

**PARENTAL ATTITUDES TOWARDS PARTICIPATING IN ADULT  
EDUCATION PROGRAMMES IN OVIA NORTH-EAST LOCAL  
GOVERNMENT AREA.**

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**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF  
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## CERTIFICATION

We, the undersigned certify that this research work was carried out by **Peace-Rejoice ASEKHAUNO** with matriculation number **EDU2101972** of the Department of Adult and Continuing Education, Faculty of Education, University of Benin, Benin City, in partial fulfilment of the requirements for the award of a Bachelor of Education (B.Ed) Degree in Adult and Continuing Education, Faculty of Education, University of Benin, Benin City.

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## **DEDICATION**

This project is dedicated first to God Almighty, whose grace, strength, and guidance made this work possible.

It is also dedicated to my wonderful family, Mr & Mrs Jonathan Asekhauno and my Siblings, Ezra, Conscience and Success.

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## **ABSTRACT**

This study examined parental attitudes toward participation in adult education programmes in Ovia North-East. The findings showed that parents attitudes strongly influence participation in adult education programme. This is possibly due to the fact that many parents lacked understanding of adult education programme and the benefits it bestows on that participants. The factors found to influence parental attitudes include finance, limited awareness and the distance where programme are located.

The aim was to explore and determine the disposition of parent to participation in adult education programmes in the area understudy. In this regard the research sought to explore the parent perception of their children's participation in adult education, it's influence on their choice of programmes and factors guiding the parents disposition and perception. In pursuance of this, 6 research questions were raised to examined in the course of the study

In collecting the required data a questionnaire titled 'Parental Attitudes towards participation in Adult Education Programmes (PATAD). The data collected was analyzed using measure and percentages. In relation to the findings

emerging from the study, it was recommended among others that parents should be given enlightenment on what adult, what the programmes it provides holds for participants and its relevance to personal and societal development.

# CHAPTER ONE

## INTRODUCTION

### **Background of the Study**

Education is widely recognized as a key driver of personal and societal development. While attention is given more to formal schooling for children and young adults, adult education programmes play a crucial role in lifelong learning, career advancement and personal growth for the adults.

Adult Education refers to a systematic learning activities designed specifically for adults who seek to acquire new knowledge, develop skills, or enhance personal growth outside the formal school structure. It is distinct from child education as in that it is a practice in which adults engage in systematic and sustained learning activities in order to gain new knowledge, skills, attitudes or values.

It's reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for the learning and that the learning itself responds to their needs. According to Eyibe(2005), it is any kind of education designed for the illiterate

population, the formal school dropouts and the unskilled and semi-skilled workers carried outside the formal school settings.

Adult education serves as a vital tool for personal and professional growth adapting to meet the evolving needs of adult learners in today's dynamic society. Its effectiveness lies in its ability to combine practical knowledge acquisition with flexible delivery methods ensuring accessibility for a diverse adult population. The World Bank 2019 report on the changing Nature of work stated that adult learning is an important channel to help readjust workers skills to fit into future work and suggests ways to improve its effectiveness.

Adult education has become a crucial part of lifelong learning, especially in developing nations where it plays a significant role in enhancing individual growth and contributing to national progress. As more adults seek to improve their literacy and skill sets, it's important to understand how parents perceive and engage with adult education opportunities.

Parental attitudes are defined as the beliefs, perceptions, and emotional dispositions that parents hold toward educational matters, which can significantly influence their behavior and decisions related to schooling (Epstein, 2001). These

attitudes involve cognitive (what they believe), affective (how they feel), and behavioral components (Ajzen, 1991). Parental attitudes toward participating in adult education programmes are influenced by several key factors, such as their own educational background, cultural influences, economic conditions, and the perceived usefulness of such learning. Many parents view adult education as a valuable opportunity for personal advancement and better living standards (Merriam & Baumgartner, 2020). Those who had positive educational experiences are often more inclined to value and pursue adult learning themselves (Darkenwald & Merriam, 1982). These attitudes can significantly influence a child's motivation, course selection, and educational persistence.

Some parents are motivated by the idea of setting a good example for their children. Studies have indicated that when parents are involved in learning, it can positively impact their children's academic aspirations and performance. This suggests that adult education can have broader family-level benefits beyond the individual learner. In Nigeria, for instance, a study by Aderinoye (2007) observed that a lack of awareness and limited access to adult education are major challenges. Many parents are either unaware of these programmes or uncertain about how

such learning could improve their lives. To address this, programmes must be made more visible, accessible, and adapted to community contexts to encourage greater participation. Fishbein and Ajzen (1980) stressed the on importance of attitude but barriers are more than the mask of a poor attitude. Educational policy and practice should therefore help adults in overcoming these obstacles. Parental attitudes play a significant role in shaping an individual's motivation and participation in educational programmes, including adult education. Research suggests that parental involvement and support are crucial factors in determining academic achievement and attitudes towards learning. It has also been proven through studies that parental attitudes towards education significantly impact students motivation and academic achievement as positive parental attitudes including adult education programmes (Gonida & Urdan, 2007; Sha, Schunn, Bathgate & Ben-Eliyahu, 2016). This highlights the importance of parental involvement in improving academic achievement and attitudes towards schooling. Parental participation in adult society can also positively influence their children's educational outcomes. A study by Tocu,R(2014) parental beliefs and attitudes towards child rearing and education found that parents with higher education

levels tend to have more progressive attitudes, while those with secondary school education tend to hold more traditional views which have been proven to be one of the major challenges parents have when their children are engage in adult education programmes. By understanding parental attitudes towards adult education can help identify potential barriers to participation and inform strategies to address these concerns they have towards it as a field of study.

Most parents feel that adult education is not worth engaging into due some misconceptions they have and, as a result, they would not want their child to take it up as a profession. Parental attitudes which can be shaped by cultural norms, educational experiences, societal expectations, and perceived job prospects play a critical role in shaping academic choices. Where adult education is viewed as inferior, impractical, or lacking in prestige, parents may discourage their children from pursuing it, favouring or preferring or "marketable" courses. This negative disposition can lead to decreased enrollment in adult education departments, underfunding, and a shortage of trained professionals to implement lifelong learning policies.

