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<td>Author 1</td>
<td>OBI, G.O.</td>
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<td>Author 2</td>
<td>OKIDE C.C</td>
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<td>Author 3</td>
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<td>Title</td>
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Abstract

It is true that adult education cannot be reduced to what Kumar (1981) described as merely teaching the alphabet to a group of old cronies. Adult Education is now concerned with the holistic development of adults. And this has to take place in the learner’s natural setting in their homes, their workplaces and in the communities. And any individual, who has a requisite skill to teach the adults, can be made to teach them. This is in line with what Knowles (2000) reveals as the recent trend in Adult Education practice.

This is an innovation in Adult Education practice, worthy of implementation. However, the researcher felt that it is necessary to find out from the learners what challenges they envisage will arise from adjusting this innovative trend. Adult learners in Nsukka Education zone were used for the study. One of the major findings of the study is that learners’ predominately will see Adult Education simply as Adult Literacy. This presents a major challenge. The researcher therefore recommends a total and aggressive mobilization of the nation to make people appreciate and accept a broadened conception of Adult Education. And to see Adult Education as an effective instrument for individual and national development.

Background

Knowles (2000) discussing recent trends in the field of Adult Education worldwide identified these major developments namely: the broadening conception of Adult Education which indicates that Adult Education is not just about adult literacy, but a holistic educational programme which is directed at the total development of adults; secondly, Adult Education is moving out from the classroom walls into the communities where the adults live and work and thirdly, the course offerings of Adult Education are shifting from academic subjects to issues, problems and topics, which touch on the lives and work demands of the adults. These developments are meant to make Adult Education more relevant and meaningful to the clientele.

These innovative trends challenge the present practice of Adult Education in Nigeria. This is so because, when Adult Education evolved in its present form in Nigeria from the Mass Education project of
Problem
Extending Adult Education beyond the classroom walls is an idea whose time is now. Indeed, fully implemented, this movement will make Adult Education, in reality, an instrument for human and societal development. But it does appear that the implementation of this innovation, may pose some challenges. For example, how would the learners react towards this movement especially as they had got used to classroom-based learning? Again, could there be logistic factors, which could constitute challenges to its implement. Therefore, the problems of this study, are to establish challenges, if any, which will arise in implementing a broadened definition of Adult Education and extending Adult Education beyond the classroom walls, as perceived by adult learners in Adult literacy centers in Nuku’alofa Education zone.

Research Questions
To guide the study, five research questions were formulated. They are
1. What are the personality characteristics of adult learners in adult literacy centers in Nuku’alofa Education zone?
2. In what ways will conceptual problems constitute challenges in extending Adult Education beyond the classroom walls?
3. In what ways will personal-related factors constitute challenges in extending Adult Education beyond the classroom walls?
4. In what ways will socio-cultural factors constitute challenges in extending Adult Education beyond the classroom walls?
5. In what ways will logistic problems constitute challenges in extending Adult Education beyond the classroom walls?

Design
The research design adopted in carrying out this study is descriptive survey. The population for the study was four hundred and
...five three (453). It was made up of all the adult learners who enrolled in
adult literacy centres in the five local government areas that make up
Nasupa Education zone. Questionnaire was the major instrument for
data collection. Of course, oral interview was also used. Out of a total of
four hundred and fifty three (453) copies of the questionnaire
distributed, four hundred and thirty (430) were well completed, returned
and used for analysis.

Research Question One
What are the personality characteristics of adult learners enrolled in
Adult literacy centres in Nasupa Education zone?

Answers to research question one are analysed in Table 1(a) to 1(e).

Table 1(a)

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Gender</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>165</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>265</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>430</td>
</tr>
</tbody>
</table>

Table 1(a) above shows that gender profile of the adult learners in
Nasupa Education zone. From the table, it was seen that while males
constituted 38.37, female constituted 51.63%.

