

**ANALYSIS OF DIGITAL LITERACY UTILIZATION AMONG ADULT
LEARNERS IN ADULT EDUCATION PROGRAMME IN EDO STATE
BENIN METROPOLIS**

OKORIE EJIKE JAMES EDU1902893

DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

MAY 2024

**ANALYSIS OF DIGITAL LITERACY UTILIZATION AMONG ADULT
LEARNERS IN ADULT EDUCATION PROGRAMME IN EDO STATE
BENIN METROPOLIS**

**OKORIE EJIKE JAMES
EDU1902893**

**A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE BACHELOR OF SCIENCE (BSc.Ed) DEGREE IN ADULT
EDUCATION POLITICAL SCIENCE**

MAY 2024

APPROVAL PAGE

I, the undersigned hereby certify that this research work was carried out by **Okorie Ejike James** with matriculation number **Edu1902893** of the department of Adult and Non Formal Education and approved of it as adequate in scope and quality in partial fulfillment of the requirement for the award of (BSc.Ed) in Adult Education Political Science, University of Benin, Benin City.

Prof. (Prince) F.E.O. Omuruyi (FCAI)

Project Supervisor

Date _____

CERTIFICATION

We the undersigned certify that this research work was carried out by **Okorie Ejike James** with matriculation number **Edu1902893** in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City, and approved of it as adequate in scope and quality in partial fulfillment of the requirement for the award of (B.Sc Ed) degree in Adult Education.

Prof. (Prince) F.E.O. Omuruyi (FCAI)
Project Supervisor

Mr M.O Egbadon
Project Coordinator

Date _____

Date _____

Prof. (Mrs). A. L. Okukpon (Ph.D)
Head of Department

Date

DEDICATION

I dedicate this project work to God Almighty and to my friend, Oghene Tega Okosioko.

ACKNOWLEDGMENT

The successful completion of this research work is attributed to numerous persons whom the researcher owes profound gratitude. Most importantly, the researcher is particularly grateful to God for his unfailing love towards the researcher and for enabling him to complete his degree programme.

He also wish to express his sincere gratitude to his supervisor Prof. (Prince) F.E.O. Omuruyi for his contribution towards my project work. He also wishes to express his profound gratitude to Mrs. Nneka Okorie for her guidance, assistance, words of encouragement, motherly care and profitable suggestions which led to the completion of this research work. Indeed, he prays that God will grant her heart desires.

Also to the Head of Department, Prof. (Mrs). A.L Okukpon for her love and support towards all students in the department as well as all lecturers in the Department of Adult and Non-Formal Education for their tireless efforts and contribution to his academic growth. Thank you so much.

The researcher also must of necessity express his unreserved and unflinching profound appreciation to his friend Oghene Tega Okosioko for her moral and financial support.

He also wants to sincerely thank his ever loving and caring wife Mrs. Uche Ejike Okorie for her show of love and understanding during his period of schooling.

To all his siblings; Jeremiah Okorie who was a source of motivation throughout the programme, thank you so much also to his younger brother Emmanuel Okorie for his love and encouragement, thank you so much.

The researcher will not end this acknowledgments without thanking the following persons; Mr. Emmanuel Ugwa, Mr. Richard Ogbu, Miss Deborah Okorie, Mrs Esther Chinonso, Miss Eberechi Okorie, and to all who has contributed in one way or the other, I love you all.

TABLE OF CONTENTS

TITLE PAGE	PAGE
APPROVAL PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	3
Research Questions	4
Purpose of the Study	4
Significance of the Study	5
Scope / Delimitation of the Study	6
Definition of Terms	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concept of Digital literacy Programme	9
Concept of Adult Education Programme	12
Digital Literacy in Adult Education	14
Barriers to Digital Literacy Among Adult Learners in Benin Metropolis	17
Digital Literacy Utilization Among Adult Learners in Benin Metropolis	20

Strategies for Promoting Digital Literacy	21
	PAGE
Digital Literacy Policies and Initiatives in Edo State	24
Summary of Reviewed Literature	27
CHAPTER THREE: METHODOLOGY	
Research design	28
Population of the Study	29
Sample and Sampling Technique	29
Research Instrument	29
Validity of Instrument	29
Reliability of Instrument	29
Administration of the Instrument	30
Method of Data Analysis	30
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Results	31
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	
Summary	49
Findings	50
Conclusion	50
Recommendations	51
REFERENCES	53

ABSTRACT

The study was carried out to analyse digital literacy utilization among adult learners in Adult Education programme in Edo State, Benin Metropolis.

To enable the study achieve its objectives, five (5) research questions were raised. The study adopted a descriptive survey research design. The population of this study comprised all Adult Learners in Benin Metropolis from which a total of one hundred respondents were selected to form the sample size for the study. A research instrument titled questionnaire on the analysis of digital literacy utilization among adult learners in Adult Education programme in Edo State, Benin Metropolis was the instrument used for data collection. The validity of the instrument was ascertained through the expert judgment approach while the test re-test method of estimating reliability was used to determine the reliability of the instrument. A reliability index of 0.87 was obtained using Person Product Moment Correlation Statistics. Collected data were analyzed using frequency count, simple percentage, and mean score analysis.

In view of the findings and conclusions arising from this study, the following recommendations are made; there is need for the government to get involved in digital literacy programmes by helping to plan and implement the structure of the system, syllables, provide instructional materials and facilities. The government should also fund digital literacy programmes adequately in order for it to be more effective to the adult learners. There is need to tailor digital literacy programmes to adult learners' unique needs in such a way that will accommodate diverse learning styles, providing mentorship, encouraging peer support, and establishing local business collaborations. These methods create an inclusive, supportive, and applicable learning environment for all involved. The government should help in creating awareness in conjunction with adult literacy through the provision of billboards, pamphlets etc, that would help to enlighten the adult citizens about the benefits of the programmes. Modern digital technologies and resources should be integrated into adult education curricula to enhance skill development and real-world applicability. Policy makers should be encouraged to prioritize initiatives that can bridge the digital divide such as partnerships between adult education institutions, tech companies, and local businesses to provide hands-on learning opportunities and promote digital skill acquisition.

APPROVAL PAGE

I, the undersigned hereby certify that this research work was carried out by **Okorie Ejike James** with matriculation number **Edu1902893** of the department of Adult and Non Formal Education and approved of it as adequate in scope and quality in partial fulfillment of the requirement for the award of (BSc.Ed) in Adult Education Political Science, University of Benin, Benin City.

Prof. (Prince) F.E.O. Omuruyi (FCAI)

Project Supervisor

Date _____

CERTIFICATION

We the undersigned certify that this research work was carried out by **Okorie Ejike James** with matriculation number **Edu1902893** in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City, and approved of it as adequate in scope and quality in partial fulfillment of the requirement for the award of (B.Sc Ed) degree in Adult Education.

Prof. (Prince) F.E.O. Omuruyi (FCAI)
Project Supervisor

Mr M.O Egbadon
Project Coordinator

Date _____

Date _____

Prof. (Mrs). A. L. Okukpon (Ph.D)
Head of Department

Date

DEDICATION

I dedicate this project work to God Almighty and to my friend, Oghene Tega Okosioko.

ACKNOWLEDGMENT

The successful completion of this research work is attributed to numerous persons whom the researcher owes profound gratitude. Most importantly, the researcher is particularly grateful to God for his unfailing love towards the researcher and for enabling him to complete his degree programme.

He also wish to express his sincere gratitude to his supervisor Prof. (Prince) F.E.O. Omuruyi for his contribution towards my project work. He also wishes to express his profound gratitude to Mrs. Nneka Okorie for her guidance, assistance, words of encouragement, motherly care and profitable suggestions which led to the completion of this research work. Indeed, he prays that God will grant her heart desires.

Also to the Head of Department, Prof. (Mrs). A.L Okukpon for her love and support towards all students in the department as well as all lecturers in the Department of Adult and Non-Formal Education for their tireless efforts and contribution to his academic growth. Thank you so much.

The researcher also must of necessity express his unreserved and unflinching profound appreciation to his friend Oghene Tega Okosioko for her moral and financial support.

He also wants to sincerely thank his ever loving and caring wife Mrs. Uche Ejike Okorie for her show of love and understanding during his period of schooling.

To all his siblings; Jeremiah Okorie who was a source of motivation throughout the programme, thank you so much also to his younger brother Emmanuel Okorie for his love and encouragement, thank you so much.

The researcher will not end this acknowledgments without thanking the following persons; Mr. Emmanuel Ugwa, Mr. Richard Ogbu, Miss Deborah Okorie, Mrs Esther Chinonso, Miss Eberechi Okorie, and to all who has contributed in one way or the other, I love you all.

