

# Adult Education: Discipline Still in Search of Definition, Focus, Recognition and Patronage in Nigerian Society

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## ABSTRACT

There is the need to revisit the challenges being faced by and in Adult education in view of what the discipline has been experiencing as a course of study. In spite of its long tenure, scope and usefulness to individuals, groups, corporate bodies, and the society at large, the discipline's growth and development in Nigeria are, unarguably, at very low ebb. These challenges revolve around its definition, status, recognition and or popularity, acceptance and patronage all of which usually reflect in subscription by candidates seeking admissions in Nigerian tertiary institutions. Adult Education also experiences some measure of non-acceptability from already admitted students into its programmes as they make frantic effort to change to other courses of study. This challenging situation is mostly from a number of factors which include: 1) wrong perception of the discipline; 2) lack of understanding of what Adult education is all about; 3) poor attitude toward the concept of Adult Education; 4) activities of its practitioners, especially thinkers and writers within the field; and 5) the non-encouraging attention being paid to it within academic institutions and by the authorities therein. This paper discussed the concept and conception and misconception of Adult Education as a body of knowledge and, as an academic discipline with a view to show-casing how it has been variously defined and described. The paper also examined the variety of nomenclature being given to adult education by different universities as Departments, (where it has at all) in Nigeria. The peculiar experience of the discipline in AdekunleAjasin University, Ondo State Nigeria, forms part of the burdens of this paper; while it made some suggestions for consideration by the stakeholders to improve its status, recognition, popularity and patronage for a pride of place within the academic endeavor, particularly in Nigeria.

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## Introduction

In general perspective, it could be argued that any attempt to set limits to a field of intellectual endeavour is inherently futile. Whatever boundaries set will inevitably omit certain areas and issues that should be included. Yet when the boundaries are stretched to bring too many areas and issues within the field, inevitably, certain areas that would have been otherwise excluded would be incorporated and what seems to us today firmly entrenched as part of our little intellectual community, may yesterday have been an alien enclave and tomorrow may have set itself outside our walls as an independent discipline, trying to define its own boundaries (Inkeles, 1964). Yet no student can rightfully be expected to enter on a field of study which is totally undefined and unbounded. If he/she must be responsible for everything, he/she will master nothing. Indeed, he/she will flee in panic and properly so. To define the limits of a field of inquiry may prove, in the long run, to have been only a gesture, but for a start some limitation, however tentative, is indispensable. The danger is not too much if we keep in mind that any boundaries we establish are an aid to understanding (Inkeles, 1964). Such boundaries should serve as a loose cloak to delimit form and not as a rigid suit of armour which is endlessly constraining, no matter how useful for fighting off those from other disciplines making claims to the same territory or territories. The view held by Adesanya (2005) lends credence to the above position in her accounts on the status and acceptance of Adult Education with regards to status, programme, focus and definition. The view expressed above has relevance to Adult Education as a discipline when it comes to the issues of its definition, status, recognition, functionality and more

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importantly, the profile of its patronage as well as the activities of the stakeholder practitioners especially within the academics. The not-so-definite or not-so-distinct nature, practice and the confusing usage of its conceptual elements raise more questions than can easily be answered. It will, in view of the above, be the duty of this paper to examine the concept and conception of Adult Education with regard to its definition, status, recognition and level of patronage and students' subscription to it in Nigerian universities. The study's objective also cover the presentation of some students self-expressed views before and after their admission into the Adult Education class and the personal experience of the author of this paper as well as making suggestions on the issues raised in the course of the study with regard to "Adult Education and Adult Educator of his dreams".

### **The Concept and Conceptions of Adult Education**

Some scholars within and outside the discipline of Adult Education, in their writings, have described Adult Education as 1) a discipline; 2) a process; 3) an activity; 4) a programme; 5) any issue; 6) anything; 7) any form of education 8) any learning activity, and so on and so forth. Sometimes, writers describe Adult Education through its purpose and role or function, while others say it is a movement in the direction of social change. While Adesanya (2005) is of the opinion that the main issue of Adult Education is about whether it is for social change or for status quo remains contentious. She lamented that until there is a clear knowledge and understanding of this 'not-so-clear- ground, it might remain an uphill task to propagate either the image, or to sell programmes of Adult Education to the government, non-governmental organizations, individuals and for easy acceptance and inclusion of Adult Education by tertiary institutions as well as willingness on the part of candidates seeking admissions would remain burdensome.

