



ASSESSMENT OF GOVERNMENT INVOLVEMENT IN ADULT LITERACY PROGRAMME IN LAGOS STATE, NIGERIA (2000-2020)

Johnson Fejoh

Department of Educational Foundations and Counselling
Olabisi Onabanjo University, Ago-Iwoye,
Ogun State, Nigeria
E-mail: fejoh.johnson@oouagoiwoye.edu.ng

Bamidele Omoniyi Ajibade

Institute of Education
Olabisi Onabanjo University, Ago-Iwoye,
Ogun State, Nigeria.

Abstract

This study assessed government's involvement in adult literacy programme in Lagos State, Nigeria between 2000 and 2020. Ex-post-facto research design was adopted. The population was made up of all Lagos State urban residents. A basic random sampling approach was used to determine a total of 200 urban residents of Lagos West Senatorial Districts as respondents for this study. Four hypotheses were formulated and tested using Pearson Moment Correlation, ANOVA and Chi-Square at 0.05 level of significance. Government Involvement in Adult Literacy Questionnaire (GIALQ) was used with a reliability coefficient of 0.97. The results indicated significant impact of government funding and policy on the accessibility and quality of adult literacy programmes within Lagos State ($F = 140.511, p = 0.000$). It also showed that government-initiated adult literacy programmes have significant impact on socio-economic development of individuals and communities in Lagos State ($F = 83.410, p = 0.000$). The study concluded that there exists a strong correlation between government-initiated adult literacy programmes and socio-economic development of individuals and communities in the state. The study therefore recommended that the government of Lagos State should consider geographical location when implementing adult literacy programmes to ensure they are accessible and effective across the state and also continuously monitor and evaluate adult literacy programmes to identify areas for improvement and ensure their long-term sustainability.

Keywords: *Assessment, government involvement, adult literacy programme, Lagos State*

Introduction

Education is a process of facilitating learning, acquisition of knowledge, skills, habits and values through various methods including teaching, training, research and self-directed learning. It is also a process that is seen to have the capacity to equip individuals with the necessary abilities to navigate and interact effectively within the social systems of their respective nations. It has a crucial role in a society's capacity to adjust and progress in social, economic, technological, and political aspects. Education refers to the act of obtaining or transmitting crucial knowledge, refining one's ability to think and make decisions, and generally challenging oneself or others to enhance intellectual growth. Throughout their lifespan, individuals acquire knowledge, expertise, and convictions via the process of education which underscores the fact that education is crucial for the advancement of humanity.

It serves as the primary catalyst for major advancements throughout all human cultures. It persists in both evident and nuanced ways, both officially and unofficially, and is often seen as the main means for socializing individuals and propagating vibrant culture. Every educational institution aims to cultivate a versatile individual who can easily adjust to their environment and make substantial contributions to the sustainability of their community (Ayantunji, 2023).

Considering the above, it is safe to admit that adult education plays a crucial part in the development of a nation by expanding educational possibilities for individuals and promoting literacy in society. This is the rationale underpinning modernization theorists' assumption that literacy is essential for any country's inhabitants to engage in substantial development. In other words, individuals cannot progress on their own or contribute to the development of the nation unless they possess both freedom and literacy.

Rural communities are essentials for the overall development of any nation. According to Oladapo (2013), any nation's progress must begin in rural areas, or at the grassroots level. Rural population education is becoming a significant concern as people become more mindful of the crucial role these locations play in social growth,

as well as the relevance of adult education in the process. Several nations, especially Germany, Italy, the United Kingdom, and France, have chosen adult education as a paradigm to solve concerns such as agriculture, health and sanitation, mass illiteracy, and other current challenges. Rural illiteracy is an issue and an obstacle to comprehensive development, with an estimated 63 million adult illiterates at the grassroots level in developing nations, especially Nigeria (Adesanya, 2005).

