

## **INFLUENCE OF LITERATE ENVIRONMENT ON ADULT LEARNING IN BENIN METROPOLIS, EDO STATE, NIGERIA**

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### **ABSTRACT**

*The study investigated the influence of literate environment on adult learning in Benin metropolis, the capital of Edo State, in the South-South geopolitical zone of Nigeria. A sample of 135 participants drawn through a stratified random sampling technique was used for the study. They were culled from nine major communities within the metropolis as fifteen respondents were selected from each community using a convenient method. Data was collected through a structured questionnaire titled "Literate Environment and Adult Learning Questionnaire" (LEALQ) which contained 23 items. The data collected were analysed using descriptive and inferential statistics. The outcome of the study showed that a significant relationship existed between literate environment and adult learning in Benin metropolis. It was also found that adult citizens have no access to sufficient supportive elements that stimulate learning in their homes, workplaces and communities as learner generated materials (LGM) were found to be non-existent in the metropolis. The study also revealed that literate materials in the environment can help adult citizens to mitigate low self-esteem, ignorance, unemployment, hunger, poverty and living standards among others. Based on the findings, it was concluded that the current efforts being made by stakeholders need to be redoubled to ensuring that adult citizens are surrounded by abundant and supportive literacy materials in order to achieve the ultimate goal of lifelong learning. The authors recommend among others, that the government should mobilize and sustain a strong local, national and international political commitment towards transforming the literacy options available for its adult citizens. Furthermore, effort should be made to mobilize and document indigenous knowledge including oral traditions which may help to increase the quantum of learner generated materials and thus enrich the literate environment of the adult citizens within the metropolis.*

**Keywords:** Literate environment, supportive environment, adult learning, self-directed learning,

### **INTRODUCTION**

The first concept of literate environment in official international documents or at least the first conceptualization of ideas underlying that notion as clearly noted by the United Nations Educational, Scientific and Cultural Organisation, in 2014 stems from the proceedings of CONFINTEA V, the Fifth International Conference on the Education of Adults held in Hamburg in 1997. Prior to the CONFINTEA V however, the Action Aid's Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) project, devoted a whole section of its Mother Manual in 1996 to the topic 'Strengthening the literate environment'. It pointed out quite succinctly and forcefully that it would be entirely artificial to change people's environment or lives in respect of literacy if nothing else changed in that environment (Archer & Cottingham, 1996). Available records indicate that Bhola (1990) was unarguably the first among scholars in adult education to propose the adoption of the term 'literacy environment' in adult literacy and prior to this time the term was largely associated

with pedagogy. What then is a literate environment within the context of lifelong learning among adult citizens? Foremost, the terms ‘literacy’ and ‘literate’ are used interchangeably in the study. Literacy does not exist in a vacuum; it takes place within an ambience or environment. Easton (2006) suggests that the term ‘literate environment’ itself needs some explanation, because it is something of a newly crafted concept or neologism as well as a notion patently constructed to throw new light on the dynamics of Education For All, rather than a condition visible to the naked eye. It is in this light that the 2006 Global Monitoring Report (GMR) defines a ‘rich literate environment’ as ‘a public or private milieu with abundant written documents (e.g. books, magazines, newspapers), visual materials (e.g. signs, posters, handbills), or communication and electronic media (e.g. radios, televisions, computers, mobile phones). Whether in households, neighbourhoods, schools or workplaces, the quality of literate environments affects how literacy skills are acquired and practised’ (GMR, 2005: 392).

Both the 2008 and the 2009 GMRs make a further distinction on what constitute a literate environment. Firstly, it connotes the availability of written, printed and visual materials in learners’ surroundings, enabling them to make use of their basic reading and writing skills; and secondly the prevalence of literacy in households and communities which help in enhancing the prospects of successful literacy acquisition by learners (UNESCO, 2007: 393; 2008: 411). Lind (2008) also posits that literate environment refers to the extent to which something is interesting and or necessary to read or situations that required reading and writing in any form, as well as material and infrastructure available, such as books, newspapers and paper. Nalini and David (2005) see the concept of literacy environment as elements that support educational aspirations such as can be found in literate societies with schools, offices, courts, libraries, banks, communication centres as well as homes surrounded by printed materials like books and newspapers, communication and electronic media such as TVs, radios, phones, computers and internet systems.

