

THE ROLE OF ADULT EDUCATORS IN RURAL COMMUNITIES DEVELOPMENT IN ENUGU STATE: PROBLEMS AND PROSPECTS

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Abstract

The study examined the role of adult educators in rural communities' development in Enugu State: problems and prospects. The study adopted a survey design. Three research questions were used for the study. The population of the study was 368 respondents from Nsukka Local Government Area of Enugu State, Nigeria. Since the instrument was manageable, there was no any sampling technique. The instrument for data collection was structured questionnaire developed by the researchers titled: Role of Adult Educators in Rural Communities Development Questionnaire (RAERCDDQ). The instrument was validated by three experts from the Faculty of Education, University of Nigeria, Nsukka. The instrument was trial tested and analysed using Cronbach Alpha and the overall reliability coefficient was 0.86. Mean and standard deviation was used to answer the research questions. The findings of the study revealed the problems militating against effective implement of rural communities' development which include: non functional state agencies for adult education; lack of training centres; nonchalant attitude of government towards adult educators and lack of adequate manpower. The findings of the study also revealed strategies to improve rural communities' development which include: to modify the behaviour of rural individuals in the community; to improve the critical thinking quality of the rural individuals; to modifies individuals moral quality to an acceptable level by community members; and to assist the rural communities in planning for economic and political gains beyond their immediate environment. Based on the findings, it was recommended among others that individuals in the rural areas should learn to welcome development. They should learn better ways of harnessing the little development brought to them by the government.

Keywords: Adult educators, Communities development, rural communities

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INTRODUCTION

Adult education and communities development are two pasture of an attempt that are corresponding in natural world as both are mechanized toward the unrestraint of people, society and nation from the constrain of poverty, unawareness, disease and illiteracy. The adult educators and rural community's development facilitators have a significant role to play in the achievement of rural communities' development projects in the society (Esuefieni & Apuega, 2014). According to Eleberi, Mbadiwe-Woko and Owede (2014) posited that adult education and rural community's development compliments each other in the submission to improve and lessen the living conditions of people. For instance, in developing countries where many people are living in rural communities, they are veritable instruments par excellence for tackling illiteracy, ignorance and diseases. For these reasons, there is need for partnership of government agencies, non-government organizations, communities and

communities -based organizations toward development programmes is therefore inevitable. Research by Adekola (2012), also postulated that adult education and rural communities development are two relatively new areas of study and practice when compared with other fields such as Mathematics, Classics, Philosophy, History, Music etc. However, trends in modern development paradigm have shown that both adult education and rural community's development are not less important as fields of study and field of practice. This is because as established by Adekola (2008) recent development strategies had shown that they are much more valuable tools in achieving desired changes for the welfare and enhancement in the life of the people in the society at large.

As observed by Olajide (2003), the conception of Adult Education and communities development to a larger degree possess some fundamental quality that encourage the social essence of expansion and progress of people and their communities . A close look at the two concepts simultaneously, adult education and community's development seem to be like conjoined or at least not indistinguishable twins that are always difficult to identify. In some position, scholars and practitioners use the concepts definitely as if they have no link at all. As a result of this mystification, it becomes essential to scrutinize closely, the areas of convergence or divergence of the two concepts in terms of study and practice for adequate teaching, learning and practice.

Adult education as a concept has been viewed in different ways by so many people across nations and continents. Advocates of the concept have always advance meanings and explanation according to how they feel about the concept. Some attach the meaning of the concept to the characteristics of the adult, such as age, maturity, his roles in society etc. Oyebamiji and Hassan (2012) citing Bryson perceived adult education as any purposeful effort towards self-development, carried out by an individual without direct legal compulsion and without becoming his major field of activity. Akinpelu (2002) in describing adult education notes that: Adult education as a social institution is a common feature of every society, even of the gerontocratic variety as the African traditional society is supposed to be loosely and imprecisely define as the education of the adult, is an affirmation that nobody, however, old, is immune to new knowledge, new ideas and new skills, in whatever setting that may be thus the saying that old dogs can learn new tricks. In our contemporary time, Nzeneri (2005) presents the concepts as "any education given to adults based on their social, political cultural and economic needs or problems, to enable them adjust fully to changes and problems in their lives and society".

