ADULT EDUCATION PROGRAMMES FOR RURAL TRANSFORMATION IN DELTA STATE.

DR. G. C. ABEY-FASHAE
Department of Adult and Non-formal Education
University of Benin, Benin City, Nigeria.
ladygcabbey@uniben.edu
+2348023521028
&
Samuel Adebola ADEKOYA
Department of Adult and Non-formal Education
University of Benin, Benin City, Nigeria.
Samade008@gmail.com
+2348032132297

Abstract

This study aimed at assessing adult education programmes for rural transformation in Delta State. To enable the study to achieve its objectives, five (5) research questions were raised. The study adopted a descriptive survey research design. The population of this study comprised all the people living in all communities under Patani Local Government of Delta State from which a total of two hundred (200) respondents were selected to form the sample size for the study. A questionnaire titled Questionnaire on adult education programmes for rural transformation in Delta State was the instrument used for data collection. The validity of the instrument was ascertained through the expert judgment approach while the test re-test method of estimating reliability was used to determine the reliability of the instrument. A reliability index of 0.76 was obtained using Person Product Moment Correlation Statistics. Collected data were analyzed using frequency count, simple percentage, and mean score analysis. Findings from the study revealed that the adult education programmes available in the area under study are literacy programmes, women empowerment/training programmes, health programmes, empowerment training programmes, and Family life education Programmes. In addition, it was discovered that Adult education programmes have transformed the area under study economically by helping to provide job opportunities for people in the community; encouraging education in the community by providing people with grants and scholarship opportunities; encouraging skills acquisition and capacity building for the people, provide support for people's new economic innovations in the community as well as encourage youth involvement in trading activities in the community.

Keywords: Rural Transformation, Community Development, Adult Education and Education Programmes

Introduction

The basic role of a society is to be able to reconstruct and build its capacities and harness its resources to facilitate transformation and development that would improve the lives of people in both urban and rural areas. The need for active rural transformation and development has become imperative in addressing development issues as three-quarters of the world's impoverished live in rural areas (World Bank, 2001).

Many governments in developing countries have been shifting attention to rural transformation and development to reduce the poverty levels in rural areas and the resultant excessive population influxes in urban areas in search of safety needs. Though Nigeria is blessed with abundant human and material resources, including: rich deposits of minerals, wide arable land, and water bodies, the condition of the rural areas in the country portrays a gloomy situation despite these rich resources (Akpan, 2012).

The urban-based process of development in Nigeria had marginalized and impoverished the rural areas since the colonial era and encouraged massive rural-to-urban migration. The lop-sided pattern of development during the colonial era was also sustained in the post-colonial era, particularly with the discovery and production of crude oil as the major source of revenue in the country. Consequently, the quest for improving the quality of life and enhancing the economic capacity of the rural dwellers who formed the majority of Nigeria's population had been jeopardized. Most of the rural population has extremely limited access to schools, health centres and safe drinking water (Yahaya, 2019).

The rural areas in Nigeria constituted a bulk of the Nation's population with about a total of 80.7% in 1963, 70.13% in 1985, 69% in the '90s 51% in 2011 and 49.9 % in 2018 (World Bank, 2011, 2017). Due to their engagement in primary activities that form the foundation for economic development, the rural areas in Nigeria also serve as a base for food production, a major market for domestic manufacturers and sources of capital formation for the country (Haruna, 2000). Despite this importance attached to the rural areas, they are not attractive to live in and are mostly characterized by low standards of living, absence of infrastructures such as electricity, good roads and health facilities, illiteracy, malnutrition, widespread diseases and low life expectancy.

Life in the rural areas in the country is not adequately supported by the existing life-supporting social amenities like educational facilities (primary schools,

secondary schools, vocational and technical schools, adult education, etc), health facilities (hospitals, maternity centres, etc), communication facilities (internet services, Global System for Mobile (GSM), etc), electricity and water supply (Ekong, 2003). For instance, most rural dwellers in Nigeria obtain water from streams, wells, rivers, shallow ponds or rain unlike what obtains in the cities where pipe-borne water and bore-hole water supply are significantly provided. Iyorakpo, (2011) observed that water-borne diseases like cholera, dysentery, and typhoid suffered by rural people can be attributed to an inadequate supply of clean potable water.

