

**THE ROLE OF ADULT EDUCATION PROGRAMMES IN POVERTY
ALLEVIATION IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE**

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APRIL, 2024.

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF ADULT AND
NON-FORMAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF
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FOR THE AWARD OF BACHELOR OF ARTS (Ed.) DEGREE IN ADULT
EDUCATION/ENGLISH AND LITERATURE.**

APRIL, 2024.

APPROVAL PAGE

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Project Supervisor

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CERTIFICATION

We the undersigned hereby certify that this research project was conducted by Faith Osivie AKAEHOMEN with Mat.No EDU1802741 in partial fulfillment of the requirements for the award of Bachelor of B.S.c (Ed.) in the Department of Adult and Non-formal Education/English and Literature, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This study is dedicated to Almighty God for his mercy, strength, wisdom, understanding, provision, love and sound health.

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ABSTRACT

This study investigates the role of adult education programmes in poverty alleviation in Egor local government area of Edo state. Four (4) research questions were raised to guide the study.

A sample size of 200 adult learners were used for the study using a multi-stage sampling procedure. Four communities was selected out of 16 communities in Egor local government area, and 50 respondents was selected from each of the four (4) communities using accidental sampling technique. The questionnaire was designed and validated by experts in the department of Adult and Non-formal Education, Faculty of Education, University of Benin. Data were analyzed using descriptive statistical techniques such as frequency count, simple percentage and mean score analysis.

Findings of the study revealed that vocational education, women education, Adult literacy Education, and health Education are the Adult Education Programmes in Egor Local Government Area of Edo State. Moreso, Adult Education Programmes have economically empowered people in Egor Local Government Area by increasing income generation of people, facilitate access to microfinance or small business loans, improve their financial management skills, and helped participants identify and capitalize on market opportunities. Adult Education Programmes have also socially empowered people in Egor Local Government Area by providing platforms for participants to share their knowledge and experiences with each other, helped participants develop leadership skills, facilitated the formation of social support networks, empowered participants to advocate for community development and provide opportunities for participants to engage in community activities. It was further recommended that government should increase their commitment to the programme to help achieve development that is holistic in the society.

CHAPTER ONE

INTRODUCTION

Background to the study

Poverty remains a significant global challenge affecting millions of people worldwide. According to the World Bank, as of 2021, around 9.2% of the world's population lived in extreme poverty, defined as living on less than \$1.90 per day. This translates to approximately 734 million people. Additionally, a larger proportion of the global population lives in moderate poverty, facing challenges in meeting basic needs and achieving a decent standard of living. Poverty is not evenly distributed across the world. Sub-Saharan Africa and South Asia are the regions with the highest poverty rates, accounting for a significant portion of the world's poor. Within countries, rural areas tend to have higher poverty rates compared to urban areas, although urban poverty is also a significant issue in many developing countries. Poverty is multidimensional, encompassing not only income deprivation but also lack of access to education, healthcare, clean water, sanitation, and other basic services.

Social exclusion, discrimination, and vulnerability to shocks and risks also contribute to the experience of poverty. Poverty can manifest in various forms, such as absolute poverty (severe deprivation of basic needs) and relative poverty (being below the average standard of living within a particular society). Ultimately, poverty is a complex

and multifaceted issue that requires comprehensive strategies addressing its structural, economic, social, and cultural dimensions. In essence, poverty is a big problem all around the world. Millions of people including children struggle with poverty every day. Poverty in Nigeria is a pervasive and multifaceted challenge that affects a significant portion of the population. Despite being rich in natural resources, many Nigerians struggle to access basic necessities such as food, clean water, healthcare, and education. Imaekhai (2000) observes "that the fact that poverty is still very much a problem in Nigeria even on a higher magnitude points to the previous attempts made by both civilian and military government to tackle the problem".

Poverty affects both cities and countryside areas in Nigeria. In cities, people might struggle to find affordable housing and jobs, while in rural areas, there may be challenges with access to clean water, education, and healthcare. Also when there is an issue of poverty, children are often the most affected by poverty, because when families are poor, children might not have enough to eat or have an access to quality education, as this can affect not only their health, but future opportunities. More so, poverty affects men and women differently in Nigeria. Women often have fewer opportunities for education and employment, which can keep them trapped in poverty. In recent years, inequality has been growing in Nigeria, with a small number of people becoming very rich while many others remain poor. Poverty affects millions of people worldwide, depriving them of basic

necessities and opportunities for a better life. Its causes are complex, rooted in a combination of social, economic, and political factors.

Education is vital for securing stable employment and higher incomes. However, many people living in poverty lack access to quality education due to factors such as inadequate school infrastructure, high tuition fees, and cultural barriers. Without proper education, individuals may struggle to find decent jobs and break free from the cycle of poverty. Unemployment and underemployment also contribute significantly to poverty. Limited job opportunities, low wages, and insecure employment trap individuals in financial hardship. Economic inequality exacerbates poverty by limiting access to essential services such as healthcare, housing, and education. The unequal distribution of wealth and resources within society leaves those at the bottom of the income ladder struggling to meet their basic needs while the wealthiest continue to accumulate more wealth and power.

Poor health further perpetuates poverty. Individuals living in impoverished conditions often lack access to adequate healthcare services, nutritious food, and clean water, making them more vulnerable to illnesses and chronic diseases. Health-related expenses can quickly deplete limited financial resources, pushing families further into poverty. Political instability and corruption hinder economic development and exacerbate poverty. Government resources intended for poverty alleviation programs are often mismanaged or diverted for personal gain by corrupt officials, depriving those in need of essential support and services. Discrimination and social exclusion also play a significant

role in perpetuating poverty. Marginalized groups such as women, ethnic minorities, and persons with disabilities face barriers to education, employment, and other opportunities, limiting their ability to escape poverty.

Poverty casts a wide net of hardship, affecting individuals and society as a whole in profound ways. Let's explore the various impacts of poverty on people in our country. Financial struggles are at the forefront of poverty's impact. Individuals living in poverty often find themselves unable to afford basic necessities such as food, housing, and healthcare. This financial strain can lead to stress, anxiety, and a constant struggle to make ends meet. Education is another casualty of poverty's grasp. Many children from impoverished backgrounds are unable to attend school regularly due to financial constraints or the need to work to support their families. As a result, they miss out on valuable opportunities for learning and personal development, perpetuating the cycle of poverty into future generations. Health outcomes are significantly impacted by poverty. Limited access to healthcare services and nutritious food, coupled with exposure to environmental hazards in impoverished neighborhoods, can lead to higher rates of illness and chronic disease among those living in poverty. Without adequate healthcare, individuals may suffer needlessly and face shorter life expectancies.

Poverty also takes a toll on mental well-being. The constant stress of financial insecurity, coupled with feelings of hopelessness and despair, can lead to mental health issues such as depression and anxiety. Moreover, the stigma associated with poverty can

further isolate individuals and prevent them from seeking help or support. Communities bear the burden of poverty's ripple effects. High levels of poverty can lead to social unrest, crime, and violence as individuals struggle to survive and compete for limited resources. Economic productivity suffers as a result of a lack of skilled workers and innovation stifled by limited access to education and opportunity. The government has taken several steps to tackle poverty and improve the lives of its citizens. One key effort is the implementation of social welfare programs, which provide financial assistance and support to individuals and families in need. These programs include cash transfer schemes, food assistance programs, and subsidies for essential goods and services.

