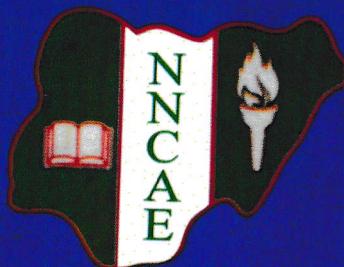


# **NATIONAL COUNCIL FOR ADULT EDUCATION JOURNAL**

**Volume 26 Issue 1, June 2021**



A publication of  
**NIGERIA NATIONAL COUNCIL FOR ADULT EDUCATION**

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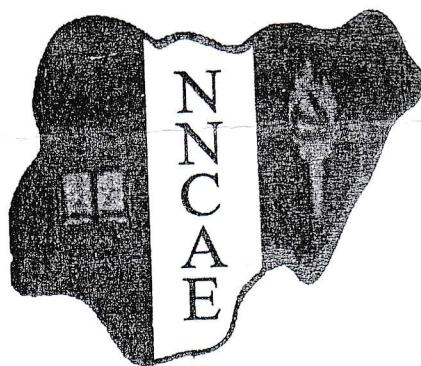
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**Theme:**

**Repositioning Adult Education for Social Transformation and Good  
Governance.**



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**ASSESSMENT OF THE FACILITATORS' PERCEPTION ON THE  
CHALLENGES AND PROSPECTS OF LIFE LONG EDUCATION IN THE 21<sup>ST</sup>  
CENTURY IN KWARA STATE, NIGERIA**

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**Abstract**

*This paper looks in to the problems and prospects of lifelong education as perceived by the facilitators in the 21<sup>st</sup> century, considering the fact that the economy is depressed and there are too many challenges on the workforce which intensely amplifies the needs and demands for learners to improve on their proficiencies, acquire skills and knowledge align to the new emerge economic situation to avoid being laid off. This study realized that, in solving many prevailing problems in the country life education seems to be the tool to address these challenges due to the fact that, it embodies knowledge and learning that emphasized relevance, responsiveness, respect, dignity and integrity in all, irrespective of age, gender, creed, equality, socio-economic and political justice. Descriptive survey was adopted for the study and multi stage sampling technique was used in the process. The study was narrowed down to Kwara Central Senatorial District, with its four Local Government Areas. The population of the study were all the public senior secondary school Head teachers and head of other Educational departments. However, the total respondents sampled were two hundred, questionnaire was the measure used to collect data for the study. Among the findings of the study was lack of great public awareness on lifelong education, lack of adequate fund for the smooth sailing of the programme. Therefore, the study recommended that adequate and continuous awareness be made available to the general public and adequate fund should be provided to run the programme effectively.*

**Keywords:** Facilitators' perception, challenges, prospects and lifelong Education

**Introduction**

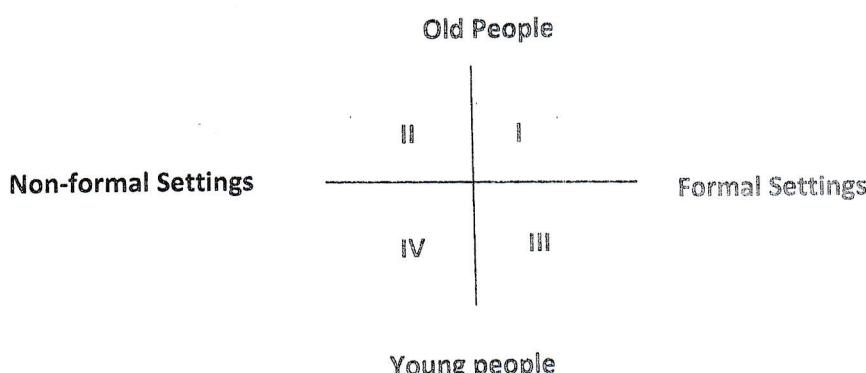
Today's depressed economic situation and challenged workforce have intensely amplified the needs and demands of learners to retool their proficiencies, acquire new competencies and align knowledge to the emerging new economy to avoid being laid off (Chitiba, 2012). Knowledge took 1,750 years to double for at first, counting from the start of the Christian era; and it is expected that by 2020 knowledge will multiply every 73 days (Yazici and Ayas, 2015). When knowledge is accumulated, analyzed and digested, the data/information needs to be organized, stored, managed and utilized efficiently and effectively for its proliferation and for the well-being of humanity. Lifelong learning seems to be the only tool to answer to these challenges. Nowadays, there is a draw more than ever to lifelong learners to stay young, stay sharp mentality. Lifelong learning can be used interchangeable with lifelong education. However, Lifelong education is a blend of pedagogy and andragogy. It can be provided through various modes like distance learning, e-learning, continuing education or correspondence courses.

