

CREATING AN ENHANCED SOCIAL ENVIRONMENT FOR CREATIVE ADULT FOR SUSTAINABLE DEVELOPMENT IN THE NIGER DELTA

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Abstract

The study was carried out to determine ways of creating an enhanced social environment for creative adult learners for sustainable development in the Niger Delta region of Nigeria. This was informed by the emerging social vices in the area characterized by kidnapping, killing, rape, destruction of lives and property in a developing area where educationally disadvantaged adults are encouraged to engage in adult learning programmes for creative skills development. The study adopted a descriptive survey design. Three research questions and one hypothesis guided the study. The population of the study comprised 160 facilitators and 410 adult learners in adult literacy/skills development centres in Delta and Edo States of Nigeria. The sample for the study consisted of 240 respondents (180 adult learners and 80 facilitators) selected from all the Adult literacy/skills development centre in Oshimili South Local Government Area, Delta State and Esan West Local Government Area of Edo State. A structured research questionnaire developed by the researchers was the main instrument used for collection of data. It was a 16-item instrument with a 4-point rating scale. 240 copies of the instrument were administered to the respondents but 220 representing 92% were retrieved. Mean and standard deviation were used for data analysis and interpretation while t-test statistical tool was used for the test of hypothesis. Findings in the study revealed among other things that adult learners could be encouraged to develop creative skills for sustainable development when the social environment provides security of lives and property, social freedom, and provides job opportunities; and when government is practically involved in the development of adult literacy programmes through the provision of adequate modern and contemporary teaching and learning facilities. Based on the findings, the study recommended among other things that; government, through

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the security agents should partner with community leaders to enhance the security of lives and properties by curbing the rate of kidnapping, vandalism of public property, sexual harassment and killing of law abiding citizens by unscrupulous elements in the society; as this could build confidence in the learner to develop creative skills for sustainable development.

Keywords: Enhanced social environment, adult learner, creative skills and sustainable development.

The main focus of a serious government is to bring about all-round national development. This implies ensuring cultural, economic, social, religious, political and educational development. Development means advancing the basic elements of society in order to bring about a desired quality and standard of living among the people. According to Shah (2017), development means “improvement in a country’s economic and social conditions” in a way of managing available natural and human resources as to create wealth and improve people’s lives. In the view of Sulemana, (2010), development is a multi-dimensional process involving reorganization and reorientation of the entire economic and social system by man and for the benefit of man. It is the process of improving the quality of all human lives with three equally important aspects (i) raising peoples’ living levels, that is, incomes and consumption, levels of food, medical services, education through relevant growth processes (ii) Creating conditions conducive to the growth of peoples’ self-esteem through the establishment of social, political and economic systems and institutions which promote human dignity and respect (iii) Increasing peoples’ freedom to choose by enlarging the range of their choice variables, for example, varieties of goods and services.

Development at whatever angle it is viewed from, man is at the centre. In other words, it is man that plans and implements development in society. It therefore implies that society can only develop when people in it are developed. Development seeks to restore or enhance basic human capabilities and freedoms and enables people to be the agents of their own development. It transcends the idea of reducing or fighting against poverty. Development should be directed to develop man and not to end with developing things. Man is the creator of technologies. He does these because he has the capability of doing so. If man is not so developed to sustain what has been created or take advantage of what is in existence, history will come to an end. However, man can only be developed through education.

Many people view education from different perspectives. Every definition is useful depending on what context. However, Arung (2011) defined education as a process of humanize human beings. By this definition, education is more than a formal activity to becoming a way of life. Arung stressed further that education is not merely teaching or increasing cognition. It is more about preparing a medium for the learners’ cognition; it is an attitude. Having good attitude will provide a good medium for the cognition, learning behaviour, learning autonomous and critical thinking. If this

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explanation of education is anything to go by, then education requires an enhanced social environment for it to be meaningful since all human activities take place in a social environment.