However, the UNESCO (2014) current approach to the concept is its emphasis on the ‘supply’ and ‘demand’ sides of the literacy coin. While the ‘supply side’ includes the provision of books, instructional materials and sequences, lifelong learning opportunities, textual news media and so on, the ‘demand side’ however, involves the critical factors like governing and policies likely to promote, the practical uses to which such skills can be put and the employments and functions that require them, as well as influences that keep the environment poor in communication resources and technologies. Strictly speaking, adult learning can also imply the entire range of formal, non-formal and informal learning activities which are undertaken by adults. Adult learning represents a significant component of the lifelong learning process, which embraces a learning continuum ranging from formal to non-formal to informal learning. Adult learning also caters for the learning needs of young people, adults as well as older people. Adult learning covers a broad range of content from general issues, vocational matters, family literacy and family education, citizenship and many other areas with priorities-depending on the specific needs of the individual (Easton, 2006; UNESCO, 2014). Adult learning largely depends on the environment. A supportive physical, economic, and psycho-social environment must be created in order to effectively draw from the experiences of the adult learner. A supportive literate environment that enhances learning among adults may include a reasonable quantum of stimulating learning materials whether in the form of signage, learner generated or electronic materials. Evidences abound in the literature to show that adult learning is largely influenced by external rather than internal factors (Tweedell, 2000; Merriam, 2001; Oxenham, Diallo, Katahoire, Petkova-Mwanga, & Sall, 2002; UNESCO, 2011).

## **STATEMENT OF THE PROBLEM**

Illiteracy today is perceived to be related to access to poor quality formal and non-formal education. Although there are no reliable data for adult literacy rate of Benin metropolis, the adult literacy rate of Edo State is however well above the national average of 61% male and 39% female (Edo State Government, 2010). Going by this data, it is evident that illiteracy is still very high in the State. And despite the efforts being made by the state government, non-governmental organisations and philanthropic individuals towards a sustainable rise in the adult and youth literacy rate of the metropolis, the literate environment is not as rich as expected. There seems to be poor signage and environmental prompts that may stimulate the adult in Benin metropolis to learn or make up their minds to get engaged in one form of literacy programme or the other. Available studies conducted in Nigeria on literacy have focused more on impacts of literacy on learners, factors responsible for participation in literacy programmes with a few studies having been conducted on literate environment. However, none of such took place in Benin metropolis, thus creating a gap in research efforts in the area. In view of this, a study to examine the influence of literate environment on adult learning in Benin metropolis is not only pertinent but also desirable.

## **CONCEPTUAL FRAMEWORK FOR THE STUDY**

The conceptual framework adopted in the study is what current literacy researchers have termed the ‘metaphor of ecology’ which is defined as ‘the science of the relationships between organisms and their environments’. Barton, in UNESCO (2014) was the first to draw attention to the idea of establishing an ecology of literacy, or seeking to understand the dynamics of literacy acquisition and loss by a careful ethnographic study of how different languages and written codes are actually used in the varied transactions, activities and functions of daily living and in a range of local settings. With this concept, it is believed that literacy competencies will be enhanced and become essential at the point where the number and complexity of everyday transactions begin to outstrip the tallying and memory capacities of individuals and where the social division of labour (or the forces of political or religious change) require accountability beyond the bounds of family or immediate environment.

The advantage of adopting and examining the concept of the ‘metaphor of ecology’ to clarify literate environment in the study especially in our increasingly information-based society is that it may explain how and why people use literacy, the extent to which literacy is a valued means of communication, and thus the place that its acquisition and use actually has in people’s lives.

## **RESEARCH QUESTIONS**

The following research questions have been generated to give direction to this study:

1. What are the literate materials available to adults within Benin Metropolis?
2. In what ways will literate materials be useful to adults in Benin Metropolis?
3. To what extent will literate materials improve adult learning in Benin Metropolis?

## **RESEARCH HYPOTHESES**

The following null hypotheses were formulated to further direct the analysis and research and were tested at 5% level of significance:

1. There is no significant relationship between literate environment and adult learning in Benin metropolis.
2. There is no significant difference between the mean rating of the literate materials available at the households, workplaces and communities of adults on adult personal development in Benin metropolis.

## **METHODOLOGY**

The research design that was chosen for the study was the survey research design which principally employed the descriptive method. This has helped in the collection of detailed factual information that clearly described the nature of the existing conditions in the various areas of interest as delimited in the study. Therefore, direct contact was made with the individuals whose characteristics, behaviours or attitudes were of relevance to the study.

