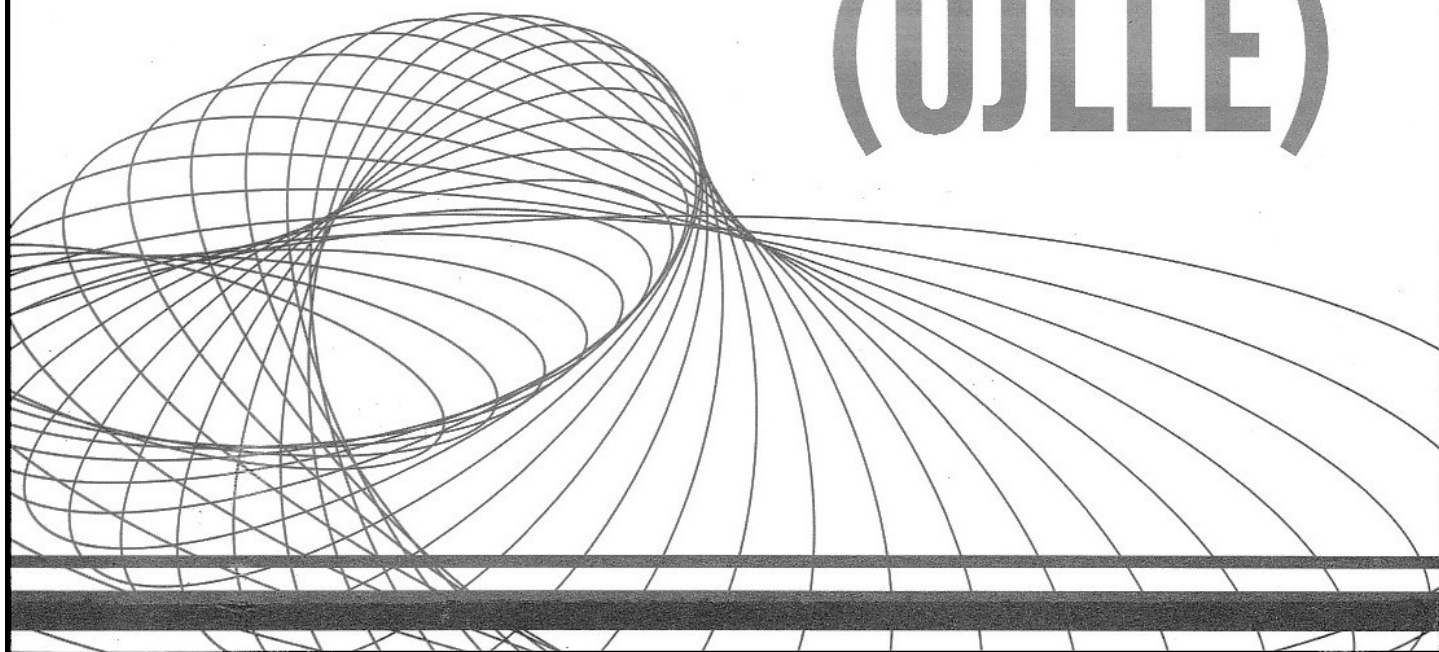


ISSN:2616-1311



# **UNILORIN Journal of Lifelong Education (UJLE)**



**A JOURNAL OF THE DEPARTMENT  
OF ADULT AND PRIMARY EDUCATION  
UNIVERSITY OF ILORIN, ILORIN**

**Volume 1 Number 1, 2017.**

## LEVEL OF INVOLVEMENT OF ADULT LEARNERS IN LIFELONG EDUCATION AS A CATALYST FOR SUSTAINABLE COMMUNITY DEVELOPMENT IN KWARA STATE, NIGERIA

Abiodun Olufemi OLAWUNI

[olawuniabbey@gmail.com](mailto:olawuniabbey@gmail.com) or [olawuni.ao@unilorin.edu.ng](mailto:olawuni.ao@unilorin.edu.ng)

