

**LEARNING IN ADULT LITERACY CENTERS IN NIGERIA (A CASE STUDY  
EDO STATE NIGERIA)**

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**May, 2025**

**MANAGEMENT STRUCTURES FOR ENHANCING TEACHING AND LEARNING IN  
ADULT LITERACY CENTERS IN NIGERIA (A CASE STUDY  
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**A PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND NON-FORMAL  
EDUCATION FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN  
PARTIAL FULFILLMENT OF THE REQUIREMENT OF THE AWARD OF THE  
BACHELOR OF ART EDUCATION DEGREE IN HISTORY EDUCATION.**

**May, 2025**

## CERTIFICATION

We the undersigned, certify that this research study was carried out by **Animam Faith** in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin. Benin City in partial fulfillment of the requirement of the award of the Bachelor of Art (Ed) degree in History Education.

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## **DEDICATION**

This project is dedicated to God, whose guidance and grace have been the source of my strength and inspiration throughout this journey. It is through His wisdom and support that I have been able to overcome challenges and achieve this milestone. I am deeply thankful for the clarity of thought, perseverance, and opportunities granted, which have made the completion of this project possible. May this work reflect the blessings and purpose He has bestowed upon me.

## ACKNOWLEDGEMENTS

The researcher wishes to express her profound and heartfelt gratitude to God Almighty for His steadfast love, wisdom, and strength, which were instrumental in the successful completion of this program. Her journey was greatly supported by divine guidance, which played a crucial role in overcoming challenges and achieving this milestone.

She is deeply appreciative of her project supervisor, Prof. (Mrs.) L.A. Okukpon, Head of Department, whose exceptional guidance, insightful corrections, and steady direction were invaluable throughout the project. Her support was pivotal in navigating the complexities of the research, and her expertise greatly contributed to the success of the work. Equally, she extends her sincere thanks to Mrs. Rita Oronsaya for her patience and dedicated guidance, which were vital in refining the project and ensuring its comprehensive nature. Mrs. Rita Oronsaya's meticulous corrections and commitment to excellence were greatly appreciated, and her involvement significantly enhanced the quality of the research. The researcher also wishes to acknowledge Her course adviser, Mr. Erahuyi Nosahare, for his constructive input and thoughtful advice Throughout her academic journey. His support and guidance were crucial in navigating the Various academic challenges she faced.

Furthermore, she is grateful to Dr. Adeleke, whose ability to make all his courses understandable and approachable greatly facilitated her learning process. Dr. Adeleke's willingness to explain complex concepts and his commitment to ensuring clarity were in addition to her academic mentors, the researcher extends her deepest appreciation to her family her parents, Mr. Robert

animam and Mrs Glory Animam and her siblings, Favour, Famous, Florence, Ferdinand and Fideria Their unwavering love, support, and encouragement were instrumental in her personal and academic achievements. Their presence and assistance ensured that she had everything she needed during her time in school.

Lastly, the researcher sincerely thanks her friends for their steadfast support and companionship throughout her studies. Their care and assistance during periods of illness and need, from her first year to her final year, provided invaluable emotional support and contributed significantly to her overall well-being.

The researcher's gratitude extends to all those who contributed to her journey, making the completion of this program not only possible but also a rewarding and enriching experience.

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## ABSTRACT

*This study was carried out to examine management structure for enhancing teaching in adult literacy centres in Edo State. The study was carried out to examine the management structures in enhancing teaching and learning in adult literacy centres, examine the relationship between the management structures and effective teaching and learning in adult literacy centres, examine the challenges in managing adult literacy centres, and suggest ways for improving on good managerial structures in adult literacy centres in Nigeria. The survey design was adopted and the simple random sampling techniques were employed in this study. The population size comprises of management staff of adult literacy centres Edo State. In determining the sample size, the researcher conveniently selected 100 respondents were validated. Self-constructed and validated questionnaire was used for data collection. The collected and validated questionnaires were analyzed using frequency tables and mean scores. While the hypotheses will be tested using Pearson correlation statistical tool, SPSS v23. The result of the findings reveals that the management structures in enhancing teaching and learning in adult literacy centres includes: planning, leading, organizing, controlling. Furthermore, the result of the findings reveals that the ways for improving on good managerial structures in adult literacy centres in Nigeria includes: adequate provision of fund, delegating duties and ensuring the free flow of information, adequate motivation of workers, and proper planning and execution. Therefore, it is recommended that the state agency for Adult and Non-Formal Education, should adopt the strategies for effective management of adult education within the state. The agency should also organize workshops for facilitators and other staff on adult education management strategies. This will take care of the irregularities identified in their management practices. To mention but a few.*

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

Adult education is an inevitable instrument for the achievement of growth and development. In the 21st century, it has become associated with every life-long learning initiative for the adults. Adult education is all-embracing as it brings about changes in information, knowledge, understanding or skill, appreciation and attitude. It enables individuals to become more useful to their society socially, economically, morally and politically (Asojo, 2001) the importance of adult education in every society cannot be over-emphasized. It is an indispensable aspect of education that enables an adult to live well and equally participate actively in the affairs that concerns him. Nzeneri (2008) defined adult education as any form of education (formal, informal or non-formal) given to adults based on their felt social, economic, political and cultural needs to enable them adjust fully to life challenges. Adult education has come to be associated with the everyday life activities of adults; it has grown to encompass literacy programmes, remediation and retraining programmes. The National Policy on Education

