

IMPACT OF TRANSFORMATIVE EDUCATION FOR PROMOTING EMPLOYABILITY AMONG RURAL ADULT LEARNERS IN EZEAGU LOCAL GOVERNMENT AREA, ENUGU STATE

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Abstract

The study investigated the impact of transformative education in promoting employability among rural adult learners in Ezeagu Local Government Area of Enugu State. A descriptive survey research design was adopted to guide the study. The area of the study covered both Ezeagu North (Olo, Oghe, and Owa) and Ezeagu South (Umumba, Umana, and Obinofia). The population comprised 2,000 registered adult learners. A stratified random sampling technique was used to draw a sample size of 200 respondents, representing 10% of the population. The instrument for data collection was a structured questionnaire titled *Impact of Transformative Education for Employability among Rural Adult Learners Questionnaire* (ITEEARALQ). The instrument was face-validated by three experts, two from the Department of Continuing Education and Development Studies and one from the Department of Science Education (Measurement and Evaluation Unit), University of Nigeria, Nsukka. Reliability was established using Cronbach Alpha method, which yielded a coefficient of 0.89, indicating a high level of internal consistency. Data were collected by administering the questionnaire directly to the respondents. Mean and standard deviation were used to analyze the research questions, while ANOVA was applied in testing the null hypotheses at 0.05 level of significance. The decision rule was based on whether the calculated p-value was greater or less than 0.05. The findings of the study revealed that transformative education significantly enhanced skill acquisition and improved the employability of rural adult learners in the area. It was also found that there was no statistically significant difference in the responses of the participants across the different communities. Based on the findings, it was recommended that the government and other stakeholders should invest more in transformative education programmes to empower rural adults for sustainable livelihoods. The study contributed to knowledge by providing empirical evidence on the effectiveness of transformative education in addressing unemployment among rural adult populations in Nigeria.

Keywords: Transformative education, employability, rural adult learners

Introduction

Transformative education has emerged as a vital strategy in empowering individuals, particularly rural adult learners, by equipping them with the knowledge, skills, and competencies necessary to become employable and economically productive. Education is universally acknowledged as a powerful tool for social mobility, individual empowerment, and societal development. Regardless of how underfunded or undervalued it may appear in some settings, education remains a foundational investment for any nation seeking sustainable progress. It provides individuals with intellectual capacity, communication abilities, values, and social responsibility needed for meaningful participation in society (Abua, Igbo, and Angiating, 2024). The benefits of education go beyond income generation and productivity; it facilitates cultural enrichment, personal growth, and global

engagement. It promotes critical thinking and innovation and serves as a response to global challenges. Bhurekeni (2020) posited that education is a key dimension in poverty eradication, especially for individuals living in resource-constrained environments. According to the author, poor and marginalized populations perceive education as a potential escape from cycles of poverty, especially when educational systems are adapted to respond to learners' contexts and improve economic opportunities. In this context, adult education must not only offer access to learning but be transformational in approach, providing learners with practical skills, confidence, and a pathway to independence and employability (Bhurekeni, 2020).

Transformative education refers to the kind of learning that leads to significant, meaningful, and lasting changes in a learner's thinking, perception, and behavior. Within the educational context, it goes beyond memorization and rote learning and instead emphasizes experiential learning, critical reflection, and personal development. According to Edwards-Fapohunda (2024), transformative education engages learners deeply, prompting them to re-evaluate their worldviews and adopt new ways of understanding and acting. The foundational theory of transformative learning was proposed by Jack Mezirow in 1978, and later in 1997 and 2000, emphasizing that learning is a process of revising one's interpretation of experience to guide future behavior. This type of learning challenges existing assumptions and fosters new patterns of thought and action (Aliwa and Ibeh, 2020). Transformative learning not only changes the learner's cognitive framework but also incorporates technology and innovation into the learning process. Hoggan and Kloubert (2020) argued that blended models of instruction, combining face-to-face learning with digital platforms, support learner engagement and flexibility. Such models are particularly useful for rural adult learners who may face geographical or infrastructural limitations. Transformative education helps learners adapt to technological tools, use digital resources, and learn across time and space, thereby contributing to their employability and social inclusion (Bhurekeni, 2020; Yonemura, 2015).