Another important initiative is the promotion of education and skill development. The government has invested in improving access to quality education, especially for children from low-income families. This includes the construction of schools, provision of scholarships and grants, and initiatives to encourage school attendance. To address unemployment and create job opportunities, the government has implemented various employment generation programs. These initiatives aim to stimulate economic growth, attract investment, and create new jobs in sectors such as agriculture, manufacturing, and services. Additionally, the government has introduced vocational training programs to equip individuals with the skills needed to secure employment or start their own businesses.

In the healthcare sector, the government has expanded access to affordable healthcare services through the establishment of primary healthcare centers and the

provision of free or subsidized medical care. This includes initiatives to improve maternal and child health, combat infectious diseases, and provide essential medications to those in need. Furthermore, the government has implemented policies to promote inclusive economic growth and reduce income inequality. This includes measures to support smallholder farmers, empower women and marginalized groups, and improve access to financial services for underserved communities. Overall, the government's efforts to tackle poverty encompass a range of interventions aimed at addressing its root causes and improving the well-being of its citizens. By investing in social welfare, education, employment, healthcare, and economic development, the government seeks to create a more equitable and prosperous society for all.

Adult education refers to learning activities and programs specifically designed for adults who are beyond the typical age range of formal education, often defined as post-secondary education. The concept recognizes that learning is a lifelong process and that adults may have diverse educational needs and motivations. Adult education programs are often designed to accommodate the busy schedules and diverse learning styles of adult learners. They may offer flexible class times, online courses, or part-time study options. It aims to provide practical and relevant knowledge and skills that adults can apply in their personal lives, careers, or communities. This may include job training, literacy skills, financial literacy, or personal development courses. It strive to be accessible to all adults, regardless of their educational background, socioeconomic status, or physical location.

Efforts are made to remove barriers to participation, such as cost, transportation, or childcare needs. Adult education encompasses a wide range of programs aimed at providing learning opportunities for adults outside of formal schooling. Some common types of adult education programs include:

Literacy Programmes which focuses on teaching adults basic reading, writing, and numeracy skills. Continuing Education Offered by universities, colleges, and vocational schools, these programs provide non-degree courses and workshops for personal or professional development. Career Training Programs offer skills training and certifications in specific trades or professions, such as healthcare, technology, or hospitality. Community Education often offered through community centers, libraries, or religious institutions, these programs cover a wide range of topics based on local interests and needs. Distance Learning of which adult learners can take online courses and programs remotely, allowing for flexibility in scheduling and location. Personal Enrichment Classes includes classes in arts and crafts, cooking, music, fitness, and other hobbies or interests. Financial Literacy Workshops aim at teaching adults about budgeting, investing, saving, and other aspects of personal finance. Parenting Classes are offered to help adults develop parenting skills and strategies for raising children. Vocational Skills Training which offer vocational training programs in trades such as tailoring, carpentry, welding, agriculture, and computer skills to equip adults with employable skills. Adult Education in Correctional Facilities, of which programs are implemented in prisons to provide educational opportunities for inmates,

including literacy classes, vocational training, and rehabilitation programs. Women Empowerment Initiatives to target women to improve their literacy, numeracy, and vocational skills, promoting gender equality and economic empowerment.

It can be said that Adult education programs play several significant roles in poverty alleviation through: offering of vocational training and skills development opportunities, equipping individuals with the skills needed to secure employment or start their own businesses. By enhancing their employability and income-earning potential, adults can lift themselves out of poverty. Literacy programs and vocational training, adults gain access to a wider range of job opportunities. This can lead to higher-paying jobs, reducing reliance on low-income or informal sector work and contributing to overall economic growth.

Entrepreneurship Promotion: Adult education programs often include courses on entrepreneurship and business management, empowering individuals to start and sustain their own businesses. This not only creates employment for the entrepreneur but can also generate jobs for others in the community, stimulating economic development.

Improved Financial Literacy: Many adult education programs include components on financial literacy, teaching adults about budgeting, saving, investing, and managing debt. With improved financial management skills, individuals are better equipped to make informed decisions about their finances, avoid exploitation, and build assets to escape poverty.

Enhanced Health and Well-being: Adult education programs frequently incorporate health education components, raising awareness about hygiene, nutrition, disease prevention, and

access to healthcare services. By improving health knowledge and behaviors, individuals can reduce healthcare costs, improve productivity, and mitigate the impact of illness on household finances.

Community Development: Adult education programs often foster community engagement and social cohesion, empowering individuals to advocate for their rights, participate in decision-making processes, and address local issues collectively. Stronger communities are better equipped to implement poverty alleviation strategies and support vulnerable members. Breaking the Cycle of Intergenerational Poverty: Adult education programs not only benefit individuals but also future generations by breaking the cycle of poverty. Parents who participate in adult education are more likely to invest in their children's education, leading to improved educational outcomes and increased opportunities for upward mobility. Conclusively, adult education programs serve as a powerful tool for poverty alleviation by equipping individuals with the knowledge, skills, and resources needed to improve their socio-economic status and build sustainable livelihoods.

Statement of the problem

Poverty is a pervasive issue with profound effects on individuals and communities, impacting their social and economic well-being. Despite various government strategies aimed at addressing poverty, its alleviation remains a significant challenge. In Edo state,

particularly in Egor local government, poverty persists, hindering development and prosperity. This study seeks to investigate the role of adult education programs in poverty alleviation within Egor local government, Edo state. Although adult education programs are recognized as potential tools for empowering individuals socially and economically, their effectiveness in addressing poverty in this specific context requires examination.

The gap in knowledge that this study intends to bridge lies in the understanding of how adult education programs can be tailored and implemented effectively to combat poverty in Egor local government. By exploring the strategies employed by the government to address poverty, assessing the outcomes of these approaches, and examining the potential of adult education programs to empower individuals, this research aims to provide actionable insights for policymakers, educators, and stakeholders striving to alleviate poverty and foster sustainable development in the region.

Research Questions

The following questions were raised to guide the study:

1. What are the various adult education programme available in Egor local government area?.
2. In what ways have the adult education programme economically empowered people in Egor local government area?.

3. In what ways have the adult education programme socially empowered people in Egor local government area?.

4. What are the challenges affecting participants in adult education programme in Egor local government area?

Purpose of the study

The purpose of this study is to investigate the role of adult education programme in poverty alleviation in Egor local government area of Edo state. Specifically, the study seeks to:

1. Find out the various adult education programme available in Egor local government area.

2. Identify the ways adult education programme have economically influenced/empowered people in Egor local government area.

3. Discover the ways adult education programme have socially influenced/empowered people in Egor local government area.

4. Determine the challenges affecting participants in adult education programme in Egor local government area.

Significance of the study:

The findings of this study will be of immense benefits to the government, adult education personnel, policy makers, researchers and adult learners.

The findings of the study will assist in its potential to inform policy and practice to better address poverty and empower affected communities. Understanding which interventions work best and why is crucial for policymakers, practitioners, and advocates seeking to address poverty and promote social and economic inclusion. By providing evidence-based insights, the study can inform the development of more targeted, efficient, and sustainable initiatives to combat poverty and improve the lives of individuals and communities. Researchers who intend to carry out research work on areas relating to adult education and poverty alleviation can also use the findings of the study as a guide and compass as it will provide them with relevant and usable data on the role of adult education programmes can play in alleviating poverty in the country. Ultimately, the study's findings have the potential to drive positive change, fostering greater equity, opportunity, and well-being for all.

Scope and Delimitation of the Study:

The study investigated the role of adult education programmes in poverty alleviation in Edo state, Egor local government area. However, it is limited to four communities in Egor Local Government area, which are: Ugbowo, Uselu, Evbuotubu, and Ogida. It covered the various adult education programmes available in Egor local government area, ways in which adult education programme has economically influenced people in Egor local government, also ways in which adult education programmes has socially influenced people in Egor local government and the challenges affecting

participants in adult education programme in Egor local government area. This study is delimited to adult education centres in Egor local government area of Edo state.

