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## ADULT EDUCATION PROGRAMME IN JALINGO LOCAL GOVERNMENT COUNCIL OF TARABA STATE: FACTORS IMPEDING ON ITS PROGRESS

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**Abstract:** This research work was carried out in order to find out factors impeding the progress or impact of Adult Education Programmes in Jalingo Local Government Council of Taraba State. During this research, the researcher used questionnaire as the research instrument to collect the data. The sample-size of study is 50, consisting of 25 Adult learners, 15 instructors and 10 Adult Education Administrators. To analyse the data collected from the respondents, the researcher made use of frequencies and percentages (%). From the data collected and analyzed. The study has established that the problems of Adult Education programmes in Jalingo Local Government are mainly lack of funds to run the programmes effectively, very inadequate teaching/learning materials, lack of awareness from the people of the area, unqualified and inadequate instructors as well as the lack of clear guidelines for the operation of the programmes. The study therefore, provided solutions or rather recommendations, which if followed, will solve or minimize the problems impeding on the progress/success of Adult Education Programmes in Jalingo Local Government Council of Taraba State.

**Keywords:** Education; Teaching-Learning Materials; Instructors; Adult Learners; Mass Literacy Programme

### Introduction

Illiteracy has been the greatest societal enemy from time immemorial (Adepoju, 2012, Kelly and Perrett, 2015). It has retarded the development of many nations in Tropical Africa, and the world at large. It is as a result of high rate of illiteracy that the Federal Government in collaboration with the United Nations Education, Scientific and cultural organization, (UNESCO) deem it necessary to embark on Adult Education as a supplement to the formal school so as to assist the majority who could not attend the formal or secular schools (Ojo, 2010, Primitive Regime, 2013). Thus, the reason for introducing Adult Education programmes is to assist those groups of people who could not complete and those who do not even have the opportunity to attend the secular school (Yahya and Basira, 2013). These categories of people could not be neglected for they also have their contributions to make to the development of the nation. In Jalingo local government council, which is the focus of this study, the majority of the inhabitants are farmers, traders and cattle herders who are illiterates, and in this contemporary world they need some modicum of literacy to function more efficiently and effectively. Adult literacy programmes is therefore paramount in Jalingo Local Government Council. This is

recognised since colonial days when Adult Education was first established in Nigeria way back in the 1940s (Online Researchers, 2010) in Kano. Consequently, the programme was also established in Jalingo in 1952, and it has expanded since then. Notwithstanding the expansion of the programme still a large majority of Adult population of Jalingo Local Government remained illiterates. The big question therefore is why? In this study we seek answers to this question by analysing the problems militating against Adult Education programme in Jalingo Local Government Council of Taraba State. To sufficiently address this mega question, this study pursued the following three broad research questions:

1. What is adult education and what are the ranges (number) or types of Adult Education programmes in Jalingo Local Government Area?
2. What are the possible problems standing in the way of successful implementation of Adult Education Programmes in the area?
3. What are the best solutions to the problems of Adult Education implementation in Jalingo Local Government Area?

### Methodology

Jalingo local government council is situated at longitude 13°E and latitude 15°N, with an estimated population of two millions, six hundred and eighty-eight thousand, nine hundred and forty-four (162,210) people according to the 2011 national population estimates. (National Population Commission of Nigeria, 2011) This study utilized a survey design/method supplemented with observation and use of already existing data at the Mass Literacy Agency in Jalingo. The study also made use of fifty (56) people as the research subjects based on their experience in the topic. Twenty-five (25) out of the total number were the adult learners, fifteen (15) out of the remaining number are the instructors, while ten (10) were the administrators of adult literacy programmes in the State. The instrument of data collection was a self-administered questionnaire, though the researcher administered the questionnaire herself in a face-to-face interview with those subjects that are illiterate or barely literate who happened to be those participating in the adult education programme. To corroborate our findings we also in-depth interview (IDI) with all the six (6) heads of adult education units of the Taraba State Mass Literacy Agency. Except for the IDI with six heads of departments/units, which was analysed qualitatively, simple frequency counts and percentages were used in analyzing data collected from the 50 survey participants. In all seventeen (17) variables were analysed which cover the key factors identified as major impediments to successful adult education programmes, namely, ignorance, negligence, inadequate financial support, quality of staff, teaching and learning materials, and conducive environment for learning. These factors are reviewed in the next section of the paper. This is however preceded by a narrative on the meaning and development of adult literacy in Jalingo.