Similarly, electricity supply for lighting, small-scale industries, recreation and other uses that are very vital to raising the rural quality of life is equally inadequate or non-existent. World Bank (2010) estimated that only 34.58% of Nigeria's rural population has access to electricity. This ugly situation and many others have been the precipitating factors pushing people to the cities.

Adult education on the other hand is an agent of transformation. It is an education that focused on building human capacity. Adult education is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. Education in Nigeria is presently geared towards national development (Ewuzie, 2012). The objective of the process of adult education and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour. The policy on education states the objectives of adult education as:

1. To provide functional literacy education for adults who have never had the opportunity of any formal education

2. To provide functional and remedial education for those young people who prematurely dropped out of the formal school system

3. To provide further education for different categories of completers of the formal education system to improve their basic knowledge and skills

4. To provide in-service and on-the-job vocational and professional training for different categories of workers and professionals to improve their skills 5. To give the adult citizens of the country aesthetic, cultural and civic education for public enlightenment.

Monye as cited in Ewuzie, (2012) opines that all these objectives have one end in view-to equip the adult with everything he needs for life to be relevant to his society by helping to solve some of its problems. Since the larger proportion of rural dwellers is adults, this, therefore, signifies that they are important agents in rural transformation and development. It is therefore important to note and recognize that the transformation and development of a society are tied to education. Man is the master of his destiny and adult education serves to bring about a fundamental change in man's attitudes and lifestyle. To bring about the needed transformation and development, people must have awareness and to become aware, they must be educated.

Adult education is any form of learning undertaken by or provided for mature men and women outside the formal school system. The main targets are specifically defined as youth (girls and boys over 15 years of age, but sometimes younger) as well as women and men, generally poor or socially disadvantaged. Although literacy continues to be at its heart, however, adult education 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, adult basic and non-formal education, etcetera, which are all development and transformation driven.

Adult education 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 intending to remedy early education inadequacies of mature people or equip them with the knowledge and cultural elements required for their self-fulfillment and active participation in the social, economic and political transformation and development of their societies. Adult education uses various programmes such as literacy programmes, skill acquisition programmes, agricultural extension programmes, women empowerment/training programmes, family and health programmes etc. to achieve all these.

The role of adult education programmes in society's transformation and 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. The economic role of adult education in transformation and 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 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).

However, considering Oruonye, (2013) notions that the major characteristics of rural areas in Nigeria are; large lands for agriculture, low population density, little or no technology, a large number of small-scale producers, labour-intensive and subsistence farming, high poverty levels, and predominantly illiterate population and Bogoro (2009) opinion that rural areas in Nigeria as centres of deprivation where life is devoid of opportunities and choices and an environment lacking in infrastructural facilities including roads, water supply and sanitation, energy communication facilities etc. it is therefore imperative to investigate the role of adult education programmes plays in rural transformation.

Statement of the Problem

In Nigeria, over the years the stated objectives and strategies of rural development have been pronounced by policymakers and those concerned with the issue of development. But there still exists an enormous gap between policy formulation and implementation and the reality of the level of the development of the rural populace. However, governments in Nigeria have introduced several rural development programmes aimed at alleviating the problems of the rural areas. Such programmes include the National Accelerated Food Production Programme in 1973, The Procurement and Distribution of Fertilizer Projects in 1973, The Integrated Rural Development Programmes in 1975, Operation Feed the Nation, in 1976, the Green Revolution, in 1980, the River Basin and Rural Development Infrastructures 1986, National Agency for Poverty Eradication Programme (NAPEP) 2000 and National Empowerment and Development Strategy (NEEDS) at the national, state and local level. However, the efforts made by the Government through various programmes and institutions have not succeeded in bringing about the needed development, especially in rural areas. Researchers' preliminary investigations have shown that the government recently just acknowledged the use of adult education programmes, and over time, various efforts and measures have been put in place to support adult education programmes in the country. It is therefore on this note this study seeks to investigate the role of adult education programmes on rural transformation.

