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IMPACT OF ADULT EDUCATION ON SECURITY CONSCIOUSNESS AND EFFECTIVE NEIGHBORHOOD SECURITY WATCH IN NIGERIA: THE ILORIN EXPERIENCE

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Abstract

The paper examines the impact of adult literacy on security consciousness and effective neighborhood security watch in Nigeria: The Ilorin experience. A descriptive research design of survey type was adopted from the study was guided two objectives were formulated for the study which metabolized to the two research questions. A population sample of one hundred and twenty (120) adult members who have completed adult literacy classes were purposively selected for the study. A well-structured questionnaire was use to elicit relevant responses from the sample respondents and the data collected was analyzed using mean scores statistics. Findings from the study revealed that adult literacy enhance the level of security consciousness of adult members in the society; also participation of adult members in adult literacy classes promotes adult neighborhood security watch in Ilorin metropolis, Kwara State. Based on the findings it was recommended that agencies of adult education should intensify their efforts to capture more adult members in adult education programme.

Keywords: Adult literacy, adult members, neighborhood security watch, security consciousness

Introduction

Education is usually associated in most countries of the world with formal learning, just the education of children and the young ones alone leaving out the adult members of the communities and cities, the vulnerable and all other marginalized groups. International declaration 2030 stated that the right to education is a human right that must be enjoyed by all irrespective of age and where you are located. Education should be for all as it is deemed a universal thing and that it must be inclusive and equitable and of good quality and one that promotes lifelong learning for all. The essence of education is further established that education is a public good, a fundamental human right and a basis for achieving, for guaranteeing the realization of other rights (Envision 2030, Goal 3). This implies that for any type of development to be sustained and sustainable, education must reach all, ignorance must be wiped out and illiteracy must be subsided. Giving education to all will enable them to think creatively and be innovative in their doings thereby, reducing poverty and diseases in cities and

communities. Education is meant for empowerment of everybody both in cities or rural communities. Education now goes beyond formal concepts in order to enhance sustainability. Education for all and in all areas must be armed with information and communication technologies (ICTs) for wide exposure to creativity, for access to vital information, knowledge sharing and more effective service promotion (Education, 2030).

Nigeria cannot develop in any significant way if the majority of Nigerians are not first considerably developed. Literacy is critical to the development of individual Nigerians and the country. The Independent Commission on Population and Quality of Life (ICPQL, 2016) graphically highlights the limitations of the illiterate. In contemporary society in which laws, rules and instructions are written, illiteracy is a "severe handicap" when participating in decisions affecting life: it is tantamount to disability, affecting every aspect of living. It confines job opportunities to the most menial and low-paid tasks" (ICPQL, 2016). For a significant number of citizens to be illiterate in multi-ethnic Nigeria is a national handicap. None of the three major indigenous languages (Hausa, Igbo and Yoruba) is the lingua franca, and the English language which the majority of the rural dwellers can either not speak or write well enough or cannot speak or write at all is the official language. Consequently, the participation of illiterate Nigerians in national discourse and in sundry social and economic transactions is hardly significant or meaningful.

Adult education is thus central to bringing solutions to all these problems, including the problem of insecurity, which is the result of discontent that comes from widespread exclusion and intra-urban inequalities. Adult education is holistic as it provides for both young and old, it is lifelong in nature, it will thus be sustainable if well-funded and well positioned in every nation of the world especially Nigeria because sustainable development is an age long and all life issue. Adult education makes learners excited and motivated and well equipped. It is the type of education that has economic outcomes for participants both in cities and rural communities. A typical example is making money out of wastes, planting gardens in modern ways and making money for personal and community sustainability.

Adult education with its programmes has environmental outcomes as people are made to aware of keeping their environment safe, getting ready for disasters, locating their businesses in appropriate places, taking good care of their health and homes and their vehicles to prevent gas emissions. Programmes like community education, awareness would be raised on diverse issues in cities and communities that are detrimental to people's health and development. Environmental adult education would enable people to make meanings out of their lives in cities and communities thus transcending to peaceful and secured living. Adult education for sustainability has to do with mentality hence, everyone needs to cultivate the culture of living sustainably because sustainable development of communities and cities is about whole living as it involves knowledge, skills, values, attitudes and behaviours. All these are embedded in adult education bringing innovations and creativity to people in cities and rural communities.

