

**THE EFFECTIVENESS OF ADULT EDUCATION PROGRAMME IN  
PROMOTING THE SOCIO ECONOMIC DEVELOPMENT OF ESAN WEST  
LOCAL GOVERNMENT**

**Sarah Osevahieme IGHENE  
EDU1902695**

**FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY**

**MAY, 2024**

**THE EFFECTIVENESS OF ADULT EDUCATION PROGRAMME IN  
PROMOTING THE SOCIO ECONOMIC DEVELOPMENT OF ESAN WEST  
LOCAL GOVERNMENT**

**Sarah Osevahieme IGHENE  
EDU1902695**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT  
AND NON-FORMAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY  
OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE B.ED DEGREE IN  
ADULT EDUCATION/ENGLISH AND LITERATURE FACULTY OF  
EDUCATION UNIVERSITY OF BENIN, BENIN CITY, NIGERIA.**

**May, 2024**

## **APPROVAL**

I hereby certify that this research was carried out by **Sarah Osevahieme IGHENE** of the Department of Adult and Non-Formal Education University of Benin, and approve of as adequate in scope and quality in the partial fulfillment of the requirements for the award of the Bachelor of Arts (B.A) Degree in Adult Education/English and Literature.

---

**Prof (Prince) F.E. Omoruyi (FCAI)**  
**Project Supervisor**

---

**Date**

## **CERTIFICATION**

We, the undersigned certify that this work was carried out by **Sarah Osevahieme IGHENE**, in the Department of Adult and Non-Formal Education, University of Benin, Benin City Edo State, Nigeria and approved of it as adequate in scope and partial fulfillment for the award of B.Ed. Degree in Adult Education/ English and Literature.

\_\_\_\_\_  
**Prof (Prince) F.E. Omoruyi (FCAI)**  
**Project Supervisor**

\_\_\_\_\_  
**Mr. M.O. Egbadon**  
**Project Coordinator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**PROF. (MRS.) L. A. OKUKPON Ph.D**  
**Head of Department**

\_\_\_\_\_  
**Date**

## **DEDICATION**

This project work is dedicated to the Almighty God for his abundant mercies and to my parents, Mr. and Mrs. Cole Ighene Leonardo for their countless contributions in my life.

## ACKNOWLEDGMENT

Expressing extreme thanks and gratitude to God for His great grace and strength through the good and rough roads. It has really been a journey with my stay in this institution and he has been good to me.

While it is not possible for me to outline the names of a host of them, it still remains quite inevitable to mention a few without whose special assistance the success of this work could not have been possible. I am most grateful to my Project supervisor, Prof (Prince) F.E. Omoruyi (FCAI) who in his warm and fatherly manner have continued to guide me on the right path until the successful completion of the journey.

My thanks also go to my Siblings, Mrs. Tonia, Mrs. Joy, Mrs. Judith, Mr. Leonard ,Ighene Mike, Jojo, Mrs. Benson and Maureen, for their immense love, financial support and moral support, also in one way or the other in ensuring my academic success. Also, to my wonderful mother, Mrs. Ighene for her prayers, encouragement, advice, moral and financial support. My gratitude also goes to my father, Mr. Cole Ighene for his support and everyday love.

Special appreciation goes to Jude Omachun (Jaywhite), for his love, support, pampering, encouragement and motivation throughout my stay on campus and duration of this Project.

Much hailing to my great friends; Omitoyin Taiwo, Adekunle, Opeyemi, Irabor Favour for their love and motivation. Also, to my able friend comrade Odia Mavins, course mate and well-wishers I appreciate you all for the encouragement, care and moral support. Thank you all and God bless you.

## TABLE OF CONTENT

	<b>PAGE</b>
<b>TITLE PAGE</b>	<b>I</b>
<b>APPROVAL</b>	<b>II</b>
<b>CERTIFICATION</b>	<b>III</b>
<b>DEDICATION</b>	<b>IV</b>
<b>ACKNOWLEDGEMENTS</b>	<b>V</b>
<b>ABSTRACT</b>	<b>X</b>
<b>CHAPTER ONE- INTRODUCTION</b>	
Background to the Study	1
Statement of Problem	8
Research Questions	9
Purpose of the Study	9
Significance of the Study	10
Scope/Delimitation of the Study	11
Definition of Terms	11
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
Introduction to Adult Education Programme	12
Participation in Adult Education programme	20
Socio- economic Problem in Esan West LGA	20
Adult Education and Socio economic Development	24
Adult Education Programmes and Sustainable Livelihood	26
Summary of Reviewed of Related Literature	35
<b>CHAPTER THREE: METHODOLOGY</b>	
Design of the Study	37
Population of the Study	38

	PAGE
Sample and Sampling Techniques	38
Research Instrument	38
Validity of the Instrument	38
Reliability of the Instrument	39
Method of Data Collection	39
Method of Data Analysis	39
 <b>CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS</b>	
Presentation of Results	40
Discussion of Findings	47
 <b>CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATION</b>	
Summary	50
Conclusion	53
Recommendations	54
<b>REFERENCES</b>	<b>55</b>
<b>APPENDIX</b>	<b>59</b>

## ABSTRACT

The study assessed the effectiveness of Adult Education Programme in promoting the socio economic Development of Esan West Local Government. Five research questions were raised to guide the study.

The descriptive survey research was adopted for the Study. The population and Sample size of the study was made up of 2000 people in Esan West local government and 100 as the sample size in Esan West Local Government. The instrument for the study was a questionnaire titled "The effectiveness of Adult Education Programme in promoting the Socio-economic Development of Esan West Local Government". Simple percentage method of data analysis was used in analyzing the data gotten from the respondents. The findings in the study revealed that Youth skill development programme In community, Intimate vocational skill programme in my community and different trainings available for workers in Esan you West Local Government are the available Adult and programme in Esan West Local Government, I am currently enrolled in the adult education programme in my area, I became aware of Adult Education Programme through Radio advertisement , The primary reasons for your participation in adult education programme is to raise my economic , To be able to read and write or acquire skills of reading and writing and calculation are level of participation of people in adults education programme in Esan West Local Government, Adult Education Programme can help address unemployed and underemployment problem in the community , Adult Education Programme can contribute to poverty reduction efforts and you in the community, Vocational skill programme can contribute to socio economic development in Esan West Local Government , Specific skills are most beneficial for adults to acquire through education to enhance socio-economic development are ways Adult can promote socio economic development in Esan West Local Government, It helps the adult in their daily Life, The people are familiar with adult education programmes are how People in Esan West Local Government perceive Adult Education Programme,

The study recommends that; There should be sufficient awareness about Adult Education Programme in Esan West Local Governmen, Adult Education Programme should be more inclusive and accessible to individuals from diverse backgrounds and communities within Esan West Local Government, The use of technology Should be integrated into adult

# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

Adult education has been recognized as a significant tool for socio economic development,Adult education refers to any form of education (formal, informal or non-formal) given to adults based on their felt social, economic, political and cultural needs to enable them adjust fully to life challenges (Nzeneri 2008)

Adult education is one of the fields of academic endeavour that is saddled with the responsibility of solving soci-economic, cultural, political and environmental problems. Adult education occupies a pivotal position in the societal scheme of affaires. It centers on individual, group and societal needs, interest and aspirations. These educational needs and purpose border on the area of liberating people from ignorance, restraints, poverty, malnutrition, poor health, towards improvement of self and others. There is positive association between adult education programmes and increased levels of self-esteem and high levels of knowledge and skills which thereby encourage positive and active engagement of people in their own development (Umar, Eshak, Bichi, & Aujara, 2010).

The concept of adult education is difficult to define because people define it from different perspectives. However, scholars agreed that it is an education that has adult as

its clientele. This brings us to another concept of who is an adult? Different parameters used in defining an adulthood amongst which are Biological, Chronological, Historical, Psychological, Economical, Political and Social amongst others. Nzeneri (2002) define an adult as one who is physically and psychologically matured and is socially, economically and politically responsible. According to Adesanya (2002) the term adult is difficult to define because it varies from one society to another and has changed over time.

Unesco (1976) cited in Nzeneri (2010) define adult education as: The entire body of organized educational process, whatever the content, level and method, formal or otherwise whether they prolong or replace initial education in schools, colleges, universities as well as in apprenticeship, where by persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification and bring about changes in their attitude or behavior in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development.