Ancient Adult Education Scholars like Nyerere (1978), Knowles (1980) and Friere (1972) see Adult Education as principle, theory, and philosophy and more or less as ideological framework for change and development. Whereas, the value of a definition lies in its precision or ability to illuminate. These qualities often depend on how well we already know the concept, the definition makes explicitly. Definitions are rules for the correct use of terms, they are quasi-legalistic. At the same time the workability of these definitions will depend on the extent to which the phenomenon they describe are clearly bounded, standardized and codified. In other words, if the time is ever reached when it becomes easy to define Adult Education precisely, this may well be a case for worry rather than for rejoicing. (Courtney 1989).

In a more specific way, Adult Education has been given a myriad of conceptions as a form of definition and description in a manner that could easily be perceived as being contextual, content driven and programme - oriented.

### **Some Definitions of Adult Education**

For the purpose of illustration, a panoramic enumeration of a number of definitions of Adult Education as advanced by thinkers within the discipline is undertaken here.

Lindeman, (1926) opined that "Education is life-not mere preparation for an unknown future living; and that the whole of life is learning; therefore, education can have no end". This to him, is a new venture which he describes as Adult Education. He goes further to say that "This is not because it is confined to Adults but because adulthood and maturity define its limits". While Marriam and Brockett (1997) define Adult Education as activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults. But Verner (1962) sees Adult Education as the action of an external educational agent in purposefully ordering behaviour into planned systematic experiences that can result in learning for whom such an activity is supplemented to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction. In a more or rather disturbing manner, (Knowles, 1980) states that one problem contributing to the confusion in its definitions is that the term 'Adult Education' is used with at least three different meanings of

- 1) a process i.e. process of adult learning
- 2) technical meaning of Adult Education which, to him, is a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives.

- 3) adult education as a combination of all these process and activities into the idea of a movement or field of social practice.

In this wise, "Adult Education brings together into a discrete social system, all the individuals, institutions, and association concerned with education of adults and perceives them as working towards all common goals of improving the methods and materials of adult learning, extending the opportunities for adult to learn and advancing the general level of our culture". Courtney (1989)'s definition is not as elaborate, but is no way different as he simply defines Adult Education as an "intervention into the ordinary business of life whose immediate goals is change in knowledge or in competence. An Adult Educator is one who is essentially skilled at making such intervention"

But in Houle (1996) words, Adult Education is the process by which men and women (alone, in groups, in institutional settings) seek to improve themselves or their society by increasing their skills, knowledge, or sensitiveness or it is any process by which individual, groups, institutions try to help men and women improve in these ways. He opines that "the fundamental system of practice of the field of Adult Education, (if it has one) must be described by probing beneath many different surface realities to identify a basic unity of process". This definition or description by a practitioner of Adult Education, constitutes another source of worry.

While Knowles (1980) has listed three definitions, Courtney (1989) identifies five and yet others enumerate many more, with similarities and overlapping characteristics and perspectives thus:

- Adult Education as the work of institutions and organizations
- Adult education as a special kind of relationships as the concept of andragogy;
- Adult Education as a profession or a scientific discipline;
- Adult Education as stemming from a historical identification with spontaneous social movements and;
- Adult Education as distinguishable from other kinds of education by its goals and functions

Thus, it is instructive to keep in mind this set of broad perspectives when thinking about various definitions of Adult Education as it means different things to different people and in different contexts.

Coming nearer home, the African Adult Education practitioners and stakeholders have given the discipline of Adult Education myriads of definitions, some of which are also contextual, group-centered and needs-focused. In his school of thought, the renowned Nyerere (1978) sees Adulthood education as an educational endeavour that incorporates anything which enlarges man's understanding, activate them, and helps them to make their own decisions and to implement these decision for themselves. For him Adult Education entails training, but it is much more than training, it includes agitation but it is much more than that. It includes organization and mobilization, but is goes beyond that to make them purposeful.

