

Journal of

Education and Practice

(JEP)

**Appropriation of Adult Education for Academic Achievement
Towards Sustaining the Rights of Physically Challenged Students
in Higher Institutions in Lagos**



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Journals

Appropriation of Adult Education for Academic Achievement Towards Sustaining the Rights of Physically Challenged Students in Higher Institutions in Lagos

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Accepted: 21st May 2023 Received in Revised Form: 10th June 2023 Published: 20th June 2023



Abstract

Purpose: The study examined the appropriation of adult education for academic achievement towards sustaining the rights of physical challenged students in higher institutions in Lagos.

Methodology: The research design employed in the study was a descriptive survey. The population consisted of all higher institutions located in Lagos State. To gather data, a simple random sampling technique was utilized to choose ten (10) higher institutions from which fifteen (15) physically challenged students were selected from each institution. This amounted to a sample size of one hundred and fifty (150) respondents for the study. The data collection process utilized a self-developed questionnaire as the primary instrument. It was developed in 2 Likert scale of Agreed and Disagreed. The instrument was moderated by experts who affirmed its validity. The reliability of the instrument was assessed through the utilization of the Pearson Product Moment Correlation Coefficient (PPMC). The data collected were then analyzed using statistical tools such as simple percentage and standard deviation.

Findings: The study's findings indicated that adult literacy significantly contributes to adult sustainable development, fostering economic, social, and environmental sustainability. Furthermore, it establishes conducive circumstances for empowering active global citizens. By effectively employing adult education, individuals with physical challenges can acquire a comprehensive comprehension of various concepts and lead their lives in a proficient manner.

Unique Contributions to Theory, Policy and Practice: Adult education has a wide-ranging positive influence on various aspects relevant to adults. Importantly, these advantages extend beyond the professional sphere and encompass different aspects of daily life for individuals with physical challenges. These benefits extend beyond the professional realm and extend to various facets of everyday life for physically challenged individuals. As a result, it is recommended that to guarantee the sustainability of the human rights of physically challenged students, the government should assume the primary responsibility of providing trained and qualified teachers/facilitators, along with other supportive staff, who will cater to the educational needs of these special students.

Keywords: *Appropriation, Adult education, Academic achievement, Sustaining, Physically challenged*

Introduction

An inclusive education system is distinguished by its core features: the prohibition of discriminatory practices, the promotion of acknowledging and respecting differences instead of seeking uniformity, the embrace of plurality, the assurance of equal opportunities, and the consequent benefits that extend to the entire collective of individuals involved. Taking that viewpoint into consideration, Campaña Latinoamericana por el Derecho a la Educación (CLADE) in Adediran and Adeniji (2012) have been actively involved in mobilizing and advocating for international laws that ensure inclusive education in our region. While there have been advancements in recognizing inclusion as a crucial component for achieving the right to education for all, it remains essential to continue demanding that governments adopt and implement inclusive policies (Williams-Oladapo, 2022). In Latin America and the Caribbean, several countries have implemented laws and policies that protect the education right of disabled people as well as promote an inclusive education model. However, significant obstacles persist when it comes to the enrollment and successful completion of studies for persons with disabilities within regular education systems.

Education according to Adediran and Onifade (2013) is a lifelong journey that represents a distinctive investment in both the present and the future, fostering personal growth and enriching individuals' lives. It serves as a significant catalyst for socio-economic development within a country and a potent force for driving social transformation. Education functions as a means of acquiring knowledge and skills, equipping individuals with awareness and empowerment. It serves as a vehicle for personal development, enabling individuals to enhance their capabilities and positively impact society. By obtaining an education, individuals cultivate the necessary skills and qualities to address various societal challenges such as poverty, ignorance, inequality, exploitation, degradation, and unemployment. The right to learn and access education is applicable to individuals at all stages of their lives, regardless of their age. (Historical Development of Adult Education in Adediran, Erikitola & Atoba, 2023). The concept of adult education has evolved over time. Initially, adult education referred to providing educational opportunities to individuals who were unable to pursue formal education during their school years. According to Adediran, Erikitola and Atoba (2023) Adult Education Adult education is an intentional and structured practice in which adults engage in organized activities that facilitate their learning and understanding. It encompasses a wide range of processes of education, regardless of the curriculum or class involved. This includes activities that supplement, extend, or substitute prior knowledge and skills received in various educational institutions.

