

**ASSESSMENT OF ADULT LEARNERS' PERSPECTION, ATTITUDE AND  
INTEREST TOWARDS ENVIRONMENTAL EDUCATION PROGRAMME IN  
BENIN METROPOLIS**

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**NOVEMBER, 2023**

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND  
NON-FORMAL EDUCATION FACULTY OF EDUCATION, UNIVERSITY OF  
BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE AWARD OF BACHELOR OF ARTS (B.Ed) DEGREE IN ADULT  
EDUCATION(ENGLISH AND LITERATURE)**

**NOVEMBER, 2023.**

## **APPROVAL**

I hereby approve that this research was carried out by **Alexandra Ifeayichukwu OKONKWO** with matriculation Number: **EDU1802810** is adequate in scope and quality, in partial fulfillment of **the** requirements for the award of Bachelor of Education (B.Ed.) Degree in Adult Education.

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## **CERTIFICATION**

We the undersigned hereby certify that this research project was conducted by Alexandra Ifeanyichukwu OKONKWO with Mat No: EDU1802810 in partial fulfillment of the requirements for the award of Bachelor of Education (Ed.) in Adult Education (English and Literature) Faculty of Education University of Benin, Benin City.

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## **DEDICATION**

I dedicate this project work to God Almighty.

## ACKNOWLEDGEMENTS

The researcher wishes to thank Almighty God who has always guided and protected her on the right path of life. Without His grace, this project would not become a reality.

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## **ABSTRACT**

*This study investigated the assessment of adult learners' perception, attitude and interest towards environmental education programmes in Benin metropolis: a case study of Edo State. In doing this five research questions were raised to guide the study. A sample size for this study is a total of 72 respondents constituted the sample for the study. The sample was selected using a proportionate sampling technique whereby 10% of the target population was randomly selected across the target locations. The questionnaire was the major instrument used for the study and was designed and validated by experts in the department of Adult and Non-formal Education, Faculty of Education University of Benin. Data were analyzed using descriptive statistical techniques such as tables, frequencies counts, simple percentages, and mean score.*

*Findings of the study revealed that the overall perception of adult learners towards environmental education programmes is the fact the programme is not effective in Benin Metropolis, that adult learners have a positive attitude towards participating in environmental education programmes, it was concluded that there are still worrisome challenges confronting adult learners' perception, attitude and interest towards environmental education programmes and that these challenges majorly ranged from inadequate publicity, illiteracy and ignorance, poverty and low income levels.*

*It was further recommended that Government should ensure that environmental education programmes is effective in Benin Metropolis. Adult learners should be enlightened that cleaning the environment is not only a benefit to the environment but also a benefit to their health. Government should provide training for adults in the community on how to recycle waste in other to avoid littering in the room.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Environment is derived from the French word “Environner”, which means encircle or surrounding. Environment is a complex of many variables, which surrounds man as well as the living organisms. Environmental education describes the interrelationships among organisms, the environment and all the factors, which influence life on earth, including atmospheric conditions, food chains, the water cycle, etc. It is a basic science about our earth and its daily activities, and therefore, this science is important for everyone. Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. (Fang,2022)

Environmental Education (EE) is a methodology in which people pick up familiarity with their surroundings and secure learning, abilities, values, experiences, and passion, all of which will empower them to act – separately and aggregately to take care of present and future environmental issues. Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding

of environmental issues and have the skills to make informed and responsible decisions (Ardoin,2020).

Environmental education furnishes individuals with the mindfulness required to build up organizations, comprehend NGO exercises, create participatory methodologies to urban planning, and guarantee future markets for eco-business. All of these are not only good for the environment, but they will also end up being very good for the economy as well, so everyone gets to benefit from the efforts of those who are going through environmental education. EE is taught in schools, communities and centers like parks, zoos and museums. Is an inter-disciplinary field that integrates fields such as biology, ecology, earth science, geography, atmospheric science and mathematics because understanding how the environment works and keeping it healthy requires knowledge and skills from many disciplines. It is a process in which individuals gain information about environmental awareness and acquire knowledge, skills, values, experiences, and determination, which can help them to solve different environmental problems. Environmental education is a holistic subject, and the development of a student can be best ensured if enough scope is given to them to apply the learned principles in real life. (Thomas,2018)

The components of environmental education are;

- Awareness and sensitivity to the environment and environmental challenges
- Knowledge and understanding of the environment and environmental challenges.

- Attitudes of concern for the environment and motivation to improve or maintain environmental quality.
- Skills to identify and help resolve environmental challenges.
- Participation in activities that lead to the resolution of environmental challenges.

Environmental education plays a pivotal role in addressing the environmental challenges faced by Benin Metropolis. Effective environmental education programmes are essential for equipping individuals, including adult learners, with the necessary understanding and skills to make informed decisions and actively participate in environmental initiatives. By assessing adult learners' perception, attitude, and interest towards environmental education in Benin Metropolis, the study sheds light on the effectiveness of existing programmes and identifies areas for improvement. This research can provide valuable insights into the specific needs and preferences of adult learners, helping to tailor educational interventions that are engaging, relevant, and impactful. In addition, understanding how adults perceive and engage with environmental education in Benin Metropolis, the study directly contributes to the achievement of SDGs, specifically environmental sustainability, climate action, and education for sustainable development. Environmental education plays a crucial role in raising awareness, knowledge, and action towards environmental conservation and sustainability. By assessing adult learners' perspectives, the study will also provide insights into the effectiveness of environmental education programmes in fostering positive attitudes, promoting behavior change, and

nurturing a sense of responsibility towards the environment. Ultimately, by improving the understanding of adult learners' perception, attitude, and interest towards environmental education, your study can inform the development of targeted strategies and interventions to enhance environmental education initiatives. This will align with the broader SDGs agenda and contribute to the promotion of sustainable practices, mitigating climate change impacts, and fostering a more environmentally conscious and engaged society. It is against this background that this study investigates the assessment of adult learner's perception, attitude and interest towards environmental education programme in Benin metropolis.

### **Statement of the Problem**

Despite the recognized significance of environmental education in promoting environmental awareness and sustainability, there exists a critical knowledge gap regarding the perception, attitude, and interest of adult learners towards the environmental education program in Benin Metropolis. The understanding of adult learners' perspectives is crucial for ensuring the effectiveness and relevance of the program. However, limited research has been conducted to assess and explore the factors influencing adult learners' engagement and receptiveness towards the program in this specific context. Therefore, this study aims to comprehensively assess and analyze the perception, attitude, and interest of adult learners towards the environmental education programme in Benin Metropolis. It seeks to investigate the influence of participant characteristics, such as age, gender, education level, and prior knowledge, on their perception, attitude, and interest. By exploring these factors,

the study aims to provide evidence-based recommendations for programme improvement, thereby enhancing the effectiveness and impact of environmental education efforts in Benin Metropolis.

