

UNDERSTANDING TEACHING AND LEARNING IN ADULT EDUCATION PROGRAMME.

ABIDA RABIU MAGEM

Dept: Educational Foundation
Federal College of Education (Tech) Gombe
Email: abidamagem@gmail.com
Phone: 08027914366

ABDULLAHI GARBA ASAB

Ibrahim Badamasi Babangida University, Lapai
Department Of Continuing Education
and Community Development
Phone No: 08036475306
Matric: PGM/22/FEA/AEC/149

DR. A.I KOLO

Ibrahim Badamasi Babangida University, Lapai
Department Of Continuing Education
and Community Development
Phone No: 08037419615

ETSU BELLO ABUBAKAR

Ibrahim Badamasi Babangida University, Lapai
Department of continuing education
and community development
Email: belloetsuabubakar333@gmail.com
Phone No: 07063605526

MOHAMMED ABDULLAHI, KAGARA

Ibrahim Badamasi Babangida University, Lapai
Department Of Continuing Education
and Community Development
Email: abdullahimohammed114@gmail.com
Phone No: 08065965371

Abstract

The paper understanding teaching and learning in adult education programme in niger state, examined what it takes to teach the adult learners. Teaching of adult learners is observed to be difficult to some professional adult learners and facilitators due to lack of constant training for the adult educators and facilitators. The paper aim at providing a guide to professional adult educators and to those who are passionate about teaching adult education in adult education Centres. The paper was strategically designed and contain the following: introduction,

conceptualization of teaching, who is an adult learner, adult educators, types of adult educators', characteristics of adult educators, principles of teaching in adult education, responsibilities of adult educators, characteristics of adult education, methods of teaching adult learners, problems/challenges of adult learners and recommends that adult educators should; prepared themselves fully to assist the adult learners to achieve their senses of purpose and commitments after learning activity, should prepared their classes well so as to dispel the adult learners skepticism and should also make learning environment better for achieving the learners objectives.

Introduction

Adult learners are mature individuals who have multiple experience and are force to come back to learn in other to meet up with the changes of the situation or demand of the time. Moreover, most of the adult learners are not like children in the formal school system, where one can find the plurality of the learners at early childhood stage or adolescences or teenage stage of life, without advance age as well as one geriatric problem or issue to another which make their interest in learning process very fragile and slim,

However, with the said nature of adult learners, not all dick and harry can teach adult learners. Adult learners can only be thought by specialist in the field of adult education, who master the various method, skills, techniques and the psychology of adult learners as well as the process involved in teaching adult learners and the function of an adult educators.

Meaning of Teaching

Scholars in the educational field looked at teaching differently. To have a veracious conceptualization of what teaching entails, we will need to have an x-ray of some scholarly takes on what teaching is all about.

Ukorie (1986) in Dolen and Brittell (1970) defines teaching as the guidance of learners through planned activities so that they can acquire the richest learning possible from their experience.

The implication of this definition, portends that learners are not learning merely they are exposed to teachers' knowledge, context of learning, visual aids among others, rather learning is taking place or goes on as a result of teacher's conscious effort of guiding and planning experience for the learners. With that, learners, learn when the tutor/facilitator is deeply involved in the learning situation.

Clark and Starr (1960) in Ukorie (1986) defines teaching as a process of helping someone to acquire, or change some skills, attitudes, knowledge ideal of appreciation.

Kusherki (2005) defines teaching as an interaction between a professional teacher and learners which result to permanent change in learner's behaviors. In bracing what this definition is all about, she opines that teaching as scholastic activities is effectively undertaken by a well-trained individual in the context of knowledge impartment. This exercise is done from simple to complex and in a gradual process, so as to have a permanent change in the learner's behavior. This behavior should be beneficial to the learners and his society.

The teacher's role in teaching and learning process in both adult and formal education system, is to ensure in arousing the learners' interests to participate fully by establishing attainable goals, by giving them both stimulus and opportunity to ask questions and obtain information by analyzing their problems and proposing solutions through practicing skills by making judgments and evaluating progress.

