INVESTIGATION INTO THE IMPLEMENTATION METHODS ADOPTED BY STATE AGENCIES FOR ADULT LITERACY PROGRAMMES TO FOSTER SUSTAINABLE MASS LITERACY IN SOUTH-EAST NIGERIA

Ukamaka Florence Mokwe, PhD[1]
nf. mokwe@unizik.edu.ng

Victoria Chimezie Mbonu , PhD[2]
vc.mbonu@unizik.edu.ng

Forgive Nkiru Amaefule, PhD[3]
fn.amaefule@unizik.edu.ng

&
Ferdinard Nwafor Okoye[4]
fn.okoye@unizik.edu.ng

[1-4] Educational Managementand Policy Department
Faculty of Education, Nnamdi Azikwe University Awka.

Abstract

Adult literacy remains a pressing challenge in South East Nigeria, where state agencies have introduced programmes to foster sustainable mass literacy. Despite these initiatives, literacy outcomes remain uneven, necessitating an investigation into the instructional methods employed. A survey design was adopted, involving 250 teachers across rural and urban schools. Respondents provided data on the use of conventional methods, Each-One-Teach-One (EOTO), literacy clubs, literacy by radio, literacy campaigns, and stakeholder meetings. Percentages of agreement and disagreement were analyzed to determine the prevalence and effectiveness of each method. Findings revealed that conventional methods such as lectures, discussions, and drama were the most widely adopted (26.6% rural, 35.2% urban). Stakeholder meetings also recorded notable usage (20.4% rural, 30.8% urban). Conversely, participatory and innovative approaches were underutilized: EOTO methods (12.2% rural, 19.6% urban), literacy clubs (13.2% rural, 26.4%

urban), literacy by radio (15.2% rural, 24.0% urban), and literacy campaigns (17.6% rural, 23.2% urban). High levels of disagreement across these categories further underscored their limited implementation. The study concludes that adult literacy programmes in South East Nigeria rely predominantly on conventional instructional strategies and stakeholder engagement, while innovative, learner-centered methods remain marginal. To achieve sustainable mass literacy, state agencies must diversify their approaches by integrating participatory, community-driven, and technology-based strategies that enhance adult learning outcomes and long-term literacy development.

Keywords: Adult literacy, South East Nigeria, sustainable literacy, stakeholder and engagement

Introduction

Adult literacy is universally acknowledged as a cornerstone of human development and a prerequisite for meaningful participation in society. Literacy empowers individuals to communicate effectively, access information, and engage in civic life. In the Nigerian context, literacy is not only a tool for personal empowerment but also a driver of socio-economic growth and national development. It enhances productivity, reduces poverty, and fosters social inclusion. Yet, despite decades of investment in literacy programmes, illiteracy remains a pressing challenge, particularly in rural areas and among women (Ejiro-Mitaire & Ezeyili, 2022).

Globally, literacy is recognized as a fundamental human right and a key component of the Sustainable Development Goals (SDG 4), which calls for inclusive and equitable quality education and lifelong learning opportunities for all. UNESCO (2022) emphasizes that literacy extends beyond basic reading and writing to include numeracy, digital literacy, and civic participation. For Nigeria, achieving mass literacy is essential for national development, but progress has been uneven. The persistence of illiteracy reflects structural challenges such as poverty, cultural attitudes, inadequate funding, and weak institutional frameworks.

In South-East Nigeria, comprising Abia, Anambra, Ebonyi, Enugu, and Imo States, education is traditionally valued as a pathway to social mobility. However, adult illiteracy persists, particularly among rural dwellers and marginalized groups. State agencies, working under the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), are responsible for implementing adult literacy programmes. These programmes aim to provide functional education that equips learners with basic language skills, civic awareness, health knowledge, and vocational competencies. Yet, implementation methods vary significantly by location, with rural centres often

relying on community-based approaches and urban centres adopting more structured classroom models (Usman, Idris, & Hussaini, 2023).

The effectiveness of adult literacy programmes depends largely on the methods adopted by state agencies. Implementation methods determine not only the delivery of content but also the extent to which learners experience empowerment and transformation. For example, programmes that integrate vocational skills and entrepreneurship enable learners to connect literacy with their livelihoods, fostering sustainability. Conversely, programmes that focus narrowly on basic literacy without addressing socio-economic realities risk being ineffective. This study therefore investigates the implementation methods adopted by state agencies in South-East Nigeria, with the aim of identifying strengths, weaknesses, and opportunities for fostering sustainable mass literacy.

