

**ASSESSMENT OF THE AVAILABILITY AND UTILISATION OF LEARNING
RESOURCES IN ADULT LITERACY CENTRES IN OVIA NORTH EAST
LOCAL GOVERNMENT AREA OF EDO STATE**

BY

Precious OSAGIE

EDU1802820

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

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

OCTOBER, 2023

CERTIFICATION

We the undersigned hereby certify that this research project was conducted by **Precious OSAGIE** with Mat No. **EDU1802820** in the Department of Adult and Non-formal Education, Faculty of Education, University of Benin, Benin City

MRS. J.O. IDUMWONYI
Project Supervisor

Mr.M.O. Egbadon
Project Coordinator

Date: -----

Date: -----

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

Date

DEDICATION

This study is dedicated to the Almighty God for his divine mercy, love, wisdom, understanding, strength and provision.

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ABSTRACT

This study aimed at appraising the availability and utilization of learning resources in adult literacy centres in the Ovia-North Local Government Area of Edo state. To enable the study to achieve its objectives, five (5) research questions were raised. The study adopted a descriptive survey research design. The population of this study will comprise all adult learners in all the literacy centres in Ovia-North Local Government Area of Edo State from which a total of one hundred and fifty (150) are selected to form the sample size for the study.

Two research instruments; a checklist and questionnaire titled Questionnaire the availability and utilization of learning resources in adult literacy centres in Ovia-North Local Government Area of Edo state were the instruments 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 0.76 was obtained using Person Product Moment Correlation Statistics. Collected data were analyzed using frequency count, simple percentage, and mean score standard.

Findings from the study revealed that Charts, Posters, Projectors, Public Address Systems, Flash Cards, Primers, Facilitators, Classrooms, Writing / Bulletin boards, Tables and Chairs, Computers and Libraries are the learning resources used for adult literacy learning programmes. Also, facilitators in the literacy centres in the Ovia-North Local Government Area of Edo State have been able to effectively use charts in teaching adult Learners; properly and often used Posters in teaching in class; efficiently utilized Public Address Systems in a literacy class to amplify voice; judiciously utilized Flash Cards in an adult class to help teach alphabets and numbers and have effectively utilized the classroom environment to manage adult learner's learning process, among others. From the findings of the study, recommendations were proffered which among others included that there is a need for the government to help provide learning resources in literacy centres in the state. This will help to enhance the quality of teaching and learning activities in an adult class

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CHAPTER ONE

INTRODUCTION

Background to the Study

Learning at all ages is considered a fundamental human right as it represents a basic human need. So, a deliberate attempt has to be made to highlight the significance of promoting the process among adults in all societies. For instance, the year 1990 was declared international literacy year following the Jomtien Conference in Thailand which held the reassertion of faith in adult learning and literacy education (Mba, 2004). It raised concerns about the provision of learning opportunities for all, including those who are excluded and unreached. Attention was also drawn to the need to link literacy to the social, cultural and economic development aspirations of people, improve the quality of literacy programmes, teaching and enrich the literacy environment in developing nations.

In Nigeria, it is recognized that literacy is a right and more so literacy has been internationally recognized as a human right in itself and as a crucial instrument for the pursuit of other rights (Zuofa, 2001). However as opined by Zuofa (2001), illiteracy continues to be a significant problem in Nigeria. According to the 2014 United Nations Human Development Report Nigeria has a 61 per cent literacy rate (39 per cent illiteracy rate) and is ranked 184 of 194 countries in the world. Previous administrations in the country have struggled to reduce the rate of illiteracy in the nation through the

introduction of various educational policies and programmes. One of the numerous initiatives is the Adult and Non-formal education programme which targets the aged and rural people as well as those that might be in financial constraints (Zuofa, 2001).

The dangers of illiteracy in the 21st century according to Umaru (2011) are immense as presently experienced in Edo state. To achieve modernization, accelerated transformation of the economy and democratization of development institutions meaningful and sustainable literacy activities are the keys. This is because, no democratic government can thrive amid illiteracy, and no economy has space for the illiterate in the 21st century due to high technological changes as occasional by globalization (Ogili and Nzener, 2001). The success of any illiteracy programme, therefore, depends on the adequate and how effectively the human and materials resources are deployed and utilized. In the recognition of this fact, the United Nations Economic Social and Cultural Organization (UNESCO 2000) described literacy as a dynamic concept, formerly understood as just reading and writing and basic numeracy, the concept has now been enlarged to encompass a whole range of more complex and diverse skills and understanding. Unfortunately, while advanced nations are succeeding in their efforts to eliminate illiteracy, developing countries are not making much meaningful progress and one aspect of such defect is associated with the adult literacy process.

Presently, government and non-governmental organizations have established many literacy centres such as those managed by the Agency for Adult and Non-formal Education, national youth service corps, and mission literacy centres among others. In the Ovia-North Local Government area, for instance, the available literacy centres include the adult literacy centre, ministry of Education, Iyaro, Benin City, pioneer Educational Centre, institute of Secondary Education/Remedial Studies, Pre GCE Examiner School of Reading and Writing and many others. The federal government of Nigeria, in its National Policy of Education (2004) has stated categorically that adult educators will be required to participate more actively in the production and assessment of education, instructional/technical innovation as well as new techniques in the teaching and learning process. This follows that the production of these learning resources can be improvised at little or no cost by facilitators in various adult education programmes. However, those learning resources that are already produced for use at the literacy centres must be evaluated constantly to ensure that they remain useful, suitable and adequate for sustaining employment-based skills.

Learning resources are associated with objects, persons or other aspects of the environment which can be used to impact or help in any learning activity (Ezimah, 2004). Learning resources are intermediate or mediating materials used in instruction or teaching learners to make the learning objectives clearer and teaching easier. A careful explanation of a subject may not lead to a better understanding of that particular

subject by adults, whereas, the use of teaching aid or Learning Resources provides clarity on issues that are of learning interest to adults (Ezimah, 2004; Angaye, 2002).

Aderinoye (2007) pointed out that for adult learning to be effective, instruction must be properly planned and designed systematically and that, the steps to instructional design models must include; identifying the outcomes of instructions, developing the instruction, and evaluating the effectiveness of instruction. It is however observed that some adult literacy instructors have little or no idea about the established methods of andragogy because they are inexperienced (untrained) and as such, find it difficult to adapt perfectly to the settings (Ezimah, 2004). Some of the learning resources that can be engaged in Adult literacy learning resources include charts, posters, projectors, public address systems, flashcards, primers, facilitators/instructors, classrooms environment etc. This engagement is effective only to the extent that they apply the learning resources (Ezimah, 2004). Thus, the national policy statement implies that facilitators should not only produce but utilize learning resources in adult literacy programmes (Ezimah, 2004).

Learning resources result in more effective learning of actual information in less time than verbalization only. Mba (2004) agrees that pictures as learning resources can stimulate and help further study, helps learners to take an active interest in the topics presented development of an emotional impact on the learners and affect their attitude towards what is portrayed. The usefulness of these materials depends on what the

facilitators take out of them. Unless the facilitators use these materials and direct learners' attention to what they should look for, the adult learners will not as much as intended from such materials.

The success of any literacy programme, therefore, depends on a resourceful facilitator who plans the learning resources to be used for adult learning and also has experience in the field of teaching or educating adults. Unfortunately, it has been observed however that learning resources are not readily available in most literacy centres and so, no effective usage which makes the resultant effect in the literacy process to be grossly compromised. Given the fact that the National Policy of Education, (FGN, 2004) provides that facilitators are to improvise and utilize learning resources in the process of instructional delivery, it is very doubtful if learning resources are adequately and effectively put into use by the various literacy centres for the benefit for adult learners. Consequently, this study fills a gap in knowledge as it seeks to assess the availability and utilization of learning resources in adult literacy programmes, using the Ovia-North Local Government Area of Edo State as a case study.

