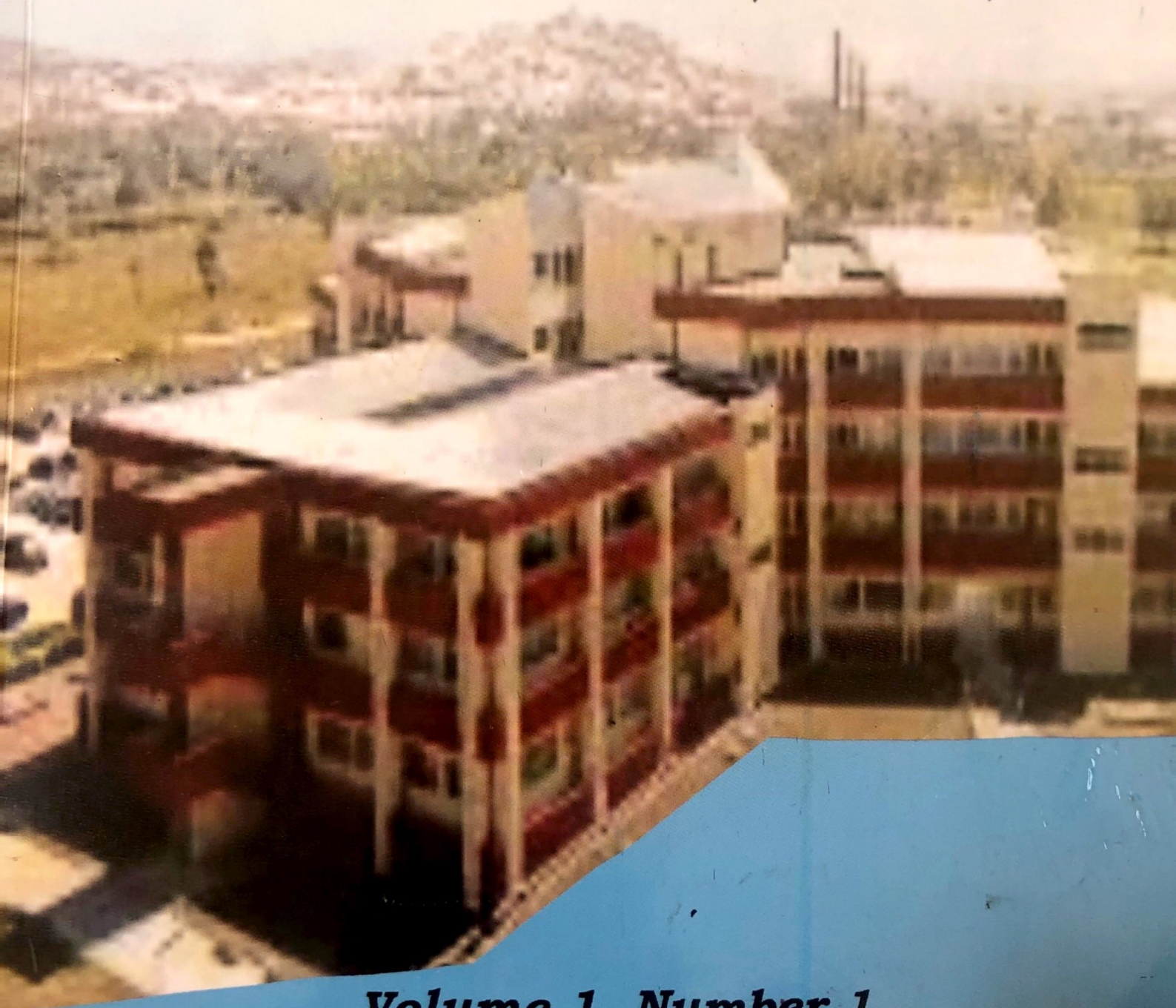




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4. Each paper must have an abstract of not more than 250 words, name of author(s), title of author(s), institutional affiliation(s), author's(s') phone number(s) and e-mail address(es).
5. The APA referencing style (6th edition) must be strictly adhered to (both in the references and within the text).