Framing the study through **Transformational Learning Theory** provides a deeper understanding of the significance of adult literacy. According to Mezirow, transformational learning occurs when adults critically reflect on their assumptions and acquire new perspectives that empower them to enact social change. Literacy programmes in South-East Nigeria have the potential to catalyze such transformations, enabling adults to reframe their identities, challenge cultural norms, and participate more fully in society. However, this potential can only be realized if implementation methods are effective, inclusive, and sustainable.

In summary, adult literacy remains a critical challenge in Nigeria, despite decades of investment. The South-East region exemplifies both the promise and the limitations of current approaches. By investigating the implementation methods adopted by state agencies, this study seeks to contribute to the improvement of adult literacy programmes, ensuring they foster sustainable mass literacy and empower individuals to drive social and economic change.

Adult literacy initiatives in Nigeria date back to the colonial period, when missionary schools introduced rudimentary education primarily for religious purposes. These schools emphasized basic reading and writing skills to enable converts to read religious texts, but they did not address broader socio-economic needs (Fafunwa, 1974).

Following independence in 1960, literacy became a national priority. The Federal Government recognized the need to expand education beyond formal schooling, leading to the establishment of community-based literacy centres. However, these early initiatives lacked coordination and sustainability. A major milestone came in 1990 with the creation of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), tasked with coordinating literacy

programmes nationwide (NMEC, 2023). NMEC's mandate aligned with UNESCO's *Education for All* campaign and the Sustainable Development Goals (SDGs), emphasizing literacy as a driver of empowerment and sustainable development.

The South-East region, comprising Abia, Anambra, Ebonyi, Enugu, and Imo States, is known for its strong educational culture. Communities in this region traditionally value education as a pathway to social mobility and economic advancement. However, adult illiteracy persists, particularly among rural dwellers and women. Poverty, cultural attitudes, and early withdrawal from formal schooling contribute to this challenge (Ejiro-Mitaire & Ezeyili, 2022).

State agencies, working under NMEC's framework, implement literacy programmes through centres that deliver contents such as Basic English Language, Civic Education, health awareness, and vocational training. Yet, disparities exist between rural and urban centres, with implementation methods varying by location. Rural centres often rely on volunteer facilitators and community-based approaches, while urban centres adopt more structured classroom methods with better access to resources.

Implementation methods are central to the success of adult literacy programmes, as they determine not only the delivery of content but also the extent to which learners experience empowerment and transformation. In South-East Nigeria, state agencies employ diverse approaches to reach adult learners, reflecting both the opportunities and constraints of their local contexts.

Community-based learning centres are common in rural areas, where formal infrastructure is limited. These centres often rely heavily on volunteer facilitators and local leadership. The strength of this approach lies in its accessibility and cultural relevance, as programmes are embedded within communities and sometimes delivered in indigenous languages. However, reliance on volunteers can compromise quality, as facilitators may lack training in adult education pedagogy. This affects the ability of programmes to foster transformational learning, which requires skilled guidance to help adults critically reflect on their experiences and assumptions.

In urban centres, structured classroom approaches are more prevalent. These programmes benefit from trained facilitators, standardized curricula, and better access to resources. Learners in urban areas are more likely to experience consistent delivery of foundational literacy skills such as reading, writing, and speaking. Yet, while structured approaches enhance quality, they may lack flexibility and fail to fully integrate learners' lived experiences. Transformational Learning Theory

emphasizes the importance of dialogue and reflection, which can be constrained in rigid classroom settings.

Some programmes incorporate vocational skills such as tailoring, farming, and entrepreneurship to make literacy relevant to learners' livelihoods. This integration is crucial for sustainability, as adults are more motivated when literacy is linked to economic empowerment. For example, a farmer who learns record-keeping or a trader who acquires basic numeracy experiences a transformation in how they perceive their role in society. However, studies reveal that entrepreneurship education is poorly integrated, limiting the potential of literacy programmes to equip learners with skills for self-reliance and economic growth (Usman, Idris, & Hussaini, 2023).

Health and civic education modules are widely implemented, addressing issues such as HIV/AIDS prevention, hygiene, democracy, and governance. These contents empower learners to make informed decisions about their health and participate actively in civic life. From a transformational learning perspective, such modules enable adults to challenge cultural norms, adopt healthier practices, and engage in democratic processes. This contributes to social change and community development.