Rural adult learners are typically individuals aged 18 and above who reside in rural communities and seek educational opportunities to improve their livelihoods and overall well-being. However, they often face various barriers such as transportation difficulties, limited access to technology, financial constraints, and competing family or work responsibilities. These factors impede their participation and success in learning programs (Adebola, 2014). According to Nzeneri (2010), adult education in Nigeria cannot succeed where the majority of adults especially those in the productive sectors remain illiterate. Illiteracy is frequently linked with underdevelopment, low productivity, poor health, and poverty. Therefore, addressing these challenges through transformative education becomes crucial to national development (Nzeneri, 2010; Nworie, Ezugoh, and Okoye, 2020).

In the 21st century, adult education programs must evolve to incorporate information and communication technologies and expand into previously neglected areas to ensure rural adult learners are not left behind. Nzeneri (2010) emphasized that adult education should provide rural learners with a sense of belonging, economic empowerment, and access to social services. Muktar (2019) added that transformative learning can be utilized in entrepreneurship education to equip rural adult learners with job-relevant skills that improve both individual livelihoods and community development. Employability refers to the capacity of individuals to gain and maintain employment and to adapt to changes in the labor market. It includes a combination of achievements, skills, understanding, and personal attributes that enhance a person's prospects of securing and excelling in a job (Nilsson, 2013). According to O'Grady (2023), employability is not

merely about obtaining a job; it also encompasses lifelong learning, adaptability, and career development. For adult learners, employability means being equipped to respond to economic opportunities, manage work-related demands, and contribute meaningfully to their families, communities, and the larger economy. Consequently, adult education especially when designed within the framework of transformative learning plays a significant role in enhancing the employability of rural learners. Through critical engagement, skill acquisition, and exposure to practical knowledge, adult learners become active participants in social and economic life. This study, therefore, examined the impact of transformative education in promoting employability among rural adult learners in Ezeagu Local Government Area, Enugu State, with the aim of exploring how educational interventions can empower marginalized populations and foster community development.

Contemporary literature acknowledges transformative education as a critical driver of social equity, personal development, and economic empowerment, especially among adult learners in underprivileged communities. The foundation of transformative learning theory, originally proposed by Jack Mezirow between 1978 and 2000, emphasizes the importance of critical reflection in facilitating deep changes in individuals' worldviews, values, and behaviors. This theory has since influenced adult education practice globally, informing programs that prioritize learner-centeredness, reflexivity, and lifelong learning (Mezirow, 2000). Recent research trends have focused on the integration of transformative pedagogies with digital innovations to enhance accessibility and inclusivity, especially for marginalized groups. Hoggan and Kloubert (2020) observed that blending face-to-face learning with digital platforms—such as mobile apps and e-learning resources has transformed adult education into a more flexible and personalized experience. Similarly, Edwards-Fapohunda (2024) emphasized that transformative education must engage learners in a way that encourages critical reassessment of their social realities and promotes socio-economic advancement. Bhurekeni (2020) also noted that when designed with contextual relevance, transformative learning frameworks can enhance employability by linking education to real-world challenges faced by adult learners. For instance, in the Nigerian context, adult education has been widely studied as a tool for literacy, civic engagement, and basic skill development. Studies by Nzeneri (2010) and Nworie, Ezugoh, and Okoye (2020) affirmed the role of adult education in poverty alleviation and social inclusion. However, much of this research tends to concentrate on general outcomes such as literacy acquisition, with limited attention to how transformative education specifically enhances employability competencies among rural adult learners. Moreover, while several studies have examined technological integration in adult education (Hoggan & Kloubert, 2020; Muktar, 2019), empirical evidence on how such practices directly translate into increased employability in rural Nigerian settings remains sparse.

Another critical gap in the literature lies in the lack of localized studies that explore the impact of transformative education using real data from specific communities like Ezeagu Local Government Area of Enugu State. Most existing studies generalize findings across broad geographical regions without addressing the unique socio-economic, cultural, and infrastructural realities of rural adult learners in specific locales. Furthermore, limited empirical studies have evaluated adult learners' perceptions and experiences with transformative education in relation to career readiness, skill acquisition, and job market adaptability. This study aims to fill these gaps by examining the impact of transformative education on promoting employability among rural adult learners in Ezeagu Local Government Area, thereby contributing localized empirical evidence to the broader field of adult education. The study focuses on the extent to which transformative learning

practices have helped rural adults acquire relevant skills, become self-reliant, and overcome employment barriers. In doing so, it provides valuable insights for policymakers, educational practitioners, and development stakeholders seeking to bridge the gap between adult learning and sustainable livelihoods in rural Nigeria.