Editorial

The world is increasingly becoming a global village with the globalization of the economy, diversification of culture, increased competition, and information explosion. Within this scenario, investment in knowledge and knowledge-based systems becomes absolutely necessary in order to optimize and sustain development in any country. Education is without

economic transformation and development. UJOSCE is a yearly journal of Faculty of Education, University of Jos. It is a medium for dialogue and sharing of ideas between academics and authors in Nigeria and beyond. The main target group includes university communities, educational organizations and development partners. The high impact articles published in this issue are significant researches in the Arts, Social Sciences, Science and Education. The papers are not only incisive; they are well written by the authors and have been subjected to intensive peer-review process by the highly reputed editorial board of UJOSCE. It is hoped that the interesting and educative articles in this issue will inspire further research and encourage more authors to send thought-provoking materials/articles for subsequent publications.

Prof. Muraina Olawale Ojuola
Editor

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ADULT EDUCATION: A TOOL FOR COMMUNITY STRUCTURE AND SOCIO-ECONOMIC DEVELOPMENT FOR SUSTAINABLE DEVELOPMENT IN KWARA STATE

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Abstract

This paper examined the assessment of impact of adult education on socio-economic development in Nigeria. Literature was extensively reviewed based on notion of adult education, concept of socio-economic, economic and social development, the nexus between adult education and socio-economic and problems of adult education. However, it is indicated in the study that the economic role of adult education in development is apparent in its contribution to human capital formation. It is well established that, alongside health care, sanitation, and nutrition that improve people's standard of living and productivity by reducing sickness and mortality rates and by increasing life expectancy, adult basic education, by equipping recipients with essential literacy and numeracy skills, yields high rates on investment, thereby enhancing labour productivity. It is also found in the study that lack of trained personnel, poor budgetary allocation and inadequate writing materials influence adult education on socio-economic development in Nigeria. Therefore, the study recommends that orientation should be given to adult learners on the misconceived principles about adult education in the country and trained personnel should be employed to man business of adult education such as principle, theories and practices which will help to realize the objectives of adult education on socio-economic in Nigeria.

Key words: Community, Adult Education, Impact of Adult Education, Socio-economic development

Introduction

Nigeria is a country which is the most populous in Africa, Out of 140 million inhabitants in Nigeria, 82.3 million live in rural areas, according to the 2006 national headcount (National Population Commission 2006 (Tukur, 2008). The nation is blessed with a range of natural resources, including oil reserves, making it a member of the Organization of Petroleum Exporting Countries (OPEC). It is also a major producer of cocoa, cotton, rubber, palm oil, and other agricultural products. Nigeria continues to struggle with issues including poverty, unemployment, illiteracy, starvation, disease, crises, and more. These issues may be brought on by socioeconomic limitations

that prevent the majority of people from developing economically, socially, educationally, and in other ways. According to Tukur (2008), the success of Nigeria's development initiatives depends on the country's rural residents, who make up to 80% of the total population. This claim makes it clear why educational programmes are necessary. Without people actively participating in the country's development programmes, including education, no genuine progress can be achieved (Abba, 2009).

As the people are the foundation of progress, education is necessary for Nigeria to meet its socioeconomic development goals. Without them, society's youth cannot function effectively. Adult education in Nigeria is currently focused on advancing the country (Ewuzie, 2012). The goal of adult education and national development is to encourage adults to learn, either individually or in groups, and to modify their attitudes and behaviours as a result. In accordance with the policy on education, the goals of adult education are to: give functional literacy education to individuals who have never had the opportunity to pursue any formal education; provide functional and remedial education to young people who have prematurely left school; and providing in-service and on-the-job vocational and professional training for various categories of workers and professionals in order to improve their skills, providing further education for various categories of graduates of the formal education system in order to improve their basic knowledge and skills, and providing adult citizens of the nation with aesthetic, cultural, and civic education in order to enlighten the general public (Jinna & Maikano 2014).