Purpose of the Study

The purpose of this study is to investigate adult education programmes for rural transformation in Delta State.

Specifically, the study will seek to achieve the following objectives:

To find the adult education programmes available in the area under study.
To examine how adult education programmes have transformed the area under study economically.
To identify the ways by which adult education programmes have transformed the area under study socially.
To ascertain how adult education programmes have transformed the area under study physically.
To discover how adult education programmes have transformed the area under study culturally.

Research Questions

To achieve the purpose of this study, the following research questions were raised.

What are the adult education programmes available in the area under study?
How have adult education programmes transformed the area under study economically?
In what ways has adult education programmes available transformed the area under study socially
Has adult education programmes transformed the area under study physically?
How have adult education programmes transformed the area under study culturally?

Methodology

The following research methods were employed in the course of carrying out this study.

Research Design

The research design used for this study is a descriptive survey.

The Population of the Study

The population of this study comprised all the people/inhabitants in the Patani Local Government of Delta State. This local government area has fourteen (14) communities under it which are Kumboei, Kabowei, Agoloma, Aven, Bolou-Apelebiri, Bolou-Angiama, Odoruba, Toru-Angiama, Toru-Apelebiri, Uduophori, Abari, Koloware, Oporozo and Patani.

Sample and Sampling Technique

The multi-stage sampling technique was used to select 200 respondents from five communities in the selected local government areas in the state.

The Instrument for Data Collection

Data for the study was collected through the use of the questionnaire which was designed based on the research questions raised. The questionnaire is divided into two sections, A and B. Section A focused on the demographic or personal data of the respondents such as age, sex, marital status etc. while section B contained information that borders on the issue under study.

Validity of Instrument

The face and content validity of the instrument was ascertained by two experts in the Department of Adult and Non-formal Education, Faculty of Education, and one expert in the Department of Measurement and Evaluation, Faculty of Education, University of Benin, Benin City, Nigeria.

Reliability of the Instrument

The test-retest technique was used to determine the reliability of the instrument. The two sets of scores obtained were correlated using Pearson Product Moment Correlation Coefficient (PPMCC) and it yielded a correlation coefficient of 0.72 which means the instrument was reliable.

Administration of Instrument

The researcher administers the instrument personally together with four other research assistants. This will help to ensure easy and accurate distribution and collection of the instrument from the respondents

Method of Data Analyses

In analyzing the data, the researcher uses frequency count, simple percentages, and mean score analysis.

Results

Results of data analyses are presented below:

Research Question 1:

What are the adult education programmes available in the area under study?

The Responses to Research Question 1 are presented in Table 1

Table 1**.** Distribution of responses on the adult education programmes available in the area under study.

	ITEMS	N	Mean Score	Remark
1	literacy programmes	200	3.02	**Accepted**
2	skill acquisition programmes	200	1.72	**Not Accepted**
3	Agricultural extension programmes	200	2.26	**Not Accepted**
4	women empowerment/training programmes	200	2.84	**Accepted**
5	Health programmes	200	2.86	**Accepted**
6	Cooperative Education Programme	200	2.96	**Accepted**
7	Environmental and Sanitation Programme	200	2.96	**Accepted**
8	Empowerment Training Programme	200	3.1	**Accepted**
9	Family life education Programme	200	2.86	**Accepted**

Criterion Mean= 2.50

The data in Table 4.4 above shows that items 1, 4, 5.6, 7, 8, and 9 met the mean score standard of 2.50 and, therefore, were accepted. While items 2 and 3 did not meet the score standard of 2.50 and, therefore were not accepted. This, therefore, means that the adult education programmes available in the area under study are literacy programmes, women empowerment/training programmes, Health programmes, Empowerment Training programmes and Family life education Programmes.

