

**FACTORS INFLUENCING LEARNERS' DROPOUTS IN ADULT
LITERACY CENTERS IN OREDO LOCAL GOVERNMENT AREA OF
EDO STATE**

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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned, certify that this project work as carried out by **MOMODU JOHN OSHONAME** with the matric number **EDU1602205**, in the department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City, Nigeria, in partial fulfilment for the award of Bachelor of Science Education B.Sc. (Ed.) degree in Adult Education Economics.

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DEDICATION

This project work is specially dedicated to God Almighty who saw me through my stay in the University of Benin.

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ABSTRACT

The study examined the factors influencing students' dropouts in adult literacy centres in Oredo Local Government Area of Edo State. In order to achieve the purpose of this study, five research questions were raised to guide the study. The sample for the study consists of one hundred (100) adult learners selected from four (4) adult literacy centres in Oredo Local Government Area of Edo State. The participants were selected using the simple random sampling method and data was collected with the aid of questionnaire. The validity and reliability of the instrument were ascertained using the test-retest procedures. Simple percentages and frequency count were used to analyze collected data. Findings from the study revealed that the several factors such as low facilitator's competence, financial constraints, gender and distance from literacy centre are capable of influencing student drop-out in adult literacy centres. And based on the findings emanating from the study it was recommended that there is need for national re-orientation to the value of adult

literacy education through public enlightenment programmes to encourage the adult learners to continue with the literacy programme.

CHAPTER ONE

INTRODUCTION

Background of the Study

School dropout in its simplest meaning is the untimely withdrawal of learners from school. These learners who withdraw from school prematurely end up not obtaining any certificate of graduation. The issue of school dropout is a global problem confronting the education industry round the world. The issue of school dropout in Nigeria has been with us for a very long time. Iyahaya (2011) noted that dropout is one of the most serious problems that have continued to bedevil our educational system since independence in 1960 from the colonial administration. Even before our independence, the problem of dropout has already established its grip on our educational system (Ezimah, 2004).

This study has come at a time when there is high rate of insecurity in the country as a result of criminal activities. Survey by both the print and electronic media tends to indicate that over 85% of the criminal activities perpetuated in Nigeria are done by young adults who dropped out of school (Iyahaya, 2011). This development tends to suggest that our educational

system is in trouble and thus needs a very serious attention in refocusing it and restructuring it for the attainment of national goals.

De-Cos (2005) commenting on the importance of graduation from learning centres noted that; with the economy changing from a dependence on manufacturing towards more reliance on technology, services, and a “knowledge economy”, the need for adult education beyond high school has grown. In Nigeria of today, Senior School Certificate is considered as the minimum required for most jobs and status positions. This development has serious implications for the economic wellbeing of dropouts and the society at large.

Globally, reasons why learners dropout from adult literacy centres can be categorized into four clusters. These include; School related, Job related, family related, and community related. Studies have identified twenty four factors under family cluster; three factors under community cluster and twelve factors under school cluster. The factors identified under family cluster include; low family socioeconomic status, racial or ethnic groups, male, special education status, low family support for education, low parental education, residential mobility, low social conformity, low acceptance of adult authority,

high level of social isolation, disruptive behaviour conduct, being held back in school, poor academic achievement, academic problems in early grades, not liking school, feelings of “not fitting in” and of not belonging, perceptions of unfair or harsh disciplines, feeling unsafe in school, not engaged in school, being suspended or expelled, conflicts between work and school, having to work and school, having to work or support family, substance use and pregnancy. In community cluster, the following factors were identified: living in a low income neighborhood, having peers with low educational aspirations and having friends or siblings who are dropouts. Under school related cluster, these factors were identified; low socioeconomic status of school population, high level of racial or ethnic segregation of students, high proportion of students who initially enrolled in literacy education, location of literacy centres, disciplinary policies, high-stakes testing and high student-to-teacher ratio. While job related cluster entails: those adults who could not work and school at the same time, those who had to do a job to survive and those who found a job.

Most of the researches on the causes of school dropout in Adult literacy centres in Nigeria such as Adejumoin, Adesina and Ogunsaju (2004); Ovwigho (2009) and Thompson (2009) isolated the following: (i) Poor

educational background, (ii) distance to the adult literacy centres (iii) failure in school examination, (iv) very poor state of facilities in adult literacy centres, (v) unemployment of graduates, (vi) broken homes, (vii) types of occupation, (viii) school discipline policies, (ix) family issues, (x) early marriage and (xi) very early ambition for self business and employment.

The consequences of dropout for both the adults and the society are substantial and far reaching. The decision to dropout is a dangerous one for the adult learner, particularly in these ages of technologically controlled economy in which workers need a lot of skills to compete in the workforce. Dropouts are much more likely than peers who graduated to be unemployed, living in poverty, receiving public assistance, in prison on death row, unhealthy, divorced and ultimately single parents with children who will dropout from high school themselves. National center for education statistics (2008) identified three other secondary and indirect problems emanating from dropout. These include: (i) high adult learner dropouts are more likely to receive public assistance than high school graduates who do not go on to college; (ii) this increased reliance on public assistance is likely due, at least in part to the fact that young women who drop out of adult literacy centres are more likely to

have children at younger ages and more likely to be single parents than high school graduates; and (iii) the individual stresses and frustrations associated with dropping out have social implications as well; dropouts make up a disproportionate percentage of the nation's prisons and death row inmates.

It must be stressed at this point that variables in each of the clusters are not all conclusive. The reasons why adults drop out of adult literacy centres vary from one society to another and from one country to another. For example, in developing country, it has been found that weak primary education system, non-availability of trained facilitators, and facilitator – learner relationship are the major causes of dropouts [Bridgeland (2006)]. The consequences of dropout for both the adults and the society are substantial and far reaching. The decision to dropout is a dangerous one for the adult learner, particularly in these ages of technologically controlled economy in which workers need a lot of skills to compete in the workforce. Dropouts are much more likely than peers who graduated to be unemployed, living in poverty, receiving public assistance, in prison on death row, unhealthy, divorced and ultimately single parents with children who will dropout from high school themselves. From the foregoing, the researcher have attempted to explain the meaning of school

dropout, discussed the seriousness of the problem, characteristics of possible school dropouts, highlighted the consequences of dropout, and instead of replicating studies that dealt on the above recurring variables, this study concentrates its efforts on the factors influencing students' drop out in Adult learning centres in Oredo Local Government Area of Edo State.

Statement of the Problem

For some time now, cases of learners drop out of learning programme were with the formal education sector, but the story today is not different even in the non-formal sector where grown up adults interested in learning literacy skills are forced to drop out for some obvious reasons. It was reported by Yahaya, (2011) that Adult literacy programmes tend to be heavily populated when they are opened, but often experience relatively low and irregular attendance rates towards completion. This phenomenon suggests that a number of factors exists and are responsible for the irregularities in their attendance and drop out before the official duration of the programme as expected. Furthermore, an observation carried out on trends of dropout from literacy programme in Edo state by Fasokun (2008) shows that in the year 2006, about 6,667 learners dropped out before the end of the programme while 5,831

learners dropped in the year 2007 and the in year 2008, 5300 learners dropped out. These figures are becoming worrisome and disturbing to stakeholders in the education sector. Despite the State and Federal government's effort in designing and staffing adult literacy programmes towards addressing cases of illiteracy among adults in Nigeria. Cases of drop out have become a matter of concern to educationists interested in promoting literacy education in Nigeria especially among adult persons. A number of factors are best known to the learners themselves. Hence this study intends to investigate possible factors influencing students' drop out in Adult learning centres in Oredo Local Government Area of Edo State.

Research Questions

To guide this study, the following research questions were raised:

- i. Could gender be a cause of drop out in Adult Literacy Programme in Oredo Local Government Area of Edo State.
- ii. Is facilitator's competences a cause of drop out in Adult Literacy Programme in Oredo Local Government Area of Edo State.
- iii. Do the financial constraints faced by the learners serve as a cause of dropout in adult literacy programme Programme in Oredo Local

Government Area of Edo State.

- iv. Does the distance from literacy centre serve as a cause of dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State.
- v. To what extent is family issue a cause of dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State.