TABLE OF CONTENTS

TITLE PAGE	PAGE
APPROVAL PAGE	i
CERTIFICATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	vi
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	3
Research Questions	4
Purpose of the Study	4
Significance of the Study	5
Scope / Delimitation of the Study	6
Definition of Terms	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
Concept of Digital literacy Programme	9
Concept of Adult Education Programme	12
Digital Literacy in Adult Education	14
Barriers to Digital Literacy Among Adult Learners in Benin Metropolis	17
Digital Literacy Utilization Among Adult Learners in Benin Metropolis	20

Strategies for Promoting Digital Literacy	21
	PAGE
Digital Literacy Policies and Initiatives in Edo State	24
Summary of Reviewed Literature	27
CHAPTER THREE: METHODOLOGY	
Research design	28
Population of the Study	29
Sample and Sampling Technique	29
Research Instrument	29
Validity of Instrument	29
Reliability of Instrument	29
Administration of the Instrument	30
Method of Data Analysis	30
CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	
Presentation of Results	31
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	
Summary	49
Findings	50
Conclusion	50
Recommendations	51
REFERENCES	53

ABSTRACT

The study was carried out to analyse digital literacy utilization among adult learners in Adult Education programme in Edo State, Benin Metropolis.

To enable the study achieve its objectives, five (5) research questions were raised. The study adopted a descriptive survey research design. The population of this study comprised all Adult Learners in Benin Metropolis from which a total of one hundred respondents were selected to form the sample size for the study. A research instrument titled questionnaire on the analysis of digital literacy utilization among adult learners in Adult Education programme in Edo State, Benin Metropolis was the instrument used for data collection. The validity of the instrument was ascertained through the expert judgment approach while the test re-test method of estimating reliability was used to determine the reliability of the instrument. A reliability index of 0.87 was obtained using Person Product Moment Correlation Statistics. Collected data were analyzed using frequency count, simple percentage, and mean score analysis.

In view of the findings and conclusions arising from this study, the following recommendations are made; there is need for the government to get involved in digital literacy programmes by helping to plan and implement the structure of the system, syllables, provide instructional materials and facilities. The government should also fund digital literacy programmes adequately in order for it to be more effective to the adult learners. There is need to tailor digital literacy programmes to adult learners' unique needs in such a way that will accommodate diverse learning styles, providing mentorship, encouraging peer support, and establishing local business collaborations. These methods create an inclusive, supportive, and applicable learning environment for all involved. The government should help in creating awareness in conjunction with adult literacy through the provision of billboards, pamphlets etc, that would help to enlighten the adult citizens about the benefits of the programmes. Modern digital technologies and resources should be integrated into adult education curricula to enhance skill development and real-world applicability. Policy makers should be encouraged to prioritize initiatives that can bridge the digital divide such as partnerships between adult education institutions, tech companies, and local businesses to provide hands-on learning opportunities and promote digital skill acquisition.

**ANALYSIS OF DIGITAL LITERACY UTILIZATION AMONG ADULT
LEARNERS IN ADULT EDUCATION PROGRAMME IN EDO STATE
BENIN METROPOLIS**

**OKORIE EJIKE JAMES
EDU1902893**

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

MAY 2024

**ANALYSIS OF DIGITAL LITERACY UTILIZATION AMONG ADULT
LEARNERS IN ADULT EDUCATION PROGRAMME IN EDO STATE
BENIN METROPOLIS**

**OKORIE EJIKE JAMES
EDU1902893**

**A RESEARCH PROJECT SUBMITTED TO THE
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE BACHELOR OF SCIENCE (BSc.Ed) DEGREE IN ADULT
EDUCATION POLITICAL SCIENCE**

MAY 2024

CHAPTER ONE

INTRODUCTION

Background to the Study

Digital literacy refers to the ability to use digital technologies, such as computers, the internet and mobile devices, to access and evaluate information, communicate and create content. It is a crucial skill in today's digital age, where technology plays an increasingly significant role in education, work and everyday life. Society is transforming so fast into one which is based on information, requiring its citizens to be familiar with and at ease with information-based resources and manipulations. According to Adebola (2008) for a Nigerian learner not to be left out in what is happening in the world, he or she has to key into the use of internet.

Adult Education has been recognized as a critical tool for addressing the issue of digital literacy among adults, as it provides a platform for adults to acquire the necessary digital skills to improve their employability, enhance their personal and professional lives, and participate fully in the digital economy.

Therefore, the Edo State government recognizing the importance of digital literacy in today's digital age has taken several initiatives to promote digital literacy among adult learners. Several Adult Education Programmes also, have been implemented to address the digital literacy needs of adult learners particularly in Benin Metropolis. Some of these initiatives include the Edo State Agency for Adult and Non-Formal Education (AANFE), this agency is responsible for implementing Adult Education Programmes in Edo State, including digital literacy training for adult learners. The

AANFE has established several Adult Education centers across the state, providing adult learners with access to digital literacy training and other educational opportunities.

Additionally, the Edo State Basic Education Sector Transformation (Edo-BEST) Programme, launched on April 19, 2018, has significantly transformed the education sector in Edo State by improving access to quality education for all learners, including adults. Under the Edo-BEST program, the government has introduced digital literacy training for teachers and provided them with digital tools and resources, such as tablets with internet access, to enable effective delivery of their duties.

This initiative ensures that educators are well-equipped with the necessary digital skills and tools to enhance the learning experience for their students. By incorporating technology into the classroom, teachers can access a wealth of resources, teaching materials, and innovative methods to improve the quality of education in Edo State. Furthermore, the programme also focuses on providing digital literacy training for adult learners, promoting lifelong learning and ensuring that no one is left behind in the digital age.

The Edo State Skills Development Agency (EdoJobs) is one of the government initiatives programme responsible for promoting skills development and employment opportunities in Edo State. EdoJobs provides digital literacy training for adult learners to enhance their employability and improve their economic prospects.

Furthermore, the Edo State Information and Communication Technology (ICT) Policy aims to promote the use of ICT in all sectors of the state's economy, including education. Under the policy, the government has established ICT centers and provided digital literacy training for adult learners to improve their digital skills and enhance their participation in the digital economy. These programmes collectively demonstrate the Edo State government's commitment to promoting digital literacy among adult learners and improving their access to educational and economic opportunities.

These Programmes are testament to the government's commitment to revolutionizing the education sector in the state, and its impact has been felt across all levels of education.

Statement of the Problem

Despite the commendable efforts of the Edo State government in providing digital literacy initiatives for adult learners, a significant portion of this demographic in Benin Metropolis, still face significant challenges in acquiring and utilizing digital skills. Upon visiting some of these institutions established for the purpose of digital literacy training, it becomes evident that inadequate policy and funding support, along with a lack of awareness among many adult learners in Benin City, hinder the effectiveness of the government's provisions and initiatives aimed at promoting digital literacy.

It is against this background that this study examines the digital literacy utilization in adult education programmes in Benin metropolis.

Research Questions

The following questions were raised to guide the study:

1. What is the current state of digital literacy in Adult Education programmes in Benin Metropolis, Edo State?
2. What are the specific challenges and barriers that adult learners in Benin Metropolis face in utilizing digital literacy in their learning?
3. How can digital literacy education and training be tailored to meet the unique needs and learning styles of adult learners in Benin Metropolis?
4. How can funding support be leveraged to improve access to digital technologies and resources in adult education programme?
5. What are the potential impacts of improved digital literacy utilization among adult learners on their personal, professional, and socioeconomic outcomes?

Purpose of the Study

The major purpose of this study is to investigate the utilization of digital literacy among adult learners in Adult Education programmes in Benin Metropolis, Edo State, Nigeria. Other general objectives of the study are:

1. To determine current digital literacy levels among adult learners in Benin Metropolis, Edo State.
2. To examine specific challenges and barriers that adult learners in Benin Metropolis face in utilizing digital literacy in their learning
3. To determine how digital literacy education and training can be tailored to meet the unique needs and learning styles of adult learners in Benin Metropolis.

4. To examine how funding support can be leveraged to improve access to digital technologies and resources in adult education programme.
5. To examine the potential impacts of improved digital literacy utilization among adult learners on their personal, professional, and socioeconomic outcomes.

Hypothesis

Research questions one and two will be answered while three to five were turned into null hypothesis and will be tested at 0.05 level of significance.

There is a significant relationship between access to digital technologies and the utilization of digital literacy among adult learners in Benin Metropolis.

Tailoring digital literacy education and training to the unique needs and learning styles of adult learners will lead to improved digital literacy utilization.

Community engagement and partnerships can play a significant role in promoting digital literacy among adult learners in Benin Metropolis.

Significance of the Study

The findings of this study would be beneficial to policymakers, policy implementers, educators and future researchers in diverse ways.

The findings of this research will be of benefit to policymakers because it will help them create or refine policies that address the needs and challenges faced by adult learners. This may include policies related to digital infrastructure, curriculum development, teacher training, and funding for adult education programmes.

Educators will also find the result of this study useful because it will help them identify areas where learners may need additional support or training. This can help in designing targeted interventions and improving the overall quality of adult education programmes. The findings of this research also will enable policymakers and educators to be able to allocate resources more effectively. This may involve investing in digital infrastructure, providing professional development opportunities for teachers, or developing new educational resources.