The concept of lifelong education has been under the process of continuous change because of increased duration of formal education and insufficiency of skills attained in schooling for future career and success. Lifelong education was initially emerged as a

blend of informal, formal and non-formal education with the aim of improving the quality of life but now the concept covers all times and all places, starting from birth and ending at death. The concept of lifelong education embedded in almost all societies, much before the term came in vogue. There is broad agreement that lifelong education involves multiple forms of learning that take place across the entire lifespan of individuals (Abukari, 2005). Interpretations of lifelong education vary widely around the world and it can be contended that there is no real agreement on what exactly lifelong education means (UNESCO, 2016a). Lifelong education embodies the concept of knowledge and learning that emphasized relevance, responsiveness, respect for dignity and integrity of all irrespective of age, gender, creed and color, equality, socio-economic and political justice (Banks, et al, 2007). It is viewed as all learning activities undertaken throughout life with the intention of improving knowledge, skills and competences, within a personal, civic and social and/or employment-related perspective (Yazici and Ayas, 2015). Lifelong education recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations.

Lifelong education recognized that whilst the value of initial training was not to be discounted, the frontloading of skills through education and training for a single lifetime qualification was no longer sufficient, and that education and training systems of the future needed to be flexible and prepare individuals to learn continuously over their life (ILO, 2018). The idea of lifelong education was introduced by the UNESCO about 50 years ago. Education process can take three different forms: formal, informal and non-formal education. *Formal* education takes place, in most cases, in school settings where there is a curriculum and a sequence of planned teaching and learning activities are carried out with students at a certain age at primary and secondary stages. *Nonformal* education is undertaken in a certain environment with a curriculum and planned activities but the age of participants may be different. There can be very young and even very old participants taking the same activity or course together to have a new skill. *Informal* education occurs in cases where there are no pre-defined requirements (Yazici and Ayas, 2015). However, lifelong education has dimensions that go thus the world known Faure Report made recommendations that pertained to four concepts – vertical integration, horizontal integration, democratization and the notion of the learning society. Griffin (1998) outlines the dimensions of lifelong education as given in Figure

1:



### **Vertical Integration**

The vertical dimension refers to the life-span aspect of life long education the idea that education should occur throughout one's life. There are profound psychosocial and structural barriers that affect the ability of people to opt in and out of education throughout their lives. In a vertically integrated system, structural barriers can be removed by adopting appropriate legislation. But equal opportunity does not automatically provide for equal participation. For this reason, it is natural to think that only facilitating access will overcome the historic tendency for formal education to produce unequal power relations (OCED, 2007).