From these definitions, it is clear that the only instrument for the acquisition of the life-skills, values, attitude, adjustment, change, improvement and mobilization of people (adults) for the development of our communities and nation is adult education (Melvis & Rex, 2014). Operationally, adult education is a procedure by which men and women seek to develop themselves or their society at large by escalating their skill, knowledge or sensitiveness; any progression by which individuals, groups or institutions try to facilitate men and women to improve in these ways. However, the definitions of the concept of adult education vary as the number of adult educators and rural community's development practitioners involved in it. Therefore, efforts to have a generally accepted definition of adult education are still on. On the other hand an adult educator for the purpose of this study can be defined as a person who deliberately and methodically manages teaching learning activities, programmes and processes with the principal intend of supporting others to be trained. Hence, the place of adult educators and rural communities' development cannot be underrated in the development of the society at large.

Community Development can be defined as a social group occupying a more or less defined geographical area and based on the feeling that people have for one another. Similarly, Oyebamiji and Adekola (2008) describe it as a localized population which is interdependent and which develops and nature's specialized institution that provide on a day to-day basis a full range of goods and services necessary to meet the common goals and perpetuate its existence on the surface of the earth. Onyeozu (2007) defines community development as an educational method by which the efforts of the people themselves are united with those of government authorities to improve the economic, social and cultural condition of communities, to integrate these communities into the life of the nation, to enable them to contribute fully to national progress. In this definition, there is emphasis on what the people can do. It recognizes that government requires alleviating the suffering of the people rather, but there should be concerted effort on the part of the people to identify their felt-need, mobilize necessary human and material resources to satisfy it. Similarly,

Operationally, community development is a learning process that involves people in experiences from which they will be trained ways of enhancing their competence for self-directed action and providence. Based on the above definitions, community could be seen as a geographical area occupied by group of people who share common socio-cultural ties and possess a common means of ensuring their continued existence. On the other hand, rural community development According to Igbokwe (2000), rural community development is a strategy designed to improve the economic and social wellbeing of a specific group of people, i.e., the rural poor. To Ihumodu (2003), rural development is the process of economic and social progress aimed at eradicating poverty through the provision of employment, improvement in the quality of life and satisfying the basic needs of the people. Ezea (2005) sees rural community development as that part of development that seeks to enhance the quality of life in the rural area by providing basic infrastructural facilities. According to the author, rural development seeks to transform the rural areas in such a way that the rural population can develop their innate potentials for sustainable development. The author further explains that the realization of the rural community goals has been a mirage for the whole period of political independence in Africa. Hence, the failure has been greatly attributed to the strategies adopted at different times in our national development. For the purpose of this study, rural community development is the process to improve the standard of living of the mass, low income population residing in rural areas and making the processes of their development self-sustaining. Furthermore, rural community development is a mass participation, equitable distribution of resources and development of appropriate skills or an effort towards improving the standard of living of the rural people.

Research by Esuefieni and Apuega (2014) postulated some unique qualities of of adult educator towards rural communities' development which are similar in their mode of practice, these include: to inspire in the learner to learn; to motivate and raise learners' consciousness and enthusiasm to learn; to identify individual differences among learners; to control learners so as to create a sense of common group loyalty which is very crucial for adult teaching and learning environment; to exhibit tolerance; to recognize adult learning group as heterogeneous groups; to be patient, kind, sympathetic and flexible so as to encourage effective participation of learners in their learning task; to have good personality, he should be knowledgeable, versatile, communicate effectively with learners, have a cordial relationship with others and be impartial in dealing with learners; to manage and improve all learning and teaching situations through effective control mechanism; and to exhibit good

communication skills, command respect, humility, simple, knowledgeable, good physical appearance, courage, empathy, visionary and diplomacy which is needed to bring about changes in any given society. The authors further outline the roles of adult educator towards rural communities' development which are geared toward improving human lives (Esuefieni and Apuega, 2014). In a similar study, Zuofa (2004) summarized some of the general roles carried out by the adult educators in rural communities' development to include: as an expert in the control and management of resource; adults' educators serves as a guidance counsellor; as a planner of community projects and programmes; as an organizer of activities to uplift human living; as a mobilize with leadership roles; as a modeller; and as a motivational speaker who carries everybody along in community issues.

