

**THE INFLUENCE OF LEARNING ENVIRONMENT ON ACADEMIC
PERFORMANCE OF ADULTS IN LITRACY PROGRAMMES IN OREDO
LOCAL GOVERNMENT AREA OF EDO STATE**

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**FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT
NON-FORMAL EDUCATION FACULTY OF EDUCATION, UNIVERSITY OF
BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR DEGREE (B.Ed) IN
ADULT EDUCATION**

OCTOBER, 2023

CERTIFICATION

This is to certify that Edoghogho Stephanie itohan a student in the Department of Adult and Non-Formal Education, University of Benin with matriculation number Edu1810193 has completed the requirements for coursework and research for the bachelor degree of education degree of the University of Benin. the work embodied in this project is original and has not be submitted in part or whole for any other degree or diploma programme of this or any other university or institution.

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Date: _____

DEDICATION

This project is solely dedicated to God Almighty for His guidance and protection towards me during the period of my academic pursuit, for the wisdom and grace bestowed upon me to start and finish strong in the great University of Benin.

ACKNOWLEDGEMENTS

My deepest appreciation goes to God Almighty for the gift of life and strength he granted me throughout my programme in University of Benin.

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My unreserved appreciation goes to my family starting with my father late Mr. David Edoghogho giving me the best of everything i wanted when you were alive and most importantly for believing in my dreams and setting up a good legacy for me to follow, and to my amiable and precious mother Mrs. Eunice Edoghogho for her unending support, love and advise towards my education and to my uncle Evangelist Bright Igbiniediebo whose help and constant advice to me helped me chart my course in life and resurrected me up whenever I was buried in the challenges of life and school work and his constant financial support, I will always appreciate. To the best siblings in the world, Anthony, Wealth, thank you all for your endless love and support. I also want to appreciate the entire household of Mr. and Mrs.

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TABLE OF CONTENTS

Title page	i
Certification	ii
Dedication	iii
Acknowledgements	iv
Table of contents	v
Abstract	viii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the problem	2
Research question	4
Purpose of the Study	4
Significance of the Study	5
Scope and Delimitation of the Study	6
Definition of Terms	6
CHAPTER TWO: LITERATURE REVIEWS	
Theoretical Framework	7
The Concept of Literacy	9
The Concept of Adult Literacy	11
Components of Adult Literacy Programme	12

Rationale for Adult Literacy in Nigeria	14
Adult learners poor Performance in literacy programe	15
Challenge of Adult learner in literacy programme	18
Reasons for poor Performance in adult literacy programe	21
The Need for Adult Literacy College	23
Factors Influencing Adult Learners' Persistence and Retention	24
Summary of Review Literature	25

CHAPTER THREE: METHODOLOGY

Design of the Study	27
Population	27
Sample and Sampling Technique	28
Research Instrument	28
Validity of Instrument	29
Reliability of the instrument	29
Method of Data Collection	29
Method of Data Analysis	29

CHAPTER FOUR: PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

Discussion of Findings	41
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CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary	46
Conclusion	48
Recommendations	49
Reference	51
Appendix	55

ABSTRACT

This study investigates the impact of the learning environment on the academic achievements of adults enrolled in literacy programs within the Oredo local government area of Edo State. The primary objectives include identifying the range of adult learning programs available, assessing the learning environment's influence on the academic performance of adult learners, and examining the challenges associated with the literacy program's learning environment. To guide the research, four specific research questions were formulated. The research design adopted for this study was a descriptive survey. The study's population encompasses all adult learners currently engaged in any form of adult literacy program within the Oredo local government area, totaling 1,142 individuals. The research sample size consists of one hundred (100) adult learners, and data collection was conducted through the administration of a questionnaire. To determine the reliability of instrument, test retest method was adopted. Data analysis was carried out using SPSS software, employing frequency counts and simple percentages.

The study revealed the presence of adult basic literacy programs, vocational training centers, and adult formal education programs in Oredo. It was also observed that the utilization of technology in teaching can enhance interaction and engagement among adult learners. Moreover, the competence and experience of instructors play a vital role in establishing a conducive learning environment. However, it was found that the existing learning environment does not significantly enhance learners' performance. Instead, students' academic achievements are closely linked to their teachers' experience and educational qualifications. Furthermore, sufficient funding and proper allocation of resources to adult education at all government levels have the potential to improve adult learning programs.

In conclusion, the study emphasized that improving the learning environment in terms of accessibility, addressing challenges, optimizing class size and arrangement, ensuring the availability of facilities, providing adequate school furniture, establishing a well-equipped library, supplying current materials and audio-visual aids for learning, and making instructional materials and aids accessible to teachers for effective teaching and learning can substantially enhance adult literacy programs within the Oredo Local Government Area of Edo State.

CHAPTER ONE

INTRODUCTION

Background to the Study

Literacy which involves the skills of teaching, writing, and computing, is the bedrock of any meaningful development of any country. No nation can develop beyond its literacy level. The human capital resources of a country can function only within the limit of their literacy level. Illiteracy has been recognized as a world problem that hamper development projects especially in developing countries of Africa of which Nigeria is a part. Otagburuagu (2007) noted that a UNESCO human development report shows that between 1970 and 2001, 950 million adults in developing countries were described as illiterates. Portraying the state of literacy in Nigeria, Otagburuagu further stated that out of 120 million Nigerians, more than 60 million people are illiterates.

Adult literacy has become a public issue, and the attendant publicity suggests that adult literacy programs are thriving all across the nation. In fact, 'programs being planned and those already established to help adults develop their basic skills face very serious challenges. Due to excessive program goals, insufficient funds, high dropout rates, administrative and organizational burdens, or staff isolation and burnout, every year many new and ongoing programs go out of business. Since fewer than 5 percent of the estimated population of adults with literacy needs receive any kind of instructional help, and the majority of those who do enroll in a program make

very modest progress in acquiring adequate skills, more and better programs are needed.

The learning environment can have a significant impact on the academic performance of adults in literacy programs in Oredo Local Government Area of Edo State. A conducive learning environment that is well equipped, comfortable, and safe can facilitate effective learning and improve the motivation of learners. Factors such as lighting, temperature, and classroom layout can affect the learners' ability to focus and comprehend the material being taught. A well-lit classroom with adequate ventilation can enhance the learners' concentration and reduce distractions. The layout of the classroom should be conducive to learning, with appropriate seating arrangements, writing surfaces, and teaching aids. Availability and quality of learning resources, such as textbooks, reading materials, and instructional technology, can also have a significant impact on learners' academic performance. The use of technology in teaching can help to make learning more interactive and engaging, particularly for adult learners who may have different learning styles and preferences. In addition to the physical environment, the social environment can also play a role in adult learners' academic performance. The presence of supportive and encouraging peers, as well as knowledgeable and experienced instructors, can help to create a positive learning environment that fosters academic success. The cultural context of the learning environment can also influence adult learners' academic performance.