&

Tajudeen Oluwafemi NOIBI

Department of Adult & Primary Education,

Faculty of Education,

University of Ilorin, Ilorin, Kwara State

[tajunoibi@yahoo.co.uk](mailto:tajunoibi@yahoo.co.uk) or [noibi.to@unilorin.edu.ng](mailto:noibi.to@unilorin.edu.ng)

### Abstract

*This paper examined the level of involvement of adult learners as a catalyst for sustainable community development. The objectives were to establish the relationship of adult learners' gender, distance, level of income and qualifications to their level of involvement in lifelong education for sustainable community development in Kwara State. The study used the descriptive survey research design. The population of the study comprised all adult learners in Kwara State while a sample of two hundred and forty (240) was purposively selected for the study. Data were collected with the use of validated instrument tagged Adult Learners' involvement in lifelong education (ALILE). The content validity of the instrument was established using expert judgment and the test re-test reliability index of the instrument was 0.68. Data obtained were analyzed using t- test and ANOVA statistical analyses to test the four research hypotheses raised. Results of the analysis indicated that there was no significant relationship between adult learner gender, distance, level of income and their level of involvement in lifelong education. However, a significant relationship was found between adult learners' qualification and their level of involvement in lifelong education. The study underscored the importance of lifelong education in Nigeria in the 21<sup>st</sup> century for the strengthening of open distance education programmes in the area of pre-retirement, retrenchment and retirement education programmes among other.*

**Keywords:** Adult learners, lifelong education, Sustainable community development.

### Introduction

The belief that education should be a process that continues throughout the duration of one's life is not new; rather it is as old as the history of education itself. What one can postulate to be new in this concept is its elaboration as the guiding principle of universal education and as a product of dissatisfaction with the conventional once for all system of initial education Akinpelu (2002). This is as a result of response to knowledge growth and technological change which make any education limited to childhood and youth which is not able to meet the lifetime needs of individuals and the society. In recent times, there is need for multi-skill acquisition, training and re-training if one is to survive the hard economies of the developing world. According to Anyanwu (1981), lifelong education begins from cradle and endures until the individual is too old to receive any further modifying influences.

The term lifelong education covers a wide field of educational enterprise. In some areas, it is applied to strictly vocational education which includes training and refreshers courses in a particular technical skill. Lifelong education can also be likened to adult education in a broader sense wider than

training for a specific job, though not embracing the development of all facets of an individual personality. Lifelong education can be considered an alternative to the shortcomings and insufficiencies of traditional education as the introduction of compulsory education in the past can be attributed to the fact that it met the interest of both the ruling class and the general public (Akinpelu, 2002). From the review many of the existing literature, lifelong education was the tool needed to meet the aims of the state, which represented the ruling class of the bourgeoisie. The aims of the ruling class included development of the workforce dictated by an expanding economy, the recruitment and training of managerial staff for the various levels of the economy, the strengthening of the military capacities for defensive and offensive purposes, and the maintenance of public order through the moulding of minds in accordance with the values prevailing in such society (Akinpelu, 2002). In 1970, the General Assembly of UNESCO proposed the adoption of lifelong education as a whole and recommended it to member states as a general guideline for the implementation of necessary reforms.

Needless to say that the traditional form of education is lifelong, hence the western concept of lifelong education is not new in the indigenous system of education which emphasizes practical and functional living throughout his life. In agreement with Anyanwu (1981), who postulates that most traditional system of education endorses the concept and practice of lifelong education as a way of giving their citizens the means of mastering such life and living it fully. Traditional lifelong education was able to bequeath on the people the realization of their full, personal and social life. In fact, the traditional system of education still upholds the idea and practice of lifelong learning as a continuous process which is in line with Anyanwu and Omolewa (1981) opined that lifelong education begins from cradle and enduring until the individual is too old or too infirm to receive any further modifying influences.

The concept of lifelong education for sustainable development has in recent years expanded from environmental education to also embedding economic, social and intercultural dimensions. It's combining respect for nature with economic growth, social inclusion and intercultural diversity has effect on the level of involvement of adult learners on lifelong education.

