

**THE ROLE OF ADULT EDUCATION AS AN AGENT OF SOCIAL  
CHANGE FOR IMPROVED STANDARD OF LIVING IN EGOR LOCAL  
GOVERNMENT AREA OF EDO STATE.**

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**FEBRUARY, 2023**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
ADULT AND NON FORMAL EDUCATION, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF  
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**FEBRUARY, 2023**

## APPROVAL PAGE

I, the undersigned, hereby approve this project is adequate in scope and quality in partial fulfilment of the requirements for the award of Bachelor of Education B.Ed in the Department of Adult and Non Formal Education of the Faculty of Education, University of Benin, Benin City.

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**M. O. Egbadon**  
Project Supervisor

Date-----

## CERTIFICATION

We, the undersigned, certify that this project is adequate in scope and quality in partial fulfilment of the requirements for the award of Bachelor of Education B.Ed

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Fashae M. O. Egbadon  
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Dean, Faculty of Education

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## **DEDICATION**

This research work is dedicated to the almighty God by whose power, this educational height was attained

## **ACKNOWLEDGEMENT**

The researcher is grateful to God almighty for seeing him throughout his academic pursuit.

The researcher's special thanks goes his project supervisor, Mr. M. O. Egbadon for his immense assistance and guidance given me throughout the period of the project.

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## **ABSTRACT**

This study was aimed at determining the role of adult education as an agent of social change for improved standard of living in Egor local government area of Edo state. Five research question were raised and examined to enable the achievement of the objectives of the study. The research design for the study was the survey research design. The population of the study consisted of five hundred and seventy (570) adult learners while the sample size for the study include a total of one hundred and seventy (170) adults selected from the ten (10) communities in Egor local government area of Edo State. The collection of data for this study will be obtained using the questionnaire titled role of adult education as an agent of social change for improved standard of living in Egor local government area of Edo state questionnaire. The instrument was validated using the expert judgement approach while the test retest approach was used to determine the reliability of the instrument. The data collected for the study will be analyzed using descriptive statistics comprising of frequency count and simple percentage. Finding from the study revealed that the people of Egor Local Government actually do participate in Adult education programmes, adult education has made the people's societal disposition positive or better. It was also seen that adult education has not made the community people politically active, the community people are actively involved community issues and that adult education has moderately improved the people's standard of living based on the findings, it was recommended among others that the people should be encouraged to continue in their participation of adult education programme. Efforts should be made to include or improve civic and political education in the list of programmes in the area so as to make the politically active and strategies that can better the already improved standard of living should be encouraged.



## **CHAPTER ONE**

### **INTRODUCTION**

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

All over the world, education has been acknowledged and accepted as the vital instrument for development of resources and valuable change. The essence of education is the transmission of values and ideas, with mental makeup. The present practice of education in Africa ensures that acquisition of knowledge and skills which is needed in the process of socio-economic development and the production of educated individuals can meet with the demands of their society and modern civilization.

Education lies at the heart of development whether it is personal development or national development. According to Udoh (2003), education and development are continuous long term processes which requires careful planning on the part of educationists.

Generally, education is made up of three basic forms which includes; formal, non-formal and informal education. The formal education is the type of education practiced within the four-walls of an institution with a definite program of activities such as; planned curriculum, admission, duration of studies, period of studies etc. (Adeyemi 2001). The accidental or informal education is one which is gotten at any given situation. It is not limited by space or time, while the non-formal type of education involves any organized systematic

learning activity carried on outside the framework of the formal school system. It addresses the learning needs of particular sub-groups in the population who may be either children or adults.

Often it uses participatory learning- centered approaches and content especially relevant to the learners. It is thus flexible in terms of location time, materials, method, learners and providers. Non-formal education is skill or vocational oriented. According to Fayoshe cited in Omiunu and Airhiavbere (2016), non-formal education is a very vast and has many other programmes coming under it such as workers education, community development education, women education, adult literacy education among others.

Among these programmes under the non-formal education, adult education is one which focuses on the needs of adult individuals, especially those adults who missed-out of the formal schooling system. In the words of Omiunu and Airhiavbere (2016), Adult education is any organized and sustained educational activity that does not correspond to the formal school system. It takes place both within and outside an educational institution and caters for persons of all ages, depending on the content and context. Adult education has been identified to cover both life-skill, work-skill and out of school children as well as general culture.

*UNESCO (2003) defined Adult Education as the entire body of organised educational processes, whatever content, level, and method, whether they prolong or replaced initial education in*

*school, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their ability, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in two fold dimension of personal development and participation in balanced and independent, social, economic, cultural development.*

According to Mba (2010), Adult education can be seen as a process by which the adult members of the society or those who are regarded by the society they belong, acquire skills and competences that will make them self-dependent as well as strategically positioned for the advancement of the world in which they live. The understanding from Mba assertion is clear. He simply presents adult education as capable of entrenching or bringing about development of the individuals, society and thus helps to develop social-moral and intellectual responsibilities in relation to local, national and world citizenship.

This therefore means that Adult education can be regarded as voluntary, self-motivating, self-directing and educational programme aimed at improving on the life or the living standard of individuals regarded by the society as adults to be functional and effective in the society and also contribute to societal development. In the words of Omoruyi (2008), all over the world, evidence

abound that Adult education has proven to be an agent of social change and human capital development.

Adult education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal school system. It also includes “numeracy”, problem-solving and life skills, and other knowledge. The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning, continuing education, adult basic and non-formal education.

It is understood as a transmission process of general, technical or vocational knowledge, as well as skills, values and attitudes, which takes place out of the formal education system with a view to remedying early educational inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political life of their societies.

Adult education, according to Mbalisi (2010) is any educative and purposeful learning activity organized for adults to initiate them into a new way of life by providing them with relevant skills, competencies, knowledge, information and attitudes required to excel in that aspect of life.