The desire for a literate society is at the core of national development. Adult education programmes have been the major tool by which the government, to some extent, intervenes in the Lagos State adult literacy situation in Nigeria. This notwithstanding, after much improvement toward literacy levels between the year 2000 and 2020, a lot of flaws are developed which hinders these efforts.

The major issues being policy and implementation disconnect, the government has on one hand put in place policies to ensure promotion of adult literacy but on the other hand, has been poor in converting the policies to practical programmes. Therefore, there are many discrepancies in delivery with the programmes and the outcome of the same; hence many adults are left illiterate or semi-illiterate and therefore unable to fully participate in the socio-economic development of the state.

More importantly, the quality of adult literacy programmes often leaves much to be desired. The curriculum does not meet the immediate needs of the learners, and neither is it sufficient to enable them to confront the challenges of modern society (Ayantunji, 2023). These challenges are further compounded by inadequate training of teachers and facilitators who can make the imparting of adult education far more effective. The programme of adult literacy developed cannot consequently meet adult learning needs, which consequently limits the impacts on personal and community development.

Another major problem is the sustainability of the literacy programmes. Most of them are kicked off with a lot of enthusiasm, which often goes down with time since there lacks strategic planning for the long-term and support. Their success or failure is rarely quantified, neither is the feedback from the latter part of the chain fed

back to the planning process due to lack of a system in place for monitoring and evaluating these programmes. Afterwards, the participants are likely to revert to illiteracy when the programme is over, and all the efforts would be in vain.

Despite efforts, challenges persist, including inadequate funding, poor programme implementation, and lack of sustainable policies. In the light of the above, the study examined the government's role in enhancing adult literacy and attempted to bridge the gap between policy formulation and execution, improve programme quality, and ensure long-term sustainability. Ultimately, it emphasizes the critical importance of adult literacy for societal development and empowerment.

Statement of the Problem

Adult literacy is one of the essentials in a measure of societal development, for it is through this that people can contribute meaningfully to the economy, participate in the political discussion, and improve their lives. However, in Lagos State, the government has several adult education programmes with the aim of eradicating illiteracy, especially in the rural areas characterized by lack of basic education and social amenities. These adult literacy programmes are goal-oriented, enabling them to learn basic education, post-literacy education, and other programmes that will prevent them from relapsing into illiteracy (Oyekunle, 2023).

Despite these, the adult literacy rate in Lagos State is still far from what is desired. Although some improvements in the general literacy level, such as, ability to read and write both in Yoruba Language and English Language as well as, ability to handle numeracy challenges were registered between 2000 and 2020, they remained unstable as a result of the lack of sustainable policies, poor implementation of the programmes, and inadequate funding. Inadequate funding, poor implementation of programmes, and lack of sustainable policies were counteractive to some of the advances made between 2000 and 2020. Quite often, the issue of commitment to provide resources is a sure thing, but the question of ensuring that such initiatives are actually a success and that they are sustainable remains at the mercy of commitment.

More importantly, the quality of adult literacy programmes often leaves much to be desired. The curriculum does not meet the immediate needs of the learners, and neither is it sufficient to enable them to confront the challenges of modern society. This is further lacking due to the inadequate training of teachers and facilitators who can make the imparting of adult education far more effective. The programme of adult literacy developed cannot consequently meet adult learning needs, which consequently limits the impacts on personal and community development.

This study therefore examined government's involvement in adult literacy programmes in Lagos State between 2000 and 2020 with special emphasis on strategies employed, challenges faced, and outcomes achieved.

Literature Review

Adult Literacy Programmes

The majority of literate individuals, including secularists, consider that adult literacy education is the process of learning new things in order to engage with others and benefit society. Adult education may occasionally be restricted to remedial, refresher, or ongoing education. Thus, literacy education is characterized as the ability to identify, grasp, and evaluate learning materials—both electronic and non-electronic—that will support individuals in reaching personal aims as well as societal interests (UNESCO, 2015). None of the definitions above contain God awareness.