### **Horizontal Integration**

Horizontal integration (or interaction) refers to the need to foster education in non-formal as well as formal settings. The advocates of lifelong education believed that it is intolerable to have a situation where education secured informal settings result in better status than those that gained in non-formal, let alone informal settings where one secures few credentials and no status. If someone needs to learn how to run his computer or get along better with ones kids or spouse it does not matter if these things are learnt in school or in non-formal(out-of-school) or informal settings? Galbraith (1992) suggests a third category as learning to learn, which is as an important dimension of lifelong education. The pre-requisite for any educated community or society is that its people acquire the skill to learn how to learn". This dimension suggests that the educated person learns how to adapt and change. In 1996, the OECD Education Ministers agreed to develop strategies for "lifelong education for all". Policy-makers in many OECD countries are now and have been trying to develop strategies to use all the skills gained "from cradle to grave" (Yazici and Ayas, 2015). Lifelong education is not only a matter of economic necessity and, access to it is also essential for inclusion. Thus, lifelong education is the ongoing, voluntary, and self-motivated quest of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability (Rojvithee, 2005). Globalization and the growth of the fast-changing knowledge economy mean that individuals require advancement in their skills throughout their adult lives to cope with modern life, both in their work and in their private lives. Nowadays, there is an increasingly vital basic skill in ever-changing technological universe: ability to learn and adapt to the needed new skills and training (OECD, 2007).The point is; change is life. Successfully dealing with change means electing to grow and develop continuously. Failing to grow is failing to live. And while we can't regulate how the world around us are changing, we can control how we respond. Our world is changing in such a frantic pace that if we do not continue to grow and develop; we will soon be left behind (Laal and Laal, 2012).

Learning has four basic pillars, which determines how people deal with social change; learning to know has been over-emphasized for the past years, and the other three, learning to do, learning to live together, and learning to be, have been overlooked. In the learning society, all four of them deserve identical emphasis. Learning is considered as a

panacea for coping with the various challenges brought by the changes. As a vision of the future society, the establishment of the learning society is to offer everyone an effective means in learning to know, to do, to live together, and to be. Most developing countries including Nigeria face series of challenges that must be addressed if an effective lifelong education programme system is to be developed in the 21<sup>st</sup> century. These include the need for: greater public awareness; improved coordination and governance; improved data on lifelong education and better monitoring and evaluation; improved career guidance; national qualifications framework to support lifelong education; improved quality assurance of delivery of lifelong education; a system for recognition of prior learning (RPL); adequate and effective financing of lifelong Education; improved linkages between education and work; and improved levels of school attainment to create solid foundations for lifelong education (Yazici and Ayas, 2015). Other problems facing lifelong education in the 21<sup>st</sup> century are ageing population which implies that there are more people in the 'third age' and they require specific learning opportunities for personal development, for inter-generational transmission of knowledge and skills, and for an active and healthy life in retirement. Many societies also need the workforce to work for more years, and therefore there is a growing need for constant upgrading and updating of skills. These provide a powerful impetus for lifelong education and learning. Health is another problem facing lifelong Education as some research results show that learning helps people to have healthy lifestyles, to respond positively to changes in their circumstances, remain engaged in society and stay physically and mentally active. A healthy population is the wealth of a nation. Also, Employment is another factor. In a time of economic volatility and changing demand in the labour market, lifelong learning has become a 'must' if individuals are to create their own employment. The motto 'create your job, not apply for it' is becoming increasingly relevant. Another problem is Multiculturalism, which in environments where cultural diversity, race and ethnicity, and multilingualism are ordinary and seen as resources for social cohesion, a multilingual ethos and inclusive education can guide policy and practices. Social cohesion and a harmonious society can also be seen as a problem of lifelong learning because social capital of individuals, families and local communities is not the same thing as social cohesion at the country level. We have seen that intra-group bonding does not always translate into inter-group harmony. Migration which is also a problem can be seen as the trend of people migrating between countries has increasingly become a norm.

Additionally, community development is also a problem associated with lifelong learning. This is so because community decay is often associated with low skills, unemployment, benefit dependency, drug abuse and crime. Lifelong education advocates have been encouraged by evidence that adult learners tend to be more active in their communities than non-learners. Passivity and consumerism are the challenge of lifelong education policy on how to strike the balance with the passivity engendered by the content-driven curricula of formal education and the neoliberal learner/customer choice. The passivity of conventional schooling and the culture of consumerism can militate against active, self-motivated learning. Gender is a major determinant of life chances at different stages in life, including schooling, job opportunities (and retirement age in some

countries). In the past few decades expectations of gender roles have been changing. Gender equality is also a problem facing lifelong learning. And lastly, Sustainable development which is learning to care for our planet. Which could be added as the fifth pillar next to 'learning to be, learning to know, learning to do, and learning to live together (Carlsen, 2015).