Sustainable community development projects are the projects that are available for the present community people and for the generation that comes after them. They are the projects that will benefit the present community people and the young ones in the future (Olawuni, 2012). Where community developers partner effectively, the outcome is always encouraging and community people see themselves as co-partners with the government and other community development partners to develop their community. Mobilization strategies would have opened their eyes to see the need to arise and cooperate with other community developers to develop their community. The following results are always derived from such partnership:

- i) The community developers are ready for action;
- ii) Established goals are realized;
- iii) The production of goods, services and even security increases;
- iv) People become more aware and alert; and
- v) People abandon old negative habits and value the adopted positive ones (Olawuni, 2012).

Both male and female adult learners were involving in community development but male adult learners have been more active than female adult learners because of many responsibilities at home. The females were been restricted compare to their male counterparts because of home cores and other responsibilities. The distance of centers to the communities where adult learners were living affects the level of their involvement as well. Most adult learners that are living far away from the centers will be affected and this will increase their cost of involvement in community development. The levels of income

they received from their pay work occupy a long way in relation to their level of involvement in lifelong education. Definitely, their level of qualification has little effect on their level of involvement in lifelong education. In this respect universities need to focus more on developing relevant and high quality knowledge and evidence for changing pedagogical practices and for educational reforms. Universities need to communicate the new research results to a wider public. Universities need to develop new vocationally oriented and labour-market oriented competences that increase the employability of graduates. The key feature and strength of the university is its experience of organizational learning. Organizational learning and organizational knowledge are two interrelated components of a learning community. The roles of the university in building the learning society therefore are inseparable from its roles in developing a knowledge society. Furthermore, the creation of knowledge takes places not only when a scholar makes a discovery during his research, but also when the knowledge is shared on the collective level.

Continuing education for sustainable development is no longer only about developing a curriculum or introducing sustainable development into subject-teaching, but have play a vital role in levels of lifelong learning and becoming an important part of sustainable development. This goes for management courses and courses for professionals at the highest level, upgrading and up-skilling of the labour force, and to reintroducing into adult education the offer of courses in new basic skills, as studies show that social inclusion to a large extent depends on inclusion via overcoming literacy problems. The general mechanism, through which education is to influence growth, and then development, would be by productivity increase. Higher levels of skills will be conducive to a higher level of productivity in the knowledge economy.

It was on this backdrop that the researcher is trying to examine the level of involvement of adult learners in lifelong education as a catalyst for sustainable community development in Kwara State, Nigeria. Hence, the following research hypotheses were generated in the study:

**H<sub>01</sub>:** There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on gender.

**H<sub>02</sub>:** There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on distance.

**H<sub>03</sub>:** There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on level of income.

**H<sub>04</sub>:** There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on qualification.

### Methodology

A descriptive research design was employed for the study. The population of the study consisted of all adult learners in Ilorin metropolis of Kwara State. A sample of two hundred and forty adult learners was purposively selected for the study. The instrument for data collection was researcher constructed questionnaire tagged 'Adult Learner Involvement in Lifelong Education' (ALILE). The instrument was validated with the use of expert judgment for content validity and test re-test reliability of index value of 0.78. The question was designed in such a way that the adult learners are expected to tick the items that are

most appropriate to them, the questionnaire consists of two sections; A and B. Under section A, we have eight (8) items and section B has ten (10) items. Section A of the questionnaire focused on the demographic information of the adult learners which includes: adult learners' gender, distance, level of income and qualification to lifelong education and their level of involvement in lifelong education. All the items in section B were prepared on response of three (3) scales: Not often, Often, and More often. The research instrument was carried out by administering the instrument on adult learners outside the scope of study.

### Hypotheses Testing

Four research hypotheses were postulated in the course of this study, and they were tested using the independent t-test and ANOVA at 0.05 alpha level.