Islam infrequently promotes adult literacy teaching as a religious science that prepares individuals to serve Allah by respecting socioeconomic equality, preserving human rights, and appreciating cultural variance. As a result, adult literacy instruction is both a legal obligation and a human right (Islamic Scientific, Educational, and Cultural Organizations, 2016). The name cannot be altered as it connects our planet to other worlds. As a result, adult literacy education is seen in Islam as a technique of giving individuals with the information and life experiences they require to deepen their ties with Allah and others, as well as to foster cultural tolerance.

Adult literacy is therefore the provision made available through an educational programme for people who are 18 years and above to learn how to

use printed and written information for their benefit and society. Adult literacy creates a consciousness that allows an individual to plan, cope with and at the same time find solutions to issues that challenge the sustainable future of their lives. The direct influence in which literacy has on national development makes it imperative for every member of a nation to be actively involved in adult literacy programme in order to be able to make valuable contributions to the society (Mkpa, Erim and Anam, 2023).

Nigeria's Goal for Adult Literacy.

The present emphasis on adult literacy is backed by the global tone and policy pronouncements of the Education for All (EFA) objectives and the shorter Millennium Development Goals (MDGs). Adults' active involvement is now commonly considered to help reach national development, transformation goals, and MDGs. As a result, these group need immediate attention in order to raise their well-being and life expectancy while also contributing to the country's economic and political success. Furthermore, because the large majority of persons are parents, their educational background will surely have an impact on the sort and amount of schooling their children obtain, whether favorably or adversely. Similarly, there is a strong relationship between health challenges and literacy, notably in terms of public health, prenatal and postnatal care, preventive health, and health maintenance. In other words, increasing access to literacy initiatives would result in increased living circumstances for individuals. Carpentry, agriculture, tailoring, and cooperative activities are examples of jobs that necessitate strong adult literacy.

When adult literacy activities are well-planned and executed, they stimulate information-seeking individuals to pursue additional education and professional development. This eventually leads to a lifetime of learning. In addition to guaranteeing success in larger community activities, literacy campaigns should be an essential component of a complete war against poverty and other socioeconomic challenges that lead to negative community concerns. The aims of adult education were to enhance social status, boost income, and encourage employment for those who benefitted from it. Yes, it will allow the receiver email,

computer, and internet access to extra information and contacts.

Nigerian Government Policies on Adult Literacy (2000-2020)

Adult Literacy holds the key to socio-economic development of a nation. In this regard, the actualization of adult literacy status presented a plethora of challenges and persisted as an issue on the government of Nigeria's agenda. The Nigerian government, for instance, from 2000 to the year 2020, underpinned policies and programmes that aimed at augmenting the status of adult literacy.

Universal Basic Education Act (2004)

The Universal Basic Education (UBE) Act 2004 was another landmark legislation that further helped guarantee provision for adult literacy. The major objective of the act was total eradication of illiteracy and the improvement of educational opportunities with the view of ensuring all-around quality education to all Nigerians, no matter their age. Adult literacy programmes established by the federal government, in collaboration with states, were majorly those aimed at functional literacy and vocational skills acquisition (Olanrewaju, 2019).

The Universal Basic Education Act of 2004 established the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) which is mandated to monitor the programmes for adult literacy in Nigeria (UBEC, 2005). The NMEC is required to conduct campaigns, prepare curricula, and prepare instructors for literacy training. It is acting as the policy organ for the implementation of adult literacy in Nigeria and has helped in realizing some improvements in the levels of adult literacy across the country over time (Okediran and Solomon, 2014).

The National Mass Literacy Campaign

The government of Nigeria launched the National Mass Literacy Campaign as a high-profile activity that was intended, in theory, to bring about a remarkable reduction in the level of adult illiteracy. It was part of the master plan in achieving and ensuring that there was total compliance with the requirements as provided for in the UBE Act and the NEEDS approach. The campaign accommodated several literacy centers

and mass mobilization of volunteers and NGOs and international agencies (Ajayi, 2011).

