



Utilization of Adult Education Programmes for Sustainable Community Development in Obio/Akpor Local Government Area of Rivers State

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ABSTRACT

This study determines the extent of Utilization of Adult Education Programmes for Sustainable Community Development in Obio/Akpor Local Government Area of Rivers State. In carrying out this study, descriptive survey research design was used. The population of the study consisted of twenty eight (28) Instructors and three hundred and seventy 370 adult learners summing up to three hundred and ninety eight (398) from ten (10) adult education centres in Obio/Akpor Local Government Area of Rivers State. The sample size consisted of twenty eight (28) Instructors and two hundred and twenty nine (229) adult learners in Literacy centers in Obio/Akpor Local Government Area of Rivers State giving the total sample size of two hundred and fifty seven (257) while random sampling technique was used to select the respondents. Findings of the study revealed amongst others that: to improve adult education programmes, it is imperative to develop the quality and quantity of competent Instructors, adequate centers with good quality infrastructure and instructional aids and that there is effective utilization of adult education programmes for sustainable Community Development in Obio/Akpor Local Government Area. The Researcher therefore, recommends amongst others that: more adult literacy centers should be established with facilities for adult learners, the arrangement of using public primary schools and community halls as centers should be discarded and discontinued as these centers are not befitting for adult learning, and that Government should regularly organize orientation and sensitization workshops and seminars for Adult Education Practitioners for effective service delivery.

KEYWORDS: Utilization, Adult Education, Adult Education Programme, Sustainable Community Development, Adult Literacy Centers.

INTRODUCTION

Nigeria is one of the developing nations of the world with communities that are still highly underdeveloped. Eboh, Okoye and Ayichi (2015) reported that about two-thirds of 155.5 million citizens of Nigeria still live in an estimated 97,000 rural communities. United Nations Children's Fund (UNICEF) affirmed that the lives of these people living in these communities are characterized by poverty, misery, morbidity and underdevelopment. Their income remains low which is why their major reoccupation has been on the decline because of lack of mechanization. Despite these handicaps, these communities still occupy strategic positions in the development of the nation.

Every government strives through investment to achieve development for the wellbeing of her citizens. Development according to Nyerere (2006) is the expansion of man's own consciousness and therefore of his own power over himself, his environment and his society. Hence, Sesay (2007) notes that development can be energy-sapping, time consuming and a waste of effort and resources, if the people for whom the development services are being provided are kept underdeveloped to the extent that they lack understanding of the value of the services provided and hence, do not care to maintain and sustain them. It is evident from the above that development is meaningful only when it is sustained. Thus, sustainable development is the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. Sustainable development must involve an all-round development of the individual and the society (International Conference on Adult Education, 2016).

Currently, sustainable development is one concept that has become so popular and has attracted attention across disciplines and scholars of various dispositions. In the 1987, the United Nations (UN) released Brundtland Commission report which offered the most widely recognized definition of sustainable development as development that "meets the needs of the present without compromising the ability of the future generations to meet their own needs" (Kobani and Alozie, 2019).

Statement of the Problem

Some of the general signs of underdevelopment include unemployment, lack of good roads, inefficient communication system, illiteracy, low income, absence of portable water, lack of adequate health facilities, degraded environments, inadequate technical skills, low agricultural productivity, poor electricity supply, and lack of adequate political structures and knowledge. This has made life very uncondusive for the many inhabitants of the communities. Despite all political structures and plans put in place in the past, these signs of underdevelopment have persisted.

The problems of overpopulation are real to the extent that more than expected, people occupy a room in houses in slum areas, joblessness, dirty environments, lack of toilet facilities, rampant diseases, insecurity, ill health and untimely death due to inability to access health services due to lack of funds as a result of joblessness are all very much in vogue in many communities of Rivers state.

