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THE IMPACT OF ADULT EDUCATION AND COMMUNITY DEVEVELOPMET IN BAUCHI STATE

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Abstract

The study assessed the impact of adult education in Bauchi LGA, Bauchi State. Quantitative Research approach was adopted and the instrument used in this study is questionnaire administered to adult leaners, instructors and administrators in two adult education centers in Bauchi. The results revealed that adult education programmers in Bauchi is not making or playing significant role, as should in the community development of Bauchi. Based on the finding of the study, it is recommended that adult education centers in Bauchi should embark on an aggressive sensitization campaign as well as fund rising, and government should show an active interest and concern toward adult education programmers in Bauchi.

Introduction

This piece of research examined functionality of adult education in development in Bauchi LGA, because many people are yet to recognize the role play by Adult Education in community development.

United Nation Educational Scientific and Cultural Organization (UNESCO, 2005) defined adult education as the entire body of organization educational process. Whatever the content, level or method, whether formal or otherwise, the prolong or replaced financial education in schools or colleges and universities as well as in apprenticeship where by person regards as an adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification. Hajiya Jimmai Liman Bello, Director National Orientation Agency, asserted that education as a

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literacy given to adult person men or women to learn how to read and write and also improve their knowledge and skills and this include basic and functional literacy education.

Moreover, UNESCO (1972) Defined adult literacy as the entire body of organization, educational process on whatever the content level and method formal or otherwise the development of any given society is largely depend on its adult population thus adult education is a sine guenon.

HISTORICAL BACKGROUND OF THE STUDY

The name Bauchi was named after a famous hunter known as Baushe. Bauchi is traditionally known as Baushe but to the outside world is called Bauchi. Baushe was the first settler in Bauchi before the arrival of Mallam Yakubu 1 when Yakubu returned home. His nephew Saidu Dosa. Who was then the chief of Tirwin, instructed him (Yakubu) to move to nearby village called Inkil, to stay with their followers. Yakubu stayed at Inkil for six years and later built the first wall from Unguwar Bakaro to Jahun, near the old market to Kobi on the west side to Jahun, near the south. O finding Bauchi it is said that Yakubu went to Sokoto to study the holy Qur'an and seek advice from shehu Usman Bn Fodiyo who was the Islamic scholar that it was left for him to decide for himself where he should build his headquarters after all he was a leader.

On his way returning home on top of hill called Dutsen Idi, (today the area is used for annual Idi prayer) Yakubu asked him who he was and he answered that he was a hunter whose name was Baushe. The children of the pronunciation of the name from Baushe to Bauchi and so Yakubu was born by Dadi who was a notable scholar Dadi I having heard of Shehu Usman Bn Fodiyo at Sokoto he became the 14 flag barrier of Islami Emirate of Sokoto Caliphate.

After settling down. Yakubu was later joined by the other ethnic group like Gerawa, Bolawa, Jarawa and Hausawa they came from Mandara, south of lake chad. Yakubu ascended throne from 1805-1845, lived I peaceful life after a memorable reign until his death in 1845. Today Yakubu is remembered as one who was extremely popular respected and love by his people. The emirs who reign after Yakubu are as follows

CHRONOLOGICAL CHART FOR RULERS OF BAUCHI

- **YAKUBU** **1805-1845**
- **IBRAHIM SALMANU ABDULLAHI** **1845-1877**
- **USMANU** **1877-1902**
- **UMARU BUBE** **1883-1902**
- **MUALLAH YIDI** **1902-1903**
- **HASSAN** **1903-1907**
- **YAKUBU** **1907-1941**

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- **YAKUBU** **1941-1945**
- **JUMBA** **1945-1985**
- **ALHAJI (Dr) SULAIMAN ADAMU** **1980-2010**
- **(Dr) RULWANU SULAIMAN ADAMU** **2010 to date.**

GEOGRAPHICAL BACKGROUND OF BAUCHI

Bauchi is the headquarters of Bauchi state. Bauchi has an area of 65,520km. It is the largest settlement with a population of 84,800 people according to 2005 census. People migrating to Bauchi town for the purpose of trading or anything for economic benefit and women are giving birth every day making the population increase. The location of Bauchi town headquarters is located in Bauchi LGA, Bauchi has 20 LGAs.

The people of Bauchi town consist of many ethnic groups. These include Gerawa predominant ethnic groups, Hausawa, Fulani, and Jarawa. Bauchi State is predominantly muslim state, they have mode of dresses, and mostly marriage ceremonies and other social activities reflect the teaching of islam. The young ones are taught right from their childhood to have respect for elders and the constituted authorities and be law abiding always.

