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Historique et contexte

La *Revue Internationale des Sciences de l'Éducation* est une initiative du Département des Sciences de l'Éducation, promue et soutenue par le Directeur de l'ENS. Elle se propose d'offrir un cadre de référence pour développement des principales thématiques pédagogiques, didactiques et psychologiques. Elle se donne également pour but la diffusion des résultats de recherche en Sciences de l'Éducation. Cette revue accueille les contributions significatives dans les champs suivants : Didactique des Disciplines, Didactique et Pédagogie Universitaires, Épistémologie, Pédagogie, Psychologie de l'Éducation, Histoire et Philosophie de l'Éducation.

Publication

La *Revue Internationale des Sciences de l'Éducation* publie :

- les articles qui présentent les résultats des recherches de nature théorique ou expérimentale en éducation ;
- les documents regroupant les notes de conférences ou d'essais critiques sur des questions relatives à l'éducation ;
- les travaux qui font l'examen critique des questions théoriques relatives à l'éducation.

Public

La *Revue Internationale des Sciences de l'Éducation* s'adresse aux spécialistes, chercheurs, enseignants, pédagogues, didacticiens, psychologues et étudiants universitaires qui s'intéressent aux Sciences de l'Éducation.

Parution

La *Revue Internationale des Sciences de l'Éducation* est publiée semestriellement.

ÉDITORIAL

Les sciences de l'éducation en contexte camerounais restent de plus en plus sollicitées et convoitées par un public assez large. Elles sont sollicitées par des institutions en charge de la formation des formateurs et par des facultés des sciences de l'éducation appelées à préparer des experts chevronnés en la matière. Car l'on ne naît pas spécialiste en sciences de l'éducation, on le devient par une formation scientifique et technique.

Les sciences de l'éducation sont également convoitées par des érudits qui n'ayant pas à piocher suffisamment dans leurs champs disciplinaires d'origine s'intéressent particulièrement aux sciences de l'éducation par des lectures des ouvrages et articles spécialisés dans ce domaine. Toutefois, cette érudition ne saurait remplacer une formation scientifique et technique sanctionnée par des parcours académiques universitaires spécifiques, et des diplômes dans le domaine. Les érudits des sciences de l'éducation pensent qu'il suffit de beaucoup lire des ouvrages et articles spécialisés en sciences de l'éducation pour parler à armes égales avec les experts chevronnés sciences de l'éducation ; ceux-ci non seulement ont été formés en la matière avec des diplômes à la clé, mais rayonnent par leurs publications scientifiques au plan national et international dans ce noble champs des sciences de l'éducation. C'est dans le cadre de ce rayonnement national et international des sciences de l'éducation que naît notre Revue Internationale des sciences de l'éducation.

Au plan national et international, la Revue Internationale des sciences de l'éducation se fixe deux objectifs majeurs : 1) Le premier objectif est d'encourager, de stimuler la recherche fondamentale en sciences de l'éducation pour contribuer au progrès scientifique de celles-ci ; 2) Le deuxième objectif consiste à promouvoir la recherche appliquée pour apporter des pistes de solution aux problèmes qui se posent au sein de notre système éducatif en général , à ceux que rencontrent les enseignants dans l'exercice de leur fonction en particulier ; car les sciences de l'éducation sont essentiellement empiriques et ne sauraient

tourner le dos aux réalités de notre société, aux difficultés pratiques des enseignants et des apprenants. Notre souci majeur est par conséquent d'apporter un éclairage judicieux sur la nature et la portée téléologique des sciences éducatives, à côté des objectifs déjà indiqués et poursuivis par notre Revue. Les collègues formateurs trouveront dans cette Revue des réflexions qui pourront contribuer à l'amélioration de leurs pratiques enseignantes. Les facultés des sciences de l'éducation y trouveront également de la matière pour enrichir leurs savoirs savants, et apporter à leurs travaux scientifiques des bases épistémologiques crédibles en ce qui concerne les sciences de l'éducation.

Belinga Bessala Simon
Professeur titulaire des universités
Chef de Département des sciences
de l'éducation

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Munch dans son *effet de vie ou le singulier de l'art* l'effet de vie en tant que moment de jouissance esthétique doit être aussi singulier que chaque instance humaine.