Sociologically, Dumazedier in Ezimah (2004) defines adult education as an action for the cultural development of the society or its component groups; consciously directed towards the development of the economy of society and of the human personality, by means of a system of continuous or recurrent learning which

brings the culture and cultural levels which are mostly capable of encouraging such development.

It is an aspect of education that helps fills the gap between the education received when one is young and that of later life. For Adedokun (2012) the earlier education is not adequate to save one from professional as well as cultural obsolescence during the later period of life. This implies that adult education produces a type of satisfying continuing effect for all levels of school leavers, in order to make them stand the test of time in their various professions. It is therefore important that the nation do not neglect, adult education because it is a veritable tool towards desired growth and development in any nation.

Several programme within the hub of adult education had been used by different groups and at different times and occasions to induce societal change through the provision of functional skills targeted at improving the living conditions of the people. Obiagu (2003) opined that Adult education and its wider scope if properly harnessed can be a strong weapon in the fight against social vices and other anti-social behaviors which tend to impoverish the people. This means that adult education can be effective in the process of developing the minds and characters of the people. For instance, community education which is also known to be community based education or community learning refers to an organized programme to promote learning and social development work with individual and groups in their roles and responsibilities towards the advancement of their community (Omiunu and Airhiavbere 2016). It will illuminate the eyes

of their minds and make them conscious of the need to actively participate in every step that will bring positive changes to their areas.

Another point of call or interest as regards adult education is the aspect known as literacy. Literacy education as a subset of adult education is also a catalyst to self-development. Literacy education which is ability to read and write and compute, offers individuals the competence needed to access written materials. The acquisition of the ability to read and write is a very basic or fundamental requirement in any educational process which in time exposes the people to way and manners of tackling their problems.

The functional part of literacy which is even the most important part of the concept of literacy, empowers the people economically, through acquisition of economic skills. When people are economically empowered, they can contribute to the self-ideas, which will lead to a gradual development in the areas. Societal transformation or change, be it socially, economically, politically or technologically depends largely on adult citizens of any country. It is therefore imperative that adults who are the main careers of any developmental process acquire necessary skills and attitudes needed to execute the needed level of change. However, most of these adults who are expected to play active roles in the process of development may have acquired necessary and up to date information, with respect to education, on their duties and roles towards advancing social change in their various communities. It is against this

background that this study seeks to determine the role of adult education as an agent of social change for improved standard of living.

### **Statement of Problem**

It is a well known and established fact that most Nigerians graduates look forward to being employed by either the government or an organisation of reputable status. However, the stark reality staring us in the face is that there is little or job to go round the number of graduates produced by tertiary institutions. In other words, there are more graduates than available number of jobs in the country both at the Federal, State and Local government level, including private establishments.

The rate of unemployment has made the youths and other citizens of the country jobless, there by leading to societal degradation through multiplicity of anti-social behaviours and increasing the level of poverty and poor quality of lives of the people of Egor community.

Some groups or organisations have come out to allege that it is not as if there is no job, but that Nigerian graduates are not employable. In other words, Nigerian graduates or youths do not possess the necessary skills needed by their would-be employers. The implication, therefore, for such individuals is that there would be need for them to either acquire and develop such skills that are demanded or better still, take measures towards becoming self reliant if they are to be free from the grip of lack and poverty.

To a very large and significant extent, the problem of sub standard living coupled with other societal problems being experienced by a large number or percentage of the citizenry in our society can largely be attributed to total lack or inadequate functional literacy skills by those affected. It would therefore be stating the obvious to say that a lot of people in our society live in grinding poverty and squalor.

It is therefore pertinent to provide the people with functional and needed oriented skills and abilities that would change their orientation towards social and societal issues while at the same time improving their financial status for a better and happier living. This study therefore seeks to determine the role that adult education as an agent of social change for improved standard of living in Egor local government area of Edo State.

### **Research Questions**

The following questions were raised to guide the study

1. Do the people of Egor Local Government participate in Adult education programmes?
2. How has Adult education affected the people's societal disposition?
3. Has adult education made the community people politically active?
4. What is the people's level of involvement in community issues?

5. To what extent to has adult education improved the people's standard of living?

### **Purpose of the Study**

The main purpose of this study was to determine the role of adult education as an agent of social change for improved standard of living in Egor local government area of Edo State. Specifically, the study seeks to

- Ascertain if the people of Egor Local Government participate in Adult education programmes.
- Investigate how Adult education has affected the people's societal disposition
- Find out if adult education makes the community people politically active
- Determine the people's level of involvement in community issues
- Explore the extent to which adult education has improved the people's standard of living.

### **Significance of the Study**

The study is expected to create an understanding of the role of adult education in the quest for bringing about social change which will, in the long run, result in improved standard of living in Egor Local Government area of Edo State. The

findings from the study will therefore be of benefit to both governments, agencies as well as individuals

In the first place, the findings will enable government both at the Federal, State and Local level, to understand that one of the ways and indeed the most potent way to proffer lasting solution to the problem of moral decadence and unemployment in the country and in the States is to provide the people with a system of education that will equip the people with the right skills and abilities that will make them economically stable and change agents within the society

Findings from the study will also erase the doubts among educational planners as to the benefits of vocational education in the society. This will enable them take concrete decision as to whether or not to dedicate more resources to adult education programmes.

Individuals and the society at large, especially members of Egor community will see the need to avail themselves of the opportunity provided by adult education programme for them to acquire functional skills and thus contribute to the change, growth and development of their community and the country at large.