The early 21st century began the age of education globalization with local education institutions continuing their expansion efforts both within and outside the national area, in an attempt to meet growing market demand. The breakdown of geographic boundaries has facilitated both local and global competition. To face this competition, many universities and vocational schools moved aggressively into the adult learning market. Today, it is even easier to serve adult learners utilizing new technologies and the introduction of the Internet, online, blended and e-learning. Continuing education and distance learning organizations lead the way by adopting technologies and flexible operations to support the varied needs of adult learners including lifelong education.

### **Purpose of the Study**

The purpose of this was to investigate the challenges and prospects of lifelong education in the 21<sup>st</sup> century as perceived by teachers in Kwara State. Specifically, the study analyzed

- i. To determine the Teachers perceived challenges of lifelong education in the 21<sup>st</sup> century in Kwara State
- ii. To determine the Teachers perceived prospects of lifelong education in the 21<sup>st</sup> century in Kwara State
- iii. To determine the challenges of lifelong education in the 21<sup>st</sup> century in Kwara State based on gender
- iv. to find out the challenges of lifelong education in the 21<sup>st</sup> century in Kwara State based on Teachers' years of experience
- v. to find out the prospects of lifelong education in the 21<sup>st</sup> century in Kwara State based on gender
- vi. to find out the prospects of lifelong education in the 21<sup>st</sup> century in Kwara State based on Teachers' years of experience

### **Research Questions**

The following questions were answered

- i. What are the perceived challenges of lifelong education in the 21<sup>st</sup> century in Kwara State?
- ii. What are the perceived prospects of lifelong education in the 21<sup>st</sup> century in Kwara State?

### **Research hypotheses**

The following hypotheses were tested:

$H_0$ <sub>1</sub>: is there significant threat in the perceived challenges of lifelong education in the 21<sup>st</sup> century based on gender?

- HO<sub>2</sub>:** is there significant threat in the perceived challenges of lifelong education in the 21<sup>st</sup> century based Teachers" years of experience?
- HO<sub>3</sub>:** is there significant advantage in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on gender?
- HO<sub>4</sub>:** is there significant advantage in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on Teachers" years of experience?

### **Research Methodology**

This study was a descriptive survey type. The population for this study consisted of all senior secondary school head teachers in Kwara State while the target population was made up of all public senior secondary school head-teachers (comprising principals, vice-principal academics and heads of departments) from the Kwara Central Senatorial District. Two hundred (200) head teachers were sampled for this study using a multistage sampling technique. At the 1<sup>st</sup> stage, given that Kwara Central consisted of four (4) local government areas (i.e. Asa, Ilorin East, Ilorin South and Ilorin West), a systematic random sampling technique was used to pick ten (10) senior schools from each local government area totaling 40 schools for this study. At the 2<sup>nd</sup> stage, five (5) head teachers were sampled from each of the selected schools to make the sample size of 200 head teachers for this study using a simple random sampling procedure. The instrument used to collect data was a questionnaire developed by the researcher. The questionnaire contained 10 items on challenges and 5 items on prospects of lifelong education and these were structured in a four-likert- rating scale with a reliability coefficient .69 and .73 respectively (via a trial test-retest method). After the administration of the instrument, data collected were analyzed using mean rating to answer the research questions while the hypotheses were tested using independent t-test and Analysis of Variance (ANOVA) at 0.05 level of significance.

### **Data Analysis and Results**

Out of 200 (100%) head teachers that were sampled, 84 (42.0%) of the respondents were male teachers while 116 (58.0%) of the respondents were female teachers. Also, 37 (18.5%) of the respondents were within 0 – 5 years of experience; 71 (35.5%) were within 6 – 10 years of experience while 92 (46%) were within 11 years and above as head teachers.

### **Answers to Research Questions**

Descriptive statistics of mean were used to answer research questions.

**Research Questions One:** What are the perceived challenges of lifelong education in the 21<sup>st</sup> century in Kwara State?

