

Survey of Workshop Safety Compliance of Small-Scale Electrical and Electronics Technicians in Ijebu-Ode Local Government Area, Ogun State

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Abstract

Employee well-being and safety regardless of size of organization is very critical to their productivity. This is applicable to electronics and electrical workers, whose line of work can put them at a heightened risk of fatalities or serious injuries. Hence, this study surveyed workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government, Ogun State. Survey design method was employed in the study. The population comprised all the 65 small-scale electrical and electronics technicians that were accessible in Ijebu-Ode Local Government Area, Ogun State. Structured questionnaire which comprised 26-items was used for data collection. Validity of the instrument was done by experts to ensure appropriate vocabulary and sentence structure of the items were suitable for the intended respondents. Cronbach Alpha reliability technique was used to establish the internal consistency of the instrument and a reliability coefficient of 0.72 was obtained. Data was analyzed using descriptive statistics of mean and standard deviation. Findings revealed that there are workshop safety measures in place for small-scale electrical and electronics technicians with an average mean of (\bar{x} = 2.82). Also, there is average level of workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State with an average mean of (\bar{x} = 2.44). In addition, there was a significant relationship between workshop safety measure in place and level of compliance of small-scale electrical and electronics (r = .476; p < 0.05). Also, workshop safety measure in place was found to have a significant effect (β = .324; p < 0.05) on level of compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State. It was recommended that safety rules and regulation, warning and

danger signs should be rightly positioned all around the electrical and electronics workshop, with regular safety training for effective compliance by the staff.

Keywords: Small-scale Electrical and Electronics technicians, Safety, Workshop Safety, Safety compliance

Introduction

One of the most used commodities across all the countries in the world is electricity and electronic appliances. Electricity and electronic appliances are indispensable items that can hardly be ignored because both the rich and the poor require their usage. Besides, most home electronics appliances such as televisions, fans, refrigerators, and radios among others cannot be powered without electricity. Similarly, industrial machines and portable power tools cannot function optimally without constant electricity. In recent times, due to advancements in technology, there is hardly any technologically invented product or appliance that can do without the use of electricity. This suggests that electricity and its related elements are vital to humankind. Despite the significance of electricity to society, electrical or electronics work can easily cause injury, accident, or serious damage to its practitioners. It is therefore important that those who are rendering electrical and electronics services keep to safety regulations and ethics that surround the work to guarantee the safety of themselves and others especially while working in the workshop (Patrick & Babatope, 2013)

A workshop is defined as any building primarily used for manufacturing or repairs (Adelekan, 2008). Almost all workshops contain numerous potential safety hazards. According to the basic codes established by the National Society of Professional as published in 2007, Engineers technicians and engineers are expected to uphold the public's safety, health, and welfare as their top priority and to only provide services in their areas of expertise when carrying out their professional duties (Azodo & Adejuyigbe, 2013). Technicians or engineers often run the risk of getting hurt when doing maintenance, installation, and repair tasks. However, workers' attention to workshop safety precautions may prevent mishaps, which typically result in some sort of personal injury, damage to machines, tools, and equipment, as well as the loss of life and property (Khurmi & Gupta, 2010). Thus, effective safety procedures could prolong the life of tools and equipment used by electrical and electronics professionals while also increasing their productivity and maintaining their health. (Gupta & Khurmi, 2010).

Being healthy is the key that guarantees active service and performance in any organization. Nasiru & Abubakar (2019) define Safety as the control of recognized hazards protected from the event or from exposure to something that causes health or economic losses. In the same vein Okon, (2015) sees safety as the art and science of recognizing, assessing, and managing risks that could cause mishaps in work environments like labs or workshops. This suggests that while working in or out of the workshop, electrical and electronics professionals must be conscious of the laws and guidelines that are designed to prevent any kind of harm or mishap. Besides, since small scale electrical and electronics technicians are involved in different operations such as installation, repairs, and maintenance of any electrical gadgets and electronics appliances in a limited size or scope, there is a high tendency that their level of compliance to safety guidelines will determine their well-being.