Purpose of the Study

The general purpose of this study is to investigate possible factors influencing students' dropouts in adult literacy centres in Oredo Local Government Area of Edo State. However the specific objectives of this study are to:

- i. investigate if gender is a cause of drop out in Adult Literacy Programme in Oredo Local Government Area of Edo State.
- ii. identify if facilitator's competence is a cause of drop out in Adult Literacy Programme in Oredo Local Government Area of Edo State.
- iii. investigate if financial constraint faced by the learners is a cause of dropout in adult literacy programme Programme in Oredo Local

Government Area of Edo State.

- iv. ascertain if distance from the literacy centre is a cause of dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State.
- v. examine if family issue is a cause of dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State.

Significance of the Study

The essence of adult education is the development of human capital; that is the transformation of adults into productive individuals for the benefit of society and for himself/herself. Therefore this study will be beneficial to adult learners as it will help adults to effectively manage possible factors capable of influencing students' drop out in adult literacy centres in Oredo Local Government Area of Edo State.

Morealso, Government and concerned authorities will also be of benefit, as it would help in the planning of adult literacy programmes. In the same vein, it will also enhance the effectiveness of facilitators and owners of adult literacy

centres as they will be better equipped in making their teaching-learning activities more learner-centered.

Lastly, the findings of this research will provide the necessary information that will enhance the quick implementation of recommended strategies that will help reduce the incidence of dropout in adult literacy centres.

Scope and Delimitation of the Study

To focus on all issues relating to adult literacy centres in Oredo Local Government Area of Edo State would make this study very cumbersome. Therefore, this project is limited to the factors influencing student's dropout in some selected adult literacy centres in the study area, largely due to the unavoidable constraints involved in gathering relevant information from all adult literacy centres in Edo State.

Definition of Terms

Drop out: not to do something you were planning to do, or to stop doing something before you have finished. That is, to leave something such as an

activity, school, or competition before you have finished what you intended to do.

Literacy Centre: is a physical area or location designated for specific learning purposes. It is designed to provide appropriate materials to help students work independently or collaboratively (with partners or in small groups) to meet literacy goals.

Adult Learning: is defined as 'the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills'.

Gender: This refers to the sex of the adults which could either be male or female adults.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature on the following subheadings:

- Concept of Adult Literacy
- Adult Literacy Efforts in Nigeria and the Need for Adult Literacy
- Adult Learning Theory
- Adult Education and the Issue of School Dropout
- Concept of School Dropout
- Trend of Students Dropout in Adult Literacy Centres in Nigeria
- Factors that Influence Student Dropout in Adult Literacy Centres
- Challenges in Solving the Problems of School Dropout in Schools
- Efforts Taken to Solve the Problem of School Dropout
- Summary of the Reviewed Literature

Concept of Adult Literacy

Adult education is a process where adults who are no longer in school, or do not attend school on a regular or, full time basis, or school dropouts undertake sequential (Chronological) and organized educational activities on various subjects, such as health and family welfare, agriculture and animal

husbandry, etc. This is intended to bringing about changes in knowledge, attitude, and skill for the purpose of identifying and solving personal or community problems. Adult education embraces (Hold) all forms of educative experiences needed by men and women according to their varying interests and requirements at their differing levels of comprehensions and ability, and in their changing roles and responsibility throughout life.

According to Reddy (2000) “adult education is part time or full-time education for men and women of all ages either organized by themselves or provided by schools, learning centres, or other agencies which enable them to improve their general or professional knowledge, skills and abilities by either continuing their education or resuming their initial or incomplete education of previous year. Adult education plays an indirect but significant role in the educational as well as economic development of a nation. It can be remarked that without adult education and adult literacy, it is not possible to have range and speed of economic and social development that makes it worthwhile in terms of values and welfare because it is not possible to impart all types of education to various categories of learners. Non-classroom education of adult

learners has immense importance, particularly for a developing society, and a society with low levels of literacy, high illiteracy, and low development

The concept of adult literacy is derived from the general concept of literacy. In other words, it is an aspect or a type of literacy that has to do with the adults. An adult in this case is someone, in the Nigerian context, who is eighteen years and above, and who is mentally, physically, socially and psychologically mature. Adult literacy therefore has to do with the ability of an individual adult (man or woman) to read, write and communicate in known language(s), as well as the ability to do basic mathematical computations far beyond basic literacy level. In simple terms, adult literacy should be seen as a tool that can equip the individual to improve himself intellectually, to empower himself economically, and to make himself socially and politically relevant. With this tool, the mutually reinforcing trinity of poverty, illiteracy and gender inequality can be drastically reduced to the barest minimum. It is in recognition of this that Hinzen (2006) observes that: "Adult literacy is the fertilizer needed for development and democracy to take root and grow. It is the invisible ingredient in any successful strategy for eradicating poverty and achieving gender equality". In order to realize this, adult literacy should be

seen as a continuous process that requires regular and sustained learning. This, unarguably forms the basis of functional adult literacy that would ensure life-long learning process, which is opposed to adult literacy that enslaves” (Obanya, 2004).

The adult literacy programme that would ensure functionality has the following components:

- Reading; i.e., ability to read up to a particular grade level;
- Writing; i.e., the ability to write clearly and reasonably in a particular language;
- Mathematics: “Numeracy” or the ability to perform basic mathematical operations needed in daily life.
- English as a second or other language (ESOL): The teaching of English speaking, listening, reading and writing skills to those for whom it not a native language.
- Cultural literacy: Familiarity with the background knowledge of the cultural heritage of one’s society.

Adult literacy programme can be categorized into two: basic adult literacy and functional adult literacy programmes (Ezimah, 2004). The Basic Adult

Literacy Programme is mainly designed to arm or furnish the students with the rudimentary skills of reading, writing and computation through the use of the local languages, especially in the mother tongue. The objective here is to equip the learners with basic skills of communication and understanding of their environment. On the other hand, functional adult literacy programmes combine both the teaching of literacy, numeracy and vocational skills. The objective is to equip recipients with skills and knowledge that could make them employable and useful in other spheres of life on completion of training. For this reason, adult literacy learning programmes should take place in the context of development or livelihood activities. In this respect, Hinzen (2006) postulates that: "... literacy can best be learned by adults through a highly contextual, even individualised programme in which the literacy learners are engaged in doing their own daily life literacy activities – "learning by doing" rather than "learning in preparation for doing", or... "breaking out of the education silo into ..." a "literacy second" model, a programme starting with a developmental activity and including informal literacy learning within it" (p.55). This type of adult literacy makes the participants useful to themselves as well as to the larger society. In effect, adult literacy programme should not

take a single model, rather it should be diversified. It could be argued that a “one-size-fitsall programme” can be a recipe for failure.

Types of Adult Education Programme in Nigeria

Many important learning influences are not necessarily found in schools but rather on the experiences people have during the course of their lives. This leads one to understand that adults learn anywhere and at anytime. To buttress this, Seya (2005) opined that adult literacy programmes vary in organization from casual incidental learning to formal credit courses. Various institutions offering adult literacy programmes include universities, colleges, libraries, museums, social services, recreational centres, political rallies, government agencies as well as business organizations and religious bodies. The types of adult literacy programme are clearer when one looks at the field of adult literacy and non-formal education as a discipline. Ikwuegbu and Ikeobioha (2012) reviewed the types of adult literacy programme mainly practiced in Nigeria as explained below:

Some of the various adult education programmes are as follows:

- 1. Basic Literacy Education:** Literacy is an educational process which aims at inculcating in the individual the ability to read and write and to carry out basic computations. In simple term, literacy means the ability to read, write and compute. Literacy skills differ from one social group to another, Eruk (2009). Literacy is traditionally associated with the teaching of reading, writing and numeracy skills at the most rudimentary level. Most of this teaching takes place in the evening as remedial measures for those who never had any opportunity of attending the formal educational system at all, Imhabekhai (1998).
- 2. Remedial Education:** This form of adult education is designed to remedy an education deficiency. It presupposes that the learners had earlier taken part in one type of education programmes but could not complete it due to certain unfavourable conditions. Remedial education is designed to offer a second chance or opportunity to that particular adult learner to complete the level of education Imhabekhai (1998). Remedial education could be at any level of education. It could be primary, secondary, tertiary, professional or vocational levels.