Every human activity takes place in an environment just as society does not exist in a vacuum. According to Mondal (2017), environment refers to anything that is immediately surrounding an object and exerting a direct influence on it. Our environment refers to those things or agencies which though distinct from us, affect our life or activity. The environment by which man is surrounded and affected by factors may be natural, artificial, social, biological and psychological. The type of activity determines what name is given to the environment. However, Morrison, Onyema, Igwe and Ogadi (2015) posited that there are three basic environments in human society when education is the subject matter. They are; social environment, psychological environment and the physical environment. Social environment is concerned with the pattern of interactions and interrelationship that exist among member of the school community. These could be teachers, learners, parents, community members, government representatives and all other stakeholders in the education industry. The interaction and relationship process determine to a large extent the quality of the activities as well as the outcomes. The psychological environment bothers on atmosphere predicting the state of the mind and the emotional disposition of the members of the school community. Learning is a function of the interaction of the cognitive, affective and psychomotor domains of learning which reflect the brain, the mind and the hands basically. Learning becomes difficult when the psychological environment is not adequately taken care of. Lastly, the physical environment refers to the physical space and surrounding where learning activities take place. This includes the buildings, the plants, the extracurricular space/facilities, the roads, the classrooms, desks, libraries, laboratories and many more. These facilities are basic necessities for active teaching and learning to take place. According to Maingi, Mulwa, Maithya and Migosi (2017), in the absence or lack of physical facilities that promote teaching and learning, learners would be indiscipline, violent and not willing to learn. Development of creative skills becomes a huge joke without relevant physical facilities.

All these interact to make educational activities functional. It suffices to say that environment is the sum total of the conditions that surrounds us at a given point in time and space. It comprises the interacting systems of physical, biological and cultural elements which are interlinked both individually and collectively. However, no matter how qualitative the psychological and physical environment might be, without quality social environment, learning cannot be meaningful let alone becoming creative.

Social environment as put by Mundra (2018) implies the social aspects of man which cover the shape of the community of which men become members, and the norms and standards that they accept as their folkways, mores and customs that, if men are removed from it, they would perhaps perish. The elements of the social environment according to Mundra are: speech and manners acquired in the course of time, the traditions relating to art, literature, philosophy, music and religion, the demands upon the ability to exacting or participating in all. Stressing further, Mundra stated that the

social environment presents to every individual the problem of adjustment and that the primitive man did not find a variety of conditions before him to which he was required to adjust himself; but modern man has a complex social set-up before him which makes greater demands for adjustment. This makes the social environment key in the education of adults. In another development, Grimsley (2017) stated that social environment consists of the sum total of a society's beliefs, customs, practices and behaviours. It is, to a large extent, an artificial construct that can be contrasted with the natural environment in which man lives.

Every society constructs its own social environment which is open to changes with time, needs and circumstances. However, some of the changes are not usually friendly to the masses as it inflicts pains on the people. Whatever causes pain, stress and strain to a learner becomes an impediment to the learning process and activities. This becomes critical when adults are involved. Change is inevitable in human society but while there are opportunities in social change, there are also risks associated with it. For progress to be made, the individuals must learn to adapt to the changes. When the changes are seemingly dangerous to the learning environment, the urge to learn will depreciate, especially adults who would have been preoccupied with several other activities. Perhaps, it is on the basis of the above that Grimsley (2017) emphasized that a society that values education will provide a better environment that will produce a stronger workforce that will lead to more productivity and innovation (creativity). Likewise, a society that supports investment in public infrastructure will ensure enhanced access to good transportation and communication systems and if the social values of a community include a hard work ethic and creativity, a social environment that promotes or supports these should be provided as contrary effort would lead to contrary result.

An adult is a person who has developed the physical features that show physical maturity and able to take responsibility by him/herself. Constitutionally, an adult in Nigeria is any individual that has attained the age of 18 years and above. Age is used as the parameter for acceptance of an individual as adult. The concept of adulthood has legal and socio-cultural definitions. The scholar stated the legal definition of an adult as a person who has reached the age at which they are considered responsible for their own actions, and therefore legally accountable for them. The age, according to Robinson (2012), is age 18 in most cultures, but varies from 16 to 21 according to the socio-cultural definition of being an adult based on what a culture normatively views as being the required criteria for adulthood, which in turn influences the life of individuals within that culture. At whatever age an individual is accepted as an adult, a feature is assuming responsibility of one's actions. One needs to have adequate knowledge and understanding of the cultural demands of the society before such an individual takes responsibility of his actions. Since ignorance of the law is not an excuse to a breach of the law, the need to educate the people become necessary; hence the need of educating adults not only on the rules and regulations (norms) of the society but to be creative, functional and productive to the society. Onyenemezu (2012) defined adult education as any education given to adults based on their social, political, cultural and economic