**H<sub>01</sub>:** There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on gender.

In order to test hypothesis 1, adult learner responses to items that addressed the level of involvement of adult learners in lifelong education for sustainable community development and gender were collated. The output of the analysis reveals thus:

**Table 1: Summary table of independent t- test Analysis showing the level of adult learners involvement in lifelong education based on gender.**

| Variable | N   | X     | SD    | DF  | Cal. value | P-value | Decision |
|----------|-----|-------|-------|-----|------------|---------|----------|
| Male     | 89  | 24.99 | 3.912 | 238 | -.652      | .515    | Accept   |
| Female   | 151 | 25.31 | 3.576 |     |            |         |          |

Table 1 shows that the p. value of 0.515 is greater than the significance level of 0.05, thus, the null hypothesis **H<sub>01</sub>**, which states that, there is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on gender was accepted. This therefore means that, there was no significant difference in the level of involvement of male and female adult learners in lifelong education for sustainable community development.

**H<sub>02</sub>:** There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on distance.

**Table 2: Summary table of ANOVA Analysis showing the level of adult learners involvement in lifelong education based on distance.**

| Qualification     | sum of square | DF  | mean square | Cal.f | P-value | Decision |
|-------------------|---------------|-----|-------------|-------|---------|----------|
| Between the group | 12.759        | 2   | 6.379       | .464  | .629    | Accept   |
| Within the group  | 3258.424      | 237 | 13.749      |       |         |          |
| Total             | 3271.183      | 239 |             |       |         |          |

Table 2 shows that the F. value of .464 obtained has a p. value of 0.629 greater than the significance level of 0.05 with 2 and 237 degree of freedom, thus, the null hypothesis  $H_{02}$  which states that, there is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on distance was accepted. This therefore means that, there was no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on distance.

$H_{03}$ : There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on level of income.

**Table 3: Summary table of ANOVA Analysis showing the level of adult learners involvement in lifelong education based on level of income.**

| Qualification     | sum of square | DF  | mean square | Cal.f | sig. | Decision |
|-------------------|---------------|-----|-------------|-------|------|----------|
| Between the group | 22.474        | 3   | 7.491       | .544  | .653 | Accept   |
| Within the group  | 3248.709      | 236 | 13.766      |       |      |          |
| Total             | 3271.183      | 239 |             |       |      |          |

Table 3 shows that the F. value of .544 obtained has a p. value of 0.653 greater than the significance level of 0.05 with 3 and 236 degree of freedom, thus, the null hypothesis  $H_{03}$  which states that, there is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on level of income is hereby accepted. This therefore means that, there was no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on level of income.

$H_{04}$ : There is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on qualification.

**Table 4: Summary Table of independent t-test Analysis showing the level of adult learners involvement in lifelong education based on qualification.**

| Variable   | N   | X     | SD    | DF  | Cal. value | P-value | Decision |
|------------|-----|-------|-------|-----|------------|---------|----------|
| Basic      | 119 | 34.99 | 5.738 | 238 | -.863      | .000    | Rejected |
| Post basic | 121 | 15.39 | 1.666 |     |            |         |          |

Table 4 shows that the p. value of 0.000 is lesser than the significance level of 0.05, thus, the null hypothesis  $H_{01}$  which states that, there is no significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on qualification was rejected. This therefore means that, there was significant difference in the level of involvement of adult learners in lifelong education for sustainable community development based on qualification.

#### **Discussion of Findings**

The study investigated lifelong education as a catalyst for sustainable community development in Kwara State, Nigeria. The study also evaluated the significance of the different levels of adult learners' gender, distance, level of income and qualification on their level of involvement in lifelong education for sustaining community development. The findings revealed significant influence of adult learners' gender, distance, level of income and qualifications on their involvement in lifelong education for sustainable community development. This is line with Anyanwu and Omolewa (1981) that opined that lifelong education beginning in the cradle and enduring until individual is old or too informed to receive any further modifying influences.

Also, it is in line with Lawson (1982) ideas that lifelong education is an alternative to the shortcomings and insufficiencies of traditional education and this gives room for more training to add to ones qualifications and go beyond the challenge of distance to acquire more knowledge. Both males and females have opportunities to involve in lifelong education which will have influence on growth and development. It will lead to increase in productivity of the beneficiaries and the community at large (World Bank, 2005). Thus, an adult learner's gender, distance, level of income have no significant influence on their level involvement on lifelong education 5% level of significance. The conclusion is that this sample shows evidence at the 5% level of significance that there is an association between the adult learner's qualifications and their level of involvement in lifelong education since an adult learner's qualification has a significant influence on his level of involvement in lifelong education at the 5% level of significance. To this effect, a review of the adult learners' qualification is recommended to improve on the level of adults' involvement in lifelong education for sustainable community development.