The use of culturally relevant materials and teaching approaches can help to make learning more meaningful and relevant to the learners' experiences and perspectives.

In Nigeria, there are various adult literacy programs and initiatives aimed at reducing the number of illiterate adults. These programs are run by government agencies, NGOs, and private institutions.

Statement of the problem

Illiteracy today is perceived to be related to access to poor quality formal and non-formal education. Although there are no reliable data for adult literacy rate of Benin metropolis, the adult literacy rate of Edo State is however well above the national average of 61% male and 39% female (Edo State Government, 2018). Going by this data, it is evident that illiteracy is still very high in the State. And despite the efforts being made by the state government, nongovernmental organisations and philanthropic individuals towards a sustainable rise in the adult and youth literacy rate of the metropolis, the literate environment is not as rich as expected. There seems to be poor signage and environmental prompts that may stimulate the adult in Oredo metropolis to learn or make up their minds to get engaged in one form of literacy programme or the other. Programs being planned and those already established to help adults develop their basic skills face very serious challenges. Due to excessive program goals, insufficient funds, high dropout rates, administrative and organizational burdens, or staff isolation and burnout, every year many new and ongoing programs go out of business.

Available studies conducted in Nigeria on literacy have focused more on impacts of literacy on learners, factors responsible for participation in literacy programmes with a few studies having been conducted on literate environment. However, none of such took place in Benin metropolis, thus creating a gap in research efforts in the area. In view of this, a study to examine the influence of literate environment on adult learning in Benin metropolis is not only pertinent but also desirable.

Research question

The following research questions are generated to guide the study.

1. What adult learning programmes are available in Oredo?
2. How does the learning environment in literacy programs affect the academic performance of adult learners in Oredo?
3. What are the challenge with learning environment of literacy programmes in Oredo?
4. What way can learning environment for adult learning programe be enhanced?

Purpose of the Study

1. To find out adult learning programmes are available in Oredo
2. To examine the learning environment in literacy programs affect the academic performance of adult learners in Oredo
3. To find out challenges of learning environment of literacy programmes in Oredo

4. To determine ways learning environment for adult learning programme be enhanced

Significance of the Study

The study tends to show how effective learning environment have on the academic performance of adults learner. In adult literacy programmes, the importance of such a study cannot be over-emphasized. When the study is successfully completed, its findings will be significant to stakeholders in a number of ways.

It is hoped that this study would provide information for parents, educators, school managers or administrators, governments, counselors and the society at large to reflect upon various factors that help students in achieving their academic achievements in schools.

School environment includes the school building, workshop, libraries, laboratories, playing fields and the school surrounding which has great effects on students academic performance.

This particular study is of great significance because the result of the study would reveal to educational managers, administrators, principals and teachers' in rural communities in Oredo local government area of Edo State, the true impact of school environment on students academic performance among public secondary schools students.

The study is significance, because it is likely to open and broaden the minds of the government to the role they need to play in ensuring the provision of necessary

facilities needed in the schools environment that can enhance teaching and learning process and aid better academic performance to the students.

Scope and Delimitation of the Study

The study is confined to Oredo local government area. It seeks to explore the influence of learning environment on academic performance of adults literacy program in Oredo local government area.

Definitions of Terms

The following terms are defined according to their usage in the study.

Academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. It is measured by the completion of educational benchmarks such as secondary school diplomas and bachelor's degrees

Adult literacy programmes: These are educational programmes designed to help adult participants to become self-reliant and bring about the needed positive change in Oredo local government area.

Learning environment; It is an environment that stimulates and arouses in people the desire to learn. Adult learners as opposed to children are focused and often sure of what they want out of an educational process.

CHAPTER TWO

LITERATURE REVIEWS

This chapter presents a review of literature for the study. This is done under the following sub-headings;

- Theoretical Framework
- The Concept of Literacy
- The Concept of Adult Literacy
- Components of Adult Literacy Programmes
- Rationale for Adult Literacy in Nigeria
- Adult learners poor Performance in literacy programmes
- Challenges of Adult learner in literacy programmes
- Reasons for poor Performance in adult Literacy Programe
- The Need for Adult Literacy College
- Factors Influencing Adult Learners' Persistence and Retention
- Summary of Reviewed Literature

Theoretical Framework

Some of the central learning theories which have shaped the field of adult education include; behaviourist, humanistic, and constructivist theories. According to Munsaka (2011) behavioural learning theories explain learning from the perspective of observable behaviour. He further explains that, these theorists assert that learning can

be stimulated from the environment and the consequences thereof. If the consequences are pleasant or gratifying, the adult learner would likely to learn the behaviour that led to those consequences. Similarly, if the consequences were unpleasant or punishing, the adult learner would likely not repeat the behaviour that led to those consequences.

In addition, Fasokun et al. (2005) explains that this theory applies the reductionist approach to the understanding of how learning occurs. They believe that learning is a complex activity that can be understood only by studying behaviour that can be observed and measured. The overall implication of this thinking on adult learning is that, the educator should be cognisance of the fact that all behaviour is a learned response to stimulus in the environment. This leaves the learning environment critical to adult learning.

Aside from this, the humanist theory of learning focuses on explaining the behavioural difference of human beings from animals. This theory stipulates that humans are unique in the animal classification or category and that the natural human tendency is to strive towards happiness, love, creativity, goodness and fulfilment (Morist and Maisto, 1999; In Fasokun et al. 2005). The value of self-fulfilment is eminent among adult learners. For them taking part in learning is constantly driven by the desire to achieved self-fulfilment. Some of the major values in humanist thinking are; human potential, free will, human drive and self-directedness.

The implication of this theory to adult learning is that, adult learning should be based freedom of choice; the learning environment should be threatening; learners experience is at the core of learning and self-actualisation; participation should at the centre of adult learning; and self-concept and self-esteem should be considered in designing learning programmes (Knowles, 1980).

