

Availability and utilisation of learning materials in adult basic literacy centres in Anambra state

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Abstract

The study determined the availability and extent of utilisation of learning materials in Adult Basic Literacy Centres (ABLC) in Anambra State. The research design was a descriptive survey. Four research questions guided the study while hypotheses were tested at 0.05 level of significance. The population for the study comprised all the adult learners and facilitators in ABLC, Anambra State, 3,338 male and 5,153 female made up of 8,491 adult learners, 743 urban and 729 rural made up of 1,472 facilitators. The sample size for the study was 697 comprised 382, 150 male and 232 female learners and 315, urban 159 and rural 156 facilitators. Instrument for data collection was a structured questionnaire which was validated by two experts in Department of Adult and Continuing Education and Department of Educational Foundations, Nnamdi Azikiwe University, Awka, Anambra State. Reliability of instrument was obtained through probability formula called Kuder Richardson and Cronbach alpha. Data were collected and analysed using percentage and mean. The Chi-square and Z- test was used in testing the hypotheses at 0.05 level of significance. The findings revealed that there is low availability of learning materials, and there is no significant difference between the mean ratings of urban and rural facilitators on the use of learning materials in the ABLC in Anambra State. The findings further revealed that only printed materials was available while other learning materials such as audio visual and online learning materials were not available. It was recommended that the strategies for enhancing the availability of learning materials in urban and rural area is seeking funds from state and local government sources, while on utilisation of learning material, it is by having enough facilitators, monitoring and supervising of facilitators and promoting job satisfaction among facilitators. Based on the findings, it was recommended among others that facilitators should seek funds from state and local government sources in order to make these learning materials available and adequately utilised in rural and urban ABLC Anambra State.

Keywords: literacy, learning materials, basic literacy, availability, utilisation

Introduction

Literacy plays a major role in human development. Literacy has been described as the ability to read for knowledge, write coherently and think critically about the written words (Sherry, 2004) ^[15]. United Nations Educational Scientific and Cultural Organizations (UNESCO, 2014) ^[16] defined literacy as the ability to identify, understand and interpret, create knowledge on how to use printed and written materials associated with varying contexts. According to National Mass Education Commission (NMEC, 2008) ^[9], Literacy is the ability to read, write and compute for informed competence in a subject, area of activity or project towards the development of active citizen, improved health, livelihood and gender equality. According to UNESCO (2014) ^[17], literacy is essential to social and human development. Literacy is also the panacea for transforming lives of individuals, families and society. One of the foundations of literacy is basic literacy.

Obiozor and Obidiegwu (2013) ^[14] asserted that basic literacy encompasses early childhood and elementary education, as well as education in literacy and general knowledge for youths and adults. However, each country determines the duration, content and method of basic education for her citizens. Basic literacy education is for both children and adults, it is the part of the first level of formal adult education which helps to deliver people from ignorance, poverty and superstition (Ani, 2010) ^[4]. Basic literacy is a form of education designed to meet basic learning needs. It is an instrument at the first or foundation

level in which subsequent learning is based (Obiozor & Obidiegwu, 2013) ^[14]. Basic literacy enables an individual to read and write. It is important because, it is at the heart of basic education for all, and essential for eradicating of poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring development, peace and democracy (UNESCO, 2014) ^[18].

Basic literacy centres are centres where the learning of illiterate adults is facilitated. The learners learn basic reading, writing and arithmetic which help them to interact and participate in their environment. Some of them on graduation sit for the first school leaving certificate examinations. The person in charge of adult basic literacy centres are usually called facilitators. According to Adebola (2014) ^[1] facilitator is defined as a person who assists learners to learn at the learning centres. Male and female facilitators are usually drawn from the communities which are located at urban and rural centres and they facilitate learning in adult basic literacy centres. These centres are supposed to be equipped with learning materials necessary for effective learning of the adult learners.

