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**IMPACT OF ADULT EDUCATION PROGRAMMES ON POVERTY REDUCTION IN
ETSAKO EAST, WEST AND CENTRAL LOCAL GOVERNMENT AREAS OF EDO STATE**

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ABSTRACT

This research study investigates the Impact of Adult Education Programmes on Poverty Reduction in Etsako East, West and Central Local Government Areas of Edo State. To achieve the study; five objectives, five research questions and five hypotheses were raised to guild the study. The study will adopt descriptive survey design with a population of 1,805 adult learners from Etsako East, West and Central Local Government Areas. Simple random sampling techniques will be used to get sample size of 400 adult learners from the three LGAs in Etsako East and West Local Government Areas of Edo State. Self-designed questionnaire tagged "Questionnaire on Impact of Adult Education on Poverty Reduction in Etsako East, West Local Government Areas" (QIAEPRD) will be used for the study. Two theories will be adopted. Face and content validity was used while Split-Half was used to determine the reliability of the instrument, the scores will be correlated using the Pearson Product Moment Correlation Co-Efficient (r) at 0.78 level of significance. The data will be analyzed using mean and standard deviation, while Z-test was used to test the null hypotheses at 0.05 level of significance.

Keywords: Adult Education, Poverty Reduction, Etsako East Local Government Area of Edo State, Etsako West Local Government Area of Edo State, Etsako Central Local Government Area of Edo State.

Introduction

Generally, whenever the term adult education is mentioned, the first thing that comes to the mind of people is one that is concerned with the education of adults who have never been to the four walls of school and consequently tries to undergo the most basic form of education such as learning how to read and write a, b, c, d and 1, 2, 3, 4. Despite what the people think about adult education, it is no doubt one of the most relevant forms of education, which automatically influences an individual's value orientation and also inputs positive functionality to such person's lifestyle (Aitchison and Alidou, 2009). The priority of adult education is to include everyone in life-long learning. In doing this, it also

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heightens social relevance and inclusion, creates active citizenship and individual capacity development as well as increase competitiveness and employability. This simply implies that adult education is education for all; whether having special needs or not. It further means that learning is not only a priority to children, classroom learning or persons with special needs but to all and sundry (Gerhard, 2000). In adult education, learning is often seen as something that takes place continuously from our daily interactions with the social environment.

In this regard, adult education becomes a useful tool in setting people free from the vestiges of poverty at the point where society understand the role which adult education plays especially in empowering individuals to become self-reliant and self-sufficient with basic skills which make them competent for future or present employment and personal successes. If adult education is seen as a key to grow and empower one's self and subsequently used as a tool for raising living standard, it will inevitably lead to poverty reduction not only among groups who do not have special needs, but also among groups with special needs and this is why adult education is often regarded as an inclusive means of learning. Adult Education programmes are designed to meet identified or expressed adult learning needs. There is the tendency to associate adult education with vocational, occupational or professional skills development, apparently because most of the adult education centers are known to have something to do with such vocational or professional skills e.g. learning computer, remedial program for Senior School Certificate Examination (SSCE), University and Tertiary Matriculation Examination (UTME), attending conferences, seminars, workshops.

The major focus of such education is the provision of educational opportunities for all categories of individuals irrespective of whatever failure was earlier recorded thereby ensuring continuity in education, ensuring the continued relevance of the individuals in the society; ensuring the provision or access to education for all citizens; and helping retrieve the economic wastage that early –school learners would have constituted (Egunyomi, 2001). In Nigeria presently, the practice of adult education has been broadened to include the provision of educational activities that will meet the needs of illiterates, the drop-out, the underprivileged, educationally disadvantaged, the oppressed, the unsaved, different categories of professionals, the down-trodden, and the back ward.