Furthermore, rules and regulations must be upheld in any electrical and electronics firm, regardless of size, for the benefit and guidance of all workers without any exception (Hogan & Udoh 2012). Adherence to those rules cannot be ignored or neglected in order not to endanger people's lives. Besides, since the majority of small businesses are usually with modestly sized workshops and a small workforce, they can easily be accessed by the public to render different kinds of services no matter how small it is, which makes it essential for them to keep to safety (Ahmad, Balkhyour, Abokhashabah, Ismail & Rehan, 2017). Also, Brosseau, Bej-Parker, Skan, and Xi (2014) stated that most small-scale electrical and electronics technicians may also periodically encounter unanticipated fire outbreaks, explosions, electric shocks, machine-related dangers, and chemical exposures due to the nature of the work. These must therefore be managed, controlled, or minimized to guarantee workplace safety.

Additionally, a variety of industries have safety requirements that either eliminate or greatly minimize the risk of accidents; the electrical and electronics workshop is no exception. This is because accidents in the workplace, whether they are deadly or not, can hurt the victim or victims and waste the industry's resources including finance. To reduce injuries or mishaps in the workshop, electrical and electronics professionals must so strictly follow workplace safety protocols. It is on this note that this study examined the survey of workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Area, Ogun State. Specifically, the study sought to identify workshop safety measures in place for small-scale

electrical and electronics technicians as well as determine the level of workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Area, Ogun State.

Research Questions

The following research questions were raised to guide the study.

- i. What are the workshop safety measures in place for small-scale electrical and electronics technicians in Ijebu-Ode Local Government Area, Ogun State
- ii. What is the level of workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Area, Ogun State

Methodology

This study employed a survey design method. The study was carried out in Ijebu-Ode Local Government Area of Ogun State, Nigeria. The population for this study comprised all the 65 small-scale electrical and electronics technicians that were accessible in Ijebu-Ode Local Government Area, Ogun State Nigeria. Therefore, total enumeration sampling technique was adopted due to the manageable size of the population. Structured questionnaire which comprised 26 items was used as an instrument for data collection. The questionnaire was rated on a 4-point scale ranging from 4- Strongly Agree (SA), 3- Agree, 2- Disagree (D), and 1- Strongly Disagree (SD) respectively. Validity of the instrument was done by experts to ensure appropriate vocabulary and sentence structure of the items were suitable for the intended respondents. The reliability of the instrument was established by administering 18 copies of the instrument to respondents outside the study area. Cronbach Alpha reliability technique was used to establish the internal consistency of the instrument and a reliability coefficient of 0.72 was obtained. The instrument was administered by the researcher with the support of two research assistants. The filled questionnaires were collected on the spot by the researchers. Data was analyzed using descriptive statistics of mean and standard deviation. Any item with mean value of 2.50 and above is accepted while items with a mean value below 2.50 are rejected.

Results

The results and discussion are presented in accordance with the objectives, research questions of the study.

Research Question 1: What are the workshop safety measures in place for small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State

Table 1: Workshop safety measures in place for small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State

S/N	Items	Mean	SD.	Remarks
1	No unauthorized entry to the workshop	3.35	1.01	Agreed
2	A fire alarm/emergency is available in my workshop in case of any emergency outbreak	2.37	.66	Disagreed
3	Inflammable must be kept separately in the workshop	3.05	.88	Agreed
4	Tools and Equipment must be inspected and maintained before and after use	3.06	.86	Agreed
5	No careless movement is allowed in my workshop	3.02	.95	Agreed
6	You can't enter the working areas in the workshop without wearing safety kits.	3.10	.95	Agreed
7	There is provision of Health surveillance where necessary around my workshop	2.17	.90	Disagreed
8	A fire extinguisher is readily accessible in my workshop	1.68	.57	Disagreed
9	Hand-washing facility is available in my workshop	2.34	1.01	Disagreed
10	Smoking is not allowed in my workshop	2.83	.99	Agreed
11	Electrical equipment used in my workshop are well kept	3.17	.65	Agreed
12	Safety devices such as overalls, leather gloves, and hard cover-shoe are compulsory for all workers in my workshop before I start working	3.22	.78	Agreed
13	I am more careful when am soldering or assembling electrical appliances	3.08	.81	Agreed
14	I usually prevent electrical equipment from contacting wet areas	2.86	1.01	Agreed
15	There are warning signs all around my workshop	2.96	.97	Agreed
Average Mean		2.82		

The table presents the mean responses of small-scale electrical and electronics technicians on the workshop safety measures in place. The table revealed with means of 3.35, 3.05, 3.06, 3.02, 3.10, 2.83, 3.17, 3.22, 3.08, 2.86, and 2.96 that small-scale electrical and electronics technicians agreed that no unauthorized entry to the workshop, Inflammable must be kept separately in the workshop,

tools and equipment must be inspected and maintained before and after use among others. Also, the result established with means of 2.37, 2.17, 1.68, and 2.34 that small-scale electrical and electronics technicians disagreed that fire alarm/emergency is available in their workshop in case of any emergency outbreak, there is provision of Health surveillance where necessary around their workshop, fire extinguisher is readily accessible in their workshop among others. However, with an average mean of 2.82 which is greater than the 2.50 minimum level of agreement in this study, it was established that there are workshop safety measures in place for small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State.