More also, policymakers and implementers would explore the findings of this study and incorporate its recommendations in determining whether their strategies are working as intended or if adjustments are needed.

Researchers can use the findings from this study to develop and test new interventions aimed at improving digital literacy among adult learners. This may involve creating new teaching strategies, designing digital tools, or implementing professional development programmes for educators. Ultimately, this will contribute to a more digitally literate and empowered adult learner population, better equipped to thrive in an increasingly technology-driven world.

Scope and Delimitation of the Study:

The study is meant to analyse digital literacy utilization among adult learners in Adult Education Programme in Benin Metropolis, Edo State

The study will be delimited to all adult learners undergoing Adult Education Programme in Benin metropolis, Edo State.

Definition of Terms

There are several terms used in the study that should be operationally defined. Below are some of them.

Digital Literacy

Digital literacy therefore refers to the ability to use digital technologies, such as computers, the internet, and mobile devices, to access and evaluate information, communicate and create content. It includes a range of skills, such as basic computer operations, internet navigation, digital communication, and the use of digital tools and resources for learning and problem-solving.

Adult Education Programme

Adult education refers to educational programmes and activities designed for adults, typically those aged 18 and above. Adult education can include formal education, such as college and university programmes, as well as non-formal education, such as vocational training, community education, and continuing education.

Educational Programme

An educational programme is a structured course of study or training designed to achieve specific learning outcomes. Educational programmes can be offered at different levels, from basic to advanced, and can be delivered in various formats, such as classroom-based, online, or blended learning.

Digital Literacy Programme

"A digital literacy programme is a structured learning experience that aims to provide individuals with the knowledge, skills, and attitudes necessary to effectively use digital technologies in their personal and professional lives." (Kardos, et al., 2013)

Programme Effectiveness

"Programme effectiveness refers to the degree to which a programme achieves its desired outcomes, taking into account both the short-term and long-term effects of the program on the individuals or groups it is intended to serve." (Bithell, 1990)

Digital Literacy Level

"Digital literacy level refers to the extent to which an individual possesses the knowledge, skills, and abilities needed to effectively use digital technologies for communication, commerce, entertainment, and learning." (van Dijk, 2005)

Programme Implementation

"Programme implementation is the process of putting a programme or intervention into practice, involving the delivery of services, the management of programme operations, and the adaptation of the programme to local contexts, needs, and constraints." (WHO, 2010)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, the review of related literature to the study was reviewed and carried out under the following sub - headings:

- Concept of Digital literacy Programme
- Concept of Adult Education Programme
- Digital Literacy in Adult Education
- Barriers to Digital Literacy Among Adult Learners in Benin Metropolis
- Digital Literacy Utilization Among Adult Learners in Benin Metropolis
- Strategies for Promoting Digital Literacy:
- Digital Literacy Policies and Initiatives in Edo State:
- Summary of Reviewed Literature

Concept of Digital Literacy Programme

Technology is the bedrock on which man's present civilization is build. The advent of technology has quickened development and modernization in our societies. Literarily, every responsibility around us presently requires the knowledge of digital literacy to be met effectively and efficiently, this is because digital literacy is a tool through which anyone can embrace the present civilization and modernization; it is on this ground that the importance of digital literacy is so enormous to anyone who would not want to be left out in what is happening in the world today (Ejike, 2024).

Digital literacy has evolved throughout the 20th and into the 21st century from a technical definition of skills and competencies to a broader comprehension of interacting with digital technologies, it is to be understood to mean an individual's ability to access, understand, and effectively utilize digital technologies and the internet. Just like most subject matters which are broad in scope, digital literacy is not an exception, however, digital literacy lays a proper foundation on which an individual can comprehend and utilize every digital technology irrespective of its uniqueness.

Digital literacy skills have become a key fabric in our survival in the now competitive labor market, Skills on Digital Literacy has offered platforms to both government and individuals to be able to efficiently and effectively carry out their duties. To support the importance of digital literacy skill, a study has been carried out by some researchers on the significance of digital literacy in both public and private sectors across the globe, and it is established that there is high productivity among organizations embracing digital skills far more than those running their affairs manually.

Despite the enormous importance and outstanding significance of digital literacy, so many persons are yet to embrace this development; this therefore has resulted to inefficient and ineffective end product in most private and public sectors. It is to this end that Digital Literacy Programme is created so as to address the digital divide while providing individuals with the necessary skills and knowledge to participate effectively in today's digital world.

Digital literacy programme being a vehicle that conveys digital skills should be well structured and managed so as to deliver its intended goals seamlessly. A successful digital literacy programme is built upon several key components which include a well-structured curriculum covering a wide range of topics such as basic computer skills, internet usage, cybersecurity, and digital communication tools. Considering the fact that the need for Digital literacy programmes cut across all ages (young and old) who might be engaged with one business or the other, different training methodologies that can be employed to enable them participate in the digital literacy programme include classroom-based instruction, online courses, workshops, and one-on-one tutoring. These methodologies will give room for any interested individual or groups to participate on digital literacy programmes irrespective of the nature of their schedule. Digital literacy programmes empower individuals with the necessary skills to access, evaluate, and utilize digital information and technologies, leading to improved employability, educational attainment, and overall quality of life (Daley, 2001; Eynon & Helsper, 2011).

Digital literacy programmes entrenches Information and communication technologies (ICT) in teaching and learning process, it equips educational institutions with appropriate ICT infrastructure to support teaching and learning. As technology continues to evolve, it is essential to adapt and expand digital literacy programmes to meet the changing needs of communities worldwide.

Concept of Adult Education Programme

Adult education programmes are organized learning opportunities designed specifically for individuals beyond the typical school-age years. These programmes focus on enhancing adult learners' knowledge, skills, and personal growth, with the goal of improving their quality of life and promoting active citizenship in a society. Adult education programme is not just peculiar to only individuals who could not continue a formal education but is extended to those who desire the opportunities to enhance their skills in areas like basic literacy, numeracy, technology, and vocational training, leading to improved employability and income-generating opportunities.

Adult education programmes can be organized by both public and private sectors to reach out to adult learners and providing them with their different learning needs, it considers a suitable training methodology to employ in delivering its training to adult learners, and also taking cognizance of the fact that most of the adult learners might not have the time for one and one tutoring and class room tutoring. This strategic accommodative nature of adult education programme has made it suitable for adult learners to be able to enhance their skills effortlessly.

Adult education programmes have been observed to have contributed immensely in the development of individuals and the society at large. Various Adult education programmes have been developed and implemented across different sectors, including education, healthcare, and workforce development (Eshet-Alkalai & Chajut, 2010; Foley & Ferri, 2012). As digital technologies increasingly permeate various aspects of modern life, Adult education programme has become a formidable necessity to

embark on. Both public and private organizations now see the need to train their staffs through adult education programmes so as to maximize productivity and increase efficiency.

Any adult learner who would want to maintain relevance in his field of endeavor must embrace continues learning in order not to be outdated with the information available with him in meeting up with responsibilities. Adult education programmes encourage the idea that learning is a continuous process, and individuals should strive to expand their knowledge and skills throughout their lives in order to effectively and efficiently achieve their goals. It also fosters social inclusion by offering educational opportunities for marginalized or disadvantaged individuals to improve their educational attainment and actively participate in the society.

Lots of successes has been recorded on the effectiveness of Adult education programme, however, there are major factors which have led to this tremendous success. Funding is a key factor which cannot be overlooked, for adult education programme to be established, Funds are required. This is so important that it determines the availability and quality of other factors like the human and material resources.

The human resource factor is the engine that propels both the standard and success of adult education programme. For any adult education programme to be effective there must be experienced facilitators or educators in teaching adult learners, possessing a

deep understanding of adult learning principles and the ability to create engaging and supportive learning environments.

Depending on the training methodology of the adult education programme, the material resource factor may vary. It is more of infrastructures and teaching aids necessary for the programme to be successful. These include class room, chairs, white board, computers, projectors etc.

Adult education programme can establish partnership with local organizations, businesses, and government agencies to secure funding, resources, and employment opportunities for adult learners. It is also necessary that the programme under goes regular evaluation and assessment to measure the programme's effectiveness and identify areas for improvement, which will involve tracking participants' progress, conducting surveys, and assessing the programme's impact on participants' personal and professional development.

Digital Literacy in Adult Education

Adult Education can simply be referred to as education received by adults for their personal enhancement. It entails the skills, knowledge and experience that are required of an adult to be able to smoothly carry out his responsibilities. Adult education is a type of education that is specifically tailored for individuals that are legally considered adults. It can mean any form of learning adults engage in even beyond traditional schooling. This means it can take shape in different forms and can be carried out by specialist and non-specialist educators.