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were the perceived challenges of lifelong education while items with mean scores below 2.50 were remarked otherwise.

**Table 1: Mean and Rank Order of the Teachers perceived Challenges of lifelong education in the 21<sup>st</sup> century in Kwara State**

| SN | Challenges of Lifelong Education   | Mean | Rank             | Remark   |
|----|--|------|------------------|----------|
| 1  | Lack/ inadequate public information about lifelong education   | 3.71 | 1 <sup>st</sup>  | Affirmed |
| 2  | Inconsistency data on lifelong education and improper monitoring and evaluation                                | 3.56 | 2 <sup>nd</sup>  | Affirmed |
| 3  | Undermining the importance of lifelong education as a source of improvement in career guidance in the society. | 3.43 | 3 <sup>rd</sup>  | Affirmed |
| 4  | Lack of proper coordination and governance of lifelong education programme                                     | 3.37 | 4 <sup>th</sup>  | Affirmed |
| 5  | Unimproved levels of school attainment to create solid foundations for lifelong education from the scratch.    | 3.34 | 5 <sup>th</sup>  | Affirmed |
| 6  | Absence of improved linkages between education and work of the participants.                                   | 3.02 | 6 <sup>th</sup>  | Affirmed |
| 7  | Poor/ inadequate fund to effectively run lifelong education programme  | 3.02 | 6 <sup>th</sup>  | Affirmed |
| 8  | Lack of focus on lifelong education as a tool to furthering knowledge acquisition                              | 2.94 | 8 <sup>th</sup>  | Affirmed |
| 9  | Lack of quality assurance in the delivery of lifelong education programme.                                     | 2.91 | 9 <sup>th</sup>  | Affirmed |
| 10 | Absence of national descriptive framework to support lifelong education programme                              | 2.83 | 10 <sup>th</sup> | Affirmed |

As revealed in Table 1, the mean score of all the items are above 2.50. This implies that the challenges of lifelong education as stated above were all pertinent as perceived by the school administrators and teachers. The most obvious challenge was lack of public awareness about lifelong education.

**Research Questions Two:** What are the perceived prospects of lifelong education in the 21<sup>st</sup> century in Kwara State?

A cut-off score of 2.50 was used as the baseline for determining participants' responses since the questionnaire items were structured in a four-response-type. Therefore, items found with mean scores equal or above 2.50 were the perceived prospects of life long while items with mean scores below 2.50 were remarked otherwise

**Table 2: Mean and Rank Order of the Teachers perceived prospects of Lifelong Education in the 21<sup>st</sup> century in Kwara State**

| SN | Prospects of Lifelong Education   | Mean | Rank            | Remark   |
|----|---|------|-----------------|----------|
| 1  | It is quite helpful in developing and inculcating among the learners/participants a number of good habits like responsiveness, respect for dignity and integrity, self-study, independent problem-solving ability, and resource management. | 3.51 | 1 <sup>st</sup> | Affirmed |
| 2  | It can provide education for adults who missed the opportunity in their youthful years.   | 3.36 | 2 <sup>nd</sup> | Affirmed |
| 3  | Provision of relevant education to improve skills, gets aligned knowledge in specific careers such as accounting, medicine, teaching and all ramifications of human endeavor to avoid being laid off  | 3.13 | 3 <sup>rd</sup> | Affirmed |
| 4  | It may be helpful, both in the universalization, humanization and globalization of the system of education and the overall system of governance and living.   | 3.07 | 4 <sup>th</sup> | Affirmed |
| 5  | Provides affordable qualitative education to a large number of people than could be accommodated by the conventional education.   | 2.94 | 5 <sup>th</sup> | Affirmed |

As revealed in Table 2, the mean score of all the items are above 2.50. This shows that if proper and adequate steps are taken, lifelong education had the prospect of bringing adequate change to the socio-economic situation of the world economies in the 21<sup>st</sup> century. The most apparent prospect of lifelong education as perceived by the respondents was It is quite helpful in developing and inculcating among the learners/participants a number of good habits like responsiveness, respect for dignity and integrity, self-study, independent problem-solving ability, and resource management.

