

ADULT EDUCATION PROGRAMMES FOR CURBING SOCIAL VICES IN PORT HARCOURT METROPOLIS, RIVERS STATE.

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ABSTRACT

The study investigated Adult Education Programmes for Curbing Social Vices in Port Harcourt Metropolis, Rivers State. The study adopted a descriptive survey design, two research questions and two hypotheses guided the study. The population of the study comprised fifty five (55) leaders and one thousand, eight hundred and fifty five (1,855) members of 30 registered Community based organizations in Port Harcourt Metropolis of Rivers State. The Community Based Organizations' comprises of women organizations, youth organizations and men social clubs in the research area. The sample size for the study comprised fifty five (55) leaders and one hundred and eighty five (185) members. The fifty (55) leaders were used as a census due to its small size, while the simple random sampling technique was used to obtain the sample size of the members which is a proportionate 10% of the total population of the members. The instrument titled "Adult Education Programmes for Curbing Social Vices Questionnaire (AEPCSVQ)" was used for data collection. The AEPCSVQ questionnaire was structured using the four point Likert rating scale response pattern of Very High Extent (VHE) = 4points, High Extent (HE)= 3points, Low Extent LE = 2points, and Very Low Extent (VLE) = 1point. The researcher employed the face and content validity methods and established a reliability of the instrument through the test-retest technique. The Pearson Product Moment Correlation Coefficient Statistics was used to arrive at a reliability index of 0.80. Mean and standard deviation statistics were used to answer the research questions, while Z-test statistics was used to test the null hypothesis at 0.05 level of significance. The study among others revealed that vocational and peace education as adult education programmes to a high extent enhanced the curbing of social vices in Port Harcourt Metropolis. It was recommended among others that government and other non-governmental organizations should organize orientation workshops and enlightenment programmes, and engage the youths adequately by providing jobs, vocational skill acquisition programmes, and other empowerment programmes in Port Harcourt Metropolis.

Keywords: Adult Education, Social Vices, Vocational Education, and Peace Education.

INTRODUCTION

Providing equal opportunities in education is one of the most important conditions for overcoming social injustice and reducing social disparities in any country, it is also a contribution for achieving and fostering economic growth. The National Policy on Education states that "mass literacy, adult and non-formal education encourages all forms of functional education given to youths and adults outside the formal school system, such as functional literacy, remedial, peace, civic and vocational education among others.

A cursory examination of the term "adult" and "education" is imperative for an in-depth understanding of the concept of adult education. The basic question usually asked in adult education process is who is an adult? It is obvious that the little space here cannot adequately address this question of adulthood, Wami (2020). An adult is a person who is fully responsible for his social, economic, and political engagements, agreements, or undertakings.

Some organizations, and scholars present their views on what they consider an adult to be. An adult is a person who has achieved full physical development and expects to have the right to participate as a responsible home maker, worker, and a member of the society (Bown, 1876 & Houle, 1972). Okedara in Wami (2020) suggested that the attributes of adulthood are better determined by the society one belongs. This may probably be the reason behind 1976 UNESCO recommendation on adult education which refers to “person regarded as adults by the society to which they belong”.

Adult education distinct from child education is a practice in which adults engage in systematic and sustained self-educating activities to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. Adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for the learning, and that the learning itself should respond to their needs.

Adult Education play a very crucial role in the development process of any society. It is widely recognized as a powerful tool for eradicating adult illiteracy, reducing poverty, and attaining the Sustainable Development Goals (SDGs). It provides basic education and training opportunities to adults and out of school youths, aged fifteen years and above, who have either missed out on formal education in their childhood or for one reason or another, dropped out of school before attaining sustainable levels of literacy (Wanyama in Wami & Deekor, 2020).

The supposed target of every nation is to make life easy, cheap, and comfortable for her citizens. It is this intention that drives nations into embarking on many activities, some of which are political, economic, social, religious, cultural, technological, etc., to raise the capital base of the nation. As posited by Nzeneri (2014), the purpose of adult education centres on individual, group and societal needs, interests, and aspirations. These educational needs and purposes border on the areas of liberating people from ignorance, poverty, malnutrition, poor health, idleness, social and economic ills and assist them to advance towards improvement of self and others.