Sustaining cities and communities is more than taking care of environments as most people think. It is about being socially aware, economically and also politically aware, which will culminate in wanting a positive change and transforming the awareness of those social-cultural realities into that positive change. It is about seeking solutions to challenges facing a group of people in their environment. Sustaining cities and communities include power utilization by making use of sunlight, maintaining good agricultural practices for growing food to sustain good health for people, preserving biodiversity, restoring ruined ecologies, waste management and developing communities that could be sustained within nature's limit, so not meeting up to this becomes a problem. (Akintayo, 2018).

The human-dominated organism, that is, cities are the most dramatic manifestations of human activities. Yigitcanlar and Kamruzzaman (2015) submit that cities degrade human habitats, simplify species composition, modify energy flow and cycling nutrients. Also, in generic terms sustainability is described as, a normative concept that indicates the way humans should act towards nature and the way they should be responsible towards one another and future generations (Baumgartner & Quass 2010; Yigitcanlar & Dizdaroglu, 2015).

Mayer (2015) perceives that the fundamental characteristic of sustainability is the idea of meeting the reasonable needs of the current generation while enhancing the lives and ecosystems of future generations. Sustainable development is thus, important in meeting fundamental human needs while preserving the critical life- support system of the planet. Allan in Yigitcanlar and Kamruzzaman (2015) describes sustainable development as the development that satisfies the human needs and improves the quality of life in such a way that ecosystems should keep renewing. Elkington (1997) subscribes to the fact that in approaching sustainable development, one should consider environmental quality, economic property and social justice. If all these are lacking in a community, it will hamper sustainable development of that community.

Furthermore, technology is a strong tool for bringing sustainability to cities and communities. Traditional technology can be transformed to match the newly developed ones. Though, people in small communities who are least educated may not have much knowledge about modern technology but they should not be left out in this era of innovative technology. This is why the government of all nations especially the developing ones should focus on adult education programmes, there should also be established entrepreneurship programmes which should include short courses, trainings and on-the-job trainings in their various establishments because technology brings about collaboration, equity and it bridges the divide gap and accessibility gaps. Criminal activities pervade urban cities due to joblessness and those that have education are sometimes found to be unemployable due to lack of technological skills that can lead them into being functional, creative and innovative.

Luo, Liang, Wu, and Yang (2018) assert that in the era of knowledge economy, people pay more attention to lifelong education with the fast updating speed of knowledge and continuing emerging technologies. Adult education is thus, becoming an important indicator of technological development and social progress. There is thus, a close relation between the application and development of technology in adult continuing education which would lead to functionalism and innovation.

Adult education is thus central to bringing solutions to all these problems, including the problem of insecurity, which is the result of discontent that comes from widespread exclusion and intra-urban inequalities. Adult education is holistic as it provides for both young and old, it is lifelong in nature, it will thus, be sustainable if well-funded and well positioned in every nation of the world especially Nigeria because sustainable development is an age-long and all life issue. Adult education makes learners excited and motivated and well equipped. It is the type of education that has economic outcomes for participants both in cities and communities. A typical example is, making money out of wastes, planting gardens in modern ways and making money for personal and community sustainability.

Adult education with its programmes has environmental outcomes as people are made aware of keeping their environment safe, getting ready for disasters, locating their businesses in appropriate places, taking good care of their health and homes and their vehicles to prevent gas emissions. Through programmes like community education, awareness would be raised on diverse issues in cities and communities that are detrimental to people's health and development. Environmental education would enable people to make meaning out of their lives in cities and communities thus, transcending to peaceful and secured living.

Adult education for sustainability has to do with mentality hence, everyone needs to cultivate the culture of living sustainably because sustainable development of communities and cities is about whole living as it involves knowledge, skills, values, attitudes and behaviours. All these are embedded in adult education bringing innovations and creativity to people in cities and communities.

Technology affects the way people act and live. Thompson (2011) says technology is more than tools and machines especially in highly developed

countries of the world. He sees technology as the answer to all social, economic, political and medical ills. Chandler (2000) states that technology is used to refer to tools, instruments, machines, organizations, media, methods techniques and systems. This implies that technology is an inclusive term that affects every aspect of human living in cities and communities.