### Meaning and Development of Adult Literacy in Jalingo Local Government Council

Adult education is a complete type of education being rendered for the development of the whole nation, more especially to those who really need it. Adult education is also an education that takes care of some categories of individual socially, economically, politically, morally and emotionally. Adult education could be rendered anywhere, anyhow and also could be for anybody at any moment. In short, according to Arthur Creesh Jones, quoted in Omolewa, "Any instructions given to the adult would constitute adult education" (Omolewa, 1981: 2). Omolewa also refers to adult education as "the term we use for adult discussion groups, particularly discussions on the facts and problems and culture of the group to which a student belongs" (Omolewa, 1981: 2-3). Arthur Creesh Jones has also defined adult education on the basis of programmes. As rightly commented by Omolewa, Arthur Creesh Jones' definition also,

*...describes adult education as the education which embraces all forms of education provided for working men and women, housewives, and others who, for one reason or the other, are willing to improve the quality of their education (Omolewa, 1981: 3).*

The researcher however finds UNESCO definition below as quoted in Omolewa as more comprehensive and relevant to her study, viz.:

*The term adult education .... Covers all organized educational activities provided for people who are not in the regular school and university system and who are generally fifteen or older (In Omolewa, 1981: 3)*

Adult Education in Jalingo Local Government area (in the present day Taraba State) was established in 1952 according to the six heads of Mass Literacy units interviewed in Jalingo. At that time, there were very few centres; amongst them are Turaki "A", Dawaki "A", Kona ward and Wuro Musa ward literacy centres. But with the growing demand for the programme, the centres also grew up from four to nine (9) Adult Education centres. These centres are situated in various parts of Jalingo Local government council, so as to attract the attention of the learners and the entire populace. These centres are: Dawaki "A", and Dawaki "B" Turaki "A", Turaki "B" Majidadi "A", Sintali "A" Sintali "A", Kona ward and Wuro Musa Ward Literacy Centres. These centres were operating under the Education Secretary of the local government Council. Each Centre is said to have at least five (5) classes with female learners constituting the majority. The centres however do not seem to be functioning well. From the data collected by the researcher herself, it is seen that, from 1994 to 1996, the Adult literacy centres in Jalingo local government council Taraba state were, nonoperational because of so many reasons including lack of salary for the instructors. This problem also led to disenrollment of many Adult learners due to the length of stay at home without attendance. Despite the problems militating against Adult Education programmes in Jalingo Local Government of Taraba state, the council has a variety of programmes such as, Girl-child Education programme, Home Craft, Qur'anic programmes, workers Education or functional literacy programme and Nomadic education programme. The programmes were responded to by the clients until at the end

of 1993 when there was instability both in the Federal government as well as the state and Local government.

From my discussions with the six heads of mass literacy units in Jalingo, the researcher gathered that currently there are many adult education programmes being run in Jalingo Local Government by Non-Governmental Organisations which include the following major ones:

1. CAN women wing Adult Education Centre, Jalingo
2. Agape Group of friends Adult Education Centre, Jalingo
3. Cowur Academy Adult Education Centre, Jalingo
4. Women of Grace Adult Education Centre Jalingo
5. Formwan Adult Education Centre Jalingo
6. Rotary city club Adult Education Centre Jalingo
7. Give club education foundation, Jalingo.
8. Kamua Multipurpose adult education centre Jalingo
9. RCCN magami adult education centre Jalingo
10. Nungtso charity foundation Adult Education Centre Jalingo
11. T.Y Danjuma foundation adult education centre Nyabua kaka Jalingo.
12. Nyadumkaka literary centre Jalingo
13. Attahir Islamiya literacy centre magami Jalingo
14. Sayyidatu Nana Aisha literary centre, Jalingo.
15. ECCN matai – kofare Adult Education Centre Jalingo
16. Darul – Ulum Islamiya Adult Education Centre Jalingo
17. Catholic Diocese of Jalingo Adult Education centre Jalingo.
18. TSBS Mile Six Adult Education Centre Jalingo.