Following the declaration of the Millennium Development Goals of the United Nations in 2000, this declaration was specifically targeted at reducing by half the population of people living in abject poverty, by the year 2015. Adult education is one of the strategies that can be used to contribute significantly in achieving this development goal. However, it has hardly been explored so far in the national Poverty Reduction Strategies Papers of the United Nations. Fortunately, attention has been given to the possible contributions adult education can offer to the reduction of poverty traditionally, focus has been on literacy or basic education. Howbeit, adult education has the potential that is much more than literacy or basic education. Some of the successful contributions of adult education to poverty reduction programmes cover also vocational education, community development, agricultural extension, and training for active and responsible citizenship. Moreover, one potent argument is that developing nations do not only need a more extended system for adult education, but also a more flexible and targeted patterns than the rather traditional practices in most developing countries (Ruud and Julia, 2005).

Poverty is conventionally defined in terms of income poverty (i.e. number of people below the poverty line) and it is measured with varying parameters, exclusively in terms of unavailability of money to purchase the least expected quantity of calories. Rarely, a few indices have emerged in literature that broadly relate to this social concept. At International levels, the poverty line is measured by the worth of US\$1 or US\$2 per individual consumption for a day as alternative minimum levels of income. At the national level, the poverty line is measured considering the income level required to buy specified minimum level of food items for the entire family. Unexpectedly, the poverty line so defined, internationally or nationally, only considers the smallest level or income needed for a minimum amount of food items for survival, and nothing else. Estimates on income poverty — both using nationally and internationally defined poverty lines — are available on a large number of countries (World Bank, 2000: UNDP, 2001).

Edo State is one of the states in the oil-rich Niger Delta region of Nigeria. Edo State was formed on August 27, 1991 when Bendel State was split into Edo and Delta States. The 2014 estimated population of Edo state is 5 million people. Edo is one of the lucky states to be an oil producing state in Nigeria, and thus contributes 2.06% of the total crude oil output in the country (Wikihow, 2014). The implication of this is that the state is believed to be among the rich states in Nigeria. Yet, there is a widespread poverty with close to 70% of the population living below the poverty line (Niger Delta Development Commission (NDDC), 2006). Besides being poverty stricken, the state has low level of industrial development, high unemployment rate, poor health facilities, high infant mortality rate, public corruption, and deteriorated social institutions (Kingdom and Alfred- Ockiya, 2009). Edo is a state of numerous towns and numerous isolated suburbs.

One of the consequences of the gross neglect of the Niger Delta region and Edo State in particular is the high rate of illiteracy which has bedeviled the State making it one of the most educationally disadvantaged states. Arikawei (2007) asserts that the high rate of illiteracy in Edo State may be due to dropouts or those who were not opportune to receive formal education at the age of six, which has adverse effect on the development of the individual and the State in general. Social ills such as militancy, hostage-taking, armed robbery, unemployment, political thuggery, ritual killings, child trafficking, youth restiveness, flouting of government rules and regulations, unhealthy environmental practices and destruction of public and private properties; exist in high rates. This is to say that no nation can develop beyond the level of her literacy. This also implies that literacy is one of the keys, infact the best and most vital key for the development of any society. Statistics from the National Bureau of Statistics (NBS) on the 2010 poverty ratio of all the states in Nigeria shows Edo as having a poverty percentage of 47%.

Several factors have been identified as the causes of poverty in Edo State. The causes include bad leadership, state of the economy, political turmoil, unequal distribution of government resources and corruption; chief among these causes is illiteracy. The present poverty level of the state may not be unconnected with its literacy level. This is because majority of the citizens of the state are illiterates and reside in rural areas. There is low level of human development; and the level of manpower in the state is basically unskilled. Illiteracy has been identified to be responsible for the deplorable condition of the state. Most of the citizens of the State lack orientation on governance. Just like Sule in Oseni et al. (2012) said that the poverty level in Nigeria can be traceable to people's orientation on governance. People in Edo State barely know much about the governance of the state, and has contributed to the poverty level of the state.