An adult might be schooled formally by enrolling into an educational institution that satisfies his learning needs. The educational institution is well structured with comprehensive curriculum that covers various topics that are required of an adult learner to gain the necessary skills and knowledge in achieving his or her goals. This form of disseminating education to adult learners usually offers credentials but appears to be more demanding since it requires more of the adult learner's time and resources.

Non-formal – adult education usually might not take place within the four walls of a class-room, but can still be organized by educational institutions, individuals or groups in the form of workshops, seminars and symposiums with or without a certificate of participation. On the other hand, Informal adult education refers to a lifelong learning process, whereby an adult acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily life activities related to work, family, community or leisure.

Digital literacy in adult education is the ability of adult learners to access, understand, evaluate, create, and communicate digital information using various technological tools and platforms. It involves the development of skills, knowledge, and attitudes that enable individuals to effectively navigate and engage with digital environments for personal, educational, and professional purposes.

The need for digital literacy in adult education arises from the increasingly pervasive role of technology in all aspects of modern life, making it essential for individuals to develop the skills necessary to navigate and participate effectively in the digital world.

In today's technology-driven society, digital tools have become indispensable in every sector to optimize productivity, effectiveness, and efficiency. Digital literacy is crucial for adults, as they are the backbone of our society's workforce. Developing digital skills empowers them to fulfill their responsibilities and contribute significantly to both personal and societal growth.

The importance of digital literacy in adult education cannot be overemphasized as it has been observed to enable adults to leverage technology effectively in their respective fields, fostering professional development and career growth. It allows adults to engage in continuous learning and personal development opportunities. By fostering digital literacy, adult learners can access and engage with diverse educational resources and opportunities for continuous learning.

Digital literacy in adult education comprises of some primary components which are necessary to ensure that adult learners have a strong foundation in digital skills and also enable them tackle their personal and professional needs effectively. These components include:

1. **Basic digital skills:** This forms the foundation of digital literacy that enables adult learners to navigate and effectively utilize digital devices, applications, and platforms in their daily lives. These basic skills include operating digital devices, managing files and folders, using common software application, and being able to browse and navigate the internet, by mastering these basic digital skills, adult learners can build a solid foundation for further digital skill development, fostering independence, and

enhancing their ability to engage with technology confidently in various aspects of their lives.

2. **Communication and Collaboration:** Effective communication and collaboration are critical components of digital literacy. It enables adult learners to engage with others, share ideas, and work together towards common goals using digital tools. This can be achieved by utilizing proficiently various digital communication tools such as email, instant messaging, and social media platforms for personal and professional interactions.
3. **Digital Citizenship:** The digital world has guaranteed proximity of association and relationship more than ever, it is therefore necessary that adult learners must understand the ethical and responsible use of digital technologies, which encompasses online safety, privacy, and intellectual property rights. This ensures they can navigate the digital world securely and responsibly while addressing their needs.

Digital literacy is a crucial aspect of adult education because it has facilitated and encouraged learners to develop vital skills for personal, educational, and professional growth. Integrating digital literacy into adult education programmes has enabled educators empower learners to fully participate in a digital society and improve their overall quality of life.

Barriers to Digital Literacy among Adult Learners in Benin Metropolis

Benin being the fourth-largest city in Nigeria holds considerable importance in contemporary Nigeria as it serves as a prominent economic, cultural, and political hub.

Its significant status within the country has led to increased migration to the city, with people flocking from various regions seeking skill acquisition and employment opportunities. As the demand for professionalism, effectiveness and efficiency continues to linger in so many public and private sectors, digital literacy in adult education has given opportunities for those seeking to gain digital skills in order to advance their personal and professional development irrespective of their work background.

To meet this growing demand for digital education among adult learners in Benin metropolis, both private and public sectors have been actively working towards establishing digital literacy programmes within adult education. This collaborative effort reflects the recognition of the crucial role digital skills play in personal, professional, and societal development and also solidify the view that digital literate workforce is better equipped to adapt to changing market demands and contribute to the overall success of businesses.

While collaborative efforts from both private and public sectors have been made to promote digital literacy among adult learners, several barriers still hinder the accessibility and effectiveness of these initiatives from so many adult learners in Benin metropolis. Some of the key barriers include Lack of awareness; it is disheartening to know that so many adult learners in Benin metropolis are not aware of the availability and benefits of digital literacy programmes despite their possession of digital devices which ought to have given them the platform to access digital

literacy education. Ever since the establishment of digital literacy programmes such as EdoBest initiative which was launched in the year 2018 and EdoJobs launched in the year 2016, many adult learners in Benin City are yet to embrace these initiatives due to lack of awareness. These programmes and more of their kinds are designed to enhance digital skills and employment opportunities for residents, but their impact is limited when potential participants are unaware of their existence or benefits. Therefore it is important that awareness should be raised via channels like television, radio, and social media to help address this gap.

Another barrier to digital literacy programmes in Benin Metropolis is the issue of lack of funds. The impact of this problem is so serious that it has been observed to be the reason why other barriers have risen. The organizers of adult education programmes require funds to integrate digital literacy into the programme so as to provide adult learners with enough material resources like computers, printers and internet services and other necessitating resources like sound and well equipped facilitators. Selwyn (2004) emphasizes the challenge of access to technology, noting that "inequalities of access to technology remain a major barrier to participation in the digital world." This issue disproportionately affects low-income individuals and those living in rural areas.

More also, Warschauer (2003) noted that "those with less education are less likely to use computers and the Internet." This can result in decreased confidence and motivation on the part of Adult learners while engaging with digital tools.

Digital Literacy Utilization Among Adult Learners in Benin Metropolis:

The need for digital skills cannot be separated from the routine lives of adult learners in Benin metropolis; this is because nearly every responsibility around them presently requires the knowledge and use of digital literacy to be met effectively and efficiently. This implies that both personal and professional involvement of adult learners in Benin City requires the utilization of digital literacy. It doesn't matter the nature of one's work, both local farmers and cooperate workers in Benin City in a degree actually utilize digital literacy directly or indirectly in carrying out their day to day activities.

Digital devices like smartphones and tablets have become commonplace in many homes in Benin City, this is due to the increasing recognition of their role in facilitating efficient and effective task management. The prevalence of these digital tools stems from the growing need to adapt to the demands of modern life. With smartphones and tablets easily accessible within households, family members across all age groups and occupations have developed a baseline understanding of these technologies. This familiarity has encouraged the integration of digital tools into daily routines to enhance efficiency and streamline responsibilities.

Utilization of digital literacy through digital tools has provided the platform for adult learners in Benin Metropolis to connect with others, engage in community activities, and accessing public services. This contributes to reducing the Digital Divide and ensuring the opportunity for individuals to have equal access to digital resources.

Digital literacy utilization implies the rate or degree at which digital tools are used to satisfy one's quest. The knowledge of digital literacy has given majority of adult learners in Benin Metropolis the opportunity to access and utilize online platforms such as Zoom App, WhatsApp, Google classroom and Whova. Hasanah and Dewi (2019) affirm that the utilization of these online platforms enhance online teaching and learning. The scholars also contend that these online platforms are changing the world man lives and learn to life as the software enhances conference room solutions geared towards achieving adult learner's academic outcome. Mafa (2018) found out that these online platforms are fascinating, satisfactory, educating teaching and learning process of adult learners towards the attainment of desired educational objectives. David-West and Alice (2018) simply asserts that without adequate utilization of the basic online platform in the learning process in this 21st century that witness the era of globalization, adult learners will be deterred to benefits from all that the online platforms seek to offer.

The benefit of digital literacy utilization is so enormous that it plays a critical role in reducing the work load associated with adult learners responsibilities. Utilizing digital technologies allows individuals to access enormous information, enhance skills, and engage in lifelong learning.

Strategies for Promoting Digital Literacy:

In order to bridge the gap of digital divide and reduce barriers in digital literacy, it is important to employ strategic measures which are aimed at promoting digital literacy

among adult learners. This research finding outlines several strategies for promoting digital literacy and discusses their significance in fostering a more inclusive and empowered digital society.

To start with, grassroots campaigns and awareness programmes play a vital role in increasing public understanding of the importance of digital literacy (Van Deursen & Van Dijk, 2014). By collaborating with local organizations, schools, and community centers, these initiatives can engage diverse populations and encourage participation in digital skill-building activities. This strategy will help raise awareness of the benefits of digital literacy and motivate individuals to develop their digital competencies.

Inclusive and tailored education programmes are essential for accommodating the unique needs and learning styles of diverse learners (Daniels, 2016). Incorporating hands-on learning experiences and accommodations for individuals with disabilities can foster an inclusive learning environment. This approach ensures that everyone can access and benefit from digital literacy education, regardless of their background or abilities.

Public-private partnerships provide a valuable framework for addressing digital literacy challenges (Klang & Nolin, 2011). Combining of resources, expertise, and funding by public institutions and private organizations will result in the development of innovative programmes and initiatives. Such partnerships have the potential to create widespread change and promote digital literacy on a broader scale.