The adult learner may be looked at the point of view of his functions or life activities and from the point of view of his educational needs which constitute forces for him to engage in adult education activities. An adult learner can be defined as anyone who consciously or unconsciously, formally, informally, or non-formally engages him or herself in any adult educational programme(s) with an intent to solve life problems. The adult learner can be defined as one who desires more skills to enable him face life challenges to make him survive, gain better employment, be more productive, healthier, and happier; one who desires being a good citizen and a liberated or developed individual.

Social vices are phenomenon which in present practice has led to a near breakdown of law and order, low productivity due to disruption of production activities because of increasing crime rate, inter/intra-ethnic hostilities and harassment of prospective developers and other criminal tendencies. Akerele (2007), averred that unemployment is a condition in which people who are willing to work the normal wage rate are unable to find jobs. Unemployment, poverty, politics, lack of infrastructures, bad governance, inadequate educational opportunities, and others alike has led to tremendous increase in criminal activities and social vices in Nigeria.

The increase in unemployment has become a way of life and seriously affecting the youths in all developing countries. In Nigeria, the youth constitute many of the unemployed. The leadership of the country has made it worse for peaceful co-existence of the citizens due to misuse of resources and high level of corruption thereby provoking the youths and causing them to embark on such vices as armed robbery, kidnapping, electoral thuggery, prostitution etc. The major cause of unemployment as stated earlier is failed leadership, the leadership of the country has drastically failed in their duties to provide basic infrastructures, creation of job opportunities and others alike. The absence of job opportunities in developing countries is responsible for youth restiveness with disastrous consequences Zakaria (2014). He added that non provision of social security for the teeming unemployed youths with different basic needs motivates youths to engage in some restive activities that affect the peace of the society.

Poverty as one of the major causes of social vices which also connotes inequality and social injustice, traumatizes the poor. More than 70% of the people in Nigeria are in abject poverty, living below the poverty line, and one-third survive on less than one dollar (\$1) per day Zakaria (2014). This figure comprises youths residing in urban areas hawking around hold-ups and traffic stops, their profit margin on goods such as bottled water, handkerchief, groundnut etc., are so meager that they can hardly live above poverty line. This leads to frustration and dejection that they seek redress through unleashing their anger on innocent citizens.

Politics cannot be left out as one of the causes of social vices in Nigeria that needs to be tackled urgently. Igbuzor (2010), sees electoral violence as any act of violence perpetrated in the cause of political activities, including pre, during and post-election periods and may include any of the following acts: thuggery, use of force to disrupt political meetings or voting at polling station, or the use of dangerous weapons to intimidate voters and other

electoral process or to cause bodily harm or injury to any person. Ugbaibe (2010) pointed out that the objective is to influence the electoral process with the sole aim to win political competition or power through violence or subverting the ends of the electoral and democratic process through the mobilization of security outfits, ethnic militias, unemployed youths as thugs, community vigilante groups.

Lack of infrastructure is a major contributor to vices in Rivers State. there is a continues clamor of building of industries that will secure employment for the teeming youths in the State. some that wish to be unemployed and would want to venture into agriculture do not have the support from government and same government has refused to build roads in the rural areas where their occupation is predominantly agriculture. Every channel that would have been made available such as provision of portable water, health facilities, electricity to aid small scale businesses, communication facilities etc., that would have engaged the youths meaningfully has proven abortive, this is the reason why an idle mind becomes the devil's workshop, and those who have not allowed God to use them pick up the arms and begin the perpetrate evil.

Bad governance is the most prevalent factor that aids social vices in Rivers Nigeria. World bank in Dokubo, Taylor & Amadi-Wike (2021), identifies the main characteristics of bad governance to include: failure to properly distinguish between what is public and what is private, leading to private appropriation of otherwise public resources, inability to establish a predictable framework for law and government behavior in a manner conducive to development, or arbitrariness in the application of laws and rules, excessive rules, regulations, licensing requirement and so forth which impede the functioning of markets and encourage rent seeking priorities that are inconsistent with development, thereby resulting in misallocation of national resources, and exceedingly narrow base for, or non-transparent decision making.