The Concept of Literacy

In the simplest sense, literacy means “the ability to read and write” in a given language, but this definition appears very inadequate because it does not give a clear picture of the level of one’s “ability to read and write”. This myopic conception has led many countries to construe and apply literacy to education in different ways and contexts. For example, Sosu (2006) observes that “Albania, Djibouti, Niger, Sierra Leone, Senegal provide a definition for literacy in terms of “the capacity to read and write”. In Ethiopia, it implies the “percentage of the population aged 10 and above who can read and understand a short and simple statement”. In Madagascar, literacy is associated with “these who can read and write and have basic numeracy skills or those who have reached the fifth year of primary education, or higher...” In Sri Lanka, literacy simply implies the acquisition of “minimal language competence”. These definitions or conceptions are not only inadequate but also vague.

For Akinpelu (2002), literacy means more than the skills or the ability to read and write alphabets, words and simple statements. This, is what Wagner (1991) calls “native or low literacy”. Obanya (2004), views literacy as a developmental concept,

which recognises the UNESCO's definition of literacy as the ability to read and write with understanding of a simple statement (in one's own language) related to one's daily life". Later, this definition was complemented by the "ability to count and do simple calculations (or basic arithmetic).

With time, the scope of literacy became broader to include "other illiteracies" and approaches to literacy. In recent times, we talk about computer literacy, technological literacy, environmental literacy, and so on (Akinpelu, 2002). It is in recognition of this fact, that the Programme for the International Assessment of Adult Competencies (2006) postulates that: "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts". Literacy involves a continuum of learning which enables individuals to actualize their goals, to develop their knowledge and potential, and to take full and active part in their community and the larger society. This ultimately leads to functional literacy; i.e., the ability to adapt to new and changing circumstances and requirements. By implication, a functionally literate person must have gone beyond being "moderately literate" to being "highly literate" (Wagner, 1991).

In effect, it is the functional aspect of literacy that has motivated governments and individuals to seek ways of improving literacy rates. Some reasons for this are given by Suso (2006) as follows:

The Right Approach: It is evident that there is a right to literacy as there is a right to education; and that a reduction in illiteracy will lead to a reduction in poverty.

The Social Approach: This approach envisages literacy as a desired outcome that focuses on social or cultural dimensions which has a link with human development, empowerment and personal well-being.

The Functional Approach: This approach is premised on skills and competencies one needs to function effectively in society, which encourages self-employment. The aim of this approach is to sustain economic growth and to increase productivity.

In essence, all forms of literacy and the approaches to them are geared towards making the recipients functional and self-reliant individuals, who will equally contribute meaningfully to societal development. In this regard, Jalal and Sardjunani (2006) affirm that literacy plays an essential role in improving the lives of individuals by enabling economic security and good health and enriches societies by building human capital, fostering cultural identity and tolerance, and promoting civic participation.

The Concept of Adult Literacy

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” (p.49). 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).

Components of Adult Literacy Programme

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”. 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.

Rationale for Adult Literacy in Nigeria

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.

Adult learners poor Performance in literacy programe

The concept "adult" connote different interpretation to many people, nations, tribe and setup. The most universally acceptable criterion used in defining who and adult is, is age. In most African societies especially in rural settings, it is sometimes based on one's social status, or economic strength. According to the UNESCO document (1997) people, who are 15 years or older can participate in "Adult Basic Education and Training." They are therefore presumably recognised as "adults". In African, most especially Nigeria, eighteen years and above is the legal age for an adult. This study's criterion is not therefore based on age limit. Expectedly, before attaining

eighteen years, that person must have gone through both primary and secondary schools respectively. There are those who due to poverty or other misfortunes were left out of the formal education system and want to catch up with privilege ones. The kind of education they now engage in is the out of school type. It is assumed that an out of school education is meant for adults. Anyone found in literacy programme meant for adults is therefore considered as an adult.

Poor performance is related to low level of understanding of the content of what is being taught, lack of self expression during and after learning process, low level of input at home or place of work and lack of being able to analyse situations from critical point of view to weigh advantages and disadvantages of the outcome their actions as well as their neighbours. Many crises in the African continent today are as a result of this singular reason. Literate adults always reason before acting unlike their illiterate counterpart who take decision based on what they see others doing.

Numerous studies have been conducted seeking reasons for poor performance among learners. According to Bakari, (2006), poor performance of learners is as a result of inadequate teaching materials – textbooks, laboratory facilities and inadequate practical lessons. Ajayi, (2016) reported that poor performance is attributed to the quality of teachers in an educational service which determines to a very large extent the quality and standard of the educational system. Without good and efficient teachers, the school system would find it extremely difficult to assist the society in

realizing its developmental goals as no nation can rise above the quality of its teachers. Prosser and Clarke, (2021) reported that teaching materials are very important in literacy teaching for the following reasons; they are the medium through which teaching is done; they point the way or the method which the teacher should follow and finally they incorporate the aims and objectives, stages of implementation and contents of the literacy programme.

Another study that revealed the qualification of teachers as a factor to poor performance was that of Obi (2006), who maintained that adult literacy instruction should be mounted by professionally trained personnel. Obi opined that any individual involved in providing learning for adults must be exposed to many psychological theories on how adults learn. Study by Bakari, (2006), revealed that poor performance of learners is as a result of inadequate infrastructure and teaching / learning materials like: textbooks, laboratory facilities etc. Phillips, (1997), in his discussion maintained that one of the most critical physical characteristics of the classroom is lighting and that an appropriate visual environment for learning task deserves careful consideration. Visual environment affects learners' abilities to perceive visual stimuli and affects their mental attitude which affects their performance. Dunn, (2017) insisted that lighting in schools should be taken as vital element to the educational environment. Horton, (2016) suggests that the ability of individuals in schools to concentrate on instructions is strongly influenced by

lighting as one of the factors. Bowers and Burkett, (2015), found that improper maintenance of fixtures leads to lower than average student performance that includes misinterpretation of the written word.

Learning environment of the adult is very importance to his/her learning. This is because the environment can either help promote or spoil the process. The environment in this regard includes; the physical location, the structure and fittings. Bloch, (2007), reported that housing, roads and transport, sport fields, and community libraries, all may impact on learners' performance and attendance. In view of this, Obi, (2006), revealed that most literacy classes run in most communities in Nigeria are done in primary school buildings and the facilities available there are not generally friendly and are unsuitable for adult learners.