Definition of terms:

These are the clarified concepts behind the terms used, which have been listed below:

Adult education programmes: These are educational activities or initiatives specifically designed for adults, typically beyond the age of traditional schooling.

Poverty: refers to a state of deprivation where individuals or communities lack basic necessities for a decent standard of living, including adequate food, shelter, healthcare, education, and economic security.

Poverty alleviation: refers to efforts aimed at reducing or mitigating the impacts of poverty on individuals, families, and communities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, an attempt shall be made to review relevant literature that is centered to the research study. The review was done along the following sub headings:

1. Meaning of Adult Education
2. Concept of Adult Education Programmes
3. Types of Adult Education Programmes
4. Concept of Poverty
5. Poverty Alleviation in Nigeria
6. The Role of Adult Education in Poverty Alleviation
7. Summary of Reviewed Literature

Meaning of Adult Education

Adult education, distinct from child education, is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a

lifelong learner, and to ensure the fulfillment of an individual. In particular, adult education 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 should respond to their needs.

Paulo Freire, a prominent advocate for adult education, viewed it as a tool for empowerment, stating that 'education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.'" (Freire, 1970)

Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. The oldest man to enroll in primary school in Kenya is one Kimani Ng'ang'a Maruge who was an 84 year old from Kariobangi Nairobi. The learning happens in many ways and in many contexts just as all adults' lives differ. Adult learning can be in various contexts:

Formal – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials

Non-formal – offers flexibility and tailors learning experiences to the needs of adult learners. UNESCO defines it as 'organized learning activities that take place outside the formal education system'." (UNESCO, 2005)

Informal education – Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class).

Andragogy: "One of the seminal thinkers in adult education, Malcolm Knowles, defined andragogy as 'the art and science of helping adults learn'." (Knowles, 1984).

Lifelong Learning: "Lifelong learning is not only about acquiring new skills and knowledge but also about personal growth and fulfillment. As UNESCO emphasizes, it is 'the continuous building of skills and knowledge throughout the life of an individual, from childhood to old age'." (UNESCO, 2009)

The World Bank's 2019 World Development Report on 'The Changing Nature of Work' argues that adult learning is an important channel to help readjust workers' skills to fit in the future of work and suggests ways to improve its effectiveness. The primary purpose of adult education is to provide a second chance for those who are poor in society or who have lost access to education for other reasons in order to achieve social justice and equal access to education. Therefore, adult education is often a social policy of the government. Continuing education can help adults maintain certifications, fulfill job

requirements and stay up to date on new developments in their field. Also, the purpose of adult education can be vocational, social, recreational or for self-development.

One of its goals may be to help adult learners satisfy their personal needs and achieve their professional goals. With the development of economy and the progress of society, the requirement of human quality has been raised. In the 1960s, the proposition of "lifelong education" was put forward, which led to the change of contemporary educational concepts. Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's needs. For example, this might include improving its operational effectiveness and productivity. A larger scale goal of adult education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order.

Concept of Adult Education Programmes

Adult education activities are very wide in scope especially when it is viewed as forming part of lifelong education and learning. They have no theoretical boundaries as the programmes meet the specific needs of individuals and groups in any society. The activities cover different aspects of life to the extent that they have potency for poverty reduction even among the underrated people with special needs. Adult education is so wide in scope that it involves everybody and all our activities. Nyerere (1979) sees adult education as things which are not only concerned with agriculture our health or literacy or medical skill

but something more than these. He saw all these as separate branches of adult education that are related to the total life a man is living that adult education embraces the entire life and so Nzeneri (2002) sees it as education for life and because life activities are broad and complex, then education for life will be broad and complex to the extent that it will mean no exclusion of any group of people and it will also help in poverty alleviation. Some of the programmes of adult education that will help in poverty alleviation include:

(a) Remedial (Adult Education Programme): this programme is used for remediating the deficiencies which people both able bodied and those with special needs experience through the non-acquisition of certain levels of formal schooling. When certain level of education is attained, then poverty can be shaken off with good employment.

(b) Vocational and Technical Programme of Adult Education: This is concerned with getting skills in preparation for self-reliant work. Virtually everybody including people with special needs can be prepared for useful living through this programme of adult education. (c) Health, Welfare and Family life: This implies education about physical and mental health. When people are in good state of health, they are able to work and earn a living thereby, having a better living standard. (d) Civil, Political and Community Education: This will give instructions about national and international matters. The fact that some people have special needs should not relegate them to the background in national and international issues. When their ears are opened to political events, they are better informed and so able to fight for their rights. (e) Another form of adult education is self-

fulfillment and liberal adult education programmes. These are programmes of adult education undertaken for the enjoyment of the individual. The list of the programmes of adult education that can rid one of poverty is in exhaustive and all these programmes can come under formal adult education, non-formal adult education and informal adult education.

(f) Entrepreneurship Education

Entrepreneurship education viewed broadly, aims to equip learners with skills, knowledge and disposition that can help them develop or implement innovative social or business plans. Entrepreneurship education can help to reduce the high rate of unemployment in both urban and rural areas of Nigeria, by equipping adults with the knowledge and skills for setting up and running small businesses effectively.

(g) Women Education

Women's education refers to the education and learning opportunities provided to girls and women. It encompasses formal education, such as primary, secondary, and higher education, as well as informal education, vocational training, and skill development programs tailored to meet the specific needs and interests of women. Women's education aims to empower women by providing them with knowledge, skills, and resources to participate fully in society, pursue their goals and aspirations, and contribute to social, economic, and political development.

(h) Lifelong Learning: Emphasizes the idea that learning is a continuous process that extends beyond formal education and throughout one's life.

(i) Andragogy: The theory of adult learning, developed by Malcolm Knowles, which emphasizes self-directed learning, practical application, and learners' past experiences.

(j) Flexible Learning: Recognizes the diverse needs and schedules of adult learners, offering options such as online courses, evening classes, and self-paced learning.

(k) Problem-Based Learning: Focuses on real-world problems and challenges, encouraging learners to actively engage in problem-solving and critical thinking.

(l) Competency-Based Education: Centers on acquiring specific skills and competencies relevant to learners' professional or personal goals, often allowing for personalized learning pathways.

(m) Career and Technical Education (CTE): Provides training and education in specific trades, industries, or professions to enhance employability and advancement opportunities.

(n) Distance Learning: Utilizes technology to deliver education and training remotely, enabling access to learning resources and opportunities regardless of geographical location.

Types of Adult Education Programmes

Common types of adult education programmes include:

1. **Adult Basic Education (ABE):** Offers foundational instruction in reading, writing, math, and other basic skills to adults who did not complete high school or need to improve their fundamental abilities.
2. **High School Equivalency Programs:** Prepare adults to earn credentials equivalent to a high school diploma, such as the GED or HiSET exams.
3. **English as a Second Language (ESL) Programs:** Assist non-native English speakers in improving their language skills for communication, employment, and integration into society.
4. **Vocational and Technical Training:** Provide practical training and certification in specific trades or industries, preparing adults for careers in fields such as healthcare, manufacturing, construction, and technology.
5. **Continuing Education:** Offer non-degree courses, workshops, and seminars for adults seeking to enhance their professional skills, pursue personal interests, or stay updated in their fields.

6. Higher Education for Adults: Provide degree and certificate programs tailored to the needs of adult learners, often offering flexible scheduling options such as evening classes, online courses, and accelerated programs.