Furthermore, most administrations in Nigeria as opined by Onyekpe in Nsirim-Ovu (2016), that successive administrations in Nigeria have not allocated much to the needs of the youth, and the meager allocated are often diverted by government officials to their private accounts and projects. This cannot be overruled why the youth has become restive and want to take the laws into their hands.

Vocational education and social vices: Vocational Education refers to a system or course of study which prepares individuals for jobs that are based on manual or practical activities. Vocational Education is traditionally non-academic in nature and is totally related to a specific trade, occupation, or vocation. Because it is Vocation based, it is called Vocational Education. Until recently i.e., until the end of the twentieth century, the aim of vocational education was to focus on specific trades such as automobile mechanic, carpentry, hairdressing, welding & fabrication etc., and was therefore associated with the activities of lower social classes. Because of this, it attracted a level of stigma. Vocational education, in fact, is closely related to the age-old apprenticeship system of learning.

The vocational skills Development programme of the National Directorate of Employment (NDE) involves the use of non-formal sector operators such as master-craftsmen and women as training outlets for unskilled school dropouts and those who did not have the opportunity to attend formal or any form of education due to one reason or the other. Such dropouts or non-literates are attached to them for periods long enough for the apprentice to acquire necessary skills, Wami (2018).

It also includes the deployment of well-equipped mobile workshops to train out-of-school youths in rural areas where non-formal training outlets are non-existent. To date the training covers several vocational trades across all sectors of the economy. The schemes under the vocational skills development programme are: National Open Apprenticeship Scheme (Basic or Advanced), School-on-wheels, Vocational Skills for Physically challenged and vulnerable persons, Partnership in Skills Training and Resettlement Loan scheme. Vocational education prepares an individual for a job and not college. While most colleges will accept vocational education students, they tend to be limited because most colleges lack proper courses. Vocational education is a multifaceted one as it tends to focus on several careers which include auto repair, woodworking, carpentry, blacksmith, cosmetology, and other fields. There are many vocational schools across the country which provide the students to gain valuable hands-on experience.

Vocational education as adult education programme cannot be overemphasized due to its importance in engaging teeming youths and bringing them out of exclusion, preparing them for employments and equally as employers of labour.

Peace education and social vices: Peace education is aimed at providing learners, community members and leaders the understanding, knowledge, attitudes, and values required to stem violent conflict, injustice, and enhance culture of peace among the community members. Onyebamiji in Wami, Deekor & Nwafor (2020) asserts that peace education is an instrument per excellence for the promotion of peaceful co-existence among youths and adult members of any given society. Gavriel in Berkerman (2005) summarizes peace education under four categories, which include: promotion of culture of peace, disarmament education, a matter of promoting human rights which is peculiar to developing countries, matter of environmentalism, matter of changing mindset and activating set of skills. Gavriel further notes that long term peace education programmes should centre on morality amongst people

and educating them on the competence, attitude, and value required in building and sustaining peace in our communities today are characterized with violent way of life, common with violent behavior and unfairness. Peace education seeks to transform this tradition of violent conflict to culture of peace where human rights democratic values, peacefulness and compassion determines human existence. To achieve this, community members, youths and leaders must embrace and practice peace by promoting peace education in our communities. Consequently, Otamiri (2016) points out that the aim of peace education is to achieve the following: 1. Improve skills that build the confidence and constructive attitudes of community members towards peace 2. Enlighten the people on the consciousness of violence and benefits of non-violent approaches to resolving issues. 3. Promote broad public awareness conflict prevention mechanism and traditional practices necessary for sustainable social harmony, community development and global peace. 4. Develop appropriate knowledge and skills among leaders, policy makers, business executives, organizations, communities, institutions and government on the art and science of negotiation, facilitations, conflict resolution, mediation, crises management and diplomacy. 5. Empower individuals and groups with the knowledge and skills of conflict analysis crises response and communications, reconciliation, and conflict transformation. 6. Promote the peace process in local and urban communities by creating platform for negotiating consensus building network and dialogue on critical issues based on mutual understanding and co-existence. 7. Impact on the members of communities all the morals of ideal education, character development, social wellbeing, environmental protection, and sustainable development. According to UNESCO in Onyebamiji (2002), as cited in Otamiri (2016), the objectives of peace education are: Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principle of the equality in everyday conduct. It should also help develop qualities, attitudes and abilities which enable the individuals to acquire critical understanding of problems at the national and international levels, to work in a group, to accept and participate in free discussion on a national analysis of relevant fact and factors.

