INFLUENCE OF MASS MEDIA ON ADULT LEARNER: A FOCUS ON ADULT EDUCATION IN NIGERIA

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Abstract

Adult Education and Mass Media are very necessary for human to articulate himself/herself and achieve fullness. The term continuing education, life-long education and information are used to stress education as the finishing point with life. Adult education and mass media in Nigeria present opportunities for attainment of self-fulfillment and fullness. Therefore, heightening efforts by the country towards adult education and social media enable the citizens to achieve self-fulfillment and fullness in the twenty-first century. This article briefly discusses education in Nigeria, underscoring its historical, economic, social, political, and cultural value and points out how adult education and social media has shaped the definitions, concepts, goals, and purposes of adult learners in Nigeria. The issues investigated are Empowerment of individual, adult literacy, Mass Media, and Adult Education and discussed analysis of the issues affecting adult learners in Nigeria.

Keyword: Adult education, Mass Media, life-long education, Diversity, empowerment, and Nigeria

Introduction

One of the main national concerns of the Government in Nigeria since its independence has been annihilation of illiteracy. The ministries of communications and education in Nigeria believe that for "literacy" to be worthwhile, it must be functional (Burnett 2017; Fredriksen, 2017). The main goal of these government agencies in Nigeria is to attain full literacy. The ministry of communications and education in Nigeria intend to accomplish this purpose by teaching well-designed learning to persons within the age of 20 - 40 years. These agencies using mass media seek to achieve this goal by imparting the general population focusing their attention on educating, informing and entertaining.

Educating: Mass media perform the same role as those formal and non-formal adult educational institutions do. Mass media is a life-long educator for the adult learners. Mass media offers knowledge on selected topics through non-news or news-based content that provides a complete idea of a subject which is adult learning through media.

Informing: Mass media is the medium of information that is essential for adult learners' to be informed and know what is happening in their community. Adult learners want to know about their community through media content known as news.

Entertaining: Mass media is a wonderful medium of entertainment. All mass media offer entertainment content that is of interest to adult learners. Olusola, (2011) hypothesizes that the inclusion of entertainment for adult learners is essential education for health sustainability.

The impact of mass media on adult learner has dominated the entire country, there are few Nigerians that don't know about Radio, television, cell phone or newspapers, and very few can survive without mass media (Anyim, 2006). Mass media has an impact on our lives, which may be beneficial and harmful. Broadcast journalism is a communication medium that can reach adult learners in the shortest time span and helps learners to overcome cultural barriers and social deficiencies (Akinfeleye, 2011).

Print journalism is another powerful medium of communication, that plays a major role in creating awareness among the public on the importance of literacy and education (Ogunsiji,1989, Azegbeni, 2006).

Social media is one of the important mediums of communication in the 21ˢᵗ century, which positively impacts adult learners because it is the modest way to communicate. Computer and cell phone technology are media instruments that make distance education, a form of adult education possible thus are important for adult learners. Mass media is used to improve adult learning and pedagogy, especially to the learners in remote areas, which makes adult learning imperative with illiterate men and women to be exposed to literacy, that is inevitable.

Mezirow (1978) states that transformation is the technique where students test their principles, postulations, and morals when acquiring new knowledge and beginning a progression of individual and social changes. Education is a necessity for survival of any developed or developing countries in the 21ˢᵗ century. Learning will not occur without education but learning can happen independent of the framework of education (Merriam & Brockett, 1997). Merriam & Brockett, (1997) asserted that learning can be incidental or scheduled educational events. It is the scheduled events that you see on broadcast and print media or social media that are called adult education. It is incidental activities that occur through being informed, entertained, and educated by the media.

Merriam (2001) referred to adult education as a progression where individuals undertake methodical and unrelenting education events for the goal of bringing about changes in learning, attitudes, beliefs, or capabilities. Knowles (1984) also identifies adult education as "the process of adults learning." In more technical sense or terms, adult education is "a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives" (Knowles 1984, p 25).

In Nigeria, lifelong learning and lifelong education refer to a theory of learning broader than adult learning (UIL 2018). This concept required Nigeria to rethink their educational structure (Power, 2015). The United Nations Educational, Scientific and Cultural Organization (UNESCO) has promoted lifelong learning and lifelong education as a kind of master concept denoting an overall scheme aimed at restructuring the existing education system and developing the entire educational potential outside the education system (UNESCO 2018). According to Dave (1977), this should prolong through lifetime, include all skills and branches of how we gain understanding, and give the prospect to all persons for complete growth of the persona (UIL, 2018).

In Nigeria, "lifelong learning" is beginning to take precedence over "lifelong education." (Benavot, 2018). This probably represents a general shift from thinking in terms of education to thinking in terms of learning. Three terms which are very popular globally and increasing in use are formal education, informal education, and non-formal education (EC 2001, Elfert, 2015).

Formal education: refers to educational institutions, which include all levels of both private and public schools, as well as specialized programs offering technical and professional training. In Nigeria, lifelong learning is associated with productivity, employability or skill development, and not associated to individual development (Han, 2001; Mohamed Rashid & Mohd Nasir, 2003).

Informal education: is generally unscheduled, experience-based, supplementary education that occurs through mass media and in the development of individuals' daily lives. There are no clear propensities on how learning will occur in informal education however, informal learning is impacted by socio-demographic influences only to a reduced magnitude but adults who are disadvantaged or displaced in terms of learning from day-to-day events. McGivney's (1999) noted that Informal Learning provides a strong and matching scaffold for evaluating, learning and fullness of individual in a social setting.

Non-formal education: is referred to as an organized educational event outside the conventional formal system such as in mass media that is intended to serve identifiable learners and learning objectives. The older persons now in Nigeria are mostly involved in non-formal learning events, predominantly for religious and leisure pursuits (Muhamad, 2001). Understanding the tradition of religious learning, older adults and marginalized group were found to be more habituated to non-formal (Merriam and Muhamad, 2000)

Although most developing countries have a high literacy rate, the adults that drop out from the system should be considered (UNESCO, 2014). Thus, lifelong, or continuing education through non-formal means is becoming increasingly important in mobilizing human resources. Nigeria has provided education and training facilities to meet the demand for lifelong education.

While the Nigerian government continues to do this as part of their development efforts, the non-government agencies are reinvigorated to contribute to non-formal education and training.

The total literacy campaign by Nigeria offers their citizens a second chance if they were neglected or were deprived of entrance to mainstream formal education. The objectives of adult education are to develop the persons independence and its sense of responsibility and reinforce his ability to deal with the transformation that is taking place in the economy, culture, and society which is viewed as a lifelong process; and with the help of mass media to encourage cohabitation, open-mindedness, and an informed, and resourceful involvement of citizens in their societies.