This negative perception has resulted to far-reaching implications for the growth of adult education as young people are discouraged from choosing adult education as a career, the number of students enrolling in the field declines which in turn low enrollment and also leads to underfunding of adult education departments in universities and colleges, since institutions tend to channel resources towards courses with higher student demand. Over time, this creates a shortage of trained professionals to handle adult literacy, continuing education, and lifelong learning programmes, weakening efforts to expand education opportunities for those who missed formal schooling.

In conclusion, the misconceptions parents hold about adult education contribute greatly to its neglect as a profession. Their attitudes not only affect the career choices of their children but also determine how much attention and resources the field receives in society. If adult education continues to be viewed as unimportant, it will struggle with underfunding and a lack of skilled manpower, making it difficult to achieve national goals of reducing illiteracy and promoting lifelong learning. Changing these perceptions is therefore essential if adult education is to gain recognition and play its rightful role in national development.

## **Statement of the Problem**

Despite the increasing importance of adult education in enhancing illiteracy, career advancement and personal development, parental attitudes towards adult education programmes remain a significant factor in influencing participation rate. In many societies, some parents support adult education recognizing its benefits while others hold negative perceptions, viewing it as unnecessary or impracticable, particularly for individuals with family responsibilities.

In many societies, the pursuit of adult education as a field of study is often misunderstood or undervalued. While the importance of adult learning for national development and personal advancement is widely recognized, the decision of young people to study adult education at higher institutions is frequently influenced by the perceptions and attitudes of their parents. In Nigeria, many students interested in adult education face resistance from their families, who often question the value and future prospects of the field. This resistance not only affects individual aspirations but also undermines the broader goal of promoting inclusive and equitable education for all age groups.

Hence, this study seeks to investigate the extent to which parental attitudes affect the participation and academic commitment of students who wish to study and specialize in adult education, with the aim of enrolling strategies to enhance awareness, acceptance, and support for the field.

### **Purpose of the Study**

The cardinal purpose for this study is to investigate parental attitude towards participation in adult education.

1. Identify common parental perceptions regarding adult education as a course of study.
2. Explore how parental attitude influence students' decisions to pursue adult education.
3. Ascertain the factors influencing parents attitudes towards participating in adult education.
4. Examine the influence of parental attitudes on students' motivation, self-esteem, and academic commitment.
5. Determine the influence of parental attitudes on students academic commitment.

6. Propose strategies to improve parental support for students interested in adult education.

### **Research Questions**

Based on the issues raised in the background of the study, the following questions were raised to guide the study.

1. How do parents perceive adult education as a field of study?
2. What factors influence parent's attitude towards participating in Adult Education programmes?
3. How does parents attitudes influence their children choice of adult education?
4. How does parental attitudes affects students choice to pursue adult education?
5. How does parental attitudes influence students academic commitment?
6. What measures can be taken to promote parental support for interest in participating in adult education?

## **Significance of the Study**

The findings of this study will of great benefit to the general public, policymakers, programme managers, government, practitioners in adult education and researchers .This study’s findings would help to throw light on the often-overlooked influence of parental attitudes in shaping educational paths or choice especially in a field like adult education that is associated with low enrollment. By focusing on parental attitudes, this study highlights a key barrier to the development of a robust adult learning. The finding would enable meaningful growth and policymakers evolve measures that would help mitigate the problems associated with parental attitudes and promote participation in adult education.

By providing an understanding on how parents attitudes influence their children's academic choices can help educational institutions, policy makers develop targeted awareness campaigns and interventions. Additionally, the findings will contribute to literature on parental influence in higher education and inform strategies for enhancing support for adult education as a viable and valuable field of study.

The findings of the study will also be a significance to researchers who want to further explore the issue in serving as a baseline data.

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

The research study focuses on the exhibited by parents towards participation in adult education programmes in terms of choice, commitment to study and motivation to participate in adult education. The study is delimited to Ovia North-east Local Government Area, Benin City, Edo State.

### **Definition of Terms**

#### **Parental Attitudes:**

These refer to the beliefs, emotions, and predispositions that parents hold concerning their children's academic choices, particularly regarding the study of adult education.

#### **Participation:**

In this study, participation refers to the active involvement of students in adult education programmes, including enrollment, consistent attendance, engagement in learning activities, and completion of their studies.

**Adult Education:**

A field of education concerned with teaching and learning strategies designed for adults. It includes literacy, vocational training, community education, and lifelong learning aimed at personal and societal development.

**Socio-cultural Factors:**

Social and cultural elements such as traditions, norms, values, and family roles that influence how parents view certain courses or careers, including adult education.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter contains the review of the relevant and related literature to parental attitudes towards participation in Adult Education programmes. The review was done under the following sub-headings:

- The Concept of Parental attitudes.
- The Concept of Adult Education.
- Objectives of Adult Education.
- Factors Affecting Parental Attitudes Towards Participation in Adult Education.
- Strategies to Promote Parental Support For Adult Education Programmes
- Adult Education and Career Opportunities for Students.
- Summary of Reviewed Literature.

#### **The Concept of Parental attitudes**

Parents are seen as the primary caregivers, biological, adoptive, or guardians who are responsible for the upbringing, socialization, emotional development, and

behavioral regulation of a child. According to Baumrind(1991),Parents are the primary agents of socialization, exerting significant influence on children's cognitive, emotional, and social development through their parenting practices and attachment patterns.

Attitudes in Psychology can be seen as a set of emotions, beliefs and behaviors towards a particular object, person, thing or event. It is also regarded as a belief held by individuals that reflects their opinions and feelings and can sometimes be manifested in behavior.

Parental attitude refers to the parent's look or feelings or dispositions towards their child. It is the expression of parent's frame of mind and measures their involvement in a child's life. It considers their influence on children's choices, actions, responses, behaviour, and overall personality. The parental attitude is the most socially influencing factor for a child's behaviour. It affects how an adult learner deals with a situation and the outcomes of the actions. Parental attitudes influences the real reflexes as well as the involuntary reactions of the child as he/she grows into adulthood.