Challenge of Adult learner in literacy programme

Adult education attempts to improve the quality life of the learner, but there are so many factors hinders adult from learning. Adults have barriers and challenges against participating in learning and continuing their condition, some of these barriers include the lack of time, balancing career and family demands, finance and transportation. As well, things such as confidence, interest, and lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with adult education that causes these barriers

According to Brooks, (2017), so many factors combined to hinder the programme of adult education, which include inadequate funding, the budgetary allocation to adult education at all level of government is grossly inadequate especially when compared to the formal education sector. More importantly nonformal education is excluded in the share of two percent consolidated fund meant for basic education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to non-formal education sector. He further stated that there is lack of inadequate number of instructors or personnel who possess information and communication technology skills, is a serious challenges to Nigeria desire of becoming a key player in the information and communication technology skills across non-formal education literacy in the country Softa, (2016). also assert that there is inadequate number of qualified personnel, appointment of non-formal professionals and trained facilitators who do not understand the use of andragogical techniques. Primary school teachers and even school certificate holders are usually appointed as facilitators. According to Malik, & Rizvi, (2018). Nigerian certificate in education (NCE) should be the minimum teaching qualification in compliance with the provision of national policy on education to ensure that quality delivery in adult and non-formal education. Statistic revealed that there are still grade 2 teachers and even less qualified personnel teaching in the non-formal education centers and are not fully trained in the anagogical methods. He also stated that there is poor record keeping in NFE. This

has seriously affected the data base needed for adequate planning and implementation of non-formal education intervention programmes. This also affects the tracking of learners performance and transition from one level to another.

Nunan,(2016). states that ignorance and poverty is another major problem of adult education because individual who suffer from ignorance and poverty, even if they join adult education course by compulsion are under pressure and they soon drop out. There is also gender related problem that is woman and girls are major clientele for adult education programme. The superiority of men and the secondary status given to women keep many women and girls away from education. Some men, by and large do not approve of women going out to attend classes to educate themselves, because housekeeping and child rearing will be neglected or will have to be shared. The customs tradition and superstitions add to the dropout rate Balog, (2018) also mention that there is confidence related problem. If the teacher has a correct perception or opinion of his/her students the teacher will have confidence in the students' progress and ability. A negative attitude will contribute to the failure of the programmes. If the teacher has a positive attitude to students, it will result in the success of the programmes. He again view migration problem as another factor of adult education because learners mostly of socio-economic status migrate in search of jobs or are less stable in their occupation. They move in search of jobs or are less stable in their residence, in fact their life are distributed that they do not have any time for adult education programme. They need to put in more time in learning,

which again is in conflict with their migrating life Malik, & Rizvi, (2018) Health problem is another problem of adult education because the poor who form the majority of adult learners suffer most from illness and ailments including evil of too many children, which affect the health of the mother and also the case of the children. Poor housing and unhygienic toilets facilities make it still worse. At the slightest discomfort or ailment they drop out adult education programme.

Reasons for poor Performance in adult literacy programe

Numerous studies have been conducted seeking reasons for poor performance among learners. According to Bakari, (2006), poor performance of learners is as a result of inadequate teaching materials – textbooks, laboratory facilities and inadequate practical lessons. Ajayi, (2016) reported that poor performance is attributed to the quality of teachers in an educational service which determines to a very large extent the quality and standard of the educational system. Without good and efficient teachers, the school system would find it extremely difficult to assist the society in realizing its developmental goals as no nation can rise above the quality of its teachers. Prosser and Clarke, (2021) reported that teaching materials are very important in literacy teaching for the following reasons; they are the medium through which teaching is done; they point the way or the method which the teacher should follow and finally they incorporate the aims and objectives, stages of implementation and contents of the literacy programme.

Another study that revealed the qualification of teachers as a factor to poor performance was that of Obi (2006), who maintained that adult literacy instruction should be mounted by professionally trained personnel. Obi opined that any individual involved in providing learning for adults must be exposed to many psychological theories on how adults learn. Study by Bakari, (2006), revealed that poor performance of learners is as a result of inadequate infrastructure and teaching / learning materials like: textbooks, laboratory facilities etc. Phillips, (1997), in his discussion maintained that one of the most critical physical characteristics of the classroom is lighting and that an appropriate visual environment for learning task deserves careful consideration. Visual environment affects learners' abilities to perceive visual stimuli and affects their mental attitude which affects their performance. Dunn, (2017) insisted that lighting in schools should be taken as vital element to the educational environment. Horton, (2016) suggests that the ability of individuals in schools to concentrate on instructions is strongly influenced by lighting as one of the factors. Bowers and Burkett, (2015), found that improper maintenance of fixtures leads to lower than average student performance that includes misinterpretation of the written word.

Learning environment of the adult is very importance to his/her learning. This is because the environment can either help promote or spoil the process. The environment in this regard includes; the physical location, the structure and fittings.

Bloch, (2007), reported that housing, roads and transport, sport fields, and community libraries, all may impact on learners' performance and attendance. In view of this, Obi, (2006), revealed that most literacy classes run in most communities in Nigeria are done in primary school buildings and the facilities available there are not generally friendly and are unsuitable for adult learners.

The Need for Adult Literacy College

Since the dawn of the 21st century, the Nigerian educational system has been witnessing landmark reforms, and the idea of establishing Adult Literacy College 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 College 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 College 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 College 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 College 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.

Factors Influencing Adult Learners' Persistence and Retention

There are many challenges for the instructors, and the adult learners they serve, and those challenges can sometimes impede the learner's ability to complete the program (Brown-Lerner & Brand, 2006; Hansman & Mott, 2010). Caffarella and Merriam (2000) posited that individual and contextual perspectives on adult learning can provide better and comprehensive understanding of the phenomenon. The authors also suggested that instructors should be aware of individual learners and how they learn as well as understand how the learning environment impacts learners,

instructors, and the learning process (Caffarella & Merriam, 2000). In the theory of coherence, Stern explained the impact of the relationship between a person and his/her environment and described how the combined individual needs and institutional factors influence academic performance and student growth (as cited in Radovan & Makovec, 2015). Influential learning environments foster the growth of self-motivation and skills (Radovan & Makovec, 2015).

Summary of Review Literature

Generally in the whole world, particularly in Nigeria, education has been considered to be the cornerstone for development. It forms the basis for literacy, skill acquisition, technological advancement, and the ability to harness human and material resources towards the achievement of societal goal, (FRN, 2004).

Education is very important in any given society. It is a process by which abilities and capabilities of individuals are developed. These abilities might be physical abilities, emotional abilities, social abilities and intellectual abilities. It is the actualizing of human potentials so that the individual can become something more than what he has before. According to Ugwunyi (2003) education is the process by which society establishes to assist people to learn and understand the heritage of the past, participate productively in the society and contribute meaningful for the development of the society. Emeka, (2008) citing Knether, (2000) sees education as a process by which any society through schools; colleges, universities and other

institutions deliberately transmit knowledge, values and skills from one person to another.