The dominance of female learners among the adult learners is an
indication that women in this zone are beginning to appreciate the
importance of education in their lives. Thus, more and more of these
women are beginning to feel the limitations which their state of illiteracy
imposes on their life chances. This is so because Nasupa community is
fast becoming a literate community. Typically now, information and
invitations which in the yesteryears were circulated by words of mouth,
are today given out through printed and written invitations. For
example, invitations to traditional marriages, wedding, child naming and
dedication, funeral ceremonies and others are printed and given to
inviters. This is a healthy development which has spurred the women
to begin to seek for education. This is healthy even for the nation. No
wonder that Agu (1994) remarked that education of women is the
essence of all the educational efforts because women are the
custodians of the societies' cultural heritage. They are also the teachers
of all generations. However, as efforts are focused globally on
improving and empowering women educationally, efforts should also be made to empower adult men so that women do not become liberated only to become replaced by the menfolk especially as many adolescent boys are dropping out of formal education for the world of business and self-employment.

Table 1(b)

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Single</td>
<td>110</td>
<td>28.00</td>
</tr>
<tr>
<td>(B)</td>
<td>Married</td>
<td>215</td>
<td>55.20</td>
</tr>
<tr>
<td>(C)</td>
<td>Widowed</td>
<td>5</td>
<td>1.20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>430</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 1(b) above shows that among the adult earners, married ones constituted 73.30%. The single constituted 26.60%. The widowed constituted 1.20%.

It is interesting to observe that among the earners, were young adults who were still single. This confirms that Adult Education is not necessarily meant for very old men and women. It is meant for every adult. This makes the official title of Adult Education in Nigeria which is Adult and Non-Formal Education, meaningful. This title makes the scope of Adult Education in Nigeria wide. There is therefore a need to emphasize and publicize this title so that people will know that adult education caters for adults as well as for adolescents in the form of out-of-school education which is a component of Adult Education.

Table 1(c)

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Self-Employed</td>
<td>97</td>
<td>23.00</td>
</tr>
<tr>
<td>(B)</td>
<td>Petty traders</td>
<td>45</td>
<td>33.70</td>
</tr>
<tr>
<td>(C)</td>
<td>Full-time Housewives</td>
<td>176</td>
<td>40.90</td>
</tr>
<tr>
<td>(D)</td>
<td>Local government staff</td>
<td>2.2</td>
<td>5.10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>430</td>
<td>100.00</td>
</tr>
</tbody>
</table>
It is interesting to note that many of the adult learners were individually who were not on paid employment. This shows that Adult Education must be diversified to solve the various educational needs of the adults.

There is therefore the need for Adult Education to move from the classroom environment to the different environments where adults live, work and experience needs which Adult Education can help them to solve.

Table 1(d) Respondents by Age Range

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Age Range</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>18 - 25</td>
<td>85</td>
<td>19.90%</td>
</tr>
<tr>
<td>(B)</td>
<td>26 - 33</td>
<td>137</td>
<td>31.80%</td>
</tr>
<tr>
<td>(C)</td>
<td>34 - 41</td>
<td>155</td>
<td>26.82%</td>
</tr>
<tr>
<td>(D)</td>
<td>42 - 49</td>
<td>90</td>
<td>20.90%</td>
</tr>
<tr>
<td>(E)</td>
<td>50 - 55</td>
<td>3</td>
<td>0.00%</td>
</tr>
<tr>
<td>(F)</td>
<td>55 - 65</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Table 1(d) above presents the respondents by age range. From the table, it was seen that respondents aged 26-35 constituted 31.80%. Respondents aged 36-40 constituted 26.66%. Respondents aged 46-55 constituted 20.90%. Respondents aged 18-20 constituted 19.81%.

Finally, respondents aged 56-65 constituted 5.90%.

It is sad to note that there was no learner aged 56-65 years. This is sad because education is life long and is required by every individual of every age. Education helps individuals to live well and function effectively in any situation. Unfortunately, most elderly adults hold on tenaciously to the deficit theory of psychology which states that age affects adult learning. It also stresses that an old dog cannot learn a new trick. Adults need to be made to understand that this theory has since been disproved. Adults learn and continue to learn despite age. Indeed, there are things they learn better than children.
Table 1(e) above shows the perceived motives for enrolling in adult literacy among the respondents. From the table, it could be seen that as many as 69.70% revealed that they enrolled in order to learn how to read, write, and calculate. Respondents who enrolled in order to improve their lives constituted 13.90%. Very few, 6.30% and 2.40%, indicated that they enrolled in order to improve their work and in order to become good community members, respectively.