Statement of the Problem

The declarations made by world leaders on Education for All in 1990 and 2000 emphasized the need to achieve universal literacy all over the world. To this effect, the Federal government established the National Mass Education Commission (NMEC) in 1990 and was provided with the needed resources to mobilize adults to participate in literacy education programmes. The government also established the Universal Basic Commission in 2004, whose major objective was to make all adults gain awareness of their rights to education.

Despite these efforts, not much achievement has been recorded in the quest to reduce the rate of illiteracy. For instance, in the Edo state, it is observed that the majority of the adults are still illiterate, and the attrition rate concerning withdrawal from adult literacy programmes remains high and disturbing; as a result, many adult learners have relapsed into illiteracy.

The illiteracy rate and situation have become worrisome issues in Edo state and Nigeria in general. Several factors have been discovered by researchers to be responsible for the illiteracy problem, however, not much research has been done in connecting the high rate of illiteracy to the unavailability and non-utilization of learning resources in literacy centres. Probably, the high withdrawal rate of adult learners may have been caused by the unavailability and non-utilization of learning resources in the literacy centres. It is against the above backdrop this study seeks to appraise the

availability and utilization of learning resources in adult literacy centres in the Ovia-North local government area of Edo state.

Research Questions

To achieve the purpose of this study, the following research questions were raised.

1. What are the learning resources used for adult literacy learning programmes?
2. Are these learning resources available in adult literacy centres in Ovia-North Local Government Area?
3. Do the facilitators know how to utilize the available learning resources for teaching and learning in the literacy centres in Ovia-North Local Government Area?
4. Are the learners familiar with the learning resources they are introduced to in the literacy centres in Ovia-North Local Government Area?
5. What are the challenges to the availability and utilization of learning resources in Adult literacy centres in the Ovia-North Local Government Area?

Purpose of the Study

The general purpose of this study is to appraise the availability and utilization of learning resources in Adult literacy centres in the Ovia-North local Government Area of Edo State. However, the specific objectives include to:

- Identify the learning resources used for adult literacy learning programmes.
- Ascertain if the learning resources are available in adult literacy centres in Ovia-North local Government Area.
- Find out if the facilitators know how to utilize the available learning resources for teaching and learning in the literacy centres in Ovia-North Local Government Area.
- Ascertain if the learners are familiar with the learning resources they are exposed to in the literacy centres in Ovia-North local Government Area.
- Enumerate the challenges to the availability and utilization of learning resources in Adult literacy centres in the Ovia-North local Government Area.

Significance of the Study

This study, when completed will be of great significance to individuals, policymakers, government and researchers. The finding will be of importance to policymakers and decision-makers at every level of government including the Federal, State and Local government as well as the traditional institutions, providing them with useful and

reliable information about learning resources and their importance in adult literacy programmes.

The Non-Governmental Organizations (NGOs) that are interested in adult literacy education will also find the results of this study useful. It will enable them to evolve new strategies that can be adopted in their quest to address the issues concerning learning resources and their importance to adult learners.

Students and researchers in the discipline of adult education will also find this work very useful in their field because it will provide veritable information on the influence of learning resources on adult learners' performance in a literacy class thereby serving as baseline data for further research in the area.

Scope & Delimitation of Study

The study will be centred on all the literacy centres in Ovia-North local Government Area. However the study will be delimited to the following adult literacy centres in the area under investigation; Pioneer Literacy Centre, Wisdom Adult Learning Centre and Adult literacy school Uselu.

Definition of Terms

The following terms used in the work are defined accordingly:

Adult Literacy: Simply implies the process of teaching adults how to read, write and compute.

Learning Materials: Simply implies any object, person or another aspect of the environment that can be used to support or help in an educational activity.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of the relevant and related literature on the availability and utilization of learning resources in an adult literacy programme. The review was done under the following sub-headings:

- Concept of learning resources.
- Types of Learning Resources for Adult Education Programmes.
- Selecting learning resources.
- Use of learning resources in the Adult Education Programme.
- Availability of Learning Resources in Adult Education Programme.
- Challenges to the provision of learning resources in Adult Education practice.
- Summary of literature reviewed.

Concept of Learning Resources

Learning resources have been defined in various ways. Generally, it simply implies any object, person or another aspect of the environment that can be used to support or help in an educational activity. According to Eric (2001), learning resources are the companion to students i.e (learners) and one of the most powerful aids to teachers i.e (facilitators). Erikson and Houle (2002) believe that anything used to meet

the educational need of the learners is regarded as instructional material. Learning resources may be categorized in many ways as materials, instruments, media, facilities, aid and so on. While instructional material exists independently of any usage, it gains its educational measuring or relevance from its application to learning in a particular situation (Houle 2002). In addition, Houle (2002) emphasized that the selection of learning resources and the choice of methods are essentially independent processes, hence learning resources should support the teaching methods while the proper design of an educative experience requires that the two be thought of separately.

Learning resources are so important in conveying content that they have often been considered the heart of the educational format. Some instructional materials, such as libraries audiovisual centres and industrial displays are based on the collection and use of instructional materials. It must be emphasized that learning resources cannot be educative unless they are used and the manner of the use does much to determine their effect. It is important to note that maximum learning occurs only when learning resources are effectively combined not merely with the method but also with all the other elements of the format. Learning resources vary greatly in availability some are non-existent for example, no book on another piece of material exists which can teach mankind how to cure cancer, control genetic coding, create life in the laboratory or cure AIDS (Tobby, 2001).

Most learning resources are limited in their distribution while developing countries have them in profusion. The growth of learning resources as a result of the print media has brought about both quantitative and qualitative differences in education. The idea of a teacher/ instructor used to be available only to those within the sound of his voice at the time he expressed them. But today they can be sent throughout the world by satellite and captured for posterity by book record and videotape. The growth of new communication materials has expanded, and the reproduction of pictures makes possible new dimensions in the understanding of art since it enables the student to place side by side the representation of works that are actually far away from one another and thereby able to make detailed comparisons (Afolaju, 2007). Adult educators are not excluded from this development hence it must be noted that although scarcity of learning resources is still a major problem for most people in the world, for others the main problem is one of the choice decisions which is based on the existence of adequate learning resources.

Types of Learning Resources for Adult Education Programmes

According to Toby (2001), different types of learning resources can be used in adult literacy centres they include Film strips, motion pictures, slides, video programmes, transparencies radio, and television programmes. Others include charts, maps, globes, diagrams, cartoons, graphs, photographs, real objects, models,

chalkboards, flannel graphs, textbooks, etc. Below is a brief description of some of the major learning resources, namely:

Chalkboard: this is the most common visual aid and one of the easiest to use. According to Toby (2001), the simplest teaching aid is a chalkboard with a good supply of chalk. It is permanently cheap and easy to make. Any smooth dark-coloured surface on which you can write with chalk will serve the purpose. However, the simplicity of the chalkboard should not mislead you about its overuse. It is better to reserve the chalkboard for the main points of the lesson and present them well.

Flannel Board; according to Toby (2001) this is a piece of rigid material covered with cotton flannel, felt suede cloth or wool, pictures and flashcards backed with similar adhesive material are placed on the Flannel board in an organized order to teach a story or lesson. They are most useful in organizing puzzles and exercises like spelling words and sentence formation. In using the Flannel board, especially in an adult literacy programme, the facilitator must carefully decide on the items to cut out and should arrange these cut out according to the order in which they will be used.

Flashcards; are small strips of paper on which a statement, question or word is written, (Toby, 2001). They are most effective when used with a small group of learners. They are most helpful in teaching letters of the alphabet, introducing new words and teaching initial reading. It can generate competition among learners. Such competition could be

in form of a random assemblage of the letters that constitute a word and the requirement that the learners reorganize the letters to form the words among various groups, and the group that is first to compose the word correctly emerges as the winner.

Pictorial Aids; include posters, and photographs, cut from newspapers and periodicals. They aid the facilitator in bringing the represented materials alive to the learners. Pictures according to Tobby (2001) can be rightly regarded as the backbone of visual materials available to the teacher because an enormous variety is available. No special equipment is required for its display. In using pictures as an aid, the facilitator must make sure that every member of the class sees the pictures, especially in adult literacy class. The facilitator must direct the learners on what you want them to do with pictures, colour pictures are better than black and white because of their attractive nature.