Adult education educates adult learners who are parents/guardians on the better ways of managing the available resources to achieve socio-political and economic success in their life endeavours and also make referrals which assist other individual

personalities and institutions in dealing with human problems as well as the society in which they find themselves. Adult education stands between the adult learner, the community and policy makers in human societies so much than any other professions. Adult educator knows the problems which inhibit effective adult teaching/learning and effective administration of adult education industry. Adult education is the only profession that assists adult learners effectively in their efforts to learn Okafor (2018).

“Thorough knowledge of the basic principles of teaching and learning and the skills to apply those principles in teaching/learning situation, adequate knowledge of the learner and the factors that determine the quality of the learner’s response in the educative process, adequate knowledge of the value constructs that motivate the learner and the capacity to assist the learner to acquire essential attitudes and modify negative ones”.

Concept of Adult Education

Adult education usually refers to any form of learning undertaken by or provided for mature men and women outside the formal school system. The main targets are specifically defined as youth (girls and boys over 15 years of age, but sometime younger) as well as women and men, generally poor or socially disadvantaged. Although literacy continues to be at its heart, adult education also includes “numeracy”, problem-solving and life skills, and other knowledge. The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning, continuing, adult basic and non-formal education, etcetera. For the purpose of this sacrifice, adult education is understood as a transmission process of general, technical or vocational knowledge, as well as skills, values and attitudes, which takes place out of the formal education system with a view to remedying early education inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-fulfilment and active participation in the social, economic and political life of their societies (Seya, 2014).

The concept of development is complex as it has several connotations. However, Allen (2016) has identified three main meanings in which development is generally used, namely:

(i) as a vision, description or measure of the state of being of a desirable society; (ii) as an historical process of social change in which societies are transformed over long periods; and (iii) as consisting of deliberate efforts aimed at improvement on the part of various agencies, including governments, all kinds of organisations and social movements. For the purpose of this presentation, development will be referred to as a process of economic, social, political and cultural change engineered in a given society by the efforts of all stakeholders, both internal and external – including the local communities, the Government, the private sector, the civil society organisations, the NGOs and the technical and financial development partners- with a view to improving the conditions of the life of the population in a sustainable way. Implicit in these definitions is the assumption that development requires, inter alia, the formation of human capital and social capital, some of the main factors of production required for a broad-based economic growth that provides the ground for sustainable poverty reduction.

The definition of Adult Education at this point, becomes necessary to make this discussion intelligent, and clearly identify the basic issues that are examined in this discourse. Adult education as a concept is one most difficult to define. Yet we see people define it from different perspectives. Most writers seem to agree that adult education is the education geared towards the adult. This gives rise to the question "who is an adult". An adult as a concept, just like adult education, has been defined by many different authors and writers from different perspectives. Some use the biological parameter in defining it, while others use the chronological, historical, economic, psychological, political and social parameters in defining who an adult is. One may ask "what then can be said about the concept of an adult"? (Bown, 2016 and Ibeh, 2018) see an adult as one who has achieved full physical development and is expected to have the right to participate as a responsible homemaker, worker and member of a society. Nzeneri (2016) perceives an adult as a person who is physically and psychologically mature, and the individual is socially, economically, politically, culturally and environmentally responsible. Looking at the above definitions of an adult, two key words exist, which are maturity and responsibility. He also informs that in advanced countries an adult is one who has attained the voting age of twenty-one (21) years and more, while in developing country like Nigeria, he is one who has attained the voting age of 18 years.

In order to avoid disparities that exist in different various definitions, UNESCO (2016) gives a recommendation of who an adult is: it is as a person regarded as such by society to which he/she belongs. From this recommendation of UNESCO, we may now see the definition of who an adult is as culture referenced. It depends on who a particular society considers to be an adult in that society. Adult education, just like who as adult is, has varied definitions from different authorities and writers. However, UNESCO in her international conference in Nairobi, Kenya, (2006) as reported in Nzeneri (2010) defines adult education as:

"The entire body of organized educational process, whatever the content, level and method, formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as apprenticeship, whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development".