Most of the adult learners enrolled in the project in order to learn how to read, write, and calculate. This shows that the learners predominantly see Adult Education as Adult Literacy. This is really a challenge. It is sad to note that the learners rejected that education can help them to function well in their communities. This shows that the adult learners do not understand nor appreciate the intrinsic value of education.

Research Question Two
In what ways do conceptual problems constitute challenges in extending Adult Education beyond the classroom walls? An answer to research question two is analysed on table 2.

Table 2

<table>
<thead>
<tr>
<th>Perceived conceptual problems</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) Adult Education simply means adult literacy</td>
<td>4.20</td>
</tr>
<tr>
<td>(B) The major educational need of adults is to learn how to read, write and calculate</td>
<td>3.93</td>
</tr>
<tr>
<td>(C) Education to be meaningful must take place in a classroom environment</td>
<td>3.64</td>
</tr>
</tbody>
</table>
Table 2 above shows the conceptual problems that the respondents perceived would constitute challenges to extending Adult Education beyond the classroom walls. From the table, it was seen that the major perceived challenge was that majority of the respondents saw Adult Education simply as adult literacy. This had a mean score of 4.20. This was followed by the perception that the major educational needs of the adults was to learn how to read, write and calculate. And finally, the respondents perceived that meaningful education couldn’t take place outside the classroom environment.

It is said to observe that many of the adult learners perceived Adult Education as one and the same as Adult Literacy. This is despite the contention of Kilwea (2000) that the basic conception of Adult Education is broadening and extending out of the classrooms into the market places. It is obviously a challenge that the adult learners hold that the major educational need of the adults is to read, write and calculate. This is a wrong perception and it imposes a challenge to Adult Education practice beyond the classroom walls. Tite (9) is therefore on urgent need to mobilize the Nation to see learning as lifelong, and not restricted to a particular age bracket. At every stage in life adults require knowledge to perform their roles effectively. Thus as their roles change so do their needs for education change. Thus, education is not a pill which taken once in a lifetime, gives once a lifetime of immunity against ignorance.

Research Question Three
In what ways will personnel related factors constitute challenge in extending Adult Education beyond the classroom walls.

Answer to research question three is analyzed on table 3.

Table 3
Perception About Personnel Related Problems

<table>
<thead>
<tr>
<th>S/No</th>
<th>Personnel Related Problems</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Adult literacy instructors are not trained to teach beyond the classroom walls</td>
<td>3.84</td>
</tr>
<tr>
<td>(B)</td>
<td>The activities of adult literacy instructors are confined to the classrooms</td>
<td>3.83</td>
</tr>
<tr>
<td>(C)</td>
<td>Only those trained as adult educators can teach adult learners</td>
<td>3.58</td>
</tr>
<tr>
<td>(D)</td>
<td>There are few adult literacy instructors to meet the demand of Adult Education beyond classroom walls</td>
<td>3.88</td>
</tr>
</tbody>
</table>
would the challenge of the adult education beyond the classroom walls. From the table, it was revealed that the major factor was that the main concern of the adults was how to get money to maintain their families and not education. This had a mean score of 3.6. The next was that meaningful education could only take place in a classroom environment. The respondents rejected the suggestion that age would affect learning.

The response that the major socio-cultural factor which would constitute a challenge in the perception that the major need of adults is always how to get money to maintain their families. This response is expected because, in most communities, the perception that there exists a dichotomy between the work of work and the world of earning a common place. The adult is expected to work so that he can raise money to feed his family. Children are expected to go to school and learn for tomorrow's living. This is a wrong perception which discourage adults from coming forward to learn in Adult Education. Paséo (1976) condemn this dichotomy. He sees learning and working as inseparable and mutually self-sustaining to the advantage of the adults. An adult should learn and at the same time continue with his/her economic pursuits. Adults in Nigeria should therefore be mobilized to understand that learning and working are inseparable in the present world which is so dynamic that knowledge and skills easily become obsolete. This state of obsolescence limits greatly an adult's performance and productivity. Adults should also be mobilized to understand and appreciate that meaningful learning takes place beyond the traditional classroom walls. Adult Education graduates who are largely underemployed, unemployed and unemployable need to be commissioned by the Federal Government to move into the communities to mobilize the entire nation to appreciate the benefits of using Adult Education to solve the educational needs of adults in Nigeria. Indeed, it is well known that these same adults daily learn new things, skills, competencies and information in their names, market places, meeting halls and even in informal gatherings. Yet, they still hold in ignorance that meaningful learning can only take place in traditional classroom learning environments.