(2004) stated the objectives of Adult and Non-formal Education as the provision of functional literacy and continuing education for the adults and youths; functional and remedial education for the young drop-outs; further education for different categories of completers of formal schools; in-

service, on-the-job, vocational and professional training for different categories of workers and the necessary aesthetic, cultural and civic education for public enlightenment. The achievement of the aforementioned objectives depends on the quality of the adult education instructors. Through Nigerian's participation in various international meetings and conferences where literacy is discussed as a right, the country now recognizes literacy both as a human right in itself and as a crucial instrument for the pursuit of other rights. Since about 1843 when literacy education in Nigeria was pioneered by Muslim and Christian missionaries, the country has left no stone unturned in her efforts to make her citizens literate. Following Nigeria's independence in 1960 literacy efforts in the country received a boost when UNESCO supported the establishment of an Adult literacy Institute in Nigeria, specifically in Ibadan in 1965. In 2012 the Nigeria National Council for Adult Education (NNCAE) was set up; as a voluntary organization charged with the primary role of promoting adult literacy education. A great wind of change came in 2007 when the Federal military government established the National Commission for Mass Literacy, Adult and Non-formal Education which is responsible for the organization, monitoring and assessment of adult literacy practices in the country. For comprehensive coverage, the Commission had to spread its dragnet of activities nation-wide with offices in the six geo-political zones of the country, the 36 states and all the 774 local government areas. Furthermore, co-ordination and supervision of literacy classes at the grass root level are undertaken by the local adult education officers, supervisors and literacy instructors. In addition to above institutional and structural arrangements, government's efforts are complemented by Non-governmental organizations including some

international partners all of which constitute stakeholders in the management of one form of adult literacy education or the other. Yet, illiteracy continues to be a significant problem in Nigeria, up to the point of the country belonging to the E-9 countries which account for 75% of the world's over one billion illiterates. Specifically, according to the 2008 Global Monitoring Report, the most recent data for Nigeria shows an adult literacy rate of 69% (78% for men and 60 for women) or an adult illiteracy rate of 31%. In fairness, one is constrained to posit that the literacy efforts attempted in Nigeria so far have not produced the desired results and millions of people are still being denied access to literacy because of lack of effective education policies. Consequently, the main focus of this paper was to examine management structures for enhancing teaching and learning in adult literacy programmes in terms of planning, organizing and controlling functions in order to achieve predetermined objectives of eradicating illiteracy in Edo state Nigeria.

### **Statement of the Problem**

A well-defined management structure is crucial for enhancing teaching and learning in adult literacy centers in Benin Metropolis, Nigeria. Effective resource allocation, goal setting, and achievement are ensured through a clear management structure, which also provides opportunities for teacher support and development. This leads to enhanced instructional quality and better learner outcomes.

A management structure also establishes effective assessment and evaluation methods, monitoring learner progress and program effectiveness. Community engagement and partnerships are fostered,

leading to increased resource mobilization and support. Accountability, transparency, and good governance are ensured, promoting a positive work environment and motivating teachers and staff to deliver their best.

Furthermore, a management structure encourages innovation, adaptability, and responsiveness to changing learner needs and educational trends. This enables programs to be sustainable, scalable, and replicable, reaching more adult learners and ultimately improving their quality of life. In conclusion, a robust management structure is essential for adult literacy centers in Benin Metropolis to create an environment conducive to effective teaching and learning.

"Despite the importance of adult literacy centers in promoting education and development, many centers in Edo Metropolis face challenges in effectively managing their teaching and learning processes, leading to poor learning outcomes and high dropout rates. The existing management structures in these centers may not be conducive to effective teaching and learning, and there is a need to investigate and identify the appropriate management structures that can enhance teaching and learning in adult literacy centers in Edo Metropolis."

This statement of the problem highlights the specific issue that the research aims to address, which is the ineffective management structures in adult literacy centers in Edo Metropolis. The research aims to identify the appropriate management structures that can enhance teaching and learning in these centers, with the ultimate goal of improving learning outcomes and reducing dropout rates.

Some possible reasons why I am conducting a research on this topic in Edo Metropolis include:

1. High dropout rates in adult literacy centers in Edo Metropolis.
2. Poor learning outcomes in adult literacy centers in Edo Metropolis.
3. Inadequate management structures in adult literacy centers in Edo Metropolis.
4. Limited research on effective management structures in adult literacy centers in Edo Metropolis.
5. The need to identify best practices in management structures for adult literacy centers in Edo Metropolis.
6. The need to develop a framework for effective management structures in adult literacy centers in Edo Metropolis.
7. The need to investigate the impact of management structures on teaching and learning in adult literacy centers in Edo Metropolis.