La théorie socioconstructiviste nous permet dès lors de donner du poids aux interactions dans la salle de classe pour construire le sens global d'un texte à partir de l'émission des hypothèses de lecture des apprenants aussi singulières et diversifiées soient elles. Il s'agit donc pour l'enseignant d'accompagner les apprenants dont il a la charge vers une construction autonome à partir du processus de dévolution. Dans ce processus le travail du professeur comporte deux aspects qui, malgré qu'ils semblent inverses l'un de l'autre et contradictoires nous permettent de parvenir à l'accomplissement du projet d'autonomie de lecture et d'interprétation des textes littéraires : pour faire vivre la connaissance, il doit personnaliser et contextualiser le savoir grâce à des situations qui le mettent en œuvre. Il doit pour la circonstance tenter à la fin de décontextualiser et dépersonnaliser cette connaissance pour lui redonner son caractère universel de savoir non relié à une situation spécifique. La lecture méthodique devient donc le terrain idoine pour faire prévaloir l'autonomie dans la déconstruction et la reconstruction de l'ensemble sémantique du texte littéraire rapport à la lecture méthodique et l'autonomie de lecture chez les apprenants n'est pas la chose la mieux partagée. Les enseignants pour gagner du temps se retrouvent en plain magister en classe de lecture méthodique ce qui est une vraie bavure. La principale raison avancée par les enseignants est la course au temps et à la progression. Si les apprenants se posent en sujets passifs lors des cours de lectures méthodiques, il devient alors compliqué de progresser. De plus, concernant la pratique de la lecture méthodique, très peu s'en sortent car le bagage lexical et culturel de la grande majorité est insuffisant, quand vient la phase de la construction du sens beaucoup ont des difficultés à assurer la cohérence textuelle. Or, pour comprendre un texte dans sa globalité il faut être en mesure de se le représenter mentalement, puisque les aspects linguistiques et stylistiques seuls ne suffisent pas pour décoder le texte dans son ensemble, il faut y mettre de la jugeote, de l'ouverture d'esprit mais aussi et surtout de la cohérence dans les idées. Ceci dit, la construction

THE RELATIONSHIP BETWEEN ADULT LITERACY
PROGRAMME AND PRACTICAL SKILL OF LEARNERS

Ihezie Donatus Ukpabi
Alice Ekundayo Olatunji
Wirngo Tani Ernestine

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RESUME

Abstract

The human capital resources of a country can function only within the limit of their literacy level. Illiteracy has been recognised as a world problem that hamper development projects especially in developing countries of Africa of which Nigeria is a part. The goal of this programme was to ensure that participants acquired literacy and numeracy skills. The nation-wide campaigns did not yield much results, especially in the rural areas because there were fewer adult education centres, coupled with inadequate staff and funds. The purpose of this study was to investigate the relationship between adult literacy programme and practical skills of learners.

The study adopted descriptive survey design of *Ex-post facto* type. Simple random sampling will be used to select 20 of the instructors and 100 adult learners out of the total population from the department of adult Education, University of Ibadan. The sample size will therefore be 120. The research instrument for this study will be a structured questionnaire made up of 20 items.

The result revealed that there was significant relationship between adult literacy programmes and adult learners practical skills ($r = -0.253$, $n = 120$, $P < .05$). The Null hypothesis is rejected.

The adult literacy programmes had significant influence on learners' practical skills.

Keywords : Adult literacy, practical skill, literacy programme

Introduction

To build a society that is self-sufficient requires the mobilisation of the uneducated, the poor and underdeveloped, many of whom have untapped potentials; and if they are fully developed will be of immense benefit not only to themselves but to the nation as a whole. There has been an increasing awareness and emphasis on eradication of illiteracy since the adoption of the Universal Declaration of Human Rights on 10th December, 1945 by the General Assembly of the United Nations. Article 26 of that document explicitly states that: "Everyone has the right to education" (Iwe, 1978). The

human capital resources of a country can function only within the limit of their literacy level. Illiteracy has been recognised as a world problem that hamper development projects especially in developing countries of Africa of which Nigeria is a part. Otagburuagu (2007) noted that a UNESCO human development report shows that between 1970 and 2001, 950 million adults in developing countries were described as illiterates.