A physically challenged individual is someone who experiences a deformity, abnormality, or chronic health condition that restricts their normal movement or limits their energy. This term encompasses a diverse range of individuals, including those with crippling conditions, chronic health problems, orthopedic impairments, physical disabilities, motor impairments, and neurological impairments. (Hakijamii, 2011). Dealing with appropriateness of adult education for academic achievement towards sustaining the rights of physical challenged students, today Lifelong learning is intimately connected with Adult Education, as it involves all stakeholders

and envisions the expansion of diverse educational networks that encompass a wide range of institutions. The realization of the benefits of Adult Education to the society relies on the presence of its being accessible, available, affordable, and all-encompassing commitment to ensure its effectiveness for physically challenged students. (Boyadjieva & Ilieva-Trichkova, 2018).

Education in relation to adult is an embodiment of lifetime education and an integral component of the comprehensive system of education that caters to both regular and special students. Adult education offers avenues for an enhanced competency and skills that serves as innovative channel for both learning and education. It caters for the evolving needs as well as demands of the economy, labor market, and advancements in technology. Adult education facilitates the testing/implementation, in relation to new skills, professions as well as competencies, which are not only adaptable but also receptive to emerging kinds of both learning and work. Furthermore, adult education plays a vital role in promoting self-development by providing employment opportunities, improving income prospects, fostering independence, maintaining an active and healthy lifestyle, strengthening familial bonds, and fostering independence among members of society (Despotovic, & Pejatovic, 2005).

According to study by Desjardins (2019), generation of positive impacts across various domains including work-related factors (i.e. enhanced career opportunities, performance improvement, increased earnings, increased job commitment as well as development of innovative skills) are the features of adult education. Moreover, these beneficial effects extend beyond the professional realm and encompass multiple aspects of everyday life, particularly for individuals with physical challenges. (Ryan & Griffiths, 2015). Adult education also holds the potential to positively impact adults in need of special education. This category of adult may be physically, mentally or intellectually challenged. They may also have sensory impairments, and often confronted with challenges that militate their participation in the society (UN, 2006). Emerging research in the field of education suggests that inclusive learning environments play a pivotal role in promoting the learning and overall development of special need children. Prior research that has concentrated on this category of children (special need) has demonstrated that active participation of these children in educational activities leads to notable advantages in terms of learning outcomes.

Nevertheless, the discussion regarding the impact of community-based adult education on special need adults is still limited. A study conducted by Moni in Adediran, Erikitola, and Atoba (2023) sheds light on the involvement of community organizations in the literacy processes of special need adults among the participants. The research highlights that community-based programs for individuals with SEN have traditionally emphasized relevant skills acquisition training with limited recognition of the potential role of literacy in enhancing the overall quality of life through lifelong learning. Currently, there is a dearth of research exploring the specific literacy requirements of adults with SEN across various adulthood contexts. Depending on the specific needs of adults, the literacy demands can vary significantly, encompassing areas such as employment, family matters, daily life encounters, leisure, and even specialized domains like computers/internet literacy and health-related issues.

Irrespective of the context, acquiring basic instrumental knowledge is essential, and it is crucial to identify opportunities for its enhancement. The development of social competences holds significant importance with regards to education of special need individuals. As opined by Morais and Rapsová (2019), some specific criteria must be taken into consideration when relating with this population. These criteria include perceiving education as a lifelong process for older individuals, considering the educational possibilities within the system, recognizing the unique needs and interests of each individual, ensuring education is provided without discrimination, promoting life quality with the use of education and meaningful activities, and valuing their life experiences as an asset for both themselves and society (de Morais & Rapsová, 2019). Therefore, a training that focuses on social aspects can be highly beneficial, as it equips individuals with the necessary competences to navigate various social situations effectively. Developing social skills provides specific protection during times of conflicts, stress, and tension. Having a reasonable social competence that is greatly influences one's ability to handle everyday stress, establish positive interpersonal relationships, and find effective ways to resolve conflicts and misunderstandings. Socially competent individuals actively participate in their own lives, make their needs known, and strive to make their personal goals achievable.