### **Research Questions**

The study will address the following questions:

1. What are the management structures implemented to enhance teaching and learning in adult literacy centers?
2. What are the challenges faced in managing adult literacy centers?

3. What strategies can be employed to improve managerial structures in adult literacy centers in Benin metropolis?

### **Research Hypotheses**

H<sub>01</sub>: Is there a significant relationship between management structures and effective teaching and learning in adult literacy centers?

H<sub>02</sub>. There is no significant relationship between management structures and effective teaching and learning in adult literacy centers

### **Purpose of the Study**

The purpose of the study is to investigate the management structures and their impact on teaching and learning in adult literacy centers in Benin, Nigeria, with the aim of identifying effective management strategies to enhance the quality of adult literacy programs.

Specifically, the purpose of the study is to:

1. Identify and describe the current management structures implemented in adult literacy centers in Benin, Nigeria.
2. Examine the relationship between management structures and effective teaching and learning in adult literacy centers.

3. Investigate the challenges faced by managers and staff in adult literacy centers and how these challenges impact teaching and learning.
4. Develop and recommend effective management strategies to improve the quality of adult literacy programs in Nigeria.

The study aims to contribute to the development of effective management structures that can enhance teaching and learning in adult literacy centers, ultimately improving the literacy skills and quality of life of adult learners in Benin, Nigeria. The findings of this study will provide valuable insights for policymakers, adult literacy program managers, and educators to improve the management and delivery of adult literacy programs.

### **Significant of the Study**

The study will provide insights on effective management structures for adult literacy centers, leading to improved management practices and better utilization of resources

The study will identify key factors that influence teaching and learning in adult literacy centers, leading to improved teaching methods and better learning outcomes.

The study will inform policy decisions on the management of adult literacy centers, leading to increased accessibility and availability of adult literacy education.

The study will contribute to the development of adult literacy education, leading to empowerment of adult learners and improvement of their socio- economic status

The study will provide insights on how to improve adult literacy rates, contributing to the achievement of national and international literacy goals.

The study will provide a framework for effective management structures, leading to improved quality of education in adult literacy

The study will provide insights on effective management structures, leading to enhanced professional development of educators and administrators in adult literacy centers.

The study will provide evidence-based recommendations for policy decisions on adult literacy education, leading to informed decision-making.

The study will contribute to the existing body of knowledge on adult literacy education, providing a basis for further research and advancement of the field.

The study will contribute to the development of adult literacy education, leading to improved socio-economic development and reduction of poverty.

The study's significance lies in its potential to positively impact adult literacy education, empowering individuals, and contributing to the development of communities in Benin, Nigeria, and beyond

### **Scope of the Study**

This study focuses on exploring management structures aimed at enhancing teaching within adult literacy centers specifically located in Benin metropolis.

### **Limitation of the Study**

**Financial Constraints:** Limited financial resources may hinder the researcher's ability to access relevant materials, literature, or information, as well as impede data collection processes such as internet research, questionnaire distribution, and interviews.

**Time Constraints:** The researcher's involvement in other academic commitments may restrict the amount of time allocated to the research, potentially affecting its efficiency and thoroughness.

### **Definition of Terms**

**Management:** Refers to the organization and coordination of business activities to achieve defined objectives, encompassing decision-making and oversight responsibilities carried out by directors and managers.

**Teaching:** The process of addressing individuals' needs, experiences, and emotions, and intervening to facilitate their learning of specific subjects or skills.

**Structure:** structure refers to the underlying framework or organization that shapes and supports something, providing a sense of order, stability, and coherence.

**Enhancing:** The term "enhancing means to make something better, more effective, or more valuable, which is the goal of the study in improving adult literacy education in Edo Metropolis.

**Learning:** The process of acquiring new knowledge, skills, behaviors, values, or preferences, either by acquiring new information or modifying existing knowledge.

**Literacy:** Traditionally denotes the ability to read and write, but in modern contexts, it encompasses proficiency in using language, numbers, images, computers, and other fundamental means of understanding, communication, problem-solving, and cultural expression

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter reviews the existing literature on management structures, teaching and learning in adult literacy centers, and the challenges faced in managing these centers. The review aims to provide an answer to the research questions.

Thus, some of the literature on adult literacy education is covered in this chapter. The following subtopic will be the center of attention-

1. concept of adult literacy
2. literacy rate in Nigeria
3. the organization of adult literacy education in Benin metropolis
4. management structures in adult literacy centers
5. the relationship between management structure and effective teaching and learning in adult literacy centers
6. challenges faced in managing adult literacy centers
7. strategies for improving management structure in adult literacy centers
8. summary of the review

## **Concept of Adult Literacy**

An adult is someone Who is socially, economically, and politically responsible in addition to being physically and psychologically mature, according to Nzeneri's guidebook on Adult Education Principles and Practices. According to him, physical maturity denotes an adult's capacity for parenthood, choosing a life partner, starting a family, and taking care of the house.