Research Question 2: What is the level of workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State

Table 2: Level of Workshop Safety Compliance of Small-Scale Electrical and Electronics Technicians in Ijebu-Ode Local Government Ogun State

S/N	Items	Mean	SD.	Remarks
1	I regularly wear safety shoes while in the workshop	1.91	.77	Disagreed
2	I'm used to putting off workshop overall while on duty	2.05	.87	Disagreed
3	I ensure hand tools are properly used and maintained	3.05	.88	Agreed
4	I always use eyeglasses as preventive measures	1.85	.77	Agreed
5	I have adequate sanitary and hygienic washing facilities in our workshop and make perfect use of it when necessary	1.79	.83	Disagreed
6	I ensure cutting equipment is handled in a professional way	2.86	1.06	Agreed
7	I ensure cutting equipment is handled only by experienced apprentice and staff	2.67	.89	Agreed
8	My workshop is adequately ventilated to reduce heat that can cause explosions or harmful occurrences	3.06	.68	Agreed
9	All power tools in the workshop are licensed	2.03	.84	Disagreed
10	I judiciously follow the Instant Action Work checklist before embarking on any job	1.79	.81	Disagreed
11	Employees and apprentice are trained to work safely	3.75	.78	Agreed
Average Mean		2.44		

The table presents the mean responses of small-scale electrical and electronics technicians on the workshop safety measures in place. The table revealed with means 3.05, 2.86, 2.67, 3.06 and 3.75 that they ensure hand tools are properly used and maintained, they ensure cutting equipment are handled in professional way, they ensure cutting equipment are handled only by experienced apprentice and staff among others. Also, the result established with means of 1.91, 2.05, 1.85, 1.79, 2.03 and 1.79 that small-scale electrical and electronics technicians disagreed that they regularly wear safety shoes while in the workshop, they are used to putting of workshop overall while on duty, they always use eyeglass as preventive measures among others. However, with an average mean of 2.44 which is lesser than the 2.50 minimum level of agreement in this study, it was established that there is average level of workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State.

Discussions

Findings revealed that workshop safety measures are put in place for small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State. This implies that the technicians are safety conscious and efforts were made to ensure they stay safe. This is consistent with the study by Akple, Turkson, Biscoff and Nyamuame (2013), which found that using defective tools and equipment may have an impact on employees' physical health and their adherence to normal safety procedures in the workplace. The result is also in agreement with the study of Hodgson, McKinney and DeGrate (2011), who found that safe practices and following all laws and guidelines are essential for lowering or even completely eradicating mishaps in workshops and laboratories. This suggests that if safety precautions are not taken, there will be an increase in electrical mishaps and/or injuries in workshops and laboratories. Therefore, workplaces must have enough safety equipment to minimize scenarios that could result in worker injuries or damage to tools, machines, and other equipment. This will surely create a successful safety service that will enhance the performance of electrical and electronics experts, as well as increase worker quality and lifespan and equipment lifespan.

Findings also showed that there is average level of workshop safety compliance of small-scale electrical and electronics technicians in Ijebu-Ode Local Government Ogun State. This is supporting the research by Rahmani et al. (2013), which discovered that the primary causes of electrical accidents include negligence of the workers, lack of protective gear, and a lack of

professional expertise. These results are consistent with those of Jain (2009), who identified three categories of factors that contribute to accidents: mental (ignorance, use of defective tools or equipment), environmental (environmental factors), and human (forgetfulness, alcoholism, and carelessness). Moreover, the results align with the research conducted by Ersoy (2013), which confirmed that inadequate training or employee negligence, outdated or badly maintained equipment, disorganization, noise, and excessively hot or cold surroundings are the primary contributors to workplace mishaps.