Research Question 2:

How have adult education programmes transformed the area under study economically?

The Responses to Research Question 2 are presented in Table 2

Table 2**.** Distribution of responses on how has adult education programmes transformed the area under study economically

ITEMS	N	Mean Score	Remark
It helps provide job opportunities for people in the community.	200	3.02	**Accepted**
It encourages the provision of credit facilities that assist people with soft-loan to start their business ventures.	200	1.52	Not Accepted
It has helped encouraged education in the community by providing people with grants and scholarship opportunities.	200	2.76	**Accepted**
It has helped provide farm settlement and equipment for the farmers in the community at an affordable rate.	200	2.24	**Not Accepted**
It has encouraged skills acquisition and capacity building for the people in the community.	200	2.86	**Accepted**
It has encouraged support for people's new economic innovations in the community.	200	2.66	**Accepted**
It has encouraged the youth's involvement in trading activities in the community.	200	3.2	**Accepted**
It has led to the building of a modern market where trading activities are made easy for the people in the community.	200	1.1	Not Accepted

Criterion Mean= 2.50

The data in Table 2 above shows that items 1, 3, 5.6, and 7 met the mean score standard of 2.50 and, therefore, were accepted. While items 2, 4 and 8 did not meet the score standard of 2.50 and, therefore were not accepted. This, therefore, means that adult education programmes have transformed the area under study economically by helping to provide job opportunities for people in the community;

encouraged education in the community by providing people with grants and scholarship opportunities; encouraged skills acquisition and capacity building for the people, provide support for people's new economic innovations in the community as well as encourage youth's involvement in trading activities in the community.

Research Question 3:

In what ways has adult education programmes available transformed the area under study socially?

The Responses to Research Question 3 are presented in Table 3

Table 3**.** Distribution of responses on how has adult education programmes transformed the area under study socially.

ITEMS	N	Mean Score	Remark
It has promoted people's access to quality education	200	2.92	**Accepted**
It has encouraged people's access to an educational trust fund and scholarship opportunities	200	1.52	**Not Accepted**
It has provided job opportunities thereby causing a boost in the standard of living of the people in the community.	200	2.72	Accepted
It has promoted people's involvement in sports activities in the community.	200	2.24	**Not Accepted**
It has supported and promoted social activities in the community e.g. cooperative society, community sensitization and mobilization for developmental actions, etc.	200	2.96	**Accepted**
It has helped in the provision of social amenities such as electricity, pipe-borne water, good road etc. which will enable the people to live a better life in the community.	200	2.56	**Accepted**
It has encouraged infrastructural development in the community where people can have fun. E.g. swimming pool, recreation centre etc.	200	2.2	**Not Accepted**

Criterion Mean= 2.50

The data in Table 3 above shows that items 1, 3, 5, and 6 met the mean score standard of 2.50 and, therefore, were accepted. While items 2, 4 and 7 did not meet the score standard of 2.50 and, therefore were not accepted. This, therefore, means that adult education programmes have transformed the area under study socially by promoting people's access to quality education; providing them with job opportunities thereby boosting their standard of living; supporting and promoting social activities in the community e.g. cooperative society, community sensitization and mobilization for developmental actions, etc. and helping to provide social amenities such as electricity, pipe-borne water, good road etc. which in turn enable the people to live a better life in the community.

Research Question 4:

Has adult education programmes transformed the area under study physically?

The Responses to Research Question 4 are presented in Table 4

Table 4. Distribution of responses on how adult education programmes have transformed the area under study physically.

ITEMS	N	Mean Score	Remark
It has led to the provision of an electricity supply	200	1.92	Not Accepted
It has led to the building of medical facilities	200	2.52	**Accepted**
It has led to the building of schools	200	2.51	**Accepted**
It has led to the construction of a good road network	200	2.74	**Accepted**
It has led to the building of markets	200	2.76	**Accepted**
It has led to the construction of water systems or the provision of pipe-bore water	200	1.56	Not Accepted
It has helped to initiate the building of a community town hall	200	2.74	Accepted

Criterion Mean= 2.50

The data in Table 4 above shows that items 1, 3, 4, 5, and 7 met the mean score standard of 2.50 and, therefore, were accepted. While items 1 and 6 did not meet the score standard of 2.50 and, therefore were not accepted. This, therefore, means that adult education programmes have transformed the area under study physically by

promoting cooperation among people leading to the building of medical facilities, schools, and markets. It has also promoted and encouraged people in the community to initiate the building of a community town hall and also the construction of a good road network in the community.