OBJECTIVE OF THE STUDY

The objective of the study are:-

- To determine factors militating against adult education programme in community development in Bauchi state.
- To identify the effect of adult literacy education on the benefitted adult.
- To assess the role of adult education in community development in Bauchi.
- To examine the factors militating against adult education programme.
- To determine the level of development of adult education programme in Bauchi state since inception.

RESEARCH QUESTIONS

- What is the impact of adult literacy education on the benefited adult in Bauchi State since inception?
- What is the role of adult education in community development in Bauchi State?
- What is the factors militating against adult education programme?

SIGNIFICANT OF THE STUDY

The research is aimed at promoting community development in Bauchi state and also to enable individuals to be self-reliant. It will also add to some field of interest and possibly form a basis for further research.

SCOPE AND LIMITATION OF THE STUDY

This research is for selected adult education literacy centers in Bauchi LGA.

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DEVELOPMENT OF ADULT EDUCATION IN NIGERIA

Although adult education in Nigeria was heavily influenced by the British from 19 century as note by Tukurand Ezzene (1980), when the western concept of adult education was brought by the missionaries it was indeed on integral aspect of the pre-colonial way of life in Nigeria the fact is noted by the Tukurand when assertsed that, in Nigeria, some form of adult education has been given in the traditional societies and Muslim through the Qur'anic school have also been teaching not only children but adults before the coming of missionaries. The aims were to prepare people to master skills in order to earn their living to learn about their cultural heritage. It was still the missionaries who continued with adult education for very long time, before any interest in the education of the adult was taking by the colonial government, starting from first quarter of the century. Perhaps the most dynamic period in the history and development of adult education in Nigeria might be period 1950-60 as it within that decade Nigeria witnessed a remarkable innovation in its educational system. As Fafunwa (1974) observed, it was during this period (1950-1960) that the Nigerian leaders made bold attempts not only to bring primary education to most of the children but also most adult.

ADULT LITERACY POLITICAL AND SOCIAL DEVELOPMENT

Adult education which is been described as the ability to read and write, are indeed aimed at educating all illiterate. It is the type of literacy education that precedes all other form of education. Functional literacy which is the other form of adult education consciously offered to adult so that they can be useful in the society as well as to become literate. Most of the government today are striving toward democracy as argued by David (2003). Thus the role of adult education on the continued political development of any nation will not be over emphasized. As it is highly pointed that politics is mainly the exclusive preserved of adult as it involves matters of government and service that affect the lives of a nation citizen. Specialization are required to function in a particular capacity and such specialist need to be updated to meet up the current demand of the community. Such need to come under non-formal education

ADULT EDUCATION AND COMMUNITY DEVELOPMENT

Adult education is a concept that covers a wide range of programme aimed at educating the adult population of any giving society to fully appreciate the phrase adult education and community development in its own light through all the preceding sub-topics could be said be set to be all geared toward community development in a general way as adult education in whatever form must occur within a community be it at a nation or smaller society.

Integrated Rural development: The concerted effort of the government and other agencies e.g. voluntary education research uniting with those of rural communities to tackle co-operatively rural development problems in order to improves and increase the

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per capital income and the welfare of the people. Community development as a process by which peoples in their small community first thoroughly discusses and define their wants and then plan to act together to satisfy them. From whatever definition asserted, community development has these three universal principles.

Assessment Need: This is a process whereby the need ca be achieved in one or two ways internally that the assessment come from the community itself.

Externally that is the assessment done by an external body e.g. Government agencies or non-governmental bodies planning programmes. This is how to determine the programme this simply a process of putting into effect the determined strategies to achieve the assess need. The reality is that without educated adult these desirable concepts involved in community development cannot be achieved.

FACTORS MILITATING ADULT EDUCATION

Most of these problems tend to be universal in nature as lower, Grand and William (1973) noted that each developing country has it own special problem. Never the less there are certain problem common to all developing countries. The problem are identified include the share magnitude of the vastness of the population to be educated so intimidating that westerner for instance might scarcely see any point in undertaking it. Another problem is that some countries have a wide geographical area that even communication poses a challenge to the provision of sufficient educational service making it almost unattainable. This is heightened by the divisional separation between rural and urban areas, as well as tribal conflict and ethnic pluralism. Further problems and difficulties are the shortage of trained manpower needed to implement an efficient adult education campaign and the universal shortage of find to procure material necessary to carry out programmes.

METHODOLOGY

Research Design: The survey research method was used for the study to obtain

Population and Sample: The target population for the study was 200 respondents in adult education programmes from the two selected adult education centers in Bauchi State Centers are adult education schools and vocational centers. The sampling was not required as the whole population was since the population not too large to manage.

Research Instrument: Questionnaire was used as a research instrument for obtaining data from respondents. The questionnaire was divided into two sections. A and B, and carried as total number of ten question.

Procedure for Data Collection: The permission to carry out the study was obtained from the Department of Continuing Education and Extension Services University of Maiduguri, the questionnaires were distributed to the respondents and subsequently retrieved and the exercise lasted for over a period of one mouth.