### **Factors Impeding on the Progress of Adult Education Programme**

It is obvious that illiteracy is one of the biggest social disease which has eaten deep into the societal fabrics, especially in Africa, which affects masses participation in social, political and economic activities of their respective local communities, states and nations as a whole. This disease to some scholars is likened to under nourishment which cannot permit any nation to become great politically, socially and economically. The problem of Adult Literacy education is indeed universal but most pronounced in Africa including Nigeria, the mother country of Taraba State. From available literature, some of the impediments to favourable and development of Adult literacy education programme include: ignorance, Religion, tradition, negligence, poverty, inadequate financial support, and indiscipline (Online Researchers, 2010, Ojo, 2010, Yahya and Basira, 2013.). The interactionists say in regard to Adult literacy education that human being is a rational being; therefore everybody should be given the opportunity to develop in his or her own way (Usman 1981). If education is the right of everybody, and every human being is rational why is it then that parents, right from the beginning, should not put efforts to educate each child but allow others, especially women, to drop out of school or stay out? A number of reasons were given for the denials of rights to education to children

especially the girl child, which led to us, especially Africans, to have many illiterate adults in our midst. Some of these reasons are discussed in the foregoing sections of this paper.

### Negligence

Many writers admit with deep regret that Western education was not accepted right from its inception, and even where it was accepted it was neglected. The colonial government for example did not make it their priority to make education available to the masses of Nigerians. In fact it felt that educating the colonized was dangerous. After colonialism, the newly independent Nigerian government obviously recognized the importance of education but somehow did not make it a priority to educate the masses of Nigerians. Adult Education was also introduced during the colonial days but it was restricted to literacy programme only. The indigenes too, especially in the northern part, did not bother so much about western education. Many used to think Western Education was a means to convert people into Christian religion (Okobiah, 2002). The Boko Haram ideology for example is a carryover of such belief. In contemporary Nigeria however the importance of Western education for both children/youths and adults is very much recognised and accepted to be vehicle for both personal and national development. Regarding personal development, Glen Filson (1991) quoted in his book a view of a basic literacy class product as evidence, viz:

*I now realize I am a complete human being. I was blind and deaf but now my eyes and ears have been opened. Before, these words meant nothing to me, now they speak (Glen, 1991:20)*

Given the realization of the importance of adult education, how much efforts and concerns have both the government and the community been giving to adult education in Taraba State? This will be pursued empirically in this study.

### Ignorance

Commenting on the impediments to women's education in the Northern States of Nigeria in 1973, late radical politician, Aminu Kano, observed that ignorance is still common among women who first bring up our children (in Anyanwu 1981). He said further that the head of the Hausa women are full of superstitions and that they submit to fate and the works of trickster medicine men (Boka). These types of women according to him resist change, especially those changes that challenge their belief and culture. The observation above by Aminu Kano on Hausa women is much applicable to men also. In other words, ignorance stands in the way of progress of adult education. To what extent is this statement applicable to the problems of Adult Education Programme in Jalingo Local Government Area is one of the concerns of this study.

### Finance

Undoubtedly, adequate financial support is very essential for adequate adult education programmes. Unfortunately however, the financial dimension of educational policies especially in regard to the disadvantaged adults has, as rightly pointed out by K. Drake

(1984:55), being treated with lip-service for quite a long time. Is finance a real problem against the adequate implementation of adult education programme in Jalingo Local Government Area? This is one of the questions this study sought to answer as we shall see in the findings section of this paper.