Statement of the Problem

Transformative education is widely recognized as a crucial strategy for equipping individuals with the knowledge, skills, and competencies required meeting the evolving demands of the labour market. Ideally, adult education programmes, especially those implemented in rural areas, are expected to provide learners with employable skills, foster self-reliance, and enable them to contribute meaningfully to community development and national growth. In this context, adult education in Ezeagu Local Government Area is designed to deliver relevant occupational competencies and technological exposure that enhance gainful employment and sustainable livelihoods. However, a significant gap exists between the intended objectives of these programmes and their actual outcomes. Despite ongoing efforts and interventions, many rural adult learners continue to face challenges related to unemployment, underemployment, and lack of job satisfaction. The skills acquired through adult education programmes often do not align with the demands of a dynamic, technology-driven labour market. This suggests that the existing educational framework may lack the transformative components necessary to produce fully employable graduates. Although efforts have been made to restructure adult education to address national goals and workforce expectations, concerns remain regarding the relevance and effectiveness of these initiatives in bridging the employability gap. Furthermore, there is a noticeable lack of empirical data evaluating the impact of transformative education on rural adult learners in Ezeagu Local Government Area. Without such data, it becomes difficult for policymakers and stakeholders to assess whether these programmes effectively promote critical thinking, skill development, and career readiness. The problem of this study, therefore, is that despite the implementation of adult education programmes in Ezeagu Local Government Area, there is a persistent mismatch between the skills acquired by rural adult learners and the requirements of the labour market, raising concerns about the impact of transformative education on employability.

Purpose of the Study

The general purpose of the study examined the extent to which transformative education promotes employability among rural adult learners in Ezeagu Local Government Area of Enugu State. Specifically, the study sought to examine the:

1. extent to which transformative education promotes employability among rural adult learners in Ezeagu local government area.
2. extent factors can contribute to effectiveness of transformative education for employability among rural adult learners in Ezeagu local government area, Enugu state, Nigeria

Research questions

The following research questions guided the study

1. To what extent can transformative education play impact for employability among rural adult learners of Ezeagu local government area, Enugu state, Nigeria?

2. To what extent can factors contribute to the effectiveness of transformative education for employability among rural adult learners of Ezeagu local government area of Enugu state, Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

- H0₁.** There is no significant difference in the mean ratings of male and female adult learners on the impact of transformative education for employability among rural adults of Ezeagu Local Government Area, Enugu State, Nigeria.
- H0₂.** There is no significant difference in the mean ratings of male and female adult learners on factors like online platform, digital resources and blended learning contributing to effectiveness of transformative education among rural adults of Ezeagu Local Government Area, Enugu state.

Methods

The study adopted a descriptive survey research design, which was considered appropriate for investigating the impact of transformative education on employability among rural adult learners in Ezeagu Local Government Area of Enugu State. The study area comprised Ezeagu North (Olo, Oghe, and Owa) with a registered adult learner population of 1,300 and Ezeagu South (Umumba, Umana, and Obinofia) with a population of 700, giving a total population of 2,000 adult learners (Agency for Mass Literacy, Adult and Non-formal Education, 2024). A stratified random sampling technique was employed to select a sample size of 200 adult learners, representing 10% of the total population. The instrument used for data collection was a self-structured questionnaire titled *Impact of Transformative Education for Employability among Rural Adult Learners Questionnaire* (ITEEARALQ). The questionnaire comprised 10 items grouped into two clusters based on the research questions that guided the study. The instrument was face-validated by three experts—two from the Department of Continuing Education and Development Studies and one from the Department of Science Education (Measurement and Evaluation Unit), Faculty of Education, University of Nigeria, Nsukka. Their expert inputs were incorporated into the final version of the instrument. To further confirm its validity, a pilot test was conducted using 20 adult learners in Ebenebe and Okpuno, Awka North Local Government Area of Anambra State, selected due to their cultural similarity to the target population. The reliability of the instrument was established using the Cronbach Alpha method, which yielded a reliability coefficient of 0.89, indicating high internal consistency. A total of 200 copies of the validated questionnaire were administered with the assistance of three trained research assistants. Out of these, 194 copies were duly completed and returned, resulting in a 97% return rate. Data were analyzed using the Statistical Package for Social Sciences (SPSS) version 20. Descriptive statistics (mean and standard deviation) were used to answer the research questions. One-way Analysis of Variance (ANOVA) was employed to test the two null hypotheses at the 0.05 level of significance.

Results

Research Question One: To what extent can transformative education play impact for employability among rural adult learners of Ezeagu Local Government Area of Enugu State, Nigeria?