The above definition is encompassing in that it has not only define adult education, but has gone to the extent of talking about its scope and content. Adult education is usually referred to any form of learning undertaken by or provided for

mature men and women outside the formal schooling system (Seya, 2005). The main targets are specifically defined as youths (girls and boys over 15 years of age, but sometimes younger) as well as women and men, generally poor or socially disadvantaged.

According to Seya (2005) adult education is seen as a transmission of 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 of remedying early education inadequate of mature people or equipping them with knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political life of their societies.

As part of social development; Adult education fosters social inclusion and active citizenship by empowering individuals with the knowledge and skills to engage meaningfully in society. It equips adults with the ability to critically evaluate information, participate in democratic processes, take active participation in community development and contribute to the decisions making. Through adult education, the literacy level of the whole society increase and therefore more job opportunities will be created. This force the adults who were dependent on other people to have asserts of their own as a result of their job acquisitions. ( Patil 2012.

Adult Education serves as an Instrument in bringing about Cultural development Changes within the Community the present existence is oriented towards promotion of values, norms, ethics, principles, standards and morality among the individuals. In rural areas, agriculture is the main occupation of the individuals. The rural farmers and agricultural labourers are acquiring knowledge of innovative and modern techniques and methods to be utilized in the agricultural sector, so that they can improve production. NAEP 1978.

Economically, adult education can improve employability and income, which is a key pathway to realizing a range of other benefits and economic development of a country. For example it enables people to some extent, to choose and shape the context in which they live and work and even increase their social status

Formal Education: Traditional classroom-based learning, often in colleges, universities, or vocational schools, offering structured programs leading to degrees, diplomas, or certificates.

Non-Formal Education: Structured learning outside the formal schooling system, such as continuing education classes, workshops, and training programs, usually aimed at acquiring specific skills or knowledge.

Informal Education: Learning that occurs through daily experiences, self-directed

exploration, and interactions within the community, including reading, internet research, and mentorship.

Distance Education: Learning delivered remotely, typically through online courses, video lectures, and correspondence programs, enabling flexibility for adult learners who may have work or family commitments.

Vocational Education and Training (VET): Focuses on practical skills and specific occupations, preparing individuals for employment or career advancement through hands-on training, apprenticeships, and trade certification programs.

Literacy and Basic Skills Education: Targets individuals with limited literacy or numeracy skills, providing foundational education to improve literacy, numeracy, and essential life skills.

Remedial Education: Addresses gaps in foundational knowledge or skills, often targeted at adults who did not complete formal education or need to refresh their understanding in certain subjects.

Community Education: Learning initiatives organized by community-based organizations, libraries, and social groups, aiming to address local needs, foster civic engagement, and promote lifelong learning opportunities.

Adult education plays a crucial role in socio-economic development by equipping

individuals with the necessary skills for employment, business development, and management, Adult education focuses on imparting practical skills and knowledge that are in demand in the job market. This includes technical skills such as computer literacy, vocational skills such as plumbing or carpentry, as well as soft skills like communication, teamwork, and problem-solving. Adult education also supports entrepreneurship and business development by providing aspiring entrepreneurs with the knowledge and tools needed to start and manage their own businesses. This may include courses on business planning, marketing, financial management, and legal regulations.

In addition to technical and entrepreneurial skills, adult education emphasizes leadership and management skills necessary for running successful businesses or organizations. This includes training in strategic planning, decision-making, conflict resolution, and team leadership. In the context of Esan West Local Government Area (LGA), adult education and employment skills development are essential tools for addressing underdevelopment and unemployment challenges.

Esan West LGA, like many other regions, may face underdevelopment characterized by inadequate infrastructure, limited access to basic services, and a lack of economic opportunities. A high levels of unemployment are often a significant concern in underdeveloped regions like Esan West LGA. Limited access to quality education and

training opportunities can exacerbate this problem. However, by investing in adult education and employment skills development initiatives, local authorities can help address unemployment by enhancing the employability of residents. This includes providing training in relevant job sectors, supporting entrepreneurship, and fostering a culture of lifelong learning.

The lack of sufficient adult education and employment skills development opportunities in Esan West Local Government Area (LGA) can contribute to insecurity in various ways:

**Youth Unemployment:** When young adults in the area lack access to quality education and employment opportunities, they may become disillusioned and frustrated. This frustration can lead to feelings of hopelessness and alienation, which may push some individuals towards engaging in criminal activities as a means of survival.

**Poverty and Crime:** Unemployment and underemployment often lead to poverty, which can create an environment conducive to crime. Without viable economic opportunities, some individuals may resort to illegal activities such as theft, robbery, and drug trafficking to support themselves and their families. This can contribute to a cycle of crime and insecurity within the community.

**Social Unrest:** Inadequate access to education and employment opportunities can also

fuel social unrest and tensions within the community. Disaffected youth may become susceptible to recruitment by extremist groups or participate in protests and demonstrations as a form of expressing their grievances against the system

The situation demands an urgent attention to improve the socio-economic status of the community and considering the role of adult education in societal development, it is believed that adult education will be instrumental in improving the lot of Esan people in terms of the socio-economic development. It is against this background that this study seeks to assess the effectiveness of adult education programme in promoting socio-economic development of Esan west LGA.

### **Statement of the problem**

Communities in Esan west LGA have been grappling with various forms of socio economic challenges such as insecurities, unemployment, underemployment, poverty etc. These socio economic challenges seems to be affecting the standard of living of the residents in these communities and limiting their participation in societal activities.

There is therefore need for urgent attention that will proffer immediate and sustainable solution to the socio economic challenges experienced by the people in Esan west LGA. This explains why adult education is suggested as a significant and reliable solution.

Secondly, there is scarcity of empirical literature on the effectiveness of adult

education programmes in promoting socio economic development in Esan community as available literates hence continuously focused on other status and communities outside Esan. The problem of this study therefore is to ascertain the effectiveness of adult education programmes in promoting socio economic development in Esan west LGA OF Edo state.

### **Research Questions**

The following research questions were raised to guide the study.

- 1) What are the available adult education programmes in Esan west LGA?
- 2) What is the level of participation of the people in adult education programmes in Esan West LGA?
- 3) How can adults promote socio economic development in Esan West LGA?
- 4) How do the people of Esan West perceive adult education programmes?
- 5) How can available adult education programmes in Esan LGA be improved?

### **Purpose of the Study**

The main purpose of this study is to ascertain the effectiveness of adult education programmes in promoting socio economic development in Esan West LGA. Specifically, this study seeks to;

- 1) To examine the available adult education programmes in Esan West LGA.

- 2) To ascertain the level of participation of the people in adult education programmes in Esan West LGA.
- 3) To ascertain the potentials of adult education in promoting socio economic development in Esan west LGA
- 4) To examine how the people of Esan West LGA perceive and view adult education programmes.
- 5) To ascertain the available adult education programmes in Esan West LGA can be improved.

### **Significance of the Study**

Findings from the study will be of significant benefit to individual learners, employers and businesses, communities and society, government and policy makers.

In the first place findings from the study will be of benefit to individual learners because adults seeking to enhance their skills, knowledge, and qualifications for personal growth or career advancement.

Also the findings from the study will be of benefit to employers and businesses as companies investing in employee training and development stand a chance to improve workforce skills, productivity, and innovation.

More so communities and society will benefit from the study because communities will

stand a chance to benefit from adults with higher levels of education wh...

### **Scope and Delimitation of the study**

This study is limited in scope to adult education programmes in Esan West LGA and its impact to the socio economic development of the community. The study further addresses the barriers to the effectiveness of adult education programmes in Esan West local government area and makes recommendations for improving adult education programmes in Esan West local government area. The study is delimited to the people and communities in Esan West local government area which includes Ighueben, Eguare, Ekpon, Okalo, Ohordua, Ubiaja and Ugbiyoko.

### **Definition of terms:**

**Effectiveness:** the degree to which something is successful in producing a desired result success.

**Adult:** An adult is a human who is physically emotionally economically and politically mature. An adult is also said to be a person that has reached full growth.