### **Scope / Delimitation**

This study is delimited to Egor Local government of Edo State from where 10 communities were selected for the study. The communities include Uselu, Evbougide, Iguediayi Iguikpe, Oghedaivbiobaa, Oghokugbo, Oviasuyi, Ughighoko,

Urunmwon and Uwelu. The scope of this study will cover political, social, economic and cultural issues as they affect social change and standard of living.

### **Definition of Terms**

The following terms which were used in the course of the study are hereby defined in the manner in which they have been used

**Adult Education:** This refers to a process by which persons who are acknowledged or recognised as adults within their society acquire knowledge, skills and abilities to enable them contribute meaningfully to the development of their society

**Social Change:** This is taken to mean positive transformation of the morals and values of the society

**Standard of Living:** This means the extent to which people make comfortable livelihood.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This part involves the review of related and relevant literature on the role of adult education as an agent of social change for improved standard of living in Egor local government area of Edo State.

- **Concept of Adult Education**
- **Types of Adult Education Programmes**
- **Impact of Adult education on Societal Development**
- **Issues on Social Change for National Development**
- **Role of Adult Education in Enhancing Political Activeness and Improving Standard of Living**
- **Summary of Literature Review**

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

Adult education is a practice in which adults engage in. it is a systematic and sustained learning activities meant for adults participants to gain new forms of knowledge, skills, attitudes or values. Adult learning is defined as the range of formal, informal and non-formal learning activities which are overtaking by adults

after a break since leaving initial education and training, which result in the acquisition of new knowledge and skills (European Commission 2006)

Adult education is the most diverse of life-long learning sectors. Its takes place in a wide range of settings and it aims at adults who may not normally participate in education and training, adult learning provides opportunities for people to develop new interests, improve their confidence and wellbeing and support their children learning and interact positively with people within and outside their environment. Adult education offers personal choices, personal responsibility and personal empowerment. It engages people through their interest in relaxed and welcoming classes that contribute to the community well-being and social inclusion. Without this kind of learning, many people will never get started in learning process and of course may never realize their potentials. (Eggen 2002)

Recognition of adult education as a basis for national strategy of educational development presumes a reconceptualization of all segments of education and thus adult education present its most extensive face and the way in which adult education will be interpreted. The system is therefore particularly important. The general conference of UNESCO in (1976) puts forward that

*adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, prolong or replace, initial education, in school, colleges and universities, as well as apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their ideas and abilities and enrich their knowledge, improve their technical or professional*

*qualifications or turn them in a new direction and bring changes in their attitude or behavior in two fold perspective of full personal development and participation in balanced and independent, social, economic and cultural development.*

This comprehensive definition includes the objective of adult education (contributes to various development) content of adult education (professional and non-professional) formats of adult education (formal and non-formal) and degrees of education (all educational levels). It stresses the up-bringing of related constituent part of adult education which is change in attitude. This is why it is by means of this definition possible to conceive desirable system of adult education.

Adult education has two main task or function, these are; compensational function and the functions of other continual education. Compensational function of adult education comprises of functional training of adult, that is, making up for educational lapses of adult persons which are the consequence of educational failure in their youth. One of the objectives of educational policy is the social inclusion of adult by means of their education. This will be achieved by fundamental training of adults for basic life roles, including active participation in processes leading to community or rural development. (Egwu 2006)

Adult education also performs a function of continuous education of adults. This comprises of acquisition of new knowledge, skills, value and habit which will enable adults to successfully cope with new demands which stem from scientific, technological, social, political and cultural development. According to Mbu (2002), the most important field of adult education are further vocational training, education

for development of civic society, a part of which is education for environment protection, learning of foreign languages, education for preserving health among others.

Further training of adult implies permanent for successful adjustment to changes which are ever constant and which are emerging in the content of basic life roles of an adult. In the developed world, these changes are so rapid and so comprehensive that one of the fundamental roles of man has become permanent learning. There is a link between compensational function of adult education and the function of their further vocational training. Namely as in the function of social development, general and professional training of young population is been improved. The focus of adult education is been transferred from compensational to further continuous learning. The more developed a society is, the more people they are, who are interested in and who have a need for general professional political and cultural content of education.

### **Types of Adult Education Programmes**

Adult education has grown in importance in modern times, partly as industrialization required more skilled workers, as technology has advanced leading workers to continue to update their skills and knowledge, and also due to the increasing consciousness of the rights of all people to have a chance to fulfill their potential. This brings greater happiness and satisfaction to individuals (Sidi 2001). At the same time, this benefits society as a whole by supporting the development of each

member of society in ways that allow them to contribute more fully and effectively to their community. Adult education, therefore, like that of the youth, is vitally important to the success of a society.

There are several types of adult education programmes, some of them are Literacy, community education, women education, lifelong learning, workers education, vocational education, to mention, but a few.

**Literacy:** The most common understanding of literacy is that it is a set of tangible skills – particularly the cognitive skills of reading and writing – that are independent of the context in which they are acquired and the background of the person who acquires them. (Adams, 2004). The definition of literacy as the ability to read and write is defective in many ways. This is because of the recognition of the fact that there are several levels of literacy. It is know that some persons may be able to read only simple text like newspapers, but when it comes to reading and digesting more difficult text that need simple analysing, they get lost. This is because their level of literacy is at the lowest ebb.

Oduaran cited in Constance (2015), sees literacy as the ability to communicate, using the abstract symbols of a script. This view of literacy seem to emphasize the written form of language while de-emphasizing the verbal side. A further analysis of Sullivan view of literacy simply reduces it to the ability to read and write. This, like the dictionary definition is also shallow. Viewing literacy as the ability to read and write simply refers to elementary or basic literacy, and such literacy is not the kind

of literacy that will serve as a tool for economic development and quality life, at least, not in the era or age world societies are now.