In Nigeria, evening programmes on basic literacy are carried out in different learning centres. Basic literacy can be equated with primary one to three level of the formal school system. According to NMEC (2010) ^[11], basic literacy is a literacy programme which is organized for beginners or people considered to be illiterate. The language of instruction at this level is local language (mother tongue). In Nigeria, several efforts have been made by the Federal

Government to eradicate illiteracy. Such efforts include the establishment of National Mass Education (2008) and the establishment of the state agencies for adult and non-formal education (NMEC, 2008) ^[12]. The sole responsibility of these agencies for adult and non-formal education is to eradicate illiteracy by providing literacy programmes that suit the economic, cultural, social and political needs of the illiterates in their areas. Despite these efforts, the National Bureau of Statistics (2015) asserted that literacy rate for 2015 was 59.6%. The National Literacy Survey carried out in 2011 indicated that about 1.5m children of primary school age were not attending school (Federal Ministry of Education, 2011). In addition, out of the 149million people in Nigeria, 39.4m were illiterate (NMEC, 2012) ^[12]. The high literacy rate can be attributed to so many factors; poor environment, distance to learning centres, non-existence of learning centres and dearth of learning materials in adult basic literacy centres.

There is great need for learning materials to be available and utilised in adult basic literacy centres because they aid learning process, they make learning more informative, interesting and relevant to learners (UNESCO, 2001) ^[16]. These learning materials as pointed out by UNESCO are very important for active learning. Etigbamo and Arikawei (2014) ^[5] regretted that most literacy centres in Nigeria seem not to have learning materials needed for the education and re-orientation of drop-outs especially in skills and knowledge acquisition. Etigbamo and Arikawei identified this situation as an ugly trend, and pointed out that if not properly handled with, it may hamper productivity level of adult educators and community development practitioners thereby making their work a daunting challenge in the society.

Broadly, the term learning materials refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives as set out in lesson plans (Lewis, 2018) ^[8]. Encyclopedia Britannica (n.d.) viewed learning materials as a wide range of activities, exercises and study guides that make learning pleasurable. Learning materials in the context of this work refer to the different learning materials which adult learners use in learning which enable them to retain, concentrate and understand better. As categorised by Obiozor and Obidiegwu (2013) ^[14], learning materials include real life objects, printed materials, visual aids, audio and video materials, online resources. The resources as the authors noted, should be adequate enough to hold the interest, aid participation and retention of important points and not distract the learners from learning. The authors observed that most learners show sustained interest in learning when learning materials are used in literacy classes.

Nevertheless, it is still doubtful whether learning materials are available and effectively put into use at the various adult basic literacy centres in Anambra State for the benefit of the learners. The respondents in this study include male and female adult learners whom their response may differ significantly on the extent of utilisation of learning materials because of their background and orientation to learning. The respondents also include facilitators in the urban and rural areas who may have different views on the strategies which could be used for enhancing availability and utilisation of learning materials in the adult basic literacy centres in Anambra State. This study, therefore seeks to find out the availability and utilisation of learning materials in adult

basic literacy centres in Anambra State.

Basic literacy education is seen as the foundation for lifelong learning. As a result of this, particular attention needs to be paid on the programme in order to promote love for learning and continuing learning in the adult learners. Regrettably, there exist some challenges which tend to inhibit effective learning on facilitating of adults in Nigeria. Adult educators in adult literacy centres face numerous challenges in their quest to help adult learners to learn. The researchers has visited some learning centres in the past, and interacted with the learners and found some spirit of apathy and disappointment in their expressions. Some of them regretted enrolling in the programme because of poor provision of learning resources useful in the programme.

Considering the extent of the problems faced by these adult learners, it is very doubtful if learning materials are readily available, and are adequately and effectively put into use at the various literacy centres for the benefit of the male and female adult learners in urban and rural areas of Anambra State. Therefore, this study intends to fill this identified gap in knowledge as it seeks to find out the extent of availability in and utilisation of learning material in adult basic literacy centres.

Purpose of the Study

The study determines the availability and the extent of utilisation of learning materials in adult basic literacy centres in Anambra State. Specifically, the study determined the;

1. Available audio-visual learning materials in adult basic literacy centres in Anambra State.
2. Available printed learning materials in adult basic literacy centres in Anambra State.
3. Extent of utilisation of available audio-visual learning materials in the adult basic literacy centres in Anambra State.
4. Extent of utilisation of available printed learning materials in the adult basic literacy centres in Anambra State.