Parental attitude is defined as the perspective and behavior of parents towards their children, playing a crucial role in shaping a learner experiences and development. This concept emphasizes the influence that parental interactions and beliefs have on a learner's growth and overall well-being, highlighting how essential positive attitudes are in fostering healthy developmental outcomes. By understanding the concept of parental attitudes it is vital for promoting effective parenting practices that support adult learner's needs and aspirations.

Parental attitudes refer to the beliefs, perceptions, feelings, and behavioral tendencies that parents hold towards various aspects of their children's development, including education. These attitudes are shaped by a range of factors such as cultural values, socio-economic background, educational experiences, and societal expectations (Epstein, 2001). In the context of education and decision-making, parental attitudes can significantly influence a child's motivation, academic choices, and long-term aspirations.

### **The Concept of Adult Education**

One can understand the concept of "adult education " better if the concept 'adult' is understood very clearly. The term adult attracts some degree of respect

when mentioned in many societies as it is seen as a person who has attained physical, mental, emotional and social maturity or legal age for marriage or a franchise or voting right. An adult to Nzeneri(2002) is one who is physically and psychologically matured, socially, economically and politically responsible. Also Oyibamiji(2012) defined an adult as a person who is a working man or woman and is responsible for himself or herself.

When mention is made about adult education, the general opinion of people is one that deals with education of the adult who has never been to school before and just intends learning to read a,b,c,d and learning to write 1,2,3. But no matter what the opinions of people are about adult education, it remains a useful and very valuable type of education, one that reflects people's values and also adds positive functionality to people's lives ( Aitchison and Alidou,2009).

The practice of educating adults, usually those above the age of 18, is referred to as Adult Education. It is an adult learning process that is voluntary and takes place with or without official assessment or certification in order to bring about either personal fulfilment or a change in one's quality of life. Adult education is self-initiated process that is not formally evaluated or certified, but rather is pursued

voluntarily with the goal of achieving personal fulfilment or better prospects and status(Colley,2014).

Adult education is any education given to adults based on their social, economic, political, cultural needs to enable them adjust fully to the change and challenges in their lives and society.

There are numerous forms in which adult education programmes can occur be it in developed or developing countries and they are Formal, Non-formal and Informal.

- Formal Adult Education: This is a form of adult education which shares some kinds of characteristics with the formal school system. Here the programmes are organized and planned in schools or colleges and tertiary institutions with laid down conditions and stipulated time and periods of classes and rewards in form of certificates to those found worthy on completion of some prescribed examinations.
- Non-formal Education: It is the direct opposite of the formal adult education in terms of structure. While the formal can take place

within the walls of a school,college or university, the non-formal takes place outside of school. Though organized,it's entry requirements, learning content and time are planned to suit learners so as to avoid constraints and maximize objectives.

- Informal Adult Education: This form of education takes place informally. It is not pre-planned but organized and accidental. It is gained through reading of books, magazines and other printed materials, watching of television and other day to day life activities.

From the above definitions of adult education as advanced by authors and professional in the field, the scope is limitless, as broad as life(Nzeneri,2002).

### **Objectives of Adult Education**

The Federal Republic of Nigeria (2004) in her National Policy on Education highlighted the goals of adult and non-formal education to include:-

- Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete primary education. These include the normads, migrant families

and the disabled and other categories or group, especially the disadvantaged gender;

- Provide functional and remedial education for those young people who did not complete secondary education;
- Provide education for different categories of completions of the formal school system in order to improve their basic knowledge and skills;
- Provide in-service, on- the- job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and
- Give the adult citizen of the country aesthetic, cultural and civil education for public enlightenment.

### **Perception of Adult Education in Nigeria**

Adult education plays a vital role in national development by promoting literacy, skill acquisition, and empowerment. However, in Nigeria, the perception of adult education remains with stigma, misconceptions, and policy neglect. This study explores the prevailing perceptions of adult education in Nigeria by identifying the key issues why parents have but negative attitudes towards it and

this study also dived into the socio-cultural, economic, and institutional factors that shape these views. Adult education is often perceived as inferior to formal education. Many Nigerians associate it with failure, poverty, or illiteracy. Such perceptions are common in both rural and urban areas and serve as a barrier to participation, especially among men who may feel emasculated by returning to a classroom setting (Aderinoye, 2002).

Religious and cultural norms play a major role in shaping the perception of adult education in Nigeria. In northern Nigeria, Islamic education systems such as Qur'anic schools provide adult learning opportunities, but they often differ in content and scope from formal adult education (Bappa-Aliyu, 2006). Cultural expectations, particularly regarding women's roles, also influence enrollment and participation. In Nigeria, societal values place a strong emphasis on fields that are traditionally seen as prestigious. Akinpelu (2002) emphasizes that fields like medicine, law, and engineering are held in higher regard, while social sciences and education particularly adult education are viewed as less desirable. This is often internalized by parents and passed on to their children.

Due to the view of adult education on the general mass it has lead to a misleading opinion and view in the minds of parents. According to Nzeneri (2010), many Nigerian parents associate adult education only with night schools, remedial learning, or literacy campaigns for illiterates. This limited view undermines the field's broader purposes such as community development, lifelong learning, and non-formal education systems. Parental perception of adult education is shaped by a combination of misinformation, cultural prestige systems, and economic pragmatism. In Nigeria, as in many countries, adult education is often viewed through a narrow lens, limiting its appeal as a field of study. To change these narratives, adult education stakeholders should actively engage in awareness campaigns, showcase success stories, and redefine the narrative surrounding the field. When parents recognize adult education as a rigorous, relevant, and employable discipline, their support will likely increase.

### **Factors affecting Parental Attitudes towards participation in Adult Education**

Research study has shown that there are numerous factors affecting the attitudes of parents towards participation in Adult Education programmes as a result there have been challenges faced by students in the field of adult education.