Research Question 5:

Has adult education programmes transformed the area under study culturally?

The Responses to Research Question 5 are presented in Table 5

Table 5**.** Distribution of responses on how adult education programmes have transformed the area under study culturally.

ITEMS	N	Mean Score	Remark
It has helped to reduce the cultural barriers and limitations placed on the empowerment of women	200	2.89	**Accepted**
It has helped to promote cultural values and practices.	200	2.52	**Accepted**
It has helped encouraged cultural festivals, an exhibition of arts and crafts etc.	200	2.54	**Accepted**
It has helped influenced and changed cultural practices that support discrimination and segregation	200	2.94	**Accepted**
It has helped people see the beauty inherent in their culture	200	2.86	**Accepted**
It has helped reduce the influence of cultural values that dehumanizes and support indolence in the community	200	2.66	**Accepted**

Criterion Mean= 2.50

The data in Table 5 above shows that items 1, 2, 3, 4, 5, and 6 met the mean score standard of 2.50 and, therefore, were all accepted. This, therefore, means that adult education programmes have transformed the area under study culturally by helping to reduce the cultural barriers and limitations placed on the empowerment of women; helping to promote cultural values and practices; encouraging cultural festivals through the exhibition of arts and crafts etc.; influencing and changing cultural practices that support discrimination and segregation; exposing people to the beauty

inherent in their culture, and helping to reduce the influence of cultural values that dehumanizes and support indolence in the community.

Findings

The major findings from the study include:

The adult education programmes available in the area under study are literacy programmes, women empowerment/training programmes, Health programmes, Empowerment Training programmes and Family life education Programmes.

Adult education programmes have transformed the area under study economically by helping to provide job opportunities for people in the community; encouraging education in the community by providing people with grants and scholarship opportunities; encouraging skills acquisition and capacity building for the people, providing support for people's new economic innovations in the community as well as encourage youth's involvement in trading activities in the community.

Adult education programmes have transformed the area under study socially by promoting people's access to quality education; providing them with job opportunities thereby boosting their standard of living; supporting and promoting social activities in the community e.g. cooperative society, community sensitization and mobilization for developmental actions, etc. and helping to provide social amenities such as electricity, pipe-borne water, good road etc. which in turn enable the people to live a better life in the community.

Adult education programmes have transformed the area under study physically by promoting cooperation among people leading to the building of medical facilities, schools, and markets. It has also promoted and encouraged people in the community to initiate the building of a community town hall and also the construction of a good road network in the community.

Adult education programmes have transformed the area under study culturally by helping to reduce the cultural barriers and limitations placed on the empowerment of women; helping to promote cultural values and practices; encouraging cultural festivals through the exhibition of arts and crafts etc.; influencing and changing cultural practices that support discrimination and segregation; exposing people to the beauty inherent in their culture, and helping to reduce the influence of cultural values that dehumanizes and support indolence in the community.

Conclusion

Based on the findings made from the data collected and analyzed, it was concluded that adult education programmes are pivotal in driving the transformation of rural communities. This study has been able to reveal the adult education programme's transformative capabilities economically, socially, physically and culturally. There is, therefore, no doubt that adult education programmes are essential to bringing about transformation in the rural areas of the country. Exposing rural people to these programmes will therefore help transform their lives and community significantly.

Recommendations

In view of the findings of the study, the following recommendations are hereby offered. In the first instance, there is a need for the government and development organizations to recognize adult education programmes as agents of transformation and development in the rural areas and communities in the country.