3. Continuing Education: This form of education presupposes that participants had some formal educational background and desire to go further. It can be likened to “a la carte system where everyone is free to take a dosage of education as he wants and when he wants it, and is free to come back a later date for another dose. Imhabekhai (1998).

According to Akinpelu (2002), continuing education activities refers to post – initial education. The word continuing can only mean a carrying forward or an extension of an activity, rather than a starting of it. It is essentially a part time rather than a full time learning activity.

Egunyomi (2008), maintains that continuing education can be received as lasting education, enduring education, permanent and persisting and prolonged education. She also sees continuing education as a programme needed by learners to overcome some form of educational backwardness or compensate for earlier inadequate learning continuing education is based on the assumption that:

- i. Those involved in the programmes have attended and completed one form of education earlier and had a break in their educational pursuit as a result of certain conditions and would now want to continue

- ii. Changes in social, economic, political and technological spheres now compel the learners too enroll in continuing education programmes so that they can acquire new skills and competence to enable them perform their various roles effectively. Continuing education is lifelong and co-terminus with life Richmond (1999)

4. Extra Mural Education: According to Imabekhai, (1998) extra mural education refers to educational programmes provided by some agencies outside their primary objectives. When these institutions embark on programmes leading to the General Certificate Education (GCE), Senior School Certificate Examination (SSCE), for drop-outs of the formal school system such programmes are regarded as extra-mural programmes and this belong to adult education. These institutions also provided law, banking and finance, Education etc to workers on part-time basis. Courses provided to workers give them opportunity to advance in their jobs or chosen professions and to contribute more effectively to national development.

5. Workers Education: This type of education provides workers the opportunity to renew obsolete and irrelevant skills that are no longer

needed by the enterprise. It helps to reduce industrial accidents and wastage as well as foster industrial peace and harmony. Akinpely (2002). According to Olomukoro (2005) workers education is the education offered by professional organizations and bodies aimed at up-dating or topping up the knowledge, skills and expertise of practicing members of the concerned professions with a view to improving the quality of their service delivery. Typical example are the medical, engineering, accounting, nursing, social work and the teaching professions. Workers education may be offered through associational meetings, seminars, workshops and lectures and more systemic and organized training schemes. Workers education may take the form of on-the-job training and off-the-job training Imhabekhai (2008).

6. Distance Education: Jarvis (2005) defined distance education as those forms of education in which organized learning opportunities are usually provided through technical media to learners who normally study individually and removed from the teacher in both time and space. In other words, teacher and learners are spatially separated although occasional tutorials or teacher-student contacts may be provided to complement self-instructional materials. These materials are distributed

to participants at designated locations or by post in the case of correspondence education, Imhabekhai (1998). Distance education programmes may involve a combination of printed materials like serialized lectures or lecture modules, special radio and television programmes and occasional contact lesson.

7. Labour Education: Hepworth (2003) Labour education are education programmes produced for trade union officials and selected union members, too provide them with in-depth knowledge of the policies, principles and practice of trade unionism. It is also established to fight the following among members, ignorance and revelry among officials, lack of knowledge of labour laws and workings of the collective bargaining of system, and misappropriation of union funds. According to Imhabekhai (2008) labour education would involve basic studies in the humanity and social sciences as well as specialized instructions in theory and practice of trade unionism. Labour education can be provided by the following institutions. Michael Imodu institute for Labour studies, Ilorin, Kwara state international labour organization (ILO), Nigeria

labour congress (NLC), organization of African Trade Union (OATU) and other agencies.

8. Extension Education: Extension education according to Akinpelu (2002) refers to the reaching out programmes of some central institution or agency whether it is a government development agencies, a library, a museum or university. It tends to be based on social needs to be directed towards community and involves active participation of the public. According to Imhabekhai (2008) extension education is a kind of reach out programs that provides new skills or carry new innovation to the rural people. For instance when the minister of Health and Agriculture provide services outside their primary function, they are involved in extension education. Universities can also be involved in extension programmes for adult illiterates, remedial education for school drop outs and continuing education for successful completers of some levels of formal education.

9. Women Education: These are educational programmes specifically designed for women to make them play their roles in the society more productively. Women form a great number of the population and they

perform the numerous tasks of home building. For women to be able to perform their roles more effectively, they need to be provided with appropriate education. It is a well known fact that the continent of Africa has the highest illiteracy rate and the figures are more dramatic when it comes to women. Barka (2002). Women education is a means of redressing the imbalance and disadvantages of unjustifiably imposed on the women folk and of empowering them in their various social, economic and political roles too enable them have a sense of belonging and to contribute to national growth and development. Women education programmes should include work oriented functional literacy programmes which will provide employable skills needed by women in their various roles and at the same time acquire literacy skills to enable them participate more actively in various activities in the society. Imhabekhai (2008).

10.Retirement and Pre-retirement Education: Employees in various organizations whether in government or in private sector have a maximum number of years they can be in active service. Retirement from active service for many workers evokes some fear, it is often accompanied by a reduction in income in form of monthly pensions. Gratuity payment is often

delayed for several months or years. This creates painful experience for retiring officers. Retirement and pre-retirement education help to prepare the employee about to retire for a happy and productive life Imhabekhai (2008). This type of education if available makes several opportunities available to retirees. It may involve vocational skills acquisition which will equip the retired officers for self employment.

Adult Literacy Efforts in Nigeria and the Need for Adult Literacy

The reasons for greater emphasis on adult literacy at present are glaring, especially with the global attention and policy statements encapsulated in Millennium Development Goals (MDGs) and the Education for All (EFA) goals. It is evident the adult citizens are more actively involved in national development, transformation agenda and the Millennium Development Goals (MDGs).

Hence, this category of citizens deserves serious attention so that they cannot only contribute to the socio-economic and political growth of the country, but also to improve their welfare and life expectancy. In addition, most adults are parents; their level of education undoubtedly will influence

positively or negatively the quality and level of education their children would attain. Furthermore, literacy is often related to health matters, especially such issues like preventive health and maintaining health, pre-natal and post-natal health (infant care), public health, and so on. In essence, the quality of literacy services available will in turn improve the quality of life. For example, the quality of adult literacy recipients get would be manifested in their occupational activities, e.g., agriculture, trades like tailoring, carpentry, co-operative activities, etc. Moreover, adult literacy programmes where it is well-planned and effectively implemented would motivate knowledge – hungry adults to aspire to greater heights in academics and vocational training; a situation that ultimately engenders lifelong education. The literacy programmes could ensure the achievement of larger community initiatives, and equally serve as a component of an all-out attack on poverty and other social conditions that result in undesirable community problems. Finally, adult literacy could help its recipients to be gainfully employed and earn higher income and higher status. In fact, it will help its beneficiaries to make use of the computer, internet and e-mail for more information and connections.

Since the dawn of the 21st century, the Nigerian educational system has been witnessing landmark reforms, and the idea of establishing Adult Literacy centre will be a monumental one. In fact, it is no exaggeration to say that it is only Adult Literacy/Education that is yet to have a post-primary institution that could help the adult literacy recipients to continue their education up to “junior secondary education level” (NPE, 2004), and even beyond. Education in all forms is a continuous process, which begins from the womb and ends in the tomb, and as such adult learners who have acquired basic literacy skills should not stagnate at any stage of the educational process. Hence, establishing Adult Literacy centre would bridge the yawning gap that had existed for too long, and would provide many the opportunities they longed for, especially those who dropped out of school. Secondly, the proposed Adult Literacy centre will add the needed impetus to achieving two of the Dakar 2000 Education for All (EFA) goals already mentioned earlier in this paper. Undoubtedly, the Adult Literacy centre will address the needs of young people and adults, and will also provide them access to appropriate learning and life skills programmes, as well as improve adult literacy especially for women, who have been marginalized in educational provisions for too long as a result of cultural

encumbrances. The establishment of an Adult Literacy centre will provide avenues for socio-economic and political empowerment of its recipients. It is expected that the students will acquire some essential inputs in their empowerment process. The inputs include knowledge, skills, self awareness, visible tools of power, positive self-concept, and full involvement/full control (Obanya, 2004). Empowerment here therefore implies functional literacy in practice, which gives the individual beneficiaries a sense of self-worth, self-reliance and personal autonomy. In essence, the impact of the empowerment will, no doubt, be felt in the growth of the Gross National Product (GNP), and in the increased per capita income of individual citizens.