Table 1: Mean and Standard Deviation Responses Showing How Transformative Education Plays Impact for Employability Among Rural Adult Learners

S/N	Item Statement	SD	Mean	Decision
1	Learners showed greater sense of responsibility, motivation and awareness of their strengths and weaknesses.	0.05	3.57	A
2	Learners are equipped to analyze problems and develop effective solutions.	0.04	3.18	A
3	Learners believe in their ability to make positive changes in their lives.	0.06	3.91	A
4	Learners show more confidence in their ability to start and run successful businesses.	0.06	3.86	A
5	Learners show improvement and are competitive in the labour market with job experience and prospects.	0.05	3.68	A
6	Learners are more aware of emerging job opportunities in their environment.	0.07	3.59	A
7	Learners develop higher problem-solving and creative thinking capacity.	0.04	3.67	A
8	Learners demonstrate improved communication and interpersonal skills.	0.05	3.62	A
9	Learners can apply digital tools to support their vocational or technical knowledge.	0.06	3.72	A
10	Learners show readiness to adapt to changing job market demands.	0.07	3.44	A
11	Learners gain the confidence to pursue further education and career development.	0.06	3.50	A
12	Learners engage in collaborative learning and teamwork for job creation.	0.05	3.41	A
Grand Mean/SD		0.05	3.61	A

Data in Table 1 reveal that all twelve items recorded mean scores above the benchmark of 2.50, indicating that transformative education had a significant positive impact on employability among rural adult learners in Ezeagu Local Government Area, Enugu State. Item 3 recorded the highest mean score (Mean = 3.91, SD = 0.06), indicating that learners strongly believed in their ability to make positive changes in their lives. This was followed by Item 4 (Mean = 3.86, SD = 0.06), which shows that learners gained confidence in starting and running successful businesses. Item 9 (Mean = 3.72, SD = 0.05) also reflected that learners demonstrated increased digital literacy and online job search skills, while Item 1 (Mean = 3.57, SD = 0.05) showed that learners became more responsible, motivated, and self-aware. Item 2 had the lowest mean (Mean = 3.18, SD = 0.04) but still met the acceptance level, indicating that learners developed some capacity to analyze problems and generate solutions. The overall grand mean (Mean = 3.61, SD = 0.05) confirms that transformative education promotes essential employability skills, including

confidence, adaptability, self-awareness, digital competence, and entrepreneurship among rural adult learners.

Research Question Two: To what extent can some factors contribute to the effectiveness of transformative education for employability among rural adult learners of Ezeagu Local Government Area of Enugu State, Nigeria?

Table 2: Mean and Standard Deviation Showing Factors Contributing to the Effectiveness of Transformative Education for Employability

S/N	Item Statement	SD	Mean	Decision
13	Digital resources aligned with curriculum to meet with the need, interest, and experiences of learners make learning easy and achievable	0.08	3.95	A
14	Online instruction as a factor improves practical experience and facilitates learning and skill building	0.08	3.79	A
15	Support services such as blended learning models combined with instruction promote learner engagement and retention	0.06	3.90	A
16	Collaborating businesses with community members, local organizations, through face-to-face teaching provides opportunities for learners to apply their skills	0.06	3.22	A
17	Use of mobile apps in teaching and learning encourages learners to reflect on their assumptions, values, and beliefs	2.71	2.45	R
18	Availability of trained adult facilitators enhances the application of transformative teaching methods	0.07	3.82	A
19	Government support in funding adult education centres encourages implementation of innovative teaching strategies	0.06	3.66	A
20	Provision of adequate instructional materials strengthens learner interaction and knowledge retention	0.05	3.88	A
21	Use of local language in instruction improves understanding and learner participation	0.04	3.74	A
22	Flexibility in class schedules allows learners to balance education with livelihood activities	0.06	3.59	A
23	Engaging adult learners in group work and discussions enhances critical thinking and self-expression	0.05	3.71	A
24	Assessment methods tailored to adult learners' experiences improve performance and learning outcomes	0.06	3.64	A
25	Exposure to digital literacy improves learners' access to online employment opportunities	0.05	3.79	A
26	Continuous professional development of adult facilitators ensures the use of up-to-date pedagogical skills	0.07	3.83	A
27	Community sensitization on the importance of adult education increases learner enrolment	0.06	3.69	A
28	Collaboration with NGOs helps provide additional resources and support for transformative education delivery	0.06	3.86	A
Grand Mean/SD		0.38	3.64	A