Conclusion

An essential component of managing occupational health and safety is the nature of the workshop environment and the rules that guide it. This is because every worker ought to operate in a setting where both safety and performance are guaranteed. It is therefore essential that small-scale electrical and electronics technicians regularly keep to the workshop rules and regulation, adhere to the usage of workshop dresses, and work properly in order to avoid endangering of themselves or those around them. Consequently, all workers have a responsibility to look after their health, guarantee the safety of others, and refrain from purposefully interfering with or abusing anything that can cause damage to their well-being and the workshop as a whole.

Recommendations

Following existing literature and study data, the subsequent recommendations were put forth:

1. Every electrical and electronics establishment whether small-scale or large enterprise should be organizing periodic safety training or workshops for staff to ensure safety compliance at the workplace.
2. Strict measures should be put in place to ensure absolute workshop safety compliance by small-scale electrical and electronics technicians by their professional union. Hence, adequate monitoring and supervision should be in constituted to ensure that total compliance and minimize the risk of accident among small-scale electrical and electronics technicians in their workshops.

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Analysis of Adult Education Programmes for the Transformation of African Societies

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Abstract

The need for societal development imposes utility on educational activities against the position that education can be for its sake. The history of education especially in the western society show how variants of pragmatism as an orientation and movement postulated and defended the position that any education that does not solve specific problems in human society is not useful to the society. While the debate as to whether education can be value free rages on, the adult and non - formal educational system continues to adapt to the fast changing demands of the society in order to achieve the role of its transformation. It is assumed that education has a lot of benefits for individual growth as well as for the society since the individual operates within the social environments. Despite this belief, the role of adult education programmes that have specific aims to transform the community life of the people are usually neglected. This paper used a systematic and critical review of literature to identify the typical adult education programmes such as skills acquisition programmes, empowerment programmes, apprenticeship programmes, volunteering programmes, indigenous programmes, and enlightenment programmes that can bring about rapid transformation. These programmes require more deliberate policy analysis, formulation, advocacy, and implementation for the development of African societies that have been using western models of development as a guide as against development prardigm that put the social and cultural contexts of the African society into due consideration.

Keywords: Adult education programmes, Empowerment programmes, Indigenous programmes, African societies

Introduction

Transforming education is an effort that aims at the improvement of the society by providing a more engaging and effective learning experience for all learners towards developing skills needed for success in the real world. In adult education, one of the characteristics of a transformed society would be to create a learning society. Adult education has the potential to create a learning society

by providing opportunities for individuals to continue their education and acquire new skills, knowledge, and competencies throughout their lives. Transformative learning by Mezirow (2015) is the change that happens through crisis. Formal educational system has witnessed a lot of crisis such as examination practices, diploma disease and unemployment. This paper examines how adult education and non -formal education are agents of transformation for the society.

The typical adult education programmes such as skills acquisition programmes, empowerment programmes, apprenticeship programmes, volunteering programmes, indigenous programmes, and enlightenment programmes play the role of societal transformation. This includes teaching and learning that is geared towards motivating and enabling individuals to make knowledgeable judgements and take appropriate action on a personal, social, and global scale (Katja, 2022). These programmes require a more deliberate policy analysis, formulation, advocacy, and implementation for the development of African societies that have been using only western models of development as a guide as opposed to programmes that take the social and cultural contexts of African societies into consideration. The paper employed a systematic and critical review of literature on these stated adult education programmes. The paper was guided by functionalism, which suggests that every unit of society plays a role in its integration and survival. Hence, a neglect of one aspect of society of the society will affect the others negatively. The questions that this paper sought to identify adult education programmes that can transform African society as well as how these programmes can transform the African society.

Education and societal transformation

Historically, education was used as an instrument for the transformation of African societies. The colonialists-built schools and organisations where human resources were developed. Societal development imposes the need for utility on educational activities against the position that education can be for its own sake. The history of education, especially in western society, shows how variants of pragmatism as an orientation and movement postulated and defended the position that any education that does not solve specific problems in human society is not useful to society. This argument is not as simple as it appears because the overall impact of education on individuals and society can hardly be measured accurately as a distinctive human activity that takes place in the school system and that produces specific learning outcomes. While the debate as to whether education can be value free rages on, the adult and non - formal educational systems continue to adapt to the fast changing demands of society in order to achieve the role of its

transformation. It is assumed that education has a lot of benefits for individual growth as well as for society since individuals operate within social environments. Despite this belief, the role of adult education programmes that have specific aims to transform the community life of the people is usually neglected. This could be explained by the fact that adult education is often viewed as a personal responsibility rather than a public good.