**Socio economic:** relating to or concerned with the interaction of social and economic factors.

**Development:** the process of developing or being developed.

## **CHAPTER TWO**

### **Review of Related Literature**

In this chapter, the investigator has attempted to review the series of studies by some scholars which are related to the problem under study. The review will be executed under the following sub-headings;

- Introduction to Adult Education Programs
- Socio-Economic Problems in Esan west LGA
- The Roles of Adult Education in addressing Socio-Economic Issues
- Effectiveness of Adult Education Programs
- Challenges and Barriers
- Policy Implications and Recommendations
- summary of Review of Related Literature

#### **Introduction to Adult Education Programme**

According to Jegede (2003), an adult is one who could be distinguished by both his identity and characteristic. In identifying an adult, the position of the individual in the chronological ladder may be used as well as other criteria's. Adult learners are not like young learners, it is important to note that adult learners are often interested in specific program me details, (which can meet their immediate need and expectation), which

divulge the expectation and goals for the course or program me, learning rationales must be effectively communicated to the adult learners to ensure that the rationales matches their motivation for learning and as such the process of teaching the adult learner in an adult education programme should be carefully and effectively done in order to improve adult learners in the society. According to Jegede (2010), Malcolm Knowles popularized the theory of androgogy, it is a contemporary, coherent, and comprehensive body of theory and knowledge based on research findings about adult as learner. Andragogy is the process of helping an adult learner to learn; it is the process of planning and managing specific adult learning experience. Knowles (1984), define Andragogy, as the art and science of helping adult learn, or the study of educational theories, process, and technologies that help Adult to learn it deals with how to help adult learners learn effectively, because of their unique characteristic. Adult education can be seen as all-inclusive pattern of adult development which focuses on the needs of the adult that helps him to live effectively in his society. In his own opinion, Anyanwu (1998) stated that Adult education is process by which attempts to improve himself by developing his skills, knowledge, insights, attitudes and values. This therefore includes any form of educative activity engaged by an adult learner to meet his desired needs. In the same view, Wang (2003) stated that Adult education plays important and unique role in helping

people adapt to the constantly changing world and in imposing a strong or sense of rights and responsibilities on adults and communities. Adult education could then be seen as the structuring of social processes for the purpose of addressing the social issues and concerns, which have emerged as a result of changed and changing circumstances. Alaezi (2006) regarded adult education as the improvement of the knowledge, means, and methods, which adults who are not in school or have not had the opportunity to go to school, use or can use in combining various skills they have so that they may become more intelligent or useful members of the community as long as they live. From these definitions, adult education can be seen as development oriented. It is goal focused mainly on the development of individual capabilities and also helps in the development of their capacities. On the objectives of adult education, Federal Republic of Nigeria (2004: 25) stated the objectives as follows: to provide functional literacy education for adult who have never had the advantage 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 the formal education system in order to improve their basic knowledge and skills; to provide in-service, on-the-job, vocational and professional training for different categories of workers and professional, in order to improve the skills; to give the adult

citizens of the country necessary aesthetic, cultural and civic education for public enlightenment. Adult education is therefore designed to help individual citizens to meet up with those things they could not do in the early stage of their lives. In a related development, Anyanwu stated that one feature that makes adult education difficult to administer is its scope. Adult education is so broad in scope and diversified in content that it is rather difficult to be contained under one administrative umbrella. Adult education has sometimes been said to have contained all organized educational processes that are outside the formal. Adult education includes the entire body of educational processes. The content, methods or levels or whether they prolong or replace initial education in schools, colleges or universities, as well as apprenticeship. The individuals are regarded as adults, when they reach 18 years of age. They develop capabilities and enrich their knowledge, improve technical and professional qualifications or turn themselves in a new direction and bring about changes in their attitudes and behaviours in the personal development and participation in balanced and independent social, economic and cultural development. Adult education includes all the activities that are put into operation with the purpose of meeting educational goals and objectives. Through adult education, the learners are able to augment their experiences and develop skills and abilities. Apart from development of knowledge and skills, individuals are able to

generate awareness in terms of their rights and duties, which are required to turn into effectual citizens of the country. Adult education has been classified into three major categories. These are, formal, informal and non-formal education. Formal Education: Formal education is consciously and deliberately planned through the modification of behaviour with the particular end in view. It has been initiated in schools as well as in higher educational institutions. The educators are required to implement appropriate teaching-learning methods and instructional strategies in imparting formal education. The main limitations of this system of education are, it is valid only during the particular time frame, the curriculum is traditional, unscientific, theoretical, academic and not objective-based, moral and spiritual values are taken into consideration to a lesser extent, it is narrow and one-sided, the significance that is given to technical and vocational subjects is not in accordance to the needs and interests of the individuals, the rigidity is depicted in number of aspects, such as, age of admission, curriculum, syllabus, text-books, time-table, teaching methods, educational qualifications of teachers, examinations, certifications and so forth, it is hierarchically structured and chronologically arranged and institutionalized. Paulo Friere regards formal education as the banking system, where teacher is the depositor and students are the depositories. Informal Education. Informal education,; it is a phenomenon, which stands for the

aggregate of incidental, unplanned and unstructured educational influences that consciously or unconsciously influence the understanding and attitudes of the individuals. The individuals learn from every experience and incidence. When the individuals possess interest and curiosity, they can acquire an understanding in a rapid manner. The changes are brought about usually in the behaviours and attitudes of the individuals. The acquisition of informal education on the part of the individuals continue from cradle to grave. In other words, it continues throughout the lives of the individuals. The important aspects that render a significant contribution in making provision of informal education to the individuals, include, family, friends, community members, workplace, marketplace, public places, technology and media. Non-Formal Education: Non-formal education is the organized provision of learning opportunities, outside the formal school system that covers the lifetime of the individuals. This education is primarily focused towards meeting a particular need. It is flexible, problem-oriented, environment-centred, life-based and learner-oriented. It is diversified in content and methods and is non-authoritarian. Non-formal education focuses upon providing solutions to the problems of the community. It aims to promote well-being of the community members. It puts emphasis upon the development of learning opportunities for individuals, belonging to various categories and backgrounds. It includes the acquisition of occupational,

household skills, development of aesthetic appreciation, analytical code of thinking, and inculcation of values, norms, principles, standards, ethics and knowledge. It can take place among family members within home, discussion among friends or community members, marketplaces, religious places and so forth. Adult education, continuing education and extra mural work are regarded as various forms of non-formal education

Adult education refers to any educational programme (s) organised for adults and youths regardless of its contents, place of study and also has to be flexible in order to satisfy the needs and aspirations of the beneficiaries and their communities. Adult education is a practice in which adults engage in systematic and sustained self-education activities in order to gain knowledge, skills, attitudes, or values and is expected to address the socio-economic, cultural, political and environmental problems besieging humanity in their various societies.

Achieving sustainable democracy and political stability has been the most often yearning of patriotic Nigerians and all-round development minded nations and nationals all over the world. Western countries have been in the fore front as advocates and promoters of these ideals. The inability of a nation to achieve this status is usually attributed to the country's peculiar problems, Generally speaking, the problem which mostly hinders Nigeria from achieving sustainable democracy and political stability is constant changes

in government emanating from military thirst for power, ethnic sentiment and sometimes religious intolerance. These problems are mostly found with adult population and not school age children. This paper argues that Nigeria can achieve this status by organising effective adult education programme which helps men and women (adults) by extension of resources to them, educating illiterate population, redressing imbalance in education, helping the school drop outs and retraining of workers. The paper concludes by philosophizing that adult education entails more than the learning of 3RS (Reading, writing and Arithmetic).

Adult education has often been referred to as any voluntary or deliberate effort intended for development of adults. It can be conducted by public and private agencies like adult schools, extension centres, settlements, churches, clubs and other similar institutions. Adult education therefore includes series of activities with educational values purely meant "for adults who have never had the advantage of any formal education and those young people who either prematurely dropped out of the formal system.

The place of adult education in Nigeria is so vital that a whole section (seven) of the New National Policy on Education is devoted to it. The objectives of the adult education as contained in this section read:

To provide functional literacy education for adults who have never had the advantage of

any formal education;

To provide functional and remedial education for those young people who prematurely dropped out of formal school system;

To provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;

To provide in-service on the job, vocational, and professional training for different categories of workers and professional in order to improve their skills;

To give the adult citizens of this country necessary aesthetic, cultural and civic education for public enlightenment.