## Implications

Based on the findings of this study, the following are the implications for sustainable community development in Nigeria:

1. The relevant opportunities should be made available for adult learners to be involved in lifelong education to equip them adequately for the task of this modern age learning process.
2. Training and workshops aimed at equipping the adult learners with the basic needs to have access to lifelong education should be organized on regular basis.
3. Seminars, conferences, short and long term refresher courses should be made available for sensitization and awareness creation on lifelong education.

Government should provide adequate infrastructure and an enabling environment for lifelong education; the government and private investors should also sponsor these activities thereby awarding cash prizes and scholarships to motivate adult learners to involve in lifelong education for the betterment of themselves and their communities.

## Conclusion and Recommendations

In order to be relevant to this modern trend of community development, adult learners must wake up and be ready to improve themselves and be ready to involve in lifelong education in order to prepare for the life after resigning from active service. The present and future needed to be put into consideration and adults need to prepare for the raining days so that they can be relevant till they go to grave. From the adult age, life after retirement will be taken care of so that they will not be handicapped in their later age. They need to make themselves available to access and utilize the knowledge in order to be relevant in adult education programmes. The adult learners' instructors also should attend seminars and workshops that will improve their level of involvement and the adult learners in lifelong education. Government should lay more emphasis on lifelong education and adult education especially in order to build up the wide gap that exists between the learned and illiterates to be able to march up through modern adult education programmes, and to be able to survive after the retirement from active service.

## References

- Akinpelu J.A (1981). "Philosophy and Adult Education" in Brown, L. and Okedara, J.T (Eds.) *An Introduction to the Study of Adult education*, Ibadan: University Press Limited, P 77.
- Akinpelu, J. A.(1988). *Mass Mobilisation to Community Development*. University of Benin Press. Benin City.
- Anowor, O. (1987). "Adult Education in the context of lifelong Education" In Oduaran and B. Ehezazu (Eds.). *Issues in Nigerian Adult and community Development*, Education, Benin: NNCAE.
- Anyanwu, C. N( 1981). *Principle and Practice of Adult Education and Community Development*, Ibadan , Abiprint Publishing Company.
1992. *Community Development, Nigeria Perspective*, Ibadan, Gabesther Educational Publishers.
- Elliot, J.A. (1999) *An Introduction to Sustainable Development* London and New York Routledge
- Federal Republic of Nigeria (2004). *National policy on education* (4 th edition). Lagos: NERDC Press.
- Federal Republic of Nigeria (2004). *National policy on education*. 4th ed. Yaba, Lagos: Nigerian Educational Research and Development Council (NERDC) press.
- Olawumi A.O. (2012). *Mobilization strategies and project partnership as predictors of self-help projects in Southwestern Nigeria*. (Unpublished Ph.D Thesis)
- Okafor, A. C. (2004). *Oral Tradition and Civic Education in Africa*. *International Education Journal*, 5(3),

410-416.

Oyebamiji, M.A and Adekola, G. 2008. Fundamentals of Community Development in Nigeria  
PortHarcourt: University of Port Harcourt Press

Tella, A. (2007). University of Botswana Undergraduates Uses of the Internet: implications on academic  
performance. *Journal of Educational Media & Library Sciences*. 45(2) 161-185.

UNESCO (2003) Rewarding literacy: a study of the history and impact of the International literacy  
Prices, Paris. Retrieved from <http://www.hrmars.com/admin/pics/1714.pdf> on 21/02/16.

UNICEF (2000). Defining quality in education, Italy. Retrieved from  
<http://www.hrmars.com/admin/pics/1714.pdf> on 21/02/16.

Yusuf, M..O (2005). Information and communication technology: Analysing the Nigerian national policy  
for information technology. *Inter. Edu. J.* 6(3): 316-332.

World Bank.( 2005). The Effectiveness of World Bank Support for Community-Driven Development  
Report 29824