The above definition is broad and encompassing in the sense that it does not only define adult education but it also defines its content and scope. Simply put, adult education is the education (formal, informal and non-formal) given to any person regarded as an adult by society in order to socially, economically, and culturally improve and empower him/her, so that the person will be able to contribute meaningfully as a useful and the acceptable member of society. It is education based on the needs of the adult.

Adult education in Nigeria is presently geared towards national development (Ewuzie, 2017). The objective of the process of adult education and national development is to get the adults, either as individuals or as a group, to learn and through

learning to change their attitude and behaviour. The policy on education states the objectives of adult education as:

1. To provide functional literacy education for adults who have never had the opportunity of any formal education
2. To provide functional and remedial education for those young people who prematurely dropped out of the formal school system
3. To provide further education for different categories of completers of formal education system in order to improve their basic knowledge and skills
4. To provide in-service and on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills
5. To give the adult citizens of the country aesthetic, cultural and civic education for public enlightenment.

Monye (2015) opines that all these objectives have one end in view-to equip the adult with everything he needs for life in order to be relevant to his society by helping to solve some of its problems. We have to recognize that development is of man, by man and for man. Man is the master of his destiny and adult education serves to bring about a fundamental change in man's attitudes and lifestyle. To survive, people must have awareness and to become aware, they must be literate.

Concept of Security and Security Challenges in Nigeria Society

Security challenge has also been the most recurring problem in Nigeria. It also remains the most intractable and most embarrassing debacle. Insecurity is unquestionably the most widely spread, indeed broad-based phenomenon that prevails in all parts of the country, only comparable to hunger, poverty and hardship. It remains one challenge that seems to have a defied solution such that the international communities that tried to assist Nigeria in its solution could not make an impressive head way. This paper examined the concept of security and by extension insecurity, the scope of the concept, the causes of insecurity in Nigeria; the consequences of insecurity in Nigeria and how education can be used to address the challenge of insecurity on a short and long term bases.

The Word "Security" derives from the Latin noun *security as'* which is a combination of two Latin from words -*Sine* and *Cura*. *Sine* from Latin means „without“ whereas *Cura* means, „Concern“, „Fear“ or „Anxiety“. Thus the term originally translates as concern“ fear or anxiety“. (Urbanek, 2017) Viewed from this perspective, security is one of the most fundamental needs of both the individual and the state. In Maslow's hierarchy of needs, it is ranked second to physiological needs (Maslow, 2006). The need for safety is complex and provides for such other elements as: certainty; stability; support; care; freedom from fear, anxiety and chaos; structure; order; law borders etc. In trying to satisfy the need for security, Maslow noticed that satisfying the needs which are lower in the hierarchy is a condition for opening the need for satisfying further needs. Yet if a fundamental need is not satisfied, the development of the individual is blocked and his striving for satisfying this particular need is limited.

Security is a political issue on account of the key decisions that need to be made by state authorities to regard a particular issue as a priority. Ensuring security is regarded as one of the most fundamental objectives and functions of the state. It encompasses the following: provision for the biological survival of the population,

nation as an ethnic group and state as an institution, territorial integrity of the state, its independence and sovereignty internal stability and complex socio-economic sustainable development (Potrzes, 2013). Security becomes the core fulcrum upon which all other developmental indices of a state or nation involves. The economic, social, political and indeed every other dimension of development are all anchored on security. In realization of this fact the Nigerian constitution regards security as the fundamental objective of state policy.