According to Akinpelu cited in Constance (2015), the UNESCO, state that:

*A person is literate when he has acquired the essential knowledge and skill which enable him to engage in those activities in which literacy is required for effective functioning in his group and community and whose/attainment in reading, writing and arithmetic make it possible for him to continue to use this skills towards his own, and the community's development.*

Simply put, the UNESCO views literacy as the ability to read, write and compute or an appreciable level in any language. It also involves the ability of the literate person to utilize the acquire skills to function effectively for his own benefit and that of the community and society. Thus, the ultimate goal of the acquisition of literacy skill is development, both as an individual and as a society. A look at the concept of literacy, without the mention of the levels or dimension of literacy will be incomplete. Thus we shall now examine the levels of literacy and then identify precisely the type of literacy that can serve as a tool for promoting economic development and quality life.

From the foregoing, it is now clear that literacy goes beyond the mere ability to read and write, since we have identified the functional level of literacy as the type of literacy we have in mind in this study, there is need to throw more light on what functional literacy is so, what is functional literacy?

**Community Education:** This programme is hinged on the premises that the consciousness of the people themselves plays a vital role in effecting change. Change in attitude skills in line with contemporary demand and knowledge. Community education to Ezimah (2004) is an educational process that encourages the utilization of all learning resources within the community for the purposes of mobilizing the community for its own developments. Community education, also known as community-based education or community learning & development, is a programme to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. (Nze 2006). A common defining feature is that programmes and activities are developed in dialogue with communities and participants. The purpose of community education and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities and to improve their quality of life. Central to this is their ability to participate in democratic processes.

According to Idowu (2003), community education encompasses all those occupations and approaches that are concerned with running education and development programmes within local communities, rather than within educational

institutions such as schools, colleges and universities. The latter is known as the formal education system, whereas community education is sometimes called informal education. It has long been critical of aspects of the formal education system for failing large sections of the population in all countries and had a particular concern for taking learning and development opportunities out to poorer areas, although it can be provided more broadly. According to Nze (2006), Community educators have over many years developed a range of skills and approaches for working within local communities and in particular with disadvantaged people. These include less formal educational methods, community organising and group work skills.

**Women Education:** Women education is seen as a process which women who can no longer afford to attend school regularly or on full time basis, undertake sequential and organized activities with the conscious intention of bringing about changes in information, Knowledge, understanding or skill, attitude for purpose of identifying and solving personal or community problems (Barka, 2002). Women education programmes revolves around literacy and fundamental education, vocational or job training, entrepreneurship development, health education, family education as well as physical and personal development programmes among others.

Women Education is a term for a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women. It includes areas of gender

equality and access to education, and its connection to the alleviation of poverty (Olawumi 2008). Also involved are the issues of single-sex education and religious education in that the division of education along gender lines as well as religious teachings on education have been traditionally dominant and are still highly relevant in contemporary discussions of educating females as a global consideration.

**Lifelong Learning:** Lifelong learning is about acquiring and updating all kinds of abilities, interests, knowledge and qualifications from the pre-school years to post retirement which promotes the development of knowledge and competences that will enable adaptation to the knowledge-based society and also valuing all forms of learning. Learning can no longer be dichotomized into a place and time to acquire knowledge (school) and a place and time to apply knowledge (the workplace). Omo (2003) observed that today's students are flooded with more information than they can handle, and tomorrow's workers will need to know far more than any individual can retain. Lifelong learning is an essential challenge for inventing the future of our societies; it is a necessity rather than a possibility or a luxury to be considered.

In the emerging knowledge society, an educated person will be someone who is willing to consider learning as a lifelong process. Learning should be part of living, a natural consequence of being alive and in touch with the world, and not a process separate from the rest of life [Rogoff 2004]. What learners need, therefore, is not only instruction but access to the world in order to connect the knowledge in their head with the knowledge in the world [Norman, 1999] and a chance to play a meaningful part in it.

**Workers Education:** can be described as Education specially designed for workers. Workers' Education, according to College (2005), is a process of acquiring knowledge, skills, awareness and appropriate attitudes for sustaining growth and performance of an individual worker, group, institution and the whole society. It concerns itself basically with the development of workers and understanding of labour problems in the broadest sense of the concept. Workers' Education, therefore, is a basic instrument or tool for building an effective, sound and responsible labour movement in any given Country. Nze (2006), opined that workers' education is designed to develop the workers' understanding of "Labour Problems" in the broadest sense, thus it is not an end in itself and should always be regarded as a means to useful action. However, education as a tool for individual and organizational growth cannot be over looked. Although social action is a key entity especially in workers education today, Workers' education always regards knowledge as a potential tool.

**Vocational Education:** The term vocational education is general and includes every form of education that aims to the acquirement of qualifications related to a certain profession, art or employment or that provides the necessary training and the appropriate skills as well as technical knowledge, so that students are able to exercise a profession, art or activity, independently of their age and their training level, even if the training program contains also elements of general education (Kotsikis, 2007). Vocational training is generally defined as the part of vocational

education that provides the specialized professional knowledge and skills, which attribute professional adequacy to the trainee and are the focus of every vocational training program. Vocational training can be seen as an activity or a set of activities designed in order to transmit theoretical knowledge and also professional skills that are required for certain types of jobs (Kotsikis, 2007). The main aims of VET are considered the following: To enhance the trainees who have completed the highest level of secondary education. To develop the professional knowledge and skills required for the practice of a profession. To evaluate the participants' educational level, in order for them to become competitive professionals in the future (Zarifis, 2000). To assist the students in their gentle adjustment to the changes in the productive procedures. To provide specialized training initial or continuing. To satisfy the continuously changing needs of the labor market. To cultivate the integration of the students in professional life and in community as well. To enforce the European, and also global, dimension of vocational training (Zarifis, 2003). To contribute to the acquirement of economical knowledge and skills that the organization and evolution of a profession demands. To assist to the acquaintance with the codes of social values, the integration of culture through professional socialization and the creation of a behavioral and social code that constitute the professional deontology. To prepare for the exercise of the rights as well as obligations of the citizen as a professional (security, protection, social benefits, taxes etc.) (Kotsikis, 2007).