A UNICEF report of 2021 states that education is crucial to the development of Africa and the rest of the globe. From the standpoint of the Sustainable Development Goals and the goals of the Continental Education Strategy for Africa (CESA), 2016–2025, the paper emphasises the advancements made in the continent's education system over the last ten years. The study also highlights the fact that, despite recent improvements, a large number of African children remain unenrolled in school, and that, among those who do attend, some are not learning the fundamentals of reading and numeracy, with the poorest students being the most affected. There are several possible reasons for this, including poverty. Many African families are too impoverished to cover even the most basic expenses of uniforms, textbooks, and transport. The UNICEF report offers recommendations to African policymakers for a more equitable education system that is in tune with the demands of the century. Although education has been an essential tool for transforming Africa, there is still a long way to go to ensure that every child has access to quality education. African policymakers must work towards creating an equitable education system that caters for every child's educational needs and ensures that no child is left behind.

Challenges facing education in Africa

There are several challenges facing education in Africa. Sub-Saharan Africa has the greatest rate of education exclusion in the world, with approximately 60% of youth between the ages of 15 and 17 not attending school, according to a report by Kaledzi (2022). According to UNESCO, more than one-fifth of African children between the ages of 6 and 11 and nearly 60% of young people between the ages of 15 and 17 are not enrolled in school. With nine million females on the continent between the ages of six and eleven never attending school, compared to six million boys, the education of girls is also a major concern. Girls will experience a 36% exclusion rate by adolescence, compared to 32% for boys. In addition to these challenges, differing attitudes towards the value of formal education is another major problem.

Transformation Agenda of Adult Education

Transformation refers to change that occurs in individuals, organisations (group of individuals) and the society at large. It is so much related to religious conversion from what is considered to be bad to what is considered to be good and acceptable. In the holy books, there were individuals who became different by circumstances beyond their control, answers to prayers, influence by the leader they followed. In this paper, transformation will be considered as a process and an outcome. A transformative society can mean a society where there are an active citizenship and a responsible governance. What quality and accessible education would do to the society could bring about transformation. In a transformative society, the ideals espoused in Plato's republic, Augustine's city of God and Dewey's democratic society are resources for imagining an ideal society. Transformative agenda of adult education can better be understood from the transformative learning theory.

Transformative Learning Theory: This is a theory of adult learning that emphasizes the importance of perspective transformation. Mezirow (2015) identifies three components of transformative learning theory: behavioural, convictional, and psychological. Psychological changes refer to changes in understanding of the self, convictional changes refer to revision of belief systems, and behavioural changes refer to changes in lifestyle. Transformative learning is facilitated through consciously directed processes such as appreciatively accessing and receiving the symbolic contents of the unconscious and critically analyzing underlying premises. According to Fasokun (2006), transformation is the process of bringing about economic, social, political, and cultural change in a given society through the combined efforts of all internal and external stakeholders, such as local communities, the government, the private sector, civil society organizations, NGOs, and technical and financial development partners. This is related to functional education.

Functional Education: From the perspective of functionalism that every unit of the society needs to perform its role so that the whole society can run without impediments, functional education refers to every activity of education that would make individuals perform their roles as members of the family, worker, community members and leaders. Functional education makes individuals search for the kind of knowledge, skills and attitude that will equip him or her to be able to meet up with the demands from individuals and groups in the society. It places emphasis on the doing

aspect of education which is the application of knowledge. Functional education refers to education that is not only useful to the individual but also to the groups and community at large.

According to Ohia (2011), education among the indigenous people was mostly functional. Functional in the sense that the education provided enabled one to work in a variety of then-available capacities. Community members were taught how to quantify their commodities to match the current currency values and trade their agricultural produce and other things utilizing the "Trade by Barter" system of trade. Other skills learned included hunting, mat-weaving, blacksmithing (making irons, hoes, machetes, spears, arrows, traps, hooks, and other metal equipment), architecture and building technologies (constructing their homes using traditional methods), medicine (using plants' roots, herbs, and leaves to treat a variety of ailments, including childbirth and the treatment of fractured and dislocated bones), boat-building, and so forth. All these had not only economic value but several other benefits.