Impact of Adult Education on Security Consciousness and Neighborhood Security Watch

The inability of any nation to achieve security of lives and properties of its citizenry is a signal of failure of governance. Citizens therefore need political education which is a subset of adult education to be able to elect credible leaders, that have been exposed to various adult education programme will provide safety and security measure for peoples' lives and properties. In this regard adult education that will provide the following programmes is desirable for the citizens:

- (i). *Realistic democratic education* – (Voter Education) where people are taught their rights and how to elect leaders who would provide democratic dividends and defend the democratic process as well as how to vote and dangers of voter apathy.
- (ii). *Curricular reorientation*: The curriculum should gear all learning to productivity, not theory, emphasize science & technology, stress food security – strengthen schools of agriculture, teach moral and spiritual education so that people learn the need to live a disciplined lives rather than reckless and dangerous lives and □ stress dangers of drug abuse/ addiction.
- (iii). *Teach the need for modest living rather than ostentatious living*- People should learn that: you need only one room to sleep in, one bed to lie on and one car to travel in at a time, if you live a decent life, you will have no need for elaborate security arrangement, Your joy is not in what you have acquired but in what you have sacrificed for the good of others; the selfless services you have rendered, and how honestly you have lived your life.
- (iv). *Teach the need for controlled family size. The benefits include*: reduced financial stress that compels people to act insatiably, thus being tempted to indulge in criminal activities that result in insecurity, reduced scope of one's need to cheat to provide for large families. E.g no need for many houses to accommodate large families, no need for many cars for each child in the family, and there is no need to buy many plots of land to bequeath to many children and grand children.
- (v). *Teaching of economic independence and self confidence so that*, □ children can fend for themselves when they become adults rather than depend on their parents to provide all their needs, children can engage their thoughts constructively towards making money by themselves rather than hoping on parents or others to provide for them, children can face the unknown tomorrow with greater confidence and optimism and children can learn not to struggle endlessly and dubiously to provide all the needs of their unborn generations; but to train their own children to stand on their own feet economically.
- (vi). *Teaching of Sound Moral Values*, All religions in Nigeria have contents in their religious books that emphasize the need to work hard and be diligent, be honest, truthful

and straight forward, be contented with what one has, be conscious that there is life after our earthly life and how one life here on earth determines where and how one will be over there and beware of the consequences of each action one takes on earth. The good is rewarded while the bad is punished.

(vii). *Teaching of spiritual dimensions to physical phenomena.* This implies that physical battles against security challenges should first be more successfully fought from the spiritual realms. To this end, schools, irrespective of denominational orientations, should teach students the art and science of prayer, passages in the holy books that teach how to pray, and protection from spiritual and physical onslaughts, the sanctity of the human lives and the value of human blood and dangers of shedding the blood of innocent persons.

(viii). *Teach the students, especially the girl child, the art of self-defense.* More specifically, they should learn martial arts which should be applied only when attacked by unknown men, the use of light weapons for self-defense, physical fitness such that they can endure tough conditions without fainting coded language with which to escape recognition by enemies, how to use/blow the whistle when attacked, threatened or on the verge of being abused and adult education is the core of lifelong learning as it entails all forms of education and learning, including formal, non-formal and informal learning processes (Fashokun, Katahoire & Oduaran, 2015). It is a process through which an individual acquires needed knowledge and capabilities for sustainability. It is important as it allows for creation of learning community, cities and regions. It fosters the culture of learning through life and fills every learning space in the life of an individual. Thus, provision of literacy education will gear adult individual to be conscious of their environment and ready to take on any factors which could bring peaceful coexistence. Adult literacy education is important for neighborhood security watch due to the following points:

- i. The learning activities vary to include a host of learning opportunities for equipping adults for greater opportunities in cities and communities. Its programmes include literacy, professional development education, citizenship education, extension services, health education and liberal as well as retirement education. To boost people's opportunity for sustainable development through these programmes, there is the great need for interjecting them with information and communication technologies (ICTS), as these would boost their participation in community matters, making their voices to be heard and thereby contributing to sustainable development in cities and community and all over the world.
- ii. Adult education is innovative in nature as it provides a lot of possibilities for realizing lifelong learning, reducing dependence on formal learning structures and encouraging individualized learning thereby providing necessary exposure into doings of relevance in the world around them. This exposure through technological networking bring into the world of creativity and awakening the innovation tendencies of the people.
- iii. It is education for personal fulfillment through innovations
- iv. Adult education provides a forum for a safer, healthier, more prosperous and environmentally sound world and helps individual to contribute to social, economic, cultural progress, tolerance and international cooperation. It is the key to personal and societal sustainability (Mauch & Papen 2018).

- v. Adult education provides coping skills for any challenging issues in cities and communities. Adult education enables people to reflect and act on emergency situations and take decisive actions to deal with such whether personal or societal.