The population of the study consisted of all the male and female adult citizens who were directly involved in adult education programmes in terms of adult literacy education, continuing education programmes, apprenticeship/vocational education, extension education, environmental education, pre-retirement/retirement education and other non-formal education programmes designed for adults within the three local government areas that make up Benin metropolis. The categories of respondents considered qualified were the adult education programme planners, directors, proprietors of adult literacy centres, local government adult education officials, facilitators (including literacy facilitators and other facilitators), office workers, and field workers. A total of 135 respondents was the sample size used for the study. The study area was divided into strata comprising nine major communities. And based on the rule of thumb, Egor, Ogida, Uselu, Ugbowo, New Benin, Oliha, St. Saviour, Ikpoba-Hill, and Oko-Central communities were selected for the purpose of studying the influence of literate environment among the adults resident in them. A convenience sampling technique was used to select 15 participants from each of the aforementioned nine strata (communities) while bearing in mind the population of interest.

The data for the study were obtained through the use of a structured questionnaire which contained close ended questions. The instrument which was named LEALQ (Literate Environment and Adult Learning Questionnaire) consisted of twenty-three items with each provided on a modified Likert scale format. The scaling ranged from 4-1 for Strongly Agreed (SA) to Strongly Disagreed (SD) respectively. The validity of the instrument was determined through the use of experts' judgement approach. The initial draft of the instrument was scrutinised by some colleagues in the Faculty of Education, University of Benin who are experts in questionnaire and content construction. Based on their suggestions and comments, the necessary corrections were effected and the final version of the instrument was produced. A pilot test was conducted in Eyaen community in Uhumwonde local government area of Edo state which was not part of the area under study but seems to possess the same socio-demographic characteristics of Benin metropolis. In determining the reliability of the instrument in generating the needed data, the Cronbach alpha coefficient was utilised. Thus, the instrument received a weighted Cronbach alpha coefficient of 0.743. This revealed that the instrument was found to be very reliable as it was able to extract the required information and certified the reliability.

The descriptive and inferential statistics were utilized in analysing the data. The descriptive statistics include frequency count, percentages, chart and mean scores (with a criterion mean of 2.5) while the inferential statistics involved the Chi-Square (Crosstab) analysis and One-way Analysis of Variance (ANOVA) which was followed by a post hoc tests using the Tukey HSD (Honest Significant Difference) to find out where significance lies.

## **RESULTS**

The results of the investigation carried out on all sub-themes as stated in the research questions and hypotheses are presented in tables 1-8 and figure 1.

### **Research Question 1**

What are the literate materials available to adults within Benin Metropolis?

A rigorous analysis of literate materials available was done and presented in Table 1 and graphically depicted in Figure 1:

**Table 1. Analysis of Literate Materials Available**

S/N	Items	Frequency			
		Agreed	%	Disagreed	%
1.	Adult citizens in Benin metropolis have access to sufficient print literate materials (such as: books, newspapers, magazines, Journals, dictionaries) in their homes, work places and community.	111	82.2	24	17.8
2	Adult citizens in Benin metropolis have access to sufficient electronic literate materials (such as: Radio, TV, Computers, Smart phones with internet services) in their homes, work places and community.	Nil	0	135	100
3	There are places within Benin metropolis where literate materials are available and freely accessed by adult citizens any time they may wish.	16	11.9	119	88.1
4	The literate materials available and accessible to adult citizens depend on their level of education, family background and their awareness about them.	122	90.4	13	9.6
5	There are new libraries, including mobile ones, established to enable newly literate adults to access reading materials in Benin Metropolis.	Nil	0	135	100

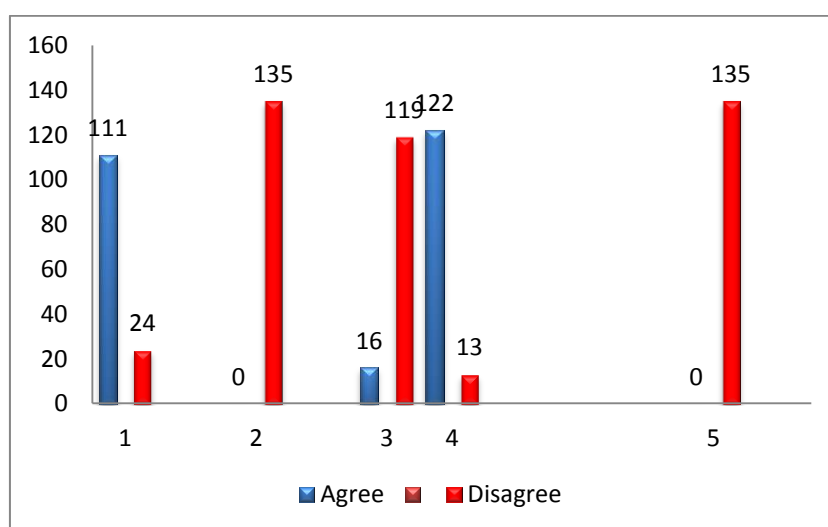


Figure 1: Respondents' Perception on the literate materials available and accessible by adult citizens in Benin Metropolis.