Secondly, more attention should be given to adult education programmes since they have been proven to be highly instrumental in the transformation and development of rural areas.

Finally, government and non-governmental agencies should evolve new ways to support the agencies and institutions in charge of adult education in Nigeria. Giving them attention will go a long way to enhance their activities and productivity.

References

Abah N.C. (2000*) Development administration: a multi-disciplinary approach, Enugu*. John Jacobs Classic Publishers Ltd

Adelabu, N. S. (2018). The Dynamics of Political Corruption and Neo-Patrimonialism in Kenya*. Journal of Research in Humanities and Social Sciences. ISSTE. 8(14).*

Akpan, N. S. (2012). Rural development in Nigeria: A review of rural development policies in pre and post-independence practice. *A Journal of Sociological Research - Macrothink Institute*

Alanana, O.O. (2005). Rural Sociology. An introduction*: Kaduna Joyce Graphic*

Binswanger-Mkhize, H. P & Mcalla, A. (2009). The changing context and prospects of agricultural and rural development in Africa. *Retrieved on 14 July 2021 from http//www.ifad.org.evaluationdocs/ex. Pdf*

Desjardins R., & Schuller T. (2006). Understanding the social outcomes of learning in measuring the effects of education on health and civic engagement: Proceedings of the Copenhagen symposium, *Paris: OECD*.

Ekong, U. (2003) *Rural development*: Ibadan: Macmillan

Ewuzie R. (2012). Change in adult education in Nigeria. *Retrieved on 14 July 2021 from http://www.eaea.org/index.php?K=12095.*

Feinstein L., (2003). The contribution of adult learning to health and social capital, London: *Centre for Research on the Wider Benefits of Learning.*

Field J. (2009). Well-being and happiness. *IFLL Thematic Paper 4, London: NIACE*.

Haruna, B. (2000). Rural industrialization in Nigeria: Problems and strategies. *Journal of Political Science 4(3) 32*

Idris, S. (2011). The Role of Kaduna State Ministry for Rural and Community Development in Rural Haruna, B. (2000). Rural Industrialization in Nigeria: Problems and Strategies. *Journal of Political Science 3(2) 23-24*

Japan International Cooperation Agency (2002). Effective approaches to rural development. *Retrieved on 14 July 2021 from http:// Japan International-Cooperation-Agency.ja. index. php?article-id=23*

Jega, A. (2011). Report proceedings of the national workshop on the study of democratization at the grassroots in Nigeria (1999-2010) held at the electoral institute conference room. *Retrieved on 14 July 2021 from http://Nigerian news-Agency.ja. index. php?article-id=12*

Malcolm J (2003). Rural development: principles and practices. *UA Publishers: London*

Motschilnig R. (2014). Wider benefits of adult education – an inventory of existing studies and research. *Retrieved on 14 July 2021* from *http:www.dvv international.de/ index.php? articleid =1 321&clang=1.*

Oruonye, E. D (2013). Grass root democracy and challenges of rural development in Nigeria: A case of Bali Local Government Area of Taraba State. *Journal of Research in Humanities and Social Sciences 2(1)*

Punch Newspaper, October 20, 2016. Page 3&4

Raj, K. (2005). Rural infrastructural development in Nigeria. *Journal of Social Science 1(2)*

Sabates, R. (2008). The impact of lifelong learning on poverty reduction. *IFLL Public Value Paper 1, London: NIACCE*.

Seya P. T. (2014). Adult education and African development in the context of globalization. *Retrieved on 14 July 2021 from: http://www.dvv-international.de/index.php?article-id=230&clang=1*.

World Bank (2001). A chance to learn: knowledge and finance for education in Sub-Saharan Africa. *Washington, D.C., World Bank.*

World Bank 2001. Reaching the rural poor. Strategies for rural development. *Retrieved on 14 July 2021 from http:// www.worldbank.org.*

Yahaya, J. U. (2019). An appraisal of rural development policies towards promoting a peaceful society in Nigeria. *Journal of International Politics, 2(2) 14-15*