the country which is said to be caused by high level of illiteracy, Garuba (2003) took a critical look at poverty and the nexus between adult education and poverty alleviation. The then National Poverty Alleviation Programme (NAPEP) was focused with the aim of determining the extent to which adult education has been recognized as a tool for affecting changes in the condition of poverty in the country. Education generally plays an important role in life. As an agent of change, literacy programmes present a solid vehicle for the transformation and empowerment of individuals and societies. The DFID and other development agencies see adult education as an effective tool that should be used in the present attempt to half poverty by the year 2015 (Human Development Report, 2013).

According to the Central Investigation Agency, World Factbook (2014), almost 75% of the world's 775 million illiterate adults are concentrated in ten countries (in descending order: India, China, Pakistan, Bangladesh, Nigeria, Ethiopia, Egypt, Brazil, Indonesia and the Democratic Republic of Congo). Women represent two third of all illiterate adults globally. Extremely low literacy rates are found in Sub-Saharan Africa. It further maintained that the global literacy rate for all people aged 15 years and above is 84.1%. The global literacy rate for all male is 88.6% and the rate for female is 79.7%. Considering the poor literacy level of most of the African countries, this paper argues that there will be less possibility for sustainable development in Africa without a sound entrepreneurship education accompanied by functional literacy programme across the whole continent. In the words of United Nations Department of Economics and Social Affairs (2014) for a nation to reach development level, it must have at least 75% literacy rate. Unfortunately, most of the African countries are lagging behind in this development circle. For instance, Benin Republic has a literacy rate of 42%, Burkina Faso 36%, Chad 35.4%, Ethiopia 49.1%, Guinea 30.4%, Guinea-Bissau 49%, Ivory Coast 56.2%, Mali 27%, Mauritania 52.1%, Mozambique 58.8%, Niger 28.7%, Senegal 39.3%, Sierra Leone 35.1%, South Sudan 27%, Togo 60%, while the rest range from 60% to 80% (Central Investigation Agency 2014).

Statement of the Problem

If you go round the state you will discover that, over fifty percent of the business men and women, craft men and women, technicians and artisans in the state cannot write a receipt by themselves even those claiming to be literate you will find them semi literates. They do not have sufficient awareness of how to utilize banks to develop their businesses. Talkless of the village farmers who thought that, they have nothing to do with reading, writing and other life skills as such they don't have most of the modern skills of farming to boost their farming/profession or economy. The other issue, is that good number of the voters especially the illiterate villagers and some in the township cannot give any tangible reason for voting a contestant or they will just be given one thousand or five hundred naira to cast their votes without knowing who is the candidate and why should they vote for him/her. These and many problems not mentioned in this context stimulated the researcher to conduct this study. In a speech on 26th June 2016, during the world literacy day in Nigeria,



(The National Commission for Adult and Non-Formal Education 2016), publically announced that, the Nigerian government does not have the political will to eliminate illiteracy in Nigeria. (The National Population Commission 2006) during the the national census declared Sokoto State with 42% literacy rate.

Objectives of the Study

To assess the impact of adult education programmes on economic, social and political engineering the following objectives were set up:

1. To determine the impact of Sokoto State adult education programmes on the economic/professional development of the participants.
2. To verify the impact of the Sokoto State adult education programmes on the political development of the participants.
3. To find out the impact of the Sokoto State adult education programmes on the social development of the participants..

Research Questions

To assess the impact of adult education programmes on economic, social and political engineering the following research questions were raised:

1. What is the impact of Sokoto State adult education programmes on the economic development of the participants?
2. Does the Sokoto State adult education programmes has any effect on the political development of the participants?
3. What could be the effect of Sokoto State adult education programmes on the social development of the participants?

Significance of the Study

If completed, the findings of the research would be significant to adult educational managers, education planners, policy makers and the government at large as it would provide an assessment of the real practical impact of adult education programmes in Sokoto State and make relevant recommendations that would be very vital if implemented in the repositioning of adult education programmes. Though the study was limited to sokoto state alone, its findings can be applicable to the whole Nigeria.

Scope and Limitations of the Study

This study covered the impact of sokoto state adult education programmes on revitalizing the impact of adult education programmes on economic, social and political engineering. The scope of the study was limited to Sokoto metropolis alone, though its finding can be applicable to other parts of the state and other states in Nigeria. The metropolis refers to the Sokoto township or the Sokoto State capital which covered Sokoto South and Sokoto North Local Governments and parts of Wamakko, Dange/Shuni and Kware Local Governments respectively.