Teaching as an activity of helping others to learn, the teacher is needed to always plan so that he can aptly guide the learners towards gaining the experience and the desire skills or knowledge that will help them to have steady progress in mastering the subject/learning content. This is why beginning teachers and inexperience or untrained teachers sometimes find it pretty

challenging to master these processes, because they feel that their own methods are the correct ones. Their wrong belief stems from the fact that if the teacher presents himself before the learners and shows or tells the learners how to do something, in the class, learning has taken place. Subsequently, the teacher will be crestfallen when he finds out that the learners cannot do what they have been shown or recall what they have told.

Who is an Adult Learner?

An adult learner is that learner that is not opportune or who is disfranchised with the privilege of formal school system during their formal school age/days by circumstances.

Shitu (2016) sees adult learner as that learner that is educationally left out. This category of learner is unlike normal school age child that is young and inexperienced, not fully employ, unfamiliar. These types of learners have characteristic behaviors that directly differentiate him with formal school children. Socially, he has scores of social responsibilities that he has to undertake towards his survival. These responsibilities may be family, official, and communal so as to survive. Economically, he has economic or business engagement, physiologically; he is an advanced aged individual with geriatric related pitfalls. Psychologically; he is emotional. He has different innate/inborn psychological problem (Wushishi, Baba and Faruq 2014) the above distinctive features of adult learners mandated it, that adult facilitators/educators should manage the adult learners in associating or planning his instructional activities so that the adult learners diverse elements can be harmonized or put together and manage to achieve the instructional goals if not, the learning programme will be boring for the adult learners which may at the tail end result to withdrawal of some adult learners. To avoid this, giving room for every dick and harry to teach adult learners must be avoided. As such, we need to acquaint ourselves with the knowledge of whom to teach adult learners.

Who is to teach adult learners?

As it is generally known, teaching is not every man's responsibility. Teaching activities requires passion, commitment, tenacity and sacrifice. Moreover, it requires professional(s) who master the methods, techniques and skills of knowledge transfer. Olojede (2015) Opines, teaching of adult learners should be done by adult educators, who have mastered the skills of teaching adult learners as well as the psychology of adult learners. Shaba (2015) Classified adult educators into:

- Part-time, Full-time and trained practitioner's adult educators. These categories of adult educators are the appropriate individuals that are ought to be employ to teach adult learners, owing to the fact that they seem to have master the substances of helping adult learners of becoming better persons by helping them solving their problems.

(i) **Part-Time Teachers/Educators:** - These are group of persons who work directly with a specific target's population of adults as part-time facilitators/volunteers/teachers or even leaders of an agencies. These categories of facilitators may have little knowledge or not at all of working with adults. Mostly they receive 'Crash Programme' stems from one week to two. These people also contribute to the success of adult education programme. For instance, in mass literacy programme, a secondary school leaver who is very well to do may be recruited and deputized with crash programmes training. Mostly, they are sent to rural area or villages to help them and teach them how to read and write.

(ii) **Specialist in adult education:** - These adult facilitators may be trained adult educators and some of them may be trained in other discipline other than adult education. They may be trained agriculturalist, health personnel even administrators may fall under this category. Either of this may be employ to teach adult learners an aspect of their lives or profession to adult learners.

(Shaba, 2015). For instance, an agriculturalist/extension officer may employ to teach adult learners or farmers new techniques of farming or Health Officer may be invited to come to train adult learners family planning techniques to the adult learners. These types of specialists have sensational and scintillating influence to adult learners and their programmes owing to the direct correlation which their profession or specialty have to the community needs. Their interaction with the adult learners will greatly aid and serve as a blob icing on a very tasty cake to their knowledge advancement.

(iii) **Trained/practitioners adult educators:** - These refers to category of adult educators who possess extensive academic training, and qualifications and professional knowledge of adult education as their area of measures. Shaba (2015), opined that these people may be Consultants, Professors, Community Educators and adult education administrators. They may be found in universities, e.g. in I.B.B University Lapai, adult education department have professionals in the field like: - Dr. Olajide, Dr. A. A Adelekan, Late Dr. Olojede, Dr. Lakan among others. They may also be found in Colleges of Education, Polytechnics etc.