Hobb (2000) further stated that when pictures are to supplement a lesson they should be relevant and exhibited to what the learners understand. The exhibition is a collection of materials relating to issues that are put together on display. This could also be assembled of real objects and products or it could take the form of pictorial representation or artefacts, that is manmade materials. Exhibits provide immediate knowledge to the learners and can generate intense curiosity among learners and can also stimulate them to want to know more. Before setting out for such a visit, the facilitator should discuss with them what to take along, what to look for and what not during the visit.

Film strips and slide projectors are used in showing pictures with or without sound. They are small, easily stored and handy to use. They are classified under still pictures. Still pictures are motionless pictures as opposed to the moving pictures of the television, movies or cinema. A slide is a small photographic transparency. It is cut individually and put one after another into the film slide projector. Urevbu (1998) opined that the particular nature of film strips and slides is such that they can show us what has happened and that we can take as much time as we need to study difficult processes and procedures.

Television: it has been considered one of the most appropriate audio-visual because it can convey life and events in actions. According to Urevbu (1998) ever since television captures the public fancy during the late forties, educators have expressed keen interest in its possible use in education and this is a result of its advantages over the radio.

Some of its advantages include:

It is versatile in teaching/instruction and it attracts attention, creates interest and stimulates the desire to learn. Urevbu (1998) believes that because it makes use of both sight and sound, it can present the natural phenomena of the world in actual form. Very small life can be magnified, photographed and presented on television to open the secret hidden from the naked eye. Like the radio, television has not yet been introduced in teaching adults in the adult literacy class.

Radio: is one of the projected media resources. It is the most common audio equipment with the introduction of small portable transistor battery radio. Radio is an available tool for teaching learners how to listen attentively and effectively. It provides learners with opportunities to develop the ability to listen critically. The use of radio presents a lesson, stimulates their imagination and makes them build mental adventures and pictures as they listen attentively. In this way, some amount of reality is brought into the lesson and understanding is achieved. In Nigeria, the use of radio broadcasting in Adult Basic Education class is not yet introduced and if introduced would go a long way in enhancing effective and efficient teaching and learning of adults.

Selection of Learning Resources

In selecting learning resources the learning objectives should be stated in behavioural terms since the objective is used as the reference point. According to Gerlack and Ely (1999), there are five (5) essential criteria for materials selection i.e. appropriateness, level of sophistication, cost, availability and technical quality. In other words, before selecting any materials the following key question must be satisfactorily answered.

1. Appropriateness: is the material suitable to accomplish the defined task?
2. Level of sophistication: is the material on the correct level of understanding for the learners?

3. Cost: is the cost worth the potential learning from this particular material?
4. Availability: are the materials and equipment available when I need them?
5. Technical quality: is the quality of the material acceptable visible and audible?

Uses of Learning Resources in Adult Education Programme

There is nothing magical about learning resources. Some of them are very simple like the chalkboard, and others are more complicated like the film projector. But adult facilitators, do not need to depend on how simple or how complicated the learning resources are but on how well they have been planned and prepared for use. Therefore a methodological reason for using a particular material must be determined and ascertained. Learning resources can be used for different purposes as discussed below:

In the first instance, learning resources can be used to give the main point of a lesson in an adult literacy class. Learning resources are associated with objects, persons or other aspects of the environment which can be used to impact or help the adult in any learning activity. Learning resources are intermediate or mediating materials used in instructing or teaching adult learners in literacy centres to make the learning objectives clearer and teaching easier. A careful explanation of a subject may not lead to a better understanding of that particular subject by adults, whereas, the use of learning resource aids can be used to provide clarity on issues that are of learning interest to adults (Ezimah, 2004; Angaye 2002).

In addition, learning resources are supplementary materials, which help the adult facilitator make his/her presentation concrete, effective, interesting, meaningful and inspirational to the adult learner. Learning resources play a vital role as they provide sensory experiences to learners. Good teaching material always reduces the strain on the adult facilitator and helps to conduct the class more smoothly and fruitfully. Learning resources can be used to serve as a bridge between theory and practice by providing the adult facilitator with an illustration of the theoretical approach and provide concrete practical implications of the theory (Aderinoye, 2007).

Learning resources can be used to make the teaching and learning process interactive. The days have gone by when adult learners thoroughly depended on printed materials. In the age of globalization and Information Technology, everybody has started thinking beyond the texts. By using the appropriate learning resources, the adult facilitator can make the teaching and learning process interactive in the true sense of meaning. By using a variety of materials including media and pictures, the facilitator can make his/her adult learner interact with them. These types of materials help the adult facilitator to develop the learners' ability to analyze and interpret the content in proper ways (Aderinoye, 2007). Thus, learning resources can also be used as a form of support to classroom activities as they also help the facilitator to go beyond the textbook for generating interest among the learners in literacy centres.

It should noteworthy to state at this point that learning resources are of different kinds e.g textbooks, audio and video cassettes, handouts, charts, and teaching aids various kinds which can all be used for different purposes by the adult facilitator. Learning resources are not restricted only to the materials available in the market, it also includes all those means innovatively used by the facilitator to teach fruitfully. More importantly, when the adult facilitator uses self-generated learning resources, it proves to be more result-oriented as the adult facilitator produces it by taking into consideration the need and background knowledge of the adult learners in the literacy centre.

Learning resources allow adult learners to have relatively uniform attention and opportunities to practice and acquire skills. They make teaching experiences flexible and rich enough to meet individual learning styles. Olumiran, Ajidagba and Jakeyinfra (2010) noted that Learning resources have direct contact with the sense organs. Adults can use a combination of senses (smell, hearing, touch, taste and sight) for easier and better acquisition of concepts and facts they are being taught. Learning resources enable adults to see as whole certain relationships that are difficult to conceptualize in parts.

Utilizing learning resources, adults could learn about things too dangerous, too small or not just expedient to bring to the classroom e.g. a lion or a waterfall or a mountain. Any of these can be effectively taught to the adult learner in the classroom by the use of appropriate Learning resources (Omojuwa, 2000). Learning resources help

the teacher in providing the means of widening his learners' learning experience, providing the adult learners with a meaningful source of information. It can also be used to arouse the learners' interest, sustain attention, provide the learners with opportunities of interacting with their social and physical environment, offer an opportunity for independent and individualized learning, create a concrete basis for conceptual thinking, offer opportunities for learners to develop their abilities and skills (NTI Manual, 2006).

Learning resources can be used to achieve more effective learning of actual information in less time than verbalization. Mba (2004) agrees that pictures as Learning Resources can stimulate and help further study; help learners to take an active interest in the topic presented development of the emotional impact of the learners and affect their attitude towards what is portrayed. The usefulness of these materials depends on what the facilitators make out of them. Unless the facilitators use these materials and direct learners' attention to what they should look for, the adult learners will not benefit as much as intended from such materials. According to Iyunade (2014), learning resources **can be used in differentiating the instruction process**. In addition to supporting learning more generally, learning resources can assist the adult facilitator in an important professional duty: the differentiation of instruction.

Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning resources such as worksheets, group activity instructions, games, or homework assignments all allow

you to modify assignments to best activate each student's learning style in adult literacy centres. Learning resources **can be used to structure lessons**. Learning resources can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning resources act as a guide for both the adult facilitator and the adult learner. They can provide a valuable routine (Iyunade, 2014).

Finally, learning resources can be used as learners' learning support. Learning resources are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the adult learner to explore the knowledge independently as well as providing repetition. Learning Resources, regardless of what kind, all have some function in student learning (Iyunade, 2014).