Objective of the Study

1. To determine the perceived impact of adult literacy on adult members security consciousness in Ilorin metropolis.
2. To find out the perceived impact of adult literacy on adult member neighborhood security watch in Ilorin metropolis.

Research Questions

This study was guided by the following research questions;

1. What are the impact of adult literacy on adult members security consciousness in Ilorin metropolis Kwara State?
2. What are the impact of adult literacy on adult members neighborhood security watch in Ilorin metropolis Kwara State?

Methodology

The research design adopted for this study was the descriptive survey method. Descriptive survey design was considered the most suitable way of addressing the research questions. Johnson (2018), stated that Survey design is the method of collecting information from a sample of individuals through their response to question. It is the most common and popular type of descriptive research due to its efficiency, generalisability and versatility.

In lieu of this, the descriptive survey research design was used in this study because, it enabled the researcher to obtain information that describes existing phenomena by asking individuals on the impact of adult literacy on security consciousness and effective neighborhood security watch in Nigeria: The Ilorin experience. The design also enabled the researcher to reach as many adult members of the society as possible within a short time.

The target population for the study was adult learners who have completed adult literacy classes in Ilorin metropolis Kwara State. The sample scope comprised 120 adult members which include 80 men and 40 women purposively selected across four (4) different location within Ilorin metropolis. A well-structured questionnaire was used to elicit response from the sampled respondent and the data collected were subjected to descriptive statistical tools, descriptive mean score and standard deviation was to answer the research questions raised.

Results

Demographic Data of Respondents

Table 1: Demographic Distribution of Respondents

Gender	Frequency	Percentage
Male	80	66.7
Female	40	33.3
Total	120	100
Age		
25-30	20	16.7
31-40	42	35.0
41 years and above	58	48.3
Total	120	100
Occupation		
Trading	45	37.5
Farming	30	25.5
Artisan	25	25.0
Others	20	20.8
Total	120	100

Table 1 shows the distribution of respondent by sex. The table reveals that 80 (66.7%) of the respondents were male, 40(33.3%) of the respondents were female. The age range of respondents also indicate that 20(16.7%) were between 25-40 years, 42(35.0%) were between 31-40years while the remaining 58(48.3%) were above 40 years.

On occupational distribution of respondents, 45(37.5%) of were into trading (buying and selling), 30(25.0%) engaged in farming, 25(20.8%) were artisan while the remaining 20(16.7%) falls into other profession.

RQ1: What are the impact of adult literacy on adult members' security consciousness in Ilorin metropolis Kwara State?

Table 2: Descriptive means scores (x) and standard deviation (STD) showing the impact of adult literacy on adult members' security consciousness (N=120)

SN	Items	Mean (X)	Std	Rank	Remark
1	Adult education enhance my knowledge base of security watch	3.12	1.28	2nd	Agree
2	Adult education promotes my experience on certain security challenges	2.56	1.46	5 th	Agree
3	Adult education broaden my experience of security measures within my neighborhood	2.84	1.38	3rd	Agree

4	Adult education promote my exposure on some strategies to report security breach	3.33	1.24	1 st	Agree
5	Adult education helps to create awareness on issues of insecurity within my neighborhood	2.55	1.52	6th	Agree
6	Adult assists me on measures to settle issues relating to insecurity in my neighborhood	2.63	1.47	4th	Agree

The result of analysis depicted in Table 2 above indicates that respondents (adult members) strongly agree that participation in adult literacy programme enhance their knowledge of security consciousness in Ilorin Kwara State as their respective mean responses were above the 2.50 criterion mean score. Item 4 with mean score of 3.33 which states that adult education promotes my exposure on some strategies to report security breach score of is ranked 1st while the least item (item 5) was ranked 6th with the mean score of 2.55 also has mean score above the 2.50 criterion mean. Therefore, it can be deduced from the analysis that adult literacy programme promotes adult members security consciousness in Ilorin metropolis.

RQ2: What are the impact of adult literacy on adult members neighborhood security watch in Ilorin metropolis Kwara State?

