

ROLE OF ADULT EDUCATION ON SUSTAINABLE DEVELOPMENT IN ANAMBRA STATE, NIGERIA

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Abstract

The study investigated the influence of influence of adult education on sustainable development in Anambra State, Nigeria. The study adopted descriptive survey design. A total population of 378 students from all the adult secondary schools. Demographic information on influence of parental socio-economic status was developed by the researchers which was used to elicit information from the respondents with the help of two research assistants after being subjected to validation and reliability by the experts and were found adequate. Cronbach Alpha Coefficient was 0.723 which showed that the instrument was reliable. Academic achievement of students were collected from Post Primary School Service Commission, Awka Headquarters. Three research questions and three hypotheses guided the study. The null hypotheses were tested using z-test statistics. Mean and standard deviations were used to answer the research questions. The findings revealed that parental income level, educational, and occupational status have low influence on students' academic achievement. The findings from the testing of hypotheses showed that parental income level, educational and occupation did not significantly influence students' academic achievement in English and mathematics subjects. The implication of the findings of the study is that if the influence of parental socio-economic status on students' academic achievement is not urgently and adequately addressed by all stakeholders in the educational sector, the goals and objectives of education will be a mirage and completely jeopardized. The study recommends amongs other that stakeholders at all levels should join hands in providing adequate facilities in schools and school authorities should encourage students with low socio-economic status to participate in holiday class coaches to remedy their deficiencies in school during long vacations.

Keywords: Contributions of Adult Education, Strategies Adult Education, Challenges of Adult Education and Sustainable Development

Introduction

Adult education in Nigeria is currently geared towards national development. The objective of the process of adult education and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour (Ewuzie, 2012). Every government strives through investment to achieve development for the well being of her citizens. Adult education in Nigeria is presently geared towards national development (Ewuzie, 2012). The objective of the process of adult education and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour. The policy on education states the objectives of adult education as: To provide functional literacy education for adults who have never had the opportunity of any formal education; to provide functional and remedial education for those young people who prematurely dropped out of the formal school system; to provide further education for different categories of completers of formal education system in order to improve their basic knowledge and skills; to provide in-service and on-the-job vocational and professional training for different categories of workers and

professionals in order to improve their skills and to give the adult citizens of the country aesthetic, cultural and civic education for public enlightenment. Monye (2011) opined that all these objectives have one end in view-to equip the adult with everything he needs for life in order to be relevant to his society by helping to solve some of its problems. We have to recognize that development is of man, by man and for man. Man is the master of his destiny and adult education serves to bring about a fundamental change in man's attitudes and lifestyle. To survive, people must have awareness and to become aware, they must be literate. Adult Education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal school system. Development according to Nyerere (2016) is the expansion of man's own consciousness and therefore of his own power over himself, his environment and his society. The main targets are specifically defined as youth (girls and boys over 15 years of age, but sometime younger) as well as women and men, generally poor or socially disadvantaged. Although literacy continues to be at its heart, adult education also includes "numeracy", problem-solving and life skills, and other knowledge. The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning, continuing, adult basic and non-formal education, and etcetera. For the purpose of this study, the researcher defined adult education is understood as a transmission process of general, technical or vocational knowledge, as well as skills, values and attitudes, which takes place out of the formal education system with a view to remedying early educational inadequacies of matured people or equipping them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political life of their societies (Seya, 2014).

Ofuebe (2012) defined it as a phenomenon in which individual and society interact with their physical, biological and inter-human environment, transforming them for their own betterment and in the process, lessons that are learnt are passed on to future generation to enable them improve their capacity to make further valuable changes. Development must be dedicated to the improvement of all round well being of people but it can only make meaning when the people for whom the development is meant for appreciate and understand the value of the services rendered. It is evident from the above that development is meaningful only when it is sustained. Hence sustainable developments are the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. Sustainable development must involve an all round development of the individual and the society. International Council for Adult Education (ICAE) (2016) notes that the essence of sustained and integrated balanced development is to achieve social, economic and political justice that leads to the liberation of mankind and in so doing eradicates such scourges as mass poverty and mass illiteracy. The researcher defined sustainable development can be defined as the process of development initiative which will ultimately lead to continuous improvement in the conditions of living of people in the society and stated that sustainable development simply means putting in place necessary measures and programmes which will lead to improve the standard of living of people. It is therefore evident that every nation has the preoccupation of providing sustainable development for her citizens. Nigeria is one of the developing nations of the world with communities that are still highly underdeveloped.