Adult Learning Theory

Adult learning refers to the art and science of helping adults learn. It simply refers to *learner-focused education*. Two of the most widely applied theories of adult learning are Andragogy by Malcolm Knowles, and the Characteristics of Adults as Learners model by K. Patricia Cross.

- Andragogy

Andragogy (the science and art of learning in adults) was a revolutionary theory created to explain how learning in adults differed from the way in which children learn. According to andragogic theory, adults are motivated to learn, are self-directed, responsible, and use prior experiences as a template for learningⁱ.

Andragogy is based on the assumptions that adults:

- (a) Tend to become more self-directed as they mature;
- (b) Have had rich life experiences;
- (c) Want to learn and are internally motivated to do so;
- (d) Want learning to be purposeful, practical, relevant, and immediately applicable; and
- (e) Are more problem-centered than content-centered.
- (f) Adults need to understand why they are learning a particular topic.

- *Characteristics of Adults as Learners (CAL) Model of Adult Learning*

The Characteristics of Adults as Learners Model is based upon differences in personal characteristics (physical, psychological, and socio-cultural) and situational characteristics (part-time versus full-time attendance and voluntary versus compulsory participation).

According to this model, four basic things characterize adult learners:

- (a) participation is motivated by both positive and negative factors;
- (b) participation is correlated to anticipated learning outcomes;
- (c) a sense of security precedes the need for achievement; and
- (d) expectations of rewards affect motivation.

Adult Learner

Nzeneri (2008) sees an adult learner as anyone who consciously or unconsciously, formally, informally or non-formally engages him or herself in any adult educational programme with an intent to solve his problems. The adult learners may constitute individual persons who are desirous to improve themselves and their social, economic, political, intellectual or the cultural well-being of their society.

Aderionye (2012) added that adult learners are people who engage themselves in one form of adult education programme or the other, in order to improve their productivity, profession, knowledge or skill. The adult learner can be defined here as one who desires more knowledge to assist him confront changing life problems so as to make him survive, gain better employment, be more productive, healthier and happier; one who desires being a good citizen and a liberated or developed individual (Nzeneri, 2008). Adult learners are categorized into the following classes: stark illiterates, illiterate adult learners, semi-literate adult learners, literate adult learners,

Characteristics of Adult Learners

Malcolm Knowles adapted the theory of Andragogy, teaching strategies for adult learners, to adults learning in the 1970s. Knowles' andragogy outlines theoretical and practical methods based on six characteristics of adult learners. Understanding these characteristics will help the instructors to inspire their agents to improve their skills, improve the quality of their training and improve the quality of teaching/learning in the adult education centers.

- *Need to Know*: According to Knowles, adults want to know why they need to learn something before undertaking learning. Facilitators must

help adults become aware of their ‘need to know’ and make a case for the value of learning. Adult learners will be more receptive and committed to training if they understand why it is important to the organization, their management, the government and most importantly themselves. Providing the reasons they need to learn what is offered to them as early as possible will boost their participation and performance, such information as the time scheduling for the training at the beginning of the training, will help ensure the adult learners get the most out of the training.

- Self-Concept: Adults believe they are responsible for their lives. They need to be seen and treated as capable and self-directed. Providing an environment of self-directed learning will increase the adult learners’ level of absorption of the content of the educational programme. Providing the adult learners the freedom to choose which skills they wish to improve will ensure the highest level of attention and consequently increase their performances.

- **Large Reservoir of Experience:** Adults come into an educational activity with different experiences than do youth and children. There are individual differences in background, learning style, motivation, needs, interests, and goals, creating a greater need for individualization of teaching and learning strategies. Adults more easily understand the experiences of their colleagues and their own experiences. Incorporating discussions, simulations, problem-solving activities or case methods helps the adult learners to more quickly grasp the information in the training and how to apply that information to their jobs.
- **Readiness to Learn:** Adults become ready to learn things they need to know and do in order to cope effectively with real-life situations. Adults want to learn what they can apply in the present, making training focused on the future or that does not relate to their current situations less effective. Adults are far more interested in developing knowledge and skills that they can apply to their current day-to-day activities. The less that the training applies to their current role and the longer they would have to wait to utilize the knowledge, the less attention they will be willing to provide to the training. Relating the teaching content to

their needs and aspiration matches up with their readiness to learn and improve their in-class and out-of-class of involvement in self- learning and this yields a sustained and improved performance Orientation to Learning.

- Adults are life-centered (task-centered, problem- centered) in their orientation to learning. They want to learn what will help them perform tasks or deal with problems they confront in everyday situations and those presented in the context of application to real-life. Much like the readiness to learn, adult learners will be far more interested in developing knowledge and skills that they can apply to their current day-to-day activities. Teaching practical techniques in the context of the adult learners' daily activities will be far more welcomed than ambiguous and theoretical concepts which may reduce their interest and cause a back-slide in their performance.
- Motivation: Adults are responsive to some external motivators (e.g., better job, higher salaries), but the most potent motivators are internal (e.g., desire for increased job satisfaction, self-esteem). Their motivation

can be blocked by training and education that ignores adult learning principles. Helping the adult learners to understand how the training will help them do their jobs better, perform better and receive more rewards and recognition will earn more of their focus and commitment which provide a synergistic response to the improvement of their learning outcomes.

Adult Education and the Issue of School Drop Out.

The National Bureau for Statistics literacy survey (2010) put the National adult literacy rate in English Language at 57.9 percent with 65.1 being males and 50.6 being females. While the national adult literacy rate in any language stood at 71.6 percent with males having 79.3 percent and females having 63.7 percent. The rates for males are higher than those of females. The rates are also higher in urban than in the rural areas. Yet as it is popularly said “there is no room without a dust”. The present Edo state is known to have 568,994 illiterates rate (Edo State, 2011). 56.36percent of the populations are female. This makes the Adult and Non-Formal Education Agency relevant in carrying out its mandate of ensuring reduction if not eradication of illiteracy in the State. This task is often faced with some number of challenges among

which is that of drop out of the adult learners from the literacy centers in the state.

The multidimensional benefit of adult literacy education cannot be overemphasized as studies such as This-Day Newspaper in 2009, 15th September reported that, high dropout cases has lowered literacy rate in Nigeria. Also Pwol and Fasokun (2008) reported that, high dropout rate is among the major causes of illiteracy in Nigeria. Fasokun (2011) further explained that, many Adult literacy programmes failed to produce result due to drop out among other factors. found that, lives of the people concerned got improved, it enhanced parental support for child education, served as means of employment to adult persons in different levels, etc. perhaps the reason for the involvement of International Non- Governmental Organizations in the stride against illiteracy in Nigeria. For instance Action Aid International Nigeria was quoted to have realised the importance of adult literacy in enhancing different forms of education especially if parents appreciate the benefits of education “particularly mothers’ appreciation of the benefits of education, and their ability to actually support their children’s formal and informal learning processes” (Otive 2006).