The National Mass Literacy Campaign was aimed at providing functional literacy-basic reading, writing, and numeracy skills-and practical knowledge that is relevant to the daily lives of the adult learners. This kind of functional literacy was one way of making literacy education more relevant and appealing to adult learners; thereby, in turn, increasing participation rates (Aderinoye and Rogers, 2005).

This study is based on Social Empowerment Theory (SET) which is a complex concept that deals with how the development of an individual or community's autonomy and strength can be improved in order to enhance their social standing and quality of life. The theory is based on the belief that humans and groups are empowered - whether by nature or given - with the ability to exert their influence on their social conditions. It primarily stresses how people can gain material power and access to resources and higher power to direct and control decisions and processes that have a profound impact on their existence. Empowerment has been viewed as a multi-level concept that can occur at the individual, organization, and community level. Empowerment was also regarded as a psychological and social political process (Zimmerman, 1995; Rappaport, 1981).

Lagos State government's adult literacy programmes can be analyzed in terms of social objective as they promote not only literacy but also provide adults with skills that empower them as social beings. These compasses may be on reading, writing, and arithmetic but the repercussions go beyond. It is aimed at enhancing the socio-economic status of individuals with bodily ailments and disabilities so as to secure better job income and means to cope and prevail within an increasingly literate society.

Therefore, social empowerment theory is useful to examine the government participation in sourcing and supporting adult literacy in Lagos State as this theory establishes transformation by means of education. It shows how such interventions are not only transformational for a particular individual, but also agent of change within the society towards social and economic transformational processes.

Empirical Review

Bakare (2019) examined the factors affecting the implementation of andragogical principles in adult education programmes in Lagos State, Nigeria. The study pointed to the necessity of developing a more systematic approach toward further implementation of andragogical concepts within the educational context for grown-ups in order to enhance the level of comprehensiveness of adult learners' needs.

In addition to the above, the study done by Ayantunji (2023) sought to review adult education, its problems, views, and challenges in Nigeria. According to the study, different programmes for adults and youths' education have social, economic, cultural, political and environmental developments as their goals. Still, the study also revealed that the Education for Effective Adult Education as contained in the National Policy on Education has not been well achieved. The challenges that were discovered included the issue of public perception where the profession was viewed in a negative light, institutionalization where they were discriminated or ignored, and inadequate funds from the government. Based on the study, it was suggested that the people should be encouraged to appreciate the value of adult education, there should be enough financial available for supporting, and the term 'Adult Education' should be replaced by an appealing one that is acceptable by all grown-ups.

Considering the above findings by those scholars, there are necessary calls for enhancement of the teaching of adults with the view of addressing the new challenges of the world today and thus make a good contribution to nation building.

Hypotheses

The following hypotheses were formulated to guide this study:

H₀₁: There is no significant impact of government funding and policy on the accessibility and quality of adult literacy programmes within Lagos State.

H₀₂: There is no significant relationship between government involvement in adult literacy programmes and the rate of literacy among the adult population in Lagos State.

H0₃: There are no significant challenges associated with the implementation of adult literacy programmes supported by the government in Lagos State.

H0₄: There is no significant degree of contribution that government-initiated adult literacy programmes have made in improving the socio-economic development of individuals and communities in Lagos State.

Methodology

This study used an "ex-post-facto" descriptive survey research design. The population was made up of all Lagos State urban residents in Lagos State, Nigeria.

The population consisted of all urban resident in Lagos West Senatorial District. A sample is chosen such that the results may be extrapolated to the target population. A basic random sampling approach was used to determine a total of 200 respondents who were residents in the urban areas of Lagos West for this study. This technique was adopted to ensure that each respondent from the location has an equal

probability of being chosen for the research.