The researcher perceives that adult education programmes could be properly implemented to bridge the gap of underdevelopment. Therefore, this study hopes to determine how adult education programmes could be utilised to facilitate sustainable community development in Obio-Akpor Local Government Area of Rivers State.

Purpose of the Study

The main purpose of this study is to determine the extent of utilization of adult education programmes for sustainable community development in Obio/Akpor Local Government Area of Rivers State. Specifically, the objectives of the study are to:

1. Determine the number of adult literacy centers of Obio/Akpor Local Government Area of Rivers State.
2. Ascertain the quality of infrastructure in the adult literacy centers of Obio/Akpor Local Government Area of Rivers State.
3. Determine the number of instructors in the adult literacy centers of Obio/Akpor Local Government Area of Rivers State.
4. Ascertain the availability of sustainable community development in Obio/Akpor Local Government Area of Rivers State.

Research Questions

The following research questions are raised to guide the study:

1. How many adult literacy centers are in Obio/Akpor Local Government Area of Rivers State?
2. What is the quality of infrastructure in the adult literacy centers of Obio/Akpor Local Government Area of Rivers State?
3. How many instructors are in adult literacy centers of Obio/Akpor Local Government Area of Rivers State?
4. What are the available sustainable community developments in Obio/Akpor Local Government Area of Rivers State?

Hypothesis

One hypothesis was formulated to guide the study:

- H₀1:** There is no significant difference in the mean opinion scores of instructors and adult learners on how available education programmes can sustain community development in Obio/Akpor Local Government Area of Rivers State.

REVIEW OF LITERATURE

Conceptualization of Adult Education:

Education being a continuous process from cradle to grave is the most important commodity to be possessed by any person. The acquisition of education is therefore, crucial for the sustenance of a meaningful life. Basic adult education provided to citizens will enhance delivery of other services like community development. However, the term education has been defined and conceptualized in a number of ways. Okoh in Okorosaye-Orobite (2005) sees education as a process, a product, and a discipline. As a process, it "is the activity of preserving, developing, and transmitting the culture of a people from one generation to another". As a product, "it refers to change, whether over or covert, implicit or explicit, which education is expected to bring about". Also, Akinpelu (1998) in Okorosaye-Orobite (2005) stresses that the product of education is the educated man, who in the African context is one "who shows evidence of a well-integrated personality... he is economically efficient, socially and publically competent, morally acceptable and intellectually and culturally sophisticated". Ukeje (2020) summed it up when he opined that 'Education is power, it is a process of acquiring knowledge and ideas that shape and condition man's attitude, actions and achievements; it is a process of developing the child's moral, physical, emotional and intellectual power for his contribution in social reform; it is the process of mastering the laws of nature and for utilizing them effectively for the welfare of the individual and for social reconstruction; it is the art of the utilization of knowledge for complete living'. Education is the largest share of UNESCO's operations in Nigeria, in terms of allocation, financial and staffing resources. UNESCO seeks to strengthen and upgrade education and schooling in member states, with particular reference to promoting best innovative practices. UNESCO (2008) states that "development and economic prosperity depend on the ability of countries to educate all members of their societies and offer them lifelong learning". An innovative society prepares

its people not only to embrace and adapt to change but also to manage and influence it. Education enriches cultures, creates mutual understanding that underpins peaceful societies. UNESCO is guided by upholding education as a human right and as an essential element for the full development of human potentials. The ultimate objective of any educational system is to produce or create a well-rounded individual who is capable of surviving in his or her environment and making a significant contribution to the survival of the society to which he or she belongs while also achieving personal fulfillment. Adult education according to Barikor (2015) further stated that adult education is any form of education for the development of human abilities after entrance into adulthood, necessitated by change in the person, circumstances, advancement of knowledge and responsibilities. Adult education could therefore be described as a key variable in raising the learners' consciousness, and understanding, providing the necessary adaptable skills and professional competencies by which adults can perform their various functions and cope with the dizzying stress and pace of technology in the present world of change. Adult education is also 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.