When people hear the name ‘adult education’,the first thing that comes to their mind is ‘education meant for adults’,this misconception has a major hindrance to the acceptance of adult education and an appreciation of what it has to offer (Abolaji,2014). According to Ikechukwu(2016) and Ayodele(2012), one of the factors that affect the attitudes of parents towards participating in adult education programmes, they also emphasized that there is a need to rename the discipline that is more reflective to the wide scope of adult education. Contrary to the opinions of Abolaji(2014), Ikechukwu (2016) and Ayodele(2012), Isaac (2013), he also opined that the attitudes of parents towards adult education has nothing to do with the name but would accept it after their children have spent a year or two in the department but he however viewed that a perceived limited career opportunities by also affect the attitudes of parents towards adult education.

Another factor is the unpopularity of Adult Education as a discipline. The attitudes of people towards things and situations is based on the understanding of

the situation as a result they may either display a negative or positive attitude to a particular thing or situation. According to Ayodele (2012), adult education is not a new concept in neither as an abstract phenomenon in developed countries as it is perceived to be in Nigeria. He said that that ‘adult education’ is not a new one in Nigeria and has been launched since it's inception but little efforts has been made to popularized it. In developed countries like Cuba and Canada where adult education is striving, the government has a ministry set apart for adult education (Joseph,2013). In fact, among students who have been admitted into the discipline are not aware until admitted as a result they would not be able to properly defend it to their parents and these would cause negative attitudes towards participation in adult education. The study of Adedokun(2018) revealed that at the point of entry, students and parents who have no regard for adult education and this is because they have no exposure to what adult education is and so they do not know it's value to the society,hence the opinion that adult education is only for adults. He nonetheless stated that there is a change in these attitudes at the point of entry can cause better understanding and comprehension of the discipline.A similar concern is echoed in international studies. Merriam and Brockett (2007) highlight that even

in more developed countries, adult education faces the challenge of being perceived as a fallback option for students who fail to gain admission into more “competitive” programmes.

Another factor that influences parental attitudes towards adult education is that it is one of those fields of academic endeavor saddled with the responsibility of solving socioeconomic, cultural, political and environmental problems. The perception of individuals develops towards an object or data will cause them to behave in a consistent way towards an object or data( Asiegbu, Powei and Iruka,2012). Also according to Uwaifo and Uwaifo(2009), says that adult education has been neglected for a long time, because it has been projected as a course for matured person as a result it has caused apathy towards the adult teaching profession in the society.

The educational background of parents can also be a factor affecting their attitudes towards adult education programmes. According to Makinde(2008) education is the systematic process by which relevant information is transmitted to an individual so as to make him useful to the society and self, that is involving the transmission of basic,needed, imperative set of instructions from an instructor to

an individual so as to foster self development and national development and growth. The educational background represents the social process in which one achieve social competence and individual growth,which is known as educational attainment. Parents who are well educated would not have negative attitudes towards the adult education field.

Aside educational background,the socio economic background of the parents can also affect students involving in adult education programmes. According to Ezewu(2002),defined socioeconomic background is defined as the social and economic position of an individual or a family,in a given society, determined by such factors as the level of education, occupation and income. Families with literate family and high income would not oppose their children studying adult education.

According to Oguniyi(2001), a family with small sizes has been with higher academic achievement as student with fewer siblings have more access to resources than students with large families. Students in this case enjoy parental support when studying adult education while parents who have large families would wants their children to study courses that have better career prospectives so

as to uplift their financial status. When the socioeconomic status of the family is low, students who are offered adult education as a field of study would not want to full involve in the career part as they fill they would want courses with more productive and prospective career part.

Although many study focuses on negative attitudes exhibited by parents towards adult education, there is also a growing recognition of positive parental attitudes towards participation in adult education programmes, especially when the value of education is clearly understood. These attitudes are often shaped by a combination of personal, social, economic, and developmental factors, which lead parents to not only support their children's participation but also to engage in lifelong learning themselves. Some of this factors are going to be considered.

Many parents particularly in rural communities in Nigeria, are beginning to acknowledge that adult education provides opportunities for personal growth, economic empowerment, and social inclusion. According to Nzeneri (2010), when parents see how adult education helps them improve literacy, financial management, and parenting skills, they are more likely to view it positively and even encourage their children to consider it as a legitimate field of study. Thus

adult education programmes is seen as a “second chance” means not only for personal development but for setting an example for children. This helps to fosters a generational cycle of valuing education.

Parents who are informed about the career opportunities that is associated with adult education tends to hold more favorable attitudes. As adult education includes training in skills acquisition, non-formal education, community development, and vocational instruction, some Nigerian parents perceived, it as a practical and marketable course, especially for youths who want to engage in community work or self-employment. In his work, Odokara (2014) found out that in some southern Nigerian communities, parents whose children enrolled in community development or literacy education programmes were proud of their children’s involvement in grassroots transformation, hence appreciating the field.

Due to globalization and modern trends influencing traditional societies, some Nigerian parents are adapting their worldviews and becoming more open to non-traditional forms of education. Parents who are exposed to mass media, adult education campaigns, or development-oriented programmes tend to adopt

progressive attitudes toward lifelong learning. These shifts are particularly noticeable in urban areas and among educated or semi-educated parents.

### **Adult Education and Career Opportunities for Students**

In an empirical review conducted by Adeji and Tunde(2020) in University of Ibadan, they recorded that the number one factor that influences negative attitude among parents and students is the perceived lack of career opportunities after school. Their study recorded that a greater percentage said that there is no job for them outside saved. Adedokun(2018) as supported that there is usually a positive change in the attitudes of parents and students as of entry to graduation as they are conflicted with life outside school.In Nigeria, adult education graduates are often seen as having fewer job opportunities, especially compared to fields like law, engineering, or medicine. Oduran (1996) argues that many parents see adult education as a “non-professional” course that lacks prestige and financial viability.

Parents of students who are given adult education as a field of study usually view it's career prospectives from one aspect without looking further at it, some of which are human resources manager, general administration jobs, lecturing, corporate trainer/coach,etc. Graduates of adult education can also fit seamlessly

into the government civil service in any parastatal or ministry(Mohammed,2013). If parents can be properly educated on the various aspects and career prospectives of adult education which can reduce the negative attitudes towards adult education programmes.