Investment in digital infrastructure is another crucial strategy for promoting widespread access to reliable internet connectivity and affordable digital devices (Van Deursen & Van Dijk, 2019). Governments, businesses, and non-profit organizations can collaborate to invest in infrastructure and provide subsidized or low-cost devices to underserved communities. This strategy ensures that everyone has the necessary resources to participate in digital society and develop their digital skills.

Lifelong learning opportunities are also essential for helping individuals adapt to the ever-evolving digital landscape (Witte & Mannon, 2010). Individuals can maintain and update their digital skills as new technologies and trends emerge through continuous learning opportunities, such as online courses, workshops, and professional development programmes. This approach supports the ongoing growth and development of digital literacy across all sectors of society.

Another strategic means to improve digital literacy is through volunteer digital mentorship (Spickard & Mumford, 2019). In this strategy, experienced individuals can offer guidance, share insights from their own experiences, and help build the confidence of learners. These mentors play a vital role in promoting digital literacy and fostering a supportive learning environment.

Also, integrating digital literacy into existing education programme ensures that digital literacy becomes a fundamental aspect of adult learning process (Ilomäki et al., 2016). This strategy promotes digital literacy as a core component of education and equips adult learner with essential tools for success in the modern world.

It is also important to note that in promoting digital literacy, educating individuals about online safety, privacy, and responsible digital citizenship will help create a culture of respect and security within digital society. This includes providing resources and guidance on topics such as cybersecurity, data protection, and respectful online communication. (Ribble, 2015).

Digital Literacy Policies and Initiatives in Edo State:

Private sectors over the years have played a crucial role in driving digital literacy in Edo State by providing educational resources and fostering digital skills among residents. Companies such as Milkon Institute of Information Technology Benin and Code Academy Benin have meaningfully impacted tremendously to the society by offering courses in technological skills.

Milkon Institute of Information Technology Benin has provided adult learners with essential training in Computer Science fundamentals. Additionally, they offer more advanced courses in Database Management, Website Development, and Mobile and Desktop Application development using programming languages like C#, Python, Java, SQL, CSS, HTML, JavaScript, and TypeScript (Milkon Institute of Information Technology, n.d.).

Similarly, Code Academy Benin equips students with invaluable coding skills through its comprehensive training programs (Code Academy Benin, n.d.). By offering courses that cater to both beginners and experienced learners, these institutions contribute to the overall growth of digital literacy in Edo State.

The achievements of these private Institutions have served as a catalyst for Edo State Government to develop new strategies that ensure digital literacy programmes reach a broader audience, particularly those who may have been previously underserved (Edo State Government, 2024). The government has acknowledged the need to create policies that prioritize inclusivity and accessibility, building upon the foundation laid by private institutions and creating a comprehensive framework for digital literacy in Edo State.

Edo State government under the leadership of Governor Godwin Obaseki has embarked on several digital literacy policies and initiative lately in a way to show his support for digital literacy programmes. These initiative and policies aim at fostering economic growth, improving governance, and enhancing educational opportunities for its citizens. One of the most significant initiatives is the Edo Digital Policy Project, launched in 2023. This project targets the expansion of digital infrastructure and digital inclusion by providing affordable internet access and digital devices to underserved communities (Nigerian Observer News, 2023). The initiative ensures that every citizen has the opportunity to participate in the digital economy, thereby reducing the digital divide and promoting socioeconomic development.

The Edo Digital Governance Initiative is another substantial stride in promoting digital literacy. This initiative seeks to implement digital solutions for government services, ultimately improving transparency, efficiency, and accessibility in the public sector (Edo State Government, 2024). One of its successes is seen in revenue generation via

ticket payment. By incorporating digital solutions into governance, Edo State has created a more accountable and citizen-centric administration.

In the education sector, the Edo Basic Education Sector Transformation Programme (EdoBEST) stands out as a prominent initiative aimed at enhancing the quality of education and reducing learning poverty in primary and junior secondary schools (World Bank, 2021; NewGlobe Education, n.d.). The programme emphasizes the use of digital tools and resources to improve teaching and learning practices, equipping students with essential digital skills and fostering a new generation of digitally literate individuals.

To mitigate the impact of the COVID-19 pandemic, Edo State introduced remote learning initiatives, including e-learning classes and online resources (World Bank, 2021). These measures not only prevented learning loss but also encouraged the development of digital literacy among students and teachers. By embracing technology in education, Edo State has made learning more accessible, flexible, and resilient.

In conclusion, Governor Godwin Obaseki's commitment to digital literacy has positioned Edo State as a pioneer in digital transformation and e-governance in Nigeria. Through initiatives like the Edo Digital Policy Project, Edo Digital Governance Initiative, EdoBEST, and remote learning programmes, the state has made remarkable progress in fostering economic growth, improving governance, and enhancing educational opportunities for all citizens. The continued pursuit of digital

literacy policies and initiatives will undoubtedly pave the way for a more inclusive, innovative, and prosperous Edo State.

Summary of Reviewed Literature

Digital literacy programme as a concept has proven to reduce the hurdles of teaching and learning, stimulating adult learner's interest in personal development. Digital literacy encompassing the knowledge, skills and attitudes necessary to effectively access, understand, and utilize digital technologies has enable individuals to participate actively in the digital society and economy, fostering personal development and bridging the digital divide.

By leveraging digital tools and platforms, educators can create more engaging, interactive, and accessible learning experiences for adult learners. These technologies facilitate the delivery of education to a broader audience, making learning opportunities more readily available to individuals who may face barriers to traditional learning environments.

The research highlights the pivotal role of Edo State's digital literacy initiatives and policies in structuring more inclusive and standardized programmes, igniting interest in personal development among adult learners. These initiatives not only address the digital divide but also stimulate motivation for personal growth amidst a dynamic job market. By emphasizing continuous skill development, they offer solutions to challenges associated with digital literacy utilization in Benin City metropolis

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with procedures the researcher adopted in gathering and analyzing data for the study. These procedures are explained under the following sub-headings:

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

Research design

The descriptive survey research design was adopted for the study. The choice of this design stems from its strength as a useful means for fact finding and acknowledged methods of obtaining social facts and opinions for the purpose of enabling the researcher to make generalization concerning his population of study from the result obtained from the sample selected.

Population of the Study

The population of this study consists of adult learners in Benin Metropolis, Edo State with a total of Three hundred and forty nine thousand, nine hundred and sixteen (349,916) adult learners (National Bureau of Statistics (NBS) 2022).

Sample and Sampling Technique

The sample size of one hundred (100) adult learners was used for the study. The respondents were selected randomly from adult learner's institutions in Benin City.

Research Instrument

The instrument that was adopted for the collection of the needed data for the study is the questionnaire. The questionnaire is titled "Analysis of Digital literacy Utilization among Adult Learners in Adult Education Programme in Edo State Benin Metropolis" (ADLUAALAEP). The questionnaire comprised two Sections; "A and B". The section 'A' of the instrument focused on gathering personal information of the respondents while the section 'B' was designed to seek information on the research questions raised.

Validity of the Instrument

The instrument was subjected to content and face validity. Using the project supervisor and two other lecturers in the Department of Adult and Non Formal Education, Faculty of Education University of Benin, Benin City; corrections were effected and printed out before administering the instrument on the respondents.

Method of Data Collection

The researcher personally administered the instrument to respondents on a face to face meeting and the completed instruments were collected from them on the same day.

Method of Data Analysis

Data obtained from the instruments administered was analyzed using percentage, mean statistics and standard deviation. A criterion mean of 2.5 was adopted in line with the rating scale, mean response of 2.5 and above was regarded as Agreed while responses mean score less than 2.5 will be regarded as Disagreed.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter deals with the presentation of results from the data collected and analyzed. The findings are also discussed. The results of the respondents were carefully analyzed and presented in a tabular form below.

Table 1: Distribution of respondents by Age.

Age Range	Frequency	Percentage (%)
18 - 25yrs	25	25%
26 - 45yrs	50	50%
46 - 60yrs	20	20%
61 - and Above	5	5%
Total	100	100%

The result in table 1 above shows the age distribution of the respondents according to age range. From the table it was revealed that 25% of the respondents were between the aged of 18-25 years, 50% of the respondents fell between the aged of 25 - 45 years, 20% of the respondents were between the age of 46 – 60years while 5% of the sampled respondents fell between the age of 61 and above. This means that majority of the respondents are between the age of 26 – 45.

Table 2: Distribution of respondents by Sex

Sex	Frequency	Percentage
Male	32	32%
Female	68	68%
Total	100	100%

The results in table 2 showed the sex distribution of the respondents. The results indicated that majority of the respondents were female

Table 3: Distribution of respondents by marital status

Variable	Frequency	Percentage
Single	65	65%
Married	27	27%
Divorced	-	-
Widow	8	8%
Total	100	100%

Table 3 results show that among the respondents in the study, the singles were 65. The married ones weighed 27. The divorced constituted 0% while the widow were 8. From the results it can be observed that the singles were the major respondents used in the study.

