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Editorial

The Seventh (7) Volume, Number One - Vol. 7(1), 2018 of the JET is a special edition of the Department of Lifelong and Continuing Education, University of Lagos, Akoka, Nigeria. The Edition is poised to report cutting edge research findings and discuss educational issues of interests.

The articles in the Journal are contemporary and challenging with the implications for national development, global emancipations, empowerment and awareness creation.

The Editorial Board of JET wishes to solicit through this avenue well researched studies and articles for future publications. We will like to thank the reviewers and assessors of the articles published here for their time and other resources well spent. To the contributors, the Board says well done and thank you and please continue to research and send qualitative papers to JET. We solemnly promise a continued improvement in the subsequent editions of JET.

Prof. C. O. Oladapo
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Adult Education as a mechanism for Sustainable Development: the Nigerian Perspective

Okebiorun, J. O. Ph.D.
Department of Lifelong and Continuing Education
Faculty of Education
University of Lagos
Akoka – Lagos

Abstract

This article examines the roles of Adult education in sustainable development. It also attempts to bring out the varieties of adult education programmes in enhancing full participation of people in community, national and global development through voluntary efforts towards the conservation, protection, preservation and sustenance of the environment. It orientates people about the hazards caused by innovations in their environment. A total number of 300 respondents were selected through random sampling technique from four randomly selected Local Government Areas in Lagos State, Nigeria .The instrument used for the study was a self-developed questionnaire. Three research questions were raised and one hypothesis formulated to guide the study. The formulated hypothesis was tested at 0.5 level of significance. Descriptive statistics of frequency, percentages, mean and inferential statistics of chi-square were used to analyze the data. The study revealed that adult education programmes have played significant roles in sustainable development in Nigeria. It was recommended amongst others that sustainable development in Nigeria require creative thinking and all stake holders should be involved. Nigerians need to be orientated on the hazards caused by changes in the environment; this could help in achieving sustainable development.

Keywords: Adult Education, Sustainable Development, Climate Change, Environment

Introduction

In any society, whether developed or developing, changes and innovations are continually evolving though at different rates and level of sophistication. This then implies that people should be re- orientated towards the hazards and the changes taking place in their environment. The importance of education to these changes and general wellbeing of mankind and the development of the society cannot be over emphasized. Nigerians are increasingly being confronted with number of challenges which demand urgent attention. The challenges range from climate change to economic, social and ecological constraints. Underlying this is sustainability requirement. This implies that individual and the nation as a whole should implement strategies for the sustainability of these changes. Brunthand report for the world commission on environment sustainable development (1992) defined sustainable development as a dynamic process which enables people to realize their potentials and improve their quality of life in ways which simultaneously protect and enhance the earth's life support systems. From the above, it then means the skills and knowledge which adult acquire through learning or training provides a sustainable basis for their fulfillment and generally to their society.

Education is an instrument "par excellence" for effective individual and national development and it is also recognised as the bed rock for any changes taking place in any society (a sustainable development). Education is the fulcrum on which social, economic, political, development and human resources of any nation revolve. It is the most important instrument for change, thus any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution (Federal Republic of Nigeria, FRN, 2004).

It is on this premise that Dewey (1966) defined education as a lifelong process, a continuous reconstruction and reorganization of experiences which adds to the ability to direct the course of future experiences whether in an organized or random form, whether in a formal or informal situation. The relationship between education and development was established such that education is now internationally accepted as a key development index. It is in recognition of this importance that governments all over the world have made commitments in their countries' educational policies for citizens to have access to education. However, the delivery of education in Nigeria has suffered from years of neglect compounded with poor implementation policy.

Nigeria inherited a British system of formal education with a British philosophy of education. This educational system can no longer meet the needs of an independent Nigeria.

To think that formal education is the cure for all the developmental problems faced by Africa, Nigeria in particular would be a myriad. Despite the interest shown to formal education, a high percentage do not have formal education, literacy level is still put at 60% (Federal Office of Statistics, 2004). Wike (2013) lamented that 10.5 million children are out of school and 35 million Nigerian adults are illiterates. This figure is alarming and embarrassing in a modern society. The current 'Education for All' (EFA) global monitoring report (2013) ranked Nigeria as one of the countries with the highest level of illiteracy. No meaningful or sustainable development can be achieved without active participation of these active majorities who are denied access to education. Nigeria must acknowledge the role of adult education and its programmes in development of individual, community and the nation as a whole. Adult education is one of the key solutions to some of the challenges faced in Nigeria.