Despite these efforts, entrepreneurship and technology education remain poorly integrated into adult literacy programmes. This gap limits the transformative potential of literacy, as learners are not adequately equipped with skills for economic empowerment or digital participation. In today's knowledge economy, digital literacy is essential for accessing information, participating in markets, and engaging with governance structures. Without these skills, adult literacy programmes risk perpetuating exclusion rather than fostering empowerment.

In summary, state agencies in South-East Nigeria adopt diverse methods to implement adult literacy programmes, ranging from community-based centres to structured classroom approaches. While foundational literacy, civic education, and health modules are relatively well delivered, entrepreneurship and technology contents are neglected. This imbalance undermines the transformative potential of literacy programmes. For adult literacy to foster sustainable mass literacy, implementation methods must be broadened to include vocational and technological skills, ensuring that learners acquire both functional literacy and the capacity for socio-economic empowerment. Despite these efforts, studies reveal that while foundational literacy and civic contents are implemented, entrepreneurship and technology education are poorly integrated. This limits the transformative potential of literacy programmes, as learners are not adequately equipped with skills for economic empowerment or digital participation (Usman, Idris, & Hussaini, 2023).

Methods Currently Employed by State Agencies in Implementing Adult Literacy Programmes in South-East Nigeria

Adult literacy programmes in South-East Nigeria are coordinated by state agencies under the supervision of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC). These agencies adopt a variety of methods to deliver literacy content, reflecting both the socio-economic realities of the region and the resources available. The methods employed are central to the success of these programmes, as they determine the accessibility, quality, and sustainability of literacy initiatives.

Community-Based Learning Centres

One of the most common methods in rural areas is the establishment of community-based learning centres. These centres are often located within villages or community halls and rely heavily on volunteer facilitators and local leadership. The advantage of this approach is its accessibility, as it brings literacy opportunities closer to learners who may not be able to travel long distances. It also fosters community ownership, which can enhance sustainability. However, the reliance on volunteers often results in uneven quality of instruction, as facilitators may lack professional training in adult education pedagogy. This limits the effectiveness of the programmes in achieving long-term literacy outcomes.

Structured Classroom Approaches

In urban centres, state agencies tend to adopt structured classroom approaches. These programmes are delivered in formal settings, with trained facilitators and standardized curricula. Learners benefit from consistent instruction in foundational literacy skills such as reading, writing, and speaking. The structured nature of these programmes ensures quality and accountability, but they may lack flexibility to accommodate the diverse needs of adult learners, many of whom balance education with work and family responsibilities. Nevertheless, structured classroom approaches remain a key method for delivering literacy in urban contexts.

Integration of Vocational Skills

To make literacy relevant to learners' livelihoods, some programmes integrate vocational skills such as tailoring, farming, and entrepreneurship. This method links literacy to economic empowerment, motivating learners to participate and apply their skills in practical contexts. For example, a farmer who learns record-keeping or a trader who acquires basic numeracy can

immediately improve their productivity. However, studies show that entrepreneurship education is poorly integrated, limiting the potential of literacy programmes to foster self-reliance and economic growth (Usman, Idris, & Hussaini, 2023). Strengthening this method would enhance the sustainability of literacy initiatives.

Health and Civic Education Modules

Another method employed by state agencies is the inclusion of health and civic education modules. These address issues such as HIV/AIDS prevention, hygiene, democracy, and governance. By incorporating these modules, literacy programmes go beyond functional skills to empower learners with knowledge that improves their health outcomes and civic participation. This method contributes to community development and aligns with broader national goals of fostering informed, healthy, and active citizens.

Gaps in Entrepreneurship and Technology

Despite these efforts, entrepreneurship and technology education remain poorly integrated into adult literacy programmes. In today's digital economy, technology skills are essential for accessing information, participating in markets, and engaging with governance structures. The absence of digital literacy in current methods limits the transformative potential of adult literacy programmes, leaving learners at a disadvantage in the modern economy.

In summary, state agencies in South-East Nigeria employ diverse methods to implement adult literacy programmes, including community-based centres, structured classroom approaches, vocational integration, and health and civic education modules. While these methods have achieved some success in delivering foundational literacy and civic awareness, gaps remain in the integration of entrepreneurship and technology. Addressing these gaps is critical for ensuring that adult literacy programmes foster sustainable mass literacy and equip learners with the skills needed for socio-economic empowerment.

Challenges in Implementation

Several challenges hinder effective implementation of adult literacy programmes in South-East Nigeria:

- Funding constraints: State agencies often lack sufficient government support, leading to poorly equipped centres.

