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## THE ROLE OF ADULT EDUCATION IN ACHIEVING SUSTAINABLE COMMUNITY DEVELOPMENT IN AKAMKPA LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

**Ekpenyong David Oboqua Ph.D**

Department of Adult and Continuing Education  
Enugu State University of Science and Technology  
Enugu – Nigeria

**Ubah, Rita Ifeoma**

Department of Adult Education  
Federal College of Education Technical  
Umunze – Anambra State

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**ABSTRACT:** *This study investigated the role of adult education in achieving sustainable community development in Akamkpa local government area of Cross River State. Two research questions were formulated for the study. The design for this study was descriptive survey. The population of the study was four hundred and two (402) participants of adult education programme for sustainable community development in the study area, stratified and simple random sampling techniques were used to draw the sample size of 201 respondents. Researchers developed questionnaire titled: Role of Adult Education Sustainable Community Development Questionnaire (RAESCDQ). The instrument for data collection was a 10 items questionnaire which was validated by research experts and tested with a reliability estimate of 0.87 using Cronbach alpha statistics. The data collected were analysed using frequency and percentages. The findings which emerged from the study revealed that lack of curriculum, content of adult education, research facilities, facilitators and insufficient budgeting allocation in Akamkpa local government area. Based on the findings of the study, it was recommended among others that adult education study centres should be built and well equipped with learning facilities to attract learners and also non-governmental organizations should support government in funding, providing, learning and infrastructural needs that will make adult education programmes more effective for sustainable community development.*

**KEYWORDS:** Adult education, sustainable, community development

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## INTRODUCTION

Community needs are on their increase unity little attention been received from the government. Members of any community need to strategize so that development will research them without delay. Many programmes have been initiated for community development but these programmes end up no seeing the light of day. Education too has been the only avenue for community development, but many after obtaining their certificates will opt out to work outside their communities and in some instances never return. Education is the commonest avenue for giving a community better development using the members of the community the adult. Adult education has been in place to reach out to adult members but the need to re-engineer this form of education

for better usage in the community is paramount. Blaisdell cited in Galadima (2012) opined that re-engineering education is demonstration of the value which an educational promotion programme can add to a group of people or an area.

Education is a weapon of development of the people in a society. It helps to promote, understanding and cooperation among a group of people for the present and the future. It helps to create peace through understanding and respect for individual differences. In the community, adult education is the most needed education for the fact that it helps communities to be mobilized for contributing towards their own development for their survival and their future generation. Education is an entity, is classified into two: formal and non-formal education (Ogowo & Oranu, 2006).

According to Smith (2004), formal education is the hierarchically structured chronologically graded education system running from primary school through the university and including, in addition to general academic studies, a variety of specialized programmes and institutions for full-time technical and professional training. In the same vein, National Policy on Education (FRN, 2004) defined non-formal education as all form of functional education given to youths and adult outside formal school system such as functional literacy remedial and vocational education. Smith (2004) added that non-formal education is any organized education activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives.

Humanity have for long been and still striving for actions and initiatives in their quest for improved standard of living in the neighborhoods, remote villages and the country side hopely to achieve what we termed as development. An understanding of the concept of development will give it clearer picture of development. Okenimkpe (2003) defines development as the gradual growth of sometime so that it becomes more advanced, stronger etc. the process of producing or creating something new. This definition implies that development involves a gradual or advancement through progressive changes. Umebeli (2006) sees the changes to be multidimensional involving changes in structures, attitude and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. To Nyerere (2006) development is the expansion of man own consciousness and therefore of his own power over himself, his environment and his society equally used, namely (i) as a vision, description or measure of the state of being of a desirable society (ii) as a historical process of social change in which societies are transformed over long periods and (iii) as consisting of deliberate efforts of various agencies, including governments, all kinds of organizations and social movements.

The World Commission on Environment and Development (WCED) sees sustainable development as the development that meets the needs of the present without comprising the ability of the future generations to meet their own needs. Sustainable development must be all encompassing of individual and society, because when mind of an individual is developed the society stands a chance of been developed too.

Majority of Nigerians live in rural areas characterized by a culture of poverty and most people still live barely above subsistence level. According to the World Bank (1997) the number of rural poor

in Nigeria is roughly twice that of the urban poor. Rural areas in Nigeria are generally deprived of the basic needs of life such as clothing, housing medical care, community, education transport facilities, recreation, neighborhood amenities, credit facilities and horizon for self improvement. The lives of these people living in these communities are characterized by poverty, misery and underdevelopment. Their income remains low and agriculture which is their major occupation has been on the decline because of lack of mechanization. Despite these handicaps, these communities still occupy strategic position in the development of the nation.

Akpama (2005) stated that the role of adult education in development is multidimensional, indeed, as one of the building blocks of human development and not just a basic right education, including adult education is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. It is therefore based on this assumption that the researchers examined the role of adult education in achieving sustainable community development in Akamkpa Local Government Areas of Cross River State.

### **Statement of the problem**

The fact that no country can develop beyond the level of education of its citizens comes into play at this point. This is so because, when our communities are full of literate and educated people, the citizenry are at high chance of bringing sustainable development to their communities. But when a community is saturated with semi-educated people that community have little or no chance of achieving sustainable development hence the key actors in achieving the development are unaware of their own development too. It is unarguably agreed that education plays significant role in the process of development of any community. Adult education has become a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. This study therefore sought to determine the role of adult education in achieving sustainable community

### **Purpose of the study**

The purpose of the study was to investigate the role of adult education in achieving sustainable community development in Akamkpa local government area of Cross River State, Nigeria. Specifically, the study sought to investigate:

1. The contributions of adult education achieving sustainable community development
2. To identify the challenges that hindered adult education achieving sustainable community development.