It is widely claimed that negative attitudes and myths relating to adult education are widespread among parents and students especially in the developing countries(Ackerman,et.al 2010) claimed that as a result many are scared of adult education programmes and feel powerless in the presence of occupational ideas. In some cultures, adult education are seen as difficult, cold and abstract(Lindsay and Norman,1977). There are also views that adult education is only for clever ones or only for those who have “inherent adult education ability”, hence parents seem to have a strong influence on students beliefs and attitudes towards adult education.

### **Strategies to Promote Parental Support Towards Adult Education**

#### **Programmes**

Based on the research findings on adult education in Nigeria, here are evidence-based strategies tailored specifically to the Nigerian context for promoting parental support for students interested in adult education as a field of

study. In Nigeria, adult education faces significant perception challenges. The study revealed that adult education is almost at a neglected enrolment rate, drop out rate and academic performance are greatly affected (Sage Journals) . Parents need to understand that adult education has evolved into a professional field essential for national development, not just remedial education.Emphasizing Social Position adult education as a vehicle for national development. This study argues that adult education is essential for achieving the Sustainable Development Goals (SDGs) in Nigeria.

Parents are more likely to support career paths that contribute to societal progress and align with national development goals. By addressing parental concerns about economic prospects by highlighting diverse career opportunities within adult education, including roles in Non-formal education,literacy programmes,Community development, Corporate training and development,educational consultancy Policy development and implementation. By sharing specific examples of Nigerian adult education graduates who have achieved professional success and contributed to community development,

addressing the economic concerns parents typically have about unconventional career path.

In Nigerian society, religious and traditional leaders significantly influence family decisions. When these stakeholders are engaged to advocate for adult education as a field that serves community needs and aligns with values of service and education, this will also change parental perception and attitudes towards adult education as a field of study, also utilizing extended family and community connections to share positive experiences and outcomes from adult education programs, leveraging the collectivist nature of Nigerian society.

Parental attitudes is also shaped by access to information. Many Nigerian parents lack exposure to the full scope of adult education curricular, including its relevance in community development, non-formal education, vocational training, and literacy policy. Omolewa (2000) stresses that a lack of public awareness contributes to the negative view of adult education in Nigeria. As the world is evolving the use of diverse communication channels should be used to reach out parents effectively, Community meetings and town halls, religious gatherings and announcements can be made through radio programmes in local languages and

Social media platforms popular in Nigeria Traditional media (newspapers, television) should be made assessible to ensure information about adult education career opportunities is available in order to reach parents who may on the importance of Adult Education.

Proper collaboration with respected Nigerian universities and institutions to establish credible pathways into adult education, helping parents understand the academic rigor and professional standards involved by referencing Nigerian educational policies and national development plans that emphasize the importance of adult education, helping parents see the field as government-supported and professionally viable.

### **Summary of Reviewed Literature**

This review begins with the meaning of concept of parental attitudes which the term attitudes was defined according to Psychologists and Joseph(2013). The concept of adult education was also explored to be education given to people outside the normal school system and can be given to adults based on their social, economic, political, cultural needs so as to enable them fit into the society. This

review also dived into the various views or opinions of people regarding adult education as these views influence the attitudes of parents towards adult education.

This study has reviewed the diverse factors that affect parental attitudes towards participating in adult education, some of which are the nomenclature of the field, the popularity of the discipline. It also discovered that the socioeconomic, cultural, political and environmental problems faced by families can also establish negative perception. Furthermore, it looked at the educational background of the parents and the family size.

It was also observed that aside from the negative attitudes, there are also positive attitudes and some notable ones are, from parents who have received firsthand knowledge through adult education programmes, proper information on career perspectives and lastly, due to current trends no parents wants to be left out.

It also dived into possible career perspectives for students who graduated from adult education as a field of study and also developed possible strategies to promote parental support for adult education programmes. Lastly, based on my findings and review of literature, the views and opinions of people about adult education has drop due to civilization as no one wants to be left out, this has

resulted in parents building up right attitudes towards adult education as a field of study.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the methods and procedures worked for the conduct of the study. They are presented under the following headlines:-

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument

- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection

### **Research Design**

This study adopted the descriptive survey research design. The design was considered suitable because it enables the researcher to gather information, or facts about parental attitudes towards participation in adult education from respondents drawn from the population. According to Nworgu (2015), survey design is appropriate for studies that seek to describe, explain, and interpret existing conditions in a population. In this context, the design allowed the researcher to investigate the attitudes of parents towards participation in adult education programmes by collecting information from a sample drawn from the population in Ovia North-East Local Government Area.

### **Population of the Study**

The population of the study comprised all parents residing in Ovia North-East Local Government Area of Edo State as it has both rural and semi-urban communities. According to the National Population Commission (NPC, 2006),

Ovia North-East has a population of over 150,000 people, out of which parents form a large percentage. For the purpose of this research, the study focused on parents in selected communities where adult education programmes are operational.

### **Sample and Sampling Technique**

A sample size of 100 parents were selected for the study. The sample size was considered adequate and manageable for meaningful analysis within the available time and resources. The multi-stage sampling technique was adopted:

1. Five communities were purposely selected within Ovia North-East Local Government Area where adult education centres are located.
2. Within each selected community, parents were stratified into male and female groups.
3. Simple random sampling was then employed to select respondents from each group to ensure gender balance and representation.

This sampling procedure ensured fair representation of the study population and minimized bias.

### **Research Instrument**

The instrument for data collection was a structured questionnaire titled Parental Attitudes towards participation in Adult Education Questionnaire. The PATPAE questionnaire was divided into Six(6) sections based on the research questions:

Section A: Demographic data of respondents (age, gender, educational level, occupation).

Section B: Parents perception of Adult Education as a field of study.

Section C: Factors influencing Parents Attitudes towards Adult Education Programmes.

Section D: Influence of Parents Attitudes on Children's Choice of Adult Education .

Section E: Parental Attitudes and Students Academic Performance

Section F: Measures to promote parental support for Adult Education Programmes.

The questionnaire used a multiple-choice , which enabled respondents to express the extent of their agreement with each statement.