### **Research Questions**

1. What is the overall perception of adult learners towards the environmental education programme?
2. What are the attitudes of adult learners towards participating in the environmental education programme?
3. What is the level of interest among adult learners in the environmental education programme?
4. To what extent does the programme content impact adult learners' perception, attitude, and interest towards environmental education?
5. What are the specific environmental challenges in Benin Metropolis that influence adult learners' perception, attitude, and interest towards environmental education?

### **Purpose of the Study**

The purpose of this study is to examine the assessment of adult learners' perception, attitude and interest towards environmental education programmes in Benin metropolis. The objectives of this study are:

- Find out the overall perception of adult learners towards the environmental education programme in Benin Metropolis.
- Determine the attitudes of adult learners towards participating in the environmental education programme in Benin Metropolis.
- Investigate the level of interest among adult learners in the environmental education programme in Benin Metropolis.
- Determine extent the programme content impact adult learners' perception, attitude, and interest towards environmental education.
- Find out the specific environmental challenges in Benin Metropolis that influence adult learners' perception, attitude, and interest towards environmental education.

### **Significance of the Study**

The findings of the study will benefit a number of stakeholders such as the adult learners, environmental education programme designers and implementers, environmental educators and trainers, policy and decision makers as well as future researchers.

The findings of the study will directly benefits adult learners by ensuring that the environmental education programme aligns with their perception, attitude, and interest. By considering their preferences and addressing their specific needs, the program can become more meaningful and relevant to the learners. This can enhance their learning experience,

knowledge retention, and motivation to adopt sustainable behaviors, thereby empowering them to make positive environmental choices in their personal lives and communities.

The findings of the study will provide valuable insights into the perception, attitude, and interest of adult learners. Programme designers and implementers can use this information to tailor the environmental education Programme to better meet the needs and preferences of the learners. They can make adjustments to programme content, teaching methods, programme duration, and delivery modes based on the identified areas of improvement, ultimately enhancing the effectiveness and impact of the program.

The findings of the study will also serve as a guide for environmental educators and trainers by providing a better understanding of the adult learners' perspective. Educators can use the findings to adjust their teaching approaches, develop engaging and relevant instructional materials, and create interactive activities that resonate with the learners' interests and motivations. This can lead to increased engagement, participation, and positive learning outcomes.

Furthermore, the findings of the study will inform policymakers and decision-makers in shaping environmental education policies and strategies at the regional or national level. By understanding the perception, attitude, and interest of adult learners, policymakers can allocate resources, develop supportive frameworks, and implement targeted initiatives to strengthen environmental education programs. This can lead to a

more comprehensive and effective integration of environmental education into formal and non-formal education systems.

Finally, the findings of the study will in no small measure contribute to the existing body of knowledge on adult learners' perception, attitude, and interest towards environmental education. It fills gaps in research by focusing on a specific context, Benin Metropolis, and provides insights into a relatively under studied area. Researchers can build upon these findings, conduct further investigations, and contribute to the advancement of environmental education research and practice.

### **Scope/Delimitation of the Study**

This study is on assessment of adult learners' perception, attitude and interest towards environmental education programmes will cover the assessment of a adult education centre, its environment and adult learners in Benin metropolis. However, this study is delimited to adult learners in Benin metropolis.

### **Limitations of the Study**

The researcher encountered some challenges in the process of carrying out the study. One of the major challenges faced was the size of the data collected. A more robust data would have more appropriate in providing stronger empirical evidence. Another limitation encountered was time limitation and finance.

## **Operational Definition of Terms**

The following were operationally defined

**Adult learner:** A mature individual who deliberately and consciously participate in a learning situation to bring about change.

**Perception:** The way that adult learners feel about environment and what they think it is like.

**Attitude:** An attitude is what one feels about something and is highly subjective.

**Interest:** The feeling of a person whose attention, concern, or curiosity is particularly engaged by something.

**Environmental education:** Environmental education is a process that allows adult learners to explore environmental issues, engage in problem solving, and take action to improve the environment.

## **CHAPTER TWO**

### **REVIEW RELATED LITERATURE**

This chapter dealt with the review of Literature on the topic and other related topics, and it is organized under the following sub-themes:

- Concept of Adult Learner
- Concept of Environmental Education
- Environmental Education Programmes
- Attitudes of Adult Learners towards Participating in the Environmental Education Programmes
- Level of Interest among Adult learners in the Environmental Education Programmes
- Impact Adult Learners' Perception, Attitude, and Interest towards Environmental Education Programmes
- Impact Challenges that Influence Adult learners' Perception, Attitude, and Interest towards Environmental Education Programmes
- Summary of Related Literature

#### **Concept of Adult Learner**

According to Abassi (2019) an adult learner is one who is engaged in the act of learning, has many strengths to bring to any classroom or learning venue. Adult learners have a lot of experience, whereas younger learners have a "clean slate" to be filled. In terms of age, a common adult learner definition is a learner who is twenty-five years old or older. Other terms that describe adult learners are lifelong learners, mature learners, adult

students, and non-traditional students. Adult learners may also have life obstacles or challenges that may affect the learning process. These challenges have to be taken into account when designing adult learning classes (Adedokun 2015).

Adult learners come from a variety of backgrounds, experiences, and levels of education. They seek learning for a variety of purposes and have many different goals. The following includes some possible types of adult learners. Someone may be more than one type of adult learner.

- A full-time employee interested in learning more about a profession
- A person who has spent time away from the working world and is returning
- Someone who did not go to college directly after high school and now wishes to start the process of pursuing a degree
- A part-time student pursuing a degree and/or interested in personal academic enrichment
- Someone who has the responsibilities of a full-time job who also wants to take classes
- Someone who is negotiating the financial aid process
- A person with caretaking responsibilities
- Someone who wants to continue studying (Adedokun 2015)

There are several traits found to be unique to the adult learner for many, though not all, people.

- Self-directed: Adults are autonomous in their lives, so they appreciate having self-direction in the learning process. Giving adults options in how they learn and what they learn can be beneficial.
- Practical and interested in results: Adults often look for practical learning opportunities that fit their needs and goals. They are more likely to do well if they understand the reasons behind what they are learning, and they appreciate training and information that is useful and can be immediately applied.
- Having high expectations: It is important that a course be carefully constructed to meet practical needs of adult learners. Adult learners expect a great deal from their learning experiences, and it is important to work hard to meet the high expectations that adult learners have( Kobani 2021).
- Change-hesitant: Another reason for making sure adult learners are provided information about the purposes of what they are learning is that they are often resistant to change. They have come to their ways of doing things through the maturity that comes with experience, and it is important to show how a change can be beneficial.
- Holding multi-level responsibilities—Adult learners have complicated lives with many layers of responsibility. An adult learning experience may provide an extra complication even if the learning experience is something that the adult learner values

and prioritizes. It is important to take adult learners' outside responsibilities into consideration when planning a course or class.