Adult literacy has become a public issue, and the attendant publicity suggests that adult literacy programs are thriving all across the nation. In fact, 'programs being planned and those already established to help adults develop their basic skills face very serious challenges. Due to excessive program goals, insufficient funds, high dropout rates, administrative and organizational burdens, or staff isolation and burnout, every year many new and ongoing programs go out of business. Since fewer than 5 percent of the estimated population of adults with literacy needs receive any kind of instructional help, and the majority of those who do enroll in a program make very modest progress in acquiring adequate skills, more and better programs are needed.

CHAPTER THREE

METHODOLOGY

The chapter discusses the procedure adopted in carrying out this study under the following sub-headings:

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

Design of the Study

Descriptive survey research design was used for the study. The survey was considered relevant since the researcher intends to collect, analyze and report information as it exists in the field without manipulation of the variables. It involved the use of questionnaires to adult learner to collect information about their opinions pertaining the influence of learning environment.

Population

The population of this study will consist of all the adult learners who are currently participating in one form of adult literacy programme in Oredo local

Government Area. And from observation through the attendant registers the total population was 1,142 adult learners.

Sample and Sampling Technique

The sample size for this study is one hundred (100) adult learners selected from the total population of one thousand one hundred and forty-two (1,142). Adult learners. The selection was done randomly.

Table 1: distribution of adult learning center showing selected sample size

SN	CENTRE	LOCATOIN	SAMPLES
1	Pioneer educational centre	Sapele road, Benin City	35
2	Pre-GCE examiner school of reading and writing	Sapele road, Benin city	26
3	Adult LITERACY CENTRE	Ministry of education Iyaro	22
4	Foundation Adult school of Reading and writing	G.R.A	17
	Total		100

Source: field Survey, 2023

Research Instrument

Data for the study was collected using a questionnaire developed by the researcher. The questionnaire had two sections, Section A and B, Section A elicited information on the demographic variables, while Section B sought information on

the influence of Adult literacy programme. A four point Likert rating scale of Strongly Agree (SA), Agreed (A), Strongly Disagreed (SD) and Disagree (D) was used to indicate how the statements in the questionnaire are carried out.

Validity of Instrument

The instrument was validated by the researcher's supervisor in the Department of Education. The inputs and corrections were effected before producing the final draft of the instrument.

Reliability of the instrument

The reliability of the instrument was done using the test retest method. To ascertain this form of reliability, the instrument was administered twice in time intervals of about two weeks. After it was completed, collated and analyzed, a reliability coefficient was derived which ascertained the stability of the instrument in consistently measuring the intended variables.

Method of Data Collection

The researcher visited the selected centre and explained the purpose of the study and how to respond to the questionnaire correctly. The questionnaire was administered and collected with the help of my colleagues. All the copies of the questionnaire will be collected. The essence was to achieve high rate of return of completed questionnaire.

Method of Data Analysis

The analysis of the data was carried out using descriptive and statistics. Descriptive statistical tool of frequency, simple percentage. Rating scales are thus, Strongly Agree (SA) =4, Agreed (A) =3, Strongly Disagreed (SD)= 2 and Disagree (D)=1.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter discusses the presentation, analysis and interpretations of the various data collected for this study.

The results of the data collected are analyzed below based on each research question and objective, and a total of one hundred (100) questionnaires were distributed, out of which ninety-two (92) questionnaire were well completed and valid for analysis of this study as follow;

SECTION A: Demography Analysis

Table 2: Age distribution of respondents

Age	Frequency	Percentage
18-25years	-	-
26-35 years	9	10
36-45 years	24	26
46-55	27	29
56 and Above	32	34
Total	92	100

Source: field Survey, 2023

From table 1 above, 0 percent of the total respondents are within the age brackets 18-25 years; 10 percent of the total respondents are between the age brackets of 26-35.

26 percent of the total respondents are between the age brackets of 36-45; 29 percent of the total respondents are between the age brackets of 46-55 and 56 and above. This shows that majority of the total respondents are age bracket 56 years.

Table 3: Distribution of sex

Sex	Frequency	Percentage
Male	56	61
Female	36	39
Total	92	100

Source: Field Survey, 2023

It was further revealed under gender distribution of the respondents that, 61 percent of the total respondents are male while 39 percent of the total respondents are female. This shows that majority of the population are male.

Table 4: Marital Status of the Respondents

Marital status	Frequency	Percentage
Single	4	4
Married	42	45
Divorced	19	21
Widowed	27	29
Total	92	100

Source: Field Survey, 2023

It was also indicates under the marital status of the respondents that 53 percent of the respondents are single, 29 percent of the respondents are married, 9 percent of the respondents are divorced while 4 percent of the respondent are widowed. This implies that the majority of the respondents are single which represented 58 percent of the population.

SECTION B

Research Question: What adult learning programmes are available in Oredo

Table 5: adult learning programmes available in Oredo

Sn	Items	SA %	A %	D %	SD %
1	Adult basic literacy programmes are available in Oredo	49 (53)	28 (28)	9 (9)	6 (7)
2	Vocational training centre are not available for adult in Oredo	4 (4)	3 (3)	39 (42)	46 (50)
3	3. Adult formal education are available in Oredo	37 (40)	26 (28)	20 (22)	9 (9)
4	Distance and correspondents education program are available in Oredo	39 (42)	34 (37)	12 (13)	7 (8)
5	Audio-visual aids for adult learners are available in Oredo	37 (40)	26 (28)	20 (22)	9 (9)

Source: field Survey, 2023

From the table 5 above shows that 53 percent of the total respondents strongly agreed; 30 percent of the total respondents agreed; 7 percent of the total respondents disagreed while 9 percent of the total respondents strongly disagree that Adult basic literacy programmes are available in Oredo. It was further indicated that 4 percent of total respondents strongly agreed; 3 percent of the total respondents agreed; 42 percent of the total respondents disagreed; while 50 percent of the total respondents strongly disagreed that Vocational training centre are not available for adult in Oredo. It was also further stated that 40 percent of total respondents strongly agreed; 28 percent of the total respondents agreed; 22 disagree; while 9 percent strongly disagree that Adult formal education are available in Oredo. It was also indicated that 42 percent of total respondents strongly agreed; 37 percent of the total respondents agreed; 13 percent of the total respondents disagreed; while 8 percent of the total respondents strongly disagreed that Distance and correspondents education program are available in Oredo It was also indicated that 40 percent of total respondents strongly agreed; 28 percent of the total respondents agreed; 22 percent of the total respondents disagreed; while 9 percent of the total respondents strongly disagreed that Audio-visual aids for adult learners are available in oredo