Characteristics of Adult Educators

- i. Knowledge
- ii. Sense of direction and persuasiveness
- iii. Understanding of adult learners
- iv. Experience
- v. Initiative
- vi. Attention to dynamic of learning

Characteristics of Adult Education

- i. It aids the adult learners in developing the traits of diligence, resourcefulness and conscientiousness, which are needed in effectual life.
- ii. Adult education is a community based and is regarded as significant in particular framework.
- iii. The adult individuals are encouraging to participate in all activities that needed to enrich their overall quality of lives.
- iv. The nature, goals and objectives of adult education differs in accordance with the cultures, norms, principles and standards of the individual and communities.
- v. The major needs and problems of adult learners are taken into consideration in the preparation of their curriculums planning and its implementation.

Principles of Good Teaching in Adult Education Programme.

It is against the ambiguity, that teaching is not an easy activity. It requires one to make an adequate preparation, exhibition of professional skills of teaching such as; communication, explanation, questioning, reinforcement, encouragement, introduction, organizing learning, discipline maintenance among others. Lack of the said skills from an adult educator may disrupt his instructional plans. As such adult educators have gigantic role to play. He is expected to acts like a catalyst, learning stimulator. The role of adult educator is very important in any teaching strategy; since his direct participation can range very widely, from complete control over what is to be learned to minimal intervention. A good adult educator therefore is one who has a good understanding of what his adult learners need to learn and also of their capabilities of learning. Adult learners are experience being as such, adult educators need to master the skills and make the adult learning centre to be full of lyricism and embellishment for conducive learning. This can be possible through the following ways: -

- ✓ **Making Adult Class Interesting:** - The adult class can said to be fab for learning, if the adult educators manage to maintain atmospheric condition, which stimulates adult learners to learn.
- ✓ **Use of a Variety of Methods:** - Method suitability counts in the success of lesson delivery. (Yisam 2011). Shitu (2016) stated that adult educators are at liberty to make a choice of appropriate method that can complement or that is compatible to the topic to teach adult learners. An adult educator can opt to go for a case study, Demonstration, Drama, Film show, Fish Bowls, Fieldtrips, Eye Braker, Games, Kitchen Concept, Puzzle, Diary keeping, Teaching etc. Additionally, Adult educator should as much as possible try to encourage efficient and friendly sharing and co-operation in all phases of classroom activity.
- ✓ **Supplement Methods with Instructional Material Aids:** - Sometimes, methods tend to be challenging particularly to unprofessional teachers or beginning teacher(s). For instance, the first category of adult educator found it's challenging to use methods and teach effectively; owing to the fact, that they are not trained educators, and they don't have the knowledge of procedures governing the use of techniques which they may employ to teach with. Zarif, (2009) opines that instructional material to be employ in teaching adult learners must be: -
 - i. **Useful:** - This implies, the instructional material/equipment should be a type that can help in meeting the intended educational goals or programme.
 - ii. **Operatability:** - This implies that the material should be simple for operation. In effect, it should not be difficult to operate by the adult learners.
 - iii. **Safety:** - This means the instructional materials should not be hazardous to the adult learner's health.
 - iv. **Compatibility:** - The Instructional Materials should be compatible or fits the explanation of the topic.
 - v. **Repairability:** - The equipment should be such that can be repair when it gets damage during usage. Adult education programme lacks adequate government supports; as such its instructional materials should be manageable in nature.

Strategies for Maintaining Adult Learners Interest

- i. **Apply Teaching to Life Situation:** - The adult educator, should as much as possible try to make teaching to the real-life situation. This will make the adult learners feel intellectually stimulating.
- ii. **Plan your Teaching:** - Adult educator can said to plan and organize his teaching through by developing a good teaching plan bearing in mind the needs of the adult learners as well as using the adult learners' own motives as a guide in the selection of learning goals and experiences.
- iii. **Use of Resource Person(s):** - A resource person, is a specialized educator or a knowledgeable individual in a particular area of discipline that can help learners with physical or educational learning difficulties to develop their experience. In this particular case, the adult educators should not mind, and bear poor financial support in the programme and try as much as possible to use the services of resources persons in their teaching, particularly where the need for expert information on a particular area required. When the resource person, comes and shares his knowledge with them, he will greatly help in enriching the adult learners experience and knowledge as well as embellished the learning situation and reduces the adult educator's burden.
- iv. **Always Cause/Make the Adult Learners think while you are teaching them:** - this can be done through by trying or creating novelties in your teaching. Always try to come up

with different things that will shake the learners through. That will also make them feel or develop strong attachment to the adult education programme.