The term "entire body of organized educational processes," regardless of their content, level, and methods formal or informal that either extend or replace initial education in schools, colleges, or universities as well as adult education as defined by society. Through adult education, people who are regarded as adults by that society improve their technical or professional qualifications, change their attitudes or behaviors, and fully develop themselves while also participating in balanced and independent social, economic, and cultural development.

Drawing from the aforementioned presentations, we now define adult education as the process by which an adult member of a society gains the information and skills necessary to become an influential part of his community.

Adult literacy is therefore described as a process of acquiring skills and the got of transmitting and receiving messages in a insaliable manner during the youved years ie the voluntary study out of the formal school system.

In light of this, adult literacy, as a fundamental aspect of adult education, encompasses all activities having an educational component that individuals involved in daily life undertake. As a result, this area of education comes directly from the people and gives its graduates the tools they need to successfully navigate life's challenges and make significant contributions to the advancement of their communities. Considering the aforementioned, the researcher believes that increasing adult literacy in the Ikpoba-Okha local government region will significantly contribute to the political and socioeconomic development of the State. Therefore, it is crucial to investigate the issues that could impede the program's advancement and provide recommendations.

### **Literacy Rate in Nigeria**

According to Babalola (2000), Nigeria's literacy rate is currently believed to be less than 2%. Out of the 21 million children of school age, according to data from the federal ministry of education in 1996, only 14.1 million are enrolled in elementary school. According to UNDP (1998), just 40% of Nigerian heads of household had completed any formal education, 21% had only completed basic school, 14% had completed secondary school, and 5% had completed post-secondary education.

The federal government of Nigeria launched the universal basic education (UBE) program on September 30, 1999. This was the country's fourth major attempt at universalizing basic (primary) education, having been attempted by three previous administrations. A concerted effort was made

to make education accessible to all Nigerians, regardless of age, sex, religion, occupation, or location, beginning with the western and eastern regions' provision of free and compulsory primary education in 1955 and 1957 (for the western region, this continued until the federal government launched universal free primary education in 1976, though it was not mandatory). The early benefits of increased school enrollment by children of school age were accompanied by significant hardships as noted by Denage. The overwhelming unanticipated results of this sudden educational expansion evidenced a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the system. Nigerians began to lose faith in the UPE scheme, disparaging the government's effort to finance the system which many concluded was a nightmare. (Denga 2000)

Indeed, prior attempts were beset by issues such as constant political shifts, insufficient finance, hasty plans lacking precise data, improper project and program monitoring and assessment, and a lack of responsibility (Eyg 2000).

Since there was no such mechanism in place, almost 40% of individuals enrolled at one point or another dropped out of the program without having any hance or hope of returning later. Therefore, vigorous effort will be made to counter the factors which are known to have hindered the achievement of the goals of the universal primary education \*UPE), tried two decades age, the government promised while initiating the UBE program.

The fact that earlier programmes did not offer a safe haven (drop-in center) for individuals who, for whatever reason, did not benefit from the formal arrangements put in place was one of the main obstacles to the attainment of mass education. It is often in recognition of this fact that the universal basic education (UBE, in contrast to earlier efforts, made provision for three main components.

All children between the ages of six and fifteen get formal basic education, which consists of three years of junior secondary schools and six years of primary schooling, establishing a nine-year free mandatory education program.

Nomadic education for all school age children of pastoral nomads and migrant Fishermen and Literacy and non-formal education for out of school children, youths and illiterate adults compared to previous programmes that did not include literacy of non-formal education in its offerings, this development represents a radical change. Therefore, one is tempted to believe that this inclusion can finally put an end to the ongoing issue of mass literacy. Lessons for the Universal Basic Education program, a retrospective study of adult and non-formal education efforts in Nigeria, Kazeem 2005).

Given that adult and non-formal education was only added to universal basic education (UBE) in 1999 as a last-ditch effort, it is clear from the above that government recognition and belief in the population's transformation from illiteracy to literacy is a mirage. Thus, there is still a long way to go before adult literates in society achieve their goal of becoming literate.

The organization of adult literacy education in Benin metropolis the organization of adult literacy education in Benin metropolis is as follows

- Private agencies play a complementary role with government agencies in mass literacy crusade aimed at eradicating illiteracy from the locality and the society in general.
- Private literacy centers in Oredo Local Government Area are underfunded, and the sources of finance are participants' fee and donations from individuals.
- The average class size of private literacy centers is below 30 participants, and the teacher-participants ratio is 1:25.
- There is a harmonious relationship between private and public agencies in mass literacy campaigns aimed at eradicating illiteracy from the society.
- There has been an increase in enrollment figures and graduates from private literacy centers over the years in Benin City. This has contributed to the general literacy level of the society.
- The facilitators' professional qualities significantly predict adult learning achievement in literacy education programs in Benin Metropolis, Edo State.

### **Management Structures in Adult Literacy Centers**

Adult literacy centers employ various management structures to achieve their goals. These structures can be categorized into three main types: centralized management, decentralized management, and collaborative management. Centralized management is characterized by a top-

down approach, where decision-making authority is concentrated at the top of the organization (Bush, 2011). Decentralized management, on the other hand, is characterized by a bottom-up approach, where decision-making authority is distributed throughout the organization (Hall, 2016). Collaborative management involves a shared leadership approach, where decision-making authority is shared among team members (Adeyemi, 2017).