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needs or problems to enable them adjust fully to changes and challenges in their lives and society. One way of making adults address their socio-economic or socio-political challenges is to develop them in creative skills. Education is creative when it fosters students to work collaboratively; ask questions and act creatively about ideas and issues across a range of disciplines. Adults are creative thinkers but coordinating the ideas to giving them the desired outcome to addressing contemporary needs becomes a challenge in a society that is politically, culturally, and economically dynamic. As creative thinkers, they try to imagine and explore alternatives, and to think in a different manner which leads to greater personal freedom through greater competence (Association of American Colleges & Universities, 2006). This can only happen if education becomes organized to consider diverse perspectives. However, as Forte (2009) argued, a student's freedom to learn requires the teacher's freedom to teach and these are in a close relationship with each other. However, the truth remains that, a teacher can only be free to teach and adult learners become ready to learn when the environment is free from criminality, social embarrassment, cultural and religious intimidations, kidnapping, assault and other related crimes. In other words, no facilitator/learner, whether adult or children, can teach or learn in an environment characterized by fear, intimidation, physical and psychological molestation, political and cultural discrimination and become creative.

Statement of the Problem

Adults citizens of Nigeria, age 25-54 years old constitute 33.44% of the over 2000 million people in the country (Mundi, 2019). This comprises youth, and those above youth age by mutual classification. A good number of these are illiterates while some struggle to become literate through adult education. Some have basic literacy but are craving to be skilled in order to be creative, industrious and functional in the society. Adult education programmes, due to its peculiar nature, social and domestic demands, such programmes are usually organized with the participants in focus in relation to time, location and facilities. Much of these programmes are located in rural communities. Unfortunately, rural communities in the Niger Delta Region are characterized by underdevelopment especially in the education sector. There seem to be a dearth of infrastructure and facilities that promote learning. The physical environment is nothing to write home about as they lack attraction and far from being learner friendly. The social environment is marred by violence due to herdsmen attacks on farmers, a greater percentage of who are adults. Cases of kidnapping, rape, maiming and outright killing of victims abound and dominate the media. In Delta and Edo States, school facilities are regularly vandalized while some schools are soft target for criminal activities. Adults in the area who are laden with domestic concerns find it difficult to face learning let alone being creative for sustainable development. Thus the problem of this study put in question form is use for the topic here.

Purpose of the Study

The general purpose of the study was to determine ways of creating an enhanced social environment for creative adult learners for sustainable development in the Niger Delta region. Specifically, the study sought to:

1. Determine ways of enhancing security of lives and property for improved adult learning of creative skills for sustainable development in the Niger Delta area.
2. Find out ways of improving learning facilities the foster adult learning of creative skills for sustainable development in the Niger Delta area
3. Ascertain ways of socially encouraging adults to develop creative skills for sustainable development in the Niger Delta Area.

Research Questions

The following research Questions were raised to guide the study:

1. What are the ways improved security of lives and property can be enhanced for improved adult learning of creative skills for sustainable development in the Niger Delta area?
2. What are the ways improved learning facilities can foster adult learning of creative skills for sustainable development in the Niger Delta Area?
3. What ways can adult learners become socially encouraged to develop creative skills for sustainable development in the Niger Delta Area?

Research Hypotheses

The following research hypotheses were formulated and tested in the study at .05 alpha level of significance.

H0₁ The mean opinion of facilitators and adult learners on the ways improved security of lives and property can be enhanced for improved adult learning of creative skills for sustainable development in the Niger Delta area will not significantly differ.

H0₂ The mean opinion of facilitators and adult learners on the ways improved learning facilities can foster adult learning of creative skills for sustainable development in the Niger Delta Area will not significantly differ.

H0₃ The mean opinion of facilitators and adult learners on adult learners can be socially encouraged to develop creative skills for sustainable development in the Niger Delta Area will not significantly differ.

Method

The study adopted a descriptive survey design. The essence was to seek the opinion of facilitators and adult learners on the ways of creating a social environment that promotes adult learners creative skills for sustainable development in the Niger Delta area. The population for the study comprised 160 facilitators and 410 adult learners in adult literacy/skills development programmes in Delta and Edo States. The sample for the study comprised 240 respondents (180 adult learners and 80 facilitators) drawn from adult literacy/skills development centres in Delta and Edo States. For