The study's data were acquired using a questionnaire tagged "Government Involvement in Adult Literacy Questionnaire (GIALQ)" that the authors created. The instrument was confirmed by five colleagues and experts in adult literacy education. The instrument was to gather information regarding the government's engagement in adult literacy projects. Respondents assessed their comments using a 4-point Likert scale: agree, strongly agree, disagree, and strongly disagree. The reliability of the instrument was obtained using a test retest procedure and Cronbach's Alpha.

After obtaining consent, the researchers distributed the questionnaire and assisted respondents in filling it out properly, as most of them were unable to do so. The data were analyzed using Analysis of Variance (ANOVA), Pearson Moment Correlation, Regression Analysis and Chi-square to test the hypotheses at the 0.05 level of significance.

Results

The results of the test of the hypotheses are stated and discussed below.

H0₁: There is no significant impact of government funding and policy on the accessibility and quality of adult literacy programmes within Lagos State.

Table 1: Composite impact of government funding on adult literacy programmes

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873 ^a	.762	.756	.24742

a. Predictors: (Constant), Government funding and policy; Quality of Adult Literacy Programmes

Table 2: ANOVA Test on the impact of government funding on adult literacy programmes

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	34.408	4	8.602	140.511	.000 ^b
	Residual	10.775	176	.061		
	Total	45.182	180			

a. Dependent Variable: Gender

b. Predictors: (Constant), Government funding and policy; Quality of Adult Literacy Programmes

The result on Table 2 showed that the model is statistically significant ($F = 140.511, p = 0.000$), which points to the effectiveness of government funding and policy measures regarding the accessibility and quality of the adult literacy

programmes. That is why an adjusted R-squared of 0.756 showed that with an approximate 75% of the variation in accessibility and quality is explained by government funding and policy initiatives.

H₀₂: There is no significant relationship between government involvement in adult literacy programmes and the rate of literacy among the adult population in Lagos State

Table 3: Pearson Correlation on the relationship between government involvement in adult literacy programmes and the rate of literacy

		Correlations			
		Government initiatives have played a crucial role in increasing the literacy rate among adults in Lagos State.	The government's active involvement has negatively impacted the participation of adults in literacy programmes.	Government support has led to a noticeable improvement in the literacy skills of the adult population in Lagos State.	The government's engagement in adult literacy programmes has not fostered a culture of lifelong learning among adults in Lagos State.
Government initiatives have played a crucial role in increasing the literacy rate among adults in Lagos State.	Pearson Correlation	1	.877**	.957**	.866**
	Sig. (1-tailed)		.000	.000	.000
	N	181	181	181	181
The government's active involvement has negatively impacted the participation of adults in literacy programmes.	Pearson Correlation	.877**	1	.868**	.949**
	Sig. (1-tailed)	.000		.000	.000
	N	181	181	181	181
Government support has led to a noticeable improvement in the literacy skills of the adult population in Lagos State.	Pearson Correlation	.957**	.868**	1	.866**
	Sig. (1-tailed)	.000	.000		.000
	N	181	181	181	181
The government's engagement in adult literacy programmes has not fostered a culture of lifelong learning among adults in Lagos State.	Pearson Correlation	.866**	.949**	.866**	1
	Sig. (1-tailed)	.000	.000	.000	
	N	181	181	181	181

** . Correlation is significant at the 0.01 level (1-tailed).

The analysis of the research hypothesis on the significant relationship between government involvement in adult literacy programmes and the rate of literacy among the adult population in Lagos State revealed a significant positive correlation between government initiatives and literacy rates. The Pearson correlation

coefficients indicate that government initiatives have a strong positive impact on literacy rates, with coefficients ranging from 0.866 to 0.957. This suggests that government involvement in adult literacy programmes has led to a noticeable improvement in literacy skills among the adult population in Lagos State.

H₀₃: There are no significant challenges associated with the implementation of adult literacy programmes supported by the government in Lagos State.