- Having work and life experience—Adult learners' previous experiences in life and work provide context and knowledge that can be usefully applied to learning. Having interesting class discussions can provide a way for adult learners to learn from the experience that they and others have.
- Interested in community—Including opportunities for adult learners to connect with one another is appreciated by adult learners. A sense of community can provide a scenario of comfort in which to try to learn new things and can increase learning engagement.
- Intrinsically motivated—Adult learners are often self-motivated. They can find opportunities for learning that fit their goals, and they are motivated to learn when they are working towards those goals

### **Concept of Environmental Education**

Environmental Education can be defined as organized efforts to teach about how the natural environment functions and particularly, how human beings can manage their behavior in the ecosystems in order to live sustainably. The term is often used to imply education within the school system, from primary to post primary, this is narrowing the scope of the course, however it is sometimes used more broadly to include all effort to educate the public and other audience including print materials, websites, media campaigns. Environmental Education is a process that allows individuals to explore

environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

Environmental Education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, and fosters attitudes, motivations and commitments to make informed decisions and take responsible action (Ford Foundation, 2005). It also refers to organized efforts to teach about how natural environment function and particularly, how human beings can manage their behavior and ecosystems in order to live sustainably. Related disciplines include outdoor education and experiential education (Gruenewald, 2004). Note that Environmental Education does not advocate a particular viewpoint or course of action, rather, Environmental Education teaches individuals how to weigh various sides of an issue through critical thinking and it enhances their own problem-solving and decision-making skills. Most often than not, people make a mistake of using Environmental Education and environmental science interchangeably, while both discuss environmental problems, they have a thin line of differentiation. While environmental science carries out research and brings out data concerning environmental problems, Environmental Education on the other hand interprets such data and creates the needed awareness from such data generated from the environmental scientists. The duty of environmental science is to bring out facts concerning the environment, while that of Environmental Education is to pass the message through education and awareness creation to the public.

The goal of Environmental Education is to develop a world population that is aware of, and concerned about, the environment and its associated problems and which has the knowledge, skills, attitude, motivation and commitment to work individually and collectively towards the solution of current problems while preventing the occurrence of new ones (Ford Foundation, 2005).

The goals of Environmental Education were agreed in the Tbilisi Declaration at the Intergovernmental Conference on Environmental Education held at Tbilisi, these goals were amended at the UNESCO meeting in the Asia-Pacific region in order to capture the notion of sustainability. The three broad goals of Environmental Education agreed upon are:

- To foster clear awareness of, and concern about the economic, social, political and ecological interdependence at local, regional, national and international/global levels
- To provide every person with the opportunities to acquire the knowledge, values, skills, attitude and commitment need to protect and improve the environment.
- To develop and reinforce new patterns of environmentally sensitive behavior among individuals, groups and society<sup>15</sup> as a whole for a sustainable environment

Objectives of Environmental Education are to improve:

- Awareness- to help social groups and individuals acquire awareness and sensitivity towards ‘the environment as a whole and; ‘issues, questions and problems related to environment and development
- Knowledge- to help individuals and societies gain a variety of experience in, and acquire a basic understanding of what is required to create and maintain a sustainable environment
- Attitudes- to help individuals, groups and societies acquire: a set of values and feelings of concern for the environment, and ‘the motivation to actively participate in protection of the environment
- Skills- help individuals, groups and societies acquire the skills for identifying, anticipating, preventing and solving environmental problems
- Participation - to provide individuals, groups and societies with an opportunity and the motivation to be actively involved at all levels in creating a sustainable environment.

While each of these disciplines has their own objectives, there are points where both disciplines overlap with the intention and philosophy of Environmental Education.

Awareness and sensitivity to the environment and environmental challenges, knowledge and understanding of the environment and its challenges, attitude and concern for the environment and motivation to improve or maintain environmental quality, skills to identify and help resolve environmental challenges, participation in activities that leads to

the resolution of environmental challenges (UNESCO, 1978). Environmental Education is all about creating awareness about the state of the environment and man's impact on the environment, what can be done and who should do it in order that the environment can be protected for the continuous supply of the benefits which we derive from it. However, some scholars have observed that there are a number of different parts to Environmental Education. The most common segments of Environmental Education that you will come across during your studies can include the following:

- Awareness and Mindfulness: Mindfulness and affect ability to nature's turf and environmental difficulties that you may encounter as a result of being in the corporate sector today.
- Knowledge and Learning: Learning and understanding of nature and environmental difficulties that are holding people back and/or causing the world to change in negative ways.
- Attitudes: Disposition of sympathy toward nature's domain and inspiration to enhance or keep up environmental quality, which will spill over into any plans that you make or anything else that you do that is related to the organization that you currently are working in or developing.
- Skills: Aptitudes to recognize and help resolve environmental difficulties in a practical manner that matches up with the current trends and technologies that are

out there today.

- Participation: Investment in programs and projects that help reduce the effect of environmental difficulties, this making sure that the money you're investing is going to help the environment <sup>19</sup> instead of harming it.

So, Environmental Education is actually an incredibly important part of running a business, company, or organization. Without this vital component, companies would be a lot more reckless with natural resources and/or the land that they are using in order to move their company forward. It empowers an individual, community, organization to enhance their decision making skill by weighing various sides of an issue and not advocating a particular viewpoint or action. With environmental education, you can be sure that your staff will be more mindful of the environment around them and that they will be more savvy when it comes to making plans that are more environmentally friendly and beneficial.

### **Environmental Education Programmes**

Environmental Education Programmes, which focuses on promoting life-skills based changes in adults, to develop their appreciation of the environment and empower them to take action for both the environment and their communities.

This includes the ministry of Environment and Sustainability, The Sensitization cuts across major areas and public places in the state to educate the people on the need for a paradigm shift especially as it concerns the disposal of wastes, deforestation and other practice that degrades the environment, and also saw the ministry sharing waste bins to

motor parks to encourage motorists and commuters to dispose properly any generated waste.(Edo State ministry of Environment and Sustainability: LinkedIn profile 2023).

