



The Impact of Artificial Intelligence on Adult Learning Skills Aquisition Programmes in Suburb Areas of Ibadan Metropolis

Ogunyinka Kehinde Ola ^{1*}, Okemakinde SO ², Adediran Richard A ³

¹ PhD, Department of Adult and Continuing Education, Faculty of Education, Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria

²⁻³ Department of Adult and Continuing Education, Faculty of Education, Adeyemi Federal University of Education, Ondo, Ondo State, Nigeria

* Corresponding Author: **Ogunyinka Kehinde Ola**

Article Info

P-ISSN: 3051-3502

E-ISSN: 3051-3510

Volume: 06

Issue: 02

July - December 2025

Received: 04-07-2025

Accepted: 06-08-2025

Published: 05-09-2025

Page No: 61-67

Abstract

The study explored the impact of Artificial Intelligence on the learning ability and skills acquisition of adult learners in the suburb areas of Ibadan metropolis. The study focused on AI technologies and its potentials in adult learning and skills acquisition programmes of learners for their economic growth and development. It also, looked at the evolving artificial technologies such as Large Models (LLM) for personalized adult learning, machine learning Algorithms for adaptive adult learning systems, Virtual Reality (VR) and Augmented Reality (AR) for immersive adult learning and skills acquisition experiences. Descriptive survey research was used. Data collection methods included open-ended and closed questionnaires. 50 adult learners were used for the study. Findings revealed the inability of the learners to cope with the use of artificial intelligence for their skills learning programmes. Also, the study revealed that AI is relatively new to the learners, thus their inability to cope with the learning programmes. Findings suggests the need for enlightenment programmes and awareness on the use of AI and also, adult educators must strive to develop AI driven literacy education for skill acquisition programmes in the metropolis to enable adult learners cope with new technology to boost their socioeconomic growth and development.

Keywords: Artificial Intelligence, Adult Learning, Skills Acquisition and Metropolis

Introduction

The emergency of Artificial intelligence as one of the most trans-formative technologies of the 21st century, impacting various sectors of human beings including education and other fields of human endeavours has made artificial intelligence inefitable in any society. Although, much focus on artificial intelligence have been on it's role in mainstream and higher education, Artificial Intelligence's application in adult literacy and skills acquisition is equally deep. Adult education, particularly literacy and vocational training skills acquisition plays a vital role in empowering individuals and fostering socio-economic development in the society (UNESCO, 2020) ^[17] According to the Organization for Economic Cooperation and Development (Verhagen, 2021), Artificial Intelligence can improve and replace current technologies in delivering training, spreading information on skill requirements and relevant training courses, and personalizing the matching of job seekers to available learning opportunities. Adult learners, as digital natives, are comfortable using generative Artificial Intelligence tools to access information and with education institutions diving deep into the analyses of large databases to track their progress and performance (Amiee and Wagner, 2023).

In order to prepare the global workforce to transition from an information society to an intelligent society, the United Nations Educational, Scientific and Cultural Organization (UNESCO) developed a global framework to help define and measure digital literacy (2018). The framework has seven competency areas: devices and software operations, information and data literacy,

communication and cooperation, digital content creation, safety, problem-solving, and career-related competencies, which suggest that Artificial Intelligence's application in adult education is strategically significant to training an innovative, scientific, and technologically talented workforce. Such a move requires educators to develop an open, flexible, active, and innovative adult education ecosystem to promote quality education and ensure education equity (Kang, 2023). Also, in 2019, UNESCO published a report entitled "Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development," which highlighted the increasing role of Artificial Intelligence in influencing students' access to education, learning performance, teaching andragogy, educational data analysis and management.