### **Research questions**

The following research questions guided this study:

1. What are the contributions of adult education in achieving sustainable community development?
2. What are the challenges that hindered adult education in achieving sustainable community development?

## METHODOLOGY

The descriptive survey design was adopted for this study. This design helps to collect information and the opinions of the respondents on the role of adult education in achieving sustainable community development in the study area. The population of the study comprises of 402 participants of adult education programmes in the 10 political wards of the local government area. Stratified and simple random sampling techniques were used to draw 201 respondents. A self-developed questionnaire was used as an instrument for data collection, Titled Role of Adult Education and Sustainable Community Development Questionnaire (RAESCDQ) designed by the researchers. The instrument has two sections A and B. Section A has respondents demographic information while section B had 10 items on the research questions, in the form of modified rating scale of Yes and No was designed to elicit information from the respondents to indicate their level of agreement or disagreement with the items. The instrument was dully validated by three experts, two from the department of adult and continuing education and one from measurement and evaluation. A reliability coefficient of 0.87 was deduced as a measure of internal consistency through the use of Cronbach Alpha statistical technique.

The copies of the questionnaire were administered personally by the researchers with two research assistants trained for the purposed. For ease of data preparation, codes were designed to each item and a coding schedule was prepared by developing a key for each of constructs of the instrument. The data collected for the study were analyzed using simple percentages.

## RESULTS

**Research question 1:** What are the contributions of adult education in achieving sustainable community development in Akamkpa Local Government Area?

**Table 1: Contributions of Adult Education in achieving sustainable community development**

S/n	Item statement	Yes	%	No	%
1	Adult education promotes sustainable economic growth	126	62.7	75	37.3
2	Adult education promotes productive employment and decent work for all.	130	64.7	71	35.3
3	Adult education promotes peace for sustainable community development.	131	65.2	70	34.8
4	Adult education access to justice for all levels.	127	63.2	74	36.8
5	Adult education make trainees self-reliant for sustainable community development.	123	61.2	78	38.8

**Research question 1:** What are the contributions of adult education in achieving sustainable community development in Akampka local government area of Cross River State. The proportion and percentile analysis as presented in Table 1 from the table, the following proportion of respondents that said “Yes” for the statement were adult education promotes sustainable economic

growth 126(62.7%), adult promotes productive employment and decent work for all 130 (64.7%), adult education promotes peace for sustainable community development 131 (65.2%), adult education access to justices for all levels 127 (63.2%) and adult education make trainees self-reliant for sustainable community development 123(61.2%). While the proportion that said “No” for the item statement were adult education promotes sustainable economic growth 75(37.3%), adult education promotes productive employment and development work for all 71(35.3%), adult education promotes for sustainable community development 70(34.8%), adult education access to justices for all levels 74(36.8%) and adult education make trainees self-reliant for sustainable community development 78(38.8%).

Research question 2: What are the challenges that hindered adult education in achieving sustainable community development in Akampka local government area?

**Table 2: The challenges of adult education in achieving sustainable community development**

S/n	Item	Yes	%	No	%
6	Lack of relevant curriculum	128	63.7	73	36.3
7	Lack of understanding of the concept and content of adult education	128	63.7	73	36.3
8	Lack of research facilities for adult education programmes	129	64.2	72	35.8
9	Lack of facilitators in adult education centres	127	63.2	74	36.8
10	Insufficient budgeting allocation for adult education programmes in achieving sustainable community development.	126	62.7	75	37.3

**Research question 2:** What are the challenges that hindered adult education in achieving sustainable community development in akamkpa Local Government Area of Cross River State. The proportionate and percentile analysis as presented in Table 2 from the table, the following proportion of respondents that said “Yes” for the item statement were lack of relevant curriculum 128(63.7%), lack of understanding the concept and content of adult education 128(63.7%), lack of research facilities for adult education progrmmes 129(64.2%), lack of facilitators in adult education centres 127(63.2%) and insufficient budgeting allocation for education programmes in achieving sustainable community development 126(62.7%). While the proportion that said “No” for the item statement were lack of relevant curriculum 73(36.3%), lack of understanding of concept of adult education 73(36.3%), lack of research facilities for adult education programmes 72(35.8%), lack of facilitators in adult education centre 74(36.8%) and insufficient budgeting allocation for adult education programmes in achieving sustainable community development 75(37.3%).

## DISCUSSION OF FINDINGS

The available findings shows that all developmental potentials were agreed upon as capabilities of the discipline towards ensuring sustainable community development through extension services as it helps in ending hunger, achieve food security, improve nutrition and promote sustainable

agriculture, ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, reduces or eradicate poverty to enhance sustainable development, promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, promotes peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective accountable and inclusive institutions at all levels, makes trainees self-reliant for sustainable community development and ensure healthy lives and promotes wellbeing for all at all ages.

The findings is in line that of Smith (2004) who added that non formal education is any organized education activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives. The findings also support Thizier (2005) who agree that the role of adult education in development is multidimensional, indeed, as one of the building blocks of human development and not just a basic right education, including adult education is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy.

## CONCLUSION

Based on the findings of this study, it was concluded that adult education possess the necessary potentialities of contributing to sustainable community development through empowerment of individuals politically, socially and economically not only in the study area but the whole world. This implies the conscientization which has positive implications for sustainable community development.

## Recommendation

Based on the findings and conclusion of this study, the following recommendations were made:

1. Adult education study centres should be built and well equipped with learning facilities to attract learners.
2. Awareness creation should be carryout especially on the concept of adult education and its role in sustainable community development should be animate by media.
3. Non-governmental organizations and philanthropists should support government in funding, providing learning and infrastructural needs that will make adult education effective for sustainable community development.

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