The history of adult literacy in Nigeria is as old as the advent of Western formal education. The European Christian missionaries and their muslim counterparts pioneered its introduction. The early missionaries introduced adult literacy as a means through which the new converts were taught how to read the Bible and sing from the hymn book. The idea was to make their converts literate in their local languages (Nwafor, 2009; 2011). However, in 1945 the colonial administration "embarked on ambitious adult education programmes" (Ezimah, 2004). This was bolstered through mass literacy campaigns under the leadership of E.R. Chardwick and A.J. Carpenter.

The goal of this programme was to ensure that participants acquired literacy and numeracy skills. The nation-wide campaigns did not yield much results, especially in the rural areas because there were fewer adult education centres, coupled with inadequate staff and funds. It could be argued that after independence in 1960, greater attention was given to formal education of the youths. Then, came the civil war which also adversely affected the development of adult literacy.

Again, the adult literacy component of the Universal Basic Education has been silent; nothing is being said or done about it by government. It is observed that there is general apathy towards the implementation of adult literacy programmes, because governments in the federation tend to favour formal education, but at the same time they pay lip-service to adult

literacy/education. For example, the National Policy on Education (2004) provides that: Basic education... shall also include adult and non-formal education programmes at primary and junior secondary education levels for adults and out-of-school youths. From the above statement, it is obvious that there is need to sustain the basic literacy education the adults acquire so that they can improve themselves and contribute to the overall development of society, but the site for the inclusion of disadvantaged persons at both the primary and junior secondary school levels is non-existent in the formal school system.

Actual implementation of adult literacy started in 1944 (Omolewa 1981) and by 1941 a national literacy programme was well under way, although due to poor implementation it had limited success. Aderinoye (1997) stated that Holy Trinity Anglican School started evening classes in Kano in 1940. In 1971; the Nigerian National Council for Adult Education (NNCAE) was set up by the Federal Government of Nigeria as a "Voice" for adult literacy education practice in Nigeria. It recorded dramatic achievements within a short span of time, becoming a force to reckon with in terms of the planning, implementation and evaluation of adult and non-formal education programmes in particular. the NNCAE played a leading role in driving aggressive campaigns and advocacy at government and University levels in order to ensure that Adult Literacy programmes were included at all levels of the education system.

The NNCAE worked in collaboration with government and non-governmental agencies in Nigeria to:

- Establish Adult and Non-formal education agencies in all the states of the Federation from 1950.

- Establish Adult and Non- formal education unit in the Federal Ministry of education in 1974.
- Establish the National mass education Commission (NME) in 1990.
- Establish departments of Adult education in Federal Universities.
- Develop a human resource base of experts in adult and non-formal education.

The National Policy on Education (Federal Republic of Nigeria, FRN 2014) lists seven components of adult and non-formal education. These are functional literacy, remedial continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system. At the same time the FRN (2014) outlines goals of mass literacy, adult and non-formal education as that which shall be to: Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education.

These include

1. The nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender,
2. Provide functional and remedial education for those young people who did not education. Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills,
3. Provide in-service on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills, and
4. Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

Adult literacy programmes are therefore designed and structured to meet the needs of adults and persons that did not acquire enough formal education, or none at all, as well as those that need to sustain learning for self-employment. It could be seen that adult education is neither just for persons who are desirous to read, write and communicate particularly in English nor for people who are advanced in age, it is a programme designed and aimed at adult persons and those who could not for one reason complete their education in a formal setting when they were young. The ultimate beneficiaries will be mainly young girls and women, youth and out-of-school children, and vulnerable populations and groups who have suffered from decades of prejudice, marginalisation, discrimination and even exclusion, particularly in urban slums and rural areas. Adult education now involves the study of various disciplines such as economics, agriculture, history, hygiene, arts and crafts, in these ways; the adult population is involved in planning programmes so that they can gain practical skills for individual improvement and societal development.