## **The relationship between management structure and effective teaching and learning**

### **Effective Teaching and Learning in Adult Literacy Centers**

Research has identified several factors that contribute to effective teaching and learning in adult literacy centers. These include learner-centered approaches (Merriam, 2013), flexible scheduling (Rogers, 2016), relevant curricula (Knowles, 2015), experienced instructors (Okeke, 2015), and adequate resources (Adeyemi, 2017). Learner-centered approaches prioritize the needs and interests of adult learners, while flexible scheduling accommodates their diverse schedules and responsibilities. Relevant curricula address the practical needs and goals of adult learners, while experienced instructors provide guidance and support. Adequate resources, including materials and technology, also support effective teaching and learning.

## **Relationship Between Management Structure and Effective Teaching and Learning**

Studies have shown a significant relationship between management structure and effective teaching and learning in adult literacy centers. Effective management structures can support learner-centered approaches, flexible scheduling, and relevant curricula, leading to improved teaching and learning outcomes (Hall, 2016). Decentralized decision-making and collaborative leadership styles have been associated with improved learner outcomes in adult literacy centers (Adeyemi, 2017).

## **Challenges faced in managing adult literacy centers**

### **Challenges Faced by Adult Literacy Centers**

Adult literacy centers face several challenges, including inadequate funding (Merriam, 2013), limited resources (Rogers, 2016), high learner dropout rates (Knowles, 2015), difficulty in managing diverse learners (Okeke, 2015), and bureaucratic requirements (Adeyemi, 2017). Inadequate funding and limited resources can limit the availability of materials, technology, and instructors, while high learner dropout rates can indicate a lack of engagement and motivation. Difficulty in managing diverse learners can arise from varying learning styles, needs, and goals, while bureaucratic requirements can create administrative burdens and limit flexibility.

## **Strategies for improving management structure in adult literacy centers**

Here are some strategies for improving management structure in adult literacy centers:

1. Decentralize decision-making: Empower staff and instructors to make decisions and take ownership of their programs and services.
2. Implement collaborative leadership styles: Encourage shared leadership and teamwork among staff and instructors.
3. Develop flexible and responsive organizational structures: Adapt to changing needs and circumstances.
4. Build partnerships with community organizations and stakeholders: Foster relationships to leverage resources and expertise.
5. Provide professional development opportunities: Support staff and instructors in enhancing their skills and knowledge.
6. Encourage learner-centered approaches: Prioritize the needs and interests of adult learners.
7. Foster a culture of continuous improvement: Regularly assess and refine programs and services.
8. Utilize technology and resources effectively: Leverage technology and resources to enhance teaching and learning.
9. Develop clear policies and procedures: Establish guidelines for consistency and efficiency.

10. Encourage community engagement and participation: Involve learners and community members in decision-making and program development.
11. Support staff and instructor well-being: Foster a positive work environment and address burnout and turnover.
12. Conduct regular evaluations and assessments: Monitor progress and identify areas for improvement.

These strategies can help adult literacy centers improve their management structures, leading to more effective teaching and learning, better learner outcomes, and stronger community engagement.

### **Summary of the Review**

This literature review has highlighted the importance of effective management structures in supporting teaching and learning in adult literacy centers. The review has also identified challenges faced by adult literacy centers and gaps in the existing literature. The findings of this review will inform the methodology and data analysis of this study.

This literature review examines the concept of adult literacy, literacy rates in Nigeria, the organization of adult literacy education in Benin Metropolis, management structures in adult literacy centers, the relationship between management structure and effective teaching and

learning, challenges faced in managing adult literacy centers, and strategies for improving management structure in adult literacy centers.

Adult literacy is defined as the process by which adults acquire skills and knowledge to become influential members of their communities. Nigeria's literacy rate is below 20%, with significant challenges in achieving universal basic education. Adult literacy education in Benin Metropolis is organized through government and private agencies, with private centers facing funding challenges.

Management structures in adult literacy centers can be centralized, decentralized, or collaborative, with decentralized and collaborative approaches associated with improved learner outcomes. Effective teaching and learning in adult literacy centers require learner-centered approaches, flexible scheduling, relevant curricula, experienced instructors, and adequate resources.

Challenges faced by adult literacy centers include inadequate funding, limited resources, high learner dropout rates, difficulty managing diverse learners, and bureaucratic requirements. Strategies for improving management structure include decentralizing decision-making, implementing collaborative leadership, developing flexible organizational structures, building partnerships, providing professional development opportunities, and encouraging community engagement and participation.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is an outlined explanation on information about the research methodology and strategy adopted for this study. In this vein, this chapter will be discussed under the following sub-headings:

- Research Design
- Population of Study.
- Sample and Sampling Techniques.
- Research Instrument
- Validity of Instrument
- Reliability of Instrument. -
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The chosen methodology for this research is a descriptive survey design. This approach entails observing and gathering data on a specific subject without manipulating variables. This type of research design affords the researcher the opportunity or get the general assessment of opinions, attitudes or feelings of people about the problem under study.