Adult education and Mass media will enable the adults in the communities to take control of their providence and culture to face the tasks ahead. It is fundamental that Nigerian's approach to adult learning be based on people's own inheritance, culture, values and prior knowledge and the diverse approaches promoted by mass media, and if these approaches are properly implemented it will enable and encourage the citizens to be actively involved and to have a voice.

Adult education therefore becomes more than a right (Elfert, 2015, 2018, UNESCO 2018), just like mass media both becoming the key to the twenty-first century. Both are powerful concept for fostering sustainable development, promoting democracy, justice, gender, equity, social and economic development, and for building a community where violent conflict can be replaced by dialogue and a culture of peace (Elfert, 2015, 2018, UNESCO, 2018). Adult education and mass media can shape character and give value to one's life. Though the content of adult learning and education can vary, especially in Nigeria, according to its economic, social, environmental, and cultural context, the needs of the adult learners are essential fundamentals of adult education in which learning becomes true lifelong. The mass media, adult education, and continuing education impact in Nigeria is to create an educated and open-minded community, economic and social development, encourage literacy, improve poverty and preservation of the environment therefore, should be built upon.

Statement of Problem

The mission of adult education is to educate, and mass media is to inform, entertain, educate, and help adults as individuals and in groups, achieve their goals and aspirations. As a result, adult education and mass media has an enormous impact on the life of people in Nigeria. Nigerians place importance on formal education and neglected adult and non-formal education. Adult literacy, Mass media and adult education are needed to guarantee an informed government and community, whose insights, educational events, and decisions of the government are very fundamental to the cause of adult education and the achievement of nation's objectives. Nigerian economic development compares very unfavorably with levels already attained by other third world countries (Omolawa, 2008). Thus, any change in adult education in Nigeria is welcomed. Adult education is the procedure by which a society transmits its collected knowledge, skills, and value from one generation to another.

The impact Nigerians enjoy today has been marked by the development in mass media, information sharing, social media and citizen journalism, which have become an integral part of our daily life. This is evident in the individual behavior on social media, use of our smart phones and the structure of our society at large. The way we communicate have progressed faster than anticipated in transmission of words and images. Mass media serves as a tool to accelerate globalization which is the process of interconnectedness of economies, polities, societies, and cultures (Sobowale, 1985). Mass media and adult education are influential dynamism for change in Nigeria, that play a role in advancing development agenda, as well as supporting economic growth (Owolabi, 2008; UN, 2015).

Theoretical Framework

According to Ormrod, (2008) individualism is grounded in the study of individual needs and interests to gain skill, knowledge, and interpersonal aptitudes. Huilt (2009) asserted that theorists are concerned in the study of self, inspiration and setting objectives. An Adult learner can live a moral, cheerful, and constructive life on the foundation of his/her own reason and knowledge such as media, without relying on solely on educator (Schafersman, 1995, Dogini, 2017). According to Huit (2009), and Dogini, 2013, 2016, 2017) humanists believe that the destiny of an adult learner should not rely only on classroom, formal or non-formal; people should decide their own strategy. Humanists believe that educators should endorse learner's personal freedom, choice and responsibility since they are independent individuals (Ormrod, 2008).

Theoretical perspectives identified in literature on adult education and mass media on adult learners, show there are gaps, barriers, and hurdles for an adult learner's perspective to learning from mass media and adult educators. This becomes a complex and confusing process, the study of theory of andrology further prompts curiosity that adult education and mass media have an impact on adult learners' learning (Dogini, 2013, 2015, 2016a, 2016b). According to Vygotsky (1978) collaborative activities and social interaction such as media are important in teaching-learning, constructed or built based upon current and past knowledge or experience (Ormrod, 2008)

Education is proclaimed to be an integral part of human rights (Elfert, 2015; 2018), as Mass media is proclaimed as a major source of information for humans to be successful in the community and globally. In Nigeria, elementary education is free and media information is free and accessible to all citizen with the proper equipment. Adult Education and Mass media are the driving force behind economic growth, human and cultural development (UNESCO 2014). Adult education and mass media help people become aware of their entitlements and responsibilities as members of the society and are thus able to contribute actively to the building and management of their life in a community. Mass media and adult education are key factors that impact globalization opportunities for development of individuals, without formal education their community would not be able to predict development. Unfortunately, Mass media and adult education shortfalls are better in Nigeria compared to some developing countries, but there are still persistent problem of illiteracy and low skills individuals in the country (Elfert & Rubenson, 2013).

The theoretical underpinning for this study was based on constructivism (Piagets, 1970, Dogini, 2012, Caldwell, 2009). Piagets' intellectual developmental theories incorporated nature of knowledge and skill, and how adult learners gradually acquires it, construct it and use it (Ormrod, 2008). Piagets' intellectual developmental theories included being informed, educated, and entertained by mass media, and how adult learners gradually receive it, process it, and use it. This theory considers learning as an active, social process, in which learners process and construct meaning of their world with the support and understanding of formal and non-formal education (Driscoll, 2005; Ormrod, 2008, Dogini, 2012, 2015). Constructivism allows adult learners to discover how learning occurs in their environment. The theory of learning asserts that knowledge and skill develop through being informed, educated, entertained, action, participation, and reflection (Driscoll, 2005, Ormrod, 2008, Dogini, 2012). Medrano (2005) asserted that the theory of constructivism suggest that knowledge and skills are not something that already exists, but something that an adult learner, learns through the incorporation of new information into the existing information (Dogini, 2012). This theory also suggests that adult learner constructs knowledge, process information, which is mostly influenced by the adult learner's external relationships with the environment (Dewey, 1952). These perspectives that learners construct knowledge, place the lead for directing learning directly in the hands of the learner (Ormrod, 2008).

Uneducated and uninformed population in Nigeria face severe disadvantages in this fast-growing media society and increasing global market. Since adult education is to improve knowledge and skill, and mass media is primarily designed to inform, educate and entertain, which are the basic capabilities and rights needed to pursue fullness and livelihoods. Both are indispensable circumstances that helps the population to contribute fully to their community. To integrate into the world economy, people must not only acquire the knowledge and tools of traditional knowledge, but above all, they must be informed about their society. Knowledge and information are the fundamental ingredients, individuals need to respond to opportunities and challenges in their livelihoods. Adult education and mass media make learning a permanent process, a lifelong learning process. Lifelong learning should be based on adult education- "learning to learn" and mass media- "learning to know".

Adult educational development and reform in Nigeria have been considered by the government's efforts to adapt education to national development needs. Also, mass media is central to the development of a society (Igben, 2006) and agent of change in a society. The essence of educational development and reformation has always been to provide education for human resource development, to meet the needs of the social, economic and political development of Nigeria. Without the mass media providing information that are necessary for economic, social, and political development, and leaders to make informed decisions, the development of any society is bound to be sluggish (Owolabi 2008, Okunna, 1998, 2000a, 2000b, 2001).