Indigenous adult education provided community members with basic environmental information, enabling them to maintain a livable environment for themselves, their plants, and their animals. Among these were organising themselves to clean the village square, market, rivers, streams, and wells, as well as the farm roads. The majority of the community's younger people completed these. A plethora of leisure activities enabled the indigenous people to make the most of their free time, according to Eya, Ugwu, and Alu (2001). Drumming, dancing, acrobatics, wrestling, and researching on myths and tales related to the geographical areas are a few examples of indigenous functional education events. Unfortunately, these activities are not so visible and well-coordinated in the 21st century African societies.

Selected Adult Education Programmes and Transformation of Society

Through its many programmes, adult education has transformed society, and the majority of its adult participants have benefited from these programs. The reliability of adult education is contingent upon its continued status as a legitimate instrument for global transformation. Several scholars in adult education such as Ibeh (2008), Barros (2012), Wildemeersch and Olesen (2012) have offered a variety of contextual meanings of adult education which brought up the question of what constitutes an adult. Nzeneri (2010) defined an adult as someone who has grasped the social, physical, historical, psychological, political, temporal, and biological aspects of maturity and is able to operate in society. Two crucial components of adults in adult education are maturity and

responsibility. So an adult is someone who possesses social, economic, political, cultural, and environmental responsibility along with being physically and psychologically mature. The nature of adult learners places broad scope on adult education programmes as Omoregie (2021) noted that Adult education can be seen as part of the wider process of lifelong learning which includes fundamental or remedial, general, vocational, professional, civic, social, cultural and recreation education for persons of all ages.

The examples of vocational education, remedial education, professional development, personal enrichment, and community education are documented in literature. Vocational education is a type of education designed to provide individuals with the skills and knowledge necessary to perform a specific job or trade (Rashtnya, 2008). Examples include welding, plumbing, and electrical work. Remedial education is a type of education designed to help individuals who have not completed high school or who need to improve their basic literacy skill for further education. Professional development refers to a type of education designed to help individuals improve their job-related skills and knowledge. Examples include continuing education courses for teachers, nurses, and other professionals. Personal enrichment refers to the type of education designed to help individuals learn new skills or pursue new interests. Examples of personal enrichment are: art classes, cooking classes, and dance lessons. Community education provides individuals with the knowledge and skills necessary to participate fully in their communities like citizenship awareness programme and community health services in form of prenatal programmes and immunisation. This type of education is important in that it is expected to provide added value in the formation of the character of the community itself (Ardiwinata & Dinno, 2018).

Skill acquisition programme: One of the Adult education programmes that have shaped the society are skills acquisition programmes. From the standpoint of the learners, skill acquisition is defined as the process of acquiring technical and practical information from a person, organization, or institution that can have an influence on such knowledge. Skills are typically employed for practical goals and are more frequently utilized in the context of trades, occupations, and vocational programmes for developing skills designed to help people become self-sufficient. With the help of skill acquisition programme, out-of-school adults and youths are given the tools they need to support themselves and contribute to the economic growth of their community. Adult education through skill acquisition programs offers a variety of training courses for various adult

skill levels, preparing participants for independence and entrepreneurial abilities. Following this form of training, the participants would acquire all the necessary skills, enabling them to establish themselves and make significant contributions to society. Skill acquisition programmes assist in giving workers the chance to pick up new and updated competencies and abilities in order to maintain their current position or move up to a better one with a higher income. Employers are guaranteed to have employees with up-to-date, pertinent skills and abilities. In order to prepare unskilled and semi-skilled individuals for the modern, highly dynamic fourth-wave economy, skills have been designed to increase their entrepreneurial and vocational abilities.

Indigenous Education Programmes: Another adult education programme that can be used to transform society is the indigenous education programmes. Important indigenous peoples' representatives receive extensive training in conflict analysis and negotiation via indigenous program. The emphasis is on a problem-solving approach to negotiation that will help participants become more adept at negotiating for the things they need while also encouraging positive interactions between members of their communities and those of the dominant group. Since it was a successful method of educating community members prior to the establishment of official education, which goes back to the Greek era around 3,000 years ago, indigenous adult education is as old as humans (Ihejirika, 2007). According to Adekola and Oyebamiji (2010), the word "indigenous" refers to a broad range of information and abilities that have been acquired outside of the official educational system as well as local or customary knowledge. Indigenous practices describe a people's complete way of life that is free from outside influences. Through actual engagement in communal activities, observation, and initiation, people acquired knowledge.