Sustainable Community Development:

According to Kempe (1996) the concept of sustainable development was brought into common usage by the World Commission on Environment and Development in its 1987 report. The report conceptualized sustainable development as human progress that meet the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainable development is one of the latest concepts that emerged in the literature and thinking of development policy. Sustainable development is an attempt to shape and secure a future. Nwaokugha (2006) viewed that sustainable development contemporarily, has become a password that cuts across all disciplines in today's knowledge industry. According to him, it is associated with "omnipotent capacities" of proffering solutions to all the problems of man and the society. According to Oyebamiji and Adekola (2008) sustainable development means conservation, reservation, usage and management of resources so that what we do to improve life and living standard today does not compromise future use of such resources and improvement in the quality of life for all the people. Currently, sustainable development is one concept that has become so popular and has attracted attention across disciplines and scholars of various dispositions. In 1987, the United Nations (UN) released Brunt Land Commission report which offered the most widely recognized definition of sustainable development as development that "meets the needs of the present without compromising the ability of the future generations to meet their own needs" (Kobani and Alozie, 2019). It contains within it two key concepts; namely; the concept of needs, in particular, the essential needs of the world poor, to which overriding priority should be given, and the idea of limitation imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

Also, the International Institute for Sustainable Development (IISD) conceived sustainable development to mean environment, economic and social well-being for today and tomorrow. Abraham in Kobani (2022) submitted that sustainable development mantra enjoins current generations to take a systematic approach to growth and development and to manage natural, produced and social capital for the welfare of their own and future generations – a system that connects space and a system that connect time. Sustainable Development is development that meets the needs of the present generation of a particular country or community without compromising the ability of future generations to meet their own needs. According to Goodland and Ledec in Kobani (2022):

Sustainable development is here defined as a pattern of social and structural economic transformation (i.e. development) which optimized the economic and social benefits available in the present, without jeopardizing the likely potential for similar benefits in the future. A primary goal of sustainable development is to achieve a reasonable (however defined) and equitably distributed level of economic wellbeing that can be perpetuated continually for many generations.

CIDA in Kobani (2022) outlined five aspects to the concept of sustainability:

1. Economic sustainability – appropriate economic policies, efficient resources allocation and a more equitable control over resource, and increased productive capacity among the poor.
2. Social sustainability – equitable income distribution, participation of intended beneficiaries.
3. Cultural sustainability – sensitivity to cultural factors including cultural diversity, recognition of values conducive to development
4. Political sustainability – premised on the assurance of human rights, promotion of democratic development and good governance.
5. Environmental sustainable – managing and protecting ecosystem to maintain diversity of life in both human – managed and natural system and protecting the environment from pollution to maintain the quality of land, air and water. It would be necessary to appraise or assess post- independence Africa in these core aspects of sustainable development. Our case study however, is Nigeria.

Adult Education Strategies and Achievement of Sustainable Community Development:

There are various strategies that adult education can utilize in achieving sustainable development. These strategies according to Onyishi (2014) include:

- (a) **Participation of People in Decision Making:** Both adult educators, instructors and learners should be allowed to take part from on start in decision taken in adult education programme. This will help them to be aware of what is happening in the programme which they are participants. They should be given the opportunity to express their felt needs, interests and choice.
- (b) **Funding Agencies:** The “Design for Action” on adult education recommended that funding agencies concerned with International Development assistance should give priority to programmes that will; (a) develop a strong adult education infrastructure, particularly in countries where adult education is least developed, like Nigeria, (b) identify levels of training and self-help needs in terms of competence, management, delivery, and evaluation, (c) assist workers’ organizations that are actively involved in the organization and development of the rural poor and (d) make direct provision for equal integration of women into social and economic development.
- (c) **Improvement of Training/Development of Workshops:** There should be a strategy for adult education national associations to work together for improvement in the quality, type and accessibility of both long-term and short term adult education training for women and men. Short workshops could focus on effective adult learning and teaching to groups of full-time adult education organizers who are in a position to pass their learning to teachers of adults. On some cases, resource team may travel to countries to take course in adult education.
- (d) **Training in Research:** Adult educators should receive training in theory and practice of participatory research and complementary qualitative research techniques. The research may be carried out on methods of social investigation, training manuals and materials need to be devised.