7. Personal Enrichment and Lifelong Learning: Offer non-credit courses and workshops on a variety of topics, including art, music, cooking, fitness, and personal finance, to promote lifelong learning and personal growth.

8. Community Education and Outreach Programs: Engage adults in learning activities that address community needs, promote civic engagement, and foster social inclusion through initiatives such as adult literacy programs, community workshops, and cultural events.

Concept of Poverty

Poverty is a state or condition in which one lacks the financial resources and essentials for a certain standard of living. Poverty can have diverse environmental, legal, social, economic, and political causes and effects. When evaluating poverty in statistics or economics there are two main measures: absolute poverty compares income against the amount needed to meet basic personal needs, such as food, clothing, and shelter; relative poverty measures when a person cannot meet a minimum level of living standards, compared to others in the same time and place. The definition of relative poverty varies from one country to another, or from one society to another. Statistically, as of 2019, most of the world's population live in poverty: in PPP dollars, 85% of people live on less than

\$30 per day, two-thirds live on less than \$10 per day, and 10% live on less than \$1.90 per day.

According to the World Bank Group in 2020, more than 40% of the poor live in conflict-affected countries. Even when countries experience economic development, the poorest citizens of middle-income countries frequently do not gain an adequate share of their countries' increased wealth to leave poverty. Governments and non-governmental organizations have experimented with a number of different policies and programs for poverty alleviation, such as electrification in rural areas or housing first policies in urban areas. The international policy frameworks for poverty alleviation, established by the United Nations in 2015, are summarized in Sustainable Development Goal 1: "No Poverty". Social forces, such as gender, disability, race and ethnicity, can exacerbate issues of poverty—with women, children and minorities frequently bearing unequal burdens of poverty. Moreover, impoverished individuals are more vulnerable to the effects of other social issues, such as the environmental effects of industry or the impacts of climate change or other natural disasters or extreme weather events. Poverty can also make other social problems worse; economic pressures on impoverished communities frequently play a part in deforestation, bio diversity loss and ethnic conflict. For this reason, the UN's Sustainable Development Goals and other international policy programs, such as the international recovery from COVID-19, emphasize the connection of poverty alleviation with other societal goals.

Poverty has been variously defined by scholars based on their understanding of the concept. Among economists, poverty according to Ewetan (2005) has been defined as a situation of low income or low consumption. It is said to exist when one or more persons fall short of a level of economic welfare deemed to constitute a reasonable minimum either in some absolute sense or by the standard of a specific society (Lypton and Ravallion, 1995) as cited in Adeyemo and Alayande, 2001. Poverty refers to lack of physical necessities, assets and income. It must be noted that the poor in most instances are unable to have access to basic necessities of life such as food, clothing, and decent shelter, unable to meet social and economic obligations, they lack skill, gainful employment, have inadequate possession of economic assets and sometimes lack of self-esteem. On the nature of poverty, Ewetan (2005) emphasized that poverty may be chronic / structured or conjunctural / transient. Structural or chronic poverty is long-term or persistent. Its causes are more permanent and depend on a number of factors such as limited productive resources, lack of skill for gainful employment, locational disadvantage or endemic socio-political and cultural factors. The second type is conjunctural / transitory poverty which is temporary / transient or short term. Its causes are more transitory and possibly more reversible. It occurs as a result of natural disasters such as drought, flood, earthquake etc. It must be noted also that manmade disaster such as war, structural adjustment reforms and changes in domestic economic policies that may result in price changes increased unemployment, inflationary pressures, hoarding of few remaining essential commodities etc.

According to Ukwu (2002), two basic concepts of poverty are usually recognized: These are absolute poverty and relative poverty. Absolute poverty refers to a condition under which there is a serious deficiency in or lack of access to the basic necessities of normal life such as food, clothing, housing, health and education services (African Medical and Research Foundation AMREF. 1998). Relative poverty according to the author relates to the condition of an individual, household, or group or community when considered against some reference standards or parameters such as the average for the group or region, a target standard or objective or its ranking on given criteria. In the final analysis, the author believes that all concepts of poverty are relative. Thus, when one speaks of absolute poverty, one refers to the existence below a reference standard of living. According to World Bank Report (1999), poverty is hunger, lack of shelter, being sick and not being able to go to school, not knowing how to read, not being able to speak properly, not having a job, fear for the future, losing a child to illness brought about by unclean water, powerlessness, lack of representation and freedom.

An appraisal of past studies by the United Nations Development Programme UNDP advocates the use of the Human Development Index (HDI) and Capability Poverty Measure (CPM). According to the UNDP (1997 & 1998), HDI combines three components in the measurement of poverty. These are (i) life expectancy at birth (Longevity); (ii) educational attainment and (iii) improvement in standard of living determined by per-capita income. Poverty are caused by various factors, like:

1. Inequality and Marginalization

“Inequality” is an easy, but sometimes misleading term used to describe the systemic barriers leaving groups of people without a voice or representation within their communities. For a population to escape poverty, all groups must be involved in the decision-making process — especially when it comes to having a say in the things that determine your place in society. Some of these may be obvious, but in other situations, it can be subtle.

Gender inequality, caste systems, marginalization based on race or tribal affiliations are all economic and social inequalities that mean the same thing: Little to no access to the resources needed to live a full, productive life. When combined with different combinations of vulnerability and hazards which comprise the rest of this list — a marginalized community may become even more vulnerable to the cycle of poverty.

2. Conflict

Conflict is one of the most common forms of risk driving poverty today. Large-scale, protracted violence that we’ve seen in areas like Syria can grind society to a halt, destroying infrastructure and causing people to flee (often with nothing but the clothes on their backs). In its tenth year of conflict, Syria’s middle class has been all but destroyed, and over 80% of the population now lives below the poverty line.

But even small bouts of violence can have huge impacts on communities that are already struggling. For example, if farmers are worried about their crops being stolen, they won't invest in planting. Women also bear the brunt of conflict, which adds a layer of inequality to all conflict: During periods of violence, female-headed households become very common. And because women often have difficulty getting well-paying work and are typically excluded from community decision-making, their families are particularly vulnerable.

3. Hunger, Malnutrition, and Stunting

You might think that poverty causes hunger (and you would be right!), but hunger is also a cause — and maintainer — of poverty. If a person doesn't get enough food, they'll lack the strength and energy needed to work (or their immune system will weaken from malnutrition and leave them more susceptible to illness that prevents them from getting to work).

The first 1,000 days of a child's life (from womb to world) are key to ensuring their future health and likelihood of staying out of poverty. If a mother is malnourished during pregnancy, that can be passed on to her children, leading to wasting (low weight for height) or stunting (low height for age). Child stunting, both physical and cognitive, can lead to a lifetime of impacts: Adults who were stunted as children earn, on average, 22% less than those who weren't stunted. In Ethiopia, stunting contributes to GDP losses as high as 16%.

ADULTS WHO WERE STUNTED AS CHILDREN EARN, ON AVERAGE, 22% LESS THAN THOSE WHO WEREN'T STUNTED. IN ETHIOPIA, STUNTING CONTRIBUTES TO GDP LOSSES AS HIGH AS 16%.

4. Poor Healthcare Systems — Especially For Mothers and Children

Extreme poverty and poor health often go hand in hand. In countries where health systems are weak, easily preventable and treatable illnesses like malaria, diarrhea, and respiratory infections can be fatal — especially for young children. And when people must travel far distances to clinics or pay for medicine, it drains already vulnerable households of money and assets, and can tip a family from poverty into extreme poverty.