Almost all facets of life are covered by indigenous adult education, which aids in equipping people to face and overcome obstacles. Additionally, it assisted community members in learning a variety of abilities, including mathematical, physical, philosophical, social, political, and economical knowledge. Proverbs, riddles, and parables are among the philosophical techniques that native American adult educators employ to teach highly thought-provoking skills, quicken reasoning, and apply mental acuity. Loving one another and togetherness among the community was one of the main goals of indigenous adult education. It is because of the strong communal affinity, residents of the community were instructed to live in harmony and to quickly resolve any conflict that arose during encounters with one another in order to foster brotherly love and team spirit.

In addition, people were inducted into the political system by being educated to obey the law, be always obedient to the authorities, and make significant contributions to causes that enhance and maintain the smooth operation of their society. Without showing any bias or partiality, anyone or any group of people who deviate from these established patterns of behaviour faced punishment or exclusion in order to discourage others (Adekola & Oyebamiji, 2010). The method by which a people transfer or disseminate all of their knowledge and experiences from one generation to the next is hence known as indigenous adult education. Before the arrival of the British, education was accidental and informal. An example of indigenous education system is apprenticeship.

Apprenticeship System: Adult education studies have made a significant contribution to apprenticeship system. Through the apprenticeship system, individuals are forced to acquire a trade or skill from a crafts master within a certain amount of time. abilities including boat building, drumming, farming, weaving, blacksmiths, and hunting, among others. Parents can occasionally impart these talents to their children. In the traditional African system, there was no unemployment problem as a result of this technique. Nobody was seen sitting about expecting to be hired by someone; instead, everyone was engaged in productive work. People in many areas have found work and empowerment from this traditional apprenticeship system even to this day (Omolewa, 1981, Ihejirika 2007, Adekola and Oyebamiji, 2010). An apprenticeship program combines classroom instruction with on-the-job training to enable people to gain the skills necessary to do specialized jobs while earning a wage. It is a hybrid style of classroom and on-the-job training in which employees learn about their jobs in a classroom and are then expected to apply that information in workshops. The emphasis of this training program is mostly on education rather than vocational training.

For Adekola and Oyebamiji (2010), empowerment is one of the most significant and ancient indigenous adult education programs that provides instruction in many competencies and abilities to community members, particularly the younger ones. Volunteering programs for adult education have also had a significant impact on society, since most towns have seen some level of improvement as a result of these volunteer efforts. Volunteer organizations like Girl's Guides and Boys scout have assisted some young persons in identifying a professional development route.

The apprenticeship program has led to a strong sense of economic empowerment and the development of several lucrative skills, enabling community members to take care of their own needs as well as those of the community. When members of the community are gainfully employed to meet their needs and solve their problems, rather than in a situation where only a small number of people have the one or more skills required to foster community development, they will subsequently greatly contribute to and actively participate in the positive development of their community. It is the procedure whereby young boys and girls were trained for up to three years as apprentices to master craftsmen in order to gain relevant skills in trade, farming, hunting, carpentry, weaving, traditional medicine, dyeing, spinning yarn, carving, priesthood, and so forth. In exchange for board during this apprenticeship term, the child lives with the master artisan and assists them with household chores (Omolewa, 1981). Following the completion of the apprenticeship, the trainee is released from his or her mentor to launch a business and start practicing the new skill. It is customary to celebrate this liberation for the master craftsman.

Empowerment Programmes: In terms of people and communities, empowerment programmes refer to growing some capacity with some level of autonomy and self-determination. Empowerment enables people to develop their ability and behave independently. It is the process of growing stronger and becoming more self-assured, particularly when it comes to taking charge of one's life and standing up for someone's right. As rightly put by Boyadjieva & Ilieva-Trichkova (2023) Empowerment is about building capacities that allow participation in social change processes, not about increasing agency for any reason or growing any capabilities.

Both the process of self-empowerment and professional support are regarded as types of empowerments as action because they enable people to recognise and utilise their resources, overcome feelings of powerlessness and helplessness, and identify and make use of their resources. Programs for empowerment are created to provide individuals with the chance to take charge of their life and make decisions that will have an overall impact on society.