Several studies have examined the involvement of Special Educational Needs adults, both in training and lifetime learning experiences from the perspectives of labor economic. These studies highlight the importance of formal education in improving future employment prospects (Myklebust & Båtevik, 2014; Båtevik, 2019). However, there is limited research that delves extensively into the aspects relating to education among various opportunity that has to do with learning by individuals with SEN. Alternatively, other study showcase the benefits of collaboration that existed among caregivers of learning difficulty individuals and educators overseeing training programs. This collaborative approach raises awareness about the importance of education for adults with learning difficulties and facilitates the seamless integration of learning opportunities into their everyday lives.

Students with disabilities also reap the benefits of interactive learning environments, which enable them to advance in their learning and developmental stages. Duque, Gairal, Molina and Roca, (2020) indicate that interaction and dialogue have a positive impact on students with special educational needs (SEN) (Author, 2020). Active participation in activities such as interactive groups and dialogical discussions with their peers allows students with SEN to enhance their learning and social integration skills within the broader group. When students with special needs interact with peers who possess higher academic competence levels within the same curriculum, they experience greater learning progress in mainstream educational settings. It is important to recognize that each individual, irrespective of their condition, can contribute to the learning process through their unique cultural intelligence. Previous studies suggest that the inclusion of students with SEN in mainstream classrooms, alongside their peers, and the promotion of interactions based on egalitarian dialogue yield benefits for both students with SEN and their classmates. Inclusive education supports the acquisition of academic skills, improves educational outcomes, and enhances intellectual engagement among students with SEN (Dessemontet, Bless, & Morin, 2012; Nahmias, Kase & Mandell, 2014).

Furthermore, inclusion also has positive impacts on social development, as it fosters the improvement of social skills and acceptance among students with SEN when they interact with their peers in the broader student community.

The research also focuses on analyzing the development of interactive learning environments within special schools through adult education, with the aim of enhancing learning opportunities for physically challenged students. The findings presented by the authors indicate that incorporating interaction-based instructional models in the learning context yields positive outcomes for children with disabilities. These models not only facilitate high-quality learning experiences but also foster safe and supportive relationships, thereby promoting the educational and social inclusion of these students. (GarcíaCarrión, Villarejo-Carballido, & Villardón-Gallego 2019). However, such research is usually focused on children, so there is a gap in education for adults with physically challenged. This paper discusses the appropriation of adult education for academic achievement towards sustaining the rights of physical challenged students in higher institutions in Lagos.

Objectives of the Study

The main objectives of the study is to examine the appropriation of Adult of Education for academic achievement towards sustaining the right of Physically challenged students in higher institutions in Ogun State. Specifically, the objectives of this study are to:

- Ascertain the appropriateness of adult education programme for academic achievement towards sustaining the rights of physical challenged students in higher institutions in Lagos
- Examine the role of adult education programme for academic achievement towards sustaining the rights of physical challenged students in higher institutions in Lagos

Research Questions

Based on the study, the research questions are;

- i. What is the appropriateness of adult education programme for academic achievement towards sustaining the rights of physical challenged students in higher institutions in Lagos?
- ii. What are the roles of adult education programme for academic achievement towards sustaining the rights of physical challenged students in higher institutions in Lagos?

Methodology

The research design employed in this study was a descriptive survey approach. The target population encompassed all higher institutions located in Lagos State. A simple random sampling technique was utilized to select ten (10) higher institutions from the population. From each of these selected institutions, fifteen (15) physically challenged students were chosen, resulting in a total sample size of one hundred and fifty (150) respondents. To collect the necessary data, a self-developed questionnaire was employed as the primary instrument. It was developed in 2 Likert scale of Agreed and Disagreed. To ensure the questionnaire's validity, the researcher shared the draft with experts who restructured it to align with the research

questions. To assess the instrument's reliability, a pilot test was conducted, and the scores were recorded and analyzed using the Pearson Product Moment Correlation Coefficient formula, resulting in a correlation coefficient of 0.72. Based on the adjustments made to the questionnaire items and the calculated test-retest reliability coefficient, the instrument was deemed sufficient, valid, and reliable for collecting pertinent data for the study. The collected data were subsequently analyzed using statistical tools such as simple percentages, means, and standard deviations

Presentation of Data Analysis and Results

Research Question 1: What are the appropriateness of adult education programme for academic achievement towards sustaining the rights of physically challenged students in higher institutions in Lagos?