Empowerment of Individuals

Simeh (2008) asserted that when you educate a man, you educate an individual, but when you educate a woman, you educate a nation. UNICEF (1994) noted that individual empowerment should be addressed at the level of basic welfare services, access to resources, participation, and control over power.

This includes providing assess to media such as, Cell phone, Television and Radio in local community. Karl (1995) supported this view and defined empowerment as a process of awareness and capacity building, which will lead to greater participation, to greater decision-making power and control, and to transformative action. Oxfam (1995) stated that empowerment involves challenging the forms of oppression, which compel millions of people in Nigeria to play a part in their society on terms, which are inequitable. In Nigeria, empowerment emphasizes the importance of increasing their power and taking control over decisions and issues that shape their lives. Empowerment is uplifting individuals from negative feelings of helplessness to positive feelings of self-confidence, and the ability to get on with the process of living (Karl, 1995).

To empower individuals particularly women in Nigeria means to understand and address the various dynamics of power and relationships in a particular society, which are intertwined, with issues of age, class, culture, ethnicity, gender, history and tribe. United Nation (1995) described empowerment as a development that must be by people, and not only for them. People of Nigeria must participate fully in the decisions and processes that shape their lives, at the same time promote an instrumentalist view of empowerment. Investing in women capabilities and empowering them to exercise their choices is not only valuable but is also the surest way to contribute to economic growth and overall development of Nigeria (UN, 1995).

Empowerment actualizes individual's self-esteem and make progress and positive social and economic growth and sustainable development, and achievable features of individual society. Empowerment is not only about opening access to decision making, but also include processes that lead people to perceive themselves as able and entitled to occupy that decision-making space (Rowlands, 1995). Empowerment is sometimes described as the ability to make choices, but it must also involve being able to shape what choices are been offered. As such, what is seen as empowering in one context may not be in another. In Nigeria, women had attained some level of empowerment but there is still more room for improvement in the areas of education, the economy and decision-making in the home and the community. Rowlands (1995) stated that the foremost agent of empowerment is education. Adult education is the passport to liberation, political and financial empowerment.

The launch of the Literacy Initiative for Empowerment (LIFE) by UNESCO provided a ray of hope for the development of a strategic framework for literacy education in Nigeria (UNESCO, 2018). LIFE operations are intended to be country-led, respond to country-specific needs and priorities, and correspond to national capacities. The ministry of education in Nigeria is committed to ensuring opportunities for all to acquire and maintain literacy skills and create a literate environment to support oral culture. Literacy is a person who has reading ability and has formal education and at least some form of informal education.

Freire, (1970) noted that literacy is a catalyst for participation in social, cultural, political, and economic activities, and for learning throughout life. Literacy is typically described as the ability to read and write. It is a concept claimed and defined by a range of different theoretical fields. The United Nations Educational, Scientific and Cultural Organization (UNESCO), defined literacy as the ability to identify, understand, interpret, create, communicate, compute and use printed, and written materials associated with varying contexts (UNESCO, 1984, 2014, 2018). Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and society. In mid twentieth century literacy was simply the ability to read and write a message. Today's definitions have focused on the effective applications of skills. The concept of functional literacy has emerged to describe the use of basic skills in specific contexts. UNESCO definition of functional literacy is a person functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community" (UNESCO, 1984, 2014, 2018).

Background and Literature Review

According to the most recent census, Nigeria has a population of over 160 million, and it's the most populous country in Africa and the largest unit of people of African origin in the world. The country consists of 36 States and a Federal Capital Territory and holds a presidential system of government. Nigeria is located on the west of Africa, bordered by Niger, Mali, Benin, Cameroon and the Atlantic Ocean (United Nations Development Programme, 2004a). Nigeria is a democratic country that has undergone a civil War and military rule in the late twentieth century, with little growth and prosperity over the last two decades. The country is birthed with a multitude of natural resources and a leading producer of palm oil, cocoa, and rubber. Nigeria is a member of the Commonwealth, Organization of Petroleum Exporting Countries (OPEC), (United Nations Development Programme, 2004a).

Due to lack of guidance, poverty continues to devastate the potentially wealthy country. After more than 50 years of independence from the British, Nigeria is still ranked bottom last of countries in the 2004 Human Development Index (United Nations Development Programme, 2004a).

The petroleum industry is central to the Nigeria economic profile and its one of the largest producers of petroleum product in the world. Nigerian economy is highly unstructured and lacks infrastructure that result to poverty and lack of industrial resources, which are the biggest challenges for Nigeria (Omolewa, 2008). Also, corruption has been the main barrier to the success of any effort made in Nigeria.

Diversity

Nigeria has wide diversity of cultures, languages, and social-political beliefs. Without access to adult education and mass media, they faced to be socially and economically excluded (Omolewa, 2000 Panahon II, 2009). In Nigeria, globalization, labor migration, economic structural shifts and higher pace in economics are some of the reasons that justify the urge for a more reactive approach to Mass media and adult education policy from the Government (Panahon II, 2009). These policies will stipulate the advancement of skills and competencies of educators and trainers in adult education. The growing competitiveness of Nigerian economy should not be delayed due to weakness of the educational system, even though the citizen literacy level does not match the knowledge and skills demanded by new industries in the global economy (Panahon II, 2009)

For Nigeria, the major issue with adult education relates to how the term "adult education" is perceived (Omolewa, 2000). Within the country, historically, adult education is not a popular education program, which suggest teaching non-literate adults at grassroots level, those who are unable to enter the formal education system (Omolewa, 2000). The phenomenon that the areas where adult education and mass media are achieved are self-evidently distinct and prevalent: schools, local communities, corporate sector, government agencies, churches, or even tribal areas. Diversity with respect to policies, goals, and approaches, are personalized according to the targeted adult learners.

Nigeria is characterized by diversity than uniformity and this diversity in itself is multifaceted. Political structure includes varying form of democracy as well as nations in transition. The population is religiously diverse, and the cultural overlay includes Muslims, Christian and other faiths, which continue to exert an effect on adult education (Omolewa, 2000). In the 21st century, there is a major shift in new global literacy environment that is steering the everyday lives of Nigerians. The cross-border use of information and communication technologies has set Nigeria to embark on a process of transition from developing countries to a knowledgeable society. The developments in the information and communication technologies demanded revision and look at sharing knowledge, skills and the fostering of the adult education.