In line with its Make Edo Great Again (MEGA) agenda, the Edo State government has launched a new cleanup campaign to strengthen ongoing efforts to transform Edo into the cleanest state in the country. The exercise tagged, ‘Cleanup MEGA’ commenced in Benin City and will be extended to other local councils of the state to ensure a cleaner and healthier Edo. As part of the exercise, the Commissioner for Environment and Sustainability, Joshua Omokhodion, led other team members to clean up major markets, roads and streets, among others. Other team members are health officials from Oredo Council, the Edo Waste Management Board, the National Union of Road Transport Workers in the state, and the Edo Tipper Drivers Association of Nigeria, among others. Omokhodion, while addressing journalists after the exercise, in Benin City, said the exercise is part of renewed efforts to transform the state into the cleanest and most conducive place to live in. He said the programme, which is in phases, will be expanded, noting that “this first phase is a pilot scheme and a general model for the entire state to ensure there is Monday to Monday cleaning of all markets across the state.”He said: “This would graduate into a monthly environmental sanitation exercise. This is in line with Governor Godwin Obaseki’s vision that by 2030, Edo would become a destination where people live in good health, and their general well-being would be guaranteed. The only way to achieve this is to start a programme that makes the state as habitable as possible unlike what it used to be.”(October 2023, The Guardian Newspaper)

The International Support Network for African Development (ISNAD-Africa) seeks to implement the Environmental Education Programme (EEP) to identify environmental challenges in Africa and motivate people to develop solutions to the identified problems and needs through critical thinking and the application of previously acquired knowledge from the programme. The Nigerian Conservation Foundation (NCF) is the premier Non Governmental organization (NGO) dedicated to nature conservation and sustainable development in Nigeria. The Foundation has a vision of “a Nigeria where people prosper while living in harmony with nature”. This vision drives its Mission to preserve the full range of Nigeria’s biodiversity which includes species, ecosystems and genetic biodiversity; promote the sustainable use of natural resources for the benefit of present and future generations; and advocate actions that minimize pollution and wasteful utilization of renewable resources. NCF maintains the lead in promoting environmental conservation and sustainable development; thus, the institutional symbol of natural resource management in Nigeria. Through its conservation projects, the foundation has developed unique nature conservation strategies that cater for the needs of people while maintaining ecosystem stability. Its ability to work across the spectrum of local communities, corporate bodies and the various tiers of Government using evidence-based actions are the unrivaled standards that pronounce competence. NCF operations focus on environmental education, biodiversity conservation, policy advocacy, public sensitization on environmental issues, mitigating environmental pollution and poverty reduction.

Health of the Mother Earth Foundation's (HOMEF) sustainability trainings and environmental justice advocacy, and Leap Environmental Projects Limited's orchard project in a public secondary school as part of its corporate social responsibility programming. Health of the Mother Earth Foundation's is an NGO of men and women who seek to raise the level of public awareness on environmental issues and mobilize people to act positively on the resolution of these issues.

### **Attitudes of Adult Learners towards Participating in the Environmental Education Programmes**

Attitude is an important concept to understand human behaviour. It is defined as a complex mental state involving beliefs and feelings.

Anastasia (2017) defined attitude as tendency to react in a certain way towards a designed class of stimuli. Attitude is how an individual feels towards someone, an object, an institution, a method, a subject, a thought, an idea, a situation or an event (Chauhan 2017).

An attitude is an approach to life. It reflects behavior and determines the outcome, learned tendency, positive or negative feeling towards any psychological object. It influences our action, knowledge of a situation, feeling or emotion, tendency to respond, determinants of behavior, mental and neutral state of readiness. The formation of environmental attitudes is more critical for attaining environmental sustainability (Altanlar 2011). There is an urgent need to achieve environmental sustainability by influencing the attitude of the people towards effective use and management of natural resources (Munasinghe 2020).

Attitudes of adult learners towards participating in the environmental education programmes is a strong feelings of concern for the environment and the motivation for actively participating in its protection and improvement. The present study views environmental attitude as the ways adult learners see the environment, their immediate understanding, recognition and appreciation of the environment (Palmer, 2018). In short, environmental attitudes and attitudes are about how adult learners think or view the environment. If an adult learner sees the environment as an asset, they will manage it in such a way that it is sustainable. Therefore, adult learners' environmental attitudes are judged from their conscious and voluntary participation in environmental conservation activities. Changing climate. Some human activities as a result of searching for 'quality standard of living' through science and technology have brought other problems on the environment. These include over population, greater pollution, the death and destruction caused by toxic spills and dumps, the massive deforestation of the world's rain forests for commercial purposes, the harm caused by numerous oil spills, the destruction of wildlife habitats for human development, the release of dangerous gases (greenhouse effect) in the atmosphere such as sulfur dioxide (SO<sub>2</sub>), nitrogen oxide (NO<sub>2</sub>), methane (CH<sub>4</sub>), chlorofluorocarbons (CFCs), the hydroxyl radical (OH), and carbon dioxide (CO<sub>2</sub>). Alberti (2010) pointed out that the interaction of humans and the natural environment may be creating a unique biochemistry of the environment.

Another attitude is water quality and the expansion in coverage of public water supply. This is done without making adequate provision for facilities to treat the waste

water produced by the new water supply infrastructure. This is leading to increased and concentrated discharge of untreated sewage from communities to waterways, wetland and coastal zones. Millennium Ecosystem Assessment (2005) point to a factor of four - to eight - fold increase in waste water loading within the next four decades over most of Africa. The FAO (2010) estimates that 85% of marine fisheries in 2008 were either fully exploited, over exploited or depleted. In addition, the unabated land and marine based pollution of our oceans and seas has prompted changes to their chemistry, temperature and current which led to ocean acidification, biochemistry loss, widespread habitat destruction, proliferation of invasive species and simplification of ecosystems (Chauhan 2017).

### **Level of Interest among Adult learners in the Environmental Education Programmes**

The level of interest among adult learners in Environmental Education Programmes can vary widely depending on factors such as program content, format, and the learners' individual motivations. It's important to conduct surveys or assessments to gauge specific interest in your particular program among the target audience. Additionally, consider promoting the real-world benefits and relevance of the program to increase adult learners' engagement and participation. Babalola, Babalola and Okhale (2010) noted that the major public health problems associated with poor environmental sanitation and exposure to communicable diseases is poor personal hygiene compounded by malnutrition which reduces resistance to diseases especially among vulnerable groups like children, pregnant women and nursing mothers and the aged. There is 97% consensus among the world's climate scientists that human activity is contributing to climate change and encouraging an

ecological catastrophe (Doran & Zimmerman 2009). Yet, Green and Armstrong (2007) and Bryson (2005) have shown that there is an increasing number of people who do not believe this evidence and attribute earth's changing climate to natural causes, in the belief that humans cannot obstruct a planet's course. In other words if it does not directly affect adult learners day to day living they show little to no interest in Environmental Education.