Learning resources are the teaching aids that help the facilitator or instructor to practicalize and demonstrate his lesson. Using learning resources in the teaching/learning process allows the adults to learn basic skills in new ways so that they don't have to relive experiences of frustration, failure and humiliation that they may have endured as learners in learning centres. This makes the adult learner gradually takes control of the learning situation when learning resources are used. To Iyunade (2014), human being obtains knowledge basically through five senses; hearings, touching, seeing, tasting and smelling. The more of these senses that are involved in the

learning process, the better the learners come to understand the reality of what is being learnt and the more they can remember and recall the details of what is learnt. Hence Wilson (2004) believes that learning resources are to a teacher just as weapons are to soldiers.

Furthermore, Mba (2004) believes that the use of learning resources in teaching/learning situations will evoke the mental image of the learners and thus facilitates effective communication during instructions. Also, Colton (2001) opined that learning resources provide the teacher with the means for extending the horizon of experience. In addition, learning resources provide the teacher/instructor with interest and a compelling springboard in a wider variety of learning activities. He furthermore said that learning resources also assist the teacher/facilitator to overcome the physical difficulties of presenting the subject matter.

Iyunade (2014), also believes that a visual and oral presentation is likely to make a deeper impression on the learner than could normally be achieved by conventional textbook teaching. After educational research, Colton (2001) indicated that learners remember only ten per cent of what they read, about twenty per cent of what they hear and about fifty per cent of what they hear and see. This is the power of audio-visual aids and retention increases as adult learners get more involved in the learning process. This is especially true of films, slides etc as they provide a common experience upon which other learning can be developed, stimulating and motivating learners to learn,

developing interest in other areas of learning and encouraging active participation, especially where the learners are allowed to manipulate materials. These contributions of learning resources are worthwhile if the facilitator utilizes them effectively.

In analyzing the effect of learning resources on learners, Iyunade (2014) enumerates the functions of learning resources which include to:

- consolidate what has been learned or generate a group of ideas;
- present information in such a way as to challenge learners to learn;
- hold learner's attention;
- supplement verbal explanations.

Iyunade (2014) also reiterated that the more closely teaching is done in connection with real things (which include living and non-living things), the better the understanding. This implies that the real objects in form of learning resources form strong images in the learners' memory. He further asserted that people use pictures, charts, filmstrips, radio and television programmes on other devices for making learning more vivid and varied. The use of instructional material in adult literacy class is important in that they help to stimulate the adult learner and when stimulated has an additional interest in learning.

Colton (2001) in his contribution to the usefulness of learning resources said that lessons delivered with the use of suitable teaching aids motivate learners to learn and

remember what is learnt when there is a recall. The use of learning resources helps to implant pictures, images and principles vividly in the mind and memories of the concrete concepts. And also, believes that the effect of using learning resources lies in the fact that they help the student to transfer knowledge from one situation to another. In addition, it provides stimulus for perceptual learning and at the same helps to stimulate creativity as well as the spark for creative expression on the part of the learners. It brings out the learners' passive knowledge into action and apart from the learning experience, learning resources will reduce the rate of forgetting and facilitate remembering.

Afolaju (2007), pointed out that the basic objectives of using instructional material are to promote a better understanding of specific points in teaching and also to promote desirable motivation, reaction and concentration in all lessons. Afolaju (2007) further stated that to be able to achieve an effective teaching-learning process, the instructor must carefully consider the following:

- The point in the teaching to be illustrated
- Choice of the appropriate medium
- Design of the aid and evaluation of its effectiveness for future use.

In deciding what points in the teaching area to be illustrated, the educator needs to convince himself that points cannot be successfully described verbally and that for their

understanding, there is a need to generate realistic experiences in class if the points are to be successfully needed. Learning resources are a tool available for imparting knowledge and must never replace the instructor's explanation they cautioned. Nicholls and Nicholls (2009) believe that adult educators or instructors should have a definite objective in mind and should not be used solely because they are attractive.

According to Mba (2004), learning resources have the potential for stimulating and promoting effective teaching, hence both the hardware and software should be coordinated to help in instructional development he goes on to say that though learning resources have advantages, their advantages in terms of promoting effective and efficient learning, depends largely on the type of performance called for by instructional objectives. Furthermore, it stresses the importance of colours in materials use in teaching adults.

Mba (2004) said that the use of warm colours becomes increasingly significant since the less of the eye gradually with age yellows and filters out the violet, blue and green colours towards the dark end of the spectrum. He went further to say that for elder people to get the same satisfaction from looking at colours in their surrounding's that young people get their environment must present more yellow, orange and red and less violet, blue and green. Such considerations will influence the choice of colour in the design of adult literacy materials.

Learning resources allow for increased individualization of learning, where they are used properly, increased attention span, and provide valuable and immediate feedback. Many of the learners become more motivated to learn and their self-esteem becomes enhanced. From the foregoing, it has been cleared that the instructors of an adult cannot do without learning resources because they are the weapon with which the good instructor achieves stated objectives and other educational goals and from the discussion and suggestions of different scholars teaching is very abstract to the learners especially (adult) without the use of instructional materials.

Furthermore, Afolaju (2007), summarized the usefulness of learning resources when he said that words can describe people, places and objectives but a picture immediately makes it a reality. The most important challenge we face is discovering how existing and new technologies can better assist instructors in meeting the instructional needs of adults. While the researchers believe that the usefulness of the learning resources towards the teaching and learning of adults in literacy programmes will depend upon the effective and efficient utilization of the materials by facilitators/instructors.

Availability of Learning Resources in Adult Education Programme

In Nigeria, adult education has often been treated as the less important aspect of education. As a result, most physical facilities or learning resources that are used for

adult learning are usually formed out of dependency and contingency. In most cases, adult learning only takes place where and when all other activities in conventional settings are over. Ngau in Kabochi (2015) asserted that adult education programmes run by the government mainly operate in facilities some of which are inappropriate for adult use. Most adult learners use public facilities such as churches, social halls, primary schools and nursery classrooms. Some of these classes are tight, noisy, poorly lit and ventilated. The implementation of adult education as an attachment to the regular education system demands that adults must learn using the facilities that are otherwise meant for children. Bunya (2006) observed that in some settings, adults use small and uncomfortable desks, especially in classes held in nursery school buildings, low-level improvised benches with no back support and platform for writing on. Lughalo (2016) condemns this mode of operation when he asserts that to achieve desirable outcomes; it is important to have a distinctive atmosphere of adulthood in the facilities used for adult learning.

Adults are often physically uncomfortable in child-size furniture, and they are psychologically uncomfortable in traditional classroom settings which emphasize the distance and inequality between teachers and students. The location of learning centres near residential areas is important to many adult learners. The availability of learning centres near the learner's homes enhances attendance and enrolment (White, 2004).

From the foregoing, it is obvious that Physical facilities (learning resources) in adult literacy centres are fundamental factors for better learning. Research shows that the availability of physical facilities such as school buildings, teaching and learning resources, classrooms, laboratories, libraries, offices, toilet facilities, and other materials and infrastructures would likely motivate adult learners to an effective learning outcome. Kallah (2009), identified school physical facilities as the main factor contributing to effective learning in the school system. He claimed that the quality, appropriateness and adequacy of school buildings, classrooms, libraries, laboratories, and recreational equipment among others, contribute to learning processes. Ayodele (2000) emphasized that the availability of these resources is quite important to achieving effectiveness in instructional delivery and supervision in the school system. Thus, without suitable facilities, effective learning cannot take place (Amanullah and Adeeb, 2014). According to Demba (2007), there is a need to provide the accessible, adequate and appropriate infrastructure that is conducive to adult learning to deliver effective programmes. Improving the quality of school facilities to suit adult learners is an expensive undertaking. However, when the positive impacts of facility improvement on teachers and students are translated into monetary figures, the rewards of such investments far outweigh the cost of the investments.

Challenges to the Provision and Utilization of learning resources in Adult Education Practice.