Educational Policy of the British Government

When the British colonized Nigeria, the British government had no noticeably defined strategy on adult education for Nigeria before 1925. Fafunwa, (1974) stated that the commission formed in 1922, "Education in Africa" recommended for the development and institution of a policy on adult education represented the formal acknowledgement of the need to develop adult education alongside youth education or schooling. The British colonial government first education policy for Nigeria was issued in 1925 (Fafunwa, 1974). Fafunwa, (1974), noted that this policy and its enactment approaches did not address adult education rather, the British colonial government concentrated on formal school education. In 1951, the Central Board of Education was formed by the British colonial government and endorsed a policy on adult education (Fafunwa, 1974). The aim of adult education was to organize remedial primary education for adults, which included basic adult literacy and craft making. The policy firmly stressed the importance of women's participation in adult education (Fafunwa, 1974).

Nigeria has since, made many conscious efforts to improve and develop literacy so that it will achieve a high literacy rate by the mid twenty first century. They still have a long way to go but there are positive indications that their literacy rate is increasing (UNESCO, 1984). Nigeria adopted an official language of a former colonial power, therefore literacy in the national language is required to be considered fully literate (UNESCO, 1984). Nigeria is following strategies like mass literacy crusades and plans that incorporate primary education with adult literacy programs and selective literacy crusades with a precise emphasis (Bhola 1990). Each method places conflicting emphasis on self-reliance, self-motivation, and the quality of education (Bhola 1990).

Educational Policy in Nigeria

Opposition to the implementation of the principle of providing education for the older adult population has remained ubiquitous in policy conversation in Nigeria since its colonization (Elfert & Rubenson 2013). Nigerian Government were selective in educational provision, and therefore excluded adult literacy because it was not considered a priority. The National Archives, Ibadan (1949) noted that the Colonial Education Officer, Mr. J.G. Speer, stated it was not in the best interest of Nigeria to motivate unwilling adults to attend literacy classes, when the government does not have adequate resources to provide education for all the children who want to learn (National Archives, Ibadan 1949).

According to Awolowo (1960), "to educate the children and enlighten the illiterate adults is to lay a solid foundation not only for future social and economic progress but also for political stability" (p. 68). There was no uniformity in the coordination of literacy and post literacy campaign in Nigeria. The ministry of education tried to introduce literacy program, which is 'each one, teach one' method. Eastern Nigeria was opposed to an active promotion of adult education (Omolewa, 2008), in the Northern part of Nigeria, there was a spirited, well-coordinated literacy and post literacy crusade and Western Nigeria introduced the first free education and supported adult learning, the Minister stating that development could not take place if the adult population are denied literacy (Omolewa, 2008).

Nigeria Today

Recently, Nigeria have made attempts to improve mass media and adult education situation. There are organizations that have contributed to support initiatives in the education of adult learners in Nigeria (Sarumi, 2001). The international agencies and organizations have contributed to provide the much-needed resources and incentives to educate adult learners and focus on literacy work, especially for defenseless groups in rural areas and among the poorer population in urban areas. However, funding of literacy has not been a priority in federal government budgets and wealthy Nigerians have no interest and are very reluctant to make impact to the empowerment of their people through literacy efforts (Sarumi, 2001).

Researchers have agreed that there is astonishing speed in the development of mass media, the reproduction and transmission of word and image in Nigeria (Onimode, 1995, Elfert & Rubenson 2013). They also agree that adult education is instructional and supports services for adults who are not enrolled in formal educational setting, lack educational foundation and whose inability to speak, read, and/or write effectively impairs their ability to function on the job, and in their society (Dogini, 2014, 2015). To articulate and achieve fullness and develop their knowledge, they need adult education support service and adapt to the growing speed of mass media to raise their level of education and self-sufficiency in their society (Wogu, 2006, Dogini, 2013, 2016). This research attempts to improve some of the fundamental problems that impact mass media and adult education instructional and support services research to improve adult literacy in Nigeria using a different method. Instead of trying to isolate and describe the portions of a media product devoted to development news, as has most frequently been done, this study focuses on an event related to lack of educational foundation and the reproduction and transmission of word and image.

Mass Media

Mass media is not widely available to the general public in Nigeria to meet the needs of the present "revolutionary situation" faced in the education of adults. Nigeria needs mass media to overcome their present weaknesses (Oso, Odunlami, & Adaja, 2011). Mass media educates the adult learners in the community through print and broadcast journalism. Mass media creates the needed relations of older adults in the community, by informing, educating and entertain to smoothen the transition. Mass media identifies the path for change, and can indirectly change individual valued practices, affect attitudes held channeled by beliefs, and acts as an agent of contacts in Nigeria. Mass media widens individual prospects, focus their attention, raise aspirations, and create a climate for economic, social and political development (Omu, 1978). Mass media provides rich material that could be used for interpersonal dialogue which carries flow of information in a less technically developed areas and introduce new dimensions to education and problems. Mass media enforces social norms, helps substantially in all types of education and training, confer status upon those who are trying to articulate themselves and achieve fullness, and to provide for these idealized objectives (Duyile, 1987) requires adult education and mass media.

Mass Media in Nigeria

Mass media in Nigeria started through the emergence of the first newspaper founded by an Anglican Missionary, Rev. Henry Townsend "Iwe Irohin" in 1859, at Abeokuta (Duyile, 1987). It could be attributed to the missionary activities in the coast of West Africa during slavery that laid the foundation of media evolution in Nigeria (Omu, 1978). The growth of the press in Nigeria was driven by a few African intellectuals interested in social, political, and economic matters who choose to contribute to national discourse through the mass media (Sobowale,1985). The Nigerian mass media has struggled since then (Oso, et al 2011). The issues have been with identifying the milestone, the implications to the media history and contributors who have shaped the future of mass media in Nigeria. Studies have shown that the missionaries played major roles in the evolution of the media in Nigeria (Tador,1996). Also, the post-world war was significant in the history of mass media in Nigeria. During the post-world war broadcast media was born in Nigeria.

In 1957, The Nigerian Broadcasting Corporation was established to serve the interest of British colonial government. In 1959 the Western Nigeria Broadcasting Corporation, established a commercial television and Radio in Ibadan to break the monopoly by Nigerian Broadcasting corporation (Akinfeleye, 2011). In the 1960s, North and Southeast of Nigeria also established their broadcast media. In 1992, during Gen. Ibrahim Babangida military administration, the Nigerian government monopoly of broadcasting was abolished, and the National Broadcasting Commission was founded, and Licenses were issued to private citizens to own and run broadcast media (Akinfeleye 2011). According to studies, Nigerian mass media has been there at every milestone; independence; post-independent era, during and after the civil war, and during the different transitional periods from military rule to civilian (Akinfeleye 2011). Since the emergence of the first newspaper in Nigeria, Mass media has witnessed tremendous growth in terms of expansion, coverage, and technology.