Adult education sees that individuals are given equal educational opportunities that they need throughout life experiences. There is no age limit to adult education and so. it is believed that every individual no matter the age or status is capable of continuous learning and awareness. Learning is life long as a little learning is a dangerous thing. It must be pointed out that Adult education is not just about literacy, it is a holistic educational program which is directed at the total development of adults. This is in line with what Okebiorun (2016) called the recent trend in human capital development. It accommodates the specific needs of people in terms of capacity building, pace, mode, place and time of study as well as caters for different needs of people in the society. It should be noted that sustainable development aims at the

highest possible quality of life like living comfortably for all people, individually and collectively.

Statement of the Problem

Despite the phenomenal growth of the formal educational system and the interest shown in non-formal education in Nigeria, literacy level is still low. Majority of the populace appears not to be equipped to make informed decisions that will positively affect their lives, communities, and the nation as a whole. Unfortunately, it seems Nigerians are not aware and neglecting the roles of adult education and its programmes in achieving sustainable development. However, to achieve sustainable development, people should be well informed and guided on continuous basis. Sustainability requires continuous learning because change is inevitable. Thus, this study was set out to establish the relevance of adult education in achieving sustainable development in Nigeria.

Purpose of the Study

The main purpose of this study was to examine the relevance of adult education and its programmes in achieving sustainable development in Nigeria. Specifically, the study sought to:

1. Find out relevance of the roles of adult education in sustainable development;
2. Establish the level of awareness of people about adult education and its programmes in solving the problems of sustainable development in Nigeria;
3. Discover the relationship that exists if any between adult education and sustainable development and finally;
4. Identify problems facing adult education and its various programmes in achieving sustainable development in Nigeria;
5. Suggest necessary solutions to the problems of sustainable development in Nigeria.

Research Questions

The following research questions were raised

1. Does adult education have any role(s) to play in sustainable development?
2. Are people aware of adult education and its programmes in solving the problems of sustainable development in Nigeria?
3. Are there any relationship between adult education and sustainable development?
4. What are the problems facing adult education and its programmes in achieving sustainable development?

Research Hypothesis

This hypothesis was postulated to guide the study

1. There is no significant relationship between adult education and sustainable development.

Literature Review

Concept of Adult Education and Sustainable Development

The concept of "adult education" has been viewed differently by different authors. Some schools of thought are of the opinion that adult education is any teaching or activities that is tailored towards the adult. Okebiorun (2016) viewed it in terms of development education. Adewale (1998) in his own viewed adult education as the action of an external agent in purposefully ordering behaviour into planned systematic experiences that can result in learning, and which involves more continuity in an exchange relationship between the agent and another learner. The external agent" from the definition implies that there must be trained adult educators for the learning activities to take place. UNESCO (1997) defined adult education with the development of personal abilities and aptitude, the encouragement of social, moral and intellectual responsibility in relation to local, national and world citizenship. The implication of this is that, adult education is a tool for liberation. To this end, adult education in this study is the all inclusive learning for individuals' development regardless of their previous education. From this definition, adult education is concerned with

functional literacy, remedial education, continuing education, professional continuing education, civic education, environmental education, fundamental education, health education and leisure education. As a matter of fact, any education or training that can make one to be useful, effective, efficient, and function well in any situation one finds himself or herself is adult education.

The concept of sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. Before 1987, an awareness of the Sustainable Development (SD) objectives was low in both the developed and developing countries. The Brundt Land Commission (1987) defined sustainable development as the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. This definition acknowledges that while sustainable development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the capacity of the natural environment to meet their present and future needs.