### **Impact of Adult Education on Societal Development**

Adult education plays a major role in societal development. It is now widely admitted that growth will not reduce poverty unless poor people are able to actively participate in it. Such participation can become effective to a large extent through adult education. According Uzodinma (2004), indeed, the African, and of course, Nigerian population will need some kind of formal and non-formal education and training to be able to benefit from basic health care, including sexual and reproductive health services, the development of new medicines, and thus be in a position to free itself from diseases that devastate poor people, such as HIV/AIDS, tuberculosis, malaria and other parasites.

Adult education will also be needed to enable the Nigerian poor to really take advantage of programmes aimed at protecting orphans and vulnerable children or drastically reducing the number of people without access to safe water and basic sanitation. According Owo (2001), the role of adult education in development is not limited only to economic and social spheres. It also has a political dimension. There is a strong link between adult learning and democracy. This is so because, as acknowledged at the UNESCO Fifth International Conference on Adult Education held in Hamburg in 1997 as reported by Owo (2001), “substantive democracy, and a culture of peace is not given; they need to be constructed. For democracy to be achieved, adult education is needed as to inform them of their rights and responsibilities as democracy also requires people to actively participate in local, national and global levels.

It is today admitted that the lack of recognition of the need to involve civil society, especially grassroots organizations, by giving them a voice in decision-making and the means to participate effectively in society is one of the major causes of development failure in many African countries (Ife 2007). Abuse of human rights and social injustice leading to the exclusion of important segments of society, has also constituted stumbling blocks to economic and social progress on the continent and paved the way to violent conflicts (Seya, 2014). Adult education may prove to be a powerful tool for favoring inclusive development through democracy, thereby ensuring peace and stability, as a number of studies have shown that prevention (through adult education) is much more effective than intervention.

Prevention of political disorders and civil unrest can be made possible through various adult education strategies. A number of adult education policies promote democracy and peace has been proposed during the Fifth International Conference on Adult education (UNESCO, 1997). They tend to attain their objectives through various strategies that promote an active civil society, reinforce gender democracy and help to solve conflicts between different countries and groups to the extent that the world at large is experiencing the effects of multi-faceted globalization with varying degrees of impact on peoples and cultures.

### **Issues on Social Change for National Development**

The duo of adult education and community development are akin to the two sides of a coin, they appear opposite but give the complete form of a coin. A critical

examination of both shows that their prime objective or purpose is to bring about change. On this, Odokara in Ezima (2004) remarks that adult education emphasises the development of personal abilities and the encouragement of social, moral and intellectual responsibility in relation to local, national and world citizenship. He stressed the complementary roles of adult education and community development in effecting social change by bringing together process of adult education and community development to bear on social issues.

More so, issue of leadership in communities is so cardinal adult education. In the words of Omoruyi (2003), for a given community or a group of people to achieve any fit in development process, there should be purposeful leadership endowed with requisite qualities and readily disposed to acquire useful knowledge remarking on the mobilization role of adult education and community development. Ezima (2004) posits that the objective of adult education within a community is the mobilization of people for change. Therefore, people and change are the recurrent themes in their activities. In rural communities, the need to mobilize the people for change is not to over-emphasize. It is not enough to acknowledge the fact that there should be change, there has to be element of action on the side of the people. In self-help projects where the success of a project redounds on the utilization of available human and material resources, except when there is active mobilization of the people, the project may be hampered.

Adult education is also concerned with integrated approach in development programmes. It aims at integrating community members are making them see reasons to be active in their own activities. There are multifaceted issues that need to be attended to in rural areas and includes education, health-care, roads and markets. Through integrated development approach, different programmes meant to solve different problems are planned simultaneously to achieve a far reaching impact on the lives of the people.

### **Role of Adult Education in Enhancing Political Activeness and Improving Standard of Living**

Adult education emerged out of the need to proffer solutions to myriad of problems caused by and which in turn affect adults in the society. According to Anyanwu cited in Adewale (2006), adult education a force which, in its ideal application, can bring about a maximum of readjustment of attitude within a society to any new and changed situation in the shortest possible time, and which helps to initiate change which evolves and imparts new skills and technique required and made necessary by the change. This view of adult education harmonized the various components of patches of definitions that were existed before 1976 and formed the foundation on which various discrete new definitions of adult education are being emanated. For instance, Nzeneri (2008) defines adult education as any education given to adults based on their social, political, cultural and economic needs and

problems to enable them adjust fully to changes and challenges in their lives and society.

Attempts to grow Nigeria's economy has been bedeviled by poor infrastructural facility development and maintenance, dependence on imported goods and services, reliance on a single economic sector, weak industrial capacity, inefficient and ineffective public utilities, low literacy level. These problems constitute a cog in the wheel of Nigeria's economic growth and development and as a result hinder human growth and development and improved human well-being. This situation calls for adult education programmes that shall be directed towards addressing these problems and challenges facing human beings. According to Mbu (2003), adult education is very vital to addressing these problems because it provides adult with the necessary skills, attitudes, knowledge, values, beliefs required to trigger social and economic development of any society. It is important to target adults because they, rather than children hold the destiny of modern society in their hands (Anyanwu, cited Ifeoluwa 2003).