The table 1 and figure 1 present the perception of respondents on the literate materials available and accessible to adult citizens within Benin Metropolis. Each item in the distribution is captured in the corresponding bar with their heights showing the percentage extent of agreement or disagreement to the listed variables. All the respondents (100%) vehemently disagreed that adult citizens in Benin metropolis have access to sufficient electronic literate materials such as: Radio, TV, Computers, Smart phones with internet services in their various homes, work places and communities within the Metropolis. All the respondents (100%) disagreed that there are new libraries, including mobile ones, established to enable newly literate adults to access reading materials in Benin Metropolis. The respondents also disagreed that there are places within Benin metropolis where literate materials are available and freely accessed by adult citizens any time they may wish. However, 122 (90.9%) of the respondents agreed that the literate materials available and accessible to the adult citizens depend on their educational and family backgrounds, as well as their awareness level. 111 (82.2%) of the respondents agreed that adult citizens in Benin metropolis have access to print literate materials in terms of books, newspapers, magazines, journals and dictionaries in their homes, work places and community.

**Research Question 2**

In what ways will literate materials be useful to adults in Benin Metropolis?

The above question was designed to find out the usefulness of literate materials among adult citizens in Benin metropolis. The responses elicited from the survey were gathered and analysed and findings are as presented in Table 2.

**Table 2. Data on the Usefulness of Literate Materials**

<i>S/N</i>	<i>Item/Variable</i>	<i>Weighted Mean</i>	<i>Mean Score</i>	<i>Remark/Decision</i>
6.	Literate materials help adult citizens to mitigate ignorance, unemployment and poverty.	490	3.62	Agreed
7.	Literate materials are capable of stimulating learning among adult citizens	459	3.40	Agreed
8.	Literacy materials can help the user to update his knowledge, attitude and skills.	486	3.60	Agreed
9.	Adult feel proud and self-fulfilled if they are able to access and use literate materials to improve themselves.	462	3.42	Agreed
10.	Literacy-rich environments stimulate adults to participate in language and literacy activities.	477	3.53	Agreed

*Source: Field Survey, 2016.*

A cursory look at the data in Table 2 confirms the uniformity in the respondents’ perception on the extent of usefulness of literate materials to the adult citizens as they unanimously agreed on all the variables of interest.

**Research Question 3**

To what extent will literate materials improve adult learning in Benin Metropolis?

The responses obtained and analysed revealed the results as presented in Table 3.

**Table 3. Data on Respondents' Perception on the Extent to which Literate Materials will Improve Learning Among Adults in Benin Metropolis.**

<i>S/N</i>	<i>Item/Variable</i>	<i>Weighted Mean</i>	<i>Mean Score</i>	<i>Remark/Decision</i>
11.	The adults will have better knowledge of economic and business transactions when they use literate materials in the environment.	540	4.00	Agreed
12.	The home literacy environment will naturally experience some supportive elements if the adults citizens could sufficiently access and use literate materials.	516	3.82	Agreed
13.	The adult citizens who sufficiently access and use literate materials in the environment could help their children with their homework and assignments.	512	3.79	Agreed
14.	The adults who sufficiently access and use literate materials in the environment can fully participate in political, cultural and religious activities and become more self-conscious.	538	3.98	Agreed
15.	Adults who are surrounded by print and electronics may likely flourish in literacy development.	488	3.61	Agreed

*Source: Field Survey, 2016.*

A critical view of the data in Table 4 reveals a total affirmation of all the issues raised, implying that literate materials will certainly improve learning among adults in Benin metropolis.

**Hypothesis 1**

The hypothesis 1 stated that there is no significant relationship between literate environment and adult learning in Benin metropolis.