Some of the Challenges to the provision, availability and utilization of learning resources for Adult Education practice as opined by Acharu and Solomon (2014) include the following:

- **Inadequate Funding:** According to Acharu and Solomon (2014), inadequate resources can be linked to inadequate funding by Governments / Adult literacy centres. Unfortunately, Nigeria remains a major defaulter in complying with the UNESCO recommendations that at least 26% of the National Budget must be committed to adult education.
- **Poor Policy Formulation and Implementation:** There is a lack of well-articulated educational policy by the Nigerian government especially concerning adult education practice. More attention is given to other sectors than to education. This is posing problems to the provision of learning resources in literacy programmes and thus a major reason for the unavailability and non-utilization of learning resources in most adult literacy centres.
- **Poor Maintenance Culture:** According to Udin and Uwaifo (2005), most learning resources in adult literacy centres in Nigeria are in despair and decay due to poor maintenance culture. The absence of a maintenance culture in our literacy centres has caused a major setback to the availability and utilization of learning resources. Equipment that breaks down in public literacy centres is

sometimes difficult to repair. In such a case, damaged learning resources continue to depreciate till they finally become dead.

- **Capital intensive:** Learning resources such as computers, internet and networking, overhead projector, printers etc. needed in some learning processes (e.g in functional literacy) is quite capital intensive (costly) and sometimes the fund provided to adult literacy centres is not always sufficient to provide all the necessary learning resources needed.
- **Corruption in the Adult Education System:** The Nigerian adult education subsector has witnessed unprecedented anomalies in terms of fund diversion, bribery and falsification of unverifiable projects to the personal gains of individuals and the detriment of education in Nigeria. Corruption has crippled the provision of learning resources to a sorry level that some government-owned literacy centres do not have the necessary materials for effective teaching and learning. Priye (2016) lamented that corruption began to have serious and negative effects on education in the middle and late 1980s as the psychosocial beast beclouded the minds of those who ruled Nigeria. According to him, the scrambled to loot as much as possible by those in the position of power resulted in the neglect of the educational sector.

- **Attitudes of adult learners toward government-owned learning resources:**

The belief that government property is nobody's property sometimes affects the availability, maintenance and utilization of learning resources in adult literacy centres. The syndrome of "It is government's property" has become a cankerworm eating deep into the very fabric of our educational system as some adult learners mishandle learning resources and go scot-free. This does result in the inadequacy of learning resources and the blame on educational authorities. Adult learners must be sensitized on how to take good care of educational facilities for the benefit of effective teaching and learning.

Furthermore, Aina (2000) identified the dearth of adult educators and learning resources as one of the problems in utilizing learning resources in adult literacy centres. That is the provision of teaching/learning resources is of paramount importance in the teaching and learning in adult literacy centres. It is only when this needed equipment is provided and adequately maintained, that the adult learner will become proficient in the world of work, through the acquired skills, without necessarily being retrained when employed. Aina further argued that teaching and learning will become theoretical and ineffective where the needed equipment/materials are not provided or available.

Summary of the Literature Reviewed

This chapter contained a review of relevant and related literature on the availability and utilization of learning resources in an adult literacy programme.

Essentially, the review was done with sub-headings such as the concept of learning resources, benefits of learning resources, criteria for selecting learning resources, types of Learning resources for Adult Education Programmes, use of learning resources in Adult Education Programme, availability of Learning resources in Adult Education Programme, and challenges to the provision of learning resources in Adult Education practice.

Learning resources have been defined in various ways. Generally, it simply implies any object, person or another aspect of the environment that can be used to support or help in an educational activity. Learning resources are the teaching aids that help the facilitator or instructor to practicalize and demonstrate his lesson. Using learning resources in the teaching/learning process allows the adults to learn basic skills in new ways so that they don't have to relive experiences of frustration, failure and humiliation that they may have endured as learners in learning centres. This makes the adult learner gradually takes control of the learning situation when learning resources are used.

In selecting learning resources the learning objectives should be stated in behavioural terms since the objective is used as the reference point. There are five (5) essential criteria for materials selection i.e. appropriateness, level of sophistication, cost, availability and technical quality. In other words, before selecting any materials the above criteria must be satisfied. There is nothing magical about learning resources.

Some of them are very simple like the chalkboard, and others are more complicated like the film projector. But adult facilitators, do not need to depend on how simple or how complicated the learning resources are but on how well they have been planned and prepared for use. Therefore a methodological reason for using a particular material must be determined and ascertained.

Some of the different types of learning resources which can be used in adult literacy centres include Film strips, motion pictures, slides, video programmes, transparencies radio, and television programmes. Others include charts, maps, globes, diagrams, cartoons, graphs, photographs, real objects, models, chalkboards, flannel graphs, textbooks, etc. Lastly, Some of the Challenges to the provision, availability and utilization of learning resources for Adult Education practice as opined by Acharu and Solomon (2014) include the following: inadequate funding, poor policy formulation and Implementation, Poor Maintenance Culture, Corruption in Adult Education system and Attitudes of adult learners toward government-owned learning resources.

CHAPTER THREE

METHODOLOGY

This chapter deals with the procedures and methods that will be employed in carrying out this study. This chapter is organized under the following subheadings:

Design of the Study

Population of the Study

Sample and Sampling Technique

Instrument for Data Collection

Validity of the Instrument

Reliability of the Instrument

Method of Data Collection

Method of Data Analyses

Design of the Study

The study will use a descriptive survey research design. The survey design attempts to examine the existence or occurrence of a phenomenon or variable. It is usually employed by collecting data and describing systematically the characteristic features or facts about a given population from a few people or items considered to be representative of the entire group

Population of the study

The population of this study will comprise all adult learners in all the literacy centres in the Ovia-North local Government Area of Edo State.

Sample and Sampling Technique

The sample for the study will consist of 150 respondents selected from the three selected literacy centres in Ovia-North Local Government. This will be done using the random sampling technique. Three literacy centres will be selected using a random sampling technique out of the six literacy centres identified as available in the Local Government Area, after which fifty adult learners will also be selected from each of the three literacy centres selected earlier.

Instrument for Data Collection

Data for the study will be collected through the use of a self-constructed checklist and questionnaire which will be designed based on the research questions raised. The checklist will be used to assess the availability of items and it has just a section, while the questionnaire is divided into two sections, A and B. Section A focused on the demographic or personal data of the respondents such as age, sex, marital status, etc. while section B contained information that borders on the issue under study.

Validity of the Instrument

To determine the validity of the instrument, the researcher will adopt the expert judgment approach. By this, the instrument will be given to experts in the area under

study to be assessed for validation. The experts involved in the assessment will include my supervisor and other lecturers in the Department of Adult and Non-formal Education, University of Benin.

Reliability of the Instrument

A test-retest reliability method was used to ascertain the reliability of the research instrument. The instrument was administered twice in a pilot study, which will involve twenty (20) respondents. The measures of the two sets of data were correlated using Pearson 'r' statistics, and a 0.76 reliability index was gotten.

Method of Data Collection

The researcher administered the instrument personally together with a research assistant. This helped to ensure easy and accurate distribution and collection of the instrument from the respondents

Method of Data Analysis

In analyzing the data, the researcher shall make use of frequency count, simple percentages, and mean score standards.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed. The analyses were also done in relation to the demographic data of the respondents and the research questions examined.

Table 4.1: Distribution of Respondents by Sex.