In another but similar definition, CHEPS (2000) defined sustainable development as the ability of the economy to support the needs of the people of a country over time, taking into consideration the economic, social and ecological constraints of the country. Underlying this concept is a "sustainability requirement" namely that the fulfilment of the need of the present should not compromise the ability of future generation to meet their own needs, thus, sustainable development can be seen not so much as a technical concept but as an educational process of learning how to think in terms of "forever". From the above, it can be deduced that sustainable development contains two key concepts, the concept of needs in particular and the essential needs of the worlds' poor, to which overriding priority should be given.

The Role of Adult Education in Sustainable Development

The increase in the warming of the atmosphere has significant effects on both natural and human life. Climate change is one of the gravest challenges facing Nigeria. As former United States of America's Vice President, Al Gore puts it "as human beings, we are vulnerable to confusing the unprecedented with the improbable. In our everyday experience, if something has never happened before, we are generally safe in assuming it is not going to happen in the future, but the exceptions can kill you and climate change is one of those exceptions". If change is inevitable and paramount to human existence, it then implies that a sustainable future without adult education is unachievable. The importance of adult education and its programmes on sustainability and development cannot be over stated. Nigeria, a nation of over 150 million people has the highest illiterates in Sub-Saharan Africa. The statistics relating to literacy in Nigeria shows 45 million illiterate persons in Nigeria (UNESCO, 2012). In 2013, the former Minister of Education in the country Oby Ezekwesili reported 96 million Nigerians are illiterates and cannot read and write. Majority of these illiterates are adults. Low levels of literacy and education is a major constraint to economic and sustainable development in Nigeria. For effective sustainable development, adult education has significant role to play. Adult education unlike formal education prepares individuals to solve the problems of their immediate needs and future needs.

Over the years, modern societies have skillfully utilized adult education to bring about changes in attitude, behaviours and values. Adult education encourages full participation of various groups in community, national and global development and promotes voluntary efforts towards the conservation, the protection and the preservation of the environment.

Merriam and Caffarella (1999) contended that adult education is a large and amorphorous field of practice with myriad content areas, delivery systems, goals and clienteles. Adult education according to them is the glue that holds together a widely disparate field, ranging from adult basic education (ABE) to human resource development (HRD) and from educational gerontology to continuing professional education. Merriam and Caffarella posited that adult education promotes transformative learning as a way of building capacity for thinking and acting responsibly such as self-determination and the recognition of challenges. These skills and attitude Meriam (2004) argued honed during the adult learning processes are critical to the concept of

stainable development because they are likely to motivate useful ction for changing behaviour.

Adult education and its various programmes will help individual adults to develop the skills and knowledge that will make them function now and for the future. The skills and knowledge acquired through continuous learning provide a sustainable basis for individual fulfillment and society development at large. In addition to this, adult education inculcates the values, attitudes and behaviours needed by the adults without compromising the planet (environment). Adults who are said to be the productive sector of any nation's economy need continuous learning to meet up with the challenges they encounter in their day to day activities. The context of adult life and the societal context shape what an adult needs and wants to learn and to some extent the environment must be conducive for learning. There is no doubt that adult education has a great role to play in promoting the spirit of sustainable development in our society.

Adult education creates awareness and helps people to make informed decisions for the benefit of themselves and others, now and in future time.

Adult Education Programmes for Sustainable Development

For the purpose of this study, the following adult educational programmes could serve as creating sustainable development for Nigeria as a whole.

1. Environmental Education

The environment is significantly important in the general existence of life in the universe. Smyth (2006) defined environmental education as education in the environment, on the environment and for the environment. Lagos State Government has made several efforts in planting trees every July in the year to preserve environment. Adult education will inculcate the right behaviour to maintain and keep the standard of the environment to the people within an environment.

2. Literacy Education

Nigeria, a nation of over 150 million people has 56 million as illiterates (Global Monitoring Report, 2013). This population cannot contribute meaningfully to their environment and at the same time, cannot be productive. They cannot make their mind known through reading, writing and computing in one particular language. Illiteracy, people say breeds ignorance. Literacy is the ability to read, write and compute in a language which one uses. With literacy education, people are better equipped to make more informed decisions for their lives and for their communities and to be active participants in the identified indicators of sustainable development, social, economic, health political, environmental and institutional development. Literacy education has the potential of liberating individuals from poverty, ignorance and diseases.