Sustainable democracy and political stability in Nigeria can best be achieved through well organised and effective adult education programme where skills required for handling the resources are extended to adult men and women, retraining of workers, education for literate population, programme to redress educational imbalance received during childhood and youth school dropouts.

### **Socio Economic Problems in Esan West local Government Area.**

Communities in Esan west LGA have been grappling with various forms of socio economic challenges such as insecurities, unemployment, underemployment, poverty etc.

These socio economic challenges seems to be affecting the standard of living of the

residents in these communities and limiting their participation in societal activities.

There is therefore need for urgent attention that will proffer immediate and sustainable solution to the socio economic challenges experienced by the people in Esan west LGA

Some of the socio-economic problems in Esan, Edo State, Nigeria, may include:

1. **Poverty:** Many residents may struggle with low income levels and lack of access to basic necessities. Another problem is the issue of unemployment limited job opportunities can contribute to high unemployment rates, particularly among youth and recent graduates. As there are no companies or big organizations in these areas, some of the small scale businesses which offer jobs most times pay very little which most times is usually not enough for the worker to cater for his/her needs and this lead to many of the youth in esan not wanting to work. More so lack of adequate infrastructure issues such as poor roads, unreliable electricity supply, and insufficient water and sanitation facilities can hinder economic development and quality of life. The lack of quality and accessible education challenges such as lack of schools, insufficient resources, and low-quality education can impact opportunities for children and young adults. Healthcare access limited healthcare facilities and services can lead to inadequate healthcare access and poor health outcomes for residents.

Addressing these issues often requires comprehensive strategies involving government

initiatives, community involvement, and collaboration with non-governmental organizations and other stakeholders.

**Poverty:** Poverty is a complex issue that affects millions worldwide, limiting access to basic necessities such as food, shelter, and education. According to the World Bank, around 9.2% of the global population lived in extreme poverty in 2019 (World Bank, 2021).

**2. Inequality:** Economic inequality refers to the unequal distribution of wealth and resources among individuals and groups within a society. Oxfam's 2020 report highlights that the world's billionaires have more wealth than 4.6 billion people combined, illustrating the extent of global economic inequality (Oxfam, 2020).

**Unemployment:** Unemployment rates vary across countries and regions, influenced by factors such as economic growth, technological advancements, and government policies. The International Labour Organization (ILO) reported that global unemployment rates reached 6.7% in 2020, representing over 200 million people without jobs (ILO, 2021).

**3. Access to Education:** Education is crucial for socioeconomic development, yet many individuals lack access to quality education due to factors like poverty, discrimination, and inadequate infrastructure. UNESCO's Global Education Monitoring Report 2020 estimates that around 258 million children and adolescents were out of school in 2018

(UNESCO, 2020).

**4. Access to Healthcare:** Disparities in healthcare access and quality contribute to socioeconomic problems, with marginalized communities often facing barriers to essential health services. The World Health Organization (WHO) states that around half the world's population lacks access to essential health services, exacerbating health inequalities (WHO, 2021).

**5. Hunger and Food Insecurity:** Despite global efforts to eradicate hunger, millions of people still suffer from food insecurity, lacking reliable access to nutritious food. The Food and Agriculture Organization (FAO) estimates that around 811 million people worldwide were undernourished in 2020 (FAO, 2021).

**6. Housing Affordability:** Housing affordability is a pressing issue in many urban areas, with rising housing costs outpacing income growth for many households. The McKinsey Global Institute's report on affordable housing suggests that by 2025, around 1.6 billion people worldwide may lack access to adequate and affordable housing (McKinsey Global Institute, 2020).

**7. Climate Change and Environmental Degradation:** Climate change and environmental degradation disproportionately affect vulnerable populations, exacerbating existing socioeconomic inequalities. The Intergovernmental Panel on Climate Change

(IPCC) reports that climate change impacts, such as extreme weather events and sea-level rise, pose significant risks to livelihoods and economic stability (IPCC, 2021).

**8. Debt and Financial Instability:** High levels of personal and national debt contribute to financial instability and limit opportunities for economic advancement. The International Monetary Fund (IMF) highlights the challenges posed by mounting debt levels, particularly in low-income countries, which can impede development efforts (IMF, 2020).

**Access to Clean Water and Sanitation:** Lack of access to clean water and sanitation facilities jeopardizes public health and perpetuates poverty cycles. The United Nations Children's Fund (UNICEF) and WHO Joint Monitoring Programme reported that in 2020, around 2.2 billion people worldwide lacked safely managed drinking water services (UNICEF & WHO, 2021).

These additional socioeconomic problems underscore the multidimensional nature of global challenges and the interconnectedness of social, economic, and environmental issues.

### **The Role of Adult Education in Addressing Socio Economic**

Adult education plays a crucial role in addressing socio-economic issues by empowering individuals with the skills and knowledge necessary to navigate an increasingly complex

world. Research by UNESCO (United Nations Educational, Scientific and Cultural Organization) highlights the multifaceted impact of adult education on socio-economic development. According to UNESCO's Global Report on Adult Learning and Education (GRALE), adult education contributes to poverty reduction, employment generation, and social inclusion (UNESCO, 2019).

A study by Desjardins and Rubenson (2011) emphasizes the role of adult education in enhancing individuals' employability and productivity, thereby fostering economic growth and competitiveness. By providing opportunities for lifelong learning, adult education enables individuals to adapt to technological advancements and changing labor market demands. Adult education programs often target marginalized populations, such as women, refugees, and low-income individuals, offering them pathways to socioeconomic empowerment and upward mobility (Field, 2017). Adult education serves as a catalyst for addressing socio-economic issues by equipping individuals with the skills, knowledge, and confidence to overcome barriers and seize opportunities for personal and collective advancement.

Adult education also plays a crucial role in fostering social cohesion and democratic participation. Research conducted by Schuller, Preston, Hammond, Brassett-Grundy, and Bynner (2004) underscores the positive correlation between adult education participation

and civic engagement. By promoting critical thinking, communication skills, and civic awareness, adult education empowers individuals to actively contribute to their communities and participate in democratic processes.

Furthermore, adult education programs often address pressing societal challenges, such as environmental sustainability and health literacy. For example, initiatives focusing on environmental education and sustainable development empower adults to make informed decisions and adopt eco-friendly practices in their personal and professional lives (Robottom, Hart, & Hipkins, 2008).

Moreover, adult education contributes to reducing inequalities by providing equitable access to learning opportunities for individuals from diverse socio-economic backgrounds. By offering flexible learning pathways, including distance education and workplace training, adult education enables individuals to overcome barriers to education and skills development (OECD, 2019).

Overall, the role of adult education in addressing socio-economic issues extends beyond individual skill development to encompass broader societal benefits, including social cohesion, democratic participation, environmental stewardship, and reduced inequalities.

### **Effectiveness of Adult Education Programmes.**

Research indicates that Adult Education has a positive correlation with health

(behaviour), intergenerational effects as well as the reduction of poverty and crime. It is shown that tolerance; open mindedness as well as civic engagement can be sustained and transformed by adult learning. The data confirms that adult learners experience important “soft” benefits, such as increased self-confidence, self esteem and improved job-satisfaction. Specifically the feeling of achievement has positive effects on individuals’ self-image, enhancing the psychological well-being and thereby strengthening their identity. Benefits such as higher earnings and employability as a result of participating in adult learning interventions influence well-being indirectly. Important as they are, the wider benefits of adult learning are neither currently well understood nor systematically measured. Although some change is apparent, the wider benefits of adult learning is still a poorly understood and emerging area, with a weak basis of theory and evidence. There exist only selective, individual studies that focus on adult learning and its learning. This means that there are substantial gaps in our knowledge base. Nevertheless, during recent years, there is a growing interest in the wider benefits and we can be generally confident in arguing that adult learning has demonstrable wider benefits, which is significant for both policy-makers and practitioners.

The effectiveness of adult education programs can vary depending on various factors such as program design, delivery methods, learner characteristics, and societal contexts.

However, research generally supports the positive impact of adult education on individuals' personal, professional, and social development. One study conducted by Desjardins and Rubenson (2011) titled "An Analysis of Adult Learning and Education" found that adult education programs contribute to enhancing individuals' employability, income, health, and civic engagement. The study highlights the importance of flexible and learner-centered approaches in adult education to accommodate diverse learner needs and motivations. Another research article by Beder (2012) titled "Adult Education: A Tool for Community Development" emphasizes the role of adult education in empowering individuals and communities to address social and economic challenges. The study underscores the significance of participatory and community-based approaches in adult education programs to foster sustainable development and social change.