### **Impact Adult Learners' Perception, Attitude, and Interest towards Environmental Education Programmes**

Environmental education programs can have a significant impact on adult learners' perception, attitude, and interest in various ways:

**Increased Awareness:** Participation in environmental education programs can raise awareness about environmental issues, leading to a shift in perception. Adults may develop a deeper understanding of the importance of environmental conservation and sustainability.

**Attitude Change:** These programs often provide opportunities for adults to engage with real-world environmental problems and solutions. As a result, their attitudes may shift from apathy or indifference to a more positive and proactive stance toward environmental issues.

Environmental education has the power to turn indifference into advocacy, transforming passive citizens into passionate protectors of nature Rachel Carson(1929).

**Interest and Engagement:** Environmental education programs can make learning about the environment engaging and hands-on. This can spark a genuine interest in the subject matter, motivating adults to seek out further information and participate in environmental initiatives.

**Behavioral Changes:** As perception, attitude, and interest change, adults may also adjust their behaviors. They may be more inclined to adopt sustainable practices in their personal lives, such as recycling, conserving energy, or reducing waste.

**Advocacy and Community Involvement:** Some adult learners may become advocates for environmental causes and get involved in community initiatives or organizations focused on environmental conservation.

**Policy and Decision-Making:** In some cases, individuals who undergo environmental education may become more informed and engaged citizens, influencing local policies or decisions related to the environment Okokheta(2007).

The impact of environmental education programs can be long-lasting and may extend to future generations as adults pass on their knowledge and values to their children and communities. The key to preserving our planet lies in transformation of adult perceptions David Suzuki((1958).

### **Impact Challenges that Influence Adult learners' Perception, Attitude, and Interest towards Environmental Education Programmes**

There are several factors militating against Adult learners' Perception, Attitude, and Interest towards Environmental Education Programmes:

- illiteracy, ignorance and the misconception of what environmental education is all about lack of awareness, and enough publicity not given to environmental education practices in Nigeria
- The development of a nonchalant attitude towards the the environment

- Poverty and low income levels amongst adults learners.
- The non-inclusion adult learners in policy formulation and decision making in natural resources management and conservation
- Poorly designed Environmental Education curriculum for the literacy classes which has not been implemented till date.
- Lack of government's commitment in training teachers and implementing Environmental Education curriculum.
- Poor funding of Environmental Education programs at all levels of our educational institutions.
- Mass recruitment of quacks who claim to know or have knowledge of the subject matter, without proper pedagogical training in the course

### **Summary of the Literature Review**

The review has been quite revealing and instructive. Findings, can be summarized as follows: An adult learner is one who is engaged in the act of learning, has many strengths to bring to any classroom or learning venue. Adult learners have a lot of experience, whereas younger learners have a "clean slate" to be filled. Environmental Education is an organized effort to teach about how the natural environment functions and particularly, how human beings can manage their behavior in the ecosystems in order to live sustainably. Environmental education programmes include Programmes involving Edo State ministry for Environment and Sustainability, Make Edo Great Again (MEGA) Agenda, International Support Network for African Development (ISNAD-Africa), Nigerian

Conservation Foundation, Health of the Mother Earth Foundation's (HOMEF). The attitude of adult learners towards participating in the environmental education programmes is that if an adult learner sees the environment as an asset, they will manage it in such a way that it is sustainable. Therefore, adult learners' environmental attitudes are judged from their conscious and voluntary participation in environmental conservation activities. Changing climate. The level of interest among adult learners in the environmental education programmes is that adult learners are so carried away with meeting their needs that they pay little attention to the environment and its programmes. The impact of adult learners' perception, attitude, and interest towards environmental education programmes include no more littering of the environment ,keeping the surrounding clean will be achieved, communities will be able to stay healthy in a clean environment , put refuse in the dustbin, and they will stop burning down bushes. The challenges that influence adult learners' perception, attitude, and interest towards environmental education programmes include illiteracy, ignorance and the misconception of what environmental education is all about lack of awareness, and enough publicity not given to environmental education practices in Nigeria ,the development of a nonchalant attitude towards the the environment , poverty and low income levels amongst adults learners, the non-inclusion adult learners in policy formulation and decision making in natural resources management and conservation.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the procedures and methods that were used in collecting data for this study. They are treated under the following sub-headings.

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data analysis

#### **Design of the Study**

The descriptive survey research design was adopted for the study. The choice of this design stems from its strength as a useful means for fact finding and an acknowledged methods of obtaining social facts and opinions for the purpose of describing and interpreting existing condition. This research design method is also chosen or considered appropriate, for seeking individuals' opinions, attitudes and perceptions in their natural setting and will enables the researcher to make generalization concerning his population of study from the result obtained from the sample selected.

## **Population of the Study**

The target population of the study consists of all the adults living in Benin Metropolis. However, the target population of the study were the individuals who have participated in one form of Environmental Education programme or the other especially those trading or living around the market places in Benin Metropolis. From available records, the target population was estimated to be a total of 720 participants.

## **Sample and Sampling Technique**

A total of 72 respondents constituted the sample for the study. The sample was selected using a proportionate sampling technique whereby 10% of the target population was randomly selected across the target locations. 10% was used in the study because, the population was found to be homogeneous in nature.

## **Research Instrument**

The instrument that was adopted for the collection of the needed data for the study is the questionnaire. The questionnaire is titled: Adult Learners' Perception, Attitude and Interest towards Environmental Education Questionnaire (ALPAIEEQ). The questionnaire comprise two Sections; "A and B". The section 'A' of the instrument focuses on gathering personal information of the respondents such as age, sex, occupation, educational qualification among others while the section B was designed or geared towards seeking information on the issues raised in the research questions.

### **Validity of the Instrument**

The research instrument was validated using the expert judgment approach. In this regard copies of the draft instrument were given to the project supervisor and two other experts in the Department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City, Nigeria for item scrutiny. Thereafter, their suggestions were taken into consideration before the final copy of the instrument was produced and made use of.

### **Reliability of the Instrument**

To ensure the reliability of the instrument the researcher adopted the Cronbach's Alpha Procedure. In carrying out the reliability of the study, 20 copies of the instrument were administered to the respondents who were not part of the final sample. After computation, a Cronbach's alpha coefficient of 0.69, 0.72, 0.69, 0.70 and 0.71 respectively was produced for each of the five (5) domains as they were designed in the instrument. The average weight was determined by summing each of the weights and divided by the number of domains expressed as:  $\frac{0.69+0.72+0.69+0.70+0.71}{5}$  and thus, a Cronbach's alpha coefficient of 0.70 was obtained.