### **Validity of the Instrument**

To ensure the validity of the instrument, copies of the draft questionnaire were given to two experts in Adult Education and one expert in Measurement and

Evaluation at the University of Benin. Their suggestions and corrections were used to refine the items. This ensured that the instrument measured the intended variables and aligned with the research objectives.

### **Reliability of the Instrument:**

The reliability of the instrument was tested using the inferential consistency method. The questionnaire was administered to 20 parents in Egor Local Government Area (a neighboring LGA with similar characteristics). After two weeks, the same instrument was re-administered to the same group. The responses were analyzed using the Cronbach Alpha method, and a reliability coefficient of 0.82 was obtained. This indicated that the instrument was reliable for the study.

### **Method of Data Collection**

The researcher personally administered the questionnaires to the selected respondents using face-to-face methods that helped in clarifying items that appeared difficult and ensured a high return rate. Respondents were assured of confidentiality, and participation was voluntary.

### **Method of Data Analysis**

The data collected were analyzed using descriptive statistics only since the study was guided by research questions without hypotheses. The following methods were employed:

- Frequency counts and percentages to summarize demographic data.
- Mean scores and standard deviations to answer the research questions and describe respondents' attitudes. The decision rule for interpreting the mean was 2.5.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter deals with the presentation of results obtained from the analysis of data collected on 'Parental attitudes towards participation in Adult Education

Programmes in Ovia North-east Local Government Area, Edo State.’ The findings are also discussed.

## PRESENTATION OF RESULTS

### Demographic Information

Table 1: Frequency and percentage distribution of respondents based on their demographic characteristics.

Variable	Category	Frequency (f)	Percentage (%)
Sex	Male	43	43.0
	Female	57	57.0
Age	18–30	24	24.0
	31–40	29	29.0

	41–50	21	21.0
	51 and above	26	26.0
Marital Status	Single	35	35.0
	Married	52	52.0
	Divorced	7	7.0
	Widowed	6	6.0
Educational Qualification	Primary	18	18.0
	Secondary	33	33.0
	Tertiary	37	37.0
	Adult Education	12	12.0
	Graduate		
Occupation	Farmer	28	28.0
	Trader	25	25.0
	Civil Servant	31	31.0
	Artisan	10	10.0
	Others	6	6.0
Residence	Ovia North-East	100	<b>100.0</b>

From the Table, it is evident that most respondents (57%) were female, while 43% were male. The majority (29%) fell within the 31–40 years age bracket. Also, 52% were married, and most (37%) had tertiary education. Civil servants formed the largest occupational group (31%), and all respondents resided in Ovia North-East LGA.

Research Question One: How do parents perceive adult education as a field of study?

**TABLE 2: MEAN SCORES ANALYSIS OF PARENT ATTITUDES TOWARDS ADULT EDUCATION AS A FIELD OF STUDY.**

S/N	Item Statement	Mean	Standard Deviation (SD)	Decision
1	I know what adult education means.	2.20	0.51	Disagree
2	Adult education is meant only for uneducated people.	2.82	0.42	Agree
3	I consider adult education a respectable field of study.	2.65	0.48	Agree
4	I will support my child if he/she decides to study adult education.	2.44	0.53	Disagree

This Table shows the perception of parents towards adult education in terms of their understanding of the career path. As it could be seen only items 2 and 3 met the mean score standard of 2.50 meaning that the agreed that parent attitudes is influenced by the believe that the programmes are meant for the uneducated persons as well the fact they consider adult education programmes is not a respectable field of study.

**Research Question Two: What factors influence parent's attitude towards participating in Adult Education programmes?**

**TABLE 3: MEAN SCORES ANALYSIS OF THE RESPONDENTS ON FACTORS INFLUENCING PARENTS ATTITUDES.**

S/N	Item Statement	Mean ( $\bar{X}$ )	Standard Deviation (SD)	Decision
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1	Lack of money discourages parents from participating in adult education.	2.75	0.39	Agree
2	Many parents are not aware of the importance of adult education.	2.60	0.45	Agree
3	Cultural or religious beliefs prevent not some adults from going back to school.	2.30	0.57	Disagree
4	The location of adult education centers.	2.80	0.41	Agree

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This Table shows the responses of various factors that affect the influence of parents towards participation in adult education programmes. The lack of money has discouraged parents from allowing their children to study adult education with a mean of 2.75. Also many parents are not aware of the importance of adult education with a mean of 2.60, the culture and religion also does not prevent some adult from going back to school with a mean of 2.30. The location of adult education centers is also a factor of that influence parents attitudes towards participating in adult education with a mean score of 2.80. This is means that only No. 3 is below 2.50 as it does not agree.

**Research Question Three:** How does parents attitudes influence their children choice of adult education?

**TABLE 4:** MEAN SCORES ANALYSIS OF THE INFLUENCE OF PARENTAL ATTITUDES TOWARDS CHILDREN CHOICE ON ADULT EDUCATION

S/N	Item Statement	Mean ( )	Standard Deviation (SD)	Decision
1	My opinion about education influences my child’s career choice.	2.77	0.46	Agree
2	When parents encourage their children to value education, irrespective of the field.	2.88	0.33	Agree
3	When parents discourage their children from studying adult education.	2.41	0.54	Disagree
4	Children are more likely to study adult education if their parents support it.	2.70	0.40	Agree

The data shown in this Table shows the responses obtained from parents on their influencing power on their children course of study or career path. As it could be seen, only 3 is below 2.50 which clearly shows that parents discourage children from studying adult education with the rest agreeing that parental attitudes influence their children choice of adult education.

**Research Question Four:** How does parental attitudes affects students choice to pursue adult education?

**TABLE 5: MEAN SCORES ANALYSIS OF PARENTAL ATTITUDES AFFECT CHOICE TO PURSUE ADULT EDUCATION**

S/N	Item Statement	Mean (X)	Standard Deviation (SD)	Decision
1	When parents encourage their children.	2.85	0.36	Agree
2	When parent support affects students' interest in adult education.	2.50	0.50	Agree
3	When there is parents involvement motivate students to remain committed to their studies.	2.68	0.42	Agree
4	When students are from supportive homes.	2.90	0.31	Agree

This Table shows the responses obtained from the effect of parental attitudes in children and how do it affect their choice of career. It could be seen from the Table above that all the research questions are above 2.50 which means that they agreed to how parental attitudes affects student choice to pursue adult education.