Purpose of the Study

The purpose of this study is to investigate adult education programmes for curbing social vices in Port Harcourt Metropolis, Rivers State. The specific objectives of the study include the following:

1. Investigate the extent to which vocational education has influenced the curbing of social vices in Port Harcourt Metropolis of Rivers State.
2. Ascertain the extent to which peace education has influenced the curbing of social vices in Port Harcourt metropolis of Rivers State.

Research Questions

1. To what extent has vocational education influenced the curbing of social vices in Port Harcourt Metropolis of Rivers State.
2. To what extent has peace education influenced the curbing of social vices in Port Harcourt Metropolis of Rivers State.

Hypotheses

- Ho₁. There is no significant difference in the mean responses of leaders and members of community based organizations on the extent to which vocational education influence the curbing of social vices in Port Harcourt Metropolis of Rivers State.
- Ho₂. There is no significant difference in the mean responses of leaders and members of community based organizations on the extent to which peace education influence the curbing of social vices in Port Harcourt Metropolis of Rivers State.

Methodology

The study adopted the descriptive survey design with a population of one thousand eight hundred and fifty five (1,855) members and fifty five (55) leaders in thirty (30) registered community based organizations in Port Harcourt Metropolis of Rivers State. The sample size for the study comprised one hundred and eighty five (185) members and

fifty five (55) leaders in thirty (30) registered community based organizations in Port Harcourt Metropolis. The one hundred and eighty five (185) members represented a proportionate 10% of the total population of members of registered community based organizations in Port Harcourt Metropolis, while the fifty five (55) leaders were used as a census. A validated 10-item questionnaire titled “Adult Education Programmes for Curbing Social Vices Questionnaire (AEPCSVQ)” developed by the researcher was used for data collection. The questionnaire was structured using the 4-point Lickert rating response scale of Very High Extent (VHE) 4points, High Extent (HE) 3points, Low Extent (LE) 2points, and Very Low Extent (VLE) 1point. The reliability of the instrument was established through the test-retest technique. The responses were collated and analyzed using the Pearson Product Moment Correlation Coefficient Statistics that yielded a reliability coefficient of 0.80 index. Two hundred and forty (240) copies of questionnaire (185 members and 55 leaders) were administered to the respondents. Out of 240 copies administered, only 230 copies (194 members and 36 leaders) were correctly filled and retrieved, representing 96% retrieval rate.

Mean and standard deviation were used in answering the research questions, while the Z-test was used in testing the hypotheses at 0.05 level of significance. Decisions were based on the 4points response pattern of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). Any value from 3.50 – 4.00 is regarded as VHE, 2.50 – 3.49 is regarded as HE, 1.50 – 2.49 is regarded as LE, and 0.50 – 1.49 is regarded as VLE. A null hypothesis is rejected if the calculated z-value is more the critical z-value of 1.96 and accepted if the calculated z-value is less than the critical z-value of 1.96.

Results

The results obtained in this study after data analysis were presented and analyzed below.

Research Question 1: To what extent has vocational education influenced the curbing of social vices in Port Harcourt Metropolis of Rivers State?

Table 1: Extent to which vocational education has influenced the curbing of social vices in Port Harcourt Metropolis of Rivers State.