## **Population of the Study**

The study population comprises public Adult Learners in Oredo Local Government Area of Edo State.

## **Sample and Sampling Technique**

The study will employ simple random sampling technique. A sample of 100 students from 5 Adult Learning Centers Oredo Local Government Area of Edo State will be randomly selected to achieve a representative sample.

## **Research Instrument**

The questionnaire will be used to collect data for the study. The questions will be formulated based on the research questions raised and the information gathered in the course of the Literature review. The research Instrument designed for collecting data will be divided into two sections namely: Section A and Section B. Section A contains information of personal data of respondents such as gender, age and class while Section B focuses on the issues raised in the research questions and other information considered important to the study.

## **Validity of the Instrument**

In order to ensure that the questionnaire is valid, the drafted questionnaire will be given to my project supervisor who is a lecturer in the Faculty of Education, University of Benin, who is

experienced in the construction of the instrument. The comment and suggestions will help to improve the face and content validity of the instrument.

### **Reliability of the Instrument**

To determine the reliability of the instrument, the test re-test reliability will be used. This involves administering questionnaire to about 20 respondents. Their responses will be correlated and subjected to Pearson product moment correlation test to obtain its reliability.

### **Method of Data Collection**

The questionnaires will be administered to the respondents by the researcher. Attempt will also be made to explain the questions to the respondents in such a way that enables them respond to each question as objective as possible. The questionnaires will be duly collected after ascertaining that they have been completed.

### **Method of Data Analysis**

The collected data will be analysed using the descriptive statistics. This would involve using the frequency count, percentage and mean score analysis. A criterion mean of 2.50 will be set for accurate decision making.

**CHAPTER FOUR**

**PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSION OF**

**FINDINGS**

**Table 1: Sex of Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	42	42.0
Female	58	58.0
Total	100	100.0

Table 1 Showed the sex of the respondents. Out of the 100 students used for this study, 42 (42%) of them were males, while 58 (58%) of them were females.

**Research Question 1: What are the management structures implemented to enhance teaching and learning in adult literacy centers?**

<b>S/N</b>	<b>Items</b>	<b>Mean Score</b>	<b>Criterion Mean</b>	<b>Remark</b>
1	Adult literacy centers implement clear administrative structures to streamline operations and decision-making.	3.23	2.50	Accepted
2	Regular training programs for instructors are organized to enhance teaching quality.	3.28		Accepted
3	Resource management systems are established to ensure the effective use of teaching materials and infrastructure.	3.78		Accepted
4	Continuous monitoring and evaluation mechanisms are used to assess program outcomes and improve performance.	3.25		Accepted
5	Community involvement is encouraged to ensure programs are tailored to the needs of learners.	3.78		Approved

*Source: Fieldwork (2024)*

Table 3 display the mean responses on the management structures implemented to enhance teaching and learning in adult literacy centers This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that implementation of clear administrative structures, organization of regular training programs, establishment of resource management programmes, monitoring and community involvement are the management structures implemented to enhance teaching and learning in adult literacy centers.

**Research Question 2: What are the challenges faced in managing adult literacy centers?**

S/N	Items	Mean Score	Criterion Mean	Remark
1	Insufficient funding limits the availability of teaching materials, infrastructure, and resources for effective program delivery.	2.78	2.50	Accepted
2	Low learner attendance and retention rates due to competing personal, economic, or family responsibilities.	3.12		Accepted
3	A shortage of qualified and motivated instructors impacts the quality of teaching.	3.68		Accepted
4	Inadequate monitoring and evaluation systems hinder the ability to assess and improve program effectiveness.	3.00		Accepted
5	Cultural and social stigmas associated with adult learning discourage participation and support from the community.	2.90		Accepted

*Source: Fieldwork (2024)*

Table 4 display the mean responses on the challenges faced in managing adult literacy centers. This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that insufficient funds, low learner attendance, shortage of qualified instructors, inadequate monitoring process, and cultural stigmas associated with learning are the challenges facing managing adult literacy centers.

**Research Question 3: What strategies can be employed to improve managerial structures in adult literacy centers in Benin metropolis ?**

S/N	Items	Mean Score	Criterion Mean	Remark
1	Increased funding should be provided by the government and private organizations to enhance resources and infrastructure.	3.53	2.50	Accepted
2	Qualified instructors should be recruited and trained, with incentives offered to improve motivation and retention.	3.43		Accepted
3	Robust monitoring and evaluation frameworks should be established to track progress and address challenges.	2.18		Rejected
4	Greater community involvement should be fostered through partnerships with local organizations and stakeholders.	3.20		Accepted
5	Flexible learning schedules and the use of technology should be adopted to accommodate diverse learner needs.	3.68		Approved

*Source: Fieldwork (2024)*

Table 5 display the mean responses on strategies that can be employed to improve managerial structures in adult literacy centers in Benin metropolis This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred increased

funding, recruitment of qualified instructors, establishment of evaluation frameworks, community involvement and use of technology are the strategies can be employed to improve managerial structures in adult literacy centers in Benin metropolis.