Data Analysis: In analyzing and comparing of data collected the percentage table were used

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Result and Discussion: Out of 200 questionnaire administered, 190 were subsequently retrieved which represent 95% of the total number of respondents and form valued: question for study.

Research Question 1: This shows the level of development of adult education programme in Bauchi LGA.

Table 4.1

Statement	Agreed	Disagreed	Undecided	Total
Significance of infrastructure in A/E in Bauchi	28 15%	135 71%	27 14%	190 100%
More adult A/E programme been introduce in the centres	178 93%	3 2%	9 5%	190 100%
Inadequate modern facilities in A/literacy center in Bauchi	25 13%	160 84%	5 3%	190 100%

To determine the level of development of A/E programme in Bauchi state development institute of learning were considered. As presented in Table 4.1 28 respondent representing 15% out of the total number of 190 respondents agree A/E center in Bauchi have witness some significant infrastructural development. While 135 respondents representing 71% out of the total number of respondents undecided. But overwhelming 178 respondent indicated that more programs in adult education have been introduced in adult education centers in Bauchi since inception only 3 respondent representing a more 2% of the total number of respondent representing 5% undecided. On the adequacy of modern infrastructural facilities 25 respondent, representing 13% of the total number of 190 resident agree that modern infrastructural facilities are adequate, while majority of respondent totaling 160 representing 84% disagree on the advocacy of modern instructional facilities, with 5 representing 3% Total respondents undecided.

Research Question 2: Role of adult education in community development in Bauchi.

Table 4.2

Statement of Items	Agreed	Disagreed	Undecided	Total
A/E Programs Have Contributed to the Political development	98 52%	60 31%	32 17%	190 100%
A/E Has Contributed To Agricultural Development in Bauchi	22 12%	14 77%	21 11%	190 100%

To access the role of adult education programs in community development in Bauchi opinion of the respondents was taken on the contribution of adult education some sectors of Bauchi, economic sectors, political sectors, and agricultural sectors. As represented in Table 4.2, 98 respondent representing 52% of total respondent agreed that

adult education in Bauchi have made a significant contribution to the to the economy of Bauchi community where as 60% respondents representing 31% of the total respondents disagreed. 32 respondents representing 17% were undecided. However, only 21 respondents representing 11% and 22 respondents representing 12 disagreed that adult education in the political and agricultural sector of Bauchi community respectively. Where 156 respondents and 147 respondents representing 82% and 77% disagreed that adult education have had some significant impact on the political and agricultural sector of Bauchi community respectively, while corresponding 7 and 11% of the total respondents remained undecided

Research Question 3: Militating Factors

Table4.3

Statement of Items	Agreed	Disagreed	Undecided	Total
Poor sensitization importance of A/E In Bauchi	113 59%	79 26%	28 15%	190 100%
Poor enrolment of A/E program in Bauchi	109 57%	32 17%	49 26%	190 100%
Inadequate A/E Instructors In Bauchi	165 87%	14 7%	11 6%	190 100%
Insufficient Fund To Carryout Successful A/E Campaign	177 93%	9 5%	4 2%	190 100%

As presented in Table 4.3 113 respondents equaling 59% 109 respondents representing 57%, 165 respondents representing 93 of total respondents agreed poor sensitization on the importance of adult education to prospective adult education to prospective learners, low enrolment of adult learners, inadequate centers in Bauchi constitute major obstacle to a successful education campaign in Bauchi while 49,32,14 and 9 respondents representing 9,26,17,7 and 5% of respondents respectively disagreed to poor sensitization, low enrolment, in adequate instructors, and insufficient funding as initiation factor.

SUMMARY OF FINDING

The research finding shows in Table 1,2, and 3 that the level of development of adult education program in Bauchi is adequate

Data collected on the role of adult education in community development the slide number of respondents agreed that adult education has contributed in economic development.

The data collected and analyzed on research showed that factors militating against adult education are insignificant.

CONCULUSION AND RECOMMENDATION

The research finding on the level of development of adult education in Bauchi on infrastructural development the researcher is able to come up with the recommendation and poor participation of adult education in community development.

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The government should put in place a special programmes like enlightenment campaign awareness jingle on television and radio.

Another factors are poor participation of people in the community were the people are not completing the adult education program is financial constraint among adult learners that both the government and individual families an NGO's should provide adequate funding of the program or of literacy programs to enable the learners cater for transportation to the center and for them to have a money of buying primes to enhances their learning and provide adequate instructional materials to the center.

Other challenging factors affecting adult education programs are socio-cultural barriers among peoples there should be proper enlightenment and awareness by the by the religious leaders on the right of people on adult education with benefit from the programs, family should be educated on the right of people and adult general development.

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