The UNESCO World Conferences on Adult Education, 10th- 12th October, (2001) also proffered the following strategies:

1. **Cultural/Social Strategy:** There should be a cultural/social strategy which will delete differences of social class, caste, gender “race” religion, and all stages to life. There should be a national and institutional commitment to making learning opportunities for all.
2. **Strategic Partnerships and Linkages:** Partnerships and linkages include the following strategies: forming relationships internationally and forming relationships with other groups in society. This strategy is for sharing knowledge and know-how. Partnerships and alliances based on common interest, mutual respect and desire to attain social justice, globally and locally, enhancing the sharing of skills research opportunities, and staff and student development.
3. **Research Input:** Research is another strategy which deserves implementing in adult education programme. Research includes working across discipline and/or institutions. There should be a collaborative research with civil society, the economy and learners, such research should be in the areas of action research, case studies and storytelling. There should be research and development strategy to meet the changing needs of the learner community to promote broad access and to facilitate successful learning.
4. **Administration Policies and Mechanisms:** This strategy suggests that service to learners should be given top priority by administration policies. The administration should provide strategy for overall planning for adult education using the necessary resource allocation available. The administrative policies and mechanisms should be geared towards curricular compilation structures in which students can exercise choice of subjects and subject combinations to their own individual’s needs.
5. **Student Support Systems and Services.** Under this strategy, learners are helped to become independent learners in various ways. The obligations and responsibilities of the learners are made clear to learners at registration. The resources and equipment will be made available to learners and what they supply will be made known to them. This strategy submits that teachers and facilitators would be trained to facilitate learning.
6. **Equipping Adults with Reading and Writing Skills:** This strategy will be very useful to adults in their literacy adult education programme. It will enhance their reading and writing skills. This is an important strategy in Adult education programme.
7. **Providing Adults with Technical and Vocational Skills:** To achieve sustainable development through Adult education, the need for this strategy need not be overemphasized. Adults need technical and vocational skills for self-employment and self-sustenance.
8. **Development of Projects:** Investment should be made on development of projects.
This is to enhance increase in production of various needs of people and the economy.

Without investment on project, the economy will be in a mess, and under this situation,

Sustainable development cannot be achieved.

Adult Education Programmes and Sustainable Community Development:

Adult education is any form of learning undertaken by or provided for mature men and women outside the formal schooling system (Seya, 2005). The main targets according to Seya are specifically defined as youths (girls and boys) over fifteen years of age, but sometimes younger as well, women and men, generally poor or socially disadvantaged.

According to Townsend-Coles in Kobani and Alozie (2016) it is all kinds of educative experiences needed by both men and women according to their varied interests and requirements at their different levels of comprehension and abilities and their changing roles and responsibilities throughout life.

Adult education has good and important roles to play in achieving sustainable development. Although literacy continues to be at its heart, adult education also includes numeracy, problem solving and life skills and other knowledge which bring about sustainable development. Adult education is also seen as a transmission process of general technical or vocational knowledge as well as skills, value and attitudes, which takes place out of the formal education system with a view to remedying early education, inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfillment and active participation in the socio economic and political life of their societies.

In achieving sustainable development, it is held by Confintea (1997) that the objectives of adult education are to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote co-existence, tolerance and the informed and creative participation of citizens in their communities, to take control of their destiny and society in order to face the challenges ahead.