### Quality of Personnel

The quality of personnel which plans and implements adult education programme is, as rightly noted by Onyemunwa, "the most important factor in the success of any adult education programme" (1997:39). From the statement above two types of personnel are identifiable – the administrators who plan the programme, and; the instructors who implement. Of course the two overlap in their work. The question here is, are these personnel adequately qualified to carry out their functions adequately? Our case study in Jalingo Local Government Area will provide empirical answers to this question.

### Teaching Learning Materials

Instructional materials such as text and exercise books, pens, cardboard papers, chalk, chalk board and various types of audio and visual aids are very essential factors in the success of any adult education programme. Regarding instructional materials, the important question are whether they are available at all, and if they are, how adequate and appropriate are they? The data analysis section of this study will provide answers to these in relation to Jalingo Local Government. In regard to audio-visual aids it is not only their availability in adequate number that is important, but equally important is putting them into optimal use, which again brings us back to the quality of personnel. All these have been examined empirically in the data analysis section.

### Conducive Environment for Learning

It is a known fact that for any learning to take places a conducive atmosphere for it should be in place. Thus to effectively implement adult education programmes we need to create the required environment. Miller (1964), Jerold (1970) Knowles (1970) and Kidd (1973) identified various conditions essential for adult learning. By way of synthesis, the various conditions identified by the scholars above can be summarized into four, namely: motivation to change, creation of an informal atmosphere, the use of past experience of the learners and constant feedback to learners. (Onyemunwa, 1997:41).

### Analysis of Major Findings

It can be seen clearly in our review of literature above that there are many factors that can militate against adult education programmes anywhere if care is not taken. To what extent these factors constitute problems against success of adult education programmes in Jalingo Local Government Council of Taraba state is the central concern of this study. In this section we analyse and also interpret the data according to the responses to the questionnaire. In our interpretation of data we have also brought in responses of key individuals we have interviewed recently in order to update this study carried out some years ago. These key individuals were HODs of the various units of the Mass Literacy

Centre, Taraba State, Jalingo. The first question on the questionnaire sought to know the problems affecting Adult Education programmes in Jalingo local government council. In response to that question, 14 people indicated finance, 7 people mentioned instructors, while 18 people indicated teaching/learning materials, and 9 others indicted Administration. Our findings are clearly indicated in the table below (Table 1)

**TABLE 1: OPINION ON THE MAIN PROBLEMS AFFECTING ADULT EDUCATION IN JALINGO**

RESPONSES	FREQUENCIES	%
A. Financial constraints	14	28
B. Inadequate Instructors	7	14
C. Inadequate Teaching and Learning Materials	18	36
D. Poor Administration/Lack of Political Will	9	18
E. No Idea	2	4
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

The table above clearly shows that the inadequacy of teaching/learning materials is the most serious problems followed by finance (28%), poor administration (18%) and inadequate instructors (14%) respectively. The researcher's IDI with heads of unit of the Mass Literacy Centre (hence forth referred to as MLC), Jalingo, however revealed that the most serious problem was the gross inadequacy or even lack of financial support from the government due to lack of political will. They argued that with strong political will adequate funds would have been made available for adult education in the state. This would have enabled the employment of adequate and qualified instructors as well as provisions of adequate teaching/learning materials. The researcher also went further to ask for how long has the identified problems been in existence in the area. The response to that question shows that the problems affecting Adult Education has been in existence for a long time in Jalingo Local Government Council. This is because, 18 people (36%) mentioned 5 years, 11 people (22%) said that the problems have been existing for 4 years, while 9 people (18%) indicated that the problems have been there since 3 years back.