Peoples intellect must be brought to bear on development, as such there is need to empower people for development through education. Without intellectual development, all efforts towards development will be a waste. This is the idea behind human capital as a development strategy. People must be encouraged to help themselves to develop, using their intellect. Education at this point becomes a pre-requisite for development. Education is an instrument with which to change structures and ideologies that keep people subordinate. Through education people can gain access to resources, contribute to decision making, gain control over their lives, gain self respect and improve on their societal values and image. Nyerere (2016) in support of human capital development notes that "people cannot be developed; they can only develop themselves. Man develops himself by what he does, by making his own decisions, by increasing his own knowledge and ability, and by his full participation as an equal in the life of the community he lives. Nzeneri (2017) opined that it is in adult education that emphasis is placed on lifelong learning, education as a process and agent of liberation, a tool for adjustment, for self and national development, for cultural awareness and integration, for conscientization and group dynamism. He then defined adult education as any education given to adults based on their social, political, cultural and economic needs or problems to enable them adjust fully to changes and challenges in their lives and society. Adult Education is an empowerment strategy through which adults can uplift themselves socially and economically to enable them participate fully in the development of their communities.

Adult education empower people for change and development. This is why adult education according to (Nyerere 2016) incorporate anything that enlarges mans understanding, activates them, helps them to make their own decisions and to implement those decisions for themselves. In the same vein the aim of education including adult education according to Fafunwa (2014) includes the development of practical skills, character training, teaching respect for elders, teaching the values of honest labour, inculcating a sense of belonging and community spirit and promoting cultural heritage. This study examined the influence adult education on sustainable development in Anambra State. Anambra State which is one of the local government areas in Anambra State, Nigeria is yet to achieve sustainable development. This local government, made up of various communities, is still characterized by serious signs of underdevelopment. Some of these general signs of underdevelopment as made manifest in the background of the study include unemployment, lack of good roads, inefficient communication system, illiteracy, low income, absence of portable water, lack of adequate health facilities, degraded environment, inadequate technical skills, low agricultural productivity, poor electricity supply, and lack of adequate political structures and knowledge. This has made life very unconducive for the inhabitants of the communities. Despite all political structures and plans put in place in the past, these signs of underdevelopment have persisted. Education in form of human capital development plays significant role in the process of development of any location or community. Hence, governments have invested heavily in formal education at all levels and in all forms to enable the formal schools produce the needed manpower for development. Adult Education for a long time has only received meager share of governments' investment in education. The problems in communities include – lack of good roads, illiteracy, low income, unemployment, poor electricity supply, degraded environment, absence of portable water and lack of adequate political structures and knowledge. Nigerian government in recent times has made huge investments in education. However, it is disheartening that these investments are mainly in the areas of primary, secondary and tertiary education neglecting the area of adult and non-formal education. There has been progressive decline in Nigerian governments capacity to implement projects that respond to the needs of adult education in terms of personnel, funding, collaboration and methodology. It is against this background of underdevelopment of Nigerian communities and the critical role of education generally and adult education specifically in the development of these communities that the researcher intends to identify specifically what adult education can do and what it has done in achieving sustainable development.

This is mainly because people including governments do not have very clear knowledge of the potentials of adult education in achieving sustainable development. This being the case, it is now the problem of this study to clearly and specifically determine influence of adult education in achieving sustainable development in Anambra State.