METHODOLOGY

This study adopted the descriptive survey research design. The descriptive survey research design will enable a researcher to document, depict and explain what is existent on the present status of the phenomenon being investigated. The study is carried on selected sample representatives in ten adult literacy centers in the Obio/Akpor Local Government Area of Rivers State. The population of the study was three hundred and ninety-eight (398). A sample size of 257 was gotten through the simple random sampling technique Sixty-two percent of the population of adult learners (229) and twenty-eight (28) Instructors, which gave a total of two hundred and fifty-seven Respondents, formed the sample. Furthermore, random sampling technique was employed to select or draw the Adult education Participants while census was employed for the instructors in the adult literacy centers. Both primary and secondary sources of data were used in this study. The Instrument for data collection was a questionnaire designed by the researcher titled "Utilization of Adult Education Programmes for Sustainable Community Development Questionnaire (UADPSCDQ)". The questionnaire contains 15 items. The research questions postulated for the study guided the construction of the questionnaire. The questionnaire was technically designed in order to elicit detailed information on the subject matter. The questionnaire comprises of two (2) sections; Section A consists of information on personal data of the respondents, and Section B consists of information on utilization of adult education programmes for sustainable community development.

The descriptive statistics such as means and standard deviation were used to answer the research questions while the formulated hypotheses were tested using the z-test. The mean was calculated by assigning nominal value to the response categories: strongly agree (SA) 4, agree (A) 3, disagree (D) 2 and strongly disagree (SD) 1.

Decision rule for the research questions was based on a criterion mean of 2.50. Any mean response of 2.50 and above is regarded as agreed and was accepted while mean response rating less than 2.50 is regarded as disagree and was rejected. Additionally, when the calculated z-value is less than the critical z-value (± 1.96), the hypothesis was accepted. Contrarily, when the calculated z-value is more than the critical z-value (± 1.96), the hypothesis was rejected.

Data analysis

This section presents the analysis of data and results of the findings gathered from the research questions posed in chapter one. The presentation is made in tables according to each research questions posed.

The descriptive statistics such as means and standard deviation were used to answer the research questions while the formulated hypotheses were tested using the z-test. The mean was calculated by assigning nominal value to the response categories: strongly agree (SA) 4, agree (A) 3, disagree (D) 2 and strongly disagree (SD) 1.

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Research Question One: How many adult literacy centers are in Obio/Akpor Local Government Area?

Table 4.1: Mean Opinion Scores of Instructors and Adult Learners on the numbers of Adult Literacy Centers in Obio/Akpor Local Government Area of Rivers State.

S/N	Items	Instructors (N=28)		Adult Learners (N=229)		Instructors and Adult Learners	Remarks
		\bar{X}	Std.	\bar{X}	Std.		
1.	There are about 10 adult literacy centers in Obio/Akpor Local Government Area.	3.20	1.03	3.50	0.76	3.23	Accepted
2.	The number of adult literacy centres in Obio/Akpor Local Government Area is appreciable.	2.90	0.99	3.13	0.84	3.02	Accepted
3.	Adult literacy centers available are enough to facilitate sustainable community development.	3.00	0.94	3.25	0.71	3.13	Accepted
4.	More adult literacy centers will be required if more adult learners are admitted.	3.00	0.82	3.13	0.84	3.07	Accepted
5.	The adult literacy centers are not far from the houses of participant	2.60	0.97	2.75	0.89	2.68	Accepted
Aggregate Mean						3.03	

Source: Research Survey Data, 2022.

In answer to research question 1, which was on availability of adult literacy centers in Obio/Akpor Local Government Area, instructors and adult learners were of the opinion that adult literacy centers were available with mean scores of 3.23, 3.02, 3.13, 3.07, and 2.68.

Research Question Two: What is the quality of infrastructure in the adult literacy centers of Obio/Akpor Local Government Area?

Table 4.2: Mean Opinion Scores of Instructors and Adult Learners on Quality of Infrastructure in the Adult Literacy Centers of Obio/Akpor Local Government Area

S/N	Items	Instructors (N=28)		Adult Learners (N=229)		Instructors and Adult Learners	Remarks
		\bar{X}	Std.	\bar{X}	Std.		
6.	Classrooms provided for adult learners in adult education centers are adequate and of high standard.	2.30	0.95	2.13	0.84	2.22	Rejected
7.	High quality adult-size desks and chairs for adult learners are available at adult literacy centers.	1.80	0.79	2.00	0.76	1.90	Rejected
8.	There are adequate good writing black/white board as well as chalk/markers at adult literacy centers.	2.10	0.74	2.25	0.71	2.18	Accepted
9.	There are provisions of quality ICT facilities such as computers and accessories.	2.20	0.76	2.00	0.67	2.10	Accepted
10.	There are provisions of stand-by generator for steady power supply in adult literacy centers.	2.00	0.67	2.13	0.64	2.07	Rejected
Aggregate Mean						2.09	

Source: Research Survey Data, 2022.