Sex	Frequency	Percentage (%)
Male	44	29.4
Female	106	70.6
Total	150	100

Results in Table 4.1 shows that 44 or 29.4% of the sampled respondents are male while 106 or 70.6% are female. This means that majority of the participants are female. The sex distribution of respondents is demonstrated with the bar chart below

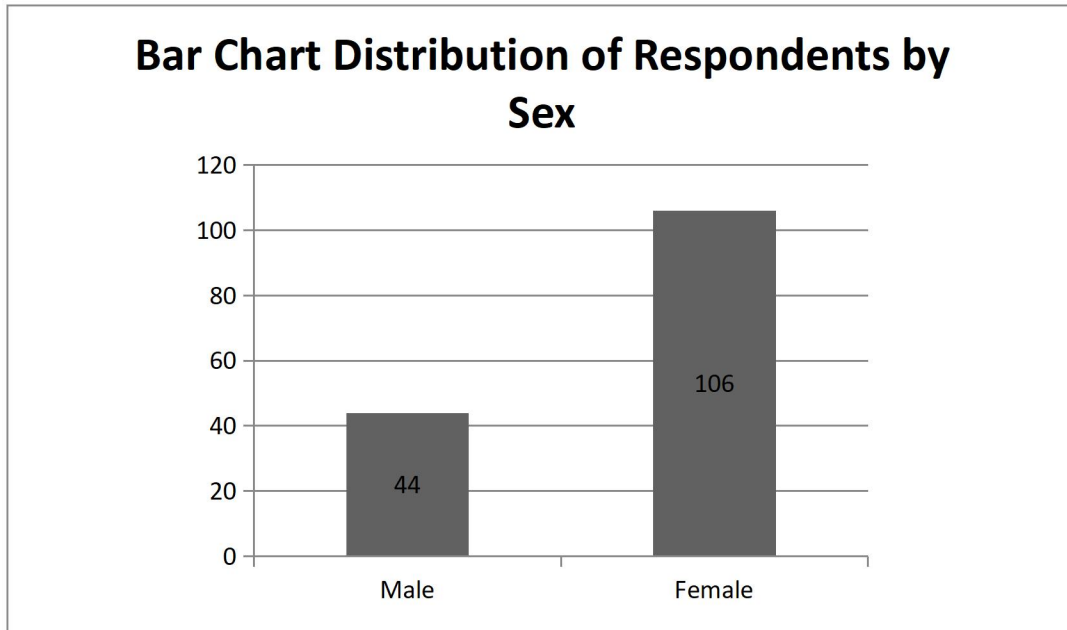
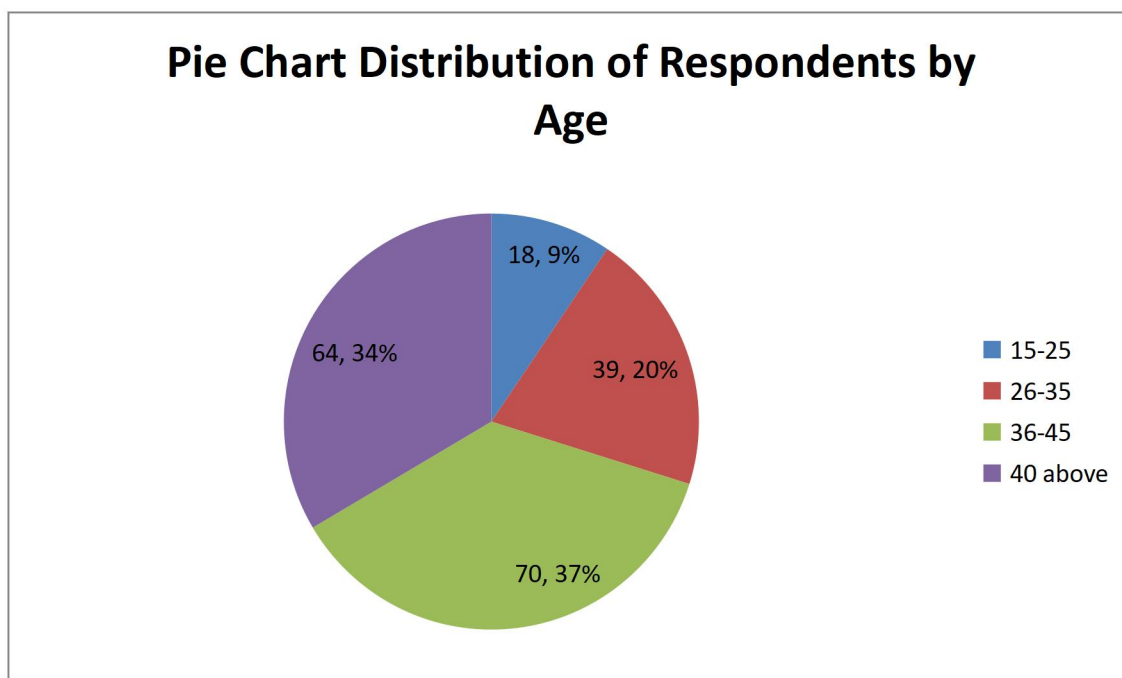


Table 4.2: Distribution of Respondents by Age.

Age	Frequency	Percentage (%)
15-25	18	9
26-35	39	20
36-45	70	37
46-above	23	34
Total	150	100

Results in the table show that 18 or 9% of the sampled respondents are in the age range of 15-25, 39 or 20% of them are in the age range of 26-35, while 70 or 37% of them are in the age range of 36-45. Similarly, 23 or 34% of the respondents fell into the age range of 46 and above. This means that majority of the participants are older people. The age distribution of respondents is demonstrated with the pie chart below



Research Question 1:

What are the learning materials used for adult literacy learning programmes?

The Responses to Research Question 1 Presented in Table 3

Table 3. Distribution of responses on the learning materials used for adult literacy learning programmes.

ITEMS	N	Mean Score	Remark
1. Charts.	150	3.02	Accepted
2. Posters	150	2.72	Accepted
3. Projectors	150	2.56	Accepted
4. Public Address Systems	150	2.84	Accepted
5. FlashCards	150	2.86	Accepted
6. Primer	150	2.96	Accepted

7.	Facilitators	150	2.96	Accepted
8.	Classroom	150	3.1	Accepted
9.	Writing / Bulletin Board	150	2.86	Accepted
10.	Tables and Chairs	150	2.84	Accepted
11.	Computers	150	2.86	Accepted
12.	Library	150	2.96	Accepted

Criterion Mean= 2.50 / Grand Mean= 2.87

The data in Table 3 above shows that items 1, 2, 3, 4, 5.6, 7, 8, 9, 10, 11 and 12 met the mean score standard of 2.50 and, therefore, were all accepted. This, therefore, means that Charts, Posters, Projectors, Public Address Systems, Flash Cards, Primers, Facilitators, Classrooms, Writing / Bulletin Board, Tables and Chairs, Computers and Library are the learning materials used for adult literacy learning programmes. However, since the calculated grand-mean 2.87 is greater than the calculated criterion means of 2.50, it can therefore be concluded that the above items are the learning materials used for adult literacy learning programmes.

Research Question 2:

Are these learning materials available in adult literacy centres in Ovia-North Local Government Area?

The Responses to Research Question 2 Presented in Table 4

Table 4. Distribution of responses on these learning materials available in adult literacy centres in Local Government Area.

ITEMS	YES	%	NO	%	Remark
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1.	Charts.	89	59.3	61	40.7	Available
2.	Posters	94	62.7	56	37.3	Available
3.	Projectors	23	15.3	127	84.7	Not Available
4.	Public Address Systems	78	52	72	48	Available
5.	Flash Cards	88	58.7	62	41.3	Available
6.	Primer	95	63.3	55	36.7	Available
7.	Facilitators	131	87.3	19	12.7	Available
8.	Classroom	126	85.3	24	14.7	Available
9.	Writing / Bulletin Board	78	52	72	48	Available
10.	Tables and Chairs	125	83.3	25	16.7	Available
11.	Computers	31	20.7	119	97.3	Not Available
12.	Library	14	9.3	136	90.7	Not Available

Source: Field Survey, 2023.

The data in Table 4 above shows that items 1, 2, 4, 5.6, 7, 8, 9, and 10, specifically, Charts (59.3%), Posters (62.7%), Public Address Systems (52%), Flash Cards (58.7%), Primer (63.3%), Facilitators (87.3%), Classroom (85.3%), Writing / Bulletin Board (52%), and Tables and Chairs (83.3%) are the learning materials available while items 3, 11 and 12, specifically, projector (15.3%), Computer (20.7%) and library (9.3%) are the learning materials not available in the literacy centres in Ovia-North Local Government Area of Edo state.

Research Question 3:

Do the facilitators know how to utilize the available learning materials for teaching and learning in the literacy centres in Ovia-North Local Government Area?