**TABLE 2: OPINIONS ON THE DURATION OF THE PROBLEMS AFFECTING ADULT EDUCATION IN JALINGO**

RESPONSES	F	%
A. For the past 5 years	18	36
B. For the past 4 years	11	22
C. For the past 3 years	9	18
D. For the past 2 years	8	16
E. No Idea	4	8
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Table 2 above clearly shows that majority of people felt the problems have been on for at least 4 years. As for the head of units of Mass Literacy centre of Taraba State, these problems have been on for more than a decade and a half. According to them the funding to adult education has been dwindling from very inadequate to almost total lack of it such that presently Adult Education Centres in Jalingo local government are mostly funded by some nongovernmental organizations, both international and local, such as UNESCO and UNCEF, Women Wing of CAN, RCCN, FOMWAN, Agape Group of Friends, Great Gender Grassroots Foundation, Rotary City Club and TY Danjuma Foundation. The third question on the questionnaire was on the concern, if any, shown by both the State and Local Government towards the problems. The responses as reflected in table 3 are clearly not encouraging.

**TABLE 3: OPINIONS ON THE CONCERN SHOWN BY THE STATE AND LOCAL GOVERNMENT TOWARDS SOLVING THE PROBLEMS OF ADULT EDUCATION**

RESPONSES	F	%
A. Positive	9	18
B. Negative	13	26
C. They made promise	17	34
D. No concern shown	5	10
E. I really don't know	6	12
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

It can be seen that only 9 people (18%) felt that the government, both state and local government, showed positive concern. The rest of the responses were unfavourable: 13 people (26%) indicated that the concern is negative, 17 people (34%) said that the two levels of government only made promises, and 5 (10%) out of the remaining number categorically stated that the government (local and state) show no concern at all. As for the heads of units of mass literacy, Taraba State, the concern to Adult education in Taraba state by the government has been waning from positive through relatively positive to now negative. Finance being an important element for a successful adult literacy programme, the researcher sought to find out the source(s) of funding adult literacy



programmes in Jalingo Local Government Council. On that question, 18 people (36%) indicated the local government, 9 people (18%) mentioned the state government, 5 people (10%) said that it is the federal government that sponsors the programmes while 7 people (14%) alluded to the community leaders. Finally, a significant number (11 equivalents to 22%) claimed ignorance of sponsors. These findings are shown in the table (Table 4) below:

**TABLE 4: RESPONSES ON WHO SPONSORS ADULT EDUCATION PROGRAMME IN JALINGO LOCAL GOVERNMENT COUNCIL**

RESPONSES	F	%
A. The Local Government	18	36
B. State Government	9	18
C. Federal Government	5	10
D. Community Elders	7	14
E. No idea	11	22
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Clearly therefore the bulk of the funding is done by the local government followed by state and community going by the respondents responses. Federal Government virtually does nothing at least from the view point of respondents. That majority of respondents (52%) had indicated local and state governments as major financiers is not surprising as adult literacy is first and foremost the responsibility of both the local and state governments. What is surprisingly however is that not a single nongovernmental organization has been mentioned by the respondents even though they are now the major if not the only financiers of the programme in Taraba State as results of our interview with heads of adult education units indicated earlier on. It can be argued that these respondents were probably responding on the basis of who they thought should be funding adult literacy programme in Taraba State. The fifth question on the questionnaire was on the range of adult education programmes that are carried out in Jalingo Local Government Council.

**TABLE 5: TYPES OF LITERACY PROGRAMMES EXISTING IN JALINGO LOCAL GOVERNMENT AUTHORITY**

RESPONSES	F	%
A. Girl-Child Programme only	18	36
B. Qur'anic Programme only	11	22
C. Home Craft and Girl-Child Programmes	9	18
D. Nomadic Education and Workers Functional Literacy Programmes	8	16
E. All of the above	4	8
<b>Total</b>	<b>50</b>	<b>100%</b>

A number of programmes were indicated by respondents, as presented in table 5 above, which were girl-child education, nomadic education, Qur'anic/Islamia education, home craft, and workers functional literacy programmes. Even though only a few respondents indicated that all the programmes listed above are being run in the Local Govt. area, all are indeed being run according to the heads of units of Adult Education in Taraba State. The next question on the questionnaire sought to find out whether or not the instructors of these programmes are adequately qualified. The responses to the question showed that the instructors are partially qualified from the view point of the majority (42%) respondents in Table 6 below. Those that are either very qualified or qualified constitute only 26%.