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In 2018, there was a report by the World Bank, which shows that approximately half of Nigeria's population is living in extreme poverty, almost a quarter of the labor force is unemployed, and 20% of the citizens that are employed are presently underpaid. 5.3 million People joined the labor force in 2017 and with little or no job growth; it resulted to unemployment increasing again by 4.3% bringing it up to approximately 23.1%. Despite the fact that Nigeria is placed in seventh position as the largest oil exporter globally, the World Bank has ranked Nigeria among the extreme poor nations of the world. Nigeria's ranking was done along with India, China, Bangladesh, Democratic Republic of Congo, Indonesia, Pakistan, Tanzania, Ethiopia and Kenya. The World Bank through its former president, Jim Kim posited that two-third of the world's extreme poor people are concentrated in just five countries: India, China, Nigeria, Bangladesh and Democratic Republic of Congo (News Agency of Nigeria, 2014).

It is vital to note here that majority of the nations classified as the world's extreme poor are also among the nine countries of the world with high illiteracy rate (News Agency of Nigeria, 2014 and Akande, 2006). These nations which are regarded as the E9 include Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. Nigeria along with four other E9 countries is among the majority of the world's extreme poor countries. This unwittingly informs us that illiteracy goes hand in hand with poverty. It has been observed by the World Bank that the poor in Nigeria have a cash income that is abysmally poor to cover minimum cost of food, water, fuel, shelter, medical bills and school fees (Akande, 2006). In supporting this claim, it has been reported that majority of the citizens in Nigeria and Edo in particular are poor, lacking physical, social and economic access to sufficient, safe and nutritious food to meet their dietary needs (Akande, 2006). Ironically, Nigeria is a country blessed in human and natural resources yet suffers major social and economic problems.

Governments of various regimes (both military and civilian) since the inception of independence in 1960, have sought several means to tackle the problem of poverty through various programmes such as the National Programme for the Eradication of Poverty (NAPEP), National Directorate of Employment (NDE), Structural Adjustment Programme (SAP), Mass Mobilization for Social, Economic Recovery and Self Reliance (MAMSER), Better Life/Family Support Programme, Green Revolution, Back to Land, Peoples' Bank of Nigeria, and Youth with Initiative in Nigeria (You Win) over the years. Most of these programmes are in the financial, education, health, transport, housing and agricultural sectors, while others are multi-sectoral programmes. These programmes did not only fail to produce the desired results, but was successful in creating more public awareness about the level of poverty in the country (Akande, 2006).

Looking at the United Nations standard, the prevalence rate of poverty in Nigeria is heightened due to the fact that more than half of Nigerians and Edos (Etsako West and East LGAs) survive with just one US dollar in a day (Adda, Sani and Aliyu, 2014). Most of these poor people in Edo reside in the local areas such as Etsako East and West LGAs where illiteracy is top on the agenda, access to portable water and health facilities are scarce or entirely unavailable, tarred road and electricity infrastructures are not available or are poorly managed (Anumudu, Umar and Madu, 2013). This is the result of several years of abandonment and the inconsistency in the poverty reduction policies and programmes of governments after government since the creation of Edo State in 1991 (Aderonmu, 2010;

Omoniyi, 2013). Poverty in Edo has been seen as the main cause of almost every social vice such as unemployment, armed robbery, prostitution, corruption, diseases and other vices. However, Edo State has never come short of attempts at alleviating her poverty (Adda, Sani and Aliyu, 2014).

In a bid to reduce the rate of poverty in Nigeria and Edo State, successive governments have come under severe pressure to initiate different policies and programmes. Thus, from 1960 to present, the federal government of Nigeria has at several times organized different poverty reduction programmes, but unmistakably, in all situations, such magnanimous attempts fall short of expectancy (Adda, Sani and Aliyu, 2014). Regardless of the nation's much dogged display of its commitment to poverty reduction, results on ground points to the fact that the poverty "virus" is engulfing and spreading wider among the citizen (Anumudu, Umar and Madu, 2013). The level of poverty has climaxed to an 'emergency' level on a continuous basis (Akinmulegun, 2014).