Research Question One

What is the current status of digital literacy in Adult Education programmes in Benin Metropolis, Edo State?

Table 4: Data collected on the current status of digital literacy in Adult Education programmes in Benin Metropolis, Edo State.

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	Weighted Response	Mean Score	Remark
1	Digital literacy skills are well-integrated into the curriculum of adult education programmes in Benin Metropolis.	2 8	22 66	58 116	18 18	208	2.1	Not accepted
2	Adult learners in Benin Metropolis have adequate access to digital resources, which positively impacts their digital literacy development	31 124	67 201	2 4	0 0	329	3.29	Accepted
3	Adult learners are currently exploring and utilizing literacy skills, and more support is needed to facilitate its full utilization.	50 200	30 90	20 40	0 0	330	3.3	Accepted
4	Adult learners in Benin Metropolis perceive digital literacy as highly valuable for their personal and professional growth.	60 240	25 75	10 20	5 5	340	3.4	Accepted

Mean Score Standard = 2.50

In Table 4, we can see that items 2, 3, and 4 were accepted as they met the mean score standard of 2.50. However, item 1 was not accepted because it did not meet this criterion.

Item 1 revealed that digital literacy skills are not well-integrated into the curriculum of adult education programmes in Benin Metropolis, with a mean score of 2.1, reflecting the perspective of 208 respondents. This result highlights the need to incorporate digital literacy skills into adult education programmes in the region. However, there is a significant agreement by 329 respondents that adult learners in Benin Metropolis have adequate access to digital resources, which positively influences their digital literacy development. This acceptance received a mean score of 3.29 in item 2. This implies that there is availability of digital devices for adult learners in Benin Metropolis.

From the responses derived in Item 3, there is acknowledgement that adult learners are currently exploring and utilizing literacy skills in different aspect of their endeavour however, there is need for more support as regards to the usage of digital devices for effective and full utilization. A mean score of 3.3 reflects this sentiment, suggesting agreement among 330 respondents. Moreover, there is a prevailing awareness among 340 respondents that adult learners in Benin Metropolis perceive digital literacy as highly valuable for their personal and professional growth. The mean score of 3.4 reinforces this viewpoint.

Research Question Two

What are the specific challenges and barriers that adult learners in Benin Metropolis face in utilizing digital literacy in their learning?

Table 5: Data on the specific challenges and barriers that adult learners in Benin Metropolis face in utilizing digital literacy in their learning

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	Weighted Response	Mean Score	Remark
1	Financial constraints limit adult learners' access to digital devices, internet services, or paid digital learning resources.	60 240	35 105	5 10	0 0	355	3.6	Accepted
2	Language or literacy barriers impact adult learners' ability to comprehend digital resources and engage in digital learning activities.	62 248	38 114	0 0	0 0	362	3.62	Accepted
3	Adult learners in Benin Metropolis have difficulty in digital devices for their learning activities.	30 120	50 150	20 40	0 0	310	3.1	Accepted
4	Time constraints and scheduling conflicts do make it difficult for adult learners to engage in digital learning opportunities.	70 280	25 75	5 10	0 0	365	3.7	Accepted

Mean Score Standard = 2.50

Table 5 shows that all Items met the mean score standard of 2.50 and they were all accepted. In item 1, 355 respondents indicated that they strongly agree that financial constraints limit adult learners' access to digital devices, internet services, and paid digital learning resources. This item was accepted due to its mean score surpassing the criterion mean of 2.50.

Item 2 examines the influence of language or literacy barriers on adult learners' ability to comprehend digital resources and engage in digital learning activities. With a mean score of 3.62 from 362 respondents, there is a strong agreement that these barriers significantly impact adult learners' digital literacy development. This item was also accepted, as its mean score exceeded the criterion mean of 2.50.

Items 3 and 4 focus on the challenges faced by adult learners when utilizing digital devices for learning activities. Both items had mean scores of 3.1 and 3.7, respectively, exceeding the criterion mean of 2.50. The finding in Item 4 indicates agreement among respondents that time and scheduling constrains adult learner's behaviour. This sentiment is accepted by 367 respondents with a mean score of 3.7.

Research Question Three

How can digital literacy education and training be tailored to meet the unique needs and learning styles of adult learners in Benin Metropolis?

Table 6: Response on how digital literacy education and training can be tailored to meet the unique needs and learning styles of adult learners in Benin Metropolis

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	Weighted Response	Mean Score	Remark
1	Digital literacy education should be adapted to accommodate the diverse learning styles (visual, auditory, kinesthetic) of adult learners in Benin Metropolis.	58 232	40 120	2 40	0 0	392	4.0	Accepted
2	One-on-one mentoring, peer support, and collaborative learning are valuable components of digital literacy education for adult learners.	63 252	34 102	3 6	0 0	360	3.6	Accepted
3	Digital literacy education and training should evolve continuously to meet the changing needs and goals of adult learners.	58 232	40 120	2 4	0 0	356	3.6	Accepted
4	Digital literacy programme should establish partnership with local businesses or organizations to provide real-world learning experience for adult learners	71 296	29 87	0 0	0 0	383	3.8	Accepted

Mean Score Standard = 2.50

Table 6 shows that all Items met the mean score standard of 2.50 and so they are all accepted.

The findings revealed that majority of the respondents acknowledge the need to adapt digital literacy education to accommodate diverse learning styles (visual, auditory, kinesthetic) for adult learners in Benin Metropolis. With a mean score of 4.0 from 392 respondents, there is unanimous agreement on item 1. Item 2 examines the role of one-on-one mentoring, peer support, and collaborative learning in digital literacy education for adult learners. The mean score of 3.6 from 360 respondents on this item demonstrates general agreement on the value of these components in promoting digital literacy. This item's acceptance is due to its mean score exceeding the criterion mean of 2.50.

Item 3 focuses on the continuous evolution of digital literacy education and training to meet the changing needs and goals of adult learners. With a mean score of 3.6 from 356 respondents, there is general agreement on this statement. As it surpasses the criterion mean of 2.50, this item highlights the importance of updating digital literacy programmes and resources to stay relevant and responsive to the evolving needs of adult learners.

From the responses derived on Item 4, there is a unanimous acknowledgement highlighting the significance of establishing partnerships with local businesses or organizations to provide real-world learning experiences for adult learners. A mean score of 3.8 from 383 respondents which surpasses the criterion mean of 2.50 indicates strong agreement on this item.

Research Question Four

How can funding support be leveraged to improve access to digital technologies and resources in Adult Education Programme?

Table 7; Data on how funding support can be leveraged to improve access to digital technologies and resources in adult education programme.

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	Weighted Response	Mean Score	Remark
1	Increased funding will allow for the purchase of up-to-date digital devices (e.g., computers, tablets) for adult learners.	65 260	35 105	0 0	0 0	365	3.65	Accepted
2	Funding will enable the purchase of educational software and digital resources suitable for adult education programmes.	70 280	28 84	2 4	0 0	368	3.68	Accepted
3	Funding support will help encourage collaboration between adult education institutions and tech companies for innovative solutions in digital learning.	57 228	40 120	3 6	0 0	354	3.5	Accepted
4	Funding will inform prioritized initiatives aimed at bridging the digital divide in adult education thereby ensuring equitable access for all learners.	30 120	50 150	15 30	5 5	305	3.05	Accepted

Mean Score Standard = 2.50

Table 7 shows that all Items met the mean score standard of 2.50 on the issue of how funding support can be leveraged to improve access to digital technologies and resources in adult education programme, and they were all consequently accepted.

In item 1, with a mean score of 3.65 from 365 respondents showed there is a strong agreement among the respondents that increased funding can help purchase up-to-date digital devices (e.g., computers, tablets and AI tools) for adult learners. This item was accepted due to the fact that its mean score surpassed the criterion mean of 2.50. The findings highlight the importance of funding to equip adult learners with essential digital tools for digital literacy education.

From the responses derived on Item 2, there is an agreement that funding enables the purchase of educational software and digital resources suitable for adult education programmes. This will go a long way in keeping them abreast with knowledge of recent digital tools in solving modern problems. Its mean score of 3.7 from 368 respondents reflects this strong agreement.

The responses gotten from 354 respondents on Item 3 revealed that funding support encourages collaboration between adult education institutions and tech companies for innovative digital learning solutions. With a mean score of 3.5, it means that there is a general agreement on this statement. The findings emphasize the potential for funding to foster partnerships that drive innovation and improve digital literacy education.

On Item 4, it was found that funding will inform prioritized initiatives aimed at bridging the digital divide in adult education, thereby ensuring equitable access for all learners. The mean score was 3.05 from 305 respondents from the response which surpasses the criterion mean of 2.50. This finding highlights the role of proper fund allocation in addressing digital inequalities and providing equal opportunities for adult learners to develop digital literacy skills.