3. Conscientization

Freire (1973) asserted that conscientization is a crucial element in liberating people. It involves transforming individuals from accepting the culture, tradition, formed opinions, perceptions, policies, ideologies, religions and illiteracy that make them merely passive beneficiaries of whatever society could offer to become makers of development and history.

Conscientization is the type of education which strikes a balance of harmony between man and his environment. Oladapo (1999) contented that conscientization equips people to participate in their environment and contribute positively to their own development and the development of the society at large. With conscientization education, people can analyze situations, define strategies, draw up programmes of action and raise the consciousness level of the people.

4. Fundamental Adult Education

This is the education that enables one to cope favorably well with the development that is taking place in an environment, society and nation at large. With fundamental adult education, individuals are taught how to play their parts in ensuring sustainable development through various programmes such as the green policies in agriculture, oil and

gas, transport and in all sectors of the economy. It creates awareness for instance, for farmers to adopt sustainable land management practices such as agro-forestry, which in the long run will increase the yields of the farmers whose majority in Nigeria are adults and illiterates. Fundamental adult education is very vital and very effective in minds of people.

5. Remedial Education

Remedial education means all forms of education acquired in order to remedy a deficiency. In Nigeria, it is considered as supplementary and complementary education. Remedial education helps people to have access to educational opportunities and thereby helping to create a sustainable future for them.

6. Vocational Adult Education.

Vocational adult education with environment dimension incorporates programmes that educate the adults on sustainable ways of exploring, exploiting, transforming and utilizing environmental resources which they base their survival without destroying the ecosystem (Adekola & Mbalisi, 2015).

The goal of vocational adult education is to provide opportunities for further education, develop skills for continuing vocational education and make recipients to contribute positively to the development of his immediate environment. Vocational adult education helps individuals to be self-reliant and transforms them towards sustainable development.

Methodology

The descriptive survey research was used for the study. This was considered most appropriate because it has to do with the collection of data over a large study population so as to describe the existing situation. The population of this study comprises men and women in Lagos State, Nigeria. There are 20 local government areas categorized into 5 administrative divisions namely Ikorodu, Badagry, Ikeja, Lagos Island and Epe (IBILE). Two administrative divisions comprises urban and rural was randomly selected. Furthermore, 2 local governments each was randomly selected from the urban and rural administrative division originally selected. In each of the 4 local governments, 100 adults were selected through simple random technique. Thus, a total of 400 urban and rural dwellers participated in the study.

The instrument used for data collection was a structured questionnaire titled 'Adult education for sustainable development'. The instrument was divided into two sections comprising demographic data in Section "A" and subject matter related in Section "B". The instrument was face and content validated using two experts from Adult Education department and Measurement and Evaluation in the Educational Foundations all in University of Lagos.

The reliability of the questionnaire was determined by using test re-test method as well as Pearson's Moment Correlation Coefficient statistical tool. The Cronbach's Alpha was obtained at 0.74. The administration of the questionnaire was conducted with the help of four research assistants. The research assistants were trained to master the items contained in the instrument and guided on procedures for its distribution among the respondents. The exercise lasted for a period of four working days and 300 questionnaire were retrieved back from the respondents. In analyzing the data, descriptive statistics such as frequency counts, percentages and means were used while chi square statistical tool was used to test the hypothesis. However, only the valid responses were used in the computation of the analysis while the accepted general mean was 2.5.

esults.

Research Question 1.

Does adult education have any roles to play in sustainable development?

Table 1: Responses to the role of Adult Education in sustainable development

S/N	Items	SA	A	D	SD	Mean
1	Adult education plays a significant role in sustainable development	18 (6.0%)	21 (7.0%)	134 (44.7%)	127 (42.3%)	3.23
2	Environmental education as one of adult education programmes promotes sustainable development	-	19 (6.3%)	160 (53.3)	121 (40.4%)	3.34
3	Adult education has sensitized the general populace to be actively involved in development activities	198 (66.0%)	84 (28.0%)	5 (1.7%)	13 (4.3%)	3.20
4	Workers education as one of adult education programmes has enhanced productivity of the workers for sustainable development	171 (57%)	90 (30%)	15 (5%)	24 (8%)	3.12
5	Adult education has helped in increasing literacy level of Nigeria	126 (42%)	152 (50.7%)	12 (4.0%)	10 (3.3%)	3.39
6	Adult education equips individual to make informed decisions	135 (45.0%)	139 (46.3%)	8 (2.7%)	18 (6%)	3.30