In determining the relationship, the Pearson’s Chi-Square (Crosstab) analysis was used to test the hypothesis at a 0.05% level of significance. The outcome on the relevant variable (items 16-19) revealed that a significant relationship existed between literate environment and adult learning in Benin metropolis. Item 16 was on whether the literate environments of adult citizens could influence their decision to start literacy classes or go back to school? The calculated value at a degree of freedom (df) 18 was 290.048,  $p < .001$ . This was found to be far greater than the critical values of 28.869. Item 17 bordered on the assumption that adequate supply of literate materials for adult literacy programme would lead to the achievement of its desired learning goal. The calculated values at a degree of freedom (df) 18 was found to be 90.468,  $p < .001$  as against the critical values of 28.869. For item 18, the participants indicated that learning would occur when adults are surrounded with abundant literate materials in the environment. This assertion gave calculated values of 103.585,  $p < .001$  and with a degree of freedom (df) 18, it was found to be greater than the critical values of 28.869. The final Chi Square analysis was for item 19 in the questionnaire. The respondents believed that adults need a supportive environment in order to learn some form of literacy skills and improve themselves. The calculated values under this item was found to be 106.512,  $p < .001$  at a degree of freedom (df) of 12 which is also far greater than the calculated values of 21.026. The detailed Chi Square results for the items 16-19 are presented in the following tables:

**Table 4. Result of Chi-Square Tests for Item 16**

	<i>Value</i>	<i>Df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	290.048 <sup>a</sup>	18	.000
Likelihood Ratio	74.996	18	.000
Linear-by-Linear Association	62.961	1	.000
N of Valid Cases	135		

a. 24 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

**Table 5. Result of Chi-Square Tests for Item 17**

	<i>Value</i>	<i>Df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	90.468 <sup>a</sup>	18	.000
Likelihood Ratio	86.712	18	.000
Linear-by-Linear Association	11.579	1	.001
N of Valid Cases	135		

a. 24 cells (85.7%) have expected count less than 5. The minimum expected count is .01.

**Table 6. Result of Chi-Square Tests for Item 18**

	<i>Value</i>	<i>Df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	103.585 <sup>a</sup>	18	.000
Likelihood Ratio	99.932	18	.000
Linear-by-Linear Association	28.932	1	.000
N of Valid Cases	135		

a. 24 cells (85.7%) have expected count less than 5. The minimum expected count is .01

**Table 7. Result of Chi-Square Tests for Item 19**

	<i>Value</i>	<i>Df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	106.512 <sup>a</sup>	12	.000
Likelihood Ratio	61.732	12	.000
Linear-by-Linear Association	72.178	1	.000
N of Valid Cases	135		

a. 16 cells (76.2%) have expected count less than 5. The minimum expected count is .01.



**Hypothesis 2**

Hypothesis 2 was stated that: there is no significant difference between the mean rating of the literate materials available at the households, workplaces and communities of adults on adult personal development in Benin metropolis.

The results from analysis of variance on Table 8 show that there was statistically significant difference between average scores of all the views of the independent variables on the literate materials in households, workplaces and communities in Benin metropolis. The respondents averred that if there are literate materials in the households, work places, and communities where adults live, it will make them more effective ( $F = 7.668, p < .001$ ). They also lamented the fact that most households have books, radio and television in Benin Metropolis but do not utilise them for literacy purposes ( $F = 138.171, p < .001$ ). While acknowledging that there are some educative and commercial posters, billboards and sign posts that could facilitate learning among adult citizens in Benin Metropolis ( $F = 6.604, p < .002$ ), they however submitted that there was need to produce and supply more literate materials of varied formats for adult learning in the Metropolis ( $F = 22.905, p < .001$ ). Furthermore, the results from the diagnostic tests using the Tukey’s HSD (Honest Significant Difference) test also showed clearly that the mean differences observed among the independent was statistically significant at 0.05%. The details of the analysis is as presented in Table 8.

**Table 8. ANOVA Analysis of Literate Materials in Households, Workplaces and Communities in Benin Metropolis.**

		<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Item 20	Between Groups	8.216	2	4.108	7.668	.001
	Within Groups	70.717	132	.536		
	Total	78.933	134			
Item 21	Between Groups	102.634	2	51.317	138.171	.000
	Within Groups	49.025	132	.371		
	Total	151.659	134			
Item 22	Between Groups	9.995	2	4.997	6.604	.002
	Within Groups	99.887	132	.757		
	Total	109.881	134			
Item 23	Between Groups	6.939	2	3.470	22.905	.000
	Within Groups	19.994	132	.151		
	Total	26.933	134			

Source: *Field Survey, 2016.*

**DISCUSSION**

This study investigated the influence of literate environment on adult learning in Benin metropolis. In assessing the literate materials available and accessible to adults within the communities that make up Benin metropolis the study revealed that most adult citizens in Benin metropolis do not have access to sufficient print and electronic literate materials in their various homes, work places and communities and learning among adults largely depends on the Socio-Economic Status (SES) or family background of the individual. This is one of the banes of adult education in Nigeria as education is still being perceived as a privilege and not primarily as a human right.