Since adults are those already participating in development efforts, there is need to develop a skilled and informed population of adults who would be capable of understanding national problems and needs and are able to channel their activities towards the fulfilment of national goals. Adults have been considered both as assets and capital for productive efforts. It is therefore necessary to develop them for they are the procurers and the beneficiaries and protectors of economic growth. They are

the primary voters, consumers, workers, teachers, scientists and parents of today (Guerava, Flower, & Whelan, 2003).

Adult education in its Political dimension comprises government services and resources, system of government, political representation and decision-making, international relations, national security, creation of national identity, creation of unity and solidarity among the people, mobilization for increased participation in voting, reading and analysis of political matters. Miller cited Ibe (2003) sees civic adult education as education for public responsibility which seeks to mainstream people into public service and as well empower them to contribute inputs of time, energy and money in order to receive diverse outputs of goods, services and cultural satisfactions and this is achieved through participation in Economic, religious, political, educational and public service organizations. It is education for social and public responsibility which reflects programmes designed to develop understanding and knowledge of the political issues and problems facing any nation and its citizens domestically and internationally in political, economic and social areas (Powel, 2001).

Political or Civic adult education is fundamental adult education concerned with teaching the fundamental techniques of life arising as a result of rapidity in social changes, and the consequent necessity for adaptation to change. According to him, it deals with the problems of social or community development, and is concerned also with the introduction of new ideas, skills and techniques, new ways of thinking and new methods of organization.

Considering the people's standard of living, the people's economic standing, level of literacy and health status may be considered. Over the years, vocational education has emphasised as one way by which adults can improve their standard of living economically. Vocational education as a programme of adult education is a process of developing the adult individuals for social, economic and occupational competence. Osuagha (2006) opined that it is a process of preparing adults for entrance into the world of work. He sees it as a process because he emphasized that "while the simple entry-level job skills acquired by a worker are helpful, the setting into which the individual will carry out these skills, once he is on-the-job, is frequently so complicated that additional coaching and consultation must be given him by those who would provide sound vocation-technical education.

Anyanwu cited in Osuagha (2006) sees vocational adult education as occupational education which caters for the acquisition of more efficient skills and techniques required to up-grade those in regular employment, and those who wish to become more proficient in their vocations. In emphasizing the relevance of vocational adult education, Osuagha stresses that the development of agriculture, the growth of the organization and the evolution of new forms of trade and commerce necessitates the organization of training programmes and refresher courses to enable the recipients to update their knowledge and skills, learn new techniques and new types of organizational methods in order to improve their efficiency.

It often takes the forms of apprenticeship to provide the recipients with basic skills for some semi-skilled occupations; in-service training programmes to update

their skills; on-the-job training to increase their efficiency and prepares recipients for the next higher level of employment. Sometimes, it helps to prepare the recipients for employment in completely new fields where they feel better adapted for the development of what is best in them and in the execution of their occupational tasks. Vocational adult education develops skilled and semi-skilled manpower in both the formal and informal economy required for substantial economic growth and development.

Literacy, on the other hand has been said to be pluralistic in the sense that it is of different types but Akinpelu (2002) identified alphabetic literacy as the most fundamental foundation and tool for all forms of worthwhile and sustainable development. He holds this type of literacy supreme on account that it is the inevitable foundation for most other forms or types of literacy and other types of literacy can only be genuine, authentic and sustainable if based on alphabetic literacy. Goshi cited Onyeocha (2003), maintains that literacy is a pre-requisite for social change and progress and as well leads to the acquisition of vocational knowledge and technical skills required for economic development. Literacy in all its forms of existence as alphabetic, technological, computer, environmental, scientific, financial, mathematical, health etc is a pre-condition for meaningful socio-economic development to occur.

Literacy provides people with the opportunity and foundation to acquire the knowledge and understanding of their civic rights and responsibilities, knowledge of health tips to live healthy, technical and vocational skills to drive the economy and

the right types of attitudes, norms, values, morals required for a society to progress in the positive direction.

In the aspect of health, No unhealthy society can be productive. Health according to World health Organization (WHO) in Ekpu (2007) is “a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity”. The need for a healthy nation for increased and improved socio-economic development calls for a type of education which increases peoples’ knowledge, skills, inclinations and chances of success in changing their behaviours so that it will be compatible with the demands of good health (Ekpu, 2007).

Health education planned for the adult population aims not only to expose adults to behaviours and life styles choices which constitute health risks and empowers them with new knowledge, skills and techniques to identify them in any given environment (home and workplace) as well as avoid them. Health adult education exposes adults to healthy behaviours, life style choices and practices which will enable them to remain productive for sustained socio-economic development.

Generally, Adult education tends to enable adults to read better, to understand the implications of current social-economic and political problems, and to appreciate the changes in their society. Adewale (2006) opined that skilled and informed adult population is very necessary both for the advancement of social and economic development as well as the promotion of internal unity. This fact makes adult

education an indispensable means for the achievement of social, economic and political development and also improved standard of living.

### **Summary of Literature Review**

Adult education refers to all programmes designed and organised for individuals who have been recognised as adults in the society in which they belong either to compensate for their past educational inadequacies and for continuous learning. However, it is directed equipping the individuals with skills and abilities that would make them capable of meeting with global demands at all times and also to contribute more fully and effectively to the development of their community.

Adult education has grown in importance in modern times, partly as industrialization required more skilled workers, as technology has advanced leading workers to continue to update their skills and knowledge, and also due to the increasing consciousness of the rights of all people to have a chance to fulfill their potential. There are several types of adult education programmes, some of them are Literacy, community education, women education, lifelong learning, workers education, vocational education, to mention, but a few.

Adult education has a lot of effect on the society both economically, politically, socially and otherwise. Adult education enables the Nigerian poor and other individuals to understand and really take advantage of health and empowerment programmes aimed at protecting and improving their standard of

living. Adult education prove to be a powerful tool for grass root development through democracy, thereby ensuring peace and stability in the society.