Artificial intelligence is positively affecting people's lives which include the way of learning and preparing for labour market. It has been estimated that AI will substantially contribute to the automation of 14% of jobs while another 32% of occupation will face major transformation (News Article, 2023) Artificial Intelligence is any machine system that perform tasks which ordinarily requires human intelligence. These tasks are in various forms ranging from problem solving, decision making, pattern recognition and language processing among many others. Artificial Intelligence aids in transforming how learning activity is delivered and as well enhances educational experiences, administrative tasks through automation and data analysis. Therefore, the application of AI in education particularly in adult learning and skills acquisition programmes provides innovative ways to personalize learning activities and tailors learning experience to students, most especially adult learners by meeting individual needs unlike the standardized education learning system; this makes learning more interesting and equally allows effective and inclusive educational experience. However, AI is not a single technology but an umbrella term that describes a range of technologies and methods, such as machine learning, natural language processing, data mining, neural networks, or algorithms Baker & Smith, (2019) cited in Amiee and Wagner, (2024) ^[5].

Adult Literacy and Learners Skills Acquisition Programmes

Adult literacy education is generally defined as the ability to read, write and carry out simple arithmetic for daily activities by an individual and this has many faces such as basic, functional, cultural and some others. Quebec, (2004) defined literacy education as a complex set of abilities to understand and use the dominant symbol systems of culture for personal and community development. The need and demand for these abilities vary from one society to the other and this depend on the needs of a particular society.

The right to literacy education is an inherent part of the rights to citizens' education (Olojede, 2014) ^[14]. According to UNESCO, (2009) ^[16] literacy education is an essential means of building people's capacities and capabilities of coping

with the evolving challenges and complexities of life, culture, economy and society and as a matter of fact no nation has achieved and sustain economic growth without moving close to Universal Basic Education (UBE) which goal is to universalise access to basic education, engender conducive learning environment and total eradication of illiteracy in the society within the shortest time.

The Federal Government of Nigeria policy on education has put up many educational activities to increase citizens abilities and access to literacy education and these educational opportunities have been enjoyed by citizens in Oyo state most especially the citizens in the suburb areas of the state with agencies set up for adult and non-formal education. Adult literacy education encompasses all concepts of education which is the entire body of organized educational process, whatever the content, level of method, formal or otherwise, whether they prolong or replace initial education in schools, colleges, universities as well as in apprenticeship, where persons regarded as adults by the society to which they belong to develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes their attitudes or behaviour in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development of the society (Mawogi and Adelakun, 2025, cited in Alabi, 2019) ^[15, 4].

Adult literacy education is seen as a transmission of process of general, technical or vocational knowledge as well as skills, values and attitudes that take place out of the formal education system with a view of remediating earlier educational inadequacies of matured people in the society or to equip them with knowledge and cultural elements required for self development and fulfillment for active participation in the social, economic and political life of their society (Ogunyinka, Awogke and Adediran, 2024; Mawogi *et al*, (2025) ^[11, 15].

The purpose of skills acquisition is to enable adults and youths in the society to become young entrepreneurs and facilitate the establishment of small scale industries for proper growth and economic development and to make these set of people self reliant in the society (Ogunyinka, Adediran and Akinniyi, 2025) ^[12] This is the acquisition of special skills by these adults that are related to their immediate environments for the overall development of their society.

The International Standard on Classification of Education defines adult learning activities as specifically targeting individuals who are regarded as adults by the society they belong to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge to complete a level of formal education or acquire knowledge, skills and competences in a new field or to refresh or upgrade their knowledge in a particular field. This may also be referred to as continuing education, "recurrent education" or a second chance education (United Nations Education, Scientific and Cultural Organization: Institute for Statistics, 2012, p. 78)

The dearth of research on the impact of artificial intelligence on adult learning skills acquisition programmes has become a gap in literature and formed the focus of this study.

Statement of the Problem

Over the years, Oyo State Government have been involved in basic educational activities of the citizens at the state and local government levels aimed at reducing the rate of illiteracy in the suburb areas as well as increase access to literacy and vocational education and skills acquisition in the metropolis. The skills and knowledge acquired by citizens will enable them contribute to the overall growth and development of the state and their well being. The introduction of artificial intelligence as a tool for modern day development may constitute barrier to the learning skills and vocational acquisition of the would be adult learners due to the introduction of artificial intelligence to skills acquisition of the adult learners. The study therefore examined the challenges and hinderances the introduction of artificial intelligence can impact on the learners.