- v. **Provide the learners with activities for in their classes:** - Don't allow adult learners sit in the class like that without activities doing. Adult learners are experience and curious learners, get them engaged, allowing them like that without any class engagement may make them monotonous and fatigue.
- vi. **Get Know Your Adult Learners,** love them for what they are visiting them at home, eat with them, and use soft and eloquent words for them. By this doing, the adult learners will love you and love the programme.
- vii. **Deal with Class Problem before it escalates:** - If the adult educators did not properly manage the class, the Class problem may escalate and make the class unteachable.
- viii. **Don't Over react:** - Some adult learners are old, some are pregnant, some are community leaders, some are rich men, some are geriatrics. Their particular characteristics may prompt them to behave or act defiantly. As adult educator, you are expected not to over-react.

Responsibilities of Adult Educators/Facilitators

Teaching generally is a helping profession in which the interest of the learners needs to be placed in the or as the upper most in the mind of the teachers, as such, adult educators need to become more devoted towards their adult learners' problems. Adult educators can make adult learners to be more responsive in their learning pursuance; this is through making proper preparations, organizations and presentation of subject content as well as diagonalization of every learning problem and getting ready to assist them to overcome the snag(s). Adult educators should also be ready to arouse the adult learners' interest, motivate them, showing them the advantage/importance of knowledge which they come to acquired and always relates or direct it to what prevails outside the classroom. Teaching them how they can improve their activities and solve the problems confronting mind kind in today's world. E.g. the adult educators can teach the adult learners how they can respond to poverty, insecurity and Corona virus (Covid-19).

Farrant, (1980) opines that, Teachers in all form of education, must strive to provide the type of educational experience which will open the eyes of adult learners to sense or perceive the patterns of things across the globe. To do so, appropriately, adult educator's, ought to stimulate the minds of the learners to attain their life's goals and ambitions.

In the final analysis, a good adult educator continuously attempts to improve his usefulness to the adult learners and society by engaging these in library study, attending professional meetings, collaborating with colleagues in issues concerning educational and professional growth, travelling and conducting experiments which dealt mainly with teaching problems in other to ensure maximum learning. Finally, it is the responsibility of every teacher to master his area of his specialization thoroughly, to show appreciation towards his adult learners and to possess a willingness to work hard. Ukorie, (1986) stated, teacher who diagnoses learning situation, preparing the setting for learning, guiding the learning activities, evaluating his learners and following up will surely excel in his teaching assignment.

Methods of Teaching Adult Learners

One of the fundamental ornaments that determines the success of learning activity across the all forms or types of education is the compatibility of the method of teaching to be use in the process of the teaching and topic to be taught. According to Zoufa and Olori, (2015) there are various methods to be used. The methods also form path to predetermine goal or objectives.

- i. Lecture methods
- ii. Project method

- iii. Dramatization method
- iv. Field trip
- v. Simulation method
- i. **Simulation Method:** this is a method that dealt with the use of old materials like radios, televisions sets, wrist watches, fans etc. in making adults to learn. In this method the materials are made available in the classroom or works to the adults' learners for practices. It is the use of mock objects to hasten adult learners understanding. This method, afford the learners a particular skill to perform a task or some activities.
- ii. **Lecture Method:** it is a method where the facilitator expresses and explains ideas giving examples and sometimes writes on the chalk board, facilitator in this instance, presents a verbal discourse on a particular subject, theme or concept. In this method the facilitator dominates mostly the lesson expressing ideas without thinking of allowing the learners to contribute their quarter.
- iii. **Project Method:** Zoufa and Olori (2015) had it that, this method originated from, John Dewey's teaching. According to him, individual/learner has to actively participate in educational activities. Project method is a teaching method which demands cooperative study of a real-life situation in a classroom setting or in a field under the auspice of a facilitator. The project can be in group or executed individually.
- iv. **Dramatization:** Zoufa and Olori (Ibid) in Adekola(?) sees dramatization method of teaching as a role – play method. It is basically a group-oriented method concerned with feeling and reactions in the course of interacting with one another. In this method, students of a given number are divided in to group to dramatized an event or scene while, other class members serving as spectators. It's important to note; what to be dramatized must be relevant to the topic of discussion.
- v. **Field Trip:** This method is in other words called “Excursion” this is a method of teaching where by the learners are taken outside the classroom or learning environment to an organization or a place for a first-hand information or learning experiences, stimulating interest in nature and supplementing classroom teaching. In this type of method, the learners are to be taken to a place with an educational advantage or a place that will offer them a first-hand information which will add to the learners experience. Learners can be taken to court, industry, factory or any other place relative to their course of study.