Interestingly, Radhika (2019) opined that the major role that adult educators has played in leading to progression of rural communities development is, it transforms individuals from the shades of social backwardness to light of social amelioration. In addition, the rural individuals are able to recognize the significance of education (Rural Education, 2011). Moreso, the adults, who have not been enrolled in schools before or have dropped out prematurely are provided with the opportunities to hone their literacy skills. On the other hand, agriculture is the major occupation of the individuals in rural communities. There have been establishment of training centres in rural communities, which are providing information to the agricultural labourers in terms of utilization of modern, scientific and innovative methods to enhance productivity. However, through acquisition of education, the individuals and communities are able to bring about improvements in their overall quality of lives. Hence, adult educators have rendered an indispensable contribution in promoting the development of individuals and communities in rural areas. Conventionally, apart from the above roles, the adult educators are burdened with the responsibility of promoting education through service delivery at the rural community level (Esuefieni and Apuega, 2014). However, it is their place to ensure that potential learners such as the out-of-school, the adults, women and youths are mobilized to access education. Importantly, the education could be in the form of vocational and skills acquisition needed for the capacity building of the recipient for personal self and societal development (Esuefieni & Apuega, 2014).

Other roles of adult educators towards sustainable rural communities' development as posited by Sustainable Development Goals Knowledge Platform (2009) include: promoting poverty eradication in rural areas; support and promote efforts to harmonize modern technologies with traditional and indigenous knowledge for sustainable rural development; encourage rural communities' participation in decision-making, promote rural communities' empowerment and rural leadership; provide appropriate land-use frameworks in order to support the establishment of agricultural activities and both agricultural and non agricultural services related to sustainable rural development, while respecting the rights of rural communities and indigenous people; Improve access by rural people and communities to information, education, extension services and learning resources, knowledge and training to support sustainable development planning and decision-making; strengthen the links between agriculture and other sectors of the rural economy; ensure environmental sustainability in rural areas; Involve women in decision-making in all activities related to rural development; and Promote gender equality as well as take measures to achieve equal opportunities for women and men in all aspects of rural development.

Apart from the rebellion of the current Boko Haram Insurgency, Akiri (2006) express grieved that restiveness in the Northern Region of Nigeria is the greatest challenge to contemporary stability in

rural communities' development. Importantly, Adult educators none the less, share from the cup of these problems in the process of carrying out their mission. The following are some factors bedeviling their performances, such as: non functional state agencies for adult education; lack of training centres seriously hampers the performance of their roles making their impact not to be felt; nonchalant attitude of government and oil firm toward adult educators; lack of adequate manpower is another great challenge facing adult educators and community development department as a professional field; lack adequate of fund to cater for adult educators for their over head cost; lack of sponsorship to organize workshops, seminars and enlightenment campaigns on rural communities development; lack of basic infrastructure needed by adult educators to carry out duties effectively; lack of office space and equipment; lack of competent and visionary personnel as heads of agencies and literacy centres; lack of non-availability of teaching and learning material in literacy centres. However, these entire problems ugly trend is bound to hinder the productivity level of adult educators in making their works a daunting challenge in the society. However, there are several problems that are causing barriers within the course of development of the system of education. These are lack of financial resources, lack of political will, and shortage of teachers (Rural Education, 2011).

Interestingly, Nwobi (2007) noted that the major characteristics of rural problems are as follows: Poverty which is absolutely the major characteristic of the rural populace. That is, a situation where the rural dwellers live below a specified minimum level of subsistence income necessary to secure the barest essentials of food, clothing and shelter. Hence, there is a constant battle against malnutrition, diseases and ill health. Also, their general living condition is abysmally low as evident in their very low income generating ability, poor living environment, little or no education etc. Secondly, is inequality: apart from inequality in income distribution in the rural areas, there is also inequality in access to economic, social and political opportunities as well as inequality in the distribution o costs and benefits of development? The percentage of the benefits received by the rural areas is quite low compared to that of urban areas. Thirdly, is unemployment: in Nigeria, there is scarcity of employment opportunities in rural areas? This situation arose as a result of the absence from rural areas the necessary infrastructure like water, electricity, good roads to attract meaningful investment to the place. Ninety per cent of the youth in the rural areas are unemployed and that is why they migrate to the urban areas for employment opportunities and better life. Fourth, is self -esteem: a universal component of worth and self -respect is now being used as a tool by others for their ends. All people and society seek some form of identity, dignity, respect, honour or recognition. This quality of life is completely absent in the rural areas. Nwobi (2007) further emphasized that 80% of what the government does in the rural areas does not even touch the area of increasing or making high their low self-esteem. What they mostly thought of doing in the rural areas is just to make up their infrastructural development which they find difficult sometimes. The author further stated that government has not paid good attention on how to liberate rural areas from this bondage. Efforts have not been made on rural development programmes to suppress these problems so that the standard of living of the rural dwellers could be improved in such a way that development could take place totally.