The study also examined the ways literate materials would be useful to the adults in Benin metropolis and it was found that literate materials in the environment have helped adult citizens to mitigate ignorance, unemployment and poverty. This finding is in consonance with

Aji in Adesanya (2004) who asserted that in a country such as ours, mass poverty, hunger, disease, ignorance, unemployment and a host of domesticating problems could only be eliminated when people were given the weapons to do so and this weapon is literacy. This fact underscores the usefulness of literacy materials to the adult citizens. The study also revealed that literate materials in the environment can help the user to update his or her knowledge, attitude and skills. This implies that literacy materials are capable of stimulating learning among adult citizens and thus enhancing lifelong learning which Lee as averred by Oyitso and Olomukoro (2010) is a variety of learning one possesses throughout life that transforms experiences into knowledge, skills and attitudes.

The study assessed the extent to which literate materials would improve adult learning in Benin metropolis and it was found that when literacy materials are available, accessible and used by adult citizens they would have better knowledge of economic and business transactions as well as in record keeping. This would help in enhancing financial literacy and economic independence and sustainability. Omeje (2010) also observed and confirmed that among other things, adults want exposure to literacy materials because they want to be able to keep their own records of account. This view was also substantiated by Chander (2002) while harping on lifelong learning through exposure to learning materials in the face of the economic and social changes brought about by scientific and technological progress. It was also found that when adult citizens are able to sufficiently access and use literate materials in the environment they would be able to help their children with their homework and assignments as well as fully participate in political, cultural and religious activities. These views have been severally supported by various experts in adult education (Adesanya, 2004; Iyamu & Ugiagbe, 2005; Okukpon, 2005; Imhabekhai, 2009; Oyitso & Olomukoro, 2010).

The study analysed relationship between literate environment and adult learning using the Chi Square (Crosstab) analysis and found that a significant relationship existed between literate environment and adult learning in the Benin metropolis. This result agrees with that of Nalini & David (2005) when they agreed that the use of audio-visual media is the most effective source of transmitting information leading to significantly positive impact in literacy environment and learning among adults. Certainly, basic economic development could be driving both TV and other media consumption and larger levels of literacy among the adult population (Nalini, & David, 2005).

Finally, the study determined the significant difference between the mean rating of the literate materials available at the households, workplaces and communities of adults on adult personal development in Benin metropolis using the Oneway ANOVA. It revealed that a statistically significant difference existed between the average scores of all the independent variables analysed in the study.

## **CONCLUSION**

Based on the findings of the study, it was concluded that the current efforts need to be redoubled by all stakeholders to ensure that adult citizens are surrounded by abundant and supportive literacy materials in order for them to achieve the ultimate goal of lifelong learning. In addition, policy and decision makers must recognise the value and urgent need for supportive literate materials in environment of adult learners as well as the need to have a population that can not only read but will read, and they should be willing to commit scarce resources towards this endeavour in the spirit of equity, social justice and inclusiveness.

## **RECOMMENDATIONS**

In order to ensure that the nexus between literate environment and adult learning is not only strengthened but sustained in Benin metropolis, the authors recommend that the government

of Nigeria particularly that of Edo State should find sustainable solutions to the current economic woes that have bedevilled the nation and state respectively. This will go a long way to addressing the scourge of hunger, poverty, ignorance, low self-esteem, unemployment and general backwardness that could influence the provision of literate environment. When adult citizens are gainfully employed they can be empowered and thereby be able to support themselves in gaining access to and use of literate materials. Efforts should be made to mobilize and document local knowledge and oral traditions that can adequately enrich the literate environment of Benin. This will contribute largely to the quantum of learner generated materials for adult citizens. The government should also mobilize and sustain a strong national and international political commitment towards transforming the literacy options available for its adult citizens. More printing presses should be established so as to increase the quantum and density of books and other literacy/reading materials that will be of immense value to adult citizens. Again, government and other stakeholders should mobilise resources to provide public facilities that can enhance learning among adults such as community libraries, recreation centres, environmental signage and prompts. Finally, experts in adult education should constantly assess and evaluate the current state of affairs of the literate materials in households, workplaces and communities' and thus make recommendations to fill the yawning vacuum.

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