RESEARCH METHOD

Design of the Study

A descriptive survey design was used for this study. Descriptive designs was applied because of its capability to summarize large quantities of data using understood measures in form of graphical and numerical techniques (Burns, 2010). This research approach was chosen because of its relevance to this study, more particularly it could answer research questions in this study which described behavior/attitudes. This study was carried out in Anambra State. Anambra state is one of the 36 states of the Federal Republic of Nigeria located in the south east geographical zone. It shares boundaries with Delta state to the west, Imo and Abia states in the south, Enugu state in the East and Kogi state to the north. Anambra state is divided into three senatorial districts; Anambra north, Anambra central, and Anambra south. There are 21 Local Government Areas in the state and the indigenous language of the people is predominantly Igbo. The inhabitants of the area are mainly civil servants and business men, the rural areas are, however, predominantly inhabited by farmers, petty traders and craftsmen. Anambra state comprises six education zones namely Aguata, Awka, Nnewi, Ogidi, Onitsha, Otuocha education zones. Population of the study comprises of 380 adult education student and 200 teacher have been Commissioner for Basic Education, Prof Kate Omenugha. This figure is based on records from Post Primary School Service Commission, Awka 2018. The breakdown for 283 adult education student and 200 teacher located in the six education zones comprised: Aguata (47), Awka (61), Nnewi (50), Ogidi (40), Onitsha (32), and Otuocha (26).

The sample of the study comprised 380 students in all the adult secondary schools in Anambra State. The sample represented the entire total population and was found adequate for the study because of the

manageable size of the population. The instrument used for data collection was questionnaire developed by researcher titled influence of Adult Education in Achieving Sustainable Development Questionnaire (IAESDQ). The instrument has two sections, section A and B. Section A contained personal information on students and section B contained contributions of adult education in achieving sustainable development, and information on the strategies adult educations can utilize in achieving Sustainable development. The response format is a 4 point rating scales of strongly agree, agree, disagree and strongly disagree. Face and content validity is seen as the most suitable for the demographic information item.

To determine the reliability of the instrument, a pilot study was conducted with the population of twenty students considered prototype of the sample from Enugu State. The internal consistency of the instrument was analyzed using Crombach Alpha technique. The researcher administered 380 copies of the instrument directly to the respondents with the help of trained research assistants. Mean and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. For the research questions, mean score of above 2.50 was regarded as agreed while mean score below 2.50 was regarded as disagreed. For the hypotheses, a null hypothesis was rejected when the t-calculated value is $\geq$ t- critical value, reject H₀ and t-calculated value $\leq$ t- critical value do not rejected H₀.

PRESENTATION AND ANALYSIS OF DATA

Research Question One: What are the contributions of adult education in achieving sustainable development in Anambra State?

Table 1: Mean score of contributions of adult education in achieving sustainable development

	N	Mean	SD	Remark
Contributions of adult education	380	2.91	.55	High

The mean score of 2.91 shown in Table 1 indicates that contributions of adult education in achieving sustainable development in Anambra State has a Mean value of 2.91 and standard deviation of .55. Table indicates that contributions of adult education in achieving sustainable development in Anambra State is high.

Research Question Two: What are the strategies adult educations can utilize in achieving Sustainable development in Anambra State?

Table 2: Mean score of strategies adult educations can utilize in achieving Sustainable development in Anambra State

	N	Mean	SD	Remark
Strategies Adult educations can utilize	180	2.93	.44	High
Sustainable development	200	2.90	.61	High

The mean score of 2.93 for males and 2.90 for females in Table 2 showed that strategies for adult education can utilized in achieving sustainable development in Anambra State has a Mean reating of 2.90 and standard deviation of .61. Table 2 shows that strategies for adult educations can utilize in achieving Sustainable development in Anambra State is high

Research Question Three What are the challenges adult education faces in achieving Sustainable Development in Anambra State?

Table 3: Mean score of challenges adult education faces in achieving Sustainable Development in Anambra State in Anambra State?

	N	Mean	SD	Remark
Challenges adult education	200	2.90	.56	High
Sustainable Development	180	2.96	.50	High

The data in the table shows a mean score of 2.90 and 2.96 for challenges of adult education faces in achieving sustainable development in Anambra State is high. Challenges of adult education faces in achieving sustainable development in Anambra has Standard deviation of .56 and .50 is high

Hypothesis 1: There is no significant difference between the mean ratings of adult education instructors and participants on adult education adopted the identified strategies in achieving sustainable development in Anambra State.