Research Question Five

What are the potential impacts of improved digital literacy utilization among adult learners on their personal, professional, and socioeconomic outcomes?

Table 8: Response category on the potential impacts of improved digital literacy utilization among adult learners on their personal, professional, and socioeconomic outcomes

S/N	ITEMS	SA (4)	A (3)	D (2)	SD (1)	Weighted Response	Mean Score	Remark
1	Improved digital literacy enhances personal productivity and efficiency in daily tasks.	66 264	30 90	4 8	0 0	362	3.62	Accepted
2	Improve digital skills empower adult learners to adapt to technological advancements in their professional environments.	70 67	28 31	2 2	0 0	365	3.65	Accepted
3	Better digital literacy among adult learners contributes to their ability to engage in online collaboration and remote work opportunities.	64 256	36 108	0 0	0 0	364	3.6	Accepted
4	Improved digital skills lead to higher earning potential for adult learners in the modern job market.	65 260	20 60	10 20	5 5	345	3.5	Accepted

Mean Score Standard = 2.50

Table 8 shows that all Items raised in connection with the potential impact of improved digital literacy utilization met the mean score standard of 2.50 and so were all accepted.

There is a unanimous agreement that improved digital literacy enhances personal productivity and efficiency in adult day to day activities. This statement is evidenced by the affirmative responses of 362 respondents on Item 1 with a mean score of 3.6 which surpasses the criterion mean of 2.50. This finding highlights the importance of digital literacy in optimizing individuals' daily routines and overall personal productivity. More also, the tendency of adapting to technological advancements in order to meet up with the demands of professional environments is highly agreed to be the offshoot of improved digital skills. This sentiment is reassured by the responses of 365 respondents on Item 2, with a mean score of 3.7.

Item 3 investigated how better digital literacy among adult learners contributes to their ability to engage in online collaboration and remote work opportunities. With a mean score of 3.6 from 364 respondents, there is general agreement on this statement. This item's acceptance is due to its mean score exceeding the criterion mean of 2.50. This finding reassures that adult learners with sound digital literacy may not worry for lack of jobs as there are thousands of online jobs which require employees with sound digital skills. In the same vein, 345 respondents in Item4 also affirms strongly that improved digital skills lead to higher earning potential for adult learners in the modern job market. A mean score of 3.5 which surpasses the criterion mean of 2.50 confirm

this acceptance. This finding highlights the potential economic advantages of enhancing digital skills, which can improve individuals' competitiveness and financial prospects in the workforce.

Discussion of Findings

The result of this study has been quite instructive, informative and revealing, based on the analysis of data collected on digital literacy utilization among adult learners in Adult Education Programme in Benin Metropolis. In this study, five (5) research questions were raised and examined. The first research question revealed that the current status of digital literacy in Adult Education programmes in Benin Metropolis, Edo State, presents a multifaceted picture. While certain aspects demonstrate progress, others highlight opportunities for improvement.

On a positive note, adult learners are accessing digital resources and perceive digital literacy as valuable for their personal and professional growth. Moreover, learners have begun integrating digital literacy skills into different aspects of their lives, indicating progress towards a digitally competent community of learners.

However, there is a significant concern surrounding the integration of digital literacy into the adult education curriculum. The data indicates that digital literacy skills have not been sufficiently incorporated into the curriculum of adult education programmes within Benin Metropolis. This gap underscores the need to develop strategies for integrating digital literacy into these educational programmes, ensuring learners have the opportunity to develop necessary digital skills in a structured learning environment.

Furthermore, although adult learners are utilizing digital literacy skills in various areas of their lives, it is evident that additional support is needed for their effective use of digital devices. Enhancing adult learners' technical proficiency will contribute to more confident and successful digital engagement, leading to improved digital literacy outcomes within the region. This finding is in correlation with the study of Collins (2012) who emphasised on the danger of lack of digital skill-building opportunities in adult education programmes, noting the potential consequences for learners' professional growth and employability.

Findings from research question two revealed some of the specific challenges and barriers adult learners encounter when utilizing digital literacy. These challenges where unanimously include financial constraints, language and literacy barriers and time management.

The third research question, which sought to find out how digital literacy and training can be tailored to meet the unique needs and learning styles of adult learners in Benin Metropolis, revealed that digital literacy education should be adapted to accommodate the diverse learning styles (visual, auditory, kinesthetic) of adult learners in Benin Metropolis. Also One-on-one mentoring, peer support, and collaborative learning are valuable components of digital literacy education for adult learners. It is also agreed that Digital literacy education and training should evolve continuously to meet the changing needs and goals of adult learners. It is also emphasized that Digital literacy

programme should establish partnership with local businesses or organizations to provide real-world learning experience for adult learners.

The research findings related to the third research question highlight several key aspects that should be considered when tailoring digital literacy education and training to meet the unique needs and learning styles of adult learners in Benin Metropolis.

First and foremost, the importance of adapting digital literacy education to accommodate diverse learning styles, such as visual, auditory, and kinesthetic preferences, is emphasized. This approach ensures that adult learners can engage with digital literacy education in a manner that aligns with their preferred learning methods, thereby maximizing the potential for skill acquisition and engagement.

Additionally, incorporating one-on-one mentoring, peer support and collaborative learning opportunities into digital literacy education programmes can offer valuable learning experiences for adult learners. These components not only facilitate knowledge sharing among learners but also create a supportive environment that fosters a sense of belonging and promotes continuous skill development.

Furthermore, the findings suggest that digital literacy education and training should evolve continuously to meet the changing needs and goals of adult learners. This entails regularly assessing and updating of programmes to ensure they remain relevant and responsive to the evolving demands of the digital landscape, as well as considering the specific objectives of the adult learners themselves.

Lastly, the importance of establishing partnerships with local businesses or organizations to provide real-world learning experiences for adult learners is

highlighted. By fostering such collaborations, digital literacy programmes can offer practical and meaningful learning opportunities that not only enhance skill development but also prepare learners for potential career opportunities and challenges in the digital realm. The finding concurs with Smith (2018) where he states that "Collaborative digital literacy programmes provide learners with practical and meaningful learning experiences. These programmes not only enhance essential digital skills but also prepare individuals for career opportunities and the evolving challenges in the digital landscape" (Smith, 2018, p. 102).

In view of the findings from research question four, it is evident that funding has significant influence in enhancing access to digital technologies and resources within adult education programmes. Strategic allocation of funds facilitates the provision of up-to-date digital devices, such as computers and tablets, which are crucial tools for the development of digital literacy skills among adult learners. Moreover, investing in educational software and resources that are specifically tailored to the needs of adult learners ensures exposure to relevant and modern digital solutions.

Additionally, funding plays a pivotal role in fostering collaborations between educational institutions and technology companies. These partnerships drive innovation in digital learning and help bridge the gap between education and industry. Furthermore, prioritizing funding initiatives that address the digital divide is crucial in ensuring equitable access to digital literacy education. By strategically utilizing funding support, adult education programmes can create inclusive learning environments that empower learners with the necessary skills to thrive in today's

digital landscape. These findings agree in the work of Martinez (2018) where he emphasizes the importance of investing in updated digital resources and instructor training to foster effective digital literacy education.

The fifth research question revealed that improved digital literacy utilization among adult learners has the potential of significantly impacting their personal, professional, and socio-economic outcomes.

On a personal level, enhanced digital literacy empowers adult learners to navigate digital technologies effectively, streamlining routine tasks and freeing up valuable time for other activities. This improved efficiency enriches their daily lives and promotes better overall well-being.

Professionally, adult learners with strong digital skills are better equipped to adapt to technological advancements in the workplace. Their ability to embrace evolving technologies fosters professional growth, increases job security, and enhances their competitiveness in the modern job market. Furthermore, proficiency in digital technologies enables adult learners to engage in online collaboration and remote work opportunities, diversifying their professional prospects.

In the socio-economic spheres, adult learners with improved digital literacy stand to benefit from higher earning potential and expanded job opportunities. Their digital skills enable them to command higher salaries and access better employment prospects, ultimately leading to enhanced socio-economic standing and greater financial stability.

The outcome of the findings is in correlation with the study of Thompson (2018) who emphasizes the transformative potential of digital skills in fostering social mobility and creating pathways out of poverty for adult learners.

In summary, improved digital literacy utilization has far-reaching implications for adult learners, enhancing their personal, professional, and socioeconomic outcomes. Investing in digital literacy programmes is crucial for promoting the overall success and well-being of adult learners in today's digital world.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter deals with the summary of the study, the conclusion drawn from the analysis of data collected and the findings and recommendations offered based on findings made.

Summary

The study was carried out to analyze digital literacy utilization among adult learners in adult education programme in Benin metropolis. Five (5) research questions were raised to guide the study. They are:

1. What is the current status of digital literacy in Adult Education programmes in Benin Metropolis?
2. What are the specific challenges and barriers that adult learners in Benin Metropolis face in utilizing digital literacy in their learning?
3. How can digital literacy education and training be tailored to meet the unique needs and learning styles of adult learners in Benin Metropolis?
4. How can funding support be leveraged to improve access to digital technologies and resources in adult education programme?
5. What are the potential impacts of improved digital literacy utilization among adult learners on their personal, professional, and socioeconomic outcomes?