Economic growth that is accompanied by social change in both individuals and society is referred to as socio-economic development. The improvement of human well-being is a result of economic progress that satisfies human wants (Festus & Adekola, 2015). This entails utilizing the economic advantages of any expansion in an efficient and effective manner to create institutions and structures that humans should develop the information, attitudes, and abilities necessary to improve their creativity, self-confidence, and readiness to engage in all matters affecting both their own and society's development. Socioeconomic development as it relates to rural residents was described by Eheazu (1991) as "a process of positive social and economic transformation with the purpose of enhancing the standard of living, quality of life, and dignity of rural dwellers."

Additionally, Ibrahim, Sani, and Chinenye (2012) defined socio-economic status as the place a person is allotted inside his social group based on how other members of the group perceive him and their socio-economic status. It refers to a position according to a person's social and economic standing. However, adult groups may have insufficient or restricted access to community services that can foster and support their growth and school preparation as a result of their level of poverty. Owing to their relationships and interactions with other people outside of their immediate environment—at home, the market, and other social gatherings—adults and children from upper and middle socioeconomic groups are typically better exposed to learning environments. However, in order to further the study's objectives. This paper investigated the notion of adult education, concept of socio-economic, economic and social development, the nexus between adult education and socio-economic and problems of adult education.

Concept of Community

A community is a social unit (a group of living things) with commonality such as place, norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area e.g. a country, village, town, or neighbourhood or in virtual space through communication platforms. Community has been defined by different scholars. However, community in this regard can mean a concept with a messy history. It emerges in classical sociology as a product of the ideological conflict between tradition and modernity (or between conservatism and liberalism) that took place in the 19th century. In the context created by the democratic political revolutions and the process of industrialization, the concept of community was a way of praising the

past in order to blame the present. Community has been a primary emphasis of social work practice since its inception. Communities are one of the many social systems that impact peoples' lives and shape their individual and group identities. People are born in social environments; they grow, mature and learn about and form impressions of social systems. They also build individual and collective identities through linkages that connect them to life-long community experiences.

Community offers the environment and setting for social work at all levels of intervention. For social workers involved in direct practice at the micro level, there is need to comprehend the macro-environment in which their client groups live and work, how the resources are made accessible to them and how community dynamics effect individual behavior. For macro level social workers whose practice is centred on programme planning and administration, community is important to their job. It is also the aim or vehicle for change where interventions are designed to address broader social problems that affect a big group of individuals (Social Working, 2021).

Concept of Adult Education

A definition considered more balanced, encompassing, comprehensive and elaborate was given by UNESCO in its 1976 Conference. UNESCO, according to Bown and Tomori (1979) defined adult education as the entire body of organized educational process, whatever the content level and methods, whether formal or otherwise, whether they promote or replace initial education in the schools, colleges or universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. This definition 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.

Moreover, Nzeneri (2008) also defined 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. Eheazu (1998) viewed it as "some specific functional training/vocational programmes required by adults (who now constitute the illiterate unskilled, semi-skilled or semi-professional labour force) to remedy not only their educational deficiencies but also meet the needs of their various occupations whether as farmers, artisans or employees of corporate/private organizations". It is also a form of alternative education that would re-orientate adults and modify their attitudes in order that they embrace new and progressive ways and actions that would improve their income, living standard and contributions to societal development as well as bring about in them desired changes in their behaviour. Nnazor (2005) stressed that adult education encompasses all education and training activities undertaken by adults for professional or personal reasons. According to them, it includes general, vocational and enterprise based training within a lifelong perspective.

Barikor (2002) defined adult education as: Any form of educative experience engaged in by people who are chronologically mature, socially responsible and mentally alert or deficient but eager to meet their specific needs. These may include intellectual need, occupational skills, socio-economic responsibilities, professional competencies and even self-fulfillment or self-actualizing needs, to improve themselves, by developing their knowledge, insights, tastes, attitudes and skills. 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, competences, knowledge, information and attitudes required to excel in that aspect of life". Ezimaka (2004) defined adult education as: 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

Socio-Economic Development Indicators in Nigeria

Eheazu (1991) defined socio-economic development as "a process of positive social enhancing the level of living, quality of life, and dignity of rural residents through social and economic reform".