- Infrastructure deficits: Many centres operate in inadequate facilities without proper teaching aids.

- Human resource gaps: Facilitators are undertrained, underpaid, and often lack expertise in adult education pedagogy.

- Monitoring and evaluation weaknesses: Limited systems exist to assess programme outcomes and ensure accountability.

- Cultural resistance: In some communities, adults—especially women—face stigma for attending literacy classes.

These challenges contribute to uneven implementation and undermine the sustainability of literacy programmes.

Theoretical Framework

Implementation methods are central to the success of adult literacy programmes, as they determine how effectively learners acquire skills that enhance their productivity and participation in society. From the standpoint of **Human Capital Theory**, education is viewed as an investment that increases individuals' economic value by improving their knowledge, skills, and competencies (Schultz, 1961; Becker, 1993). Adult literacy programmes in South-East Nigeria, therefore, are not merely social interventions but strategic investments in human capital that can drive sustainable development.

Community-Based Learning Centres

Community-based learning centres, common in rural areas, rely heavily on volunteer facilitators and local leadership. While these centres provide accessible opportunities for adults who might otherwise be excluded, the reliance on volunteers often results in uneven quality of instruction. From a human capital perspective, this limits the return on investment, as learners may not acquire skills robust enough to improve their productivity. Strengthening facilitator training and resource provision in these centres would maximize the economic and social benefits of literacy.

Structured Classroom Approaches

Urban centres often adopt structured classroom approaches, with trained facilitators and standardized curricula. These methods align more closely with Human Capital Theory, as they

provide systematic instruction that enhances learners' competencies. Adults who acquire literacy in urban centres are better positioned to engage in formal employment, entrepreneurship, and civic participation. However, the challenge lies in ensuring that these structured approaches are flexible enough to meet the diverse needs of adult learners, many of whom balance education with work and family responsibilities.

Integration of Vocational Skills

The integration of vocational skills such as tailoring, farming, and entrepreneurship is particularly significant from a human capital perspective. Literacy linked to livelihood skills increases the economic returns of education, as learners can immediately apply their knowledge to income-generating activities. Unfortunately, studies reveal that entrepreneurship education is poorly integrated into adult literacy programmes (Usman, Idris, & Hussaini, 2023). This gap reduces the potential of literacy programmes to enhance human capital, as learners are not adequately equipped with skills for self-reliance and economic empowerment.

Health and Civic Education Modules

Health and civic education modules, addressing HIV/AIDS prevention, hygiene, democracy, and governance, contribute to human capital by improving individuals' health outcomes and civic competencies. Healthy, informed citizens are more productive and better able to contribute to community development. These modules therefore represent an important dimension of human capital investment, as they enhance both individual well-being and societal progress.

Gaps in Entrepreneurship and Technology

Despite these efforts, entrepreneurship and technology education remain poorly integrated. In today's knowledge economy, digital literacy is essential for accessing information, participating in markets, and engaging with governance structures. Without these skills, adult literacy programmes fail to fully develop human capital, leaving learners at a disadvantage in the modern economy. Addressing these gaps is critical for ensuring that literacy programmes contribute to sustainable mass literacy and national development.

In summary, state agencies in South-East Nigeria employ diverse methods to implement adult literacy programmes, ranging from community-based centres to structured classroom approaches. While foundational literacy, civic education, and health modules are relatively well delivered, entrepreneurship and technology contents are neglected. From a **Human Capital Theory**

perspective, this imbalance undermines the economic and social returns of literacy programmes. To foster sustainable mass literacy, implementation methods must be broadened to include vocational and technological skills, ensuring that learners acquire both functional literacy and the competencies needed for socio-economic empowerment.

Rationale for the Study

Despite decades of investment, adult literacy programmes in South-East Nigeria remain unevenly implemented. Foundational contents such as English language, civic education, and health awareness are relatively well delivered, but transformative skills such as entrepreneurship and technology are neglected. Investigating the implementation methods adopted by state agencies will provide insights into strengths, weaknesses, and opportunities for improvement.

This study is necessary to ensure that literacy programmes foster sustainable mass literacy by equipping adults with both foundational and transformative skills. By examining implementation methods, the study seeks to contribute to policy reforms, improve programme delivery, and promote sustainable development in South-East Nigeria.