The Responses to Research Question 3 Presented in Table 5

Table 5. Distribution of responses on facilitator's utilization of available learning materials for teaching and learning in the literacy centres in Ovia-North LGA.

ITEMS	N	Mean Score	Remark
1. Facilitators are effective in the use of Charts in teaching adult Learners.	150	2.52	Accepted
2. Posters are properly and often used in teaching concepts in class	150	2.72	Accepted
3. Facilitators are very proficient in the use of Projectors to facilitate learning in a classroom situation.	150	1.06	Not Accepted
4. Public Address Systems are used efficiently by facilitators in a literacy class to amplify the voice.	150	2.54	Accepted
5. Facilitators make judicious use of Flash Cards in an adult class to help teach alphabets and numbers.	150	2.76	Accepted
6. Primer has been used properly to facilitate learning by adult instructors	150	1.96	Not Accepted
7. Facilitators have effectively utilized the classroom environment to manage adult learner's learning process.	150	2.84	Accepted
8. Facilitators know how to use computers and the internet to facilitate adults teaching and learning activities.	150	1.11	Not Accepted
9. Facilitators know how to use the centre's Library to impart knowledge to adult learners.	150	2.06	Not Accepted

Criterion Mean= 2.50 / Grand Mean= 2.44

The data in Table 5 above shows that items 1, 2, 4, 5, and 7 met the mean score standard of 2.50 and, therefore, were all accepted, while items 3, 6, 8 and 9 did not meet the mean score standard of 2.50 and therefore, were not accepted. This, therefore, means that Facilitators have been able to do the following: effectively use charts in teaching adult Learners; properly and often used Posters in teaching in class; efficiently utilized Public Address Systems in a literacy class to amplify voice; judiciously utilized Flash Cards in an adult class to help teach alphabets and numbers and have effectively utilized the classroom environment to manage adult learner's learning process. However, since the calculated grand-mean 2.47 is lesser than the calculated criterion mean of 2.50. it can therefore be concluded that facilitators do not know how to utilize the available learning materials for teaching and learning in the literacy centres in Ovia-North Local Government Area.

Research Question 4:

Are the learners familiar with the learning materials they are introduced to in the literacy centres in Ovia-North Local Government Area?

The Responses to Research Question 4 Presented in Table 6

Table 6. Distribution of responses on learner's familiarity of learning materials introduced for teaching and learning in the literacy centres in Ovia-North LGA.

ITEMS	N	Mean Score	Remark
1. Adult Learners are familiar with the use of Charts in the classroom	150	2.72	Accepted
2. The use of Posters is what adult learners are familiar with	150	3.08	Accepted
3. Adult Learners are conversant with the use of Projectors to facilitate the teaching of adults in a literacy class.	150	1.66	Not Accepted
4. Public Address Systems are what learners are familiar with in a literacy class.	150	2.54	Accepted
5. Flash Card is a well-known learning resource in an adult literacy class	150	2.56	Accepted
6. Learners are more familiar with Primer in a literacy class.	150	2.71	Accepted
7. Learners are familiar with computers and the internet, being that it helps to facilitate adults teaching and learning activities.	150	1.84	Not Accepted
8. Learners are familiar with the Library to impart knowledge to adult learners.	150	2.11	Not Accepted

Criterion Mean= 2.50 / Grand Mean= 2.40

The data in Table 6 above shows that items 1, 2, 4, 5, and 6 met the mean score standard of 2.50 and, therefore, were all accepted, while items 3, 7 and 8 did not meet the mean score standard of 2.50 and therefore, were not accepted. This, therefore, means that Adult Learners are familiar with the use of only Charts, Posters, Public Address Systems, Flash Card, and Primers in the literacy centres under study. However, since the calculated grand-mean 2.40 is lesser than the calculated criterion mean of 2.50,

it can therefore be concluded that the learners generally are not too familiar with the learning materials they are being introduced to in the literacy centres in Ovia-North Local Government Area.

Research Question 5:

What are the challenges to the availability and utilization of learning materials in Adult literacy centres in the Ovia-North Local Government Area?

The Responses to Research Question 5 Presented in Table 7

Table 7. Distribution of responses on the challenges to the availability and utilization of learning materials in Adult literacy centres in Ovia-North Local Government Area.

ITEMS	N	Mean Score	Remark
1. Lack/Inadequate funds to purchase learning materials	150	3.32	Accepted
2. High cost involved in procuring learning materials	150	3.98	Accepted
3. Poor maintenance of available learning materials	150	3.06	Accepted
4. Incompetency of facilitators in the use of learning materials	150	3.14	Accepted
5. Poor government attitude towards enforcing the use of learning materials for adult learners	150	3.56	Accepted

Criterion Mean= 2.50 / Grand Mean= 3.41

The data in Table 7 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all accepted. This, therefore, means that the lack/Inadequate

funds to purchase learning materials, high cost involved in procuring learning materials, poor maintenance of available learning materials, incompetency of facilitators in the use of learning materials and poor government attitude towards enforcing the use of learning materials for adult learners are the challenges to the availability and utilization of learning materials in Adult literacy centres in Ovia-North Local Government Area. However, since the calculated grand-mean 3.41 is greater than the calculated criterion mean of 2.50, it can therefore be concluded that the above items are the challenges to the availability and utilization of learning materials in Adult literacy centres in the Ovia-North Local Government Area.

Discussion of Findings

Discussion of Findings

Firstly, considering the learning materials used for adult literacy learning programmes, the findings from the study revealed that Charts, Posters, Projectors, Public Address Systems, Flash Cards, Primers, Facilitators, Classrooms, Writing / Bulletin boards, Tables and Chairs, Computers and Library are the learning materials used for adult literacy learning programmes in Adult literacy centres in the Ovia-North Local Government Area. This finding supported by another finding by Aderinoye, (2007) who stressed that learning materials such as flashcards, primer and public address systems are essential for adult learning and must be provided to aid teaching and learning activities.

Furthermore, considering the learning materials available in adult literacy centres in Ovia-North Local Government Area, the findings from the study revealed that Charts, Posters, Public Address Systems, Flash Cards, Primer, Facilitators, Classroom, Writing / Bulletin Board, and Tables and Chairs are the learning materials available to adult learners in the literacy centres in Ovia-North Local Government Area of Edo state

Regarding the facilitators knowledge of how to utilize the available learning materials for teaching and learning in the literacy centres, the findings of the study revealed that facilitators in the literacy centres in the Ovia-North Local Government Area of Edo state have been able to effectively use charts.in teaching adult Learners; properly and often used Posters in teaching in class; efficiently utilized Public Address Systems in a literacy class to amplify voice; judiciously utilized Flash Cards in an adult class to help teach alphabets and numbers and have effectively utilized the classroom environment to manage adult learner's learning process. The finding is corroborated by a finding by Olumiran, Ajidagba and Jakeyinfra (2010). They noted that Learning resources have direct contact with the sense organs, and an adult can use a combination of senses (smell, hearing, touch, taste and sight) for easier and better acquisition of concepts and facts they are being taught. Learning resources enable adults to see as whole certain relationships that are difficult to conceptualize in parts.

In addition, considering if the learner's are familiarity with the learning materials they are introduced to in the literacy centres, the study revealed that Adult Learners are

familiar with the use of only Charts, Posters, Public Address Systems, Flash Card, and Primers in the literacy centres under study.

Finally, considering the challenges to the availability and utilization of learning materials in Adult literacy centres, the study revealed that lack/Inadequate funds to purchase learning materials, high cost involved in procuring learning materials, poor maintenance of available learning materials, incompetency of facilitators in the use of learning materials and poor government attitude towards enforcing the use of learning materials for adult learners are the challenges to the availability and utilization of learning materials in Adult literacy centres in Ovia-North Local Government Area. This study is further corroborated by Acharu and Solomon (2014) who stressed that Inadequate Funding, Poor Policy Formulation and Implementation, Poor Maintenance Culture, among others are Some of the Challenges to the provision, availability and utilization of learning resources for Adult Education practice

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary of the study is presented alongside the conclusion drawn from the analysis of data collected in the course of the study. The recommendations offered concerning the findings of the study are also highlighted.