The result indicates that 179(59.6%) of the respondents admitted that environmental education as one of the adult education programmes promotes sustainable development while 121(40.4%) of the respondents disagreed to this position. In a similar vein, 282(94%) of the respondents admitted that adult education has helped to sensitize the general populace to be actively involved in developmental activities while only 18(6%) of the respondents disagreed to the position. Majority of the respondents 261(87%) agreed that workers education as part of adult

education has helped to enhance productivity of workers for sustainable development while 39(13%) of the respondents disagreed to this view. Also, 278(92.7%) of the respondents believed that adult education has helped in increasing literacy level of Nigerian populace while 22(7.3%) of the respondents disagreed to this view. Finally, 274(91.3%) of the respondents believed that adult education equips individual to make informed decisions while only 26(8.7%) of the respondents disagreed to this view. From the responses gathered, it can be deduced that majority of the respondents believed that adult education is an essential tool for achieving a more sustainable development in Nigeria and the world at large.

Research Question 2.

Are people aware of adult education and its programmes in solving the problems of sustainable development in Nigeria?

Table 2: Responses to question on the level of awareness of adult education in solving the problems of SD

s/n	Items	SA	A	D	SD	Mean
1	There is adequate publicity about adult education programmes in the community	42 (14%)	117 (39.0%)	83 (27.7%)	58 (19.3%)	2.48
2	Strategies put in place by government for individual participation in community sustainability is effective	21 (7%)	105 (35%)	138 (46%)	36 (12%)	2.37
3	People do not participate in development activities because they do not know that such programmes are in existence	39 (13%)	168 (56%)	70 (23.3%)	23 (7.7%)	2.74
4	I am not aware of any adult education programme in my community for sustainable development	48 (16%)	118 (39.3%)	97 (32.3%)	37 (12.3%)	2.59
5	It is important that individuals motivation should be improved so as to enhance their awareness	118 (39.3%)	156 (52%)	16 (5.3%)	10 (3.3%)	3.27

Table 2 shows the level of awareness on the role of adult education in solving the problems of sustainable development. The Table indicates 159(53%) of the respondents believe that there is adequate publicity about the role of adult education programmes in the society while 141(47%) of the respondents disagreed to the statement. Also, 126(42%) of the respondents believe that strategies put in place by governments and practitioners for individual participation in community sustainability is effective while a higher proportion of the respondents 174(58%) of the respondents disagreed to this view. Also, 207(69%) of the respondents consented that most people do not participate in developmental activities because they do not know that such programmes are in existence in their neighborhoods while 93(31%) of the participants differed in their views. Furthermore,166(55.3%) of the respondents reported that they were not aware of any adult education programme going on in their communities while 134(44.7%) of them disagreed to the statement. On final note, most of the respondent 274(91.2%) of the respondents were of the opinion that individual motivation should be improved so as to enhance their awareness adult education for sustainable development. From the Table, it obvious that majority of the respondents believed that awareness on the role of adult education in sustaining community development is still least desired and this calls for concerted efforts towards promoting the level of awareness for more active participation of community members.

Research Question 3: Is there any relationship between adult education and sustainable development?

Table 3: Responses to question on relationship between Adult education and sustainable development

S/N	Items statement	SA	A	D	SD	Mean
1	Education acquired through adult education will solve climatic problems	129 (43%)	147 (49%)	9 (3.0%)	15 (5%)	3.30
2	Environmental education should be used as an instrument to enhance sustainable development	42 (14%)	112 (37.3%)	99 (33%)	47 (15.7%)	2.49
3	Literacy education will not enhance individual contribution to the community	27 (9%)	97 (32.2%)	90 (30.0%)	86 (28.7%)	2.21
4	Peaceful co-existence which is needed for sustainable development can enhance via adult education and its programme	147 (49%)	132 (44%)	15 (5%)	6 (2.0%)	3.40