Research question 2: influence of learning environment in literacy programs affect the academic performance of adult learners in Oredo

Table 6: Influence of learning environment on academic performance of adult learners in Oredo

Sn	Items	SA	A	D	SD
		%	%`	%	%
6	Poor performance of learners is as a result of inadequate teaching materials	37 (40)	34 (37)	9 (10)	12 (13`)
7	The quality of facilitators in literacy centre determine the level of achievement of adult learners	41 (45)	34 (37)	7 (8)	9 (10)
8	A conducive learning environment that is well equipped, comfortable, and safe can facilitate effective learning and improve the motivation of learners.	37 (40)	30 (33)	14 (15)	11 (12)
9	Classroom layout can affect the learners ability to focus and comprehend material been taught	46 (50)	42 (45)	3 (3)	2 (2)
10	A well-lit classroom with adequate ventilation can enhance the learners concentration and reduce distractions.	34 (37)	39 (42)	8 (9)	12 (13)

Source: Research Survey 2023

Table 6 shows that 40 percent of the total respondents strongly agreed; 37 percent of the total respondents agreed; 10 percent of the total respondents disagreed; while 13

percent of the total respondents strongly disagree that Poor performance of learners is as a result of inadequate teaching materials. From table 3, it was also shows that, 46 percent of total respondents strongly agreed; 37 percent of the total respondents agreed; 8 percent of the total respondents disagreed; 10 of the respondent strongly disagree that The quality of facilitators in literacy centre determine the level of achievement of adult learners. It was also indicated that 40 percent of total respondents strongly agreed; 33 percent of the total respondents agreed; 15 percent of the total respondents disagreed; while 12 percent of the total respondents strongly disagreed that A conducive learning environment that is well equipped, comfortable, and safe can facilitate effective learning and improve the motivation of learners.. It was also indicated that 50 percent of total respondents strongly agreed; 45 percent of the total respondents agreed; 3 percent of the total respondents disagreed; while 2 percent of the total respondents strongly disagreed that Classroom layout can affect the learners ability to focus and comprehend material been taught. It was also indicated that 37 percent of total respondents strongly agreed; 42 percent of the total respondents agreed; 9 percent of the total respondents disagreed; while 13 percent of the total respondents strongly disagreed that A well-lit classroom with adequate ventilation can enhance the learners concentration and reduce distractions.

Research Question 3: what are the challenges with learning environment of literacy programmes

Table 7: Challenges with learning environment of literacy programmes

SN	Items	SA	A	D	SD
		%	%`	%	%
11	Classroom size in literacy programs is too large, making it difficult for students to receive individual attention.	34 (37)	39 (42)	8 (9)	12 (13)
12	Teaching methods employed in literacy programs are effective in improving literacy skills.	45 (49)	40 (43)	4 (4)	3 (3)
13	Limited funding for literacy programs is a major obstacle to their success.	30 (33)	27 (29)	16 (17)	19 (21)
14	lack of qualified instructors negatively impacts the quality of literacy education	30 (33)	27 (29)	16 (17)	19 (21)
15	Learning environment in literacy programs is conducive to effective learning	38 (41)	29 (32)	12 (12)	13 (14)

Source: field Survey, 2023

Table 7 revealed that 37 percent of total respondents strongly agreed; 42 percent of the total respondents agreed; 9 percent of the total respondents disagreed; while 13 percent of the total respondents strongly disagreed that indirect remuneration attract, energize and retain competent Human resource in organization. It was also indicated

that, 49 percent of the total respondents strongly agreed; 43 percent of the total respondents agreed; 4 percent of the total respondents disagree; while 3 percent of the total respondents strongly disagreed that Teaching methods employed in literacy programs are effective in improving literacy skills.. From table 4, it was also shows that, 33 percent of total respondents strongly agreed; 29 percent of the total respondents agreed; 17 percent of the total respondents disagreed; while 21 percent of the total respondents strongly disagreed that Limited funding for literacy programs is a major obstacle to their success. It was also indicated that, 33 percent of the total respondents strongly agreed; 21 percent of the total respondents agreed; 17 percent of the total respondents disagree; while 3 percent of the total respondents strongly disagreed that lack of qualified instructors negatively impacts the quality of literacy education. It was also indicated that, 41 percent of the total respondents strongly agreed; 32 percent of the total respondents agreed; 13 percent of the total respondents disagree; while 14 percent of the total respondents strongly disagreed that Learning environment in literacy programs is conducive to effective learning

Research question 4: in what way learning environment for adult learning programme be enhanced?

Table 8: Ways in which learning environment for adult learning programe can be enhanced?

SN	ITEMS	SA	A	D	SD
		%	%`	%	%
16	The use of technology in teaching can help adult learner more interactive and engaging	38 (41)	29 (32)	12 (13)	13 (14)
17	Knowledgeable and experienced instructor can help to create positive learning environment	38 (41)	34 (37)	12 (13)	8 (9)
18	Learning environment does not enhance learner's performance	17 (18)	14 (15)	28 (30)	33 (36)
19	Students academic performance depends on the teachers experience	34 (37)	19 (21)	16 (17)	23 (25)
20	Teachers educational qualification has impact on the student's academic performance	43 (47)	39 (42)	4 (4)	6 (7)
21	Adequate funding and budgetary allocation to adult education at all level of government can enhanced adult learning programme	33 (36)	28 (30)	14 (15)	17 (18)

Source: field Survey, 2023

Table 8 showed that 41 percent of total respondents strongly agreed; 32 percent of the total respondents agreed; 13 percent of the total respondents disagreed; while 14 percent of the total respondents strongly disagreed that The use of technology in teaching can help adult learner more interactive and engaging. It was also indicated that, 41 percent of the total respondents strongly agreed; 37 percent of the total respondents agreed; 13 percent of the total respondents disagreed; while 9 percent of the total respondents strongly disagreed Knowledgeable and experienced instructor can help to create positive learning environment. From table it was also shows that,18 percent of total respondents strongly agreed, 15 percent of the total respondents agreed; 30 percent of the total respondents disagreed; while 36 percent of the total respondents strongly disagreed that Learning environment does not enhance learners performance. It was also indicated that 37 percent of total respondents strongly agreed; 21 percent of the total respondents agreed; 17 percent of the total respondents disagreed; while 25 percent of the total respondents strongly disagreed that Students academic performance depends on the teachers experience From table it was also shows that, 47 percent of total respondents strongly agreed, 42 percent of the total respondents agreed; 4 percent of the total respondents disagreed; while 7 percent of the total respondents strongly disagreed that Teachers educational qualification has impact on the student's academic performance It was also indicated that 36 percent of total respondents strongly agreed; 30 percent of the total respondents agreed; 15 percent of the total respondents disagreed; while 18 percent

of the total respondents strongly disagreed that Adequate funding and budgetary allocation to adult education at all level of government can enhanced adult learning programe