The most comprehensive definition of adulthood education as an entity or enterprise was suggested in 1976 by the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). The organization defined adulthood education as:

*entire body of organized educational processes, whatever the content, level and method, whether former or otherwise, whether they prolong or replace initial education schools, colleges, and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes of behaviour in the two fold perspectives of personal development and participation in balanced and independent social, economic and cultural development.*

The above UNESCO's definition captures so many areas the Adult Education covers and the account shows the various characteristic nature of the field as being contextual, content and needs driven and people-centered. Thus Adult Education is not, and cannot be a discipline to be ascribed a single universal, short and precise definition. The confusion is not, however, limited to its definitional problems but ranges in its scope, types, forms and programmes. In their own view, Hassan and Oyebamiji (2012) described Adult Education as a discipline that is traditional, Islamic and Christianity in nature. Some writers say it is an integral part of lifelong education, whereas most writers project lifelong as a programme which subsumes under Adult

Education. We yet have some writers who categorize Adult Education in a four dimensional scheme of (a) Vocation/Professional which is a multi-faceted type of Adult Education (b) Education for family and society (c) Education for personal enrichment, this includes classes, workshops and seminars aimed at teaching knowledge, skills and attitude. (d) Remedial education which is tailored toward helping adults with little or no education- here literacy is most significance.

Going by its various definitions, categorization, its nature and programmes or forms, to set a limit for the field of Adult as a discipline would, for long, remain a dream or a promise which fulfillment is yet to be in sight. Hence, Lindman (1926) exclaims that education is a life and not a mere preparation for an unknown kind of future living. The whole of life is learning; therefore education can have no end. He is of the opinion that this new venture is called Adult Education- not because it is confined to adults but because adulthood and maturity defines its limits. The main concept that serves as its prefix-adult is highly contextual and debatable in the sense that individual societies define who an adult is and dictate the criteria for categorizing their citizens into age strata of adulthood. Thus Hass (1992), in the rescue, advises that we only must treat Adult Education as a commodity that can be purchased.

### **Adult Education and the Nigerian Tertiary Institutions: A Cursory Look**

It is a fact that the Nigerian premier university, the University of Ibadan, which was established in 1948 as a College of the London University, was just a year older than its Department of Adult Education which started in the institution in 1949 as extra-mural studies programme. Since then, Adult Education has kept on evolving as a course of study, though experiencing series of challenges concerning recognition, patronage, status and admission subscription in most public tertiary institutions in Nigeria. Adult Education as a course of study has not been given a substantial consideration by any of the privately owned higher institutions in Nigeria. The philanthropists' passion which other discipline enjoy through endowment, grant and scholarship to students as sources of encouragement and development, is usually scarcely extended toward Adult Education. Federal, State and Local Governments have been showing some interests which are still far short of expectations.

Adult Education again rose and fell within a very short period in the faculty of education of Olabisi Onabanjo University, Ago Iwoye, Ogun State under the headship of Professor L.A. Adesanya; and up till now it has not risen up. While some tutors teaching Adult Education have only put their addresses in care of Faculties of Education in some tertiary institutions in the country as there are yet to be Adult Education Department or they write without addresses.

The struggle for survival and to make Adult Education acceptable to all segments of Nigeria ranges. The efforts are as discernable in its practitioners' establishment of the Nigeria National Council for Adult Education (NNCAE), introducing it as course in some schools, a programme unit under other disciplines' Departments and full fledge departments in some Faculties of Education. The juxtaposition of Adult Education with its subsidiaries or branches, or worse still, placed as an appendage to its subject matter, in tertiary institutions where it has enjoyed the status of autonomous department thus bringing further confusion which still ranges on especially when candidates are making choice on their course of study into higher institutions. A situation which is in line with Peterson's view (2013) that the term 'adult education' has become somewhat confusing.

As at today, very few universities have separate Departments of the discipline with the single inscription "Department of Adult Education". What we often find is the juxtaposition in most cases, or non-appearance of the term 'adult'. The nomenclatures or titles as stated below represent examples of the true situation being experienced by the discipline within the university system in Nigeria.