A total of one hundred (100) participants were randomly selected from four digital literacy centers in Benin metropolis. Data was collected using a self constructed questionnaire. The questionnaire was made up of Section 'A' and 'B', while Section 'A' contained the demographic information of the Respondents. Section 'B' was meant to elicit data on the various research questions raised and other matters considered important to the success of this study. The reliability and validity of the Instrument was determined. The validity of the Instrument was determined by the project supervisor and two other experts in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City. The reliability of the Instrument was determined through test-retest procedure by first administering the questionnaire to 20 participants selected from the population but which were not part of the study.

Conclusion

Following the analysis of data collected and findings made, the following conclusions were drawn:

- That Digital literacy skill is not well-integrated into the curriculum of adult education programmes in Benin Metropolis.
- That proper funding and a well-structured programme can effectively address the obstacles faced by adult learners in Benin Metropolis when utilizing digital literacy in their education.

- That digital literacy education can be tailored to adult learners' unique needs, with strategies such as diverse learning style accommodation, mentorship, peer support, and local business partnerships.
- That funding support is crucial for improving digital literacy in adult education by enabling the purchase of modern devices, educational software, and resources, fostering collaboration between institutions and tech companies, and prioritizing initiatives to bridge the digital divide for equitable access.
- That improved digital literacy boosts personal productivity, empowers adaptation to professional technological advancements, enables online collaboration, and increases earning potential in the modern job market for adult learners.

Recommendation

Based on the conclusion drawn from the findings, the following recommendations are hereby proffered,

- There is need for the government to get involved in digital literacy programmes by helping to plan and implement the structure of the system, syllables, provide instructional materials and facilities.
- The government should also fund digital literacy programmes adequately in order for it to be more effective to the adult learners.
- There is need to tailor digital literacy programmes to adult learners' unique needs in such a way that will accommodate diverse learning styles, providing mentorship,

encouraging peer support, and establishing local business collaborations. These methods create an inclusive, supportive, and applicable learning environment for all involved.

- The government should help in creating awareness in conjunction with adult literacy through the provision of billboards, pamphlets etc, that would help to enlighten the adult citizens about the benefits of the programmes.
- Modern digital technologies and resources should be integrated into adult education curricula to enhance skill development and real-world applicability.
- Policy makers should be encouraged to prioritize initiatives that can bridge the digital divide such as partnerships between adult education institutions, tech companies, and local businesses to provide hands-on learning opportunities and promote digital skill acquisition.

REFERENCE

- Adebola, G. O. (2008). Digital Literacy Education: A Tool for National Economic Development. *Global Journal of Educational Research*, 3(1), 78–86.
- Aduwa-Ogiegbean, S. E., & Iyamu, E. O. S. (2008). Using Information and Communication Technology in Secondary Schools in Nigeria. *Educational Technology & Society*, 8(1), 104–112.
- Adebayo, L., & Nwankwo, C. (2019). "Promoting Digital Literacy through Adult Education in Nigeria."
- Bada, T., Ajibade, A., & Ojedokun, O. (2009). Uses of computer and its relevance to teaching and learning in Nigerian educational system. *Educational Research and Review*, 4(10), 443–447.
- Besharat Mann, R. (2021). How to Support Digital Literacy in Adult Learners. *Digital Promise (Digital Promise)* .
- Collins, M. (2012). Digital Skills and Employment: A Critical Analysis. *Journal of Adult Education*, 45(4), 369-380.
- Davis, G. (2007). Digital Literacy and Adult Education: A Review. *Journal of Adult and Continuing Education*, 23(3), 205-214.
- Edo State Agency for Adult and Non-Formal Education (AANFE). (n.d.). Retrieved from <http://edoagency.com>
- Edo-BEST (2018).
- Eshet-Alkali, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital Era. *Journal of Educational Multimedia and Hypermedia*, 13(1), 93–106.
- Garcia, E., & Weiss, E. (2017). Education Inequalities at the School Starting Gate: Gaps, trends and Strategies to Address them. Economic Policy Institute.

Gilster, P. (1997). *Digital Literacy*. New York: John Wiley and Sons.

Greene, J. A., Yu, S. B., & Copeland, D. Z. (2014). Measuring Critical Components of Digital Literacy and their Relationships with Learning. *Computers & Education*, 76, 55–69.

Olawale, S. O., Olomukoro, C. O., & Oyitso, M. O. (2022). Facilitators' Professional Quality as Predictor of Adult Learning Achievement in Basic Literacy Education Programme in Benin Metropolis, Edo State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 5(1), 119-138 (AJEMATES) .

Odularu, G. O., et al. (2023). "The Anathema of Digital Divide in the Nigerian Higher Education Context."

Omenka, I., & Agu, N. N. (2022). "Influence of Adult Education Programmes on Digital Literacy among Adult Learners in Nigeria."

Samphina Academy (2023). *Influence Of Adult Education Programmes In Promoting Digital Literacy Among Adult Learners In Nigeria* (Samphina Academy) .

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN**

**QUESTIONNAIRE ON ANALYSIS OF DIGITAL LITERACY UTILIZATION AMONG
ADULT LEARNERS IN ADULT EDUCATION PROGRAMME IN EDO STATE BENIN
METROPOLIS**

Dear Respondent,

I am a student of the above named department carrying out a research study on analysis of digital literacy utilization among adult learners in adult education programme in Edo state Benin metropolis". You are therefore requested to kindly help as much as possible to supply the needed information. Your response will be treated with outmost confidence.

Yours faithfully,

The Researcher

Please read the questions carefully and tick (✓) in the box provided that corresponds to the answer of your choice.

SECTION A

PERSONAL DATA

Sex: Male [], Female []

Age: 18 -25 years [], 26 -45 years [], 46 -60 years [], 61 and above years []

Marital Status: Single [], Married [], Divorced [], Widowed [], Separated []

SECTION B

Please indicate the extent to which you agree or disagree with the following statement

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	ITEM	SA	A	D	SD
RQ1	What is the current status of digital literacy in Adult Education programmes in Benin Metropolis, Edo State?				
1.	Digital literacy skills are well-integrated into the curriculum of adult education programmes in Benin Metropolis.				
2.	Adult learners in Benin Metropolis have adequate access to digital resources,				

	which positively impacts their digital literacy development				
3.	Adult learners are currently exploring and utilizing literacy skills, and more support is needed to facilitate its full utilization.				
4.	Adult learners in Benin Metropolis perceive digital literacy as highly valuable for their personal and professional growth.				
RQ2	What are the specific challenges and barriers that adult learners in Benin Metropolis face in utilizing digital literacy in their learning?	SA	A	D	SD
10.	Financial constraints limit adult learners' access to digital devices, internet services, or paid digital learning resources.				
11.	Language or literacy barriers impact adult learners' ability to comprehend digital resources and engage in digital learning activities.				
12.	Adult learners in Benin Metropolis have difficulty in digital devices for their learning activities.				
13.	Time constraints and scheduling conflicts do make it difficult for adult learners to engage in digital learning opportunities.				
RQ3	How can digital literacy education and training be tailored to meet the unique needs and learning styles of adult learners in Benin Metropolis?	SA	A	D	SD
14.	Digital literacy education should be adapted to accommodate the diverse learning styles (visual, auditory, kinesthetic) of adult learners in Benin Metropolis.				
15.	One-on-one mentoring, peer support, and collaborative learning are valuable components of digital literacy education for adult learners.				
16.	Digital literacy education and training should evolve continuously to meet the changing needs and goals of adult learners.				
17.	digital literacy programme should establish partnership with local businesses or organizations to provide real-world learning experience for adult learners				
RQ4	How can funding support be leveraged to improve access to digital technologies and resources in adult education programme?	SA	A	D	SD
18.	Increased funding will allow for the purchase of up-to-date digital devices (e.g., computers, tablets) for adult learners.				
19.	Funding will enable the purchase of educational software and digital resources suitable for adult education programmes.				
20.	Funding support will help encourage collaboration between adult education institutions and tech companies for innovative solutions in digital learning.				
21.	Funding will be used to prioritize initiatives aimed at bridging the digital divide in adult education, ensuring equitable access for all learners.				
RQ5	What are the potential impacts of improved digital literacy utilization among adult learners on their personal, professional, and socioeconomic outcomes?	SA	A	D	SD
22.	Improved digital literacy enhances personal productivity and efficiency in daily tasks.				

23.	Improved digital skills empower adult learners to adapt to technological advancements in their professional environments.				
24.	Better digital literacy among adult learners contributes to their ability to engage in online collaboration and remote work opportunities.				
25.	Improved digital skills lead to higher earning potential for adult learners in the modern job market.				