Moreover, a meta-analysis conducted by Reder and Scholtz (2009) titled "Adult Education for Work-Related Competence" synthesizes findings from various studies and concludes that adult education programs effectively contribute to improving individuals' skills, knowledge, and attitudes relevant to the workplace. These studies collectively suggest that adult education programs can be effective in promoting lifelong learning, personal growth, and socio-economic development. However, continuous evaluation and improvement of program quality are essential to maximize their impact on learners and

communities.

Also, Adult education programs have been shown to enhance social integration and cohesion by providing opportunities for adults to connect with peers, share experiences, and build supportive networks (Schuller, Preston, Hammond, Brassett-Grundy, & Bynner, 2004). Adult education can contribute to improving health literacy, enabling adults to make informed decisions about their health and well-being (Kickbusch, Wait, & Maag, 2005). Health education initiatives within adult learning settings have been particularly effective in addressing health disparities and promoting healthy behaviors (Nutbeam, 2000). Adult education programs play a crucial role in fostering a culture of lifelong learning, empowering individuals to adapt to technological advancements, changing work environments, and societal transformations (Tuijnman & Boudard, 2001). Investments in adult education yield significant economic returns through increased productivity, higher earnings, and reduced unemployment rates (Boshier, 2009). Moreover, adult education contributes to workforce development by equipping individuals with relevant skills and competencies demanded by employers (Field, Kuczera, & Pont, 2007).

These additional perspectives underscore the multifaceted benefits and effectiveness of adult education programs in promoting individual well-being, societal advancement, and economic prosperity.

Adult education fosters personal growth and self-confidence by providing opportunities for individuals to explore new interests, develop talents, and pursue lifelong passions (Merriam & Caffarella, 1999). Adult learners often report increased self-esteem and a sense of fulfillment through their educational endeavors (Jarvis, 2004).

Adult education initiatives empower communities to address local issues, advocate for social justice, and participate in democratic processes (Wang & Burris, 1997). Community-based adult education programs promote grassroots leadership and collective action for positive change (Comings, 2001). Engaging in adult education stimulates cognitive functioning and brain health by challenging individuals to think critically, solve problems, and engage in meaningful discussions (Bialystok, 2011). Lifelong learning activities contribute to cognitive reserve, reducing the risk of cognitive decline and dementia in later life (Hertzog, Kramer, Wilson, & Lindenberger, 2008).

Adult education programs celebrate diversity and promote intercultural understanding through the exploration of literature, arts, history, and heritage (UNESCO, 2006). Cultural literacy enhances individuals' appreciation of global perspectives and fosters empathy and respect for different cultures (Charmaz, 2006).

These additional insights highlight the transformative potential of adult education in promoting holistic development, community empowerment, cognitive vitality, and

cultural enrichment.

Challenges and barriers in adult education:

Adult learning is a hugely beneficial and productive process, but it can be challenging. Part of the process is to be able to overcome these obstacles and realise that for every challenge we may face as adults, we have an advantage in some other respect.

Time management: adult learners tend to have more responsibilities and existing commitments such as family, friends, work and travel times to contend with, so the restriction of a classroom based, set lesson time structure is not ideal. It can be difficult to make room for learning and is absolutely crucial to prioritise. We need efficiency and flexibility.

Motivation: adult learners often struggle where the motivation for learning is necessity rather than interest. It can also be hard when attention is divided between different responsibilities. It is important to find a course with content that inspires and can be immediately applicable to our professional needs. The advantage is that as adult learners we feel the need to take responsibility for our lives and decisions and so have more intrinsic motivation to learn.

Anxiety: many adults return to learning in order to stay ahead in the job market or boost their careers , so adult learners are under a lot of pressure, from themselves and

those dependent on their expertise. Returning to study can be a big investment in terms of time and money and because adults are more acutely tuned to learning outcomes and the results they want to achieve, there is more pressure on them to do so

An old dog learning new tricks: adult learners tend to be more established in their ways and more resistant to change. Maturity and profound life experiences influence learning and can lead to reluctance to accept new ideas, which is the enemy of learning. The reality is that ageing does affect learning – adults tend to learn less rapidly with age. However, depth of learning increases and the ability to navigate knowledge and skills to extraordinary personal levels. Adult learners recognise the direct relevance of learning to their lives and are better at learning content that is oriented towards solving problems; and practical knowledge that will improve skills, facilitate work and boost confidence. Moreover, learning itself improves the mind, so the speed of learning does increase with practice.

Limited financial resources, particularly for those who need to pay for their own training.

Lack of time can make it challenging to ensure adult participation and commit to a training program, especially if they already have a full schedule.

Doubt about academic ability can prevent adults from pursuing training, as they may feel

like they are not capable of succeeding.

Policy implication and recommendations.

An adult education agenda for Nigeria would entail the development and implementation of a systemic adult education policy. The policy would be guided both in conception and implementation by a philosophy of continuing education or lifelong learning. Lifelong learning as a philosophy and a way of life emphasises that learning should be ongoing throughout life. A responsively comprehensive adult education policy should seek to institute and sustain a culture of learning that will lead to the emergence of a learning society (Edwards, 1997). As Nigerian adults grapple with the problems and opportunities in their personal lives, they are simultaneously challenged to contribute to the development of their communities and society. Hence, lifelong learning becomes imperative, not only for the effective functioning of individuals at the workplace and in their own communities, but also for the renewal of society itself. A systemic and comprehensive adult education policy would pursue, among others, the following key objectives.

Policy implications and recommendations for socioeconomic aspects in adult education are crucial for fostering inclusive growth and development.

1. **Funding and Accessibility:** Governments should allocate sufficient funding to adult education programs, especially targeting socioeconomically disadvantaged groups. This includes providing scholarships, subsidies, and financial assistance to make education accessible to all.

2. **Flexible Learning Options:** Introduce flexible learning options such as online courses, evening classes, and part-time programs to accommodate adults with work or family responsibilities. This enhances accessibility and allows individuals to pursue education while balancing other commitments.

3. **Skills Development:** Tailor adult education programs to address the specific needs of different socioeconomic groups. Focus on equipping individuals with practical skills that are in demand in the job market, thereby enhancing their employability and socioeconomic status.

4. **Community Engagement and Support:** Collaborate with local communities, NGOs, and employers to create a supportive ecosystem for adult learners. Provide mentorship, counseling, and career guidance to help individuals overcome socioeconomic barriers and succeed in their educational endeavors.

5. **Recognition of Prior Learning:** Establish mechanisms to recognize and validate the skills and knowledge gained through life and work experiences. This allows adults,

especially those from disadvantaged backgrounds, to receive credit for their existing competencies and accelerate their educational journey.

**6. Lifelong Learning Culture:** Promote a culture of lifelong learning by raising awareness about the benefits of continuous education and training. Encourage individuals to pursue learning opportunities throughout their lives, regardless of their age or socioeconomic status.

**7. Monitoring and Evaluation:** Implement robust monitoring and evaluation mechanisms to assess the effectiveness of adult education policies and programs in addressing socioeconomic inequalities. Use data-driven insights to identify areas for improvement and refine policy interventions accordingly.

### **Summary of Review of Related Literature.**

In this chapter, Adult education provide students with further training opportunities as the main breakthrough to expand the source of students. At present, the purpose of many people to participate in adult education is to obtain academic qualifications, so as to obtain capital from recruitment, wages and benefits, job promotion and other aspects. This kind of utilitarian learning purpose naturally can't bring good learning effect. What we get in the end is only a diploma, which goes against the original intention of the development of adult education. Therefore, to provide further training opportunities for

students, so that students can apply what they have learned, can effectively improve the enthusiasm of students. The purpose of their continuing education and training is to update their knowledge, promote the development of personal professional ability, and realize the requirements of today's society for the development of high-end personnel [6].