The Challenge of Underfunding in Nigerian Media industry

The pertinent question is how mass media will survive in Nigerian conditions, where businesses cannot depend on public electricity supplies, have economic limitations, fund raising events are limited and still be socially responsible to the community and public (Okoro, 2006). Hulteng (1979), noted that for stakeholders to get a chance to perform whatever functions they want to perform in the society, use mass media to influence adult learner, it must first establish itself as a sustainable project, and able to stay afloat economically. According to Omu (1978), for any media industry to carry out its expected roles of informing, educating, entertaining, and contribute to socioeconomic development of Nigeria, it must build strong resistance to economic adversity.

Analysis of Mass Media in Nigeria

Mass media is employed to reach vast numbers of illiterates who cannot be taught because of lack of resources and provide vital adult education to literates. Mass media provides a continuous flow of information, which enables peoples to participate intelligently in civic affairs, in discussions on issues of personal concern and in the decision-making process. Mass Media can teach a body of knowledge, skills, stimulate awareness and new attitudes, directly or in combination with interpersonal communication. Mass media are not merely aids to the adult educator, but educational agents. Like other forms of adult education, mass media has limitations such as one-way communication, centralized production, need for technical infrastructure for distribution and reception, etc (Okoro, & Agbo, 2003). In the 21st century social media is becoming more interactive, more like two-way communications. The full effectiveness of Mass media depends therefore upon its integration into a comprehensive method of adult education. The choice of fields in which the application of mass media to adult education can be envisaged, depends on the country's conditions. Nigerians will certainly place the emphasis differently, according to their own priorities (Oseni, 2005).

As a post-secondary educator in the field of mass media arts in adult education, mass media are tools for solving problems and should be used fully whenever they are expected to make a valid contribution toward the resolution of fundamental educational tasks. It is essential to emphasize that application of the media to adult education in Nigeria is economical when they are used on a relatively large scale, and over a sufficiently wide area (Odeh, 2007). Studies have shown that mass media can be effectively applied to the development of resources to meet basic economic, social, educational, and cultural needs of Nigeria (Mabogunje, 1980). Nigeria have taken full advantage of mass media in promoting economic skills, civic awareness, and social adaptation of personal development of adults. They are already acquainted with using media and other agencies in combination.

Adult Education

The promotion of functional literacy is important because it enables the farmer, the industrial worker, and the homemaker to do their job more efficiently and to lead a more meaningful and fuller life. In Nigeria, restricting adult education to literacy of a functional nature will not meet the full and urgent needs of Nigeria. The traditional forms of adult education in Nigeria, though educationally effective, are not organized and adapted to the diverse needs of a changing technology and society.

Adult education is a form of schooling and learning programs in which adults participate. Thus, adult education is referred to as teaching and learning activity organized for adults irrespective of mode of delivery, content, or level. It includes both formal and non-formal educational programs like literacy training, Mass Media, community development and continuing professional education. Adult education aims at improving the situation of people by increasing their skills, knowledge, and awareness UNESCO, 2014 & Elfert, 2018).

Adult Education in Nigeria

Literacy is broadly conceived, as the basic knowledge and skills needed by Nigerians in this rapidly changing world, and it is a fundamental human right of the people (Elfert, 2018). In every society, literacy is a necessary skill and one of the foundations of other life skills. Nigeria operates within a narrow definition of literacy, which is the ability to read, write and calculate and on the other hand mass media is to inform, educate and entertain. This is no longer adequate for people to operate successfully in a scientific and technological age. Literacy is not just about adapting to existing conditions but problem solving and critical-thinking skills necessary to bring about changes. Thus, Nigeria is becoming increasingly concerned about "what comes next" after basic skills are taught. As a result, they have developed innovative methods to address the aims of learners in social, economic, and cultural areas. Nigeria needs to determine what constitutes literacy in the light of their present situation and in relation to the society in which they must operate. In Nigeria disproportionate numbers of illiterates are female, from poor households, and members of minority groups (Karl, 1995).

Women have a right to equal opportunities. In the 21st century, Nigeria will depend on the full contribution of women in all fields of work and aspects of life (Karl, 1995). As result adult learning policies and mass media should be given priority to expanding educational opportunities for all women. Nigerian ministry of education and ministry of communications have taken practices and measures to ensure women's right to literacy, education, and training.

Nigerian government agencies and private sectors have established training institutions for adult education. Nigeria provides adult learning in the industrial, agricultural and community development sectors especially for the rural poor (Karl, 1995, Muhamad, 2001). Muhamad (2001) noted that the public allocations in Nigeria went to technical training in manufacturing and instructional technology for the purpose of producing skilled workers to boost productivity and effectiveness. In the mid-1990s Nigerian government took measures to improve accessibility to increase participation in educating through the distance-learning program as stipulated in their adult education policy (Muhamad, 2001). This was a chance to provide opportunities for advanced education and career enrichment for the adults who missed opportunities through the initial education system. Thus, adult education is related to personal growth, development, occupational and career related education. Studies show that the Nigerian Government has placed consistent importance on education and training for the purpose of national development and to meet the human resource requirements to enhance economic growth with emphasis in areas related to science and technology (Muhamad, 2001).

There is a differing context and priorities that characterize adult education in developing countries. In Nigeria, the focus is to address basic literacy, cultural expressions, human rights, and responsibilities and equipping for active citizenship and linking adult education as a key component of lifelong learning (Muhamad, 2001). In contrast, Nigerians have attained basic education and are beginning to diversify the scope and range of adult education in their respective territories. The terms "adult education", "adult literacy", "continuing education" and "adult learning", among others, have been used interchangeably in actual discourse and various literatures (Muhamad, 2001). Adult education has assumed the nature of continuing education that supplements or enhances early education, while in Nigeria, the Ministry of education, communications and the other organization continues to focus itself on eradicating and mitigating basic adult illiteracy. Nigeria continues to pursue adult education activities along the line of basic literacy and numeracy skills.

Basic literacy is incorporated with knowledge, skills and approaches that make adult learners become more industrious and driven members of society. Such fundamental transformation will call for a policy shift at national and regional levels and readjustment of establishments working in the field of adult education. Adult literacy is experiencing rapid changes in the current cultures in response to broad social media, economic and technological changes in adult education, and in everyday lives. Nigeria aspires to participate actively in the global initiative to illuminate the importance of understanding the multi-facet of literacy and issues involved in literacy practices.

The self-esteem of adult learners is an issue affecting adult education in Nigeria, especially adults with poor educational backgrounds frequently lacked interest in learning or confidence in their ability to learn (Cross, 1981). In their experience with education in the past, the-outcome of effort is more likely to be the pain of failure than the reward of a new job, a promotion, the admiration of others, or the self-satisfaction of succeeding at the learning task. Early and constant failure in school usually leads to lower self-esteem (Cross, 1981). Cross, (1981) noted that adult learners with poor academic achievement and spiteful experience are too frightened to take further courses once they leave secondary school education because of the possibility of failing. Thus, Nigerians' adult educators need to stimulate these underprivileged group self-confidences so that, they can undertake uncertain new learning situations. A beneficial way to address this issue is to create more low risk educational opportunities for adult learners (Cross, 1981).