### **Method of Data Collection**

The researcher and two other research assistants personally administered the questionnaire to respondents through face to face interaction and were also collected from them same day

### **Method of Data Analysis**

The collected data will be analyzed using descriptive statistics. This will involve Frequency count, simple percentages and mean score analysis. A criterion mean of 2.50 will be set for the study for decision making. Therefore, any item with a mean score of 2.50 and above will be accepted while items below 2.50 will be rejected.

## CHAPTER FOUR

### PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This study investigated adult learners' perception, attitude and interest towards environmental education Programme in Benin Metropolis. However, this chapter contained the presentation of the analyzed data as well as the discussion of the findings.

#### Research Question 1

What is the overall perception of adult learners towards the environmental education programmes in Benin Metropolis?

**Table 4.1: Data on the Overall Perception of Adult Learners towards the Environmental Education Programmes in Benin Metropolis**

S/N	Items	N=72		
		Mean	SD	Remarks
1	I have participated in environmental education programme	3.72	0.93	Accepted
2.	Environmental education programmes do meet my felt needs	3.38	0.85	Accepted
3	I can leave my day-to-day activities to attend environmental education programme	2.82	0.41	Accepted
4	Environmental education programme is not effective in this community	3.83	0.96	Accepted
<b>Grand Mean</b>		<b>3.71</b>		

*Source: Researcher's Field Survey, 2023*

Table 4.1 revealed the participants' position on the overall perception of adult learners towards the environmental education programmes in Benin Metropolis. It was found that the respondents agree that they have participated in environmental education programme with the mean score and standard deviation of 3.72 and 0.93 respectively. The

participants agreed that Environmental education programmes do meet their felt needs with a mean score and standard deviation of 3.38 and 0.85 respectively. The respondents also agreed that they could leave their day-to-day activities to attend environmental education programme, with a mean score and standard deviation of 2.82 and 0.41 respectively. Finally, the confirmed in the affirmative that environmental education programme is not effective in their community with a mean score and standard deviation of 3.83 and 0.96 respectively. It was therefore concluded that the overall perception of adult learners towards environmental education programmes is the fact the programme is not effective in Benin Metropolis.

### **Research Question 2**

What are the attitudes of adult learners towards participating in the environmental education programmes in Benin Metropolis?

**Table 4.2: Data on the Attitudes of Adult Learners towards Participating in the Environmental Education Programmes in Benin Metropolis**

S/N	Items	Level of Responses	
		YES (%)	NO (%)
5	I can leave my business for the day to attend environmental education programme	49 (68.1)	23 (31.9)
6	I have attended environmental education related programmes	63 (87.5)	9 (12.5)
7	I enlighten my friends and family about the importance of cleaning the environment	72 (100)	Nil (0)
8	I have concern toward cleaning the environment	60 (83.3)	12 (16.7)

*Source: Researcher's Field Survey, 2023*

Table 4.2 revealed the attitudes of adult learners towards participating in the environmental education programmes in Benin Metropolis. It was revealed that the respondent scored very high on all the four (4) variables measured as the percentage responses were above 50% threshold. Specifically, the respondents posited that they enlighten their friends and family members about the importance of cleaning the environment 72 (100%); they also averred that they have attended environmental education related programmes 63(87.5%); they also confirmed that they have concerns toward cleaning the environment 60 (83.3%) and that they can leave their personal businesses of the day to attend environmental education programme 49 (68.1%). It was therefore concluded that adult learners have a positive attitude towards participating in environmental education programmes in Benin Metropolis

### Research Question 3

What is the level of interest among adult learners in the environmental education programme in Benin Metropolis?

**Table 4.3: Data on the Level of Interest among Adult Learners in the Environmental Education Programme in Benin Metropolis**

S/N	Items	N=72		
		Mean	SD	Remarks
9	I do participate in environmental education programme	3.89	0.97	Accepted
10	I always use reusable materials if I can	3.94	0.99	Accepted
11	I teach my children on the importance of a clean environment	2.91	0.63	Accepted
12	I pay monthly dues for cleaning the environment	3.67	0.92	Accepted
<b>Grand Mean</b>		<b>3.82</b>		

*Source: Researcher's Field Survey, 2023*

Table 4.3 contained the respondents' mean rating on the level of interest among adult learners in the environmental education programmes in Benin Metropolis. It was revealed that the participants agreed that they do participate in environmental education programme with a mean score and standard deviation of 3.89 and 0.97 respectively. They also agreed that they always use reusable materials if when can with a mean score and standard deviation of 3.94 and 0.99 respectively. Furthermore, the participants also agreed that they teach their children on the importance of a clean environment with a mean score and standard deviation of 2.91 and 0.63 respectively. Finally on the Research Question three, the respondents agreed that they pay monthly dues for cleaning the environment with a corresponding mean score and standard deviation of 3.78 and 0.94 respectively. It was therefore concluded that there is a relatively high level of interest among adult learners in the environmental education programmes in Benin Metropolis.

#### Research Question 4

To what extent does the programme content impact adult learners' perception, attitude, and interest towards environmental education in Benin Metropolis?

**Table 4.4: Data on the Extent to which the Programme Content Impact Adult Learners' Perception, Attitude, and Interest towards Environmental Education in Benin Metropolis**

S/N	Item	Mean Score	Std.	Decision
13	With environmental education programmes I learnt the importance of cleaning the gutters and drains around my house.	3.9	.105	Agree
14	With environmental education programmes I avoid overcrowding in a poorly ventilated room.	3.4	.214	Agree
15	With environmental education programmes I learnt how to avoid infection if I must use the public toilets	2.8	.792	Agree
16	With environmental education programmes I make sure I properly dispose wastes	3.2	.738	Agree

*Source: Field Survey (2023)*

Table 4.4 showed the mean of respondents on the extent to which the programme content impact adult learners' perception, attitude, and interest towards environmental education in Benin Metropolis. It was found that the respondents positively affirmed all the variables considered. Specifically, the participants affirmed that with environmental education programmes they have learnt the importance of cleaning the gutters and drains around my house with a corresponding mean score and standard deviation of 3.9 and .105 respectively. They also agreed that with environmental education programmes they avoid overcrowding in a poorly ventilated room with a corresponding mean score and standard

deviation of 3.4 and 0.214 respectively. They agreed too that with environmental education programmes they have learnt to avoid infection if they must use the public toilets with mean score and standard deviation of 2.8 and 0.792 respectively. Finally on the Research Question four (4), the participants agreed that with environmental education programmes they could now ensure that they properly dispose their wastes with a corresponding mean score and standard deviation of 3.2 and 0.738 respectively. It was therefore concluded that the content of environmental education has significantly impacted adult learners' perception, attitude, and interest towards environmental education in Benin Metropolis.