In table 4.2 above, the mean scores of items 6, 7, 8, 9 and 10 for instructors and adult learners are below the criterion mean of 2.50 and were rejected. This portrays that there were inadequacies in the provision of classrooms for adult learners in adult literacy centers and low standard, adult literacy centers have no high-quality adult-size desks and chairs; inadequate good writing black/white board as well as chalk/markers at adult literacy centers; inadequate provisions of quality ICT facilities such as computers and accessories.

Research Question Three: How many instructors are in adult literacy centers of Obio/Akpor Local Government Area?

Table 4.3: Mean Opinion Scores of Instructors and Adult Learners on Number of Instructors in Adult Literacy Centers of Obio/Akpor Local Government Area

S/N	Items	Instructors (N=28)		Adult Learners (N=229)		Instructors and Adult Learners Grand Mean	Remarks
		\bar{X}	Std.	\bar{X}	Std.		
11.	There are more than 20 instructors in total in adult literacy centers of Obio/Akpor Local Government Area.	3.22	0.75	3.15	0.88	3.19	Accepted
12.	Each adult literacy centers of Obio/Akpor Local Government Area has at least 2 instructors.	3.25	0.89	3.00	1.05	3.13	Accepted
13.	The number of instructors is not the same for all adult literacy centers of Obio/Akpor Local Government Area.	2.88	0.99	2.60	1.08	2.74	Accepted
14.	The number of instructors available is sufficient to teach adult learners.	2.80	1.16	3.13	0.84	2.97	Accepted
15.	More instructors will be required given increase in the numbers of adult learners.	3.38	0.74	3.20	0.79	3.29	Accepted
Aggregate Mean						3.06	

Source: Research Survey Data, 2022.

In table 4.3 above, the mean scores of items 11, 12, 13, 14 and 15 for instructors and adult learners are above the criterion mean of 2.50 and were accepted. This portrays that there are more than 20 instructors in total in adult literacy centers of Obio/Akpor Local Government Area, Each adult literacy centers of Obio/Akpor Local Government Area has at least 2 instructors, the number of instructors is not the same for all adult education centers of Obio/Akpor Local Government Area, the number of instructors available is sufficient to teach adult learners while more instructors will be required given increase in the numbers of adult learners.

Test of Hypotheses

H₀₁: There is no significant difference in the mean responses of instructors and adult learners on adult education programme and sustainable community development in Obio/Akpor Local Government Area.

Table 4.3: Z-test Analysis of the Significant Difference between the Instructors and Adult Learners on Adult Education Programme and Sustainable Community Development in Obio/Akpor Local Government Area

	N	\bar{X}	STD	DF	Z-Cal.	Z-Cri.	Level of Significance	Decision
Instructors	28	2.93	0.98	225	1.2163	1.96	0.05	Accept
Adult Learners	229	3.03	0.97					

DF= 225, Level of significance =0.05

The result on table 6 shows z-calculated value of 1.22 while the z-critical value is ± 1.96 at 0.05 level of significance with 255 degree of freedom. Since the z-calculated value of 1.22 is less than the z-critical value of ± 1.96 , the null hypothesis one was therefore accepted. It was therefore concluded that there is no significant difference in the mean responses of instructors and adult learners on how adult education programmes and sustainable community development in Obio/Akpor Local Government Area.