- *Department of Adult Education - Universities of Ibadan, Lagos and NnamdiAzikiwe University, Awka, Anambra*
- *Department of Adult and Non-formal Education - University of Port-Harcourt and University of Benin, Benin City, Edo State.*
- *Department of Continuing Education - ObafemiAwolowo University, Ile-Ife*
- *Department of Adult and Continuing Education, University of Calabar, Calabar.*
- *Department of Adult Education and Extra-mural studies - University of Nigeria, Nsuka.*
- *Department of Adult Education and Community Development - Bayero University, Kano.*

- *Department of Adult Education and extension services – Usmanu Danfodio University, Sokoto.*
- *Department of Adult Education and Literacy Training*
- *Department of Continuing Education and Community Development, Ibrahim Badamosi Babangida University, Lapai, Niger State.*
- *Department of Vocation and Technical Education – Ahmadu Bello University, Zaria.*

While the above list is in no way exhaustive, the rather non stable titling and in-built confusion of the status of the discipline – ‘Adult Education’ ranges on; it may not be unconnected with the yearnings or ambition of the practitioners’, especially within the academic community to make the discipline more responsive with a view to repositioning it to meet the needs of the would-be students and other clientele. Even the effort of the umbrella professional body of the discipline’s practitioners in Nigeria - the Nigeria National Council for Adult Education (NNCAE) in its conferences and journals could not avoid the juxtaposition. The NNCAE still could not accept and adopt only “Adult Education” in its efforts through members but something else must be added- hence the title “Adult and Non-formal Education” and the likes as shown in the various departmental titling above. The question as to whether Academic Adult Educators are professionals or practitioner remains an unresolved issue even within the NNCAE Conference discussions.

Up till now, Adult Education is only being taught as one of the subjects and not seen as a distinct or separate discipline, in most tertiary institutions in Nigeria. In some others, it is carried out at the sandwich level and practiced by any member of the public under various schemes as it is open to all-comers without any reasonable measure of control for entrants into the field. Some other individuals and organizations are innocently into Adult Education, highly unknown to them that they are into the discipline. This has been the situation in Nigeria.

#### **Adult Education: The Adekunle Ajasin University Experience**

It is quite apparent that Adult Education, as a discipline, has been experiencing some measure of obtuseness, (lest we say, obtrusive experience) in Adekunle Ajasin University – the first established State university in Ondo State Nigeria, just in the same way the situation has been towards this body of knowledge in most of the tertiary institutions in the nation. The situation is not in any way different in other statutory establishments – ministries, parastatals, including non-governmental organizations.

Adekunle Ajasin University was established and sited in 1999 in Akungba-Akoko, Ondo State by the late Chief Adebayo Adefarati, the then Governor of Ondo State. The institution which is more or less an off-shoot of the Ondo State University established in Ado Ekiti in 1982 by Governor Michael Adekunle Ajasin, when the present Ekiti State was part of Ondo State. At present the institution has five Faculties, namely Faculties of Arts, Education, Law, Science, and Social and Management Sciences. The Education Faculty has five distinct Departments which includes Arts Education, Educational Management, Social Science Education, Guidance and Counseling and Science and Technical Education, without a thought towards Adult Education Department.

It is pertinent to note that Ondo State Government, the proprietor of the institution, remains the first in the development of education in Nigeria, to establish a distinct or separate Ministry of Adult, Technical and Vocational Education under Dr. Olusegun Mimiko’s Labour Party Administration. With this giant stride, it would naturally be expected that Adult Education as a discipline ought to have been given a pride of place in the scheme of things in the university, to reflect the zeal of the proprietor of the University on the need to facilitate the growth and development of the education of the adults in the state in particular and, Nigeria in general. Even when the university initially demerged from Ado-Ekiti and took off in Akungba-Akoko, Adult Education was only being taught to the sandwich students without much attention. The obscurity of the discipline continued from 1999 up to 2005/2006 academic session, when some new set of academic staff, mainly from the Department of Adult Education, University of Ibadan, were recruited by the institution pursuant to the introduction of some Adult Education related courses which were not pursued to any tangible or logical point to be described as a success.