The following are some manifestations of socioeconomic development: improved social services, a higher standard of life, increased awareness, increased production capabilities, a shift from primary to secondary production, improved infrastructure, strong administration and the presence of basic facilities, etc. However, for socio-economic development to be achieved, the following steps have to be followed: provision of functional education; transformation of the basic production processes; provision of adequate infrastructure; and provision of basic industrial technology. Moreover, adults have historically been valued as both resources and capital for productive endeavours. They must consequently be developed because they are the sources, recipients, and guardians of economic prosperity. They are the majority of today's workers, customers, teachers, scientists, and parents (Guerava, Flower, & Whelan, 2003).

Nexus between Adult Education and Socio-economic Development

The role of adult education in national development is multi-dimensional. Indeed, it is the building blocks of human development, and not just a basic right. Education, including adult education, is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. Therefore, the role of adult education in development can be apprehended through the complex relationships existing between all its forms and the economic, political, social and cultural determinant factors of Nigerian development in particular and Africa as a whole. The economic role of adult education in development is apparent in its contribution to human capital formation. It is now well established that, alongside health care, sanitation, and nutrition that improve people's standard of living and productivity by reducing sickness and mortality rates and by increasing life expectancy, adult basic education, by equipping recipients with essential literacy and numeracy skills, yields high rates on investment, thereby enhancing labour productivity.

An educated population also provides a more attractive investment climate. Thus, investment in the development of human capital, through adult education, is crucial for developing a labour force and managerial know-how, able to compete in today's global economy (Seya, 2014). Formal education alone is not sufficient for playing this role as even those categories of the population who have had formal education and training might need to be updated and re-skilled through adult education, mainly because today's knowledge society tends to render previously acquired knowledge and skills inappropriate and obsolete. Adult education is also instrumental in familiarizing the active population of Nigeria with Information Communication Technology (ICT), a decisive tool for the smooth integration of Nigerian economies in the global economy.

The importance of ICT cannot be overemphasized as the world is rapidly moving towards knowledge-based economic structures and information societies that comprise networks of individuals, firms, and countries linked electronically in inter-dependent and interactive relationships. Adult education also plays a major role in social 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. 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.

Additionally, Seya, (2014) emphasized that adult education programmes, in contrast to education for children and adolescents, focus on the immediate needs and problems of adults in their

homes, social and occupational roles, civil and economic interests, and as a result, they have an immediate direct positive relationship with development efforts. There is a need to develop a skilled and informed population of adults who would be capable of understanding national problems and needs. A skilled and knowledgeable adult population is essential for advancing social and economic growth as well as for fostering internal cohesion. These factors make adult education a necessary tool for achieving social, political, and economic survival.

Nnazor and Aboh (2015) noted that adult education includes all educational and training endeavours made by adults for either professional or personal purposes. This encompasses lifetime learning and broad vocational and business-based training. A person who is chronologically mature, socially responsible, mentally alert or mentally inferior but eager to address individual needs is said to be engaging in adult education (Barikor, 2012). These may include the need for intellectual stimulation, professional abilities, socioeconomic duties, and even the need for self-actualization or self-fulfillment in order to advance one's knowledge, insights, tastes, attitudes, and talents.

Economic Benefits of Adult Education

First, why does everything have to have an economic benefit? What about social and environmental benefits? The reason we pay taxes for a variety of infrastructure, services and amenities is that they would otherwise not be available in a purely commercial system.

Second, many adult education classes teach skills that support self-sufficiency. Courses that teach cooking, clothes-making, gardening, exercise, yoga, natural health care, and meditation all help improve the well-being of people. Being self-sufficient cannot be overemphasized as one of the importance of adult education.

Third, it can be argued that education has an economic benefit either directly and/or indirectly. Adult education courses offer benefits far beyond short-term returns on investment. A quick look at any adult education programme will show courses that increase people's competence, confidence, self-sufficiency and general well-being. In purely economic terms this means that people are more productive because they are healthier, motivated and more competent.

In addition to learning opportunities, adult classes also provide people with opportunities for social interaction, networking, collaboration and sharing, all of which help the health of the economy and of society in general.