Discussion of Findings

The preceding analysis has revealed that adult basic literacy programmes, vocational training centre and Adult formal education programme are available in Oredo the findings are in agreement with the analysis has brought to light the presence of adult basic literacy programs, vocational training centers, and adult formal education programs in the Oredo area. This finding indicates the existence of various educational opportunities for adults within the region. Let's delve into the implications and potential actions based on this discovery the study is in accordance with Bakari, (2006) the presence of adult basic literacy programs is a positive sign as it offers adults the chance to enhance their literacy skills. These programs play a crucial role in improving the overall educational attainment of adults in the region. Adults who may have missed out on formal education can benefit from these initiatives, potentially leading to better employment prospects and an improved quality of life. Vocational training centers are essential for equipping adults with practical skills that are in demand in the job market. This finding suggests that there are avenues for adults to gain vocational skills, which can lead to increased employability and economic self-sufficiency. The availability of vocational training is a step towards addressing unemployment and skill shortages.

The existence of adult formal education programs signifies an opportunity for adults to pursue formal education at an advanced level. This can be beneficial for those who wish to continue their education, earn certifications, or even pursue higher education. Adult formal education programs contribute to personal development and the acquisition of specialized knowledge. It is essential to ensure that the existence of these programs is widely known and accessible to the adult population in Oredo. Raising awareness about these educational opportunities through effective marketing and outreach is critical. Additionally, addressing potential barriers to access, such as location, cost, or scheduling, will be important to make these programs truly accessible to all. While the existence of these programs is promising, it is equally important to focus on their quality and relevance. Regular assessment and updates to curriculum and training methods can ensure that the education and training provided align with the current needs of adults and the job market. Collaboration between educational institutions, local government, and community organizations can enhance the reach and impact of these programs. Community involvement can lead to increased participation and support for adult education initiatives.

The study revealed that classroom size in literacy programs is too large, making it difficult for students to receive individual attention. Teaching methods employed in literacy programs are effective in improving literacy skills. Limited funding for literacy programs is a major obstacle to their success. Lack of qualified instructors negatively impacts the quality of literacy education, Learning environment in

literacy programs is conducive to effective learning. In line with Dunn, (2017) The research reveals that classroom size in literacy programs is excessively large, posing a significant challenge for students to receive individualized attention. This finding underscores a potential issue in the current educational system, where overcrowded classrooms may hinder the effectiveness of literacy instruction. To enhance the quality of education, it is imperative to address this problem by reducing class sizes or implementing strategies that enable personalized learning. The study indicates that the teaching methods employed in literacy programs have a positive impact on improving students' literacy skills. This is an encouraging outcome, suggesting that the existing instructional techniques are effective in enhancing literacy. It underscores the importance of continued use and development of these methods to further promote literacy among students. One major obstacle to the success of literacy programs is the limitation of funding. The research highlights the financial constraints that literacy programs face, which can hinder their effectiveness. To overcome this challenge, it is essential for educational institutions and policymakers to allocate more resources to literacy programs, ensuring they have the necessary financial support to thrive. The lack of qualified instructors is identified as a significant factor negatively impacting the quality of literacy education. This underscores the critical role of educators in literacy programs and emphasizes the need for comprehensive training and professional development opportunities for instructors. Ensuring that instructors are well-equipped to deliver quality education

is vital for the success of these programs. The study suggests that the learning environment in literacy programs is conducive to effective learning. This is a positive finding, as a supportive and engaging learning environment is crucial for students' educational outcomes. To maintain this conducive atmosphere, it is important to continue fostering a positive and motivating learning environment within literacy programs. Bakari, (2006), revealed that poor performance of learners is as a result of inadequate infrastructure and teaching / learning materials like: textbooks, laboratory facilities etc. Phillips, (1997), in his discussion maintained that one of the most critical physical characteristics of the classroom is lighting and that an appropriate visual environment for learning task deserves careful consideration. Visual environment affects learners' abilities to perceive visual stimuli and affects their mental attitude which affects their performance. Dunn, (2017) insisted that lighting in schools should be taken as vital element to the educational environment. Horton, (2016) suggests that the ability of individuals in schools to concentrate on instructions is strongly influenced by lighting as one of the factors. Bowers and Burkett, (2015), found that improper maintenance of fixtures leads to lower than average student performance that includes misinterpretation of the written word.

From the study it is also revealed that the use of technology in teaching can help adult learner more interactive and engaging, Knowledgeable and experienced instructor can help to create positive learning environment, Learning environment

does not enhance learners performance, Students academic performance depends on the teachers experience, teachers educational qualification has impact on the student's academic performance, adequate funding and budgetary allocation to adult education at all level of government can enhanced adult learning prrograme this study is in agreement with Brooks, (2017), so many factors combined to hinder the programme of adult education, which include inadequate funding, the budgetary allocation to adult education at all level of government is grossly in adequate especially when compared to the formal education sector. More importantly nonformal education is excluded in the share of two percent consolidated fund meant for basic education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to non-formal education sector. He further stated that there is lack of inadequate number of instructors or personnel who possess information and communication technology skills, is a serious challenges to Nigeria desire of becoming a key player in the information and communication technology skills across non-formal education literacy in the country

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study deals with the summary of the study, the conclusions drawn from the analysis of data collected and interpretation of findings and recommendation offered based on findings made

Summary

- From the study examined, the study revealed that adult basic literacy programmes, vocational training centre, adult formal education are available in Oredo Local government of edo state. The study conducted in Oredo Local Government of Edo State revealed the following key findings
- The research uncovered the existence of adult basic literacy programs in Oredo. These programs offer adults the opportunity to enhance their literacy skills, making education more accessible to those who may have missed out on formal schooling. Presence of Vocational Training Centers
- The study identified the presence of vocational training centers in the region. These centers play a crucial role in equipping adults with practical skills that are in demand in the job market. Vocational training can lead to increased employability and economic self-sufficiency for adults.
- The findings indicated that adult formal education programs are available in Oredo. This offers adults the chance to pursue formal education at an advanced level, earn certifications, or even continue their higher education.