A basic necessity for development is economic growth. This suggests the reasons why successive governments in Nigeria has consistently sued for polices predominantly capable of bringing about economic growth. Such policies have been primarily focused on drastic reduction of poverty among the citizenry. These efforts of the government despite the low Gross National Product (GNP), infers the reality of mass poverty level (Ilegbinosa and Opara, 2014). This situation is sine qua non to paradox. This is so described because the level of poverty contrasts the nation's huge wealth deposition. This is an irony which still baffles the global community up to date as the rate of poverty in the nation contradicts the country's wealth generating from oil production as over 70% yet the people still live in abject poverty with little food, clothing and housing (Obayelu, et al 2006; Omoniyi, 2013). It is on this basis that this research intends to use adult education programme as a palliative tool to reduce poverty for community development in Etsako East and West Local Government Areas of Edo State.

Statement of the Problem

Etsako East and West Local Government Areas of Edo State are confronted with multiple political, economic, social and environmental problems of which poverty is top. Despite contributing immensely to the Edo State financial reserves, Etsako West and East Local Government Areas are stricken by a high level of poverty. There is low level of infrastructural and human capital development in the area irrespective of her abundant agricultural and human resources.

Several efforts have been made by past and present governments to curb poverty but none was able to achieve the expected end and thus, it proved unsuccessful especially according to a report which narrates how much efforts the administration of Adams Oshiomhole have put in the fight to tackle poverty squarely in Edo State. Some of the highpoint of the administration's effort were: Collection and intensification of internally generated funds (IGF); Creation of jobs; The construction and rehabilitation of road network across the length and breadth of the state; Construction of drainages to control flooding and erosion; The provision of qualitative and affordable education as well as health care delivery services to the masses; The promotion of self-reliance and self- sufficiency culture in the aspect of food and raw materials production; To alleviate poverty and enhance the quality of life of the people through micro loans schemes; The pursuit of peaceful and crime free society as well as improving the level of governance and development of a highly productive civil service.

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More so, the administration of Adams Oshomhole for example, tackled unemployment which is an extension of poverty with the introduction of the Youth Employment Scheme (EDOYES), with different categories of youths being pulled out of the streets by teaching them crafts and skills such as welding, empowering them with startup loans for entrepreneurial purposes. Similarly, there was the introduction of the Rapid Response Agency (RRA) which had the following as its mandate: emergency maintenance of roads and drainages; emergency provision of portable water and electricity; emergency reconstruction of public infrastructure which includes the renovation of over 80 primary and secondary schools; emergency provision of housing for the poor and socially displaced people (Omoyibo, 2013).

Aim and Objectives of the Study

The aim of this study is to investigate the influence of adult education programmes on poverty reduction for the development of communities in Etsako East and West Local Government Areas of Edo State. Specific objectives are to:

1. Identify the causes of poverty in Etsako East and West Local Government Areas of Edo State.
2. Investigate the effects of poverty towards the development of communities in Etsako East and West Local Government Areas of Edo State.

Research Questions

The following are research questions that will guide this study:

1. What are the causes of poverty in Etsako East and West Local Government Areas of Edo State?
2. What are the effects of poverty on the development of communities in Etsako East and West Local Government Areas of Edo State?

Hypotheses

The following null hypotheses tested at 0.05 level of significant will also be used as guide to this research:

1. There is no significant difference in the mean rating of male and female respondents on the causes of poverty in Etsako East and West Local Government Areas of Edo State.
2. There is no significant difference in the mean rating of male and female respondents on the effects of poverty in Etsako East and West Local Government Areas of Edo State.