It was against this background that Government expressed its intention to eradicate illiteracy. To successfully do that, government provided: free, compulsory and universal primary education, free university education and free adult literacy programme. In the same vein, the revised edition of the National Policy on Education (Federal Republic of Nigeria, 2004), spelt out in clear terms the roles of Universal Basic Education that, Basic Education (Adult and Non- Formal Education Agency included) is aimed at equipping individuals with such knowledge, skills and attitudes that will enable them;

- Live meaningful and fulfilling lives;
- Contribute to the development of the society
- Derive maximum social, economic and cultural benefits from the society; and discharge their civic obligations competently

There are substantial shortcomings in Nigeria's institutional and personnel capacities for the delivery of a sound basic education for all citizens. There are also wide spread disparities both in quality and access across the nation. Available infrastructural facilities, teaching and learning materials as well as qualified teachers are grossly inadequate (Otiye, 2006). For Nigeria to attain the desired 100 percent national literacy rate, it is imperative that provisions

should be made and actions taken to universalize basic education, enthrone a conducive learning environment and improve quality and standards. The Universal Basic Education (UBE) Scheme is designed to address these challenges. Findings from an educational sector analysis carried out in 2006 confirmed the poor state of education in Nigeria CSACEFA in Otive (2006). The national literacy rate is currently 57 percent while 49 percent of the teaching force is unqualified. There are acute shortages of infrastructure and facilities at all levels. Access to basic education is inhibited by gender issues and socio-cultural beliefs and practices, among other factors. Wide disparities persist in educational standards and learning achievements (Otive, 2006). He further lamented that, Literacy level in the country has steadily and gradually deteriorated, especially within the 15-24 years of age group. By 1999, the overall literacy rate had declined to 64.1 percent from 71.9 percent in 1991. The trend according to Otive (2006), have flown in the same direction for male and female members of the 15-24 years of age bracket. Among the male, the rate declined from 81.35 percent in 1991 to 69.8 percent in 1999. The decline among the female was from 62.49 percent to 59.3 percent during the same period. In a review conducted by Abadzi (2003) she found that out of the 32

programmes evaluated, the dropout rate was 22 percent of the enrolled learners. A study conducted by Action Aid (2003) showed that the reasons why pupils do not go to primary schools in Nigeria include costs of schooling, opportunity costs, illness and hunger, limited economic costs of education and low quality of schooling. This was basically because parents cannot afford paying the cost. In the same vein, many adult persons cannot afford the current cost (forego opportunities among other cost) of education in pursuit of literacy education in the state. In fact the political clamour for free education seems to be a paper work as the adult education sector suffers in adequate funding to implement the free education scheme. Hence learners are asked to buy their instructional materials which become difficult due to the poverty situation among some Nigerians. Added to the preceding discussions, it was common practice in early literacy campaigns in Nigeria that almost all it requires for an adult learner to learn are provided by the lower tiers of government, which then enhanced enrolment and completion of the literacy programme unlike to day where learners are asked to buy learning materials for themselves and sometimes even contribute some stipend to make a black board for their class; the case which often marginalize and intimidate the poor, who constitute the

illiterates in the society. In Malawi for instance, two years after fees were introduced into the school system in the 1980s, enrollment rates fell by over 5 percent. On serious note, it was documented that whenever user fees are abolished, enrollment increases (Otive 2006). On the other hand he reported that the Tanzanian experience which eliminated fees for primary education in January, 2002 with the support of the World Bank and enrollments increased by as much as 1.5 million children the case which is not different from the adult learners in Edo state. This is because, it was observed that in those days when agencies were well funded, it do supply literacy programme with adequate instructional materials. Hence, there was high rate of enrolment but the moment when the concept of participatory funding came into play, most learners dropped out as early as the first three to four months of enrolment. A lot of instructors suffered so much to get learners attend the class they enrolled for. Sometimes it goes to the extent of the instructor using his salaries to buy writing materials for the learners to keep them coming to class.

This was illustrated by Yahaya (2011) in a study of two independent programme, where adequate resource was supplied in one while the other were asked to supply them. At the end of the session, the class supplied with the

resources had only 2 learners (i.e. 8percent) who dropped out. But as for the other class without the supply, out of the 25 enrolled, 15 (i.e. 60percent) dropped out of the class due to their involvement in funding their education. It is interesting to note that when parents find persons who have received good education unable to get employment in the formal sector, they are dissuaded from sending their children to school. Similarly, parents and guardians would be reluctant to send their children and wards to dilapidated school buildings, to be taught by ill-motivated teachers. They would be reluctant to send their children and wards to school if the education that the kids are getting is not in any way relevant to their circumstances, or if there is a danger that they can be abused by teachers or members of the community on their way to school. It was revealed by Yahaya (2011) that, adult learners provided two key reasons for not attending courses for which they have registered. Many learners noted on-going, age-related fatigue and forgetfulness as a key factor for drop out.

An observation carried out on trend of dropout from literacy programme in Edo state by in Yahaya, (2011) shows that, in 2006, 6,667 learners dropped out before the end of the programme while 5, 831 learners dropped in the year 2007 and the year 2008, 5300 dropped out 2009-6164 learners dropped out the

year 2012 had 5414 learners dropped.

Concept of School Dropout

According to Fafunwa in Adesina (2003), dropouts have been defined as "those who left the school system or were thrown out of the system before the end of the course. Milstein & Belsaco (2007), viewed dropout as "one who totally withdraws his participation in the school activities. Dropouts have been described by Anderson and Van Dyke (2007) as "those who leave high school before graduation" while King (2006) defined dropout as "those who fail to graduate, and get their certificate. From the above definitions it could be deduced that dropouts are those who leave school or college for any period of time regardless of reason, and thus do not obtain the certificate for which they enrolled for initially". From this classification of educational problems, two types of dropouts could be identified. First, those that dropout at the end of the educational programme being pursued and those who dropout at any stage before seating for the final examination of the educational programme, being pursued. For instance, an adult learner who enrolled in adult literacy centres can dropout either mid-way or may even decide to defer attendance.

Trend of Students Dropout in Adult Literacy Centres in Nigeria

The National Bureau for Statistics literacy survey (2010) put the National adult literacy rate in English Language at 57.9 percent with 65.1 being males and 50.6 being females. The rates for males are higher than those of females. The rates are also higher in urban than in the rural areas. Yet as it is popularly said “there is no room without a dust”. The present Edo state is known to have 568,994 illiterates rate (Iyahaya, 2011).

This makes the Adult and Non-Formal Education Agency relevant in carrying out its mandate of ensuring reduction if not eradication of illiteracy in the State. This task is often faced with some number of challenges among which is that of drop out of the adult learners from the literacy centers in the state. The multidimensional benefit of adult literacy education cannot be overemphasized as studies such as This Day Newspaper in 2009, 15th September reported that, high dropout cases has lowered literacy rate in Nigeria. Also Pwol and Fasokun (2008) reported that, high dropout rate is among the major causes of illiteracy in Nigeria. While transcapus.com (2011) explained that, many Adult literacy programmes failed to produce result due to drop out among other factors. found that, lives of the people concerned got

improved, it enhanced parental support for child education, served as means of employment to adult persons in different levels, etc. perhaps the reason for the involvement of International Non- Governmental Organizations in the stride against illiteracy in Nigeria. For instance Action Aid International Nigeria was quoted to have realised the importance of adult literacy in enhancing different forms of education especially if parents appreciate the benefits of education “particularly mothers’ appreciation of the benefits of education, and their ability to actually support their children’s formal and informal learning processes” (Otiye 2006).

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Nigeria has expressed a commitment to education, with the belief that overcoming illiteracy and ignorance will form a basis for accelerated national development. However, regardless of the incontrovertible evidence that education is crucial to the development of the community and nation,

inequalities in access to education still exists. The implication of the above happenings is that, the rate of illiterates could increase due to poor enrolment and increasing cases of drop outs in formal schools by youths and the growing children who would be the adults of tomorrow. Given its current scope and efficiency, this type of education probably will not contribute significantly to a 50 percent reduction in adult illiteracy rates by 2015 as stipulated by the It was against this background that Government expressed its intention to eradicate illiteracy. To successfully do that, government provided: free, compulsory and universal primary education, free university education and free adult literacy programme. In the same vein, the revised edition of the National Policy on Education (Federal Republic of Nigeria, 2004), spelt out in clear terms the roles of Universal Basic Education that, Basic Education (Adult and Non- Formal Education Agency included) is aimed at equipping individuals with such knowledge, skills and attitudes that will enable them;

- Live meaningful and fulfilling lives;
- Contribute to the development of the society
- Derive maximum social, economic and cultural benefits from the society; and discharge their civic obligations competently

Factors Influencing Student Dropout in Adult Literacy Centres

- **Distance to literacy centre**

Distance to literacy centres is one of the several factors that lead to drop out from Adult literacy centres. Long distance may discourage students particularly when they sick or when it rains and it may lead to irregular attendance and finally raise the propensity to dropout. Omari (2004) in his study of “Review of critical issues in Nigerian education” Observed that the longer the distance from home to school the more the adult learners are unwilling to walk for such distances especially during the rain or scorching summer sun. This become so crucial in communities where education is not highly valued, therefore this relates to this study because the study is looking at factors that influences student drop in adult literacy centres.