For some women, pregnancy and childbirth can be a death sentence. In many of the countries where Concern works, access to quality maternal healthcare is poor. Pregnant and lactating mothers face a multitude of barriers when seeking care, from not being allowed to go to a clinic without a male chaperone to receiving poor or even abusive care from a doctor. This is especially true for adolescent girls aged 18 and under, leaving mothers-to-be and their children at increased risk for disease and death.

5. Little or No Access To Clean Water, Sanitation, And Hygiene

Currently, more than 2 billion people don't have access to clean water at home. This means that people (which is to say, women and girls) collectively spend some 200 million hours every day walking long distances to fetch water. That's precious time that

could be used working, or getting an education to help secure a job later in life. Contaminated water can also lead to a host of waterborne diseases, ranging from the chronic to the life-threatening. Poor water infrastructure — such as sanitation and hygiene facilities — can compound this, or create other barriers to escaping poverty, such as keeping girls out of school during menstruation.

6. Climate Change

Climate change creates hunger, whether through too little water (drought) or too much (flooding), and its effects contribute to the cycle of poverty in several other ways including disproportionately affecting women, creating refugees, and even influencing conflict. One World Bank estimates that climate change has the power to push more than 100 million people into poverty over the next decade. Many of the world's poorest populations rely on farming or hunting and gathering to eat and earn a living — for example, Malawi is 80% agrarian. They often have only just enough food and assets to last through the next season, and not enough reserves to fall back on in the event of a poor harvest. So when climate change or natural disasters (including the widespread droughts caused by El Niño) leave millions of people without food, it pushes them further into poverty, and can make recovery even more difficult.

7. Lack Of Education

Not every person without an education is living in extreme poverty. But most of the extremely poor don't have an education. There are many barriers to education around the world, including a lack of money for uniforms and books, a bias against girls' education, or many of the other causes of poverty mentioned here. But education is often referred to as the great equalizer, because it can open the door to jobs and other resources and skills that a family needs to not just survive, but thrive. UNESCO estimates that 171 million people could be lifted out of extreme poverty if they left school with basic reading skills. Poverty threatens education, but education can also help end poverty.

8. Poor Public Works and Infrastructure

Imagine that you have to go to work, but there are no roads to get you there. Or heavy rains have flooded your route and made it impossible to travel. A lack of infrastructure — from roads, bridges, and wells, to cables for light, cell phones, and internet — can isolate communities living in rural areas. Living off the grid often means living without the ability to go to school, work, or the market to buy and sell goods. Traveling further distances to access basic services not only takes time, it costs money, keeping families in poverty.

Isolation limits opportunity. Without opportunity, many find it difficult, if not impossible, to escape extreme poverty.

9. Lack Of Government Support

Many people living in the United States are familiar with social welfare programs that people can access if they need healthcare or food assistance. But not every government can provide this type of help to its citizens — and without that safety net, there's nothing to stop vulnerable families from backsliding further into extreme poverty. Ineffective governments also contribute to several of the other causes of extreme poverty mentioned above, as they are unable to provide necessary infrastructure or healthcare, or ensure the safety and security of their citizens in the event of conflict.

10. Lack Of Jobs Or Livelihood

This might seem like a no-brainer: Without a job or a livelihood, people will face poverty. Dwindling access to productive land (often due to conflict, overpopulation, or climate change) and overexploitation of resources like fish or minerals puts increasing pressure on many traditional livelihoods. In the Democratic Republic of Congo (DRC) for example, most of the population lives in rural communities where natural resources have been plundered over centuries of colonial rule — while conflict over land has forced people away from their source of income and food. Now, more than half of the country lives in extreme poverty.

11. Lack Of Reserves

All of the above risk factors — from conflict to climate change or even a family illness — can be weathered if a family or community has reserves in place. Cash savings and loans can offset unemployment due to conflict or illness. Proper food storage systems can help if a drought or natural disaster ruins a harvest.

People living in extreme poverty usually don't have these means available. This means that, when a risk turns into a disaster, they turn to negative coping mechanisms, including pulling children out of school to work (or even marry), and selling off assets to buy food. That can help a family make it through one bad season, but not another. For communities constantly facing climate extremes or prolonged conflict, the repeated shocks can send a family reeling into extreme poverty and prevent them from ever recovering.

Nigeria is the most populated African nation with 42.54% of the population falling within the age group of 0 -14.[52] Despite the population growth and its status as an OPEC member, Nigeria has 51% of the population living in extreme poverty, with some people living on as little as \$1.90 a day. Poverty has several effects, which are;

1. As with children, adults who live in poverty experience worse health outcomes, including higher mortality rates and increased risk of mental health conditions (e.g. depression, substance use disorders). The stress of poverty, coupled with inadequate health

care access and limited financial resources for treatment, further exacerbates health conditions and makes parenting even more challenging

2. Poverty can create considerable stress for families. As per the family stress model, poverty can contribute to interparental conflict, which plays a key role in family dynamics and can be a precursor to negative child outcomes. Conflict can also arise between children and parents because of economic pressures. For example, children may resent parents for having to work late or not being able to provide small luxuries. Finally, the living conditions associated with poverty - notably overcrowded housing and housing instability - can negatively affect all family relationships, including sibling relationships

3. Poverty can make it difficult for parents to maintain a work-life balance that allows them to spend time at home caring for their children and to be active and involved with school, extracurricular activities, and community life. Parents on a low income are more likely to work long hours in precarious jobs that do not provide basic supports like parental leave and sick pay.

4. Low-income workers typically also have less flexibility and choice than other parents (for example, they must rely on public transportation and do not have access to work-from-home options) Low-income fathers and paternal family members may be at risk of reduced family involvement due to negative perceptions they may have regarding their value and ability to fill the role of father as economic provider. It's important to note that the

relationship between poverty and father involvement is complicated, as structural violence and other systemic barriers also play a role. Recent research also indicates that, despite racist and classist stereotypes about "deadbeat dads," the majority of low-income fathers are involved with their children once the definition of fatherhood is expanded beyond financial contributor.

5. Educational deprivation: parents who are poor find it very difficult to provide all the necessary learning materials needed by their children in school. At times, due to hardships, these children drop out of school. Some families will not have the money to send their wards to formal school. This does not mean that these children are not intelligent and the implication is that children who could have been brilliant doctors, lawyers, accountants, university professors end up as stack illiterate without future.

6. Hunger and malnutrition: in Nigeria today, mass poverty has taken deep root in society. That is, there are many people who live below the poverty line who cannot provide themselves with basic needs of life such as food, house, and clothes etc. let alone maintaining their children socially. Because of these reasons, many Nigerian die of malnutrition and diseases.

7. Child and women abuse: Many families today due to poverty use their children as source of income for the family. A child of ten years will be sent to sell, while other children will be in school. Hawking many a times lead to death of such children through accident. Some

children may enter into other dirty behaviours like prostitution, stealing, unwanted pregnancy etc. Some parents will send their children to serve in hotels which will lead to prostitution, contracting of sexually transmitted diseases which may also lead to the death of the child. Some mothers also engage into prostitution due to poverty. Unlucky ones meet their death and that of their husband in this situation.

8. Increase in crime: The organized system of production and distribution of available goods and services in the society does not favour the majority of the society members. The production and distribution network is controlled and directed by a class of elite that possess selfish and greedy tendencies. The increase of poverty and unemployment results in high rate of crime in the society. Many Nigerian men and women engage in armed robbery, kidnapping, drug addiction, prostitution and corrupt practices in public offices. High crime rate has in turn introduced insecurity. Insecurity is negative to development because it lowers people's capacity to produce and also discourage investment which is one incentive for National development.