Summary

This study was designed to appraise the availability and utilization of learning materials in adult literacy centres in the Ovia-North Local Government Area of Edo state. To achieve the purpose intended for the study, five research questions were raised to guide the study. The questions raised and examined include:

1. What are the learning materials used for adult literacy learning programmes?
2. Are these learning materials available in adult literacy centres in Ovia-North Local Government Area?
3. Do the facilitators know how to utilize the available learning materials for teaching and learning in the literacy centres in Ovia-North Local Government Area.

4. Are the learners familiar with the learning materials they are introduced to in the literacy centres in Ovia-North Local Government Area?
5. What are the challenges to the availability and utilization of learning materials in Adult literacy centres in the Ovia-North Local Government Area?

One hundred and fifty (150) respondents were randomly selected from three (3) literacy centres out of six literacy centres identified in the local government area which constituted the sample for the study and were used to generate the data needed. The reliability index of the instrument was 0.76 using the Person product-moment statistical formula from data of the pilot study carried out on it. The data collected were analyzed using frequency count, simple percentage, and mean score standard. The results obtained from the analysis were quite revealing and instructive. These results are presented here under

Findings

The major findings from the study include:

- ❖ The study revealed that Charts, Posters, Projectors, Public Address Systems, Flash Cards, Primers, Facilitators, Classrooms, Writing / Bulletin boards, Tables and Chairs, Computers and Library are the learning materials used for adult literacy learning programmes.

- ❖ Charts, Posters, Public Address Systems, Flash Cards, Primer, Facilitators, Classroom, Writing / Bulletin Board, and Tables and Chairs are the learning materials available to adult learners in the literacy centres in Ovia-North Local Government Area of Edo state
- ❖ Facilitators in the literacy centres in the Ovia-North Local Government Area of Edo state have been able to effectively use charts.in teaching adult Learners; properly and often used Posters in teaching in class; efficiently utilized Public Address Systems in a literacy class to amplify voice; judiciously utilized Flash Cards in an adult class to help teach alphabets and numbers and have effectively utilized the classroom environment to manage adult learner’s learning process.
- ❖ Adult Learners are familiar with the use of only Charts, Posters, Public Address Systems, Flash Card, and Primers in the literacy centres under study.
- ❖ Lack/Inadequate funds to purchase learning materials, high cost involved in procuring learning materials, poor maintenance of available learning materials, incompetency of facilitators in the use of learning materials and poor government attitude towards enforcing the use of learning materials for adult learners are the challenges to the availability and utilization of learning materials in Adult literacy centres in Ovia-North Local Government Area.

Conclusion

Based on the findings made from data collected and analyzed, it was concluded that in terms of learning materials availability and utilization in literacy centres in the Ovia-North Local Government Area of Edo state, not much positive result could be submitted. The study has shown that learning materials for adult learners such as projectors, libraries, internet etc are not available in the area under study; and in a situation where these resources are available, the facilitator's competence in utilizing these resources is another major limiting problem.

Recommendations

In view of the findings of the study, the following recommendations are hereby offered

In the first instance, there is a need for the government to help provide learning materials in literacy centres in the state. This will help to enhance the quality of teaching and learning activities in an adult class.

Secondly, more attention should also be given to the training of adult facilitators especially in the area of modern technology. Most modern learning materials requires technical competence to be utilized. Therefore, facilitator's training is essential to effectively utilize these resources when made available to facilitate the adult learning process.

Finally, the non-governmental agencies and philanthropists should also join the train of helping to provide learning materials for the adult learners in the society. This responsibility should not be completely left in the hands of the government.

Suggestions for Further Studies

Having successfully carried out this study, though not without some limitations, it is suggested that further studies be carried out in such areas as:

1. The role of learning materials in enhancing facilitator's teaching and learning activities in a literacy class.
2. The assessment of adult education programmes efforts in addressing learning materials unavailability in literacy centres in Nigeria

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**QUESTIONNAIRE ON APPRAISAL OF THE AVAILABILITY AND UTILIZATION OF
LEARNING RESOURCES IN ADULT LITERACY CENTERS IN THE OVIA-NORTH
LOCAL GOVERNMENT AREA OF EDO STATE.**

Dear Respondents,

The researcher is conducting a study on the appraisal of the availability and utilization of learning resources in adult literacy centres in the Ovia-North local government area of Edo state.

We will like you to respond as correctly as possible. Your responses will be used solely for this research and as such will be treated as confidential.

Thanks for your understanding.

Yours faithfully,

Researcher

SECTION A

DEMOGRAPHIC DATA

1. **Sex:** Male (), Female ()
2. **Age:** 15-25 (), 26-35 (), 36-45 (), 46 above()

Checklist:

Please tick (✓) to select from among the provided options

- AV: Available
- NAV: Not Available
-

S/N	ITEMS	AV	NAV
	Are these learning resources available in adult literacy centres in Ovia-North local Government Area?		
1.	Charts.		
2.	Posters		
3.	Projectors		
4.	Public Address Systems		
5.	FlashCards		
6.	Primer		
7.	Facilitators		
8.	Classroom		
9.	Writing / Bulletin Board		
10	Tables and Chairs		
11	Computers		
12	Library		

Questionnaire

SECTION B

Please tick (✓) to select from among the provided options

- SA: Strongly Agreed

- A: Agreed
- D: Disagreed
- SD Strongly Disagreed

S/N	ITEMS	SA	A	D	SD
	What are the learning resources used for adult literacy learning programmes?				
1.	Charts.				
2.	Posters				
3.	Projectors				
4.	Public Address Systems				
5.	FlashCards				
6.	Primer				
7.	Facilitators				
8.	Classroom				
9.	Writing / Bulletin Board				
10	Tables and Chairs				
11	Computers				
12	Library				
S/N	ITEMS	SA	A	D	SD
	Do the facilitators know how to utilize the available learning resources for teaching and learning in the literacy centres in Ovia-North local Government Area?				
1.	Facilitators are effective in the use of Charts in teaching adult Learners.				
2.	Posters are properly and often used in teaching concepts in class				
3.	Facilitators are very proficient in the use of Projectors to facilitate learning in a classroom situation.				
4.	Public Address Systems are used efficiently by facilitators in a literacy class to amplify the voice.				
5.	Facilitators make judicious use of Flash Cards in an adult classes to help teach the alphabet and numbers.				

6.	Primer has been used properly to facilitate learning by adult instructors				
7.	Facilitators have effectively utilized the classroom environment to manage adult learners' learning process.				
8.	Facilitators know how to use computers and the internet to facilitate adult teaching and learning activities.				
9.	Facilitators know how to use the centre's Library to impart knowledge to adult learners.				
S/N	ITEMS	SA	A	D	SD
	Are the learners familiar with the learning resources they are introduced to in the literacy centres in Ovia-North local Government Area?				
1.	Adult Learners are familiar with the use of Charts in the classroom				
2.	The use of Posters is what adult learners are familiar with				
3.	Adult Learners are conversant with the use of Projectors to facilitate the teaching of adults in a literacy class.				
4.	Public Address Systems are what learners are familiar with in a literacy class.				
5.	Flash Card is a well-known learning resource in an adult literacy class.				
6.	Learners are more familiar with Primer in a literacy class.				
7.	Learners are familiar with computers and the internet, being that it helps to facilitate adult teaching and learning activities.				
8.	Learners are familiar with the Library to impart knowledge to adult learners.				
S/N	ITEMS	SA	A	D	SD
	What are the challenges to the availability and utilization of learning resources in Adult literacy centres in the Ovia-North local Government Area?				
1.	Lack/Inadequate funds to purchase learning resources				
2.	High cost involved in procuring learning resources				
3.	Poor maintenance of available learning resources				

4.	Incompetency of facilitators in the use of learning resources				
5.	Poor government attitude towards enforcing the use of learning resources for adult learners				
6.	Poor attitude of the facilitators in seeing the need to make learning resources available to learners				