Research Questions

The following research questions were formulated to guide the study:

1. What are the available audio visual learning materials in adult basic literacy centres in Anambra State?
2. What are the available printed learning materials in adult basic literacy centres in Anambra State?
3. To what extent do adult learners utilise the available printed learning materials in adult basic literacy centres in Anambra State?
4. To what extent do adult learners utilise the available online learning materials in adult basic literacy centres in Anambra State?

Hypotheses

1. There is no significant difference in the responses of male and female adult learners on the availability of audio-visual learning materials in adult basic literacy centres in Anambra State.
2. The responses of male and female adult learners do not differ significantly on the availability of printed learning materials in adult basic literacy centres in Anambra State.

Methodology

The research design that was adopted for this study is a descriptive survey. A descriptive research is aimed at collecting data on, from a representative as a population and describing in a systemic manner the characteristics, features or facts about a given population studied and findings are generalized to the entire population (Nworgu, 2015). The study was carried out in Anambra state. The population of the study is 9,963 consisting 8,491, 3,338 male and 5,153 female adult learners and 1,472, 743 urban and 729 rural facilitators in the 21 Local Government urban and rural areas of Anambra State. The sample size of the study was 697 comprising 382 learners and 315 facilitators. Taro Yamane’s formula for computing sample size was used. The researcher considered the sample size appropriate because the population size for the study is known. Taro Yamane’s formula is as follows; $n=N/(1+N(e)^2)$. The sample size for each stratum was statically determined thus: Number of each stratum (such as male learners, female learners, urban and rural facilitators) divided by the population and multiplied by the determined sample size for each group. The instruments used for data collection was constructed by the researchers and a structured questionnaire titled “Availability and Utilisation of Learning materials”

(AULM). The instrument was constructed by the researchers using the literature review and purpose of the study. To ascertain face validation of the instrument (AULM), the purpose of the study, research questions and hypotheses, together with the instrument were given to two experts in the Department of Adult education and one in the Department of Educational Foundations from Nnamdi Azikiwe University, Awka. The three experts carefully scrutinized the items and checked for their appropriateness and adequacy, as well as their relevance, clarity and the smoothness of expression. The experts made appropriate suggestions on how to refine the instrument. For example, the experts suggested a modification of the questionnaire title and the response options; rearranging and restructuring some of the items, restructuring some research questions and hypotheses. All the suggested changes were affected by the researchers in producing the final draft of the instrument.

Results

Research Question 1: What are the available audio visual learning materials in adult basic literacy centres in Anambra State?

Table 1: Percentage responses on the available audio-visual learning materials in adult basic literacy centres Anambra State.

	Available	Not Available		Decision
	Freq %	Freq	%	
1. Video Tapes	134 38.2	217	61.8	Not Available
2. Audio Tapes	110 31.3	241	68.7	Not Available
3. Televisions	169 48.1	182	51.9	Not Available
4. LCD Projector	122 34.8	229	65.2	Not Available
5. Film Projectors	155 44.2	196	55.8	Not Available
6. Video Players	142 40.5	209	59.5	Not Available
7. VCD Players	149 42.5	202	57.5	Not Available
8. Video Recording	153 43.6	198	56.4	Not Available
9. Cameras	178 50.7	173	49.3	Available
10. Cinema	156 44.4	195	55.6	Not Available
11. Slide	134 38.2	217	61.8	Not Available
12. Film Strips	142 40.5	209	59.5	Not Available
13. Transparencies	114 32.5	237	67.5	Not Available

The respondents’ responses in Table 1 shows that out of the 13 audio visual learning materials listed, only one (Camera) was available in adult basic literacy centres in Anambra State. This was indicated by 50.7% of the respondents that endorsed its availability. The remaining 12 audio visual learning materials are not available in adult basic literacy centres in Anambra State. They include: Video Tapes,

Audio Tapes, Televisions, LCD Projector, Film Projectors, Video Players, VCD Players, Video Recording, Cinema, Slide, Film Strips and Transparencies.

Research Question 2

What are the available printed materials in adult basic literacy centres in Anambra State?

Table 2: Percentage responses on the available printed materials in adult basic literacy centres Anambra State.