### Research Question 5

What are the specific challenges that influence adult learners' perception, attitude, and interest towards environmental education in Benin Metropolis?

**Table 4.5: Data on the Specific Challenges that Influence Adult Learners' Perception, Attitude, and Interest towards Environmental Education in Benin Metropolis**

S/N	Item	N	Weighted Mean	Mean Score	Std.	Decision
17	There is no adequate publicity on environmental education practices in Benin Metropolis	72	223.2	3.1	.105	Agree
18	Illiteracy and ignorance is a challenge affecting environmental education programmes in Benin Metropolis	72	244.8	3.4	.214	Agree
19	Poverty and low-income levels will not allow adult learners to fully concentrate on environmental education programmes	72	266.4	3.7	.792	Agree
20	Designed Environmental Education curriculum for the literacy classes which has not been fully implemented in Benin Metropolis	72	230.4	3.2	.738	Agree

*Source: Field Survey (2023)*

Table 4.5 showed the mean of respondents on the specific challenges that influence adult learners' perception, attitude, and interest towards environmental education in Benin Metropolis. It was found that the respondents positively affirmed all the variables considered. Specifically, the participants affirmed that there is no adequate publicity on environmental education practices in Benin Metropolis with a corresponding mean score and standard deviation of 3.1 and .105 respectively. They also agreed that illiteracy and ignorance is a challenge affecting environmental education programmes in Benin Metropolis with a corresponding mean score and standard deviation of 3.4 and 0.214 respectively. They agreed too that poverty and low-income levels will not allow adult learners to fully concentrate on environmental education programmes with mean score and standard deviation of 3.7 and 0.792 respectively. Finally on the Research Question five, the participants agreed that the designed environmental education curriculum for the literacy classes which has not been fully implemented in Benin Metropolis with a corresponding mean score and standard deviation of 3.2 and 0.738 respectively. It was therefore concluded that there are still worrisome challenges confronting adult learners' perception, attitude and interest towards environmental education programmes in Benin Metropolis and that these challenges majorly ranged from inadequate publicity, illiteracy and ignorance, poverty and low-income levels.

## **Discussion of Findings**

Findings from research question one, revealed that overall perception of adult learners towards the environmental education programmes is that they have participated in environmental education programmes, they know that environmental education programmes do meet their felt needs, and they can leave my day to day activities to attend environmental education programmes, and also environmental education programmes is not effective in their community. This is in agreement with Adedokun (2015) that for adults to have desired perception about the environment one needs to understand that adults are autonomous in their lives, so they appreciate having self-direction in the learning process. Giving adults options in how they learn and what they learn can be beneficial.

Findings from research question two, revealed that attitudes of adult learners towards participating in the environmental education programmes include that they enlighten their friends and family members about the importance of cleaning the environment; they also averred that they have attended environmental education related programmes; they also confirmed that they have concerns toward cleaning the environment and that they can leave their personal businesses of the day to attend environmental education programmes This is in agreement with Palmer (2018) that attitudes of adult learners towards participating in the environmental education programmes is a strong feelings of concern for the environment and the motivation for actively participating in its protection and improvement.

Findings from research question three, revealed that level of interest among adult learners in the environmental education programmes is that they do participate in environmental education programmes. They also agreed that they always use reusable materials, they teach their children on the importance of a clean environment, and they pay monthly dues for cleaning the environment. This is in agreement of with Chauhan (2017) that for adult learners' interest are only in programmes that will meet their needs or solve their problems.

Findings from research question four, revealed that the extent the programmes content impact adult learners' perception, attitude, and interest towards environmental education is with environmental education programmes they have learnt the importance of cleaning the gutters and drains around my house, avoid overcrowding in a poorly ventilated room, avoid infection if they must use the public toilets and also, they could now ensure that they properly dispose their wastes. This is in agreement with Ojokheta (2007) that the impact and significance of adult learners' perception, attitude, and interest towards environmental education programmes and these include; no more littering of the environment, keeping the surrounding clean will be achieved, communities will be able to stay health in a clean environment.

Findings from research question five, revealed that the specific environmental challenges that influence adult learners' perception, attitude, and interest towards environmental education include; no adequate publicity on environmental education

practices, illiteracy and ignorance is a challenge affecting environmental education programmes, poverty and low income levels will not allow adult learners to fully concentrate on environmental education programmes, and also the designed environmental education curriculum for the literacy classes which has not been fully implemented . This is in agreement with Osiyale (2017) that adult learners are carried away with meetings their felts needs that they pay little attention to environment and it programmes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The study investigates adult learners' perception, attitude and interest towards environmental education programmes in Benin Metropolis. To achieve the objectives of the study five research questions were raised to guide the study and these include the following:

1. What is the overall perception of adult learners towards the environmental education programme in Benin Metropolis?
2. What are the attitudes of adult learners towards participating in the environmental education programme in Benin Metropolis?
3. What is the level of interest among adult learners in the environmental education programme in Benin Metropolis?
4. To what extent does the programme content impact adult learners' perception, attitude, and interest towards environmental education?
5. What are the specific environmental challenges in Benin Metropolis that influence adult learners' perception, attitude, and interest towards environmental education?

The sample size for this study is a total of 72 respondents constituted the sample for the study. The sample was selected using a proportionate sampling technique whereby 10% of the target population was randomly selected across the target locations. Questionnaire was the major instrument used for data collection. The questionnaire was made up of Section 'A' and 'B'. while Section 'A' contained the demographic information of the respondents.

The section 'B' was meant to elicit data on the various research questions raised. The reliability and validity of the instrument was determined. The research instrument was validated using the expert judgment approach. In this regard copies of the draft instrument were given to the project supervisor and two other experts in the Department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City, Nigeria for item scrutiny. The reliability of the instrument was determined through test-retest procedure and the value obtained was through Pearson Product Moment Correlation Coefficient reliability index of 0.69. The data collected were analyzed using descriptive statistics such as: frequency count, simple percentages, mean and standard deviation. After analysis the study gave the following findings:

1. That the overall perception of adult learners towards Environmental Education Programmes is the fact the programme is not effective in Benin Metropolis.
2. That adult learners have a positive attitude towards Participating in environmental education programmes in Benin Metropolis.
3. That there is a relatively high level of interest among adult learners in the environmental Education Programmes in Benin Metropolis.
4. That the content of environmental education programmes has significantly impacted adult learners' perception, attitude and interest towards environmental education in Benin Metropolis.
5. That the challenges majorly ranged from inadequate publicity, illiteracy and ignorance poverty and low income levels.