**TABLE 6: RESPONSES ON QUALIFICATIONS OF ADULT EDUCATION INSTRUCTORS**

RESPONSES	F	%
A. Very Qualified	3	6
B. Qualified	10	20
C. Partially Qualified	21	42
D. Very Unqualified	6	12
E. I don't know	10	20
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

The heads of units of the Taraba MLC, Jalingo corroborated the responses above by admitting that majority of the instructors were either partially or not qualified, and the reasons is because of inadequate funding to enable the employment of qualified instructors and sending of those not qualified to further training. The seventh question sought to know whether the Adults in Jalingo Local government are interested in Adult Education programmes. Despite the problems affecting the programmes, the responses to that question showed that the Adult populace is very much interested in the programmes; majority (66%) of them said so as against 34% of the respondents. The responses are presented in table 7 below:

**TABLE 7: RESPONSES ON WHETHER ADULT POPULATIONS ARE INTERESTED IN ADULT EDUCATION PROGRAMMES**

RESPONSES	F	%
A. Yes	33	66
B. No	17	34
<b>Total</b>	<b>50</b>	<b>100%</b>

The researcher also went further to ask, whether it is true that Adult Education Programmes have been operating for long in Jalingo Local Government Council. The responses to that question are tabulated in the table below (Table 8).

TABLE 8: RESPONSES ON WHETHER ADULT EDUCATION PROGRAMMES HAS BEEN OPERATING FOR LONG IN THE LOCAL GOVERNMENT AUTHORITY

RESPONSES	F	%
A. Yes	22	44
B. No	28	56
<b>Total</b>	<b>50</b>	<b>100%</b>

From the table above, it is clear that only 22 people (44%) acknowledged that Adult Education has been operating for long in Jalingo, while majority (28 equivalents to 56%) said that adult education programmes have not been operating for long in Jalingo local government council of Taraba state. This means that majority (56 %) respondents wrongly thought adult education is a recent phenomenon in Jalingo area. This is a further indication of the relative lack of impact of programme on the adult population. The ninth question required to find out the development/achievements made by Adult education programmes in Jalingo Local Government area. Despite all the efforts shown, the programmes did not make proper development according to the respondents to that question. Only 11 people (22%) felt that Adult Education programmes have improved the ability of the people to read and write, 15 (30%) indicated that the programmes only made a few to be able to read, 14 people (28%) indicated that only a few can write, 7 (14%) felt Adult Education programmes have improve their ability to calculate figures; while only 3 people (6%) said the programmes have made no development/achievement. The details are represented in table 9 below:

TABLE 9: RESPONSES ON THE IMPACT OF ADULT EDUCATION PROGRAMMES IN JALINGO LOCAL GOVERNMENT

RESPONSES	F	%
A. Improve ability to read and write	11	22
B. Only few can read	15	30
C. Only few can write	14	28
D. It has improved our calculation	7	14
E. No development	3	6
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

Recent interview with staff of MLC in Jalingo corroborate the above findings because all of them believe that only a very few of the participants can read, write and calculate. The last question on the questionnaire wanted to know whether the problems effecting Adult Education programmes are associated with the Administrators, government, instructors, learners or all of the above. The responses to that question are shown in the table below (Table 10).

TABLE 10: OPINION ON WHO CAN BE HELD RESPONSIBLE FOR PROBLEMS OF ADULT EDUCATION PROGRAMMES IN JALINGO LOCAL GOVERNMENT

RESPONSES	F	%
A. Government	9	18
B. Administration	13	26
C. Learners	18	36
D. Instructors	5	10
E. All of them	5	10
<b>TOTAL</b>	<b>50</b>	<b>100%</b>

From the table above, it is clearly seen that 9 people (18%) associated the problems with the governments, 13 (26%) with Administration, 18 (36%) with the learners; 5 (10%) with instructors, while only 3 people (10%) said the problems of Adult Education programmes in the area are due to all of the four stakeholders as listed ("A - D") in the table (table 10) above. I asked the same question to staff of MLA interviewed recently in Jalingo, who on their part placed most blame on the government. I probed them further on their reasons for putting more blame on the government. They argued even though administrators, learners and instructors have their share of blames, it all bowls down to lack of good will on the part of the government. The government supposed to provide conducive or enabling environment for learners, instructors and administrators for them to function effectively. Unfortunately this is not so.