	Available	Not Available		Decision
	Freq %	Freq	%	
1. Textbooks	208 59.3	143	40.7	Available
2. Handout	257 73.2	94	26.8	Available
3. Notebooks	219 62.4	132	37.6	Available
4. Manuals	200 57.0	304	43.6	Available
5. Workbooks	223 63.5	128	36.5	Available
6. Primers	176 50.1	175	49.9	Available
7. Worksheet	164 46.7	187	53.3	Not Available
8. News Papers	210 59.8	141	40.2	Available
9. Magazines	201 57.3	150	42.2	Available
10. Journals	178 50.7	173	49.3	Available
11. Reference	169 48.1	182	51.9	Not Available
12. Books	213 60.7	138	39.3	Available

13. Tutors manual	137 39.0	214	61.0	Not Available
14. Guide	169 48.1	182	51.9	Not Available
15. Stocks of relevant texts book	169 48.1	182	51.9	Not Available

As displayed in Table 2, 10 out of the 15 printed materials listed were available in adult basic literacy centres in Anambra State. The 10 materials were endorsed as available by over 50% of the respondents. They include: Textbooks, Handout, Notebooks, Manuals, Workbooks, Primers, Newspapers, Magazines, Journals and Books. The remaining five materials were not available. The five

materials include: Worksheet, Reference, Tutors manual, Guide and Stocks of relevant texts book.

Research Question 3

To what extent do adult learners utilise the available audio-visual learning materials in adult basic literacy centres in Anambra State?

Table 3: Mean Ratings of respondents on the extent to which adult learners utilise the available audio-visual learning materials in adult basic literacy centres N=351

	Mean	SD	Remark
1. Cameras are Utilise for Learning in Your Centre	2.37	1.07	Low Extent

Table 3 shows the mean of 2.37 indicating that the extent to which adult learners utilise the available audio visual learning material (camera) in adult basic centres in Anambra State is low, other audio visuals learning materials such as video tapes, Televisions, LCD projector, film projectors, Video recording, Cinema, Slide, Film strips and transparencies were not utilised in adult basic literacy

centres.

Research Question 4

To what extent do adult learners utilise the available printed learning materials in adult basic literacy centres in Anambra State?

Table 4: Mean Ratings of respondents on the extent to which adult learners utilise the available printed learning materials in adult basic literacy centres N=351

	Mean	SD	Remark
1. You utilise textbooks for learning in your centre	2.97	1.29	High Extent
2. Handouts are utilised for learning in your centre	2.65	1.10	High Extent
3. Notebooks are utilised for learning in your centre	2.67	1.11	High Extent
4. You utilise manual for learning in your centre	2.41	1.08	Low Extent
5. You utilise workbooks for learning in your centre	2.34	1.02	Low Extent
6. Primers are utilised for learning in your centre	2.43	1.02	Low Extent
7. You utilised newspapers for learning in your centre	2.55	1.00	High Extent
8. Magazines are utilised for learning in your centre	2.44	1.04	Low Extent
9. Journals are utilised for learning in your centre	2.47	1.07	Low Extent
10. You utilise books for learning in your centre	2.55	1.10	High Extent
Mean of Means	2.55	1.08	High Extent

The mean of means of 2.55 in Table 4 indicates that adult learners utilise the available printed learning materials in adult basic literacy centres in Anambra State to a high extent. The item by item analysis shows that out of the 10 available materials, five are being utilised to a high extent in adult basic literacy centres in Anambra State. They include: textbooks (mean=2.97), handouts (mean=2.65), notebooks (mean=2.67), newspapers (mean=2.55) and books (mean=2.55). The remaining five items are utilised to a low extent and they are: manual (mean=2.41), workbooks

(mean=2.34), primers (mean=2.43), magazines (mean=2.44) and journals (mean=2.47). The standard deviations for all the items are within 1.00 to 1.29. This shows that the respondents are not wide apart in their ratings.

Hypothesis One

There is no significant difference in the responses of male and female adult learners on the availability of audio-visual learning materials in adult basic literacy centres in Anambra State.