Interestingly, Radhika (2019) postulated that in other to overcome the problems militating against effective implement of rural communities' development by the adult educators, there are important strategies to achieved, overcome or improved rural communities development, there are as follows: The utilization of teaching learning methods have to be in accordance to the needs and requirements of the students, academic subjects and academic goals; adult educators to allow rural

individuals make selection of smaller schools to attend, because their common sense confirms that schools are the most effectual places, where individuals can receive education; to help rural individuals bring about improvements in roads, transportation and infrastructural facilities, because when there is availability of transportation facilities, individuals may not experience any problems in transferring to schools in another locations; to help individuals practice the use of technology facilities, this is because with sufficient practice of technology equipments, the rural individuals are able to generate awareness in terms of usage of technologies; adult educators who have high expectations for the rural communities to employ appropriate teaching methods to render an effective contribution in promoting rural individuals to overall system of education; and to help rural individuals up-grade their skills to generate productivity to enable them attain employment opportunities and carry out their job duties in a well organized manner.

Other strategies to improve rural communities' development as posited by Asabe (2012), include: to modify the behaviour of rural individuals in the community in many ways; to improve the critical thinking quality of the rural individuals; to modifies individuals moral quality to an acceptable level by community members; to assist the rural communities in planning for economic and political gains beyond their immediate environment; to help rural individuals develop sensitive to their economic needs; and to help the less privilege in the rural communities reduce poverty in their environment. The study therefore, tries to examine adult educators in rural communities' development in Enugu State: Problems and prospects.

S/N	District/Area	Community	Total
1	Alora - Uno	Uwani	33
2	Anuka	Amala	20
3	Edem	Edem-Ani	21
4	Eha-Alu-Mona	Isienu	26
5	Eha-Ndiagu	Umabo	21
6	fe-Oballa	Ede-Ukwu	14
7	Ibagwa - Agu	Ugwu-ohugu	25
8	Ibagwa-Ani	Omaka	19
9	Lejja	Umani	23
10	Nsukka (Rural)	Ihe/Owerre	28
11	obimo	Akpotoro	27
12	Obukpa	Ogbeagu	25
13	Okpal-Igbo	Ibeagwa-Aka	15
14	Okpuje	Aka-Utara	22
15	Okutu	Amaogbo	25
16	Opi	Opi-Agu	24
Total Population			368

Source: (Nigerian Postal Service, 2019): List of rural communities in Nsukka Local Government Area of Enugu State, Nigeria organised by Local Government Area (LGA), Enugu State

PURPOSE OF THE STUDY

The general purpose of the study was to examine the role of adult educators in rural communities' development in Enugu State: Problems and prospects. Specifically, the study sought to:

1. examined the role of adult educators in rural communities' development in Enugu State.
2. ascertain the problems militating against implementation of rural communities' development.
3. determined strategies to improve rural communities' development.

RESEARCH QUESTIONS

The following research questions guided the study.

1. What are the roles of adult educators in rural communities' development in Enugu State?
2. What are the problems militating against implementation of rural communities' development?
3. What are the strategies to improve rural communities' development?

MATERIAL AND METHODS

The study adopted a survey design. The population of the study was 368 respondents from the sample communities in Nsukka Local Government Area and Udenu Local Government Area of Enugu State of Enugu State, Nigeria. Since the instrument was manageable, there was no any sampling technique. The instrument for data collection was structured questionnaire developed by the researchers titled: Role of Adult Educators in Rural Communities Development Questionnaire (RAERCDQ). The instrument was validated by three experts, two from the Department of Adult Education and one from Department of Science Education, all from the Faculty of Education, University of Nigeria, Nsukka. The instrument was trial tested and analysed using Cronbach Alpha and the overall reliability coefficient was 0.86. Mean and standard deviation was used to answer the research questions. The instrument was structured on a 4-point response scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1. The respondents were requested to select one item by a tick (✓) against the response category which best suits their opinions. The instrument was administered to respondents by the researchers with the help of research assistants each from the institution the study was carried out. Data collected from the respondents was analysed using mean and standard deviation. Mean below 2.5 was considered as disagree while those above 2.5 were regarded as agreed. Also, any hypothesis less than 0.05 were rejected while those greater than 0.05 were accepted.