Summary/Discussion of Findings

Summary of Major Findings

There are about 10 adult literacy centers in Obio/Akpor Local Government Area, the number of adult literacy centers in Obio/Akpor Local Government Area is appreciable and enough to facilitate sustainable community development, more adult literacy centers will be required if more adult learners are admitted and such adult centers are not far from the houses of participant, classrooms provided for adult learners in adult education centers are adequate and of high standard, high quality adult-size desks and chairs for adult learners are available at adult learner literacy centers, there are adequate good writing black/white board as well as chalk/markers at adult education centers, there are provisions of quality ICT facilities such as computers and accessories while there are no provisions of stand-by generator for steady power supply in adult literacy centers, there are more than 20 instructors in adult learner literacy centers of Obio/Akpor Local Government Area, each adult literacy centers of Obio/Akpor Local Government Area has at least 2 instructors. There is disparity in the number of the number of instructors is not the same for all adult literacy centers of Obio/Akpor Local Government Area, the forms of adult education programme available in adult literacy centers for sustainable community development in Obio/Akpor Local Government Area include: literacy/Basic Skills, education for vocational, technical, and professional competence; education for health, welfare, and family living; education for civic, political, and community competence as well as Education for “self-fulfillment”.

Discussion of Findings

Number of Adult Literacy Centers of Obio/Akpor Local Government Area:

The results of the study on research question one revealed that, the number of adult literacy centres in Obio/Akpor Local Government Area is appreciable and adult literacy centres available are enough to facilitate sustainable community development with an aggregate mean of 3.03. This shows that there are adult literacy centers for sustainable development in Obio/Akpor Local Government Area. This result is in agreement with Adiele (2014) who found out that there were adult literacy centers in Obio/Akpor Local Government Area; although dominated in public primary schools or village halls more adult literacy centers are required as more adult learners are being admitted.

Quality of Infrastructure in the Adult Literacy Centers of Obio/Akpor Local Government Area:

The findings on research question 2 of the study revealed that there were inadequacies in the provision of classrooms for adult learners in adult literacy centers and low standard, adult literacy centers have no high-quality adult-size desks and chairs; inadequate good writing black/white board as well as chalk/markers at adult education centers; inadequate provisions of quality ICT facilities such as computers and accessories with aggregate mean of 1.87. There are also provisions of stand-by generator for steady power supply in adult literacy centers. This finding is in agreement with Onyenemezu (2012) who asserted that paucity in counterpart-finding led to poor infrastructure in many adult literacy centers in Nigeria.

Conclusion and Recommendations

Conclusion

The changing educational climate in Nigeria calls for the sustenance of the scope, structure, methods and application of the concept of adult education. Thus, a nation's workforce is made up of adults. These adults cannot function beyond the quality of education they receive. Hence, the need to improve the quality of adult education programme in Rivers State in particular and Nigeria as a whole, requires urgent attention. To improve adult education programmes, it is imperative to develop the quality and quantity of the following: competent instructors, adequate centers with good quality infrastructure and instructional aids. The study was set out to analytically determine utilization of adult education programmes for sustainable community development in Obio/Akpor Local Government Area of Rivers State. Based on the findings of this study, it is concluded there is effective utilization of adult education programmes for sustainable community development in Obio/Akpor Local Government Area of Rivers State.

Recommendations

Based on the findings and conclusions generated from the study, the following recommendations were made by the researcher:

1. More adult literacy centers should be established with facilities for adult learners. The arrangement of using public primary schools and community halls as centers should be discarded and discontinued.

2. Qualified instructors who possess training in adult education should be recruited in sufficient quantity and placed on pensionable employment. This will make the instructors to be committed to their job.
3. There is need to develop accurate database for adult education planning. The data should reflect the urban-rural, urban-urban and rural-rural distribution of the illiterate population to enable the proper planning and distribution of adult education centers.
4. Funding of adult education should be taken serious like any other aspect of the UBE programme.
5. Policy makers and the planners of adult education programmes in Nigeria need to incorporate into adult education those innovations such as knowledge and practice of information and communication technology.
6. Government should regularly organize orientation and sensitization workshops and seminars for adult education practitioners for effective service delivery.

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