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convenience, one local government area from each of the states was selected for the study. As a result, Oshimili South Local Government Area, Delta State and Esan West Local Government Area of Edo State were selected. From each of the local government area, ten (10) adult literacy centres were selected; from which forty (40) facilitators and ninety (90) adult learners were selected. The quota and random sampling techniques were used for the selection of the sample (respondents). There are 18 adult literacy centres in Oshimili South L.G.A. of Delta State. On the other hand, there are 16 adult literacy centres in Esan West Local Government Area of Edo State. The choice of the two states was based on proximity, the relative viability of adult literacy centres in the states, and the emphasis placed by the governors in the development of the people vocational and technical skills which are areas adult learners concentrate on and needed for sustainable development. The instrument for data collection was a 16 item questionnaire designed to elicit responses from the respondents. It was a four-point rating scale instrument of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was validated by three experts from Federal College of Education (Technical) Asaba. A reliability test was conducted on the instrument. The split half method of test was used and Pearson Product Moment Correlation Coefficient (r) was also used to test the internal consistency at .05 alpha level of significance. A consistency value of .67 was thereafter attained which defined the consistency level of the instrument. Mean and standard deviation were used for data analysis and interpretation while t-test was used for test of hypotheses.

Results

Research question 1: What are the ways security of lives and properties can be enhanced for improved adult learning for creative skills and sustainable development in the Niger Delta area?

Table 1: Respondents' Mean and Standard Deviation of Adult Learners and Facilitators on the ways Security of Lives And Property can Enhanced Creative Skills for Sustainable Development in the Niger Delta.

| S/N | Item | Adult Learners N=160 | | | Facilitators N=78 | | |
|-----|---|-------------------------|------|----------|----------------------|------|----------|
| | | \bar{x} | SD | Decision | \bar{x} | SD | Decision |
| | When security of lives and property is enhanced adults will be willing to learn | 3.48 | 0.85 | Agree | 3.26 | 0.08 | Agree |
| | develop interest in literacy programmes | 3.34 | 0.99 | Agree | 3.24 | 1.06 | Agree |
| | be committed to skills development | 3.17 | 1.12 | Agree | 2.96 | 0.98 | Agree |
| | be free to attend classes without fear | 3.00 | 1.19 | Agree | 2.63 | 1.15 | Agree |
| | learn skills with sure hope of practicing it | 3.33 | 1.01 | Agree | 2.13 | 1.00 | Disagree |
| | Grand mean | 3.26 | | Agree | 2.84 | | Agree |

Source: Field Survey, 2020

Table 1 showed that respondents (adult learners) agreed with all the items as the mean scores of all the rating range between 3.00 and 3.48. The grand mean was 3.26. These values are significantly higher than 2.50 the bench mark for acceptance of a mean value as agreed or disagreed. It was an indication that security of lives and property

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enhance adult learners’ willingness, interest, skills development and attend classes without fear.

Table 2: Rating of facilitators of Adult literacy programmes on the ways security of lives and property can enhanced creative skills for sustainable development in the Niger Delta.

On the other hand, table 2 showed that respondents (facilitators) agreed with all the items except item 5 which has a mean score of 2.13, a value significantly less than 2.50. The mean scores for all the other items ranged between 2.63 and 3.26 and were significantly higher than 2.50. the grand mean of the scores was 2.84. The values showed that a secured social environment promotes adult learners willingness, interest, skill development and attend classes without fear but do not provide sure hope of learners practicing the skills acquired.

Research Question 2: What are the ways improved learning facilities can foster adults learning creative skills for sustainable development in the Niger Delta Area?

Table 2: Rating of Adult learners of literacy programmes on the ways improved learning facilities can foster adults learning creative skills for sustainable development in the Niger Delta Area.

| S/N | Item | Adult Learners N=160 | | | Facilitators N=78 | | |
|-----------------|--|-------------------------|------|----------|----------------------|------|----------|
| | | \bar{x} | SD | Decision | \bar{x} | SD | Decision |
| Decision | | | | | | | |
| | When improved learning facilities are Provided, adult learners:learn with zeal | 3.40 | 0.92 | Agree | 2.91 | 1.08 | Agree |
| | become passionate with literacy programmes | 3.21 | 1.04 | Agree | 3.11 | 1.02 | Agree |
| | become regular at study centres to learn skills | 3.15 | 1.13 | Agree | 3.00 | 0.96 | Agree |
| | invest much time in the programme | 3.06 | 1.20 | Agree | 2.86 | 0.96 | Agree |
| | learn skills that are economically relevant to them | 3.39 | 1.00 | Agree | 2.95 | 1.03 | Agree |
| | learn faster with good understanding | 3.36 | 1.04 | Agree | 3.09 | 0.96 | Agree |
| | Grand mean | 3.25 | | Agree | 2.98 | | Agree |