Research Question Five: What measures can be taken to promote parental support for raising the interest to participating in adult education programmes?

**TABLE 6: MEAN SCORES ANALYSIS ON MEASURES TAKEN TO PROMOTE PARENTAL SUPPORT FOR PARTICIPATING IN ADULT EDUCATION PROGRAMMES**

<b>S/N</b>	<b>Item Statement</b>	<b>Mean (<i>X</i>)</b>	<b>Standard Deviation (SD)</b>	<b>Decision</b>
1	Parents should be enlightened about the benefits of adult education.	2.92	0.27	Agree
2	Government should support parents who enroll in adult education programmes.	2.85	0.35	Agree
3	Adult education centres should be located really close to communities and within reachable distance.	2.60	0.46	Agree
4	Flexible learning schedules can help more parents to attend classes.	2.48	0.52	Disagree

This Table shows the various measures that can be taken to build and promote in parents the right attitudes towards supporting their children in participating in Adult Education Programmes. The above Table shows that only No 4 is below 2.50 as it is believed that flexible learning schedules cannot help more parents

attend adult education programmes.

### **Discussion of Findings**

The discussion of findings from this study provides valuable insights into how parents in Ovia North-East Local Government Area perceive adult education and how their attitudes influence both their own participation and their children's academic and career decisions. Overall, the findings reveal a mixture of positive awareness, persistent misconceptions, and socioeconomic barriers that shape the general attitude toward adult education.

Firstly, the study showed that parents generally understand the meaning and importance of adult education. Many of them see it as a respectable field and recognize its role in personal development and community advancement. However, despite this awareness, some parents remain hesitant to support their children in choosing adult education as a career path. This indicates a gap between knowledge and acceptance, reflecting lingering societal norms that prioritize more conventional professional fields.

Secondly, the findings highlight that economic factors such as lack of funds, cost of materials, and transportation are among the strongest determinants of

parental participation and attitudes. Accessibility also emerged as a major concern, as many parents noted that the distance to adult education centres affects their willingness to attend. These structural barriers appear to have a more powerful influence than cultural or religious beliefs, showing that practical challenges outweigh traditional constraints in this community.

Thirdly, the study demonstrated that parents play a crucial role in influencing their children's educational decisions as when parents show positive attitudes, offer encouragement, and value education generally, their children are more likely to explore diverse educational fields, including adult education. However, negative attitudes directly discourage children, shaping their academic choices and reducing their interest in adult education-related programmes.

Fourthly, parental encouragement was found to significantly impact children's academic performance. Supportive parents foster better learning habits, higher motivation, and stronger academic commitment, while unsupportive or indifferent parents weaken children's confidence and performance. This confirms the powerful role of the home environment in shaping educational outcomes.

Finally, it was revealed that parents strongly desire greater support from

government and educational institutions as they emphasized the need for awareness campaigns, financial assistance, improved accessibility to adult education centres, and supportive community-based initiatives. These measures, if implemented, can greatly enhance both parents' and children's engagement with adult education.

In summary, the findings of this study indicate that while parents recognize the value of adult education, their attitudes are deeply shaped by practical socioeconomic challenges, perceptions of career prestige, and the availability of supportive systems. Positive parental attitudes boost participation and improve children's academic success, while negative perspectives create barriers to educational opportunities. Addressing these challenges through awareness, financial support, and improved accessibility will be essential in promoting adult education in Ovia North-East.

## **CHAPTER FIVE**

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

#### **Summary of the Study**

This study has investigated parental attitudes towards participation in adult education programmes in Ovia North-East Local Government Area of Edo State and the motivation for the study stemmed from the increasing importance of lifelong learning, the persistent low participation of adults in education programmes, and the recognition that parents play a significant role in influencing educational decisions within the family setting. The study sought to understand how parents perceive adult education, the factors shaping their attitudes, and how such attitudes influence both their participation and their children's educational and career choices.

A descriptive survey research design was adopted, and a structured questionnaire was used as the primary instrument for data collection. The questionnaire consisted of six sections: demographic information and five thematic areas covering parental perception, influencing factors, impact of parental attitudes on children's choice of adult education, relationship between

parental attitudes and academic performance, and measures to improve parental support. A total of 100 respondents participated in the study, representing various age groups, educational backgrounds, and occupational categories within Ovia North-East LGA.

The data that was collected were analyzed using frequency counts and percentages for the demographic variables, while mean scores and standard deviations were used to answer the research questions. The decision benchmark for interpretation was set at a mean score of 2.5, where scores equal to or greater than 2.5 indicated agreement, and scores below 2.5 indicated disagreement.

Findings from the demographic analysis showed that women participated more in the study compared to men, and most respondents were within productive and family-active age ranges. A significant proportion had tertiary education, suggesting a relatively enlightened population. The occupational spread indicated a mix of civil servants, farmers, traders, artisans, and others, reflecting the socioeconomic diversity of the area.

OThe study discovered that parents generally had good awareness of adult education, recognizing it as a meaningful and respectable field. However, despite

this awareness, some reluctance existed regarding supporting their children's interest in adult education. Findings also highlighted several factors influencing parental attitudes, including financial constraints, lack of awareness, and the distance of adult education centres from residential areas. Cultural and religious beliefs were found to be less influential compared to socioeconomic and accessibility issues.

In relation to children's educational choices, parents acknowledged that their views and support strongly affect the decisions their children make. Negative attitudes from parents were found to discourage children from studying adult education, while positive support encouraged openness to diverse educational fields. Additionally, parental attitudes were shown to have a significant impact on students' academic performance, with supportive parents contributing to better motivation, commitment, and academic success among learners.

Finally, the study identified practical measures for improving parental participation in adult education programmes. These included increased enlightenment campaigns, government support, improved accessibility to adult education centres, and the adoption of flexible learning schedules to accommodate

adult learners. These measures are considered essential for enhancing participation and fostering positive parental attitudes toward adult education.