Objectives of the Study

1. Find out the challenges confronting adult vocational skills acquisition with the introduction of artificial Intelligence on adult learning skills acquisition programmes
2. Find out if the challenges confronting adult learners' vocational skills acquisition differ by gender and years of experience in the adult literacy centres in the metropolis; and
3. Find out the future implications and challenges of the introduction of Artificial Intelligence in adult literacy vocational skills acquisition activity

Research Questions

The following research questions were formulated for the study:

1. What are the challenges confronting adult vocational skills learning programmes as a result of the introduction of artificial intelligence?
2. Does the challenges confronting adult learners' vocational skills acquisition programmes differ by gender, years of experience in various adult literacy centres?
3. What are the future implications and challenges of the introduction of artificial intelligence on adult vocational skills learning of the learners?

Methodology and Procedure

The study employed the descriptive survey research design. Fifty (50) adult learners were purposively selected from eight (8) adult and vocational training centers in the Ibadan metropolis of Oyo state. The instrument for data collection

consisted structured questionnaire items developed for the study. The instrument was in three parts: Sections "A", "B" and "C". Section "A" of the instrument elicited information on the demographic characteristics of the respondents, such as gender, year of experience, age and level of Education. while section "B" contained items on the challenges confronting adult learners skills vocational acquisition programmes in the suburb areas of Ibadan metropolis as a result gender difference, years of working experience as well as the need to acquire new skill and section "C" contained items on factors that can enhance the adult learners to acquire skills with the introduction of artificial intelligence and the likely future implications of the introduction of the artificial intelligence as a new innovation for the adult learning skills acquisition programmes in Ibadan metropolis of the state.

The items on the instrument were structured on Likert rating scale and were subjected to face, construct and content validity by experts in the field of adult education, Obafemi Awolowo University, Ile-Ife in Osun – State. The reliability of the items was determined using Crombach Alpha at 0.90 co-efficient for implications and challenges confronting adult learning skills acquisition and vocational training programmes and 0.88 co-efficient for factors that can enhance effective adult learners' skills acquisition and vocational training programmes in the state. The administration of the questionnaire was done on all the 50 respondents (adult learners) and the return was 100% (per cent). Data generated from the questionnaire were analyzed using frequency counts, simple percentages and cross tabulation.

Result

Table 1: Frequency Distribution of the Respondents by Gender

Gender	Frequency	Percentage %
Male	12	24
Female	38	76
Total	50	100

The figure 1 above shows the frequency distribution of the respondents by gender. The implication of the figure above is that, there were more female learners (respondents) representing 38 or 76% of the total population for the study. While the remaining 12 adult learners 12 representing 24% of the total population were male adult learners. The implication of this to the study was that there were more female adult learners in the study compared with their male counterparts. The interview conducted also indicated that the female adult learners were eager and more readily accessible than the male counterparts in the area of vocational and skills acquisition in suburb areas of Ibadan metropolis.

Table 1: Frequency Percentage Distribution of the Respondents on Challenges Confronting Adult Learners' Vocational Skills Acquisition Programme as a Result the Introduction of Artificial Intelligence for Learning Activities