The much that Adult Education as a discipline presently enjoys, all started by this same new set of staff in the 2005/2006 session when their tenancy was made resident in the Department of Arts Education with

neither clear status nor recognition needless to talk about patronage or subscription. This is after the eight clear academic year and session of the university existence. Based on the advice and support from some senior academic staff who showed interest and passion for Adult Education that the university's admission unit be approached to rake up candidates that could not be accommodated by other Departments in the 2005/2006 academic admission quota. This set of the "rake-up" JAMB candidates formed the pioneer Adult Education students in the Department of Arts Education of the AdekunleAjasin University's Faculty of Education totaling 35 who later graduated with B.Ed. Adult Education. These students were conditioned to involuntarily enter into the discipline and with a lot of persuasion to make them stay to complete their course of study despite the fact that their absorption into Adult Education as the only alternative and the saving grace. Few of them changed to other courses of study as they could not be convinced by the explanations from lecturers. At this initial stage, most of the lecture periods were usually used for more or less preaching on what Adult Education is all about, the advantages or benefits derivable and employment opportunities. Some of big names in the field of Adult Education were always mentioned to create interest, inspiration and hope in the students. Despite the pioneering efforts of these lecturers and that of the Ondo State Government, Adult Education in the institution is yet inappropriately existing as mere unit under the Department of Arts Education of the Education Faculty.

The problem of subscription and patronage is not limited to candidates seeking admission through JAMB; it is the same in respect of the pre-degree where there have been instances of either no subscriptions at all or too few to make Adult Education as choice. Again, the usual experience or practice has always been mostly to place the left over candidates, more or less as a favour to Adult Education Unit. The Arts Education Department's representatives on the Pre-degree Board usually advocate this 'favour' which would be answered in chorus, knowing that this is the only avenue to get students for the Adult Education Unit. The seemingly poor rating, of Adult Education is not unconnected to its perceptions and feeling among fresh students in the university as could be seen expressed in the following responses from students:

**Fresh students**

- (a) *I did not apply for Adult Education, but science education because the course has never really appeared to me as a good course. Now that I have been placed from the pre-degree I have to accept it as my fate and continue until I am able to change to a better course of study that will provide good future for one.*
- (b) *With tears running down her eyes, a female student Miss RonkeAjayi while trying to register in the Arts Education Department lamented thus: I am 19 years old, why must I be studying what old people should study. Adult Education is for adult people and me as a girl, what would I say at home or explain to any friend? I applied for BA Yoruba in the Faculty of Art and not education of old people*

**Other students' responses**

- (c) *I applied for Adult Education in the first instance out of curiosity, I was interested in knowing what the course is all about particularly after my senior brother, a lecturer in the Department of Adult Education of the University of Ibadan told me that it covered many areas of vocation.*
- (d) *Well, I am happy to be on Adult Education course because I had long been seeking admission to other areas of study without success. This is an opportunity for me to be in the university. The only thing is that the authority should try to change the course title to something better to attract students. The idea of adult is very discouraging*
- (e) *Me! I must change from this their Adult Education or if I cannot, I will take another JAMB to go to another school and regard this one year as part of life experience.*
- (f) *I applied for Adult education especially because I was informed that the university is still looking for candidates to be admitted in this area. I had wasted a lot of time at home. I am grateful to my friends who had already gained admission and who gave me the hint. I am even happy now because I have discovered that Adult Education as a discipline has a lot to offer. It is a flexible discipline, being an interdisciplinary course of study. I will pursue it to the highest level because there are lots of benefits in it. The only thing is that more attention should be given to it by the government, school authorities and other stakeholders, especially the academic, with a view to making necessary changes in the areas of new subjects, new name or title, patronizing and advertising and giving it a definite focus.*

- (g) ***Another graduating student***  
*Adult Education is a very good discipline which is very responsive to immediate human needs. I wonder why it is still not enjoying favourable attraction and popularity as a discipline among students and non-students alike. Perhaps this is because of the fact that Adult Educators are not yet visible in governance as those in other sister disciplines are. Adult educators rarely get appointed into key political positions as others. This non visibility has somehow influenced the general perception of the status, role and patronage of Adult Education in the affairs of human kind. I would like to appeal to the authority of AdekunleAjasin University to accord the discipline a separate and befitting Department with a very cashy name to attract students like we have in the universities of Ibadan, Benin, Nsukka etc. The History Department of AdekunleAjasin University has added international to its name hence it is now enjoying good candidates' subscription.*

From the above reactions, it is clear that Adult Education and its practitioners have a lot to do to improve on the growth and the development of the discipline within the nation's education enterprise