- **Low Income and Poverty Setting**

Dropout is a global phenomenon in many countries. James (2006) argued that the causes for dropout are low income and poverty settings. This is also supported by Brock (2000) who argues that the continuing importance of child labour and high cost incurred by poor families who have to pay school fees for

themselves make many adults parents see literacy education as of no value because to them it is costly. Education and poverty are very interdependent because lack of education may cause poverty and poverty may cause failure to attend schooling.

Bunto (2002) found out that due to poverty setting in most of the families, children found themselves leaving literacy centres and going to work in mining activities in order to get money for subsistence living. The above reviewed literature relates with this study because it explain how poverty is the hindering factor for adults to attain literacy education that is common in our community.

- **Literacy Centre's Environment**

Many literacy centres are in bad conditions in terms of infrastructure, teaching and learning resources (Mamdan and Diof , 2004). The government's ill financing of literacy education gave birth to poor learning environment and over dependency on agencies, community and learner's contribution. The Government budget and almost the totality of education development is donor financing in Nigeria (World Bank, 2002). The outcome of poor financing of literacy education is the increase of dropout from adult literacy centres. This is

relevant in this study because the study intends to find the factors that defines student dropout in adult literacy centres in Oredo Local government area of Edo state, where possible problem occurs.

- **Educational Level of the Family**

Milanzi (2005), in his studies on “Patterns and causes of dropout in community literacy centres in Edo State” observed that the education level of a given family and occupational background have impact on school dropout. The family educational level has an impact on schooling for other members of the family which are adults. Kleine (2004) observed that families with little or no school experience have got other members of family (Adults) at risk of dropping out of school due to lack of proper advice and guidance regarding their school development or progress.

Challenges in Solving the Problems of Schools Dropout in Adult Literacy Centres.

Rumberger (2001) in his findings in Nigeria on “Who drop out and Why”, assert that concern for dropouts is not a new phenomenon , there are various challenges that make it difficult for educational stakeholder to combat the problem. Aghahowa (2005) contends that among the challenges of solving

dropout in schools is the influence of social cultural value basing on gender social cultural practices. He opined that there is a strong relationship between culture and education, such as the case of gender gap among society's members regarding the access to and retentions to school..This situation made people to believe that sometimes religious culture contribute to low participation in literacy education and hence high dropout among them (Hinga, 2005).

Other studies by Mbilinyi et al, (2001), studies on “literacy education in Nigeria with a gender perspective” revealed that the economically troubled families give priorities to adult male attending literacy centres than the women. This study intends to explore how socio-cultural values contributed and continue to contribute to the problem of students' dropout in rural community literacy centres. In Oluoch (2006), in its studies on Policy choices in literacy education in Africa: Challenges seen from different perspectives in an African country said that through literacy education Programme, those with more financial and economic capabilities have used the unguided school constructions to have literacy education than in areas with very high level of poverty in the country. The reviewed literature on challenges of solving the

problems of school dropout relate with the current studies because researcher in this studies expects to find the challenges for solving the problems of schools dropout in Edo state so as to find possible solution for the problems.

Efforts Taken to Solve the Problem of School Dropout

According to Akin (2008) quality literacy education is acquired by having literacy centres with conducive teaching and learning environments, adequate number of facilitators, available infrastructure, curriculum that bases on the community needs and proper management and examining systems. All of these can be achieved when the government becomes socially accountable by adopting plans that focus on the needs of the education sector, and appropriately implemented by using public funds through the system of the budget for adult and non-formal education subsector. This help to reduce various problems that are common in school such as absenteeism, dropout and other misconducts for both facilitators and adult learners.

Okoduwa (2010) on presentation report paper to Unesco about strategies taken to solve dropout schools in Nigeria contends that Flexible schooling hours/systems help many adults, particularly those in rural, agricultural areas

who have pressures on them to work which often clash with adult literacy schooling timetables. Temporary withdrawals in harvest times and for migrating communities pull adults away from literacy centres and often leading to more permanent removals. Flexible schooling timetables have been known to cut drop outs. For example, the daily programme might take place at times that do not interfere with the adult work duties, shift systems and evening classes might be in place; and the annual programme may shift, so those involved in seasonal tasks are not excluded.

Kane (2004) studies on 'women education in Africa, outlines a range of flexible interventions towards schooling (e.g. schooling hours and schedules) which have boosted women enrollment and reduced dropout rates.

The revealed literature on efforts taken to solve the problems of student dropout in different places of the world relate with the current study that intends to find the possible factors influencing student drop out in adult literacy centres in Nigeria particularly in Oredo Local Government Area of Edo State.

Summary of the Reviewed Literature

The reviewed literatures on factors influencing students' dropouts from adult literacy centres reveals issues not only on the context in which the problem occurs but also the consequences to the individual, community and nation at large. The review argues that the issue of dropout is a global phenomenon.

The reasons for greater emphasis on adult literacy at present are glaring, especially with the global attention and policy statements encapsulated in Millennium Development Goals (MDGs) and the Education for All (EFA) goals. It is evident the adult citizens are more actively involved in national development, transformation agenda and the Millennium Development Goals (MDGs).

The multidimensional benefit of adult literacy education cannot be overemphasized as studies such as This-Day Newspaper in 2009, 15th September reported that, high dropout cases has lowered literacy rate in Nigeria. Also Pwol and Fasokun (2008) reported that, high dropout rate is among the major causes of illiteracy in Nigeria. While transcapus.com (2011) explained that, many Adult literacy programmes failed to produce result due to

drop out among other factors. found that, lives of the people concerned got improved, it enhanced parental support for child education, served as means of employment to adult persons in different levels, etc. perhaps the reason for the involvement of International Non- Governmental Organizations in the stride against illiteracy in Nigeria. Some of the factors Influencing Student Dropout in Adult Literacy Centres were identified as Distance to literacy centre, learning environment, low income & poverty amongst others. An observation carried out on trend of dropout from literacy programme in Edo state by in Yahaya, (2011) shows that, in 2006, 6,667 learners dropped out before the end of the programme while 5, 831 learners dropped in the year 2007 and the year 2008, 5300 dropped out 2009-6164 learners dropped out the year 2012 had 5414 learners dropped.

In the course of this study the researcher observed that the issue of school drop out in adult literacy centres is on the increase, as adults (male & female) often drop out of / withdraw from literacy centres before the completion of the programme due to several reasons which have been x-rayed in the study. Hence, the researcher posited that, considering the fact that Adult

literacy is the fertilizer needed for development and democracy to take root and grow, coupled with the fact that it is the invisible ingredient in any successful strategy for eradicating poverty and achieving gender equality”, then in order to realize this, adult literacy should be seen as a continuous process that requires regular and sustained learning.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes the method and procedure that was used in the study. It focused on the following:

- Research Design
- Population of the Study
- Sample and sampling procedure
- Instrumentation of the Study
- Validity of the Instrument
- Reliability of the Instrument
- Administration of Instrument
- Method of Data Analysis.

Research Design

A survey research design was used for this study to investigate the factors influencing student's drop in adult literacy centres in Oredo Local Government Area of Edo state. It was considered appropriate because it enables the researcher to study a large group of adult through a selected proportion and allow generalization on the whole group.

Population of the Study

The population of this study consists of adult learners in all adult literacy centers in Oredo local government area of Edo State which is estimated below:

S/N	Centres	Location	Population Number
1	Pioneer Educational Centre	Sapele Road, Benin City.	186
2	Pre – GCE Examiner School of Reading and Writing	Sapele Road, Benin City.	130
3	Adult Literacy Centre	Ministry of Education Iyaro, Benin City	110
4	Foundation Adult School of Reading and Writing	G.R.A., Benin City	95
		TOTAL	521

(Fieldwork, 2018).