S/N	Statement Items	Response Category HA A HD D				Grand total	Percentage (%)
1	Inadequate supervision and monitoring of vocational training centres by government officials	42	8	-	-	50	100
2	Artificial intelligence as a tool is a new technology in adult learners skills acquisition programme	35	10	2	3	50	90
3	The introduction of artificial intelligence is a new innovation to the acquisition of vocational needs of adult learners	45	5	-	-	50	100
4	Introduction of Artificial intelligence makes skills acquisition more difficult for adult learning activities in the centres.	48	2	-	-	50	100
5	Facilitators in this new technology are scarcely available making it difficult for learners to acquire the needed skills	40	5	3	2	50	90
6	The introduction of AI is making it difficult for adult learners to coop with the acquisition of new skills for the development	30	5	6	9	50	80
7	Inadequate facilitators on the use of Artificial Intelligence is also a challenge for skills acquisition	38	10	-	2	50	96
8	High shortage of qualified AI facilitators for vocational skills training programme hinders learning activity	1	3	30	16	50	90
9	Lack of adequate incentives (stipends) for AI facilitators hinders effective vocational skills training programme activity	35	10	2	3	50	90
10	Misappropriation of funds for adult literacy vocational programmes by government officials	25	20	3	2	50	90
11	Lack of commitment of government officials to ensure effective implementation of adult vocational training programme	30	20	-	-	50	100

Field Survey: 2025

Results presented in table 1 above revealed responses of the respondents in the vocational skills acquisition on the challenges confronting the introduction of artificial intelligence for adult learners' skills training acquisition programme in the suburb areas of Ibadan metropolis of Oyo State. The results showed that the introduction of artificial intelligence for adult learners skills and vocational training acquisition is an alien innovation to these adult learners that and just trying learner the skills of the 3Rs, that is reading, writing and computation of simple arithmetics and the acquisition of new vocational skills to boost their economic independence as well as their growth and development in the society. The indicated that all the respondents (50) representing 100% (per cent) of the population highly agreed or agreed that the introduction of AI to the adult learning skills acquisition is a major challenge to them and this may as a matter of fact hinder the rate at which the skill acquisition may take place and equally express the fear of dropping out

of the scheme if urgent solution is not employed.

Also 96% of the total respondents or 48 of the respondents highly agreed or agreed that inadequate facilitators on the training on the use of artificial intelligence on the adult learners is another hinderance to the acquisition of vocational skills by the adult learners. However, the table also indicated that 90% of the total respondents or 45 of total population of the adult learners highly agreed or agreed to the fact that lack of adequate incentives or motivation for the adult learners' facilitators may equally serve as barrier to the skills acquisition of the learners. The result in the table above also indicated that all the respondents (50) representing 100% of the total population highly agreed or agreed that lack of total commitment or insincerity on the part of government officials towards the proper implementation of AI may actually mar the successful acquisition of skills by adult learners.

Table 2: Frequency Percentage Distribution of the Respondents by Challenges Confronting Adult learners by Gender Differences and Years of Experience in the Literacy Centres

S/N	Statement Items	Response Category HA A HD D				Grand Total	Percentage
1	Adult learners' gender does not have any negative effect on the use of Artificial Intelligence in adult learning skills acquisition in the metropolis	42	8	-	-	50	100
2	The years of the establishment of the adult learning centres serves as a plus for enrolment of adult learners for vocational skills acquisition	29	21	-	-	50	100
3	Adult learning skills acquisition are meant for only female adult learners in the centres	-	-	34	16	50	100
4	Skills acquisition learning programmes are not designed for male adult learners alone	-	-	22	28	50	100
5	Adequate planning and learning vocational skills acquisition programmes are designed for males and female adult learners	23	27	-	-	50	100
6	Adult learning vocational skills acquisition programmes are designed for learners' economic empowerment, growth and development	23	25	-	2	50	100
7	Adult learners are given opportunity at the end of the skills acquisition programmes to access funds to set up their own business.	27	23	-	-	50	100

Field Survey: 2025

The table 2 above presents the responses of the respondents on challenges confronting adult education learners on the bases of gender and years of experience in the literacy centres of the metropolis of Oyo State. From the various challenges listed on the table 2 above. The indication on the item one showed that gender does not have any negative effect on the use of artificial intelligence in all the adult learning centres in the metropolis. While 42 of the total respondents highly agreed that gender does not have negative effect the remaining 8 respondents from in the the population also agreed. This is an indication that 100% of the respondents agreed on the item.