Methodology

The study adopted a descriptive survey design. This design was chosen because it carries less complications, and allows a large population to be studied at a lesser cost. It is economically admissible in the sense that a study of representative samples will permit inferences from and generalizations to populations that would be too large to be studied at once. The population of the study consists of the combined residents of the study area which is about 343, 606 which covers all the adult learners in the adult education centres in Etsako East and West Local Government Areas of Edo State. The proportionate random sampling technique was used to select the respondents for this study. Fifty percent (50%) of adult learners are sampled across all the adult education centres in the two local government areas to give a sample size of 525 adult males and females. The research instrument that was used for data collection in this study was structured questionnaire

tagged "Questionnaire on Influence of Adult Education on Poverty Reduction in Etsako East and West Local Government Areas" (QIALEPRDC) and interview.

The questionnaire is divided into two sections: Section A consisted of biographic data; and section B, consisted of twenty-five items designed to answer the research questions. The items are on a four-point scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). The instrument was validated by three experts; two of the experts from the department of Adult Education & Community Development and one from Measurement and Evaluation unit of the Guidance and Counseling Department in Ignatius Ajuru University of Education, Port Harcourt. The reliability of the instrument is established using test re-test method. The instrument was first administered on 20 adult learners who are not involved in the study and are not part of the sampled population. The instrument was re-administered on the same adult learners after two weeks. The scores were taken and the correlation between the two scores was calculated using Pearson Product Moment Correlation Co-efficient (r) to obtain a reliability index of 0.85. Copies of questionnaire is administered and collected by the researcher with the assistance of six research assistants. The research assistants were trained on the content of the instrument for data collection and to knowhow to go about reaching the expected audience in the various study centers. The copies of questionnaire were retrieved from the respondents for analyses after administration. A total of 525 copies of questionnaire were administered out of which 492 copies were successfully returned and 487 copies were correctly filled and valid for computation, which represents 92.8% of the total copies of questionnaire distributed. Out of a total of 487 copies of correctly filled questionnaire, 136 are males and 351 are females. The mean and grand mean were used to analyzed the research questions, while the hypotheses were tested using Z-test, at 0.05 level of significance.

Results

Research Question 1: What are the causes of poverty in Etsako East and West Local Government Areas of Edo State?

Table 1: Distribution of Responses on the Causes of Poverty in Etsako East and West Local Government Areas of Edo State

S/N	Items	Responses				Sum	Mean \bar{x}	Remarks
		SA ⁽⁴⁾	A ⁽³⁾	D ⁽²⁾	SD ⁽¹⁾			
1	Illiteracy	63 (252)	403 (1209)	16 (32)	5 (5)	487 (1498)	3.07	Accepted
2	Idleness	4 (16)	7 (21)	299 (598)	177 (177)	487 (812)	1.66	Rejected
3	Mismanagement of fund by the Government	38 (152)	368 (1104)	8 (16)	73 (73)	487 (1345)	2.76	Accepted
4	Unemployment	151 (604)	291 (873)	19 (38)	26 (26)	487 (1541)	3.16	Accepted
5	Health and Physical challenges	46 (184)	127 (381)	300 (600)	14 (14)	487 (1179)	2.42	Rejected
Grand Mean							3.26	Accepted

Source: Field work 2019

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Table 1 revealed that with the exception of item number 2 and 5 which weighted means of 1.66 and 2.42 respectively fall below the criterion mean of 2.5 and therefore rejected as being problems, the respondents perceived all other issues as causes of poverty in Etsako East and West areas of Edo State. Such problems and their weighted mean scores are; illiteracy 3.07; mismanagement of fund by the government 2.76; unemployment 3.16. Therefore, a grand mean of 3.26 shows that majority of the respondents accepted the positive items as the actual causes of poverty in the sampled areas.

Research Question 2: What are the effects of poverty in Etsako East and West Local Government Areas of Edo State?