According to Offorma (2007), functionality is the ability to transfer knowledge gained from scholarship to solve ones or societal problems. Asiedu and Oyedeji (1985) stated that functional literacy is an intellectual equipment for the individual to enable him/her become not only literate but perform other tasks that are of benefit to him/her and to the society in which he/she lives. Functional literacy is work-oriented, career, or occupation oriented literacy. Therefore literacy programme provided by the government for the adults should not be limited to just teaching or reading, writing and computing but should be functional literacy programmes. Adult literacy programme for adult in any should be functional, treating participants in a group context within an environment or occupation with a view to satisfying

their collective and individual needs in order to make them functional members of their society. Again in 1990, the Federal Military Government established the National Commission for mass education (NMEC), responsible for the organisation, monitoring and assessment of adult literacy practices in the country. The commission's activities were decentralised, with offices in the six geo-political zones of the country as well as 36 states and 774 local government areas in Nigeria. Coordination and supervision of literacy classes are the sole responsibility of the local adult education officers, supervisors and literacy instructors. The minimum number of literacy classes expected in any local government was 10, with additional classes managed and funded by NGOs; examinations were conducted on the basis of competencies, reading, writing and numeracy. Life skill, which were central to all the literacy programmes are also tested. It is against this background, the study tends to assess government involvement in adult literacy programmes in Nigeria.

Statement of the problem

In spite of the effort of the federal government of Nigeria in reducing adult non-literacy rate here are still in the increases despite all the efforts made to stamp out non-literacy in the country. Apart from the series of campaigns which were made between 2013 and 2016, and yearly sensitisation of people, only a negligible drop in the rate of non-literacy was recorded (Omoyeni and Ajayi, 2010).

The majority of the adult population is in the rural areas where they live in poverty or absolute want and could not afford the demands of formal education system, hence the cases of school drop outs. The lack of knowledge and skills needed for self reliance, employment in industries and public

establishment invariably result to youth restiveness as well as other social vices. Ogbezor and Okanezi (2014) research report demonstrated that massive unemployment of River State indigenes invariable results from lack of technical skills needed in various industries as well as lack of entrepreneurial initiatives and enhancing ethical aspect. These quality and equity issues are basically related to: (a) socioeconomic condition, (b) zone of residence (urban/rural), (c) ethnic identity and language, and (d) gender. Statistics from the Federal Ministry of Education (2016) indicated that only 500,000 of the 40 million adult illiterates are enrolled in adult learning classes. There are also 3.5 million nomadic school-aged children with only 450,000 of them accessing any form of schooling. Nigeria is further saddled with the largest number of out-of-school-children estimated at over 7 million (10% of the global total). The Nigerian Government recognises that literacy education will help equip individuals with the knowledge, skills and attitudes needed for economic self-sufficiency, poverty reduction and sustainable development, and is therefore making efforts to address the non-literacy challenges. Keeping such a large percentage of the population outside the radiance of literacy and education makes the task of national development more complex and burdensome. If something drastic is not done to accelerate literacy and education for all Nigerians, the country may fail to achieve the significant milestones of its developmental targets. There is therefore the need to examine the rate of involvement of the government in the provision of Adult literacy programmes.

Objectives of the study

The main objective of study is to assess the involvement of government in adult literacy programmes.

The specific objectives of the study are:

- i. To investigate the level of government involvement as regard adult literacy programmes in Nigeria
- ii. To determine whether the adult literacy programmes provide the participants with practical skills.
- iii. To examine the strategies and innovations that government has put in place since the inception of adult literacy programme

Research Questions

- i. What is the level of government involvement as regard adult literacy programmes in Nigeria?
- ii. Does adult literacy programmes provide the participants the needed practical skills?
- iii. What innovation has the government initiated since the inception of adult literacy programmes?

1.5 Research Hypothesis

Ho1: Adult literacy programmes does not provide the participants the needed practical skills

METHODOLOGY

The design that would be used for this study is descriptive survey design of *Ex-post facto* type. Data will be gathered by means of self-report questionnaire. The quantitative methodological approach will be used in the present study because it enables the researcher to systematically explore large amounts of information gather through questionnaire.

The research study will be carried out among learners and instructors of the department of adult Education, University of Ibadan. The population of the study will be made up of all adult learners and instructors in the department of adult Education, University of Ibadan.

Simple random sampling will be used to select 20 of the instructors and 100 adult learners out of the total population from the department of adult Education, University of Ibadan. The sample size will therefore be 120.