Sample and Sampling Techniques

The sample size consists of One hundred (100) adult learners from four (4) adult literacy centres in the area under investigation which were selected using the simple random sampling technique with twenty-five (25) adult learners from each of the literacy centres as shown below:

S/N	Centres	Location	Sample Number
1	Pioneer Educational Centre	Sapele Road, Benin City.	25
2	Pre – GCE Examiner School of Reading and Writing	Sapele Road, Benin City.	25
3	Adult Literacy Centre	Ministry of Education Iyaro, Benin City	25
4	Foundation Adult School of Reading and Writing	G.R.A., Benin City	25
TOTAL:			100

Instrumentation of the Study

A questionnaire was designed to generate information from the respondents. The questionnaire contains two sections: Sections A and B. Section A of the questionnaire was aimed at gathering data relating to the demographic or personal data of the respondents such as age, sex etc. Section B was designed to gather data relating to the research questions raised for the study and other issues considered relevant to the study.

Validity of Instrument

To ascertain the validity of the research instrument, a draft of the instrument prepared by the researcher was presented to the supervisor and two other experts in the faculty of Education. The inputs made by them were used to prepare the final copy which was used for the study.

Reliability of the Instrument

The reliability of the instrument was determined through a test-re-test method. A sample of 25 adult learners were first tested with the instrument and their responses were rated and scored. After a period of two weeks, the same

sample was again tested with the same instrument. The two tests and scores correlated, this showed that the instrument was reliable.

Administration of the Instrument

In administering the questionnaires, the face-to-face method was adopted. The questionnaires were given out to the adult learners through personal visit to the literacy centres. The questionnaire was read to those who were unable to read.

Method of Data Analysis

In analyzing the collected data, the researcher adopted simple percentages and frequency counts.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

Introduction

This chapter contains detailed presentation and analysis of research findings through the data collected from the questionnaire. It reveals the results as well as its interpretation. The presentation of result was done in accordance with the five (5) research questions raised for the study. We shall begin by presenting data on the demographic background of respondents.

SECTION A: Demographic Data

Table One: The sex distributions of the respondents

Sex	Number	Percentage (%)
Male	37	37
Female	63	63
Total	100	100

From the sex distribution table above it is obvious that the adult learners cut across two sexes. The female gender forms the majority of the learner with 63% out of the 100% while the remaining 37% learners are Male.

Table Two
The Age Distribution of Respondents

Age	Number	%
Below 40 years	46	46
40-49 years	31	31
50-59 years	17	17
60 years and above	6	6
Total	100	100

From the age distribution table it was deduced that learners below 40 years dominates adult literacy programme in Oredo Local government area of Edo State with 46 percent of the total respondent. This age group is followed by learners with the age 40-49 years of age taking 31 percent of the total respondents which age 50-59 takes 17 percent of the total respondents while the least age category is above sixty years which takes 6 percent.

Table Three

The educational distribution of the respondents

Education	No	%
No Schooling	16	16
Basic Literacy	32	32
Primary Education	38	38
Post Literacy	14	14
Total	100	100

From the education distribution table it was observed that 16 respondents have no schooling, 32 have basic literacy, 38 have primary education while 14 representing 14% of the total respondent belong to the post literacy education level.

Table Four: The Marital Status of the Respondents

Status	No	%
Married	67	67
Single	24	24
Divorced	9	9
Total	100	100

The table above shows the marital status of the respondent which 67% of the total respondent are married, 24% are Single while 9% of the total respondent are divorced.

SECTION B: ANALYSIS OF RESEARCH QUESTIONS

Research Question One

Could gender be a cause of drop out in Adult Literacy programme in Oredo Local Government Area of Edo State?

Table 1 Response to the common types of violence experienced by women.

S/n		Frequency		Percentages	
		Yes	No	Yes	No
	Could gender be a cause of drop out in Adult Literacy programme in Oredo Local Government Area of Edo State?				
1	Gender is a cause of drop out	94	6	94%	6%
2	Male Adults dropout rate is more than female adult drop out.	54	46	54%	46%
3	Female Adults drop out is more than male adult drop out cases	36	64	36%	64%
4	There is no correlation between gender and school drop out.	94	6	94%	6%

From the analysis in table one, 94% of the entire sample size agreed to the fact that Gender is a cause of drop out in adult literacy centres while just 6% disagreed with such assertion. From item two, 54% of the entire sample size are of the opinion that Male Adults dropout rate is more than female adult drop out rate, but 46% of the respondents disagreed with that assertion. From item three, 36% of the respondent are of the opinion that Female Adults drop out is more than male adult drop out cases while 64% of the respondents disbelieved. From item four, 94% of the entire sample size agreed to the fact that there is

no correlation between gender and school drop out while 6% of the respondent disagreed to such assertion.

Research Question Two

Is Facilitator's Competences a Cause of Drop-out in Adult Literacy Programme in Oredo Local Government Area of Edo State?

Table 2: Response to Facilitator's Competence as a Cause of Drop-out in Adult Literacy Programme.

S/n		Frequency		Percentages	
		Yes	No	Yes	No
	Is Facilitator's Competences a Cause of Drop-out in Adult Literacy Programme in Oredo Local Government Area of Edo State?				
5	Facilitator's competences is a cause of drop out in Adult Literacy Programmes	64	36	64%	36%
6	Adult learners drop out of school regardless of facilitator's competence.	18	82	18%	82%
7	The poor use of learning resources by facilitators is a cause of school drop in adult literacy centres.	78	22	78%	22%
8	The teaching skills of Facilitators is a cause of school drop out among adult learners.	84	16	84%	16%

From the analysis in table 2, 64% of the entire population size said that Facilitator's competences is a cause of drop out in Adult Literacy Programmes while 36% disagreed to the assertion. From item 6, 82% of the respondent

agreed to the fact that Adult learners drop out of school regardless of facilitator's competence while 18% of the respondent said no to the assertion.

From item 7, 78% of the respondents which has the highest number of respondent believes that the poor use of learning resources by facilitators is a cause of school drop in adult literacy centres while the remaining 22% are not of the opinion that the poor use of learning resources by facilitators is a cause of school drop in adult literacy centres. Item 8 analysis shows that 84% of the entire sample size said that the teaching skills of Facilitators is a cause of school drop out among adult learners while the remaining 16% do not see it so.

Research Question Three

Do the Financial Constraints faced by the Learners serve as a cause of drop out in Adult Literacy programme in Oredo Local Government Area of Edo State.

Table 3: Responses on the Financial Constraints faced by the Learners.

S/n		Frequency		Percentages	
		Yes	No	Yes	No
	Do the Financial Constraints faced by the Learners serve as a cause of drop out in Adult Literacy programme				
9	Low income of adults is a cause of school drop in adult literacy centres.	78	22	78%	22%
10	Debt servicing is a cause of school drop in adult literacy centres.	31	69	31%	69%
11	Tuition fee is a cause of school drop in adult literacy centres.	76	24	76%	24%
12	Too much spending is a cause of school drop in adult literacy centres.	72	28	72%	28%

From the analysis above, 78% of the entire sample size believes that Low income of adults is a cause of school drop in adult literacy centres while 22% of the respondents said no to the assertion.

Item 10 shows that 31% of the samples size agreed to the fact that Debt servicing is a cause of school drop in adult literacy centres while 69% do not

believe it so. Item 11 shows that 76% of the entire sample size are of the view that Tuition fee is a cause of school drop in adult literacy centres while 24% of the respondents said Tuition fee is not a cause of school drop in adult literacy centres. From item 12, 72% which is the highest numbers of respondent agreed to the fact too much spending is a cause of school drop in adult literacy centres while 28% of the respondent said no to the assertion.

Research Question Four

Does the distance from literacy centre serve as a cause of dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State.