In Nigeria, most adult learners that are involved in adult literacy do not have a very clear and distinct goal and expectation. According to Johnstone and Rivera, (1965) developing countries, such as Nigeria, the emphasis in adult learning has been on the hands-on rather than the academic; on the applied rather than the theoretical; and on skills rather than on knowledge or information. Boshier (1973) stated that motivation for learning for adult learner is the interaction between internal emotional factors and external environmental factors, or the participant's perception and interpretation of environmental variables. The environment in Nigeria requires or encourages further learning, therefore adult education is perceived as having high personal value or utility (Johnstone and Rivera, 1965). An individual's perception of the value of adult education will affect individual's disposition or readiness to participate (Cross, 1981, Boshier, 1973).

The lack of funding for adult education

The volume of international aid to education is decreasing (UNESCO 2017; UIL 2017). The financial crisis had a devastating effect on social and economic rights (Nolan 2016) in Nigeria and has greatly impacted private sector's investments in education for development. UNESCO Global Education Monitoring Report 2016 stated that "adult education remains a low primacy in most country's budget (UNESCO 2016) especially Nigeria. This low priority in country's national education budget on adult education is an indicator of its marginalization (UIL 2017a, b), although Nigeria recently is politically committing to adult education (UIL 2017a) and improving stake- holder coordination (UIL 2017a). Nigeria recently reported that they had received new funding from international bodies (UIL 2017a) which point to the infrequent nature of funding for adult education, as a result continues to be seen as a conditional project, which is the reason it is not included in regular national budget (UIL 2017a). Therefore, leaving the adult education to depend essentially on extra-budgetary resources from NGOs and development partners (UIL 2017b). The funding gap for adult education in Nigeria, and the role of the private sector, is not clear, in terms of increased funding (Naidoo 2017), given the substantial shift in the political frugality towards privatization of education (Verger et al. 2016) in Nigeria.

Analysis of Adult Education in Nigeria

There are conflicting perspectives on adult learning as it relates to and separates itself from early childhood development practices and overall approaches to learning. All styles of learning are applicable to both early childhood and adult learning, with differences presenting themselves in regard to the use of the style based on the learning environment. Andragogy is referred as the act and science of helping adult learn (Knowles, 1984).

Merriam (2001) asserted that the assumptions underlying andragogy describes adult learners as an independent self-concept and can direct his or her own learning; has accumulated a reservoir of life experiences that is a rich resource for learning; has learning needs closely related to changing social roles; is problem-centered and interested in immediate application of knowledge and is motivated to learn by internal rather than external factors (p.5). Adult education in Nigeria exists in a variety of settings ranging from a formal institution to non-formal.

It helps acknowledge prior knowledge and experiences of learners and their ability to recognize their own skills as lifelong learners (Merriam, 2001, 2014).

There are several issues that affect adult education and learning experience in developing countries. In Nigeria, adult learners place themselves in adult learning environment because it is a life-changing event. The nature of issues that affect adult education includes learner's life experience (including life altering events that affect cognitive abilities); Work experience (including development of thinking patterns based on this experience), positive/negative from previous adult learning experiences; Time between learning interactions and aging factors (Merriam, 2001, 2014). In Nigeria, adult education is deemed critical and still exists because of increasing population growth with significant level of adult illiteracy.

Lack of Resource

In Nigeria, a person who has not received primary education is illiterate. There are two types of illiterates in Nigeria, which are illiterate children and illiterate adults. In Nigeria, adult illiteracy is because of poverty. People living in rural areas and villages cannot afford to send their children to school. They cannot afford a television set, cell phone, radio, or knowledge on how to purchase a newspaper. In these communities' newspapers serves as toilet rolls if they can find them. In rural areas and villages most schools are without proper facilities, furniture and sometimes there are hardly teachers.

Lack of resources on the part of the Nigerian government is a major impediment in the propagation of adult education. The Ministry of Education in Nigeria spends less or no money on adult education as compared to developed countries for example the United State of America. In some regions of Nigeria, due to their religious belief, parent and community still do not allow the education of children particularly girls and first sons to attend school, except religious education organized by the religious institutions.

The first challenge for adult educators at the individual level is what Paulo Freire called conscientization – consciousness-raising – that is, helping adult men and women who may be resigned to the condition of their poverty, to become aware of the fundamental problems in their lives to the extent that they are motivated to act to improve their responsibility circumstances, opportunities, and rights (Freire, 1973), and understand the political economy of their own lives (Elfert, 2018).

Related with this idea is the need for their government to inform the citizens about the development services made available in their area by government functionaries and NGOs, especially those individuals in rural and urban areas that are not accessing the service.

These issues have often not been raised because they are considered too sensitive to handle but they must be boldly encountered. Small family norms must be discussed and how and where to get help for contraception and this should be talked about by media as well by educators. Most importantly, broadcast media, social media and adult educators must work with all relevant citizens of Nigeria, their community to create work and other means of livelihoods. All opportunities for self-employment within the community should be explored. Adult educators, broadcast media, and social media should remember that if the young adults in Nigeria, do not have work they would be tempted to get involved in illegal activities.

The consequences of neglect and agenda for action in Nigeria, is that educational programs continue to operate mainly as incongruent, piecemeal activities that are not incorporated into a coherent in pursuit of adult education national development vision (UNESCO, 2014). The inadequate funding, and irresponsible implementation which are connected to historical lack of passion and vision for adult education as a strategic goal (UNESCO, 2017; UIL 2017b) and an instrument for national development. Most government sponsored adult education activities have been unceasingly weak (Aderinoye, 2002).

Majority of Nigerian adults scarcely look forward or responsive to the strategic needs of the economy, social and political development needs, which are determined by adult education curricula. Framework used by Nigeria for organizing and delivering adult education programs are hardly innovative or forward-looking. Another cause of illiteracy in Nigeria is the geographical location. Aderinoye, (2002) asserted that this creates lack or inadequacy of physical and instructional facilities in government-owned adult education training centers, which is indicative of the neglect and marginal status of adult education. Omolewa, (2000) noted that "the consequences of neglect for action in adult education includes the constraints of funding, lack of continuity of policy, increasing huge debt, problem of gender and language" (p. 15).