The research instrument for this study will be a structured questionnaire made up of 20 items. The instrument will be made up of two sections-A and B section A will be on personal data of the respondents while section B is made up of three clusters each containing items related to each of the research questions respectively. Which will be organized on a 4- point rating scale of Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD)? These will have a corresponding value of 4, 3, 2, and 1 respectively.

The questionnaire will be administered in a suitable and conducive environment by the researcher to the instructors and learners from the department of adult Education, University of Ibadan as soon as it is filled. This is also to guard against the influence of extraneous factors. After the administration of the questionnaire, it will be collected from the respondents and be commended for responding positively to the questionnaire.

The data will be analysed using descriptive statistics such as Frequency tables, Percentage, Pie charts and Bar chart.

This chapter presents the information from the data collected in the samples. The findings derived were presented, analyzed and discussed appropriately.

Table 1 Gender distribution of the respondents

Gender	Frequency	Percent
Male	62	51.7
Female	58	48.3
Total	120	100

Table 1 above shows the result of the gender of respondents of the search. From a total of 120 respondents, 62(51.7%) of the respondents are males while the remaining 58(48.30%) of the respondents are females. This shows that there are more males than females.

Table 2 Age distribution of respondent

Age	Frequency	Percent
16-18 years	81	67.5
19-22 years	21	17.5
23 and above	18	15
Total	120	100

Table 2 above shows the age distribution of the respondents. From the total 120 respondents, 81(67.5%) are between ages 16 and 18 years, 21(17.5%) are between ages 19 and 22 years while the remaining 18(15.0%) are between 23 and above years.

Table 3 Family structure of respondent

Family structure	Frequency	Percent
Both parent	82	68.3
Single parent	20	16.7
Others	18	15.0
Total	120	100

Table 3 above shows the family structure of the respondents. From the total 120 respondents, 82(68.3%) have both parents, 20(16.5%) are of single parent while the remaining 18(15.0%) are others.

Research question

1. What is the level of government involvement as regard adult literacy programmes in Nigeria?

Table 4 Level of government involvement in adult literacy programme in Nigeria

Government involvement in Adult literacy programme	Frequency	Percent
Very high	45	37.5
High	27	22.5
Medium	24	20.0
Low	24	20.0
Total	120	100

Research question 3 Does adult literacy programmes provide the participants the needed practical skills?

Table 5 Adult literacy programmes provide the participants with practical skills

ITEM	N	Mean	SD	Decision
Adult Literacy Programme helps learners to maintain good human relation with their customer	120	2.63	1.108	Accepted
It helps them to know how to access fund for their trades	120	2.51	1.138	Accepted
Adult Literacy Programme helps adults to mobilize and organize others for community development work	120	1.84	1.069	Rejected
Adult Literacy Programme helps adult learners to maintain peace in the various communities	120	3.01	1.008	Accepted
Adult Literacy Programme gives adults new ideas on how to invest in their trades.	120	2.53	0.954	Accepted
The programme equips learners on modern ways of carrying on their trades	120	2.98	1.429	Accepted

Table 5 showed that the mean scores of all the items were greater than 2 except for the item Adult Literacy Programme helps adults to mobilize and organize others for community development work (1.84) while the item with highest mean score; Adult Literacy Programme helps adult learners to maintain peace in the various communities (3.01). The mean scores ranged between these two values.

Research question 4 what innovation has the government initiated since the inception of adult literacy programmes?

Table 6 what innovation has the government initiated since the inception of adult literacy programmes

ITEM	N	Mean	SD	Decision
Post literacy Programme is part of Government innovation in Nigeria	120	1.68	0.747	Rejected
Distance Education Programme is one of Government innovation in adult literacy programmes	120	2.52	1.130	Accepted
Basic Literacy Programme is one of Government innovation in adult literacy programmes	120	2.49	0.502	Accepted
Women Adult Education Programme is part of Government innovation in Nigeria	120	1.53	0.778	Rejected
Nomadic Education Programme is one of Government innovation in adult literacy programmes	120	3.83	0.374	Accepted

Table 6 shows that Post literacy Programme is not part of Government innovation in Nigeria since the mean score (1.69) was less than 2.00 hence rejected. Women Adult Education Programme is part of Government innovation in Nigeria (1.53) and was rejected. Nomadic Education Programme is one of Government innovation in adult literacy programmes had the highest mean score (3.83). Basic Literacy Programme is one of Government innovation in adult literacy programmes and Distance Education Programme is one of Government innovation in adult literacy programmes with mean scores of 2.49 and 2.52 respectively were accepted