6. That there is no adequate publicity on environmental education practices in Benin Metropolis.
7. That illiteracy and ignorance is a challenge affecting environmental education programmes in Benin Metropolis.
8. Poverty and low income levels will not allow adult learners to fully concentrate on environmental education programmes.
9. That there are designed environmental education curriculum for the literacy classes which has not been fully implemented in Benin Metropolis.

## **Conclusion**

Based on the findings of the study, it was concluded that the overall perception of adult learners towards environmental education programmes is that the programme is not effective in Benin Metropolis.

## **Recommendations**

Based on the findings and conclusion drawn in the study, the researcher wish to offer the following recommendations:

- Government should invest in program evaluation and feedback mechanisms to identify and rectify the specific reasons why adult learners perceive the Environmental Education Programmes as ineffective in Benin Metropolis.
- Develop strategies to capitalize on the positive attitudes of adult learners. This could include involving them in program planning and decision-making processes.
- Create engaging and interactive content within the environmental education

programmes to maintain and increase the already existing high levels of interest among adult learners.

- Revise and adapt the content of the programs to ensure it has a measurable and positive impact on adult learners' perceptions, attitudes, and interests in environmental education.
- Address challenges directly by implementing initiatives such as increased publicity efforts, adult literacy programs, and support for learners.

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**APENDIX I**

**RESEARCH QUESTIONNAIRE**

**DEPARTMENT OF ADULT AND NON FORMAL EDUCATION  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**ADULT LEARNERS' PERCEPTION, ATTITUDE AND INTEREST TOWARDS  
ENVIRONMENTAL EDUCATION QUESTIONNAIRE (ALPAIEEQ)**

Dear Respondent,

I am a final year student from the above named institution. I am carrying out a study titled: Assessment of Adult Learners' Perception, Attitude and interest towards Environmental Education Programme in Benin Metropolis. It is purely an academic exercise. You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence.

Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice. At the right hand column there are numbers representing how much you rate the statements. Indicate your response to the statements by ticking the appropriate number.

Yours faithfully,

Okonkwo Alexandra

**Researcher**

## SECTION A (DEMOGRAPHIC)

**Instruction: Please tick (✓) Option that best suit your opinion.**

1. Sex: Male [ ] Female [ ]

2. Age: 26-30 years [ ] 31-35years [ ] years [ ] 36 years and above [ ]

## SECTION B

**INSTRUCTION: Kindly tick (✓) where necessary using the following Keys: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD).**

S/N	Item	SA	A	D	SD
<b>RQ1</b>	<b>What is the overall perception of adult learners towards the environmental education programme in Benin Metropolis?</b>				
1	I have participated in environmental education programme				
2	Environmental education programmes do meet my felt needs				
3	I can leave my day to day activities to attend environmental education programme				
4	Environmental education programme is not effective in this community				
<b>RQ2</b>	<b>What are the attitudes of adult learners towards participating in the environmental education programme in Benin Metropolis?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
5	I can leave my business for the day to attend environmental education programme				
6	I have attended environmental education related programmes				
7	I enlighten my friends and family about the importance of cleaning the environment				
8	I have concern toward cleaning the environment				
<b>RQ3</b>	<b>What is the level of interest among adult learners in the environmental education programme in Benin Metropolis?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
9	I do participate in environmental education programme				
10	I always use reusable materials if I can				
11	I teach my children on the importance of clean environment				
12	I pay monthly dues for cleaning the environment				

<b>RQ4</b>	<b>To what extent does the programme content impact adult learners' perception, attitude, and interest towards environmental education?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
13	With environmental education programmes I learnt the importance of cleaning the gutters and drains around my house				
14	With environmental education programmes I avoid overcrowding in a poorly ventilated room				
15	With environmental education programmes I learnt how to avoid infection if I must use the public toilets				
16	With environmental education programmes I make sure I properly dispose wastes				
<b>RQ5</b>	<b>What are the specific environmental challenges in Benin Metropolis that influence adult learners' perception, attitude, and interest towards environmental education?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
17	There is no adequate publicity on environmental education practices in Benin Metropolis				
18	Illiteracy and ignorance is a challenge affecting environmental education programmes in Benin Metropolis				
19	Poverty and low income levels will not allow adult learners to fully concentrate on environmental education programmes				
20	Designed Environmental Education curriculum for the literacy classes which has not been fully implemented in Benin Metropolis				

## APPENDIX II

### CRONBACH ALPHA RELIABILITY TEST RESULTS

#### Reliability

#### Notes

<p>Output Created</p> <p>Comments</p> <p>.Input</p> <p style="padding-left: 40px;">Active Dataset</p> <p style="padding-left: 40px;">Filter</p> <p style="padding-left: 40px;">Weight</p> <p style="padding-left: 40px;">Split File</p> <p style="padding-left: 40px;">N of Rows in Working Data File</p> <p style="padding-left: 40px;">Matrix Input</p> <p>Missing Value Handling</p> <p style="padding-left: 40px;">Definition of Missing Cases Used</p> <p>Syntax</p> <p>Resources</p> <p style="padding-left: 40px;">Processor Time</p> <p style="padding-left: 40px;">Elapsed Time</p>	<p style="text-align: right;">14-OCT-2023 20:24:51</p> <p>DataSet2</p> <p>&lt;none&gt;</p> <p>&lt;none&gt;</p> <p>&lt;none&gt;</p> <p style="text-align: right;">20</p> <p>User-defined missing values are treated as missing.</p> <p>Statistics are based on all cases with valid data for all variables in the procedure.</p> <p>RELIABILITY</p> <p style="padding-left: 20px;">/VARIABLES=Item1 Item2 Item3 Item4 /SCALE('ALL VARIABLES') ALL</p> <p style="padding-left: 20px;">/MODEL=ALPHA.</p> <p style="text-align: right;">00:00:00.00</p> <p style="text-align: right;">00:00:00.00</p>
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#### Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
0.69	4

### Reliability

#### Notes

Output Created		14-OCT-2023 20:34:11
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES= Item5 Item6 Item7 Item8 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
0.72	4

**Reliability**

**Notes**

Output Created		14-OCT-2023 20:41:19
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item9 Item10 Item11 Item12 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
0.69	4

### Reliability

#### Notes

Output Created		14-OCT-2023 21:04:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item13 Item14 Item15 Item16 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
0.70	4

## Reliability

Output Created		14-OCT-2023 21:24:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Matrix Input	
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item17 Item18 Item19 Item20 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

## Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
0.71	4