Table 5: z-test comparison of Adult Education Instructors and Participants of Adult Education Adopted the Identified Strategies in Achieving Sustainable Development

Source of variation	N	Mean	SD	df	z-cal	z-crit	Decision
Education Instructors	282	2.93	.44	697	.90	1.96	Not Sig
Identified Strategies	399	2.90	.61				

The result in Table 5 shows that the calculated z-value (.90) is less than the critical value (1.96) at alpha level of 0.05 and degree of freedom (df) 697. This is an indication that the difference in adult education Instructors and participants on adult education adopted the identified strategies in achieving sustainable development in Anambra State was significant. The null hypothesis therefore was not rejected

Hypothesis Two: There is no significant difference in the mean rating of adult education Instructors and participants on the challenges that face adult education in achieving sustainable development in Anambra State.

Table 6: z-test Comparison of adult education Instructors and participants on the challenges that face adult education in achieving sustainable development

Source of variation	N	Mean	SD	df	z-cal	z-crit	Decision
Adult education Instructors	526	2.90	.56	679	1.17	1.96	Not Sig
Sustainable Development	155	2.96	.50				

As indicated in Table 6, the analysis shows that the z-cal value of 1.17 is less than the critical value of 1.96 at alpha level of 0.05 and degree of freedom (df) 679. This shows that the difference in the perception of adult education Instructors and participants on the challenges that face adult education in achieving sustainable development in Anambra State was not significant. Therefore, the null hypothesis of no significant difference was not rejected.

Hypothesis Three: There is no significant difference between the mean ratings of challenges that inhibits adult education in achieving sustainable development in Anambra State

Table 7: z-test comparison of mean ratings of challenges that inhibits adult education in achieving sustainable development in Anambra State

Source of variation	N	Mean	SD	Df	z-cal	z-crit	Decision
Challenges Inhibits Adult Education	532	2.90	.54	679	.65	1.96	Not Sig
Sustainable Development	149	2.94	.55				

The result in Table 7 shows that the calculated z-value (.65) is less than the critical value (1.96) at alpha level of 0.05 and degree of freedom (df) 679. This is an indication that the significant difference between the mean ratings of challenges that inhibits adult education in achieving sustainable development in Anambra State was not significant. The null hypothesis therefore was therefore not rejected

Summary of Findings

The findings of this study on the role of Adult Education on Sustainable Development in Anambra State, Nigeria are summarized as follows:

1. Contributions of adult education in achieving sustainable development in Anambra State is high.
2. Strategies for adult educations can utilize in achieving Sustainable development in Anambra State is high
3. Challenges of adult education faces in achieving sustainable development in Anambra is high
4. There is no significant difference in adult education instructors and participants on adult education adopted the identified strategies in achieving sustainable development in Anambra State was significant.
5. The perception of adult education Instructors and participants on the challenges that face adult education in achieving sustainable development in Anambra State was not significant.
6. There is significant difference between the mean ratings of challenges that inhibits adult education in achieving sustainable development in Anambra State.

Conclusion

On the basis of the findings of the study, the following conclusions were reached:

Adult education contributes to sustainable development by enabling adults acquire vocational skills that would promote gainful employment, raising trainees general standard of living, making trainees self reliant for sustainable development. The identified strategies of adult education can use in achieving sustainable development include- to develop courses to improve the personal skills of organizational workers, making financial grants available to individuals to take courses in a subject outside their performance at work, use of media to mount campaign to raise awareness about adult education programme, implementation of relevant and work-oriented curriculum, funding adult education programme adequately and adoption of distance-based learning to facilitate work study constitute the strategies that adult education programme will utilize in achieving sustainable development. The study concludes that lack adult education significantly influence sustainable development in Anambra State, Nigeria.

Recommendations

In the light of the findings of this study, the researchers made the following recommendations

1. Adult education centres should be adequately funded by the government to enhance procurement of infrastructures and learning materials and equipment.
2. Non-Governmental organizations and philanthropists should support government in funding, providing learning and infrastructural needs that will make adult education effective.
3. Awareness creation especially on the concept of adult education and its role in sustainable development should be invigorated by media specialists.
4. Adult education centres should be built and well equipped with learning facilities to attract participants. This will motivate adults to participate fully in the programme. The use of halls, primary schools, churches as learning centres should be totally abolished by State and Federal Government.
5. Government at both the national and state levels should draw policies that will make adult education effective and more so make good provisions for adult education in their budget.
6. Adequate access to Information and Communication Technology should be provided State government.
7. Staff development for teachers as adult education sustainers should be encouraged by the National and State agencies for adult education.

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