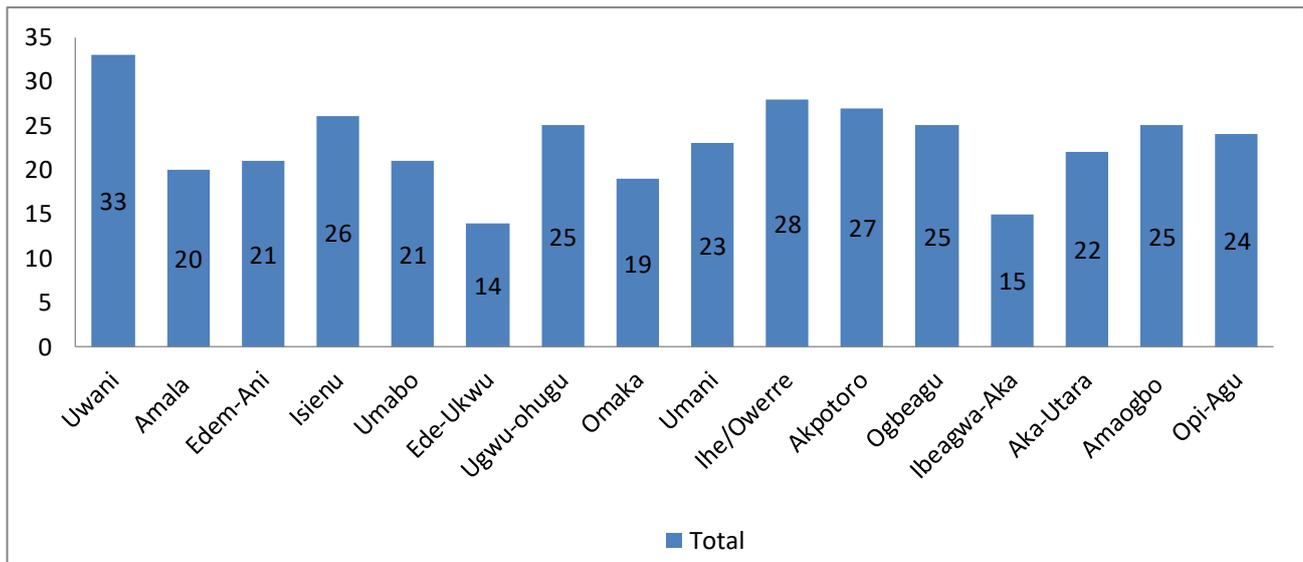


Figure 1: List of rural communities in Nsukka Local Government Area of Enugu State, Nigeria organised by Local Government Area (LGA), Enugu State

RESULTS

Research Question One: What are the roles of adult educators in rural communities' development in Enugu State?

Table 1: Mean ratings and Standard Deviation of respondents on the roles of adult educators in rural communities' development in Enugu State

S/N	Item Statement	M	SD	Decision
1	To control and management of resource	2.99	0.37	A
2	To serves as a guidance counsellor	3.04	0.36	A
3	To serve as a planner of community projects and programmes	2.87	0.37	A
4	To serve as an organizer of activities to uplift human living	2.90	0.37	A
5	To serve a mobilize with leadership roles	2.67	0.38	A
6	To serve as a modeller	2.57	0.39	A
7	To serve as a motivational speaker who carries everybody along in community issue	2.55	0.39	A
8	To promote poverty eradication in rural areas	2.85	0.37	A
9	To strengthen the links between agriculture and other sectors of the rural economy	2.82	0.37	A
10	To involve women in decision-making in all activities related to rural development	3.09	0.36	A
11	To promote gender equality as well as take measures to achieve equal opportunities for women and men in all aspects of rural development	2.87	0.37	A

Grand Mean 2.84 0.37 A

Table one above shows the mean ratings of respondents on the roles of adult educators in rural communities' development in Enugu State. Items 1 – 11 are high as they are above the criterion mean value of 2.50. The result indicates that the respondents affirmed that to a high extent with a grand mean score of 2.84 and a standard deviation of 0.37 respectively the roles of adult educators which include: to serve as a motivational speaker who carries everybody along in community issue, to serve as a modeller, to serve as an organizer of activities to uplift human living, to serve as a guidance counsellor, among others were some of the roles of adult educators in rural communities' development in Enugu State.