Problems of Adult Education in Nigeria

Adult education encounters a lot of problems that hampers it from assuming its position as an effective tool for socio-economic development in Nigeria. Among these problems are:

- 1) **Misconception of the principles and desirability of adult education in the society:** Adult education has been misconceived to mean a 'night school' meant for old men and women that are about to die. This misconception questions its desirability and effectiveness in driving the socio-economic development activities of the country.
- 2) **Illiteracy:** This is a problem faced by adult education in Nigeria. The rural dwellers who have the highest population of illiterate adults do not know the importance of education and cannot afford to buy some instructional materials. Most adults still believe that, you cannot teach an old dog a new trick. This means that an adult cannot learn a new thing.
- 3) **Lack of political will:** Institutional frameworks for the implementation of adult education programmes have been provided. But the will to match the declarations in the frameworks with actions is lacking. This may be because political leaders lack understanding of the relevance of adult education to national development or they tactically do not want a vast majority of adults to be educated in order not to be empowered to start asking questions about how the nation's affairs are run.
- 4) **Poor budgetary provision:** Education generally is poorly budgeted for in Nigeria's annual budget. This invariably affects adult education as an arm of education. UNESCO recommends that 26% of every nation's annual budget should be dedicated to education.

while Global Campaign for Education (GCE) recommends that not less than 3% of every nation's annual budget for education should be dedicated to adult education. But the highest Nigeria has got in terms of budgetary allocation to education was 10% in the year 2012. Both UNESCO's and GCE's recommendations have not been met either for education or adult education.

- 5) **Lack of infrastructure:** Infrastructure to implement adult education programmes is lacking due to paucity of fund. This either hampers progress in the achievement of the objectives of adult education programmes or leads to closure of many adult education centres.
- 6) **Lack of instructional materials:** This has led to the use of instructional materials meant for children in the formal school sector and hence, adult learners are discouraged from active participation in their learning programmes. This is because most of them see themselves as been reduced to the status of the children those materials were designed for.
- 7) **Lack of trained personnel:** There is paucity of trained personnel for the implementation of adult education programmes in Nigeria. Many people plying the business of adult education in Nigeria are not trained in the principles, theories and practices of adult education and thereby may not help to realize the objectives of adult education in Nigeria.
- 8) **Socio-cultural factors:** traditional social structures that exist in a given society may lead to either acceptance or rejection of any adult education programmes that are planned to be introduced in that society. The fear that the programmes may lead to disruption of social relations, loss of traditional knowledge, norms, values, and customs will result in the rejection of the programmes. Whereas the hope of positive change and development that will accompany the programmes will result in the acceptance of the programmes; and
- 9) **Adult learners' self concept:** The feeling that adults can participate and perform better in a programme results in increase in participation and better performance of learners in any given adult education programmes. Whereas the feeling that the programme is not for adults and even when they participate, would not perform better, results in low turn-out and poor performance of learners in any given adult education programmes.

Conclusion

In this paper, adult education is presented as a real socioeconomic development tool in Nigeria. This is due to adult education's programmes being created for adults, who make up to 55% of Nigeria's population and are also the country's most economically productive and engaged citizens. Ironically, this group of people contains the majority of the illiterates in the nation. Relevant adult education programmes are created to provide this group of citizens with the knowledge, attitudes, skills, and dedication needed to promote significant socioeconomic growth in Nigeria. In light of this, adult education programmes are created to identify and prevent issues that act as a brake on progress by creating literate adults, which is a requirement for significant socioeconomic development, knowledgeable, competent, and healthy adult population.

Recommendations

Based on the conclusion above, the following recommendations were made:

1. Orientation should be given to adult learners on the misconceived principles about adult education in the country
2. Trained personnel should be employed to man business of adult education such as principle, theories and practices which will help to realize the objectives of adult education on socio-economic in Nigeria.
3. Political will should be provided for managers of adult education so that the objective of adult education on socio-economic development in the country would stand.
4. Improved budgetary allocation should be provided based on the recommendations of both UNESCO and Global Campaign for Education (GCE)
5. Socio-cultural factors of the country should be on positive structures so that adult education programmes introduced in the country would achieve it set goals

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