Table 2: Distribution of Responses on the effects of poverty in Etsako East and West Local Government Areas of Edo State

S/N	Items	Responses				Sum	Mean \bar{x}	Remarks
		SA ⁽⁴⁾	A ⁽³⁾	D ⁽²⁾	SD ⁽¹⁾			
6	Lack of income	90 (360)	381 (1143)	12 (24)	4 (4)	487 (1531)	3.14	Accepted
7	Retards community development	101 (404)	377 (1131)	9 (18)	0 (0)	487 (1553)	3.18	Accepted
8	Poor health	87 (348)	384 (1152)	15 (30)	1 (1)	487 (1531)	3.14	Accepted
9	Youth restiveness	15 (60)	21 (63)	400 (800)	51 (51)	974	2.0	Rejected
10	Low infrastructure	19 (76)	61 (183)	211 (422)	196 (196)	487 (877)	1.80	Rejected
Grand Mean							3.31	Accepted

Source: Field work 2019

Table 2 shows the responses of the respondents to research question (2) which bothers on the effects of poverty in the sampled area. Item 9 (Youth restiveness) and 10 (Low infrastructure) which provided means of 2.0 and 1.80 respectively, which falls below the scale of 2.5, are therefore rejected as being some of the effects of poverty. On the other variables, respondents provided supportive answers specifically as being effects of poverty in Etsako East and West Local Government Areas. These items are 6 (Lack of income), 7 (Retards community development) and 8 (Poor health) with means of 3.14, 3.18 and 3.14 respectively. The table also indicated a grand mean of 3.31 which shows that majority of the respondents accept that items which had accepted means are the actual effects of poverty in the sample areas.

Test of Hypotheses

Hypothesis 1:

H₁: There is no significant difference in the mean rating of male and female respondents on the causes of poverty in Etsako East and West Local Government Areas of Edo State.

Table 3: Analysis of Hypothesis 1 using Z –test Statistics

Respondents	N	Mean score	SD	DF	Z-Score	P-value	Level of Significance	Decision
Male	235	51.25	0.03	487	-0.8335	.40654	0.05	Accepted
Female	252	66.5	0.03					

The table above, shows that Z – calculated value of -0.8335 with a p-value of (.40654) greater than 0.05 level of significance and 487 degree of freedom indicating that there is no significant difference between the responses of male and female respondents on the causes of poverty in Etsako East and West Local Government Areas of Edo State. This therefore means that the null hypothesis is accepted.

Hypothesis 2:

H₂: There is no significant difference in the mean rating of male and female respondents on the effects of poverty in Etsako East and West Local Government Areas of Edo State.

Table 4: Analysis of Hypothesis 2 using Z –test Statistics

Respondents	N	Mean score	SD	DF	Z-Score	P-value	Level of Significance	Decision
Male	245	55.75	10.05	487	-2.2524	.02444	0.05	Rejected
Female	242	63	10.42					

The table above, shows that Z – calculated value of -2.2524 with a p-value of (.02444) lesser than 0.05 level of significance and 475 degree of freedom indicating that there is a significant difference between the responses of male and female respondents on the causes of poverty in Etsako East and West Local Government Areas of Edo State. This therefore means that the null hypothesis is rejected.

Discussion of Findings

The results of the study are quite evidenced. The findings revealed no significant difference in the mean rating of male and female respondents on the causes of poverty in Etsako East and West Local Government Areas of Edo State. Poverty is widespread in Edo State, especially in the rural areas that are also the economic productive parts of the State. Poverty has hindered the development of both male and female respondents in Edo State. It has also altered the smooth growth of these individuals and their communities socially, economically, politically. Poverty has resulted in the rapid and uncontrolled urbanization of the urban centres rather than the most populated rural centres.

One priority cause of poverty in the State is the lack of human capital development. This is in tune with Peters (2011), when he claimed that experts and commentators alike are of the view that of all the resources that a nation may be blessed with, the human resource is the most important. He went further to emphasize the fact that at the time being, it needs little or no emphasis that Nigerian population (Edos in particular) are dangerously overhauled by poverty, is further worsened by the absence of the right skills, motivation and attitude (which are the by-products of adult education) and can propel the nation in the right direction is catastrophe by inadequate investment in human capital development.