9. Lack of shelter: Many poor people mainly do not have shelter over their head. Many of them live under the bridges, flyovers, street corners, market places etc. Few lucky ones sleep under uncompleted and dilapidated buildings. The outcomes of the above is that they are prone to insecurities, and dangers in form of ritualists, rapist, kidnappers, murderers, hit and run or reckless drivers, effect of adverse weather and sudden death caused by fall or dilapidated building.

Poverty Alleviation in Nigeria

The fight against poverty has been a central plank of development planning in Nigeria since independence. Observers have unanimously agreed that successive government's interventions have failed to achieve the objectives for which they were established. It is against this background that the paper examines the various government policies targeted towards poverty alleviation in Nigeria with a view to, come up with policy recommendations for effective and efficient implementation of such policies. Exploration into the literature revealed that governments in power often seek to introduce their own policy and in the process, any other policy inherited from successors are either abandoned absolutely or rendered impotent. There is therefore lack of succession planning and some governments even watch their baby program dying prematurely to give birth to another with different orientation and strategic focus and as such the paper recommends that all programs centered towards poverty alleviation should henceforth be harmonized under the same umbrella, and each unit being accountable and responsible for their actions.

To this end government and people in authority almost always strive to ensure that adequate structural programs are enshrined to see that poverty if not eradicated, is reduced to the barest minimum. Poverty alleviation strategies ranging from Operation Feed the Nation of 1978, the Green Revolution of 1982, the Directorate of Foods Roads and Rural Infrastructures DFFRI, the National Directorate for Employment NDE, Poverty Alleviation Program PAP, the National Poverty Eradication Program, NAPEP up to the

Seven – Point Agenda were all attempts made by various governments in the country in order to curb the menace of poverty. This study critically examines the problems and prospects of achieving a remarkable reduction in Nigeria’s poverty profile through policy harmonization of all poverty alleviation programs in Nigeria for effective implementation. And moreso, other means should also be put into consideration like:

1. Government should come out with functional agricultural policies and promote this sector of the economy so that the country can once more produce enough food and cash crops.
2. Nigerian education should made functional to reduce unemployment and facilitate national development.
3. Employment opportunities should be created so that thousands of Nigerian youths looking for jobs can be employed.
4. They should be free education up to the last class of post primary schools, and free medical care for citizens.
5. Workers should be paid their salaries and allowances at the right time and retired civil servants should be paid their pension when they are supposed to receive it.

The Role of Adult Education in Poverty Alleviation

Adult Education plays a vital role in the reduction of poverty in the society.1. Adult Education offers opportunities to all categories of adults to acquire literacy and numeracy skills, new knowledge, new competencies and new abilities in problem solving. These new knowledge and skills help the individual to be useful to himself and the nation at large, thereby reducing poverty.2. Eradication of extreme poverty and hunger will also be achieved through skill development in adult especially in women (housewives) and youth who are dropout of formal schools because the skills they learnt in classes are easily put into use in the learners activities outside the classroom. If Nigeria adults are helped to be independent in wealth creation, there will be increase in the standard of living of many families and there will be reduction in child mortality.

3. According to Obi (2006), a functional adult literacy project for nursing mothers, which aims at teaching them experiences for the tasks of effective mother craft, will include knowledge of common food items for children that helps them to grow well, knowledge of common sickness that afflict children, consumer education and family budget. With this there will be increased maternal health and also promotion of gender equality and the empowerment of women will be achieved. Therefore, the education of adult men and women in Nigeria will help to achieve poverty alleviation. There are different functional adult learner projects for different group of adult learners. Take for instance, farmers, commercial cyclist, nursing mothers, house wives, traditional rulers, etc have each a

specific functional literacy project tailored to its needs like local drinks (beverages), soap making, crafts e.t.c. Functional adult literacy curriculum planning is highly specialized and skillful activities. It is one of the best ways of imparting skills to illiterate adults. When this is implemented very well, it will be a way of achieving the eradication of poverty in our society.

4. Many families cannot apply new scientific methods of farming and new technique of farming because they are illiterates and poor. Adult education has the power to put poor illiterate farmers in line with the new technique and new scientific method of farming.

5. Adult Education not only increases the flow of skills but assists people to destroy the traditional attitude that impede progress and at the same time it links knowledge with methods of production. It helps to strengthen the economy fact that it is an investment in manpower development.

6. There are many school leavers who are adults, who roam about the streets looking for white collar job but without skills needed by industries where they could work. Adult Education helps these groups of people by developing them in such skills as poultry, farming, soapmaking, furniture, craft, mothercraft, rice farming, dress making, soya bean preparation etc. Development of such skills will help them to be self reliant.

7. Most people did not receive full training, because of this, there is need for more training to increase effectiveness, these groups of adult may not want to go through formal

education again. Adult Vocational Education can lead people through in service or on-the-job training or follow up courses to improve their efficiency and productivity while still holding their job.

Adult education must be channeled to achieve the properly required objectives in the learners. It must also be relevant and beneficial to the society at large by training adult learners to be useful member of the society. The need then arises to focus development of practical potentials that will make them financially self-reliant which will by no means alleviate poverty level and bring advancement to national development.

Summary of Reviewed Literature

This chapter has therefore reviewed the concept of Adult education, concept of Poverty, effects of poverty on people, concept of poverty alleviation, poverty alleviation in Nigeria, the role of adult education in poverty alleviation, and adult education and poverty alleviation in Egor Local Government Area.

The literature review on adult education and poverty alleviation in Egor Local Government area highlights the positive impact of educational interventions on economic empowerment and community development. Studies suggest that adult education programs, such as vocational training and literacy classes, can lead to improved employment opportunities and increased incomes for participants. Additionally, these initiatives contribute to broader societal benefits, including enhanced social cohesion and civic

engagement. However, challenges such as limited access and funding constraints remain obstacles to realizing the full potential of adult education in poverty reduction. To address these challenges, stakeholders must collaborate to expand access to education and tailor programs to the specific needs of the community. Overall, investing in adult education has the potential to create a more inclusive and prosperous society in Egor Local Government area.

CHAPTER THREE

METHODOLOGY

This chapter examines the procedures and methods that was employed in the collections of data for the study and specific attention was given to the subheadings below

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

Design of the Study

The research design that was employed for this study is the survey research design. This is because it provides a structured approach to collect quantitative data from a large sample, allowing for statistical analysis to examine the relationship between adult

education programmes and poverty alleviation outcomes in Egor Local Government Area, Edo State.

Population of the Study

The population of the study comprises of all five hundred and two thousand, seven hundred (502,700) inhabitants of Egor Local Government Area of Edo State.

Nigerian population commission (2022).

Sample and Sampling Technique

A total of two hundred (200) adults were selected as the sample size for the study using a multi-stage sampling procedure. In the first stage, four communities will be selected out of 16 communities in Egor Local Government Area using purposive sampling technique. In the second stage, 50 respondents will be selected from each of the four (4) communities selected from the first stage, using accidental sampling technique. Therefore, the total number of sample for the study will be 200 respondents. The process of selection is shown in the table below.

S/N	COMMUNITY	SAMPLE
1	UGBOWO	50
2	USELU	50
3	EVBUOTUBU	50
4	OGIDA	50
	TOTAL	200

Instrument for Data Collection

The major Instrument that was used for data collection in this study is the questionnaire, titled "The Role of Adult Education Programme in Poverty Alleviation in Edo State, (A Case Study of Egor Local Government Area). It has two sections labeled A and B. Section A: contains general questions for the respondents which are socio-demographic in nature, and is aimed to obtain the following information: Gender, career, marital status, and age. Section B consists of 20 questions pertaining to the role of adult education programme in poverty alleviation in Egor local government area of Edo state. The response scale adopted was the modified likert scale i.e **STRONGLY AGREE (SE), AGREE (A), DISAGREE (D), STRONGLY DISAGREE (SD)**.