### **Discussion of Findings**

Firstly, implementation of clear administrative structures, organization of regular training programs, establishment of resource management programmes, monitoring and community involvement are the management structures implemented to enhance teaching and learning in adult literacy centers. Adult literacy centers, vital conduits for empowering individuals and fostering societal progress, benefit significantly from a structured and well-managed operational framework. The implementation of clear administrative structures, coupled with regular training programs, resource management, monitoring, and community involvement, forms a robust foundation for enhancing teaching and learning. Clear administrative structures provide a crucial framework for accountability and efficient operation. Defined roles, responsibilities, and reporting lines ensure smooth communication and streamlined decision-making (Kasworm, 2003). This allows instructors to focus on pedagogical practices, secure in the knowledge that administrative support is readily available. Regular training programs are paramount for equipping instructors with the latest pedagogical strategies and subject matter knowledge. Continuing professional development ensures instructors remain abreast of evolving learning theories and best practices, ultimately leading to improved student outcomes Furthermore, the establishment of robust resource

management programs is critical for sustainable and impactful operations. Effective allocation of funding, materials, and facilities maximizes the impact of literacy programs, ensuring that resources are utilized efficiently and effectively. Monitoring and evaluation mechanisms provide invaluable feedback on program effectiveness and areas for improvement. Regular assessments of student progress and program performance allow for data-driven decision-making and targeted interventions, ensuring continuous refinement of teaching and learning strategies. Finally, community involvement is essential for building trust and fostering a supportive learning environment. Engaging community members as volunteers, mentors, or advocates enhances program reach and promotes a sense of ownership, vital for sustained success.

Secondly, it can be inferred that insufficient funds, low learner attendance, shortage of qualified instructors, inadequate monitoring process, and cultural stigmas associated with learning are the challenges facing management of adult literacy centers. Adult literacy centers, face a complex web of challenges that impede their effectiveness. Based on the assumption that insufficient funds, low learner attendance, a shortage of qualified instructors, inadequate monitoring processes, and cultural stigmas associated with learning represent key obstacles. Financial constraints represent a fundamental hurdle. Many adult literacy centers rely heavily on grants and donations, making them vulnerable to funding fluctuations (Comings et al., 2008). This scarcity of resources can limit program offerings, restrict the acquisition of necessary learning materials, and impede the recruitment and retention of qualified staff. Low learner attendance further exacerbates these

problems. Factors such as competing work demands, childcare obligations, and transportation difficulties often prevent adults from consistently attending classes. The efficacy of adult literacy programs also hinges on the availability of skilled instructors. A shortage of qualified professionals, particularly those with specific training in adult education methodologies, can compromise the quality of instruction (Smith, 2002). Furthermore, inadequate monitoring processes fail to provide crucial data on program effectiveness and learner progress, hindering informed decision-making and resource allocation. Finally, pervasive cultural stigmas surrounding adult illiteracy can discourage participation. Shame and embarrassment associated with low literacy skills often deter individuals from seeking help, perpetuating a cycle of marginalization (Freire, 1970). Overcoming these stigmas requires targeted outreach programs and culturally sensitive approaches that foster a welcoming and supportive learning environment.

Lastly, increased funding, recruitment of qualified instructors, establishment of evaluation frameworks, community involvement and use of technology are the strategies can be employed to improve managerial structures in adult literacy centers in Benin metropolis. Firstly, increased funding is paramount. Adequate financial resources are crucial for infrastructural development, resource acquisition, and, most importantly, the competitive compensation of instructors. As emphasized by UNESCO (2016), "Investing in adult literacy is investing in human capital and contributes to sustainable development." Secondly, the recruitment of qualified instructors is vital. Beyond pedagogical skills, instructors must possess strong leadership qualities and be adept at

managing diverse learning needs. This necessitates competitive salaries and professional development opportunities to attract and retain skilled professionals (Comings, 2007). Thirdly, the establishment of comprehensive evaluation frameworks is indispensable. These frameworks should incorporate learner assessments, instructor performance reviews, and program impact evaluations. Data-driven insights gleaned from these evaluations can inform strategic planning and ensure continuous improvement (Brookfield, 2017). Community involvement is critical for the sustainability and relevance of adult literacy programs. Engaging local leaders, organizations, and community members in the design and implementation of programs ensures alignment with local needs and fosters a sense of ownership, ultimately boosting participation and outcomes (Freire, 1970). Finally, the strategic use of technology can significantly enhance the efficiency and effectiveness of adult literacy initiatives. Digital literacy resources, online learning platforms, and communication tools can expand access to learning opportunities, personalize instruction, and facilitate communication between instructors and learners (Bélisle, 2015).

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

This chapter presents summary of the study alongside the conclusion drawn from the analysis of data collected and the results obtained in the course of this study. The recommendations offered based on the findings of the study are also highlighted.