H₀₁: Adult literacy programmes does not provide the participants the needed practical skills

Table 7 The relationship between adult literacy programmes and adult learners practical skills

Variables	Mean	Standard deviation	N	R	P	Remark
Adult literacy programme	12.03	1.159	120	-0.253	0.005	Significant
practical skills	15.28	3.534	120			

Table 4.9 revealed that there was significant relationship between adult literacy programmes and adult learners practical skills ($r = -0.253$, $n = 120$, $P < .05$). The Null hypothesis is rejected. This means that adult literacy programmes had significant influence on learners' practical skills.

Discussion

Adult literacy education, according to the findings of research question one, enables learners to easily obtain employment; reduces the gender gap in society; increases adults' self-esteem and confidence; and increases learners' ability to generate income for their families. Theoretically, the findings indicated that adult literacy education has a significant impact on the social development of learners. This finding agreed with Hughes, Adriaanse, and Barnes (2016), who reported that a large proportion of learners felt they had increased their confidence, self-esteem, as well as improved their learning and study skills adult literacy education. Also there is a strong relationship between adult literacy programmes and adult learners resourcefulness. In addition, King and Hill (2014) and Abada, Desai, Marchiori, and Woolcock

(2011) agreed that adult education leads to social benefits such as lower fertility rates, lower infant mortality rates, and lower maternal mortality rates. Adult literacy education is thought to help close the gender gap in education, thereby increasing gender equality and ensuring equal rights and opportunities for people of all genders. Olaye and Onajite (2015) also emphasized that adult literacy education can help adult learners secure gainful employment in society, thereby assisting adult in contributing to people's economic empowerment. Women, according to common experiences, can take care of their family's needs while also assisting their husbands in footing the family's bills through adult literacy education.

Adult education is also regarded as an empowering process (Anyanwu, 2002). This means that adult education has the potential to prepare men and women to contribute to local and national development. It is also worthy to be supported because it has a symbiotic relationship with the environment within which it operates.

Adult education is required because its goals are rooted in the enhancement of one's own quality of life (Nafukho, Amutabi, and O'unga 2005). Adult education allows men and women to gain more control over themselves while also contributing to their own lives and the social environment in which they live. This is accomplished primarily through the process of conscientization. If we encourage adult education as a program of study, there will be no unhealthy environmental practices such as defecating in rivers, pouring waste into gutters, pipeline vandalism, and so on in the near future. All of the money spent by the government to correct these environmental hazards can then be diverted to more profitable ventures.

Adult education as a study program has numerous benefits for society and the world at large. This is due to the fact that adult education, as a program of study, seeks ways to improve the lives of adults, who are the lifeblood of society. They are at the epicenter of all human endeavors. Adults are individuals who understand why they should learn or participate in any teaching learning activities. Dokubo (2012). They only come to a programme when they perceive a gain to be derived. Every adult you see is longing for an adult education programme to meet an immediate need like driving, publishing, promotion, employment, etc. Adult education as a programme of study on or campuses will help highlight the possibility of life-long learning for all categories of adult learners. People would understand that there is no old brain that can no longer synthesize knowledge once there is a will. Andragogy skills in adult education even accentuates the fact that adults learn better because they build on previous knowledge and experiences (Nzeneri, 2006).

Summary of findings are as follows:

- i. The level of government involvement in adult literacy programmes in Nigeria is very high
- ii. The adult literacy programmes provide the participants with practical skills.
- iii. That the government has put in place a lot of innovations to improve adult literacy programme

5.3 Recommendations

Government and policy makers should make adult literacy programme a priority in Nigeria

Instructors and teachers should be well motivated in terms of welcoming environment and salaries. Government, Non-Governmental Organisations, philanthropists should be interested in supporting the government in financing the programme.

Conclusion

In conclusion, the findings show that the government of Nigeria is highly committed to the course of adult literacy programme in the country.

Suggestions for Further Research

Further research should focus on areas where government could intervene in the delivery service of instructors and lecturers of adult education programme in Nigeria

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