On item 3 in the table 2 above, 34 of the total population highly disagreed, (representing 68% per cent) while the remaining 16 or 32% per cent just disagreed. This is an indication that adult learners' gender does not negative challenges on the problems associated with adult learning vocational skills acquisition the metropolis. The result on the item 4 indicated that all the vocational skills acquisition programmes in the metropolis are not meant for male adult learners alone. This is an indication that all the adult vocational skills acquisition programmes are designed to

cater for all categories of adult learners.

Also, item 5 on the table 2 indicated that adequate planning and learning vocational skills are designed for both male and female adult learners in the metropolis. The responses of the population indicated that all the respondents either highly agreed or agreed to the item number 5 on the table.

On items 6 and 7 of the table 2 above, all the total respondents (50) highly and agreed that the vocational learning skills acquisition programmes are designed to empower the adult learners' socio-economic status in the metropolis thereby contributing their own quota to the overall economic growth and development of the metropolis. This is an indication that if the skills acquisition programmes are properly handled by the government officials with the aid of the artificial intelligence, the programmes will go a long way in equipping the economic power of the citizens this will to a large extent reduce the over dependence of the citizens on the government of the day to provide the job opportunities as this make the citizens to be economically independent and self reliant. This can also create job opportunities for the adult learners and as well reduce the over dependence on the adult learners waiting for government job opportunities.

Table 3: Frequency Percentage Distribution of the Respondents on the future Implications as Challenges of the introduction of artificial Intelligence on Adult Learners' Vocational skills Acquisition in Ibadan Metropolis

S/N	Statement Items	Response Category				Grand Total	Percentage
		HA	A	HD	D		
1	The introduction of AI will enhance adult learners vocational skills acquisition in the future	42	8	-	-	50	100
2	Accurate projection and effective use of AI by the adult learners will bring about economic empowerment, growth and development of the adult learners	50	-	-	-	50	100
3	Proper monitoring of the use of AI in all the Adult Literacy centres of the metropolis will bring about economic empowerment of the adult learners in the nearest future	45	5	-	-	50	100
4	Programme evaluation should be carried out periodically to ensure quality delivery of AI on adult learning vocational skills acquisition programmes	48	2	-	-	50	100
5	Adequate planning and projection should be made on the use of AI in the adult learning vocational skills acquisition programmes for future implementation	47	3	-	-	50	100
6	Soft loans and grants should be readily available for adult vocational graduates to encourage and motivate them for self employment	23	25	-	2	50	100
7	Funds should be made available and properly utilized for vocational training skills activities in the metropolis for economic empowerment, growth and development of the adult learners.	35	15	-	-	50	100

Field Survey: 2025

The above table 3 shows the responses of the total population on the future implications and challenges of the introduction of artificial intelligence on vocational skills acquisition of adult learners in Ibadan metropolis of Oyo State. Majority of the total population representing 96% or (48) of the respondents highly agreed that the introduction artificial intelligence on the acquisition vocation skills of adult learners wills automatically change the scope adult learning and vocational skills training activities of the adult learners. While the remaining 4% representing 4 respondents from the total population agreed on the same item of the instrument. Also, all the respondents (50) highly agreed that accurate projection and effective utilization of atificial intelligence in the vocational skills acquisition adult literacy learners will in future enhance vocational skills training programmes in the state and may equally give the citizens employment opportunities and creation job for adult learners. While 45 of the respondents representing 90% of the population highly agreed that effective montoring and proper use of artificial intelligence in the adult learning vocational skills acquisition activities in the various learning centres of the metropolis will

enhance economic empowerment of the adult learners. Also, majority of the respondents (48) or 98% (per cent) of the total respondents concurred to the statement 4 on the above table that programme evaluation at the end of each skills acquisition programme may give an insight into the problems or challenges facing the use and the introduction of AI in the skill acquisition of the adult learners. This will also serve an eye opener to fostall the occurence of such problems and challenges in future.