Research Question Two: What are the problems militating against implementation of rural communities' development?

Table 2: Mean Scores and Standard Deviation of respondents on the problems militating against implementation of rural communities' development

S/N	Item Statement	M	SD	Decision
12	Lack of non-availability of teaching and learning material in literacy centres	3.08	0.36	A
13	Lack of competent and visionary personnel as heads of agencies and literacy centres	3.04	0.36	A
14	Lack of basic infrastructure needed by adult educators to carry out duties effectively	2.60	0.39	A
15	Lack of office space and equipment;	3.06	0.36	A
16	Lack of sponsorship to organize workshops, seminars and enlightenment campaigns on rural communities development	2.87	0.37	A
17	Lack adequate of fund to cater for adult educators for their over head cost	2.57	0.39	A
18	Lack of adequate manpower	2.66	0.38	A
19	Nonchalant attitude of government and oil firm toward adult educators	2.80	0.38	A
20	Lack of training centres	3.11	0.36	A
21	Non functional state agencies for adult education	3.00	0.36	A
22	Inequality in income distribution in the rural areas	2.89	0.37	A
23	Extreme poverty and unemployment	2.61	0.39	A
Grand Mean		2.86	0.37	A

Table 2 shows that respondents align with items 12 – 23 the problems militating against implementation of rural communities' development which is more than the criterion mean of 2.50 being the acceptance level of mean scores. This implies that the statements in item 12 to 23 are problems militating against implementation of rural communities' development with the grand mean score of 2.86 and the standard deviation of 0.37 respectively.

Research Question Three: What are the strategies to improve rural communities’ development?

Table 3: Mean ratings and Standard Deviation of respondents on the strategies to improve rural communities’ development

S/N	Item Statement	M	SD	Decision
24	The utilization of teaching learning methods have to be in accordance to the needs of the rural dwellers	3.09	0.36	A
25	To allow rural individuals make selection of smaller schools to attend to attend	3.07	0.36	A
26	To help rural individuals bring about improvements in roads, transportation and infrastructural facilities	2.78	0.38	A
	To help rural individuals practice the use of technology facilities	2.68	0.38	A
27	To employ appropriate teaching methods for effective contribution in promoting rural individuals to overall system of education	2.55	0.39	A
28	To help rural individuals up-grade their skills to generate productivity and carry out job duties in a well organized manner	2.70	0.38	A
29	To modify the behaviour of rural individuals in the rural community	3.00	0.36	A
30	To improve the critical thinking quality of the rural individuals	3.11	0.36	A
31	To assist the rural communities in planning for economic and political gains beyond their immediate environment	2.91	0.37	A
32	To help rural individuals develop sensitive to their economic needs	2.59	0.39	A
33	To help the less privilege in the rural communities reduce poverty in their environment	3.10	0.36	A
Grand Mean		2.87	0.37	A

Table 3 reveals the strategies to improve rural communities’ development in Enugu State which was rated with mean score above the criterion mean of 2.50. The items 23 – 33 was agreed by the respondents with a grand mean score of 2.87 and standard deviation of 0.37 accordingly. This implies that the statements listed above were agreed to be the strategies to improve rural communities’ development in Enugu State which include: to modify the behaviour of rural individuals in the rural community; to help the less privilege in the rural communities reduce poverty in their environment; to improve the critical thinking quality of the rural individuals; to help rural individuals develop sensitive to their economic needs etc.

DISCUSSION

The findings of the study revealed the roles play by adult educators in rural communities' development which include: to control and management of resource; to serves as a guidance counsellor; to serve as a planner of community projects and programmes; to serve as an organizer of activities to uplift human living; to serve a mobilize with leadership roles; to serve as a modeller; to serve as a motivational speaker who carries everybody along in community issue; to promote poverty eradication in rural areas; and to strengthen the links between agriculture and other sectors of the rural economy. The findings of the study is in line with the findings of Zuofa (2004) who summarized some of the general roles carried out by the adult educators in rural communities' development to include: as expert in the control and management of resource; as a guidance counsellor; as a planner of community projects and programmes; as an organizer of activities to uplift human living; as a mobilize with leadership roles; as a modeller; and as a motivational speaker who carries everybody along in community issues. The findings of the study is also in consonant with the findings of Esuefieni and Apuega (2014) who posited that apart from the above roles, the adult educators are burdened with the responsibility of promoting education through service delivery at the rural communities level.