### **Conclusion of the Study**

This study was set out to examine the parental attitudes towards participation in adult education programmes in Ovia North-East Local Government Area, with particular focus on their perceptions, the factors shaping their involvement, and the implications of these attitudes on their children's educational decisions and academic performance. Based on the findings, several key conclusions can be drawn.

Firstly, the study concludes that while parents who are educated generally possess a good understanding of adult education and recognize its value, this awareness does not fully translate into active participation or deep support, especially when it involves their children choosing adult education as a field of study. This suggests a disconnection between knowledge and actual behavioural disposition toward the field.

Secondly, the study establishes that parental attitudes are strongly influenced by socioeconomic issues such as financial constraints, lack of awareness of programme benefits, and distance to adult education centres significantly shape whether parents view adult education positively or negatively. Also, cultural and religious beliefs, although present, appear to play a lesser role compared to practical barriers such as cost and accessibility. This emphasizes the need for targeted interventions that address structural and economic obstacles.

Thirdly, the study concludes that parental attitudes directly affect children's educational choices as when parents show encouragement and value education generally, their children are more open to exploring diverse fields, including adult education. Conversely, negative parental attitudes serve as a barrier which has limited children's willingness to consider adult education as a viable career or study path.

Fourthly, the study affirms that supportive parental attitudes enhance students' academic performance as parental encouragement, guidance, and involvement contribute positively to children's motivation, commitment, and overall attitude toward learning. Therefore, parental engagement is not only vital for adult

education participation but also for strengthening the academic outcomes of younger learners.

Finally, the study concludes that improving parental attitudes towards adult education requires a combination of awareness creation, financial support mechanisms, community-level engagement, and improved access to adult learning opportunities. These elements, when effectively implemented, can promote a culture of lifelong learning in Ovia North-East and beyond.

### **Recommendations for the Study**

The researcher through this study has suggested the following recommendations in order to enhance parental participation and positive attitudes toward adult education programmes:

- 1. Strengthening Awareness and Sensitization Campaigns:-** Government agencies, NGOs, community leaders, and adult education centres should embark on sustained awareness programmes to educate parents on the importance, relevance, and opportunities embedded in adult education. This should include

community sensitization, radio programmes, town hall meetings, and collaboration with religious institutions to reach a wider audience.

**2. Provision of Financial Support and Subsidies:-** Since financial constraints were identified as a major barrier, it is recommended that the government create scholarship schemes, learning grants, and subsidized tuition for adult learners. Community-based cooperatives and NGOs can also offer revolving loan facilities to support parents who aspire to participate in adult education programmes.

**3. Establishment of More Accessible Adult Education Centres:-** Adult education centres should be strategically located within communities to reduce distance and transportation barriers. Mobile learning centres, community-based literacy hubs, and satellite centres in remote areas should be introduced to expand access.

**4. Introduction of Flexible Learning Options:-** Adult education providers should adopt flexible learning schedules, such as weekend classes, evening sessions, modular learning, and blended learning approaches. This will enable working parents and busy adults to participate without disrupting their daily responsibilities.

**5. Integrating Technology into Adult Learning:-** Governments and institutions should invest in simple digital platforms to support adult learning, such as WhatsApp-based lessons, radio literacy programmes, and community ICT hubs. This will make learning more accessible and reduce reliance on physical attendance.

**6. Strengthening Parental Engagement Programmes:-** Schools and literacy centres should organize regular parental engagement workshops focused on positive parenting, the value of lifelong learning, and career guidance. Parents should be equipped with tools to effectively support and motivate their children.

**7. Collaboration Between Government, Schools, and Communities:-** A multi-stakeholder approach involving local government authorities, community leaders, adult education instructors, and civil organizations should be adopted in planning and implementing adult education initiatives. Such collaboration will enhance advocacy, resource mobilization, and community ownership.

**8. Incentives for Participation:-** Incentives such as certification recognition, employment opportunities for adult education graduates, and community awards

can be introduced to encourage participation. When adults see practical benefits, their attitudes are more likely to shift positively.

**9. Monitoring and Evaluation of Adult Education Programmes:-** Government should set up regular monitoring and evaluation mechanisms to assess the effectiveness of adult education centres. This will allow for continuous improvement, accountability, and better alignment with community educational needs.

**10. Curriculum Review and Improvement:-** The adult education curriculum should be reviewed to incorporate practical skills such as entrepreneurship, digital literacy, financial management, and vocational skills. A more relevant curriculum will increase parents' interest and participation.

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**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION  
A QUESTIONNAIRE ON PARENTAL ATTITUDES TOWARDS  
PARTICIPATING IN ADULT EDUCATION PROGRAMMES**

Instruction: Please answer the questionnaire by ticking the appropriate boxes below

Section A: Demographic Information

1. Gender:

Male    Female

2. Age:

- 18–29
- 30–39
- 40–49
- 50+

3. Marital Status:

- Single
- Married
- Widowed
- Divorced

4. Highest Educational Qualification:

- No formal schooling
- Primary
- Secondary
- NCE/OND
- University degree or higher.

**Section B: Awareness of the Programme**

7. Are you aware that Adult Education is offered as a degree programme in Nigerian universities?  Yes  No

8. Have you met or known any graduate of Adult Education?  Yes  No

9. Are you aware of career opportunities for graduates of Adult Education?

Yes  No

10. Adult Education graduates contribute meaningful to the society

Yes  No

### **Section C: Reasons for Support or Opposition of the Field**

11. If you would support your child studying Adult Education, why? (Tick all that apply)

Good employment prospects

Child's passion or interest

Contribution to society

Availability of scholarships

12. If you would oppose your child studying Adult Education, why? (Tick all that apply)

Poor employment prospects.

Low prestige of the course.

Not financially rewarding.

Lack of awareness about the course.

Peer/family pressure.

### **Section D : Intentions towards the field**

13. I would prefer my child to choose a more "prestigious" course?

Yes  No  Maybe

14. If your child was offered admission to study Adult Education at the university, would you allow them to proceed?

Yes    No    Maybe

15. Would make you any changes to support your child studying Adult Education at the university?

Yes    No    Maybe