Table 1: Appropriateness of adult education programme for academic achievement towards sustaining the rights of physically challenged students in higher institutions in Lagos

S/N	Item	Agreed		Disagreed		Mean (\bar{x})	S.D
		Fre quency	Percent %	Fre quency	Percent %		
1	Adult education programme sometimes is mainly designed to enhance rights of physically challenged students.	160	80.0	40	20.0	3.25	0.996
2	Provide physically challenged students ability to read up to a particular grade level to sustain their human rights.	160	80.0	40	20.0	3.30	1.008
3	Provision of physically challenged students' opportunities in enhancing knowledge and skills; an innovative education and learning mechanism.	150	75.0	50	25.0	3.13	1.056
4	Promote the physically challenged need to be taken into consideration for self-development.	140	70.0	60	30.0	3.13	1.147
5	Inculcate the basic literacy skills of reading, writing and arithmetic.	165	82.5	35	17.5	3.28	0.924

Weighted Mean (\bar{x}) = 3.215 and STD = 1.0261

Table 4.7 above, indicated that, Adult education sometime mainly designed to enhance rights of physical challenged students ($\bar{x} = 3.25$, $SD = 0.996$), provide physically challenged students ability to read up to a particular grade level sustain their human right ($\bar{x} = 3.30$, $SD = 1.008$),

provision of physically challenged students opportunities in enhancing knowledge and skills; an innovative education and learning mechanism ($\bar{x} = 3.13$, $SD = 1.056$), promote the physically challenged need to be taken into consideration to promote self-development ($\bar{x} = 3.13$, $SD = 1.147$) and inculcate the basic literacy skills of reading, writing and arithmetic ($\bar{x} = 3.48$, $SD = 0.820$). From table 4.7 above, research question 4 has a weighted mean of 3.215 which is above the bench mark of 2.50. Thus, this shows the the appropriateness of adult education programme for academic achievement towards sustaining the rights of physically challenged students in higher institutions in Lagos.

Research Question 2: What is the role of adult education programme for academic achievement towards sustaining the rights of physically challenged students in higher institutions in Lagos?

Table2: Role of adult education programme for academic achievement towards sustaining the rights of physically challenged students in higher institutions in Lagos

S/N	Item	Agreed		Disagreed		Mean (\bar{x})	S.D
		Fre quency	Percent %	Fre quency	Percent %		
1	Adult education is at the heart of adult sustainable human right.	150	75	50	25	3.15	1.016
2	Adult education brings a new hope for physically challenged students and enhance their educational skills.	166	83.0	34	17.0	3.43	0.954
3	Adult education plays a key role in adult sustainable development and creates favourable conditions for empowering global active citizens.	180	90.0	20	10.0	3.56	0.819
4	Adult education contributes to the individual as well as collective development of societies in many ways.	148	74.0	52	26.0	3.11	1.058
5	Adult education is a practical tool of adult empowerment on each of the three main pillars of sustainable development.	160	80.0	40	20.0	3.30	1.008

Weighted Mean (\bar{x}) = 3.308 and STD = 0.971

Table 2 above, shows that, adult educationist at the heart of adult sustainable human right ($\bar{x} = 3.15$, $SD = 1.016$), adult education brings a new hope for physical challenge people and enhance their educational skills ($\bar{x} = 3.43$, $SD = 0.954$), adult education plays a key role in adult sustainable development and creates favourable conditions for empowering global active

citizens($\bar{x} = 3.56$, $SD = 0.819$), adult education contributes to the individual as well as collective development of societies in many ways($\bar{x} = 3.11$, $SD = 1.058$) and adult education is a practical tool of adult empowerment on each of the three main pillars of sustainable development($\bar{x} = 3.30$, $SD = 1.008$). From table 2 above, research question 2 has a weighted mean of 3.308 which is above the bench mark of 2.50. It can be concluded that adult education programme play vital roles on academic achievement towards sustaining the rights of physical challenged students in higher institutions in Lagos.