S/N	Items	Members (N =185)		Remarks	Leaders (N =55)		Decision
		\bar{X}_L	SD _L		\bar{X}_E	SD _F	
1	Vocational education has enabled me gain employment.	3.10	0.75	High Extent	2.83	1.01	High Extent
2	I have gained management skill to enable me to become an employer.	2.84	1.02	High Extent	2.60	1.02	High Extent
3	Vocational education has enabled me gain teamwork skills for life opportunities.	2.93	1.01	High Extent	2.47	1.04	High Extent
4	I have learnt work attitude skill.	2.91	1.07	High Extent	2.45	1.02	High Extent
5	My new skill has enabled me to be self-reliant.	3.10	0.80	High Extent	2.46	1.04	High Extent
Grand Mean and SD		2.98	0.93		2.56	1.02	

Source: Field Survey, 2021

The data on table 1 revealed that item 1-5 have mean values that fell within the range of high extent. Therefore, with a grand mean of 2.98 for members and 2.56 for leaders, it was evident that both members and leaders agreed to a high extent that vocational education as adult education programme

influenced the curbing of social vices in Port Harcourt Metropolis, Rivers State.

Research Question 2: To what extent has peace education influenced social vices in Port Harcourt Metropolis, Rivers State?

Table 2: Extent to which peace education has influenced the curbing social vices in Port Metropolis, Rivers State.

S/N	Items	Members (N =185)			Leaders (N=55)		Remarks
		\bar{X}_L	SD _L	Re marks	\bar{X}_E	SD _F	
6	Peace education has enabled a serene environment in Port Harcourt Metropolis.	3.10	1.00	High Extent	2.87	0.98	High Extent
7	Peace education has reduced cult related activities in Port Harcourt Metropolis.	2.89	1.08	High Extent	2.71	1.13	High Extent
8	It has opened doorways to a wealth of acceptance for repented cultists.	2.97	1.07	High Extent	2.65	1.12	High Extent
9	I can move freely in Port Harcourt as a result of reduced restiveness.	2.94	1.03	High Extent	2.59	1.11	High Extent
10	The rate of social vices has reduced due to the fact that youths are positively engaged.	3.23	1.04	High Extent	2.64	1.19	High Extent
Grand Mean & SD		3.02	1.04		2.69	1.11	

Source: Field Survey, 2021

The data on table 2 revealed that item 6-10 have mean values that fell within the range of high extent. Therefore, with a grand mean of 3.02 for members and 2.69 for leaders, it was evident that both members and leaders agreed to a high extent that peace education as adult education programme has influenced the curbing of social vices in Port Harcourt Metropolis, Rivers State.

Hypothesis 1: There is no significant difference in the mean responses between members and leaders on the extent to which vocational education has influenced the curbing of social vices in Port Harcourt Metropolis, Rivers State.

Table 3: Z-test analysis of difference in responses of members and leaders on the extent vocational education influence the curbing of social vices in Port Harcourt Metropolis, Rivers State.

Respondents	N	X	SD	DF	Level of Significance	z-Cal.	z-Crit.	Decision
Members	55	3.02	1.04	227	0.05	1.25	±1.96	HO1
Leaders	185	2.69	1.11					Accepted

Source: Field Survey, 2020

The data on table 3 showed that the z-test statistics calculated and used in testing the hypothesis stood at 1.25

while the critical z-value stood at 1.96, using 227 as degree of freedom at 0.05 level of significance. Since the calculated z-value is less than the critical z-value, hypothesis therefore, was accepted by the researcher.

Hypothesis 2: There is no significant difference in the mean responses between members and leaders on the extent to which peace education have influenced the curbing of social vices in Port Harcourt Metropolis, Rivers State.

Table 4: Z-test analysis of difference in responses of members and leaders on extent to which peace education influence the curbing of social vices in Port Harcourt Metropolis, Rivers State.

Respondents	N	\bar{X}	SD	DF	Level of Significance	z-Cal.	z-Crit.	Decision
Teachers	55	-2.88	1.04	227	0.05	1.06	±1.96	HO1
Students	185	2.69	1.11					Accepted

Source: Field Survey, 2020

The data on table 4 showed that the z-test statistics calculated and used in testing the hypothesis stood at 1.06 while the critical z-value stood at 1.96, using 227 as degree of freedom at 0.05 level of significance. Since the calculated z-value is greater than the critical z-value, hypothesis therefore, was accepted by the researcher.