Numerous programs are available to empower women, adolescents, and other groups throughout society. A process known as "youth empowerment" involves encouraging young people to take responsibility for their life (Edralin, 2015). A common approach to youth empowerment is to see it as a starting point for promoting civic involvement, intergenerational equity, and democracy

development. According to Kar et al. (1999), there are six aspects that make up youth empowerment: psychological, social, cultural, organizational, communal, and economic. This also has to do with the youngsters' capacity to confront their circumstances and then go forward to enhance their access to resources and alter their awareness by way of their attitudes, values, and beliefs. Improving the quality of life for young people is the goal of youth empowerment (Sazama, 2006). However, involvement in youth empowerment initiatives is the means by which youth empowerment is attained. Youth empowerment may also focus on youth activism, youth councils, youth rights, youth-led media, and youth involvement in local decision-making.

Enlightenment Programmes: Enlightened information that inspires transforming behaviours is appropriate in every culture. According to Mapuva (2016), citizen enlightenment is a process that helps members of the community learn about their rights and obligations in a democratic context. Members of the public in a democratic context are only as involved in certain activities that can force the government to respond to the demands of the people as they are in terms of their level of enlightenment. On the other hand, when people do not know their rights or lack the necessary information to engage in community-related governmental activities, they stay submissive and pay the price. Therefore, as noted by Ikyembe (2015), training or educating individuals to get a proper knowledge of their duties in participatory governance is a valid aspect of democracy that advances the welfare of the community. Furthermore, according to Amakihe, Ako, and Fasanu (2017), when citizens are informed and skilled in managing development-related issues in their communities, they acquire the necessary motivation to engage and demand that the government or local authority be responsive to and accountable to the people. Community people are therefore educated how to employ various mechanisms through the enlightenment program in order to force the government and other service providers to produce high-quality services that are in line with the requirements of the populace (Babajanian, Chukwuemeka, Ugwuanyi, Ndubuisi-Okolo & Onuoha, 2014).

Therefore, Babajanian (2014) reaffirmed that informed people may actively engage in their communities' development and make significant contributions if they are aware of how to use tools like citizen report cards, score cards, community charter of demands, and social audits. In a different context, Eddington and Ambrose (2010) went on to say that enlightening individuals also gives them the tools they need to engage in government as educated citizens, in addition to fostering awareness of their democratic past and the political and legal systems. Citizen education

aids in preparing individuals with the necessary knowledge, abilities, values, and attitudes to support them in actively participating in their communities.

In a similar vein, Fashola (2017) argued that public education is crucial because it gives citizens a way to become familiar with the media, community action plans, and written works that can exert pressure on local government officials to address public demands and preferences. According to Yang, Xu, and Shi (2017), citizen enlightenment programs not only lessen the barriers to community involvement but also facilitate the development of an environment that makes it simple for stakeholders and the government to work together on the planning and management of community affairs. An organization may be transformed into something completely new and more productive by going through a process of enlightenment. A nation's social, economic, infrastructure, and political landscapes are all expected to alter fundamentally as a result of national enlightenment programmes.

Conclusion

Programmes in adult education have helped to bring about drastic transformation in various societies by enabling adults and youth in achieving self-reliance and determination which have also enhanced the socioeconomic, cultural and political development of the society. Adult education also made contribution to social movements such as labour unions, lifelong learning, manpower development and other empowerment programmes provide individuals with knowledge, skills, and competencies that can improve their lives. These programmes can boost people's self-esteem and confidence, enabling them to take control of their personal and professional development. This paper argued that apprenticeship system, empowerment programmes and enlightenment programmes would transform the lives of individuals and organisations in the society.

Recommendations

1. Adult education contributes to a skilled and productive workforce. Adult education through workplace trainings can enhance employability, support career advancement, and bridge skill gaps, leading to a more competitive and innovative society. Adult education can break the cycle of poverty and inequality because it gives opportunities for individuals to upgrade their qualifications or even those who have not acquire basic education to have access to better job prospects, leading to improved economic and social status.

2. Adult education being a self - learning practice can enable learners to bring fresh perspectives and ideas to societal challenges. Their diverse experiences and knowledge can fuel innovation and creative problem-solving abilities. Adult education fosters community development by equipping individuals with the skills needed to address local issues, and help individuals to collaborate and contribute to community growth.
3. In order to realize all the lofty goals of adult education especially in African societies where they are not deliberately used to engender desirable goals, there is need for aggressive campaign for a repositioning of adult education and a considerable reform and redesign of the discipline in accordance with the current issues that the societies face.

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