#### **Summary**

The study investigated the MANAGEMENT STRUCTURES FOR ENHANCING TEACHING AND LEARNING IN ADULT LITERACY CENTERS IN NIGERIA (A CASE STUDY EDO STATE NIGERIA). Therefore, in order to achieve the objectives of the study, three research question were raised. In investigating this study, the descriptive survey design was adopted. A sample size of 100 respondents and a simple random sampling technique was used. A structured questionnaire designed with modified Likert Scale method made up of a-four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was the instrument used for the study. The data collected were analysed using descriptive statistics. The descriptive statistics involved criterion mean of 2.50.

#### **Findings**

Findings from the study revealed that:

- Implementation of clear administrative structures, organization of regular training programs, establishment of resource management programmes, monitoring and

community involvement are the management structures implemented to enhance teaching and learning in adult literacy centers.

- Insufficient funds, low learner attendance, shortage of qualified instructors, inadequate monitoring process, and cultural stigmas associated with learning are the challenges facing management of adult literacy centers
- Increased funding, recruitment of qualified instructors, establishment of evaluation frameworks, community involvement and use of technology are the strategies can be employed to improve managerial structures in adult literacy centers in Benin metropolis.

Firstly, increased funding is paramount

## **Conclusion**

The effective management of adult literacy centers in the Benin metropolis is pivotal for enhancing teaching and learning outcomes. The implementation of clear administrative structures, regular training programs, resource management initiatives, monitoring systems, and community involvement has demonstrated a positive impact on educational quality. However, the sector faces significant challenges, including insufficient funding, low learner attendance, a shortage of qualified instructors, inadequate monitoring processes, and cultural stigmas associated with adult learning. Addressing these challenges through strategic initiatives such as increased funding, recruitment of competent instructors, establishment of robust evaluation frameworks, active community participation, and integration of technology can lead to more efficient and sustainable management structures.

## **Recommendations**

**Increased Funding:** The government and relevant stakeholders should allocate sufficient financial resources to support infrastructure development, instructor salaries, and the procurement of learning materials.

**Recruitment and Training of Qualified Instructors:** Initiatives should focus on hiring experienced educators and providing continuous professional development programs to enhance teaching quality.

**Establishment of Evaluation Frameworks:** A comprehensive monitoring and evaluation system should be established to assess the effectiveness of teaching strategies and learning outcomes, thereby identifying areas for improvement.

**Community Involvement:** Local communities should be actively engaged in the planning and execution of literacy programs to foster a supportive learning environment and reduce cultural stigmas.

**Integration of Technology:** The use of digital tools and online learning platforms can enhance accessibility and engagement for adult learners, especially those with limited mobility or tight schedules.

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**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

Dear Respondents,

I am a student of the above-named department and I am carrying out research on **MANAGEMENT STRUCTURES FOR ENHANCING TEACHING AND LEARNING IN ADULT LITERACY CENTERS IN NIGERIA (A CASE STUDY EDO STATE NIGERIA)**

Therefore, your candid opinion to this question will be highly appreciated as they will help the research. Be rest assured that all information given will be specifically used for academic purposes and will be treated with ultimate confidentiality.

Thanks for your co-operation.

Yours Faithfully

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**ANIMAM FAITH**

**SECTION A**

**PERSONAL DATA**

Please complete the information below by ticking (√) where appropriate.

Sex: Male ( ) Female ( )

Marital Status: Single ( ) Married ( ) Widowed ( ) Divorced ( )

Religion: Christian ( ) Islam ( )

## SECTION B

### KEY:

1. Strongly Agree = (SA)
2. Agree = (A)
3. Disagree = (D)
4. Strongly Disagree = (SD)

<b>RQ 1</b>	<b>What are the management structures implemented to enhance teaching and learning in adult literacy centers?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Adult literacy centers implement clear administrative structures to streamline operations and decision-making.				
2	Regular training programs for instructors are organized to enhance teaching quality.				
	Resource management systems are established to ensure the effective use of teaching materials and infrastructure.				
4	Continuous monitoring and evaluation mechanisms are used to assess program outcomes and improve performance.				
5	Community involvement is encouraged to ensure programs are tailored to the needs of learners.				
<b>RQ 2</b>	<b>What are the challenges faced in managing adult literacy centers?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6	Insufficient funding limits the availability of teaching materials, infrastructure, and resources for effective program delivery.				

7	Low learner attendance and retention rates due to competing personal, economic, or family responsibilities.				
8	A shortage of qualified and motivated instructors impacts the quality of teaching.				
9	Inadequate monitoring and evaluation systems hinder the ability to assess and improve program effectiveness.				
10	Cultural and social stigmas associated with adult learning discourage participation and support from the community.				
<b>RQ 3</b>	<b>What strategies can be employed to improve managerial structures in adult literacy centers in Benin metropolis ?</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11	Increased funding should be provided by the government and private organizations to enhance resources and infrastructure.				
12	Qualified instructors should be recruited and trained, with incentives offered to improve motivation and retention.				
13	Robust monitoring and evaluation frameworks should be established to track progress and address challenges.				
14	Greater community involvement should be fostered through partnerships with local organizations and stakeholders.				
15	Flexible learning schedules and the use of technology should be adopted to accommodate diverse learner needs.				