The education people receive in their whole life is more of the various forms of education they receive as adults, including after working. Adult education is an important part of lifelong education. It aims to provide adults with a wide range of teaching opportunities and a variety of options for continuous learning or remedial courses, so as to help people adapt to the new working environment, supplement new knowledge and make rational use of leisure time. Therefore, adult education is not an isolated education, but an essential part of the whole lifelong education system. In short, lifelong learning is an important development trend of adult higher education.y

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is an outlined explanation on information about the research methodology and strategy adopted for this study. In this vein, this chapter will be discussed under the following sub-headings:

- Research Design.
- Population of Study.
- Sample and Sampling Techniques.
- Research Instrument.
- Validity of Instrument.
- Reliability of Instrument.
- Method of Data Collection.
- Method of Data Analysis

#### **Research Design**

The research design adopted for this study is the survey research design. This method was considered the most appropriate for the research. This type of research design afford the researcher the opportunity to conduct an oral interview or get the general assessment of opinions, attitudes or feelings of people about the problem under study.

### **Population of the Study**

The population of the study consists of Two thousand (2000) in Esan West Local Government.(Source: National Population Commission of Nigeria)

### **Sample and Sampling Techniques**

The sample size for the study population is made up of 100 respondent in Esan West Local Government. Simple random sampling technique is going to be use to draw out the 100 voluntary respondents.

### **Research Instrument**

The questionnaire was used to collect data for the study. The questions were formulated based on the research questions raised and the information gathered in the course of the Literature review. The research Instrument designed for collecting data was divided into two section namely: Section A and Section B. Section A focuses on the demographic or personal data of the respondent such as age, sex, occupation, marital status, religion etc while section B contains information which borders on the problem of this research.

### **Validity of the instrument**

The constructed questionnaire for the study will be scrutinized by my project supervisor and two other experts in the department of adult and non formal education to

confirm the content validity. Necessary corrections will be made and after which it will be re-written before it will finally be administered by the researcher.

### **Reliability of Instrument**

The test re-test method will be used to determine the reliability of the instrument. The questionnaire will first be administered to a group of 40 individuals within the locality of the study. After a while, another test will be conducted using the same instruments in another location and the results of both responses will correlate to validate the reliability of the instrument.

### **Method of Data Collection**

The questionnaire will be administered by the researcher to the respondents with a clue on how the questionnaire are to be filled and will also wait to collect back the filled questionnaires from the respondents after they have answered the questions.

### **Method of Data Analysis**

The method that will be used in the analysis of data collection will be the simple percentage.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of result obtained from the analysis of data collected in the course of the study.

Section A: personal data of respondent

Table 4.1: Age distribution of Respondent

Age	Frequency	Percentage
18-30	46	46
30-40	34	34
40-60	20	20
<b>Total</b>	<b>100</b>	<b>100</b>

The information in Table 4.1 above shows that 46 of the respondents representing 46% were between 18-30 years, 34 (34%) were between 30-40, while 20 (20%) were between 40-60 years. This means that majority of the respondents were in the age group of 18-30.

Table 4.2: Distribution of respondent by Sex

Sex	Frequency	Percentage
Male	46	46
Female	54	54
<b>Total</b>	<b>100</b>	<b>100</b>

From the result or data in the Table above, 46 respondents (46%) were male, while 54 respondents (54%) were females. This means that more females were used in the study.

**Table 4.3: Distribution of respondent by Occupation**

<b>Occupation</b>	<b>Frequency</b>	<b>Percentage</b>
Employed	28	28
Unemployed	22	22
Self-employed	50	50
<b>Total</b>	<b>100</b>	<b>100</b>

From the above Table it can be seen that 28 respondent (28%) were employed, 22 respondent (22%) were unemployed while 50 respondent (50%) were self employed.

**Table 4.4: Distribution of respondent Marital Status**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percentage</b>
Single	35	35
Married	65	65
<b>Total</b>	<b>100</b>	<b>100</b>

The information in Table 4.4 shows that 35% of the respondent are Single while 65% of the respondents are Female. This means that more married women were involved in the study.

**Research question one: A. What are the available adult Programme in Esan West Local Government**

**Table 4.5: Available Adult Programme in Esan West Local Government**

Items	YES	%		
			NO	%
There are youth skills development programmes in the community	100	100	--	--
There are intimate vocational skill programme in my community	90	90	10	10
There are different trainings available for the workers in Esan West Local Government	95	95	10	10

The results in Table 4.5 above shows the responses on the available adult Programme in Esan West Local Government. 100 respondents yes that there are youth skills development programmes in the community which represents 100%, while 0 respondent (0%) no. According to the data, the majority of respondents (100%) agree that there are youth skills development programs available in the community. Additionally, a significant percentage (90%) agree that there are intimate vocational skill programs available in their community, with a minority of 10% disagreeing. Regarding the availability of different trainings for workers in Esan West Local Government, a substantial percentage (95%) agree that such trainings are available, while a small minority of 10% disagree.

**Research question Two: What is the level of participation of people in adults education programme in Esan West Local Government**

**Table 4.6: Level of participation of people in adult education programme in Esan West Local Government**

Items	YES	%	NO	%
I am currently enrolled in the adult education programme in my area	75	75	--	—
I became aware of Adult Education Programme through Radio advertisement	40	40	--	—
The primary reasons for your participation in adult education programme is to raise your economic power	50	50	--	—
To be able to read and write or acquire skills of reading and writing and calculation.	70	70	--	—

The results in Table 4.6 shows that 75 respondent (75%) yes while 0 (0%) responded nothat they are currently enrolled in adult education programme in their community. 50 respondent strongly agreed (50%) which 50 respondent (50%) agreed that According to the data, 75% of the respondents are currently enrolled in the adult education program in their area. This suggests that a significant majority of the participants are actively engaged in the program. The primary reason for awareness of the adult education program is through radio advertisements, with 40% of the respondents citing this as the source of their knowledge. This indicates that the program is receiving sufficient

exposure through radio advertising. The primary reason for participation in the adult education program is to improve one's economic power, with 50% of the respondents citing this as their motivation. This suggests that many participants are seeking to enhance their financial prospects through education and skills acquisition. Lastly, 70% of the respondents indicated that they are participating in the program to acquire skills in reading and writing, as well as calculation. This highlights the importance of basic literacy skills and numeracy in the participants' goals for education and personal development.

**Research question Three: How can Adult promote socio economic development in Esan West Local Government**

**Table 4.7: How Adult can promote Socio Economic Development in Esan West Local Government**

<b>Items</b>	<b>YES</b>	<b>%</b>	<b>NO</b>	<b>%</b>
Adult Education Programme can help address unemployed and underemployment problem in the community	75	75	25	25
Adult Education Programme can contribute to poverty reduction efforts and you in the community	95	95	5	5
Vocational skill programme can contribute to socio economic development in Esan West Local Government	100	100	–	–
Specific skills are most beneficial for adults to acquire through education to enhance socio-economic development	90	90	10	10

The results in Table 4.7 shows that 75 responden(75%) yes while 25(25%) respondent no,

According to the survey, the majority of respondents agree that the Adult Education

Programme can have a positive impact on the community. Specifically, 75% of respondents believe that the programme can help address unemployment and underemployment issues, while 95% think that it can contribute to poverty reduction efforts. The respondents also overwhelmingly agree that vocational skill training is essential for socio-economic development in Esan West Local Government, with 100% of respondents agreeing that it can contribute to this goal. In terms of the most beneficial skills for adults to acquire through education to enhance socio-economic development, 90% of respondents believe that specific skills are most beneficial. Only 10% of respondents disagree with this statement. The survey suggests that the Adult Education Programme is seen as a valuable tool for addressing unemployment, poverty, and socio-economic development in the community.

**Research question Four: How do people in Esan West perceive Adult Education Programme**

**Table 4.8: How people in Esan West Local Government perceive Adults education**

Items	SA	%	SD	
				%
The people are familiar with adult education programmes	100	100	–	–
It helps the adult in their daily Life	90	90	10	10

The results in Table 4.8 shows that 100 respondent strongly agreed(100%) while 90 respondent (90%) respondend no that the people are familiar with adult education programm. The majority of people (100%) are familiar with adult education programs.

Furthermore, they believe that these programs are very helpful in improving their daily lives, with a whopping 90% of respondents agreeing that adult education programs make a significant difference. Only 10% of respondents disagree with this statement. In other words, the vast majority of people recognize the importance and value of adult education programs, and a significant portion of them believe that these programs have a tangible impact on their daily lives.