Source: Field Survey, 2020

Table 3 showed that the respondents (adult learners) agreed with all the items as the mean scores for all the items ranged from 3.06 to 2.40 which were all higher than 2.50. The grand mean of the scores was 3.25. The values showed that provision of improved learning facilities in adult literacy/skill acquisition centre could foster learners’ willingness to learn, interest in the programme, commitment by learners, investment of time and resources, learn skills that are economically relevant to the society and learn faster.

Table 4: Rating of facilitators of Adult literacy programmes on the ways improved learning facilities can foster adults learning creative skills for sustainable development in the Niger Delta Area.

Table 4 revealed that respondents (facilitators) agreed to all the items as the mean score for each item was higher than 2.50. the scores indicated that when improved learning

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facilities are provided at study centre, adult learners would be willing to learn, develop interest in literacy programmes, become committed to skills development, invest time/resources in the programme, learn skills that are economically relevant to the and indeed learn faster. The grand mean of 2.98 added weight to this position.

Research Question 3: What ways can adult learners become socially encouraged to develop creative skills for sustainable development in the Niger Delta Area?

Table 3: Rating of Adult learners in literacy programmes on the ways adult learners could become socially encouraged to develop creative skills for sustainable development in the Niger Delta Area.

| S/N | Item | Adult Learners N=160 | | | Facilitators N=78 | | |
|--|---|-------------------------|------|----------|----------------------|------|----------|
| | | \bar{x} | SD | Decision | \bar{x} | SD | Decision |
| Decision | | | | | | | |
| Adult learners could be encouraged to develop creative skills for sustainable development: | | | | | | | |
| | when there is social security | 3.44 | 0.92 | Agree | 2.98 | 1.11 | Agree |
| | when there is social freedom | 3.36 | 0.93 | Agree | 2.98 | 1.01 | Agree |
| | when the skills acquired provide jobs | 3.21 | 1.09 | Agree | 2.83 | 1.06 | Agree |
| | When safety of lives is assured | 3.25 | 1.05 | Agree | 2.93 | 1.05 | Agree |
| | When government is practically involved | 3.36 | 0.95 | Agree | 2.95 | 1.03 | Agree |
| | Grand mean | 3.32 | | Agree | 2.92 | | Agree |

Source: Field Survey, 2020

Table 5 showed that respondents (adult learners) agreed with all the items raised. The mean scores for all the items ranged between 3.21 and 3.44. The grand mean for the table was revealed to be 3.32. The scores showed that adult learners could be encouraged to develop creative skills for sustainable development when the social environment provides security of lives and property, social freedom, provide job opportunities, and when government is practically involved in the development of adult literacy programmes.

Table 6: Rating of facilitators of Adult literacy programmes on the ways adult learners could become socially encouraged to develop creative skills for sustainable development in the Niger Delta Area.

Figures in table 6 showed that facilitators agreed with all the items raised for research question 3. The mean scores of all the items were revealed to fall between 2.83 and 2.98 which are significantly higher than 2.50. The grand mean for the table was revealed to 2.92. The values indicated that adult learners could be encouraged to develop creative skills for sustainable development when the social environment provides security of lives and property, social freedom, provide job opportunities, and when government is practically involved in the development of adult literacy programmes.

Research Hypothesis

H₀₁ There is no significant difference in the mean scores of adult learners and facilitators on the ways adult learners could become socially encouraged to develop creative skills for sustainable development in the Niger Delta Area.

Table 7: t-test of difference in the opinion of adult learners and facilitators of adult literacy programmes on the ways adult learners could become socially encouraged to develop creative skills for sustainable development in the Niger Delta Area.

| Category | Σf | \bar{x} | SD | Standard error | DF | T-Cal. | T-Crit | Decision |
|----------------|-------|-----------|------|----------------|-------|--------|--------|----------|
| Adult learners | 16.62 | 3.22 | 0.56 | 1.10 | 29.22 | 1.17 | 1.74 | Accepted |
| facilitators | 14.60 | 2.92 | 0.44 | | | | | |

Table 7 shows that the mean score for adult learners and facilitators are 3.22 and 2.92 respectively. The standard deviations are 0.56 and 0.44 respectively. The standard error is 1.10, degree of freedom is 29.22 while the t-calculated and the t-critical are -1.17 and 1.74 respectively. The rule guiding the test of hypothesis using t-test states that; where the t-calculated is greater than the t-critical, the hypothesis should be rejected and the alternative accepted but where the t-calculated is less than the t-critical, it should be accepted. By virtue of the figures in the table, the t-calculated is significantly less than the t-critical. Consequently the null hypothesis is accepted and the alternative rejected. That is to say adult learners could be encouraged to develop creative skills for sustainable development when the social environment provides security of lives and property, social freedom, provide job opportunities, and when government is practically involved in the development of adult literacy programmes.