Validity of the Instrument

The content of the Instrument (Questionnaire), drafted copy was sent to the project supervisor and other expert in the department of Adult and Non Formal Education, University of Benin for validation. Their comments and corrections were made and adequately incorporated in the production of the final instrument, to ensure content validity.

Reliability of the Instrument

In order to determine the reliability of the instrument, the test-retest method of estimating the reliability of an instrument was employed. The measures of the two sets of

data were correlated and a reliability index will be obtained using Pearson product moment correlation statistics. However, the respondents are not part of the actual study.

Method of Data Collection

The researcher prepared enough copies of the questionnaire, obtain informed consent from participants, administer the questionnaires either through paper survey, online survey or face to face method to minimize the chance of errors in the process of responding to it. For those who are not proficient in the skills of reading and writing, the items in the questionnaire will be read out to them. All this is done personally by the researcher together with a research assistant, to help ensure speedy and accurate distribution and collection of the instrument from the respondents.

Method of Data Analysis

The data was collected and analyzed using descriptive statistics comprising of frequency count, simple percentage and mean score analysis.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed. The analyses were also done with the demographic data of the respondents and the research questions examined.

Table 1: Distribution of Respondents by Sex.

Sex	Frequency	Percentage (%)
Male	76	38
Female	124	62
Total	200	100

Results in Table 4.1 show that 76 or 38% of the sampled respondents are male while 124 or 62% are female. This means that female participants are more than male participants in the study. The sex distribution of respondents is demonstrated in the bar chart below

Figure 1.1

Table 4.2: Distribution of Respondents by Age.

Age	Frequency	Percentage (%)
18-25	14	12
26-35	27	22
36-45	48	40
46-above	31	26
Total	200	100

Results in Table 4.1 show that 14 or 12% of the sampled respondents are in the age range of 18-25, 27 or 22% of them are in the age range of 26-35, while 48 or 40% of them are in the age range of 36-45. Similarly, 31 or 26% of the respondents fell into the age range of 46 and above. This means that the majority of the participants are between the ages of 26-45. The age distribution of respondents is demonstrated in the pie chart below:

Figure 1.2

Question 1

What are the various Adult Education Programmes in Egor Local Government Area of Edo State?

The Responses to Research Question 1 are presented in Table 4.3

Table 4.3: Distribution of responses on the various Adult Education Programmes in Egor Local Government Area of Edo State.

ITEMS	N	Mean Score	Remark
Have you ever participated in any vocational Education Programme in Egor Local Government Area?	200	3.43	Agree
Are health Education programmes offered as part of the Adult Education Programme in Egor Local Government Area?	200	2.82	Agree
Are there women education Programme available in Egor Local Government Area?	200	3.76	Agree
Have you benefitted from Adult Literacy Education programme in Egor Local Government Area?	200	3.21	Agree
Does Egor Local Government Area offer community-based Adult Education Programmes?	200	2.16	Disagree

Source: Field Survey, 2024.

The data in Table 4.3 above shows that items 1, 2, 3 and 4 met the mean score standard of 2.50 and, therefore, were all agreed. While item 5 did not meet the mean score standard of 2.50 and, therefore, was disagreed. This, therefore, means that vocational Education, women education, Adult literacy Education, and Health Education are the Adult Education Programmes in Egor Local Government Area of Edo State.

Question 2

In what ways have the Adult Education Programmes economically empowered people in Egor Local Government Area?

The Responses to Research Question 2 are presented in Table 4.4

Table 4.4: Distribution of responses on the ways Adult Education Programmes have economically empowered people in Egor Local Government Area.

ITEMS	N	Mean Score	Remark
Have Adult Education Programmes in Egor Local Government Area contributed to increased income generation for participants?	200	3.51	Agree
Have Adult Education Programmes in Egor Local Government Area facilitated access to microfinance or small business loans for participants?	200	3.48	Agree
Have Adult Education Programmes in Egor Local Government Area helped participants improve their financial management skills?	200	2.77	Agree
Have Adult Education Programmes in Egor Local Government Area helped participants identify and capitalize on market opportunities?	200	3.06	Agree
Have Adult Education Programmes in Egor Local Government Area supported participants in developing innovative solutions to financial challenges?	200	2.15	Disagree

Criterion Mean: 2.50

Source: Field Survey, 2024.

The data in Table 4.4 above shows that items 1, 2, 3 and 4 met the mean score standard of 2.50 and, therefore, were all agreed. While item 5 did not meet the mean score standard of 2.50 and, therefore, was disagreed. This, therefore, means that Adult Education Programmes have economically empowered people in Egor Local Government Area by increasing the income generation of people, facilitating access to microfinance or small business loans, improving their financial management skills, and helping participants identify and capitalize on market opportunities.

Question 3

In what ways have the Adult Education Programmes socially empowered people in Egor Local Government Area?

The Responses to Research Question 3 are presented in Table 4.5

Table 4.5: Distribution of responses on the ways Adult Education Programmes have socially empowered people in Egor Local Government Area.

ITEMS	N	Mean Score	Remark
Do Adult Education Programmes in Egor Local Government Area provide platforms for participants to share their knowledge and experiences?	200	3.81	Agree
Have Adult Education Programmes in Egor Local Government Area helped participants develop leadership skills?	200	2.61	Agree
Have Adult Education Programmes in Egor Local Government Area facilitated the formation of social support networks among participants?	200	2.69	Agree
Have Adult Education Programmes in Egor Local Government Area empowered participants to advocate for community development?	200	2.60	Agree
Do Adult Education Programmes in Egor Local Government Area provide opportunities for participants to engage in community activity?	200	2.99	Agree

Source: Field Survey, 2024.

The data in Table 4.5 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were agreed. This, therefore, means that Adult Education Programmes have socially empowered people in Egor Local Government Area by providing platforms for participants to share their knowledge and experiences, helping participants develop leadership skills, facilitating the formation of social support networks, empowering participants to advocate for community development and provide opportunities for participants to engage in community activities.

Question 4

What are the challenges affecting participants in Adult Education Programmes in Egor Local Government Area?

The Responses to Research Question 4 are presented in Table 4.6

Table 4.6: Distribution of responses on the challenges affecting participants in Adult Education Programmes in Egor Local Government Area.

ITEMS	N	Mean Score	Remark
Do participants face social stigma or discrimination associated with attending Adult Education Programmes in Egor Local Government Area?	200	2.96	Agree
Do participants face barriers like late access to information about available Adult Education Programmes in Egor Local Government Area?	200	3.43	Agree
Are there financial constraints that hinder participants from enrolling in Adult Education Programmes in Egor Local Government Area?	200	3.20	Agree
Do participants experience difficulties in balancing work commitments with attending Adult Education Programmes in Egor Local Government Area?	200	3.51	Agree
Are there challenges related to the physical accessibility of Adult Education facilities like standard equipment for participants in Egor Local Government Area?	200	2.62	Agree

Source: Field Survey, 2024.

The data in Table 4.6 above shows that items 1, 2, 3, 4, 5, 6 and 7 met the mean score standard of 2.50 and, therefore, were all agreed. This, therefore, means that social stigma, face barriers like late access to information, financial constraints, and difficulties in balancing work commitments with attending Adult Education Programmes are the challenges affecting participants in Adult Education Programmes in Egor Local Government Area.