**Research questions 5: How can available adult education programme in Esan West Local Government be improved?**

**Table 4.9: How Adult Education Programme can be improved in Esan West Local Government**

Items	YES	%	SD	%
There should be sufficient awareness about Adult Education Programme in Esan West Local Government	90	90	10	10
Adult Education Programme should be more inclusive and accessible to individuals from diverse backgrounds and communities within Esan West Local Government	100	100	—	—
The use of technology Should be integrated into adult education programmes to improve accessibility and learning outcomes	100	100	—	—
The programme operation should be strengthened	60	60	40	40

The results in Table 4.9 shows that 90 responded yes(90%), 10 responded no (10%) that their should be sufficient awareness about Adult Education Programme in Esan West Local Government. 100 respondent strongly yes (100%) while 0 respondent no (0%) that

Adult Education Programme should be more inclusive and accessible to individuals from diverse backgrounds and communities within Esan West Local Government. 100 responded no (100%) while 0 responded no (0%) that the use of technology Should be integrated into adult education programmes to improve accessibility and learning outcomes. 60 responded yes (60%), 40 responded no (40%), that programme operation should be strengthen. The respondents are generally aware of the importance of adult education programs in Esan West Local Government, with a significant 90% saying yes. However, there is still a 10% who are not aware of these programs. The respondents believe that adult education programs should be more inclusive and accessible to individuals from diverse backgrounds and communities, with a strong consensus of 100%. The respondents suggest that technology should be integrated into adult education programs to improve accessibility and learning outcomes, with a unanimous agreement of 100%. However, there is a need to strengthen the operation of these programs, with only 60% agreeing that the current operations are sufficient. The respondents highlight the importance of increasing awareness and accessibility of adult education programs, leveraging technology to improve learning outcomes, and strengthening program operations.

## **Discussion of Findings**

The results in this study revealed that most respondent agreed that youth skills, intimate vocational skill programme and different trainings are the available and programme in Esan West Local Government. This findings agrees with the findings of Roger (2001), he emphasize the need for skills and practical training so as to make literacy more functional.

The results in this study Also revealed that enrollment in the Adult Education Programme, becoming aware of Adult Education Programme through radio advertisement, participation in adult education programme so as to raise their economic and to be able to read and write or acquire skills of reading, writing or calculation is the level of participation of people in adult education programme in Esan West Local Government. This findings agrees with the findings of Field(2016), he reported that positive correlation between adult education participation and economic development, emphasizing the role of adult learning in enhancing productivity, fostering innovation, and promoting sustainable development.

Also, the results in the study revealed that adult education programme can help address unemployment and underemployment problem in the community, adult education programme can contribute to poverty reduction on effort of the community, vocational skill can contribute to socio economic Development in Esan West Local Government,

specific skills are most beneficial for adults to acquire through education to enhance socio-economic development are how Adult can promote socio economic Development in Esan West Local Government. This findings agrees with the findings of Field (2016), he reported that positive correlation between Adults education participation and economic Development in Esan, also emphasizing the role of Adult in enhancing productivity and promoting sustainable development.

The results in this study also revealed that sufficient awareness about Adult Education Programme in Esan West Local Government, adult education programme should be more inclusive and accessible to individuals from diverse backgrounds and communities within Esan West Local Government, use of technology Should be integrated in adult education programme in other to improve accessibility and learning outcomes also the programme Operation should be strengthen are how Adult education programme in esan westl ocaal government can be improved. This findings agrees with the findings of Egwu (2007) who is of the view that one of the strategies for improving adult education programme is the organization of workshops and seminars for adult education facilitators and instructors to keep them abreast with current methodology of teaching adult learner.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This Chapter deals with the summary of the study of the conclusion reached following the result or findings made as well as the recommendations offered.

#### **Summary**

This research was a study which analyse the effectiveness of Adult Education Programme in promoting the socio economic development of Esan West Local Government. Five (5) research questions were raised to guide the study. The following are the research questions;

- 1) What are the available adult education programmes in Esan west LGA?
- 2) What is the level of participation of the people in adult education programmes in Esan West LGA?
- 3) How can adult promote socio economic development in Esan West LGA?
- 4) How do the people of Esan West perceive adult education programmes?
- 5) How can available adult education programmes in Esan LGA be improved?

A Survey research design was adopted for the study. The population of this study consist of 2000 people in Esan West Local Government, while the sample size was 10% of the population which is 100 peoole. The instrument used for the data collection is questionnaire titled: The effectiveness of Adult Education Programme in promoting

socio economic Development Of Esan West Local Government. The questionnaire was developed by the research after thorough review of relevant alternatives.

The validity of the instrument was done by submitting a copy of the questionnaire to the researchers supervisor. The reliability of the instrument was determined through the test re-test reliability. Research questions one to Five were answered using frequency and percentages. The findings of the study are as follows;

### **Findings**

The following findings were made by the researcher

1. Youth skill development programme In community, Intimate vocational skill programme in my community and different trainings available for workers in Esan you West Local Government are the available Adult and programme In Esan West Local Government.
2. I am currently enrolled in the adult education programme in my area, I became aware of Adult Education Programme through Radio advertisemen, The primary reasons for your participation in adult education programme is to raise my economic, To be able to read and write or acquire skills of reading and writing and calculation are level of participation of people in adults education programme in Esan West Local Government.
3. Adult Education Programme can help address unemployed and underemployment

problem in the community , Adult Education Programme can contribute to poverty reduction efforts and you in the communit, Vocational skill programme can contribute to socio economic development in Esan West Local Government , Specific skills are most beneficial for adults to acquire through education to enhance socio-economic development are ways Adult can promote socio economic development in Esan West Local Government.

4. It helps the adult in their daily Life, The people are familiar with adult education programmes are how People in Esan West Local Government perceive Adult Education Programme.

5. There should be sufficient awareness about Adult Education Programme in Esan West Local Governmen, Adult Education Programme should be more inclusive and accessible to individuals from diverse backgrounds and communities within Esan West Local Government, The use of technology Should be integrated into adult education programmes to improve accessibility and learning outcomes, The programme operation should be strengthened are how Adult Education Programme in Esan West Local Government can be improve

## **Conclusion**

Based on the findings in this study, It was concluded that It was also concluded that Youth skill development programme In community, Intimate vocational skill programme in my community and different trainings available for workers in Esan you West Local Government are the available Adult and programme In Esan West Local Government. am currently enrolled in the adult education programme in my area, I became aware of Adult Education Programme through Radio advertisement, The primary reasons for your participation in adult education programme is to raise my economic , To be able to read and write or acquire skills of reading and writing and calculation are level of participation of people in adults education programme in Esan West Local Government.

Also, Adult Education Programme can help address unemployed and underemployment problem in the community , Adult Education Programme can contribute to poverty reduction efforts and you in the communit, Vocational skill programme can contribute to socio economic development in Esan West Local Government , Specific skills are most beneficial for adults to acquire through education to enhance socio-economic development are ways Adult can promote socio economic development in Esan West Local Government. It helps the adult in their daily Life, The people are familiar with adult education programmes are how People in Esan West Local Government perceive

Adult Education Programme. Their should be sufficient awareness about Adult Education Programme in Esan West Local Governmen, Adult Education Programme should be more inclusive and accessible to individuals from diverse backgrounds and communities within Esan West Local Government, The use of technology Should be integrated into adult education programmes to improve accessibility and learning outcomes, The programme operation should be strengthened are how Adult Education Programme in Esan West Local Government can be improve

### **Recommendations**

Based on the Conclusion of this study, the following recommendations were made

1. There should be sufficient awareness about Adult Education Programme in the Local Government
2. The government should provide the necessary infrastructural facilities such as text books, chairs, tables, electricity.
3. The use of multimedia such as power point presentations, images, audio records, and other relevant medium need to be encouraged and enhanced. The integration of ICT in teaching and learning the Adult learners will have more impact on the learning and teaching process.