able 3 shows the relationship between adult education and sustainable development in Nigeria. From the data above, it is indicative that majority of the respondents 276(92%) of the respondents agreed that education acquired through adult education will be valuable in solving climate problems while only about 24(8%) of the respondents disagreed to this position. Also, about 156(51.3%) of the respondents admitted that the use of environmental education as an instrument to enhance sustainable development has helped to stabilize some climatic issues in the community while 146(48.7%) of the respondents disagreed to the response. In the same vein, 176(58.7%) of the respondents admitted that literacy education will enhance individual contribution to the sustainable community development while 124(41.3%) of the respondents disagreed to this view. 279(93%) of the respondents believe that peaceful co-existence which is needed for sustainable development can enhance through adult education programmes in the community while only about 21(7%) of the respondents disagreed to this view. From the study, it is evident that majority of the respondents believe that there is a serious link between adult education programmes and sustainable development in Nigeria.

Research Question 4: What are the problems facing adult education and its programmes in achieving sustainable development?

Table 4: Responses to question on problems facing Adult Education and its programmes in achieving sustainable development.

S/N	Items	SA	Agree	D	SD	Mean
1	Socio-economic situation of individuals is a bane to adult education activities in the community	60 (20%)	153 (51%)	60 (20%)	27 (9%)	2.82
2	Inadequate enlightenment/sensitization of individual is a problem faced by adult education to achieve sustainable development	78 (26%)	141 (47%)	63 (21%)	18 (6%)	2.93
3	Adult education programs are not adequately implemented in my community	81 (27%)	123 (41%)	69 (23%)	27 (9%)	2.86
4	Political instability is a major factors affecting adult education in achieving sustainable development in my community	36 (12%)	165 (55%)	72 (24%)	27 (9%)	2.70
5	People do not participate in developmental activities because they are not sure of the programs	39 (13.0%)	153 (51%)	99 (33%)	9 (3%)	2.74
6	Inadequate funding is a bane to adult education in achieving development in the community	70 (23.3%)	164 (54.7%)	33 (11%)	33 (11%)	2.89
7	Evaluation of adult education programmes is not important is sustainable development	40 (13.3%)	39 (13.0%)	149 (49.7%)	72 (24.0%)	2.15

Table 4 presents the problems facing adult education and its programme. The result indicates that 213(71%) of the respondents admitted that socio-economic situation of Nigerian citizens is a bane to adult education activities while 87(29%) of the respondents disagreed to the statement. In a similar vein, 219(73%) of the respondents agree that inadequate enlightenment/sensitization of individual is a problem faced in

adult education in achieving sustainable development while 81(27%) of the respondents disagreed to the statement. Other challenges include adult programmes are not adequately implemented in many rural communities with 204(68%) of the respondents admitting to this position. In a similar view, more respondents 201(67%) of the respondents reported that political instability constitutes a major factor affecting the use of adult education in achieving sustainable community development in Nigeria while 99(33%) of the respondents feels otherwise. Also a high proportion of the respondents 192(4%) of the respondents agreed that most people do not participate in developmental activities in their communities because they barely understands the purpose of such projects in their communities while some proportion of the respondents 108(36%) disagreed to this view. 234(78%) of the respondents were of the view that poor funding of adult education programmes has been a bane to achieving sustainable community development in Nigeria while 66(22%) of the respondents disagreed to the statement. Also a high proportion of the respondents believe that poor evaluation of adult education programmes and project has limited the role of adult education sustainable community development. In summary, from the Table above it is indicative that majority of the respondents believed that most of the problems highlighted above has limited the progress of using adult education as a means of achieving sustainable community development.

Test of hypothesis

Hypothesis one: There is no significant relationship between adult education and sustainable development.

Table 5: Chi-square test of the relationship between adult education programmes and sustainable development

Type of test	Value	df	P-value
Pearson Chi-Square	75.910(b)	1	000
Continuity Correction(a)	72.261	1	.000
Likelihood Ratio	77.107	1	.000
Linear-by-Linear Association	75.726	1	.000
N of Valid Cases	200		

X^2 is significant at 0.05 levels

The result from the test shows Pearson Chi-square X^2=75.910, Likelihood= 77.107, linear by linear association= 75.726 at p-value=0.00 given 1 degree of freedom. Thus, the null hypothesis which stated that there is no significant relationship between adult education programmes and sustainable development was rejected while the alternate hypothesis was accepted. This result implies proper implementation of adult education programmes will go a long way in achieving sustainable development in Nigeria.