Discussion of Findings

Considering the various Adult Education Programmes in the Egor Local Government Area of Edo State, the findings from the study revealed that vocational Education, women education, Adult literacy Education, and Health Education are the Adult Education Programmes in Egor Local Government Area of Edo State. Regarding the ways Adult Education Programmes have economically empowered people in Egor Local Government Area, the findings from the study showed that Adult Education Programmes have economically empowered people in Egor Local Government Area by increasing the income generation of people, facilitating access to microfinance or small business loans, improving their financial management skills, and helping participants identify and capitalize on market opportunities.

Considering the ways Adult Education Programmes have socially empowered people in Egor Local Government Area, findings from the study revealed that Adult

Education Programmes have socially empowered people in Egor Local Government Area by providing platforms for participants to share their knowledge and experiences, helped participants develop leadership skills, facilitated the formation of social support networks, empowered participants to advocate for community development and provide opportunities for participants to engage in community activities.

Regarding the challenges affecting participants in Adult Education Programmes in the Egor Local Government Area, the findings from the study revealed that social stigma, face barriers like late access to information, financial constraints, and difficulties in balancing work commitments with attending Adult Education Programmes are the challenges affecting participants in Adult Education Programmes in Egor Local Government Area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary of the study is presented alongside the conclusion drawn from the analysis of data collected in the course of the study. The recommendations offered in relation to the findings of the study are also highlighted.

Summary

This study was designed to investigate the role of adult education in poverty alleviation in the local government area of Edo State. To achieve the purpose intended for the study, four research questions were raised to guide the study. The questions raised and examined include:

1. What are the various adult education programmes available in Egor local government area?
2. In what ways have the adult education programme economically empowered people in Egor local government area?
3. In what ways have the adult education programme socially empowered people in Egor local government area?.
4. What are the challenges affecting participants in adult education programmes in Egor local government area?

A total of Two hundred (200) respondents from Egor local government area were selected using multi-stage sampling procedure which constituted the sample for the study and was used to generate the data needed. The reliability index of the instrument was 0.72 using the Person product-moment statistical formula from data from the pilot study carried out on it. The data collected were analysed using frequency count, simple percentage, and mean score standard. The results obtained from the analysis were quite revealing and instructive. These results are presented here under;

Findings

The findings from the study include:

1. Vocational Education, women education, Adult literacy Education, and health Education are the Adult Education Programmes in Egor Local Government Area of Edo State.

Adult Education Programmes have economically empowered people in Egor Local Government Area by increasing income generation of people, facilitate access to microfinance or small business loans, improve their financial management skills, and helped participants identify and capitalize on market opportunities.

Adult Education Programmes have socially empowered people in Egor Local Government Area by providing platforms for participants to share their knowledge and experiences with each other, helped participants develop leadership skills, facilitated the formation of social

support networks, empowered participants to advocate for community development and provide opportunities for participants to engage in community activities.

2. Social stigma, face barriers like late access to information, financial constraints, and difficulties in balancing work commitments with attending Adult Education Programmes are the challenges affecting participants in Adult Education Programmes in Egor Local Government Area.

Conclusion

Based on the findings made from data collected and analysed, it was concluded that Adult Education Programmes have economically empowered people in Egor Local Government Area by increasing income generation of people, facilitate access to microfinance or small business loans, improve their financial management skills, and helped participants identify and capitalize on market opportunities. It has also been concluded that socially, Adult Education Programmes have empowered people in Egor Local Government Area by providing platforms for participants to share their knowledge and experiences with each other, helped participants develop leadership skills, facilitated the formation of social support networks, empowered participants to advocate for community development and provide opportunities for participants to engage in community activities.

Recommendations

In view of the findings of the study, the following recommendations are hereby offered

In the first instance, since it has been confirmed Vocational Education, women education, Adult literacy Education, and health Education are the Adult Education Programmes in Egor Local Government Area of Edo State, it is, therefore, imperative for the government and non-governmental organizations to further support adult education programmes in the area of study.

Secondly, since it has been confirmed by the study that Adult Education programmes have contributed significantly to the social and economic development of people in the area of study, it is therefore important for the government to increase their commitment to the programme to help achieve development that is holistic in the society.

Suggestions for Further Studies

Having successfully carried out this study, though not without some limitations, it is suggested that further studies be carried out in such areas as:

1. The Influence of community leadership in facilitating Adult Education programmes in the community
2. The assessment of government efforts to address the challenges facing people in accessing adult education programmes.

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APPENDIX

DEPARTMENT OF ADULT EDUCATION FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY

QUESTIONNAIRE ON THE ROLE OF ADULT EDUCATION PROGRAMMES IN POVERTY ALLEVIATION IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

Dear Respondents,

I am a final year student of the above named institution, currently undergoing my final year research which is a basic requirement for the successful completion of my course.

I am conducting a research on the role of adult education programmes in poverty alleviation in Edo state.

The questionnaire is strictly for academic purposes, so feel free to supply the necessary information required of you as your response will be treated with utmost confidentiality.

SECTION A

Instruction: Kindly supply answers to all the questions below and tick as appropriate.

PERSONAL DATA

Age of Respondent: 18 - 25 yrs () 26 - 35 yrs () 36- yrs & above ()

Sex: Male () Female ()

SECTION B

Instruction: Please kindly indicate by ticking appropriate place using (√)

S/N	Item	Strongly Agree	Agree	Strongly Disagree	Disagree
	What are the various Adult Education Programmes in Egor Local Government Area of Edo State?				
1	Have you ever participated in any vocational Education Programme in Egor Local Government Area?				
2	Are health training programmes offered as part of Adult Education Programme in Egor Local Government Area?				
3.	Are there women education Programme available in Egor Local Government Area?				
4	Have you benefitted from Adult Education literacy programme in Egor Local Government Area?				
5	Does Egor Local Government Area offer community-based Adult Education Programmes?				
	In what ways have the Adult Education Programmes economically empowered people in Egor Local Government Area?				
6	Have Adult Education Programmes in Egor Local Government Area contributed to increased income generation for participants?				
7	Have Adult Education Programmes in Egor Local Government Area facilitated access to microfinance or small business loans for participants?				
8	Have Adult Education Programmes in Egor Local Government Area helped participants improve their financial management skills?				

9	Have Adult Education Programmes in Egor Local Government Area helped participants identify and capitalize on market opportunities?				
10	Have Adult Education Programmes in Egor Local Government Area supported participants in developing innovative solutions to financial challenges?				
	In what ways have the Adult Education Programmes socially empowered people in Egor Local Government Area?				
11	Do Adult Education Programmes in Egor Local Government Area provide platforms for participants to share their knowledge and experiences with each other?				
12	Have Adult Education Programmes in Egor Local Government Area helped participants develop leadership skills?				
13	Have Adult Education Programmes in Egor Local Government Area facilitated the formation of social support networks among participants?				
14	Have Adult Education Programmes in Egor Local Government Area empowered participants to advocate for community development?				
15	Do Adult Education Programmes in Egor Local Government Area provide opportunities for participants to engage in community activity?				
	What are the challenges affecting participants in Adult Education Programmes in Egor Local Government Area?				
16	Do participants face social stigma or discrimination associated with attending Adult Education Programmes in Egor Local Government Area?				
17	Do participants face barriers like late access to information about available Adult				

	Education Programmes in Egor Local Government Area?				
18	Are there financial constraints that hinder participants from enrolling in Adult Education Programmes in Egor Local Government Area?				
19	Do participants experience difficulties in balancing work commitments with attending Adult Education Programmes in Egor Local Government Area?				
20	Are there challenges related to the physical accessibility of Adult Education facilities like standard equipments for participants in Egor Local Government Area?				