This has become a concern as a result, Nigerians are in pursuit to have a well-developed adult education that is designed to respond to personal and national development needs, and also eliminate the barriers to adult participation (Aderinoye, 2002). Shultz, (1961) stated that adult education directly contributes to the growth of national economy by improving the skills and productive capacity of workers. On the other hand, the lack of education keeps individuals and nations poor. Closely related to the economic productivity rationale for education is the rationale of professionalization of modern society (Cullen, 1978). Nigeria invests in education because education facilitates personal and social development (Merriam, 2001, 2014). For Nigeria to function in modern society, it will need a good measure of education and social media. Even though, Nigeria is not quite there yet, the imperatives of 'information and technology society' demand that individuals possess at least basic literacy and numeracy skills, as well as general social knowledge (Omolewa, 2000). Meyer, (1992), observed that current society has institutionalized adult literacy as a right, social virtue, public good, and stratification process as rights of Nigerian Citizens.

To effectively address the literacy issues of adults in Nigeria, adult educators and mass media outlets must become committed activists on behalf of the underprivileged and build an overall system for advocacy and delivery of adult education that is comprehensive and commensurate with the challenges they face today. To minimize poverty, mass media and adult education are needed in the political and economic systems and structures of inequality in which the underprivileged may be entrenched (Bhola, 2004). The underprivileged and the powerless group are capable of discontent, because they are not always able to organize themselves to demand social justice (Bhola, 2004). Nigeria need help from selfless teachers and activists because mass media and adult education are the best hope for the underprivileged in Nigeria.

An adult learning agenda for older adult population in Nigeria entails the development and implementation of a systemic adult education policy. The educational policy will be guided in conception and implementation by a philosophy of continuing education or lifelong learning. Lifelong learning as a philosophy and a way of life, emphasizes that learning should be ongoing throughout life. According to Edwards (1997) a swiftly inclusive adult learning procedure will support a culture of learning that will lead to the emergence of a knowledgeable society. Nigerian adults grapple with the problems and opportunities in their personal lives, they became challenged to contribute to the development of their communities and society. Hence, lifelong learning becomes imperative, not only for the effective functioning of individuals at the workplace and in their own communities, but also for the renewal of society itself. A systemic and comprehensive adult education policy in Nigeria pursues, among others, the following key objectives.

In a country like Nigeria, where poverty is currently pervasive, people are preoccupied with how to make out a living. Consequently, inspiring adults to partake in adult learning and training programs that are not employer-sponsored would require incentives (Aderinoye, 2002). These adult learning strategies are not incorporated to ensure a connection among the strategies, understanding that the strategies may not address the needs of individuals of older adult population participating in the program, as well as what is needed in the society. The comprehensible adult education policy adopted by Nigerian ministry of education has a unifying mission, as well as structural means for coordinating programs and activities. Aderinoye, (2002) noted that the involvement of non-governmental organizations, the private sector and international organizations in mass media, adult education framework, and guidelines are clearly defined by their government policy.

Nigerians are compelled to concentrate their efforts in adult learning on literacy or basic education because the adult population need to be developed, mobilized and optimally utilized in national development, as a result they instantiated a comprehensive education and training opportunities for adults. Most of them do not clearly understand their responsibilities and rights or understand how their government functions. Gartforth (1980) stressed the need for an educated populace if democracy is to succeed: "without an educated electorate democracy is impossible, for it requires of its citizens alert, informed, critical interest and, as far as possible, participation in the processes of government" (p. 36). One of the major concerns for Nigeria has been national unity, which has posed a challenge, because they are multi-ethnic, multi-lingual and culturally diverse. Mutual suspicion and unhealthy rivalry among different ethnic groupings tend to constitute a drawback and advancement to national unity (Gartforth, 1980).

The rivalry, suspicion, and violence among the ethnic and religious groupings could be minimized through media and adult education programs established in communities, which help to bring and teach a culture of peace. Adult education and mass media plays a key role in community development since most Nigerians live in rural communities (United Nations Development Program, 2004b),

Therefore a responsive adult learning program can raise people's consciousness and make them aware of their responsibility circumstances, opportunities, and rights.

Methods

This study relied on unified review of literature and research on adult education and mass media impact in Nigeria from different geographical areas and diverse cultural backgrounds. It is important to know that the researcher's background, personal experience, and knowledge may shape the understanding, thus it is the responsibility of the researcher in this study to recognize the flow of the understanding from review of literature (Dogini, 2014), cultural and historical experiences (Creswell, 2009, 2013). The methodology used by the researcher to explore the concern on adult education and mass media impact on adult learners in Nigeria evolved from a qualitative approach and unified literature review from analysis of scholarly works available on mass media and adult education on adult learner in Nigeria that provided useful methodological mechanisms. The study's approach to mass media and adult education impact on adult learner in Nigeria in this study is relative to what makes sense and to analyze the literatures. The goal of qualitative study was to explore adult education and mass media impact on adult learners in Nigeria to attain a positive outcome (Swearer et al., 2010).

Adult education and mass media make adult learning a non-negotiable mandate for all adult learners and an accessible goal. In short, education is to empower marginalized groups; adult education and mass media are empowering adult learners, because it allows those marginalized group that cannot fit into formal education setting to become better learners and successful human beings (Gay, 2000, 2002, 2010, 2013). Overall, the review of the articles related to adult education and mass media presents an argument for adult learners in Nigeria. All the articles reviewed are related to adult education, and mass media as a tool for adult learning and teaching (Dogini, 2013, 2017) and they present an argument that adult education and mass media are value that has a huge impact on adult learners, as a result it is relevant. This approach brings out an understanding of social activity for participants in social context (Addison, 1988; Torrance, 2000), and the components that affect the success of mass media and adult education impact on adult learners in Nigeria. To understand and capture the meaning of mass media and adult education impact on adult learner in Nigeria, as interpreted by individuals within its context of Generic study, an inductive qualitative research method.

The author used a generic qualitative research approach to describe the adult education and mass media challenges, success, and impact on adult learner in Nigeria. This generic qualitative study investigated marginalized adult learners in Nigeria. The purpose of this generic qualitative research design was to examine how adult education and mass media impact adult learning in different geographical region in Nigeria, on how they manage challenges and are motivated to learn how to read and write at a later age. Merriam (2014) stated that generic studies seek to understand how adult learners make meaning from their world and their struggle and challenges.

The author's theoretically interpretive perspective was to examine, how adult education and mass media impact adult learning in Nigeria, how they construct their worlds, and what meaning they attribute to their struggle and challenges. Generic qualitative approach provided opportunities for this author to identify the impact of mass media and adult education in adult learning and examine the subjective opinions of the adult learners' challenges and success (Percy, Kostere, & Kostere, 2015). Generic qualitative approach enabled this author to gain a deeper knowledge about how adult learners managed their challenges and contributed to improve learning. Caelli, Ray, and Mill (2003) asserted that generic qualitative inquiry has no adherence to a particular methodology or philosophical viewpoint.