Table 3: Descriptive means scores (x) and standard deviation (STD) showing the impact of adult literacy on adult members effective neighboring security watch (N=120)

SN	Items	Mean (X)	Std	Rank	Remark
7	Adult education facilitate my exposures on occurrences that may lead to poor security network within my neighborhood	2.85	1.39	5th	Agree
8	Adult education helps to expands my experience on the types and nature of security within the neighborhood	3.29	1.27	3rd	Agree
9	Adult education promotes my knowledge of peace and conflicts resolution	3.49	1.22	2nd	Agree
10	Equip me with knowledge and skills of dealing with day to day economics issues and problems	3.66	1.16	1st	Agree
11	Assist adult members to think about their problems formulate and embark upon action projects to solve their problems	2.44	1.68	6th	Disagree
12	Promoting personal social and economic well-being and social value	3.09	1.31	4th	Agree

From analysis in Table 3 above items 7, 8, 9, 10 and 12 with corresponding mean scores of 2.85, 3.29, 3.49, 3.66 and 3.09 were above the criterion mean of 2.50 which indicates that respondents (adult members) strongly agree that participation in adult literacy programme enhance their neighborhood security watch in Ilorin Kwara State. While only item 11, which state that assist adult members to think about their problems formulate and embark upon action projects to solve their problems with mean scores of

2.44 were regarded as disagree and ranked 6th. Therefore, it can be concluded from the analysis data that adult education has significant impact on adult members neighborhood security watch in Ilorin metropolis, Kwara State Nigeria.

Discussion of Findings

The findings shows that adult literacy programme played significant role on the level of security awareness, consciousness and neighborhood security watch within the sampled area. It was revealed from the study that adult literacy programme promote the level of security consciousness of adult members in Ilorin metropolis. This finding agree with the view of some researcher (Mushi, (1994), Mayer (2015)) which in their studies concluded that participation of adult members in adult literacy programme influence their knowledge and information management on issues security challenges within their neighborhood. Similarly, finding of Yusuf (2018) also agrees with the finding of this study that engagement of adult members in the adult education programme facilitate adult members' security management consciousness.

Finding from research question 2 also shows that there was a significant impact of adult literacy on security consciousness and effective neighborhood security watch in Ilorin metropolis Kwara state. This implies that participation of adult members in adult literacy programme increase their knowledge management on security watch. This findings corroborate the view of Julian (2016) that educating adult members of a society enhances their knowledge of neighborhood security management. Also Alhasaan (2018) was of the view that adult member with adult literacy knowledge help to promote security network within then neighborhood through various knowledge experienced to in adult literacy classes.

Conclusion

The paper has dealt with the impact of adult literacy in sustaining security consciousness and neighborhood security watch in Ilorin Kwara State Nigeria through innovative technology. The paper examined some documents and studies in adult education, countries challenges of cities and communities and the need for adult literacy innovative technology. The paper highlighted that adult education with technology has the capacity of reaching everybody in any city with the effect that cities, communities and individuals would reach a level of sustainability and which is passed on to the next generation as the importance of adult education through its programmes lies in change which is brought about through technologically induced creativity and innovation. There is, therefore, the need to promote innovations in adult education by introducing technological induced programmes into its curriculum.

Recommendations

Based on the above, the following recommendations were made;

1. Challenges facing adult learners in the face of technological innovations such as lack of literacy which hinders the use of technological tools, lack of exposure to technological tools, fear of its use and lack of digital literacy should be tackled (Julian 2016).
2. Efforts should be made to initiate a participatory process in promoting innovations in adult education such that transfer of technical skills would be encouraged

3. People should be adequately enlightened through the various programmes of adult education as to what constitute sustainability
4. Adult education should inculcate technology into its curriculum as it will lead to creativity and innovation which will help people identify problems and seek solutions to such through creative minds.
5. Education should be made accessible to all in diverse forms as education expansion fuels economic growth.
6. Efforts should be made by concerned bodies to reform curriculum and textbooks of both adult education and formal education as a means of reconciling theoretical knowledge with practical knowledge, which is the essence of technology to tackle security challenges.
7. E-learning should be introduced into adult education to foster e-services in all its ramifications in cities and communities.

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