In various communities, adult education emphasises active participation of community people in any programme or activity taking place within the community and also directed at the development of the people. Adult education helps to mobilise the community people to steps to bring about desired changes and development within their area.

Adult education, through its several programmes enables its recipients to understand social-economic and political problems, and to appreciate the changes in their society. Skilled and informed adult population is very necessary both for the advancement of social and economic development as well as the promotion of internal unity. This positions adult education as an indispensable tool towards the achievement of social, economic and political development and also improved standard of living.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter examines the procedures and methods that will be employed in the collection of data for the study, particularly attention will be given to the following areas.

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

## **Design of the Study**

This study will employ the descriptive survey research method. This approach was considered appropriate because the study is a fact finding one and this approach is widely acknowledged for its role in a fact finding study of this nature.

## **Population of the Study**

The population for this study will consist of five hundred and seventy (570) adult learners from the ten (10) communities in Egor Local government area of Edo State.

## **Sample and Sampling Technique**

A total of one hundred and seventy (170) adults selected from the ten (10) communities in Egor local government area of Edo State will be used as sample for this study. A break down shows that 17 adults will be selected from each of the communities due to their homogenous nature. This will be done using simple random sampling procedure.

**Table 1: Sample Selection**

<b>S/N</b>	<b>Community</b>	<b>Sample</b>
1.	Uselu,	17
2.	Evbougide,	17
3.	Iguediayi	17
4.	Iguikpe,	17
5.	Oghedaivbiobaa,	17
6.	Oghokugbo,	17
7.	Oviasuyi,	17
8.	Ughighoko,	17
9.	Urunmwon	17
10.	Uwelu	17
	<b>Total</b>	<b>170</b>

### **Instrument for Data Collection**

The collection of data for this study will be obtained using the questionnaire designed for the purpose by the researcher. The questionnaire titled the role adult education as an agent of social change for improved standard of living in Egor local government area of Edo State, will Comprise of two section: A and B. The section A will be expected to provide information on demographic variables of the respondents, while section B was designed to provide answers to the research questions raised for the study.

### **Validity of the Instrument**

To determine the validity of the instrument, the expert judgement approach will be adopted. In this regard draft copies of the instruments will be given to the researcher's supervisor and two other experts in the Department of adult and non-formal Education, Faculty of Education, University of Benin, Benin City for scrutiny. Their suggestions will be taken into consideration in the final production of the questionnaire.

### **Reliability of the instrument**

To determine the reliability of the instrument, the test retest approach will be used. In this vein, copies of the instruments will first be administered on twenty (20) selected respondents chosen outside the target population. After two weeks, the instrument will be re-administered in the same group of respondents and thereafter their responses on the two occasions will be collated and correlated to determine its correlation index. However, the list of respondents that were used for the pilot study were excluded from the main study.

### **Administration of the Instrument**

The researcher accompanied by two research assistants will administer the questionnaires on the sampled subjects.

### **Method of Data Analysis**

The data collected for the study will be analyzed using descriptive statistics comprising of frequency count and simple percentages

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the analysis of data obtained in the course of the study. The results that emanated from the analysis are interpreted and discussed. The presentation is done in line with the questions raised and examined.

**Research Question One:** Do the people of Egor Local Government participate in Adult education programmes?

Table 2: Distribution of Responses on whether the People of Egor Local Government Participate in Adult Education Programmes

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	112	77.2
No	58	34.1
<b>Total</b>	<b>170</b>	<b>100</b>

Analyses of data in Table 2 above reveals 112 of the respondents stated that the people of Egor Local Government do participate in Adult education programmes while 58 of them were negative on the issue. This, thus means that the people of Egor Local Government actually do participate in Adult education programmes.

**Research Question Two:** How has Adult education affected the people’s societal disposition?

Table 3: Distribution of Responses on How Adult Education has affected the People’s Societal Disposition

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Positively	98	57.6
Insignificant	27	15.9
Negative	45	26.5
<b>Total</b>	<b>170</b>	<b>100</b>

Data in Table 4.2 shows that 57.6 percent of the respondents stated that Adult education has positively affected the people’s societal disposition, 15.9 percent stated its effect was insignificant while 26.5 percent opined that adult education had negative effect on their affected the people’s societal disposition. This means that adult education has made the people’s societal disposition positive or better.

**Research Question Three:** Has adult education made the community people politically active?

Table 4: Distribution of Responses on Whether Adult Education has made the Community People Politically Active

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	72	42.4
No	98	57.6
<b>Total</b>	<b>170</b>	<b>100</b>

Analyses of Data in Table 4.3 shows that 72 (42.4%) indicated that adult education has made the community people politically active, 98 (57.6%) were negative on the issue. This means that adult education has not made the community people politically active.

**Research Question Four:** What is the people’s level of involvement in community issues?

Table 5: Distribution of Responses on the People’s Level of Involvement in Community Issues

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Actively involved	79	46.5
Passive	51	30
Not involved	40	23.5
<b>Total</b>	<b>170</b>	<b>100</b>

In Table 4.4 it can be seen that 79 of the respondents indicated that the community people were actively involved community issues, 51 of the stated that the people were passive while 40 were of the opinion that the people not involved in community issues. It therefore means that the community people are actively involved community issues.

**Research Question Five:** To what extent to has adult education improved the people’s standard of living?

Table 6: Distribution of Response on the Extent to which Adult Education has improved the People’s Standard of Living

<b>Responses</b>	<b>Frequency</b>	<b>Percentage (%)</b>
High	25	14.7
Moderate	102	60
Low	43	25.3
<b>Total</b>	<b>270</b>	<b>100 %</b>

Table 4.5, shows that 25 or 14.7 percent of the respondents stated that the extent to which adult education has improved the people’s standard of living was high, 102 or 60 percent indicated the extent was moderate while 43 or 25.3 percent said the extent was low. This means that adult education has moderately improved the people’s standard of living.