Table 5: Chi-square analysis on the availability of audio-visual learning materials in adult basic literacy centres based on gender

	Male N=187		Female N=164		X ²	P-value	Remark
	Available	Not Available	Available	Not Available			
1. Video Tapes	88(25.1%)	99(28.2%)	46(13.1%)	118(33.6%)	13.37	.00	S
2. Audio Tapes	56(16.0%)	131(37.3%)	54(15.4%)	110(31.3%)	.36	.56	NS
3. Televisions	99(28.2%)	88(25.1%)	70(19.9%)	94(26.8%)	3.68	.06	NS
4. LCD Projector	70(19.9%)	117(33.3%)	52(14.8%)	112(31.9%)	1.26	.31	NS
5. Film Projectors	81(23.1%)	106(30.2%)	74(21.1%)	90(25.6%)	.11	.74	NS
6. Video Players	78(22.2%)	109(31.1%)	64(18.2%)	100(28.5%)	.26	.66	NS
7. VCD Players	72(20.5%)	115(22.8%)	77(21.9%)	87(24.8%)	2.55	.13	NS
8. Video Recording	78(22.2%)	109(31.1%)	75(21.4%)	87(24.8%)	.57	.44	NS
9. Cameras	81(23.1%)	106(30.2%)	97(27.6%)	67(19.1%)	8.76	.00	S
10. Cinema	76(21.7%)	111(31.6%)	80(22.8%)	84(23.9%)	2.34	.13	NS

11. Slide	69(19.7%)	118(33.6%)	65(18.5%)	99(28.2%)	.27	.66	NS
12. Film Strips	81(23.1%)	106(30.2%)	61(17.4%)	103(29.3%)	1.35	.26	NS
13. Transparencies	72(20.5%)	115(32.8%)	42(12.0%)	122(34.8%)	6.62	.01	S

The analysis in table 5 shows that 10 out of the 13 items had *P*-values greater than the stipulated 0.05 level of significance. This indicates that there was no significant difference in the responses of male and female adult learners on the availability of audio-visual learning materials in adult basic literacy centres in Anambra State. The null hypothesis

of no significant difference was therefore not rejected.

Hypothesis Two

The responses of male and female adult learners did not differ significantly on the availability of printed learning materials in adult basic literacy centres in Anambra State.

Table 6: Chi-square analysis on the availability of printed learning materials in adult basic literacy centres based on gender

	Male N=187		Female N=164		X ²	P-value	Remark
	Available	Not Available	Available	Not Available			
1. Textbooks	107(30.5%)	80(22.8%)	101(28.8%)	63(17.9%)	.69	.44	NS
2. Handout	129(36.8%)	58(16.5%)	128(36.5%)	36(10.3%)	3.66	.07	NS
3. Notebooks	105(29.9%)	82(23.4%)	114(32.5%)	50(14.2%)	6.64	.01	S
4. Manuals	106(30.2%)	81(23.1%)	94(26.8%)	70(19.9%)	.01	.91	NS
5. Workbooks	111(31.6%)	76(21.7%)	112(31.9%)	52(14.8%)	3.01	.09	NS
6. Primers	94(26.8%)	93(26.5%)	82(23.4%)	82(23.4%)	.00	1.00	NS
7. Worksheet	74(29.6%)	83(23.6%)	106(30.2%)	58(16.5%)	2.95	.10	NS
8. News Papers	104(22.2%)	109(31.1%)	75(21.4%)	87(24.8%)	.57	.44	NS
9. Magazines	99(28.2%)	88(25.1%)	102(29.1%)	62(17.7%)	3.05	.08	NS
10. Journals	89(25.4%)	98(27.9%)	89(25.4%)	75(21.4%)	1.55	.23	NS
11. Reference	87(24.8%)	100(28.5%)	82(23.4%)	82(28.2%)	.27	.66	NS
12. Books	79(22.5%)	108(24.2%)	111(31.6%)	53(15.1%)	6.32	.01	S
13. Tutors manual	69(19.7%)	118(30.8%)	58(16.5%)	106(30.2%)	1.73	.19	NS
14. Guide	93(26.5%)	94(26.8%)	76(21.7%)	88(25.1%)	.40	.59	NS
15. Stocks of relevant texts book	99(28.2%)	88(25.1%)	70(19.9%)	94(26.8%)	3.68	.06	NS

Table 6 shows that 13 out of the 15 listed printed learning materials had *P*-values greater than the stipulated 0.05 level of significance. This indicates that there was no significant difference in the responses of male and female adult learners on the availability of printed learning materials in adult basic literacy centres in Anambra State. The null hypothesis of no significant difference was therefore not rejected.