Table 4: Challenges associated with implementation of adult literacy programmes

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	112.453 ^a	3	.000
Likelihood Ratio	154.421	3	.000
Linear-by-Linear Association	98.034	1	.000
N of Valid Cases	181		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.13.

The Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association tests all showed highly significant results ($p < 0.001$), indicating that the challenges are not randomly distributed.

This suggested that there are specific challenges that are more prevalent in government-supported programmes, which need to be addressed to improve their effectiveness.

H0₄: There is no significant degree of contribution that government-initiated adult literacy programmes have made in improving the socio-economic development of individuals and communities in Lagos State.

Table 5: Contributions of government-initiated adult literacy programmes on improvement of socio-economic development of communities

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
C1	.809 ^a	.655	.647	.29775

a. Predictors: (Constant), Government-initiated adult literacy programmes, socio-economic development

Table 6: ANOVA test on contributions of government-initiated adult literacy programmes on improvement of socio-economic development of communities

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	29.579	4	7.395	83.410	.000 ^b
Residual	15.603	176	.089		
Total	45.182	180			

a. Dependent variable: Gender

Predictors: (Constants), Government-initiated adult literacy programmes, socio-economic development

The model summary indicated a strong correlation ($R = 0.809$) and a high adjusted R-squared value (0.647), suggesting that approximately 64.7% of the variation in socio-economic development can be explained by government-initiated adult literacy programmes.

The ANOVA test also showed a highly significant regression model ($F = 83.410$, $p = 0.000$), indicating that government-initiated adult literacy programmes have a significant impact on socio-economic development.

Discussion of Findings

The strong positive correlation between government initiatives and literacy rates suggested that government involvement has led to a noticeable improvement in literacy skills among the adult population. This is in line with the findings of Ayantunji (2023) and Mollel, Momanyi and Ateka (2019), which emphasized the importance of government support in improving literacy rates.

The significant challenges associated with the implementation of government-supported adult literacy programmes in Lagos State are also consistent with the other studies. The findings of this study revealed significant differences between the observed and expected frequencies of the challenges faced by government-supported programmes, indicating that specific challenges are more prevalent in these programmes. This is in line with the findings of Olomukoro and Omoregie (2017) and Tedla (2019), which highlighted the challenges faced by adult literacy programmes in Nigeria.

The significant degree of contribution of government-initiated adult literacy programmes to socio-economic development in Lagos State is consistent with the other studies. The strong correlation between government-initiated adult literacy programmes and socio-economic development suggests that these programmes have a significant impact on the socio-economic development of individuals and communities. This is in line with the findings of Nnadi (2016) and Soyele and Egunyomi (2020), which emphasized the importance of adult literacy programmes in improving socio-economic development.

The results further suggested that government support has a significant impact on the accessibility and quality of adult literacy programmes, literacy rates, and socio-economic development. The significant challenges associated with the implementation of government-supported adult literacy programmes highlight the need for addressing these challenges to improve the effectiveness of these programmes.

Conclusion

The study found significant correlations between government funding and policy, accessibility, and

quality of adult literacy programmes. The research also highlighted the challenges faced in implementing these programmes, such as, inadequate fund available to the government, low participation among the working adults and the positive impact of government involvement on literacy rates among adults. Additionally, the study found a strong correlation between government-initiated adult literacy programmes and socio-economic development, suggesting that these programmes have a significant impact on the socio-economic development of individuals and communities.

Recommendations

The study recommended that:

- i . Lagos State Government should increase funding for adult literacy programmes to ensure their accessibility and quality.
- ii . The state government should develop and implement policies that support adult literacy programmes, ensuring their effective implementation.
- iii . The state government should engage with local communities to better understand their needs and tailor adult literacy programmes accordingly.
- iv . The state government should consider geographical location when implementing adult literacy programmes to ensure they are accessible and effective across the state.
- v . The state government should also continuously monitor and evaluate adult literacy programmes to identify areas for improvement and ensure their long-term sustainability.

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