According to Patrick (2006), poverty is a societal problem that needs to be given holistic approach in order to solve it. He said that the essence of the concern is to improve the life of human being and empower them to become more productive as to participate effectively in the nation's economy and contribute to the growth of the nation. He further stressed that when poverty is reduced, human life will be improved and they will become more productive to develop their communities. He later suggested that poverty eradication can only be real if the affected poor are involved in the process through adult education.

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In line with the above, Gelles in Ebuara, Ozurumba and Udida (2006) emphasized that the root cause of the underdevelopment of most communities in Nigeria and Edo State in particular is illiteracy and poverty. Poverty which is seen as having various manifestations such as lack of income and productive resources sufficient to ensure a sustainable livelihood; hunger and malnutrition; ill- health; limited or lack of access to education; and other basic services; increasing morbidity and mortality from illness; homelessness and inadequate housing; unsafe environment; and social discrimination and exclusion; when reduced can lead to development of communities in Edo State.

Various authors who have carried out studies on this same study came out with findings that suggested that adult education has the key to poverty reduction for the development of communities. Two of such authors are driahi and Aitufe (2010). They suggested that the measure for the eradication of poverty is by achieving universal primary education (basic education) and adult education. Omolewa in Murtala-Akanbi, Babangida, Usman-Abba and Auwalu (2013) suggests that if we want to conquer poverty, ignorance and disease; we must first conquer illiteracy. He added that illiteracy is the most serious handicap for economic, political, social and individual development. Bhola also in Murtala-Akanbi et al. (2013) emphasized that without literacy there cannot be development and that literacy is a necessary tool for the reduction of poverty. Treffgarne (2002) is also of the opinion that all poverty reduction strategy papers should include programs to develop basic adult education, with a particular focus on enabling women to play a more dynamic role in relation to the improvement of their livelihood and those of their families and communities.

Adult education programmes has been identified as a major key for the development of communities. It has been known that when individuals are developed through adult education, they will in turn enhance the development of their communities. In agreement with this, Anyanwu (1999) emphasized that literacy is the hallmark of modernization and that a literate. Community is regarded as modern and yearns for some or all of the amenities of modernization. Anyanwu went further to emphasize that for modernization to occur in a community, development must take place. Since literacy is the hallmark of modernization, and modernization is an indicator of a developed community; literacy is invariably a vital key to community development.

Conclusion

Based on the findings of the study, it has been shown from the research findings that adult education has a tremendous impact on poverty reduction which can lead to the development of communities. Poverty has compromised the lives of many children and adults, and has also led to the underdevelopment of the communities in which they live. Poverty cannot be reduced without the transformation of the affected poor, and adult education programmes have been known to be vital keys for development of humans. In other words, poverty reduction can never succeed except there is a massive development of the human resource through adult education. The development of the human resource would lead to the development of communities socially, economically and politically. The study also concluded that the adoption of adult literacy contributes to poverty reduction, provide more jobs opportunities, improves manpower development, boost industrialization, and improve the economy of the people in Etsako East and West Local Government Area of Edo State).

Recommendations

Based on the findings of this research, the following recommendations are made:

- (i) Every sector in Edo State should participate in the fight against poverty and illiteracy by encouraging adult education especially in the rural communities of the State.
- (ii) Funding of education (most especially adult education) should be improved. One of the greatest challenges facing education in Nigeria and Edo State in particular is inadequate funding.
- (iii) Basic education structures in Edo State should be strengthened and made one of the priorities of the State government. Agencies such as Universal Basic Education Commission (UBEC) and Edo State Agency for Adult and Non-Formal Education should be supported financially and morally to operate for quality service delivery.

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