## REFERENCES:

- Beder, H. (2012). Adult Education: A Tool for Community Development. *Procedia - Social and Behavioral Sciences*, 69, 1423-1431. doi:10.1016/j.sbspro.2012.12.039
- Bialystok, E. (2011). Reshaping the Mind: The Benefits of Bilingualism. *Canadian Journal of Experimental Psychology*, 65(4), 229-235.
- Boshier, R. (2009). *Why Invest in Adult Learning?* UNESCO Institute for Lifelong Learning.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. Sage.
- Comings, J. P. (2001). *Adult Literacy and Community Development*. Routledge.
- Desjardins, R., & Rubenson, K. (2011). *An Analysis of Adult Learning and Education*. UNESCO Institute for Lifelong Learning. Retrieved from [https://uil.unesco.org/system/files/desjardinsrubenson2011\\_eng.pdf](https://uil.unesco.org/system/files/desjardinsrubenson2011_eng.pdf)
- Desjardins, R., & Rubenson, K. (2011). An Introduction to Lifelong Learning Policy Development. In R. Desjardins & K. Rubenson (Eds.), *Lifelong Learning in Canada: A Challenge for the 21st Century* (pp. 3-30). McGill-Queen's University Press.
- Desjardins, R., & Rubenson, K. (2011). An Introduction to Lifelong Learning Policy Development. In R. Desjardins & K. Rubenson (Eds.), *Lifelong Learning in Canada: A Challenge for the 21st Century* (pp. 3-30). McGill-Queen's University Press.
- Field, J. (2017). *Adult Education and Lifelong Learning: Theory and Practice* (6th ed.). Routledge.
- Field, J. (2017). *Adult Education and Lifelong Learning: Theory and Practice* (6th ed.). Routledge.

- Field, J., Kuczera, M., & Pont, B. (2007). No More Failures: Ten Steps to Equity in Education. OECD Publishing.
- Food and Agriculture Organization (FAO). (2021). The State of Food Security and Nutrition in the World 2021. Retrieved from <http://www.fao.org/state-of-food-security-nutrition/en/>
- Hertzog, C., Kramer, A. F., Wilson, R. S., & Lindenberger, U. (2008). Enrichment Effects on Adult Cognitive Development: Can the Functional Capacity of Older Adults Be Preserved and Enhanced? *Psychological Science in the Public Interest*, 9(1), 1-65.
- Intergovernmental Panel on Climate Change (IPCC). (2021). Climate Change 2021: The Physical Science Basis. Retrieved from <https://www.ipcc.ch/report/ar6/wg1/>
- International Labour Organization (ILO). (2021). World Employment and Social Outlook: Trends 2021. Retrieved from <https://www.ilo.org/global/research/global-reports/weso/2021/lang--en/index.htm>
- International Monetary Fund (IMF). (2020). Global Debt Database. Retrieved from <https://www.imf.org/en/Research/Global-Debt-Database>
- Jarvis, P. (2004). *Adult Education and Lifelong Learning: Theory and Practice*. RoutledgeFalmer.
- Kickbusch, I., Wait, S., & Maag, D. (2005). *Navigating Health: The Role of Health Literacy*. Alliance for Health and the Future.
- McKinsey Global Institute. (2020). *Affordable Housing and Social Impact: A Business Opportunity*. Retrieved from <https://www.mckinsey.com/industries/social-sector/our-insights/affordable-housing-and-social-impact-a-business-opportunity#>
- Merriam, S. B., & Caffarella, R. S. (1999). *Learning in Adulthood: A Comprehensive Guide*. Jossey-Bass.
- Nutbeam, D. (2000). Health Literacy as a Public Health Goal: A Challenge for Contemporary Health Education and Communication Strategies into the 21st

- Century. *Health Promotion International*, 15(3), 259-267.
- OECD. (2019). *Getting Skills Right: Future-Ready Adult Learning Systems*. OECD Publishing.
- Oxfam. (2020). *Time to Care: Unpaid and Underpaid Care Work and the Global Inequality Crisis*. Retrieved from <https://www.oxfam.org/en/research/time-care>
- Reder, S., & Scholtz, J. (2009). Adult Education for Work-Related Competence: Results from a Meta-Analysis. *Adult Education Quarterly*, 59(3), 213-236. doi:10.1177/0741713609332210
- Robottom, I., Hart, P., & Hipkins, R. (2008). *Environmental Learning and Education: Research Handbook on the Environment in Education*. Sense Publishers.
- Schuller, T., Preston, J., Hammond, C., Brassett-Grundy, A., & Bynner, J. (2004). *The Benefits of Learning: The Impact of Education on Health, Family Life and Social Capital*. RoutledgeFalmer.
- Schuller, T., Preston, J., Hammond, C., Brassett-Grundy, A., & Bynner, J. (2004). *The Benefits of Learning: The Impact of Education on Health, Family Life, and Social Capital*. Routledge.
- Tuijnman, A., & Boudard, E. (2001). *Adult Education and Lifelong Learning: Theory and Practice*. UNESCO Institute for Education.
- UNESCO. (2006). *Education for Cultural Diversity: The Challenge of Cultural Diversity*. UNESCO Publishing.
- UNESCO. (2019). *Global Report on Adult Learning and Education (GRALE)*. UNESCO Institute for Lifelong Learning.
- UNESCO. (2019). *Global Report on Adult Learning and Education (GRALE)*. UNESCO Institute for Lifelong Learning.
- UNESCO. (2020). *Global Education Monitoring Report 2020*. Retrieved from <https://en.unesco.org/gem-report/report/2020/inclusion>
- United Nations Children's Fund (UNICEF) & World Health Organization (WHO). (2021). *Progress on household drinking water, sanitation and hygiene 2000-2020: Five years into the SDGs. Special focus on inequalities*. Retrieved from <https://www.unicef.org/reports/progress-on-household-drinking-water-sanitation-and-hygiene-2021>
- Wang, C., & Burris, M. A. (1997). Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment. *Health Education & Behavior*, 24(3), 369-387.
- World Bank. (2021). *Poverty Overview*. Retrieved from <https://www.worldbank.org/en/topic/poverty/overview>

World Health Organization (WHO). (2021). Universal Health Coverage. Retrieved from [https://www.who.int/news-room/fact-sheets/detail/universal-health-coverage-\(uhc\)](https://www.who.int/news-room/fact-sheets/detail/universal-health-coverage-(uhc))

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION  
FACULTY OF EDUCATION, UNIVERSITY OF BENIN,  
EDUCATION  
BENIN CITY, EDO STATE**

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

QUESTIONNAIRE ON: The effectiveness of Adult Education Programmes in promoting Socio-economic Development of Esan West Local Government Area of Edo State

**SECTION A: PERSONAL DATA**

Please tick the appropriate option and provide answers in the blank space.

1. Age (a) 18-30 (b)30-40 (c) 40-60
- 2 Gender (a) Male (b)
3. Employment status (a) employed ( b) self employed (c) unemployed
4. Marital status (a) Married (b) Single

**Section B**

S/N	ITEMS	SA	A	D	SD
	<b>A. What are the available Adult and programme In Esan West Local Government</b>				
1	There are youth skill development programme In community				
2	There are intime vocational skill programme in my community				
3	There are different trainings available for workers in Esan you West Local Government				
	<b>B. What is the level of participation of people in adults education programme in Esan West Local Government</b>				
4	I am currently enrolled in the adult education programme in my area				
5	I became aware of Adult Education Programme through Radio advertisement				

6	The primary reasons for your participation in adult education programme is to raise my economic				
7	To be able to read and write or acquire skills of reading and writing and calculation.				
	<b>C. How can Adult promote socio economic development in Esan West Local Government</b>				
8	Adult Education Programme can help address unemployed and underemployment problem in the community				
9	Adult Education Programme can contribute to poverty reduction efforts and you in the community				
10	Vocational skill programme can contribute to socio economic development in Esan West Local Government				
11	Specific skills are most beneficial for adults to acquire through education to enhance socio-economic development				
	<b>How do people in Esan West perceive Adult Education Programme</b>				
12	The people are familiar with adult education programmes				
13	It helps the adult in their daily Life				
14	There is sufficient awareness about adult education programme in Esan West Local Government				
15	How can available adult education programme in Esan West Local Government be improved				
16	There should be sufficient awareness about Adult Education Programme in Esan West Local Government				
17	Adult Education Programme should be more inclusive and accessible to individuals from diverse backgrounds and communities within Esan West Local Government				
18	The use of technology Should be integrated into adult education programmes to improve accessibility and learning outcomes				
19	The programme are good and desirable				
20	The programme operation should be strengthened				