### **Conclusion**

The trend in the academia for multi-disciplinarity is one which augurs well for Adult Education as an academic enterprise. The discipline by its theories, principle and practice, being highly interdisciplinary, is gradually being recognized that it has something to offer in the economy and relevant to the societal human capital development. Adult education has a lot to learn from other disciplines, especially the social sciences and humanities. More and more students are learning adult education either as major or minor discipline. A common denominator of all its definitions is that Adult education is a discipline which is responsive to immediacy in the needs of individuals and the society. It is highly contextual and it is always evolving dynamic and content-driven. It is very operational in nature. The focus is not singular but rather pluralistic as responses to whatever emerging situations, its clientele may present to an adult educator or consultant. It is indeed a pragmatic body of knowledge.

The marginalization and poor rating of the discipline among students and non-student alike is related to a number of issues which include the following: 1) it's not being popular; 2) non understanding of what the discipline is all about; 3) doubtful employment prospect; 4) wrong perception by people within, and outside academic institution; 5) too diverse definitions; 6) the unlimited coverage of its programmes as if it is about everything; and 7) the confusing and inconsistent branding of the discipline in various tertiary institutions. All these make it the more difficult to explain Adult Education as a promising discipline to a beginner. Its interdisciplinary nature also poses some degrees of confusion as to the establishment of its actual focus as well as making it a choice as a course of study by candidates. Parents often frown at it as a choice for their wards while seeking admission into tertiary institutions, because Adult Education does not seem to provide the same employment opportunities as other popular courses. Hence, the handlers of the discipline in tertiary institutions usually advise Adult Education students to take some subjects in other foundation course areas to be paired with their core Adult Education course especially as teaching subjects to make them employable in the labour market.

Without doubt, the bees of definitions, the mirage of programmes and the multiplicity of perceptions by adult educators themselves, particularly those in academics, the students and the general public, have raised more questions than the available answers within the adult education enterprise. Hence, the raised dusts are yet to settle and it may take longer period to settle than we could immediately imagine. This is because we, as practitioners, are yet making conscious efforts to add more the disciplines agenda. But perhaps one could arguably give credit to Adult educators for trying to make their field a dynamic and responsive education business that could or would be applied to all societal needs going by its definitions and programmes. The above position is again in line with Hass (1992) advocacy that we, the practitioners must treat Adult Education as a commodity that can be purchased. He opines that we should not be embarrassed to put a price on the discipline because in today's society, value is usually measured by price. He further submits that Adult Education will become increasingly valuable by its price; it is an education enterprise that enhances human capital formation which culminates in a deliberate sectoral development (Baptiste 2001). While Adeniyi (2005) advises that Adult and Non-formal education should not be seen from the instrumentalist point of view alone but rather from an amalgamation of emancipatory approach

and a handy and pragmatically operational tool for immediate human needs in their different lines and contents.

### **Recommendations**

Based on the arguments and positions of this paper, the following suggestions were made:

1. A refined and attractive programme title should be given to the course by adding some more suitable concept to the term Adult which always gives a narrow and wrong perception and interpretation to the first time learner that "it is the education that is only relevant for the old people".
2. The entire course curriculum of the discipline should be reviewed and re-designed to reflect the 21st century issues and to make the general public have more interest and for the government to pay more attention.
3. Conceptualizing Adult Education should be based on peculiarities of individual society or group it is serving and not a generalized definition or theory because the challenges being faced by each society/nation varies in nature and are in different magnitudes.
4. Those to be employed to handle adult education in the public and private agencies including parastatals should be trained professionals with deep knowledge of principles and management of adult education.
5. Adult Education stakeholders, especially the academics should gear up efforts towards taking more pragmatic actions that will put the discipline on neater and stronger pedestal, within the education industry. The too many titles being given to it by different tertiary institutions as departments, should be harmonized. The NNCAE should take steps on this to have a uniform name to reduce the present rather confusing status of Adult Education, though its activities may be highly diversified. While Adult Education is taken as major for its students, their teaching subjects from various other disciplines should be conspicuously appear in their certificates as minors. This again would reduce their apprehension towards labour market. Thus, interest in the discipline will improve and its development and growth would be enhanced.

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