Research Question Five

In what ways will logistic problems constitute challenges in extending Adult Education beyond the classroom walls?

Answer to research question five is analyzed on table 5.
Table 5
Perception About Logistic Problems

<table>
<thead>
<tr>
<th>S/No.</th>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>Self Employed</td>
<td>87</td>
<td>20.30</td>
</tr>
<tr>
<td>(B)</td>
<td>Petty traders</td>
<td>145</td>
<td>33.70</td>
</tr>
<tr>
<td>(C)</td>
<td>Full-time Housewives</td>
<td>176</td>
<td>40.90</td>
</tr>
<tr>
<td>(D)</td>
<td>Local government staff</td>
<td>22</td>
<td>5.10</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>430</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4 above presents the logistic problems that would constitute challenges. From the table, it was found that the major challenge was the impossibility of making the entire community a learning centre. This had a mean score of 3.93. This was followed by the perception that it would be a challenging task to plan and administer tests and examinations in Adult Education beyond the classroom walls. This had a mean score of 3.80. Then the respondents viewed that getting enough money to pay the large number of personnel required for the programmes would be very difficult. This had a mean score of 3.69. Another challenge was the difficulty of getting appropriate learning/teaching materials in quantity and quality. This had a mean score of 3.68. Finally, was the challenge of evolving appropriate teaching methodology that would be effective and acceptable to all. This had a mean score of 2.74.

It is sad to note that the adults remarked that the major logistic problem was the difficulty in making the entire community a learning centre. This view is myopic. Rutherford (1997) writing on the need to extend Adult Education beyond the classroom walls stated that Adult Education can take place anywhere in the community: church halls, community centres, and even in the home of neighbors. Kumar (1991) similarly remarked that Adult Education can take place in homes and in work environments. This is so according to him because, learning, working and living have meaning only when they correlate with each other. Adult Education has to take place everywhere in the community. Hinzen (2004) elaborating on this, stated that most of the Millennium Development Goals (MDGs) are concerned with Adult Education. These include how to promote gender equality, improve women, reduce child mortality, improve national health, combat HIV/AIDS, malaria and other sicknesses. These can be tackled best in the communities where they manifest. Similarly, Fatunla (1991).
enumerating the provisions available in our communities for Adult Education, remarked that churches, mosques, club houses, factory floors, village squares, chiefs' ante rooms and family compounds can be used as learning centres. The perception of the adult learners that planning and administering, tests and examinations will constitute a challenge shows that they still see Adult Education as traditional literacy project. In Adult Education beyond the classroom walls, learning will be by participatory approach, which will be active and will involve the learners at every stage. Even training will be by participatory approach. Each learner will continuously evaluate himself. This approach will therefore revolve the fears about tests and examinations.

The response that getting money to pay both the traditional and non-traditional instructors will constitute a big challenge shows that the adult learners do not understand that Adult Education programmes can be sustained largely by volunteer instructors. On this Siersbaj (1975) states that when launched on this when Adult Education moves into the communities, many adults and professional groups that deal with adults will be encouraged to serve as adult educators. This curts of adult educators will serve without demanding for payment. There is also a need for the present adult literacy instructors to undergo periodic in-service training to keep them abreast of the recent trends in Adult Education practice. Fortunately, there are many universities in this country which offer Adult Education. These universities can be commissioned to carry out this re-training programme, for the good of Adult Education practice in this country.

Conclusion

Adult Education beyond the classroom walls is an idea whose time is now. Adult Education has to move into the communities where the adults live and experience problems which Adult Education can help to solve. It has to move into the homes of the adults. It has to move into their workplaces. It has to move into the churches. This development implies that henceforth, non-traditional adult educators but who have proven skills to impact to adults should be involved in Adult Education. It also implies Adult Education can take place in any environment that is acceptable to the adult learners. Adult Education must now move into the communities. That's where it belongs.
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Kumar, V. (1983) "Integrating Population Education With Adult Education" Indian Journal Of Adult Education Vol. 42 No. 5 May