Research Methodology

Descriptive survey research design was used to conduct this study. Babbie (1989) identified three purposes of social science research, which include exploration, explanation and description. Likewise, descriptive survey deals with any variable that can be counted, studied and that uses questionnaire, interview and observation to collect data. Population of the study comprised of the current adult learners in Sokoto metropolis. Krejcie and Morgan (1970) table for determining sample was used to take a sample of 240 participants in Sokoto Metropolis out of a total 902 participants. The sampling technique used was the purposive random sampling technique. The instrument was validated by the researchers and two research experts from Sokoto State University. Similarly, Pearson Product Moment Correlation Coefficient was used to determine the reliability of the instrument after a test retest of the instrument a reliability index of 0.85 was obtained. The data were collected by the researchers themselves so as to get accurate understanding of the questionnaire and to avoid any confusion or misunderstanding from the respondents. The research instrument was adopted from (Muhammad 2015) and title Impact of Adult Education Programmes on Economic, Social and Political Engineering (IAEPESPE). Simple Descriptive Statistics was used to analyze the data. Simple descriptive statistics describe the basic features of data in the research work and it provides simple summary about the sample and easy interpretation of the data (Babbie, 1989). S.P.S.S. software was used to compute the data at a cut off mean of $\frac{4+3+2+1}{4} = 2.5$

RESULTS AND DISCUSSION

Research Question One: What is the impact of Sokoto State adult education programmes on the economic development of it's participants?

Table One: Effectivity of Sokoto State adult education programs on the economic/professional development of it's participants.

Items	Mean	Std. Deviation
This program is making a remarkable impact on my farming	2.27	1.214
This program has a good impact on my business development as I'm acquiring some skills that can increase my income generation.	2.04	1.156
I was able to realized that I can used banks to develop my business and farming activities through this program.	2.37	1.652



The table above indicated that, majority of the respondents disagreed that, the Sokoto State adult education programs has an impact on their economic development, as the three items developed scored means of 2.27, 2.04 and 2.37 respectively.

Research Question Two: the Sokoto State adult education programmes has any effect on the political development of the participants?

Table Two: Effectivity of Sokoto State adult education programs on the political development of it's participants.

Items	Mean	Std. Deviation
Through this program, I further realized that, some of the voters in my community do not know the kind of power they held in their hands	2.27	1.114
This program help me to further understand the reasons for casting my votes for any candidate.	2.44	1.256
I started campaigning or discouraging people against voting for money in my community.	1.23	0.852

The table above indicated that, majority of the respondents disagreed that, the Sokoto State adult education programs has impact on their economic development, as the three items developed from the research question scored means of 2.27, 2.44 and 1.23 respectively.

Research Question Three: What could be the effect of Sokoto State adult education programmes on the social development of the participants?

Table Three: effectivity of the Sokoto State adult education programmes on the social development of it's participants.

Items	Mean	Std. Deviation
I further developed interest in love for all, justice and equity any where I found myself.	2.77	1.114
I noticed some positive changes in my behaviours in terms of my relationship with others.	2.84	1.256
I developed much interest in preaching and practising peace anywhere I found myself.	2.37	1.152

The table above indicated that, majority of the respondents agreed that, the Sokoto State adult education programs has impact on their social development, as two out of the three



items developed from the research question scored means of 2.77 and 2.84. Whereas the third item scored a mean of 2.37 respectively, indicated disagreement.

Discussion of Findings

The first research question revealed that, majority of the respondents disagreed that, the Sokoto State adult education programs has effects on the economic development of it's participants. This finding disagreed with the findings of the (Human Development Report, 2013) which found that, adult education is an effective tool that should be used in the present attempt to half poverty by the year 2020.

The second research question also revealed that, majority of the respondents disagreed that, the Sokoto State adult education programs has effects on the political development of it's participants. This finding disagreed with the statement of (Awolowo 1951) in Muhammad (2015) stated that, to educate the younger generation and make the illiterate adults literate is as to lay a solid foundation for future social, political and economic progress.

The third research question revealed that, majority of the respondents agreed that, the Sokoto State adult education programs has effects on the social development of it's participants. Although, majority of the respondents disagreed with the third item of this research question.

CONCLUSION

This study concluded that, the sokoto state adult education programs has less or no effect on the economic/professional development of the majority of the participants. It was also discovered that, the programme has less effect on the political development of it's participants but it has an average effect on the social development of it's participants. These were found to be based on the content of the adult education curriculum which has no effective practical and key adult developmental aspects and skills. The key contribution to the problem is the method of instruction utilized by the facilitators which is purely facilitator-centered instead of learner-centered. .

RECOMMENDATIONS

To revitalize the Sokoto State adult education programs for social, economic and political engineering, the following were recommend:

1. Employ and deploy sufficient professional adult educators to the entire literacy centres in the State.
2. Enough and conducive classes should be provided to all the literacy centres in the state.
3. Enough vocational training facilitators and equipments should be provided for all literacy centres in the state with standard security measures.
4. Computer literacy should be introduced into the literacy program and computers should be provided to every centre for practical and to motivate more adults to join the program.
5. Interested graduates should be given priority while recruiting junior staff by both government and private organizations.
6. Permanent and professionally trained faciilitators should be employed and attractive remuneration package should be provided for them.



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