The investigator used a unified literature review to review and synthesize descriptive literature on the results of conflicting perceptions that adult educator guide adult learner to improve their social and writing skill for fullness, which helps increase literacy. A unified literature review on adult education and mass media impact on adult learner in Nigeria was essential to generate new frameworks and perspectives on how media publicity can help guide adult learners become effective in learning how to read. The examination of adult education and mass media impact on adult learners in Nigeria lacks recent inclusive meta-analysis study, as a result this unified review of literature was appropriate. The investigator conducted an extensive search with the terms "adult education and mass media impact in Nigeria, adult education and mass media, media and adult learners and mass media and adult literacy in Nigeria and found that there was limited information on adult education and mass media impact on adult literacy in Nigeria.

This absence of recent studies on adult education and mass media impact on adult literacy in Nigeria suggests the need to explore mass media and adult education impact on adult learners in Nigeria. Through this meta-analysis a foundation for more investigation in this area will be positioned to create new channels.

Discussions and Result

Practically all the investigation conducted on mass media and adult education influence on adult learners in Nigeria was generalizable to populations composed of adult learners in adult literacy centers, marginalized groups, and disadvantaged group in the urban and rural areas. This research demonstrated that adult education and mass media impacts adult learner learning in a non-formal education setting and in most circumstances in a face-to-face formal education in formal education settings. While it is possible for the researcher to assert with confidence that mass media and adult education impacted adult learners in Nigeria. However, there is little or no study to support the suggestion that the typical adult learner in Nigeria is composed of persons who are not involved in formal educational programs and are of age 20 - 40 and without formal education, are marginalized and disadvantaged group, that benefited from exposure to instructional mass media and adult educators.

Mass media outlets and adult educators developed a mass media based multi-media technique designed to educate adults who can change television or radio channels. The system dealt with skill for rural adults, urban career education, and basic employment issues that are important in life. Formative and summative evaluation on adult education and mass media impact in Nigeria, indicates that the combinations of mass media and adult education can attract a lot of older adult audiences and present materials based on current theories of andragogy and educational media contents, which the audience perceived as useful information worth learning.

Recommendations

Most people in Nigeria still live-in poverty, which is the function of growing inequality (Nyerere, 1979). Nigerian educational system is still mainly formal, essentially centralized, and disturbing elitist. Adult education is still to be integrated into their education system and in national development plans, with all the awareness and promotions by the mass media. Nyerere, (1979) noted that the themes of adult education are the issues that beset the human condition today: peace, poverty, pollution; and the immediate and perceived problems of individual and groups whether they are in rural Nigeria or industrialized United State or are women discriminated against in a developing country. The method of adult education and mass media are non-formal, which includes interdisciplinary, and interdepartmental nature. Since the only way to deal with real life themes is through adult education and mass media, Nigeria education system should adopt a non-formal education also, at all levels.

One of the most urgently needed methods is research, which has lagged so far behind the research built up in formal education. Adult education and mass media are constructed in non-formal to include motivations, the potential for awareness and evaluation demand. Adult education and mass media issues in Nigeria are participatory and spread out in widening circle and that covers cross-disciplinary and feeds back into the plans, projects, and programs. Looking at the issues facing Nigeria, there is a need for studies in the communication area, covering the traditional mass media as well as the new perspectives for adult education opened to the citizens by satellite communication. Politicians and political leaders in Nigeria need to be committed and involved in adult education and the movement of mass media because development is a political process, thus the role of education in development begins with and is decided by political commitment.

Nigeria needs to establish, develop, and strengthen the national structure of adult education and mass media with the collaboration of the government, government agencies, private sectors, and non-governmental agencies. They need to adopt the agreement in the UNESCO recommendation on development of adult education, (Nyerere, 1979) that Nigeria should have an appropriate method for bringing together on regular basis those most responsible for education to determine national commitment, decide allocation of resources, and design sound policies and coordinate programs for adult education for development (Nyerere, 1979). As discussed earlier in this article, the mission of mass media and adult education is to help adults, as individuals and in groups, achieve their goals and aspirations. As a result, adult education and mass media have an enormous impact on the life of adult learners in Nigerians.

Comings, Reder, and Sum (2001) have recommended that "the adult education and literacy system should be part of a national lifelong learning system (p.23)" and mass media should be information center for continuing education to fully address the literacy needs of learners in work and other areas of adult life. They argue that the system should be valued for its ability to achieve specific economic benefits and not be "seen as another social program" (Comings, Reder, & Sum, 2001. p.23). They also predicted that unless the problems of adult, especially underprivileged individual or group are addressed, Nigeria would always have two very different populations. Firstly, those with an education sufficient to do well in their growing economy, help their children succeed in school, and play a leadership role in their communities. Secondly, the other who lacks language proficiency, education, or basic skills that leaves them and their families beyond the reach of opportunity and on the boundaries of civic and social life.

The applauded multicultural, ethnic, and tribal diversity of Nigerian's population needs to be accompanied by much greater multicultural uniformity in literacy proficiencies if the national goals of tribal/ethnic economic and educational equality are to be achieved. Further studies about adult education and mass media influence on adult learner are needed and required if Nigeria's focus is to integrate non-formal adult education into their educational system, which is a critical area that should not be overlooked by all developing countries.

Conclusion

The important function of adult education and mass media in Nigeria is to provide the adult learners a means of self- discovery and identify their determination and resourcefulness in overcoming obstacles. Unfortunately, adult educator or mass media outlets/personnel cannot arrange these people's lives for them because it is an issue over which the educator and mass media outlets have little control. The most adult educator and mass media outlets can hope for is to make adult learning stimulating and provide such reassurance and support that at times of indecision, the scales will tip in favor of continuing education. Adult education contributes to the widening of general resource and life satisfaction of every citizen of Nigeria in one way or the other. Thus, this narrows the gap between the least and the most educated sectors of the population if the educationally marginalized and disadvantaged ones have the chance to be educated. The benefits of adult education are significant, both for individuals and society.

Education is a necessity for man to articulate himself and achieve fullness. But the formal system, which is elitist, discriminatory and installment, cannot alone help man to attain all education he needs for achievement of self-fulfillment. The terminologies, such as, continuing education, recurrent education, adult Literacy, adult education, and lifelong education, have been used by different bodies to stress that education should be co-terminus with life. To provide the citizens that have poor educational aspirations, adult education and mass media will need to play a very important role in Nigeria, because this initiative will provide for the interests of beneficiaries and the non-beneficiaries of the formal system. Consequently, the heighten efforts by Nigeria in promoting adult education and mass media presents the citizens opportunities to attain self-fulfillment and fullness in the twenty-first century, as result adult learning in Nigerian need to play both complimentary and supplementary roles.

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