Discussion of Findings

Results from Table 3 produced 1.25 z-test analysis of difference in responses between adult members and leaders on extent to which vocational education influenced the curbing of social vices in Port Harcourt Metropolis of Rivers State. This implied that there is no significant difference in their mean responses. On the extent to which vocational education influenced the curbing of social vices in Port Harcourt Metropolis in Rivers State. Results in Table 1 revealed that vocational education has enabled me gain employment, I have gained management skill to enable me to become an employer, vocational education has enabled me gain teamwork skills for life opportunities, I have learnt work attitude skill, my new skill has enabled me to be self-reliant.

These findings are in agreement with Wami (2018), who opined that the Vocational Skills Development Programme of the National Directorate of Employment (NDE) involves the use of non-formal sector operators such as master-craftsmen and women as training outlets for unskilled school dropouts. Such dropouts are attached to them for periods long enough for the apprentice to acquire necessary skills. It also includes the deployment of well-equipped mobile workshops to train out-of-school youths in rural areas where non-formal training outlets are non-existent. To date the training covers several vocational trades across all sectors of the economy. The schemes under the vocational skills development programme are: National Open Apprenticeship Scheme (Basic or Advanced), School-on-wheels, Vocational Skills for Physically challenged and vulnerable persons, Partnership in Skills Training and Resettlement Loan scheme. Vocational education prepares an individual for a job and not college, NDE (2015).

Results from Table 4 produced 1.06 z-test analysis of difference in responses of members and leaders on extent to which peace education influence the curbing of social vices in Port Harcourt Metropolis, Rivers State. This implied that there is no significant difference in their mean responses. On the extent to which peace education has influenced the curbing of social vices in Port Harcourt Metropolis in Rivers State. Results in Table 2 revealed that peace education has enabled a serene environment, peace education has reduced cult related activities, it has opened doorways to a wealth of acceptance for repented cultists, citizens can now move freely as a result of reduced restiveness, the rate of social vices has reduced due to positive engagement of youths in Port Harcourt Metropolis, Rivers State.

These findings are in agreement with Gavriel in Berkerman (2005) who summarized peace education under four categories, which include: promotion of culture of peace, disarmament education, a matter of promoting human rights which is peculiar to developing countries, matter of environmentalism, matter of changing mindset and activating set of skills. Another notable argument to this effect is by Onyebamiji in Wami, Deekor & Nwafor

(2020) who asserts that peace education is an instrument per excellence for the promotion of peaceful co-existence among youths and adult members of any given society.

Conclusion

The importance of adult education programmes for curbing social change in any society cannot be overemphasized. Vocational and peace education as adult education programmes have gone a long way in equipping the youths with desired skills and effective reorientation to participate fully in the society. With the required skills, youths and adults can function effectively in the society by being gainfully employed for wages that will enable them to become economic viable, by taking care of themselves, family, and community. They can also, be employers of labour thereby reducing the number of unemployment which is the major cause of restiveness in Port Harcourt Metropolis, Rivers State. Peace education on the other hand has contributed immensely to the reduction of violence that emanated through cult related activities thereby creating an enabling work environment that has enhanced economic activities and peaceful coexistence in Port Harcourt Metropolis of Rivers State

Recommendations

Based on the findings of this study, the following recommendation were made.

1. There is need for the Rivers State Government and Non-governmental organizations to improve on the existing craft centres/vocational development centres and providing new outlets in the rural areas to accommodate and reach out to more vulnerable youths and adults who are the key perpetrators of social vices in the State.
2. As a means of support, certain grants should be made available to graduates of vocational training programme to enable them to establish themselves, be self-employed and become employers of labour. This will go a long way in reducing the increasing rate of unemployment and idleness of youths in Port Harcourt City Metropolis of Rivers State.
3. Government and Non-governmental agencies should encourage small and medium-sized enterprises (SMEs) which play an important role in the economy of a country. They represent a source of entrepreneurship abilities, innovation, and creation of new jobs. Their capacity to apply, adapt and disseminate new technology is unique.

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