The evaluation of adult learning programmes can also pave way for proper planning and implementation of such programmes by government officials and other stake holders of adult and non-formal education in the nearest future. While the respondents were responding to the issues of financial backup by the government to encourage the learners after the completion of the skills acquisition programmes to enable them set up their own entrepreneur and make them self reliant. Majority of the respodents highly agreed that if such funds can be granted to them in form of soft loan repayable with lower interest rate will be a welcome development to them as this will make them start off their own business without

necessarily depending on the government employment opportunity.

Discussion of Findings

The impact of the introduction of artificial intelligence in adult learning skills acquisition programmes in the suburb areas of Ibadan metropolis in Oyo state were examined with the purpose of identifying the challenges and its implications on adult learning skills acquisition programmes in the future. The findings of the study revealed the candid opinion of the adult learners towards the introduction of artificial intelligence in their skills acquisition learning programmes in the metropolis.

The findings revealed that, although the adult learners complain that artificial intelligence is alien to them in the long history of skills acquisition learning programme but the general consensus was that if the technology is properly implemented and monitored by the government officials in the metropolis, the introduction of this technology could be the beginning of citizens' economic empowerment and this could bring about economic growth and development of individual adult learners and the overall development of the metropolis. The finding is in agreement with the opinion of Kang (2023) that the introduction of artificial intelligence in adult learning education programmes is strategically significant to training an innovative, scientific, and technologically talented adult learners and would be workforce. Such a move requires educators to develop an open, flexible, active, and innovative adult education ecosystem to promote quality education and ensure education equity. While, UNESCO, (2019) on the other hand ascertained the significant increasing role of Artificial Intelligence in influencing students' that is adult learners' access to education, learning performance, teaching andragogy, educational data analysis and management.

Also in the opinion of Verhagan (2021) Artificial Intelligence can improve and replace current technologies in delivering training, spreading information on skill requirements and relevant training courses, and personalizing the matching of job seekers to available learning opportunities. This is equally supported by the respondents that artificial intelligence, if properly utilized in the various adult literacy centres in the metropolis, it can bring about technological advancement and vocational skills acquisition of the adult learners leading economic growth and development.

According to UNESCO, (2009) ^[16] adult literacy vocational skills acquisition education is an essential means of building people's capacities and capabilities of coping with the evolving challenges and complexities of life, culture, economy and society and as a matter of fact no nation has achieved and sustain economic growth without moving close to Universal Basic Education (UBE) which goal is to universalise access to basic education, engender conducive learning environment and total eradication of illiteracy in the society within the shortest time. Thus, the introduction of artificial intelligence into the scheme of activities of the adult learners can bring about the desired goals and result. Hence, the use of artificial intelligence in the vocational training skills acquisition of adult education learners can achieve the desired goal of the government on the issue of Universal Basic Education by giving access to adult learners to acquire basic vocational skills for their economic empowerment and the overall growth and development of the metropolis.

Conclusion

Artificial intelligence brings greater promise for transforming adult literacy and skills acquisition by offering personalized, accessible and engaging in learning and skills development opportunities. Effective adult literacy teaching and learning vocational skills acquisition extends beyond the typical educational path. It is a voluntary choice of learning throughout life for personal and professional development. Hence, the introduction of artificial intelligence into learning vocational skills acquisition in Ibadan metropolis could go a long way in building young entrepreneurs in the metropolis thereby bringing reduction to economic hardship the citizens are facing.

Also, Traditional computer technology systems are being replaced by AI and integrated into adult education vocational skills acquisition and adult education research activities to meet the technological advancement of the 21st Century (Milana *et al.*, 2024; Kang, 2023). As the OECD noted in 2021, "Realizing AI's full potential and ensuring that using AI for training and vocational skills acquisition has beneficial outcomes for all requires more research and policies that address the need for digital skills, the costs of adoption, and the development" in achieving a greater and better learning outcome.

Recommendations

To maximize the benefits and minimize the challenges of artificial intelligence in adult literacy and vocational skills acquisition programmes in adult education. Several steps should be taken by government, adult educator facilitators and other education stake holders which may include:

Proper training and re-training of adult learning education facilitators in the use of artificial intelligence for effective acquisition of vocational skills by the adult learners;

Blended Learning Approach: Artificial intelligence tools should complement and not replace human teachers.