The findings of study listed problems militating against effective implement of rural communities development which include: non functional state agencies for adult education; lack of training centres seriously hampers the performance of their roles making their impact not to be felt; nonchalant attitude of government and oil firm toward adult educators; lack of adequate manpower is another great challenge facing adult educators and community development department as a professional field; and lack adequate of fund to cater for adult educators for their over head cost. The findings of the study in an agreement with the findings of Akiri (2006) who posited that apart from the rebellion of the current Boko Haram Insurgency, express grieved that restiveness in the Northern Region of Nigeria is the greatest challenge to contemporary stability in rural communities' development which include non functional state agencies for adult education; lack of training centres seriously hampers the performance of their roles making their impact not to be felt; nonchalant attitude of government and oil firm toward adult educators; lack of adequate manpower is another great challenge facing adult educators and community development department as a professional field; lack adequate of fund to cater for adult educators for their over head cost; lack of sponsorship to organize workshops, seminars and enlightenment campaigns on rural communities development; lack of basic infrastructure needed by adult educators to carry out duties effectively; lack of office space and equipment; lack of competent and visionary personnel as heads of agencies and literacy centres; lack of non-availability of teaching and learning material in literacy centres. However, these entire problems ugly trend is bound to hinder the productivity level of adult educators in making their works a daunting challenge in the society.

The findings of the study listed out strategies to improve rural communities' development which include: to modify the behaviour of rural individuals in the community in many ways; to improve the critical thinking quality of the rural individuals; to modifies individuals moral quality to an acceptable level by community members; to assist the rural communities in planning for economic and political gains beyond their immediate environment; to help rural individuals develop sensitive to their economic needs; and to help the less privilege in the rural communities reduce poverty in their environment. The findings of the study is in consonant with the findings of Radhika (2019) who posited that in other to overcome the problems militating against effective implement of rural communities' development by the adult educators, there are important strategies to achieved,

overcome or improved rural communities development, there are as follows: The utilization of teaching learning methods have to be in accordance to the needs and requirements of the students, academic subjects and academic goals; adult educators to allow rural individuals make selection of smaller schools to attend, because their common sense confirms that schools are the most effectual places, where individuals can receive education; to help rural individuals bring about improvements in roads, transportation and infrastructural facilities, because when there is availability of transportation facilities, individuals may not experience any problems in transferring to schools in another locations; to help individuals practice the use of technology facilities, this is because with sufficient practice of technology equipments, the rural individuals are able to generate awareness in terms of usage of technologies; adult educators who have high expectations for the rural communities to employ appropriate teaching methods to render an effective contribution in promoting rural individuals to overall system of education; and to help rural individuals up-grade their skills to generate productivity to enable them attain employment opportunities and carry out their job duties in a well organized manner.

CONCLUSION

The research study has highlighted the activity areas of adult education and rural community's development. As pointed out, the rate of development of a nation is openly comparative to the development of its citizens. Hence, since adult education provides the framework for individual development and by extension, the communities, it is programmes and activity areas remain essential in the pursuit for nation building. Importantly, since rural communities in Nigeria are associated with lack of necessary infrastructural facilities and low human capacity building harmonization. The universal efforts in the direction of annihilation of poverty, ignorance and illiteracy among other things cannot be achieved when appropriate programmes centred on the adult population that are the revolved of energetic are not organized. It is therefore, on these pedestal that adult educators are crucial tools for the transformation of rural communities' development in Nigeria.

RECOMMENDATIONS

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

1. Government should regularly organize orientation and sensitization workshops and seminars for adult education practitioners for effective service delivery.
2. Adult education and communities development programmes should be regulated based on standardized quality assurance control.
3. Active participation of communities' members in planning and implementation of development programmes should be encouraged.
4. Practitioners in the field of adult education and rural community development should be support to systematize into sunshade body to help champion their course and make the desired consideration and awareness.
5. Individuals in the rural areas should learn to welcome development. They should learn better ways of harnessing the little development brought to them by the government.

Acknowledgements

The authors appreciate all the corrections suggested and recommended by the experts before field testing.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

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