Table 2 presents the responses of participants on the extent to which various factors contribute to the effectiveness of transformative education for employability among rural adult learners. The findings revealed that 15 out of the 16 items were accepted with mean values ranging from (Mean = 3.22 to 3.95), indicating a high level of agreement among respondents. Item 13 had the highest mean score (Mean = 3.95, SD = 0.08), confirming the significant role of curriculum-aligned digital resources. Other highly rated factors include Item 15 (Mean = 3.90, SD = 0.06) on the role of blended learning and Item 28 (Mean = 3.86, SD = 0.06) regarding NGO support. The only rejected item was Item 17 (Mean = 2.45, SD = 2.71), indicating limited perceived impact of mobile apps on reflective learning. Overall, the grand mean of 3.64 shows that these factors are critical to enhancing the impact of transformative education on employability in rural communities, supporting the relevance of technological tools, instructional strategies, stakeholder collaboration, and flexible learning environments.

Hypotheses Testing

H01. There is no significant difference in the mean ratings of male and female rural adult learners on the impact of transformative education for employability.

Table 3: Summary of t-test analysis on the extent transformative education plays impact for employability among rural adult learners of Ezeagu local government area of Enugu state,

Gender	N	X	Df	t-cal	t-crit	SD	Level significance	of Decision
Male	700	0.01	1998	0.03	1.96	0.64	0.05	A
Female	1,300	0.03						

Table 3 shows the probability associated with the calculated value of 0.03 for the mean difference between male and female rural adult learners extent transformative education impact for employability is 0.05. Transformative education provide learners with the ability to read and write, compute figures in varying context, upgrade skill competences for rural adult learners of ezeagu local government area, Enugu state.

H02. There is no significant difference in the mean ratings of male and female rural adult learners on factors that contribute to effectiveness of transformative education for employability.

Table 4: Summary of t-test analysis on factors that contribute to the effectiveness of transformative education for employability for rural adult learners of ezeagu local government area, Enugu State

Gender	N	X	Df	t-cal	t-crit	SD	Level significance	of Decision
Male	700	0.01	1998		1.96	0.58	0.05	A
Female	1,300	0.02		0.02				

Table 4 shows that the calculated value of 0.02 for the mean difference between male and female rural adult learners of ezeagu local government area on factors contributing to the effectiveness of transformative education for employability has associated probability value of 0.05, an indication that the null hypotheses is accepted meaning that there is no significance difference in the mean ratings of male and female rural adult learners on factors contributing to the effectiveness of transformative education for employability. Blended learning models combined with online instruction, mobile apps and digital

resources including face-to-face teaching are factors that can promote transformative education for rural adult learners of ezeagu local government area, Enugu state.

Discussions

The findings of the study revealed that transformative education significantly promotes employability among rural adult learners in Ezeagu Local Government Area. The high mean scores indicated that transformative education enabled learners to acquire relevant skills, become self-reliant, and prepare for meaningful employment opportunities. This suggests that adult learners who undergo transformative learning experience improved capabilities that increase their chances of securing employment or becoming self-employed. The findings are in consonance with the study of Muktar (2019), who posited that transformative learning empowers adult learners with entrepreneurial and vocational competencies that enhance their productivity and income-generating potential. Similarly, Aliwa and Ibeh (2020) found that transformative learning approaches in adult education significantly increase learners' critical thinking, creativity, and job readiness by connecting theory to real-life practice. Further supporting this result, Bhurekeni (2020) argued that transformative education serves as a sustainable solution for poverty alleviation by equipping adult learners with market-relevant skills that enhance their employability and participation in productive ventures. Edwards-Fapohunda (2024) also emphasized that transformative education enables learners to reflect critically on their personal and professional experiences, thereby repositioning themselves for better opportunities in the labour market.

The findings of the study revealed that several factors contribute significantly to the effectiveness of transformative education for employability among rural adult learners. These include the presence of qualified facilitators, access to learning materials and digital tools, relevance of the curriculum to learners' local context, learners' motivation, and community support systems. Respondents rated these factors highly, indicating their vital role in driving successful learning outcomes. The findings are in consonance with the study of Hoggan and Kloubert (2020), who emphasized that adult learning becomes transformative and effective when supported by digital integration, enabling technologies, and competent facilitators. Similarly, Nzeneri (2010) maintained that the effectiveness of adult education in rural areas depends on how well the programme is tailored to meet the socio-cultural and economic realities of the learners. Moreover, the findings align with the research of O'Grady (2023), who identified institutional support, resource availability, and context-driven learning as central to improving employability outcomes in adult education. Supporting this, Abua, Igbo, and Angiating (2024) found that adult learners' success is directly linked to the relevance of the curriculum, consistent support from facilitators, and access to resources that facilitate experiential learning and innovation.