Discussion of Findings

The result of the analysis of research question one revealed that adult education and its programmes has helped individuals to make informed decision on sustainable development. This result is consistent with Meriam and Cafarella (1999) that adult education

...s a large field of practice that promote transformative learning for self-determination and recognition of challenges.

Also, findings from research question two revealed low level of awareness of people on adult education programmes in solving the problem of sustainable development. This was in agreement with Ezekwesili (2013) who identified low level of literacy and education as a major constraint to sustainable development. Nigerians are well behind in information acquisition about the education programme of their environmental sustainability. This could be attributed to the fact that majority at least 45 million persons are illiterates (UNESCO 2012).

This study also revealed that a significant relationship existed between adult education and sustainable development. This shows that adult education and its programmes enhance sustainable development. In other words, adult education inculcates the values, attitudes and behaviour needed by the individual for sustainable development. Inspite of the significance of adult education in achieving SD, research question four revealed the problems faced by individuals, practitioners, and society at large on adequacy of adult education and its programmes in sensitizing people to achieve SD. This is validated by negative responses of the respondents to items 1- 7 on table 4. This study agreed with Okebiorun (2016), that adult education to people fulfill necessary conditions but not a sufficient conditions for developmental activities.

Conclusion

Continuous learning is a mechanism for sustainable development because sustainability is an unending process. This paper provides evidence that adult education and its programmes should be considered as an important educational programme for sustainable development of the other factors. Adult education will take care of

some challenges faced in Nigeria. Specifically, it will create awareness, inform individuals and re-orientate people towards the hazard caused by climate change and any other changes that require sustainability.

Recommendations

In view of the findings of this study, the following recommendations are proffered:

1. For adult education to be used as a mechanism for achieving sustainable development in Nigeria, efforts should be made to redress and re-evaluate adult educational programmes as specified in National Policy on Education (2004).
2. Government and curriculum planners must sensitize the general public on the importance of adult education and its programmes in building sustainable future for Nigerians.
3. Sustainability of the environment is the duty and responsibility of all and sundry. Therefore, Nigerians need to be orientated on the hazards caused by changes in the environment (be it environmental, political, social, economic). This could help in achieving sustainable development
4. Government should embark on rebranding adult education and enforce its objectives as stated in National Policy on Education (2004).

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Influence of Social Networking Sites Usage and Time Spent on the Achievement of Tertiary Institution Students in Physics in Lagos State Nigeria

Babajide V.F.T. PhD. & Ofoegbu N.R
Department of Science and Technology Education, Faculty of Education, University of Lagos, Akoka, Lagos.
08033837789
babajidevero2009@yahoo.com, vbabajide@unilag.edu.ng

Abstract

This study investigated the influence of social networking sites (SNSs) usage and time spent on academic achievement of Physics students in tertiary institutions in Lagos State. The study is an ex-post facto of descriptive research design. The sample size consisted of 200 respondents in tertiary institutions randomly selected from 5 tertiary institutions in Lagos State. A validated structured questionnaire on networking site usage and time spent in the usage and Physics Achievement Test (PAT) were the two instruments used in collecting data. The reliability coefficient of the PAT and questionnaire were calculated to be 0.722 and 0.763 using the split half and Cronbach-Alpha respectively. The data collected were analyzed using frequencies, percentages and the pair sampled t-tests. The result shows that students spent an average of 2-4 hours daily on the social networking sites and they were connected to numerous social networking sites, however Facebook was found to be the most popular site subscribed to. Also, social networking sites had a significant effect on students' academic achievement in physics. The study recommends that social networking sites be used as channels of educational interaction in tertiary institutions as against the use of obsolete means of information transfer as paper mail or e-mails in order to get to today's digital natives. A more accessible internet and stable power supply will encourage the use of the network sites, which can be incorporated into education to enhance academics excellence.

Keywords: Social networking sites, time, tertiary institution students, achievement physics.