The combination of AI with traditional teaching can provide a balanced and effective learning experience in adult literacy and skills acquisition activities;

Furthermore, Digital Literacy Training Education must be acquired by adult learners' facilitators before introducing artificial intelligence tools, adult learners' facilitators should be trained in basic digital skills to ensure proper navigation on artificial intelligence platforms confidently;

Government agencies, Non Governmental Organizations and private sectors must collaborate effectively to make AI tools affordable and freely available to low income and marginalized groups;

Also, artificial intelligence platforms must be designed with cultural sensitivity to address diverse cultural backgrounds and needs of adult learners; and

Lastly, clear guidelines and protections must be in place to ensure adult learners' data is confidential and secured.

References

1. Aderinoye RA. Transition from non-formal to formal education, examination, certificate and challenges: the case study of Nigeria. The Guardian. 2015 Apr.
2. Akinpelu JA. Philosophy of adult education. Ibadan: Sterling-Horden Publishers Nig. Ltd; 2002.
3. Akbar YA, Anuar A, Zani RM, Abdullah FN, Sunian E, Sulaima NE. Exploring the scholarly landscape: AI teaching and learning in adult education. Int J Acad Res

- Prog Educ Dev. 2024;13(1):390–413. doi: 10.6007/IJARPED/v13-i1/19354.
4. Alabi AT. The relevance of staff development programmes to staff performance in the school system. Ilorin J Educ. 2019.
 5. Amiee, Wagner. Artificial intelligence into adult education. Int J Adult Educ. 2024;15(1).
 6. Fafunwa AB. History of education in Nigeria. London: George Allen and Unwin; 1991.
 7. Holmes W, Bialik M, Fadel C. Artificial intelligence in education: promises and implications for teaching and learning. Boston: Center for Curriculum Redesign; 2019.
 8. Luckin R, Holmes W, Griffiths M, Forcier LB. Intelligence unleashed: an argument for AI in education. London: Pearson; 2016.
 9. OECD. OECD skills outlook 2019: thriving in a digital world. Paris: OECD Publishing; 2019. doi: 10.1787/df8bc12-en.
 10. OECD. AI in education: challenges and opportunities. In: OECD digital education outlook. Paris: OECD Publishing; 2021.
 11. Ogunyinka KO, Awogoke FO, Adediran AR. Adult education: panacea for adult learners socio-economic and political development in the 21st century Nigeria. J Educ Innov Pract. 2024;8(1).
 12. Ogunyinka KO, Adediran RA, Akinniyi IG. The effect of artificial intelligence. [place unknown: publisher unknown]; 2025.
 13. Okemakinde SO, Ogunyinka KO. The concept and scope of adult and non-formal education in Nigeria. In: Jaiyeola-Omoyeni MS, Ambode AA, Okemakinde SO, editors. Contemporary issues in adult and non-formal education. Lagos: Meritbridge Media Ltd; 2016.
 14. Olojede AA. Adult learners' demographic variables as predictors of access and participation in literacy programmes in Oyo and Ondo States, Nigeria. J Educ Thoughts. 2014;5(1).
 15. Mawogi AI, Adediran AA. Assessment of impacts and prospects of adult education and community development in Niger State. J Contemp Stud Educ. 2025;2(1).
 16. UNESCO. Harnessing the power and potential of adult learning and education for a viable future. Belém Framework for Action. CONFINTEA VI; 2009 Dec 4; Belém.
 17. UNESCO. Embracing a culture of lifelong learning: contribution to the futures of education initiative. Hamburg: UNESCO Institute for Lifelong Learning; 2020.

How to Cite This Article

Ogunyinka KO, Okemakinde S, Adediran RA. The impact of artificial intelligence on adult learning skills acquisition programmes in suburb areas of Ibadan metropolis. J Title. 2025;6(2):61-7.

Creative Commons (CC) License

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0) License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.