#### **Hypotheses Testing:**

Hypotheses postulated were tested using independent t-test and Analysis of Variance (ANOVA) at 0.05 level of significance

**Hypothesis One:** There is no significant difference in the perceived challenges of lifelong education in the 21<sup>st</sup> century based on gender?

**Table 3: t-test Statistics Showing the Difference in the Perceived Challenges of Life Long Education in the 21<sup>st</sup> Century Based on Gender**

| Gender | No  | Mean   | S. D. | Df  | t-value | Sig  | Remark |
|--------|-----|--------|-------|-----|---------|------|--------|
| Male   | 84  | 16.821 | 3.409 |     |         |      |        |
| Female | 116 | 17.275 | 3.454 | 198 | 1.642   | 0.12 | NS     |

\*Insignificance at p>0.05

Table 3 shows that the t-value 1.714 was obtained with a p-value of 0.12 computed at 0.05 alpha level. Since the p-value of 0.12 is greater than 0.05 level of significance, the null hypothesis one is retained. Therefore, there is no statistically significant threat in the perceived challenges of lifelong education in the 21<sup>st</sup> century based on gender ( $t_{(198)} = 1.642$ ,  $p>0.05$ ).

**Hypothesis Two:** There is no significant difference in the perceived challenges of lifelong education in the 21<sup>st</sup> century based on Age?

**Table 4Analysis of Variance of the Difference in the perceived challenges of Life Long Education in the 21<sup>st</sup> Century on Age**

| Variables      | Sum of Squares | Df  | Mean Square | F     | Sig. | Remark |
|----------------|----------------|-----|-------------|-------|------|--------|
| Between Groups | 331.248        | 2   | 165.624     |       |      |        |
| Within Groups  | 25584.345      | 197 | 129.869     | 1.275 | 0.31 | NS     |
| Total          | 25815.593      | 199 |             |       |      |        |

\*Insignificance at p>0.05

As shown in table 4, the F-value of 1.275 with a p-value of 0.31 computed at 0.05 alpha level. Since the p-value of 0.31 obtained is greater than 0.05 level of significance, the null hypothesis three is retained. This thus implies that there is no statistically significant threat in the perceived challenges of lifelong education in the 21<sup>st</sup> century based on Age ( $F_{(2, 197)} = 1.275$ ,  $p>0.05$ ).

**Hypothesis Three:** There is no significant difference in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on teachers' gender?

**Table 5: t-test Statistics Showing the Difference in the Perceived Prospects of Life Long Education in the 21<sup>st</sup> Century Based on Gender**

| Gender | No  | Mean   | S. D. | Df  | t-value | Sig  | Remark |
|--------|-----|--------|-------|-----|---------|------|--------|
| Male   | 84  | 14.352 | 2.334 |     |         |      |        |
| Female | 116 | 13.719 | 2.868 | 198 | 1.125   | 0.17 | NS     |

\*Insignificance at p>0.05

Table 6 shows that the t-value 1.125 is obtained with a p-value of 0.17 computed at 0.05 alpha level. Since the p-value of 0.17 is greater than 0.05 level of significance, the null hypothesis one is retained. Therefore, there is no statistically significant difference in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on gender ( $t_{(198)} = 1.125, p>0.05$ ).

**Hypothesis Four:** There is no significant difference in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on teachers' teachers' years of teaching?

**Table 6: Analysis of Variance of the Difference in the Perceived Prospects of Life Long Education in the 21<sup>st</sup> Century based on Years of Experience**

| Variables             | Sum of Squares | Df  | Mean Square | F     | Sig. | Remark |
|-----------------------|----------------|-----|-------------|-------|------|--------|
| <b>Between Groups</b> | 241.242        | 2   | 120.621     |       |      |        |
| <b>Within Groups</b>  | 21644.241      | 197 | 109.869     | 1.098 | 0.63 | NS     |
| <b>Total</b>          | 21885.483      | 39  |             |       |      |        |

\*Insignificance at  $p>0.05$

As shown in table 6, the F-value of 1.098 with a p-value of 0.63 computed at 0.05 alpha level. Since the p-value of 0.63 obtained is greater than 0.05 level of significance, the null hypothesis three is retained. This thus implies that there is no statistically significant difference in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on years of experience ( $F_{(2, 197)} = 1.098, p>0.05$ ).