Table 4: Responses on distance from literacy centre as a cause of school dropout

S/n		Frequency		Percentages	
		Yes	No	Yes	No
	Distance from Literacy Centre as a cause of school dropout				
13	Long distance to literacy centres is a cause of school drop in adult literacy centres.	200	-	100%	-
14	Trekking to literacy centres is a cause of school drop in adult literacy centres.	84	16	84%	16%
15	The time taken to get to literacy centres is a cause of school drop in adult literacy centres.	66	34	66%	34%
16	The use of too many transport to literacy centres is a cause of school drop in adult literacy centres.	60	40	60%	40%

From the analysis above, all the respondents agreed the fact that long distance to literacy centres is a cause of school drop in adult literacy centres thus distance has a major role to play on the issue of school drop out in adult

literacy centres in Oredo Local Government Area of Edo state. From item 14, 84% of the entire sample size agreed to the fact that trekking to literacy centres is a cause of school drop in adult literacy centres while 16% disagreed. Item 15 shows that 66% of the respondent said that the time taken to get to literacy centres is a cause of school drop in adult literacy centres, while the remaining 34% it does not. From item 16, 60% of the entire sample size said that the use of too many transport to literacy centres is a cause of school drop in adult literacy centres while the remaining 40% of the respondents do not see it as such.

Research Question Five

To what extent is family issue a cause of dropout in adult literacy programme in Oredo Local Government Area of Edo State

Table 5 Response on the extent of family issue as a cause of school drop out in adult literacy centres.

S/n		Frequency		Percentages	
		Yes	No	Yes	No
	To what extent is family issue a cause of dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State				
17	Unstable home is a cause of school drop in adult literacy centres.	84	16	84%	16%
18	Childlessness is a cause of school drop in adult literacy centres.	96	4	96%	4%
19	Poor background is a cause of school drop out in adult literacy centres.	26	74	26%	74%
20	Family responsibility is a cause of school dropout in adult literacy centres.	54	46	54%	46%

From the analysis above, 84% of entire sample size are of the opinion that Unstable home is a cause of school drop in adult literacy centres, while 16% of the respondent do not see unstable home is a cause of school drop in adult literacy centres. From item 18, 96% of the respondents said that Childlessness is a cause of school drop in adult literacy centres, while just 4% of the

respondent do not agree to the assertion. From item 19, 74% of the respondent said that that Poor background is not a cause of school dropout in adult literacy centres while 26% of the respondent said it is.

From item 20, 54% of the entire sample size are of the view that Family responsibility is a cause of school dropout in adult literacy centres while the remaining 46% said it is not.

Discussion of Findings

The first finding of this study reveals that gender could be a cause of drop out in Adult Literacy programme in Oredo Local Government Area of Edo State with the male adults topping the list of dropout cases. This further establish that there is correlation between gender and cases of school dropout in adult literacy programmes. Research question two findings reveal that low facilitator's Competences coupled with the poor use of learning resources by facilitators is also a cause of Drop-out in Adult Literacy Programme in Oredo Local Government Area of Edo State.

Research question three findings reveals that financial Constraints faced by the Learners such as low income of adult learners and high tuition fee could

increase cases of drop out in Adult Literacy programmes in Oredo Local Government Area of Edo State. Research question four findings reveals that distance from literacy centre, long time taken to get to literacy centres as well as the use of too many transport buses to the literacy centres also serve as causes of dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State. Lastly, research question five findings reveals that family issues such as unstable home, childlessness and family responsibilities are possible causes of school dropout in adult literacy programme Programme in Oredo Local Government Area of Edo State.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study found that, among other things, adult learners tend to have dropped out of the adult literacy programme not because they are not willing to continue learning the literacy skills but rather because of some factors which militated against their attendance at the literacy class. Inadequacy of instructional materials, unrelated nature of the instructional materials and poor quality of the instructional materials were some factors which contributed to the drop out of the learners studied.

Adult learners deserve serious attention so that they cannot only contribute to the socio-economic and political growth of the country, but also to improve their welfare and life expectancy. In addition, most adults are parents; their level of education undoubtedly will influence positively or negatively the quality and level of education their children would attain. Furthermore, literacy is often related to health matters amongst others, especially such issues like preventive health and maintaining health, pre-natal and post-natal health (infant care), public health, and so on. And so, regardless

of the incontrovertible evidence that education is crucial to the development of the community and nation, inequalities in access to education still exists. The implication of the above happenings is that, the rate of illiterates could increase due to poor enrolment and increasing cases of drop outs in formal schools by youths and the growing children who would be the adults of tomorrow.

Conclusion

In view of the findings of this study it is therefore concluded that there is high incidence of school dropout among adults in Adult Literacy centres in Oredo Local Government Area of Edo State. Nigeria like most developing countries has placed undue emphasis on formal education while apparently neglecting adult and non-formal education. Adult literacy programme is based on adults and nationally identified needs. Without focus on these needs, the human capital development would be difficult. Government and other organizations have great responsibilities of making literacy available to different categories of adult learners. Government must be in the forefront in the provision of finance if adult literacy must achieve its goals.

Recommendations

Based on the findings of this study, the following recommendations are rendered to ensure that the incidence of school dropout in adult literacy centres In Oredo Local Government Area of Edo State is reduced to the barest minimum. They include:

1. Government should establish more female adult literacy centers in various districts of the state to encourage “comfortable” learning for our women illiterates to promote social inclusion.
2. Government should fund the agency to train and re-train adult literacy workers (especially instructors) to ensure effective role performance in the stride towards eradicating illiteracy among the citizenry and minimize cases of drop out of adult literacy programme.
3. Capacity building to adult literacy instructors should be conducted to the adult literacy workers to ensure development of learner friendly learning materials so as to help sustain adult learners’ interest in the class for completion.

4. The government through the State Ministry of Education / Agency for Adult and Non-Formal Education) should as a matter of urgency, subsidize the cost of learning materials especially texts and exercise books.

5. There should be national re-orientation to the value of adult literacy education through public enlightenment programmes to encourage the adult learners to continue with the literacy programme.

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QUESTIONNAIRE

FACTORS INFLUENCING STUDENTS' DROP OUT IN ADULT LITERACY CENTRES IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE

INTRODUCTION

Read the following questionnaire items and tick the answers that accurately reflect your choice where appropriate.

The response you give is purely for research purpose and will be treated confidentially. Please do not write your name.

SECTION A:

1. Sex: Male[] Female[]
2. Below 40 years [] 40-49[] 50-59[] 60 and above.
3. Last Educational Qualification.....
4. Marital status: (a) Married [] (b) Single [] (c) Divorced[]

SECTION B:

S/N	ITEMS	YES	NO
	Could gender be a cause of drop out in Adult Literacy Programme in Oredo Local Government Area of Edo State.		
1.	Gender is a cause of drop out in Adult Literacy Programme in Oredo Local Government Area of Edo State.		
2	Male adults drop out of literacy centres more than female		
3	Female adults drop out of literacy centres more than female		
4	There is no correlation between gender and school drop out in adult literacy centres.		
	Is facilitator's competences a cause of drop out in Adult Literacy Programme in Oredo Local Government Area of Edo State.		
5	Facilitator's competences is a cause of drop out in Adult Literacy Programmes		
6	Adult learners drop out of school regardless of facilitator's competence.		
7	The poor use of learning resources by facilitators is a cause		

	of school drop in adult literacy centres.		
9	The teaching skills of Facilitators is a cause of school drop out among adult learners.		
Do the financial constraints faced by the learners serve as a cause of dropout in adult literacy programme in Oredo Local Government Area of Edo State.			
9	Low income of adults is a cause of school drop in adult literacy centres.		
10	Debt servicing is a cause of school drop in adult literacy centres.		
11	Tuition fee is a cause of school drop in adult literacy centres.		
12	Too much spending is a cause of school drop in adult literacy centres.		
Does the distance from literacy centre serve as a cause of dropout in adult literacy programme in Oredo Local Government Area of Edo State.			
13	Long distance to literacy centres is a cause of school drop in adult literacy centres.		
14	Trekking to literacy centres is a cause of school drop in adult literacy centres.		
15	The time taken to get to literacy centres is a cause of school drop in adult literacy centres.		
16	The use of too many transport to literacy centres is a cause of school drop in adult literacy centres.		
To what extent is family issue a cause of dropout in adult literacy Programme in Oredo Local Government Area of Edo State			
17	Unstable home is a cause of school drop in adult literacy centres.		
18	Childlessness is a cause of school drop in adult literacy centres.		
19	Poor background is a cause of school drop in adult literacy centres.		
20	Family responsibility is a cause of school drop in adult literacy centres.		