## **Discussion of Results**

The analysis of data collected on the issues raised has revealed a number of findings.

On the issue of the people participating in Adult Education Programmes, Findings showed that the people of Egor Local Government actually do participate in Adult education programmes. The peoples participation stem from the fact that they find programme to be of benefit to them and would want to contribute to the development of their community. This in line with Egenti (2002) who asserted that adult education engages people through their interest in relaxed and welcoming classes that contribute to the community well-being and social inclusion. Without this kind of learning, many people will never get started in learning process and of course may never realize their potentials.

Findings also showed that adult education has made the people's societal disposition positive or better. Thus, Ezima (2004) opined that adult education emphasises the development of personal abilities and the encouragement of social, moral and intellectual responsibility in relation to local, national and world citizenship.

On the issue of political participation, findings revealed that adult education has not made the community people politically active. This finding is in negation of that of Owo (2001). According to him, the role of adult education in development is not

limited only to economic and social spheres. It also has a political dimension. There is a strong link between adult learning and democracy.

Furthermore, it was seen from the study that the community people are actively involved community issues. On this finding Ezima (2004) posits that the objective of adult education within a community is the mobilization of people for change and so people and change are the recurrent themes in their activities.

Finally, analyses revealed that adult education has moderately improved the people's standard of living. Adewale (2006) reported that skilled and informed adult population is very necessary both for the advancement of social and economic development as well as the promotion of internal unity. Similarly, Mbu (2003), found that adult education is very vital because it provides adult with the necessary skills, attitudes, knowledge, values, beliefs required to trigger social and economic development of any society.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section includes the summary of the study, the conclusions drawn, results obtained and recommendations offered.

#### **Summary**

This study was meant to determine the role that adult education as an agent of social change for improved standard of living in Egor local government area of Edo State. In order to ensure that the purpose of the study was achieved, five research questions were raised and examined. Questionnaire was the instrument used to collect data from one hundred and seventy (170) adults selected from the ten (10) communities in Egor local government area of Edo State. The study adopted the descriptive survey research design. The data obtained were analyzed with descriptive statistics which comprise of mean score analysis, frequency count, and simple percentage. A criterion means score of 2.50 was used for the purpose of decision making. The analysis of data obtained produced the following findings.

#### **Major Findings**

The following are the major findings from the study

- ✓ The people of Egor Local Government actually do participate in Adult education programmes
- ✓ Adult education has made the people's societal disposition positive or better.

- ✓ Adult education has not made the community people politically active.
- ✓ The community people are actively involved community issues
- ✓ Adult education has moderately improved the people's standard of living.

## **Conclusion**

Based on the findings from analysed data the following conclusions were drawn:

- That the people of Egor Local Government actually do participate in Adult education programmes
- That adult education has made the people's societal disposition positive or better.
- That adult education has not made the community people politically active.
- That the community people are actively involved community issues
- That adult education has moderately improved the people's standard of living.

## **Recommendations**

Based on the conclusions from the study, the following recommendations are offered

1. The people should be encouraged to continue in their participation of adult education programme.
2. Since the people have better societal disposition, they should be made to see reasons to promote development in the society through any possible means

3. Efforts should be made to include or improve civic and political education in the list of programmes in the area so as to make the politically active
4. The people should be encourage to participate not only in the discussion of community issue but to seek better ways improving the lots of the community.
5. Strategies that can better the already improved standard of living should be encouraged.

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

**THE ROLE OF ADULT EDUCATION AS AN AGENT OF SOCIAL CHANGE FOR IMPROVED STANDARD OF LIVING IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE.**

Dear Respondents,

The aim of this questionnaire is to obtain data or information on the role of adult education as an agent of social change for improved standard of living in Egor local government area of Edo state. Your cooperation is highly required in answering the questions asked. Any information you give will be treated with utmost confidentiality. It will be used only for academic purpose.

Please tick (V) in the box provided against option to any question that best matches your choice of response.

**SECTION A: BIODATA**

1. Age: 18 - 25 [  ] 26 - 30 [  ] 31 - 35 [  ] 36 - 40 [  ] 41 - 45 [  ] 46 and above [  ]
2. Religion: Christianity [  ] Islam [  ] Traditional [  ]
3. Educational Qualification: SSCE [  ] Degree [  ] Masters [  ] Ph.D [  ]
4. Marital Status: Single [  ] Married [  ] Divorced [  ] Separated [  ] widowed [  ]
5. Occupation \_\_\_\_\_

## SECTION B

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A); Disagree (D) Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	<b>Do the people of Egor Local Government participate in Adult education programmes?</b>				
1.	The people regularly participate in Adult education programmes				
2.	The people sparingly participate in adult education programmes				
3.	They do not participate in adult education programmes at all				
	<b>How has Adult education affected the people's societal disposition?</b>				
4.	Adult education has improved the peoples level of interaction				
5.	Adult education has helped to develop the peoples' communal life				
6.	The people of Egor have learnt how to be peaceful and tolerant with one another				
	<b>Has adult education made the community people politically active?</b>				
7.	Adult education has made the people politically active				
8.	The people of Egor now participate in campaign activities				
9.	The people of Egor still sell their votes				
	<b>What is the people's level of involvement in community issues?</b>				
10.	The people are actively involved in community activities				
11.	The people of Egor LGA engage in regular environmental sanitation				
12.	The turn-out for community meetings is usually poor				
	<b>To what extent to has adult education improved the people's standard of living?</b>				
13.	Adult education has made the made the people self reliant				
14.	Adult education has provided the people with economic skills				
15.	Adult education has improved the health of the people				