## Discussion

The first finding of this study revealed that all the challenges of lifelong education as stated in the instrument were all pertinent as perceived by the school administrators and teachers. The most obvious challenge was that the public needs to be better informed about lifelong education, simply shown lack of adequate awareness on lifelong education. To achieve stable and sustainable growth, we will need a well-educated, well-equipped and adaptable workforce. To cope with rapid change, we must ensure that people can return to learning throughout their lives. We cannot rely on a small elite: we will need the creativity, enterprise and scholarship of all our people. To achieve this, better and improved public awareness must be encouraged. The findings of this study is in line with the study of Draycott and Rae (2011) who posited that the challenges of lifelong education are enormous and there is need for more and improved involvement by individuals and this can be achieved through public awareness.

Another finding of this study revealed that if proper and adequate steps were taken, lifelong education had the prospect of bringing adequate change to the socio-economic situation of the country. The most apparent prospect of lifelong education as perceived by the respondents was developing and inculcating among the students a number of good habits like responsiveness, respect for dignity and integrity, self-study, independent

problem-solving ability, and resource management. Lifelong education is relevant and instrumental to reaching the 21<sup>st</sup> century sustainable development goals (Chitiba, 2012). This corroborates the findings of Walters (2010) who reported that there are enormous benefits to lifelong education that can propel underdeveloped nations into developing nations in the 21<sup>st</sup> century.

This study also revealed that there was no statistically significant difference in the perceived challenges of lifelong education in the 21<sup>st</sup> century based on gender. This finding is not consistent with Khairulanuar, Nazre, Sairabani, and Norasikin (2010) who observed gender difference in favour of male teachers when sharing their perception on issues facing continuing education.

Also, revealed in this study was that there was no statistically significant difference in the perceived challenges of lifelong education in the 21<sup>st</sup> century based on years of experience. Abubakar (2011) reported that longevity in teaching plays an important role in forming the perception of individuals when it comes down to distance education. Abubakar's finding negates the findings in this study.

Another finding arrived at in this study was that there is no statistically significant difference in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on gender. According to Ololube, (2011) whose findings was in consonance with the present study concluded that in the 21<sup>st</sup> century, individual's perception is not determined by their gender but by their exposure and socio-economic and political nature.

Lastly, this study reported as part of its findings that there is no statistically significant difference in the perceived prospects of lifelong education in the 21<sup>st</sup> century based on years of experience. The finding of this study is not in line with Zhao, and Akiba (2009) when they posited that experience in a given field of study or specialization determines their perception. They would have gathered enough information overtime that qualification or socio-economic standing cannot attain.

### **Conclusion**

The goals of lifelong learning had changed from improving the economic status of the population to there-learning to adapt to changes in job requirements, globalization and other needs. The advances in information and communication Technology (ICT), can improved the delivery of the lifelong education. Online and open and distance learning(ODL) have been proven to be both effective and efficient learning modes for formal university level learning. Literacy, English language, and adjust the poor participation on the part of the learners, lack of training resources, assessment and accreditation are issues and challenges to lifelong learning. However, as indication to improving lifelong education, there is need for adequate funding from the government and other agencies willing to fund the teaching of one in other to have an egalitarian society desired through lifelong education.

## **Recommendations**

- i. Government should design a policy framework that would proliferate lifelong education for the 21<sup>st</sup> century
- ii. Government should also finance lifelong education adequately for smooth sailing.
- iii. Lifelong educators should develop themselves appropriately in line with global best practices.
- iv. The Ministry of Education and other educational agencies should monitor and supervise lifelong education programmes around the country effectively and efficiently the very best output.
- v. There should be adequate awareness about the importance of lifelong education for the general public to benefit from the programme.

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