Adult formal education contributes to personal development and the acquisition of specialized knowledge.

- These findings collectively suggest that Oredo Local Government has a range of educational opportunities for adults, spanning basic literacy, vocational training, and formal education. This diversity of educational programs can have a positive impact on the overall educational attainment and economic prospects of adults in the region. To fully realize the potential of these opportunities, it is important to focus on aspects such as access, awareness, program quality, and relevance. Raising awareness about these educational options and ensuring their accessibility to all segments of the adult population will be essential for their success. Moreover, maintaining the quality and relevance of these programs is crucial to meet the evolving needs of adults and the demands of the job market.
- The study from the respondents revealed that poor performance of learners is as a result of inadequate teaching materials, The quality of facilitators in literacy centre influence the level of achievement of adult learners, A conducive learning environment that is well equipped, comfortable, and safe can facilitate effective learning and improve the motivation of learners. classroom layout can affect the learners ability to focus and comprehend material been taught, A well-lit classroom with adequate ventilation can enhance the learners concentration and reduce distractions.

- The study also revealed that teaching methods employed in literacy programs are effective in improving literacy skills., Limited funding for literacy programs is a major obstacle to their success. lack of qualified instructors negatively impacts the quality of literacy education
- Learning environment in literacy programs is conducive to effective learning.\
- The use of technology in teaching can help adult learner more interactive and engaging
- Knowledgeable and experienced instructor can help to create positive learning environment
- Learning environment enhance learners performance, as well as students academic performance depends on the teachers experience, teachers educational qualification has impact on the student's academic performance, adequate funding and budgetary allocation to adult education at all level of government can enhanced adult learning prrograme

Conclusion

From the data gathered and all the results obtained from the analysis, this study has shown that learning environment has influence positively of learning environment on academic performance of adult in literacy programmes in Oredo Local Government area of Edo State. This implies that learning environment in terms of availability, challengers with learning environment of literacy programmes class

size and arrangement, availability of facilities, enough school furniture, well equipped library, current materials/books audio-visual aids for learning, availability of instructional materials and aids for teachers for effective teaching and learning, will no small measures improve adult literacy programmes in Oredo Local government area of edo state. In addition, the effective and efficient of this result would enable the edo state government, school administrators and relevant stakeholders in the state to attain the set goals and objectives which the adult literacy programed is set to achieve at the end of the day.

Recommendations

The success of the proposed Adult Literacy College will depend so much on government, staff (facilitators), voluntary agencies, and the students. In the first place, government should take the lead in the responsibility of providing trained and qualified teachers/facilitators as well as other supporting staff.

It should ensure that this idea does not suffer the fate of “abandoned projects” as a result inadequate funding and lack of foresight. Again, the Adult Literacy programe should be properly backed up by government legislation and well formulated policy that would spell out in clear terms the roles and expectations of the institution.

In addition, government should, as a matter of necessity, invest in ongoing feedback and evaluation mechanisms, and research.

Furthermore, facilitators, on the one hand, should be given substantial initial training and regular training courses, and be exposed to opportunities for professional development. On the other hand, learners should be actively motivated through the use of a wide range of participatory methods, and through addressing issues of relevance to their lives. Importantly, to ensure sustainability, government should dedicate 3% of her annual budget for education to adult literacy. This can stimulate the interests of local and international donor agencies that might want to partner with her in this project. Therefore, in order to rekindle interest in adult literacy, vigorous national mass literacy campaigns should be embarked upon using the mass media and other relevant agencies. Finally, the Federal Government should as a matter of priority and policy, float a pilot scheme of one Adult Literacy College in each of the six geo-political zones of Nigeria.

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APPENDIX

UNIVERSITY OF BENIN

FACULTY OF EDUCATION

DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

Dear Respondents,

I am an undergraduate student of the Department of adult and non-formal Education, University of Benin. I am conducting a research on “the influence of learning environment on academic performance of adults in literacy programmes in Oredo Local government area of Edo State” Please assist in filling and returning this questionnaire to aid in the above research. All respondent information will be treated with confidence and used for the research purpose only.

Yours sincerely

Edoghogho Stephanie Itohan

SECTION A

1. Sex: Male [] Female []
2. Age: 18– 25 [] 26 – 35 [] 36 – 45 [] 46-55 [] 56 and above []
3. Marital Status: Single [] Married [] Divorced [] widowed []
4. Ownership of programme: Private () Government owned ()

**SECTION B: INFLUENCE OF LEARNING ENVIRONMENT ON
ACADEMIC PERFORMANCE OF ADULTS IN LITERACY
PROGRAMMES**

Key: Agreed (A) Strongly Agreed (SA) Disagreed (D), Strongly Disagreed (SD)

S/N	ITEMS	SA	A	D	SD
RQ1	What adult learning programmes available in Oredo				
1	Adult basic literacy programmes are available in oredo				
2	Vocational training centre are not available in adult in Oredo				
3	Adult formal education are available in Oredo				
4	Distance and correspondents education program are available in Oredo				
5	Audio-visual aids for adult learners are available in oredo				
RQ2	How does the learning environment in literacy programs affect the academic performance of adult learners in Oredo				
6	Poor performance of learners is as a result of inadequate				

	teaching materials				
7	The quality of facilitators in literacy centre determine the level of achievement of adult learners				
8	A conducive learning environment that is well equipped, comfortable, and safe can facilitate effective learning and improve the motivation of learners.				
9	Classroom layout can affect the learners ability to focus and comprehend material been taught				
10	A well-lit classroom with adequate ventilation can enhance the learners concentration and reduce distractions.				
RQ3	Challenges with learning environment of literacy programmes				
11	Classroom size in literacy programs is too large, making it difficult for students to receive individual attention.				
12	Teaching methods employed in literacy programs are effective in improving literacy skills.				
13	Limited funding for literacy programs is a major obstacle to their success.				
14	lack of qualified instructors negatively impacts the				

	quality of literacy education				
15	Learning environment in literacy programs is conducive to effective learning.				
RQ4	In what way can learning environment for adult learning programe be enhanced?				
16	The use of technology in teaching can help adult learner more interactive and engaging				
17	Knowledgeable and experienced instructor can help to create positive learning environment				
18	Learning environment does not enhance learners performance				
19	Students academic performance depends on the teachers experience				
20	Teachers educational qualification has impact on the student's academic performance				
21	Adequate funding and budgetary allocation to adult education at all level of government can enhanced adult learning programe				