Discussion of Results

Findings in the study revealed that, adult learners and facilitators of adult literacy programmes/vocational centres need a socially secured environment to enhance teaching and learning of creative skills that could promote sustainable development in the Niger Delta area. It also revealed that security of lives and property enhance adult learners' willingness, interest, skills development and attendance of classes without fear. In other words, when security is not guaranteed, adult learners' willingness to participate, interest in skills development and attendance of classes will depreciate drastically. This finding is in alignment with the position of Forte (2009) who posited that a teacher can only be free to teach and adult learners become ready to learn when the environment is free from criminality, social embarrassment, cultural and religious intimidations, kidnapping, assault and other related crimes.

Further findings in the study revealed that adequate provision of improved learning facilities in adult literacy/skill acquisition centres could foster learners' willingness to learn, arouse interest in the programme, enhance commitment by learners and make them to invest their time and resources, learn skills that are economically relevant to the

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society and learn faster. It implies that adult learners will stand to disengage themselves from creative programmes when facilities that foster learning are not provided. This finding collaborate with the findings of Maingi, Mulwa, Maithya and Migosi (2017), who stated categorically that the absence or lack of physical facilities that promote teaching and learning, learners would be indisciplined, violent, not willing to learn; and the development of creative skills becomes a huge joke without relevant physical facilities.

Again, finding in the study revealed that adult learners could be encouraged to develop creative skills for sustainable development when the social environment provides security of lives and property, social freedom, and provides job opportunities; and when government is practically involved in the development of adult literacy programmes. This finding complements the finding of Association of American Colleges and Universities (2006) and Forte (2009) who collaborated that learners do well when the social and physical environments offer them some degree of freedom to think, act and relate freely with no threats.

On the test of hypothesis, the null hypothesis was accepted as the critical value of 1.74 was significantly higher than the calculated value of 1.17. It implied that the mean scores for facilitators and adult learners on the ways improved social environment can encourage adult learners to develop creative skills for sustainable development did not differ.

Conclusions

Adults constitute ///% of the Nigerian population. They are engrossed in several social and economic activities that should contribute to the development of the society. However, some adults lack direction, creative abilities and innovative ideas due to poor knowledge of formal education. This perhaps informed government on the need for the introduction of Adult Education. One of the goals of adult education is the development of creative skills for economic development and advancement and to support the development process through sustainability. For this goal to be achieved, it requires an ideal social environment free from all form of threats and uncertainty. These seem to lack in the Nigeria society. Based on the findings of the study, it was concluded that; adults who have been disadvantaged educationally and are encouraged to be part of the development train by taking to adult education as a way out of the wood, should not be further discouraged by denying them social freedom through violence, intimidation, discrimination and marginalization. They should be lured into taking steps that would support development efforts by providing the education system with adequate teaching and learning facilities that would make the environment friendly and attractive to them. This will make them to be committed to the course thereby sustaining the progress so made.

Recommendations

Based on the findings from the study, the following recommendations were made;

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1. Government, through the security agents should partner with community leaders to enhance the security of lives and properties by curbing the rate of kidnapping, vandalism of public property, sexual harassment and killing of law abiding citizens by unscrupulous elements in the society. If this is done, adults would be willing to be educated in skills that could foster sustainable development.
2. The states government should provide adult education centres in the region (Delta and Edo States in particular) with basic contemporary teaching and learning facilities that are practical oriented. If this is done, it could go a long way by winning their interests to the activities that could boost or change their economic orientation.
3. States and local government councils in the region should partner to provide employment opportunities for educated adults and also teach them skills that would be relevant to the economic activities of the immediate environment and provide social supports such as social freedom and political appointments. This will help to encourage others to participate in the programmes and thus advance the chances of sustaining the developmental steps put in place.

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