Discussion

The findings in research question one showed that there is low availability of audio-visual learning materials in adult basic literacy centres Anambra State. The study revealed that only camera is available in adult basic literacy centres Anambra State (ABL CAS), out of thirteen items listed in table one, others have negative responses.

The importance of audio-visual learning materials in ABL CAS cannot be overlooked because it will help to facilitate learning. This agrees with the view of Adebowale, Adekanye and Ademola (2013) [2] that the major obstacles are inadequate funding, skill, monetary, irregular supply of electricity and provision of audio-visual learning materials but the poor attention of the government hindered the use of audiovisual learning materials.

The findings of Adebowale, Adekanye and Ademola (2013) [2] in their research on availability of audio-visual materials, agrees with the findings of this research that there is low availability of audio-visual learning material in their learning centres. Audio visual materials are resources that are used by teachers to communicate effectively and meaningfully with learners so that they can receive, understand, retain and apply the experience to achieve educational goals (Alokuns et. al, 2004). This means that if they are not available, the educational goals will not be achieved in adult basic literacy centres in Anambra State. According to research questions one, thirteen items were

listed but only one of these were available in Adult basic literacy centres, Anambra State (ABL CAS). The respondents indicated that the extent in which they utilised available audio-visual learning materials in adult basic literacy centres Anambra State is low and poorly utilised.

The findings in table 2 showed that Out of the fifteen printed learning materials listed ten were available in the adult basic literacy centre in Anambra State. The items available were textbooks, handbooks, notebooks, manual, workbooks, primers, newspapers, magazines, journal and books. Notebooks, works sheets and others being the highest items available in the centres may be as a result that most adult basic literacy centres and formal education cannot do without them. The other five printed materials were not available in adult basic literacy centre in Anambra State.

The result further revealed that the percentage in which the printed materials were available was high. The respondents agreed that only worksheets, note books and others were available in the Adult basic literacy centres Anambra State, Others negate the view. These findings agreed with the result of Iyunade (2011) [7] who stated that printed materials are very important in the andragogical process which increases learners understanding in academic achievement and overall performance in androgogical settings. Without printed materials, lessons will not be interesting, learners will find it difficult to understand what they are being taught, and facilitators will find teaching centres difficult and learning will not be achieved.

The result of the study revealed that out of fifteen items listed on Table 4, Textbooks, handouts, notebooks, workbooks, manual, primers, newspapers, magazines, journals, and books were utilised, others have low extent. This implies that in adult basic literacy centres Anambra State, printed materials are at high extent.

The printed materials are very important in adult basic literacy centres because the activities carried out by the facilitators cannot be effective and understandable when the printed materials are not available and utilised at learning centres. This finding disagreed with Olanrewaju in Iyunade (2011) ^[7] who studied the availability and utilisation of instructional materials and found that instructional materials are not adequately available; therefore, facilitators do not use them.

Conclusion

Based on the findings of the study, analysed and discussed, it was concluded that most of the learning materials required in the adult basic literacy centres are not available.

Data accessed showed that only camera, textbooks, handout, notebooks, manuals, workbooks, primers, newspapers, magazine, journals, power points presentations, world wide web, discussions and forms were available and utilised, while in strategies for enhancing the availability and utilisation, only seeking funds from state and local government sources can enhance the availability of learning materials while having enough facilitators on every subject, monitoring and supervising of facilitators and promoting job satisfaction among facilitators will enhance the utilisation of learning materials in the adult basic literacy centres in Anambra State..

Recommendations

Based on the findings of this study, the following recommendations are made:

1. To ensure the availability of learning materials in adult basic literacy centres in Anambra State, the facilitators will be seeking funds from State and local government sources.
2. Adult basic literacy centres will make sure that there are enough facilitators on every subject and ensure proper utilisation of learning materials in adult basic literacy centres Anambra State.
3. The ministry of education should embark on monitoring and supervising of facilitators in Adult basic literacy Anambra State to enhance the utilisation of learning materials.
4. Promoting job satisfaction among facilitators will enhance the utilisation of learning materials in adult basic literacy centres in Anambra State.

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