### Discussion of the Main Findings

Adult Education is supposed to serve as an alternative to the normal school system. It is aimed at improving the ability, skill and knowledge of the less privileged. However, despite the concern shown by the national and international bodies for Adult literacy programmes, their objectives could not be achieved because in Jalingo local government for example Adult Education implementation suffers a lot of problems. Some of the major constraints of Adult Education programmes in Jalingo local government council are finance. This is a big problem because no programme will survive without finance. The lack of teaching, learning materials is another problem, followed by the poor administration of the programmes. Also the awareness of the programme is another problem because though it has been in existence since colonial days (1952) only a few people are aware of it much less the significance of Adult Education. Similarly, the concern of the government is very important because they are responsible for the smooth running of such meaningful programmes but the government often makes promises which it could not fulfill. This problem is also followed by the sources of funding for the programmes. The local government sponsors the programmes, which makes it difficult to achieve the laid down objectives because it cannot sponsor it adequately. It is at the mercy of non-governmental organizations for funding. It is also seen that only few programmes which are not popular with the target groups, are organized in the area. This makes it difficult for total participation of the Adult populace. The qualification of the instructors,

interest of the Adult learners, the development made by the programmes are also problems militating against Adult Education programmes in Jalingo local government council of Taraba State.

### **Conclusion**

Adult Education nationwide is geared towards assisting those people who dropped out of the formal school system because of one reason or the other, as well as those who do not get the opportunity to attend the formal school system. However, despite the age of such programmes in Jalingo, and the many Adult Education centres, not very significant success has so far been reached. The major reasons for this very little success include: the problem of funds which the Local Government cannot address properly; the lack of awareness from the part of learners, and; the lack of clear guidelines. From the analysis section of this study, it is clear that these problems are the major constraints, though the poor administration and non availability of qualified instructors, are also affecting the programmes (Adult Education) in Jalingo Local Government Council of Taraba State.

### **Recommendations**

Based on our major findings in this study, the following recommendations are germane:

- The programmes must be provided with adequate funds by the government so as to boast adult education programmes in the area and ensure their smooth running or sustainability. Funding should not be left at the mercy of non-governmental organizations.
- Furthermore, teachers/instructors, salaries must be paid promptly so as to serve as motivation for smooth running of the programmes.
- The government should recruit only qualified staff and there should be a robust retraining system for the continual retraining of teacher/instructors already in its employment.
- To solve the problem of awareness, the local government in collaboration with the state government, should launch an enlightenment campaign which will attract the minds of the beneficiaries or target groups. I would recommend an extensive research on the information, education and communication needs of the adult illiterate populace.
- Adult education programmes must be made interesting to the learners by taking into consideration those programmes which they need/want. The adult learners must therefore be involved in designing their educational programmes.
- Specific or tailor-made programmes must be made available for certain groups of people in the local government area. I would recommend an extensive research into the specific needs of the adult populace as a basis for rendering adult Education programmes in Jalingo Local Government area in order to tailor the programme towards the specific needs of the target groups.

- The active involvement of non-governmental organizations in adult education in Jalingo Local Government is commendable. Such collaboration should be sustained but the whole affairs should not be left alone to the non-governmental organizations as we have seen in this study.

Finally, it is the researcher's sincere believe that if the recommendations provided above are implemented with commitment, many more will join the few who accepted adult education as a viable alternative for improving their lots. It is only then that our society (Taraba State) can progress rapidly since the productivity and functionality of the majority adult populace will be improved.

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