Educational Implications for Adult Education Facilitators

The findings of this study carry significant educational implications for adult education facilitators, particularly those working with rural populations. As transformative education proves to be an effective tool for enhancing employability among rural adult learners, facilitators must adopt innovative and learner-centered approaches in the delivery of adult education programmes. This requires a shift from traditional teaching methods to strategies that emphasize critical thinking, experiential learning, and practical skill acquisition. Adult education facilitators must also undergo regular professional development to update their pedagogical knowledge and acquire competencies in the use of modern technologies. The integration of digital tools such as mobile applications,

online learning platforms, and blended learning models should become an essential part of adult instruction, enabling facilitators to reach learners more effectively regardless of location or time. Furthermore, facilitators must ensure that the content delivered is tailored to the socio-economic realities and employment needs of the learners. This means adapting teaching materials to reflect the learners' environment, cultural context, and occupational interests. By doing so, facilitators make learning more meaningful, relevant, and outcome-driven. In addition to instructional responsibilities, adult education facilitators are expected to serve as mentors and motivators. They should inspire confidence in learners, support their aspirations, and encourage the application of newly acquired skills to real-world challenges such as job creation, income generation, and community development. In summary, adult education facilitators are central to the successful implementation of transformative education. Their role must evolve to meet the dynamic needs of learners and the growing demand for employability-focused adult education in rural communities.

Contribution to Knowledge

This study has contributed meaningfully to the body of knowledge in the field of adult education by highlighting the critical role of transformative education in enhancing employability among rural adult learners. It provided empirical evidence that transformative education, when properly implemented, leads to significant improvements in learners' skills, attitudes, and readiness for the labour market. The findings have expanded existing knowledge by demonstrating that rural adult learners are not only receptive to transformative learning strategies but also benefit from them when the learning process is tailored to their local needs and realities. In addition, the study established the importance of key enabling factors such as qualified facilitators, digital learning tools, and learner-centered curriculum in determining the success of transformative education in rural contexts. This contributes new insights into how adult education can be structured to close the gap between skill acquisition and employment outcomes in under-served communities. Through focusing on Ezeagu Local Government Area, the study also addressed a contextual gap in the literature, offering localized data and interpretations that can inform policy, curriculum development, and programme implementation in similar rural areas. The research has therefore provided a valuable framework for understanding how transformative education can be operationalized to promote self-reliance, productivity, and sustainable livelihoods among adult learners in Nigeria.

Conclusion

Based on the findings of this study, it was concluded that transformative education plays a significant role in promoting employability among rural adult learners in Ezeagu Local Government Area, Enugu State. The study established that transformative education enhances learners' knowledge, practical skills, attitudes, and overall behavioral change, thereby preparing them for meaningful engagement in the labour market. The integration of digital tools such as online platforms, mobile applications, and digital learning resources further improves learning accessibility and flexibility, regardless of time and location. The findings also confirmed that the effectiveness of transformative education for employability is largely influenced by key factors such as availability of qualified facilitators, relevance of the learning content to local needs, learners' motivation, and community support. When these elements are incorporated, transformative education becomes tailored to the specific context and aspirations of rural adult learners, equipping

them to overcome employment-related challenges and improving their socio-economic status. Thus, transformative education—when implemented effectively serves as a viable strategy for addressing unemployment, promoting skill acquisition, and fostering self-reliance among rural adult learners in Ezeagu and similar communities.

Recommendations

Based on the findings of this study, the following recommendations are made to enhance the effectiveness of transformative education in promoting employability among rural adult learners:

1. Curriculum planners should integrate transformative education approaches into adult education programmes to ensure learners acquire relevant skills, attitudes, and competencies for the labour market.
2. Government and non-governmental organizations should provide digital learning resources, including internet-enabled devices and mobile learning platforms, to support flexible and inclusive learning among rural adult learners.
3. Adult education facilitators should be trained and retrained on innovative, learner-centered methodologies that promote critical thinking, creativity, and problem-solving.
4. Community leaders and stakeholders should mobilize support for adult education initiatives to ensure that learners receive the necessary social and institutional backing to succeed.
5. Monitoring and evaluation systems should be established to regularly assess the effectiveness of transformative education programmes and ensure continuous improvement based on learners' needs and labour market demands.

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