Discussion of Findings

Table 1 revealed the appropriateness of adult education programme for academic achievement towards sustaining the rights of physically challenged students in higher institutions in Lagos states. It was indicated that adult education programme is mainly designed to enhance rights of physically challenged students, provide physically challenged students ability to read up to a particular grade level sustain their human right, enhancing knowledge and skills; an innovative education and learning mechanism and promote the physical challenged need to be taken into consideration to promote self-development. The findings agree with Despotovic and Pejatovic (2005) who stated that adult education is a manifestation of lifelong learning and the integrated part of the entire education system for regular and special students. Adult education offers valuable opportunities for enhancing knowledge and skills, serving as an innovative mechanism for education and learning. It operates in a dynamic realm that responds to the evolving needs and requirements of the economy, labor market, technological advancements, and the introduction of new profiles, programs, skills, and competencies. Adult education is characterized by flexibility and openness to embrace emerging forms of work and learning. Moreover, it plays a significant role in promoting self-development by facilitating access to employment opportunities, improving income prospects, fostering independence, promoting active and healthy lifestyles, strengthening familial bonds, and encouraging independence among members of society.

Table 2 therefore shows the role of adult education programme for academic achievement towards sustaining the rights of physically challenged students in higher institutions in Lagos. It was shows that adult education is at the heart of adult sustainable human right; it brings a new hope for physically challenged people and enhances their educational skills. Adult literacy plays a crucial role in both individual and societal development in numerous ways. It serves as a practical tool for empowering adults across the three essential pillars of sustainable development. This finding aligns with UNESCO's assertion that literacy is not only a human right but also a means of personal empowerment and a catalyst for social and human development. Access to education and learning opportunities hinges on literacy skills. Adult literacy acts as a powerful catalyst for change and empowerment across the three primary dimensions of sustainable development: economic development, social development, and environmental protection. As the cornerstone of lifelong learning, literacy lies at the core of sustainable human rights and serves as a transformative force for individuals and communities alike.

Conclusion

Education, as a fundamental human right, serves as a powerful tool for personal empowerment and contributes to social and human development. Within this context, adult literacy holds a pivotal role in fostering sustainable development among adults. It encompasses economic, social, and environmental dimensions, creating favorable conditions for empowering individuals to become active global citizens. Through appropriate adult education, physically challenged students gain a comprehensive understanding of concepts and are able to lead effective lives. Moreover, adult education yields positive outcomes across multiple domains, including empowerment, social inclusion, social networking, motivation for learning, and various work-related factors. These encompass a range of benefits such as better job and career opportunities, increased performance and income, heightened job satisfaction and dedication, and the development of innovative skills. These benefits extend beyond professional realms and significantly impact multiple aspects of everyday life, particularly for physically challenged individuals.

Recommendations

The study's findings give rise to the following recommendations:

1. In order to ensure the long-term fulfillment of the human rights of physically challenged students, the government should take the lead in providing adequately trained and qualified teachers/facilitators, as well as other support staff, in adult literacy centers.
2. The government should embrace the principle of solidarity, which can contribute to the realization of the right to quality inclusive education for individuals with disabilities at all levels and throughout their lives. This approach aligns with the provisions outlined in the Convention on the Rights of Persons with Disabilities.
3. Adult literacy centers should receive strong backing from government legislation and well-defined policies that clearly outline the roles and expectations of these institutions. Additionally, the government should prioritize ongoing feedback mechanisms, evaluation processes, data systemization, and research to enhance the effectiveness of these centers.
4. Both teachers/facilitators and learners should receive significant attention. Teachers/facilitators should undergo comprehensive initial training, as well as regular retraining programs, to stay updated with the latest practices and approaches. Learners, on the other hand, should be actively motivated through the use of diverse participatory methods and by addressing topics that are relevant to their lives.

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