Challenges of Teaching Adult Learners

Teaching of adult learners is full of number of challenges, that demands a teacher/adult facilitator to be patients so as to achieved the desire goal of changing the thought and perception of the adult learners. Among the challenges are:

- i. Motivation
- ii. Divided Attention
- iii. Lack of Learning Materials
- iv. Fear of Unknown
- v. Health Issues
- i. **Motivational Problem:** motivation is one of the key factors for successful learning attainment. One of challenge of adult learners is that; plurality of the adult learners are not getting motivated by the people around them and some of the trend at the vicinity of the learning centers.
- ii. **Divided Attention:** many of the adult learners are engaged and having official, family and associational commitments. This commitments or engagement prompt them to be developing wandering minds while in class/ centres for learning exercises.

- iii. **Learning Materials:** learning materials are learning apparatus that makes teaching and learning excellent and carry all learners along. Most of the adult education centres in the state, lacks learning materials for successful teaching and learning.
- iv. **Fear of Unknown:** many of the adult learners in rural and sub – urban communities in Niger state are not feeling totally save to go out for learning due to fear of unknown as a result banditry activities, as many school children were reported kidnapped by bandits on their way to school, some were even attacked in their school e.g. the attacked of Salihu Tanko Islamiyya School of Tegin in Rafi Local Government. on 30 Mayth, 2021 as reported by the cable newspaper. The activities of bandit today, had result to the paralysis of many activities in places like Rafi, Shiroro and Munya. Educationally, many primary schools, secondary schools and even continuing education programmes have been suspended in the said local government areas of Niger state, due to fear of unknown from the side of the bandits.

Recommendations

- i. Adult facilitators should adequately prepare themselves in assisting the adult learners to achieve their sense of purpose and commitment.
- ii. Learning centres should be well prepared to dispel the adult learner's skepticism, negative perception and experience.
- iii. Facilitators should make learning environment a better one for effective learning activities.
- iv. Facilitators should utilize good method that are compatible to the topic of discussion.
- v. There should adequate security for all learning centres so that teachers and learners as well as their guidance will not be in panic.

References

- Abdullahi, M. (2021 May, 30). Many children abducted as bandit attack Islamic School in Niger State – The cable <https://www.thecable.ng>
- Baba, M. Wushishi I.A, and Faruq F.B.A, (2014). Foundation of Adult and Non-Formal Education, Minna, Hingum Nigeria Limited.
- Farrant J.s. (1980). Principles and Practice of Education, Hong Kong, Sheck Wah Tong Printing Press Ltd.
- Kusherki, Z. (2005). Hausa 321 “Dabarun Koyarwa” Lecture notes, C.O.E. Minna.
- Olojede, A. (2015). Lecture notes on AEC 732 “Psychology of Teaching Adult Learners” I. B. B University Lapai, Kobo campus.
- Shaaba, M.M, (2015). “Adult Education for Democratic Living” Lokoja, Aganzo Printing Press.
- Shittu, M.B, (2016). Lecture note on AEC 733 “Teaching Adult Learners” I.B.B University Lapai.
- Ukarie, J. (1986). Understanding the concept of teaching practice, Lagos. *Chuzy Printers*.
- Yisa, N.A. (2011). A hand Book on “Effective Lesson Planning and Strategies for Classroom Management”, Minna, Aby Nigeria Limited.
- Zarif, M.A, (2009). Educational Technology “For Basic Concepts, Audio-Visual and Management” Minna, Sa'adatu Education Consultant.
- Zoufa, CC. and Olori C. N, (2015). Appraising Adult Teaching in Nigeria: Analysis of the effect of some teaching methods on Adult Learner. American Journal of Educational Research. Vol. 3. No 9. Pp 1133 – 1137.