Statement of the Problem

Adult literacy remains a critical challenge in Nigeria despite decades of investment in literacy programmes. The Federal Government, through the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), has mandated state agencies to implement adult literacy programmes aimed at reducing illiteracy and fostering sustainable development. However, evidence suggests that the methods adopted by these agencies are uneven, inconsistent, and often inadequate in addressing the diverse needs of adult learners (Ejiro-Mitaire & Ezeyili, 2022; Usman, Idris, & Hussaini, 2023).

In South-East Nigeria, where education is traditionally valued, adult illiteracy persists, particularly among rural dwellers and women. While some literacy centres implement foundational contents such as Basic English Language, Civic Education, and health awareness, other critical areas—such as entrepreneurship and technology education—are poorly integrated. This imbalance limits the transformative potential of literacy programmes, as learners are not adequately equipped with skills for economic empowerment, digital participation, or sustainable livelihoods. Consequently, adult literacy programmes risk perpetuating functional literacy without fostering the broader socio-economic empowerment necessary for sustainable mass literacy.

Furthermore, disparities between rural and urban centres exacerbate the problem. Rural centres often rely on volunteer facilitators and community-based approaches, which lack consistency and quality, while urban centres benefit from structured classroom methods and better resources. These variations in implementation methods create inequities in learning outcomes, undermining the goal of universal literacy. In addition, challenges such as inadequate funding, poor infrastructure, weak monitoring systems, and cultural resistance further hinder effective programme delivery.

The problem, therefore, is that despite the existence of adult literacy programmes in South-East Nigeria, the methods adopted by state agencies remain insufficient to achieve sustainable mass literacy. Without deliberate efforts to strengthen implementation strategies, integrate vocational and technological skills, and ensure equity across rural and urban contexts, adult literacy programmes will continue to fall short of their intended objectives. This study seeks to investigate these implementation methods, identify gaps, and propose strategies for fostering sustainable mass literacy in the region.

Justifications of the Study

Persistent Illiteracy Despite Investment: Despite decades of government and donor investment in literacy programmes, illiteracy rates remain high in Nigeria, particularly among rural dwellers and women. This study is justified because it seeks to uncover why existing programmes have not achieved their intended outcomes, focusing on the methods of implementation that may be limiting effectiveness.

Regional Disparities in Programme Delivery: South-East Nigeria presents a unique case where education is culturally valued, yet adult illiteracy persists. Investigating the differences in implementation methods between rural and urban centres is essential to understand regional disparities and to propose context-specific solutions that can foster sustainable mass literacy.

Need for Integration of Transformative Skills: Current adult literacy programmes emphasize foundational skills such as reading and writing but neglect entrepreneurship and technology education. This study is justified because it highlights the importance of integrating vocational and digital skills, which are critical for economic empowerment and participation in the modern knowledge economy.

Contribution to Policy and Practice: By examining the strengths and weaknesses of implementation methods, the study will provide evidence-based recommendations for

policymakers, state agencies, and stakeholders. This is crucial for improving programme design, resource allocation, and facilitator training, thereby enhancing the sustainability and impact of adult literacy initiatives.

Alignment with Global Development Goals: Literacy is central to achieving the Sustainable Development Goals (SDG 4: Quality Education). This study is justified because it contributes to Nigeria's efforts to meet international commitments by ensuring that adult literacy programmes are not only functional but also transformative, equipping learners with skills for lifelong learning and sustainable development.

Purpose of the Study

To examine the current implementation methods adopted by state agencies for adult literacy programmes in South-East Nigeria.

Research Question

What methods are currently employed by state agencies in implementing adult literacy programmes in South-East Nigeria?

METHOD

Design of the Study

The design of this study was the descriptive survey design. The area of this study is South East geo-political zone of Nigeria. The zone covered Abia, Anambra, Ebonyi, Enugu and Imo States. The choice of this area of the study is particularly informed by the noticeable lapses in the implementation of adult literacy programmes by State Agencies for sustainable mass literacy in South East Nigeria. The researcher observed that many adults in the area cannot read or write or even use modern technologies in offices, businesses and politics among others despite the policy on universal access to education or mass literacy by the United Nations. The population of this study comprised one thousand two hundred and eighty (1280) adult literacy centres in South East, Nigeria. The choice of this population is to ascertain the level of implementation of adult literacy programmes in South-East States. Therefore, the use of adult literacy teachers helped the researcher to get the extent of implementation of programmes of adult literacy in the area. The sample of the study was 250 Adult literacy teachers from 50 adult literacy centers. Stratified random sampling technique was used to select ten (10) literacy centres from each of the 5 States

in South East Nigeria; making it a total of fifty (50) adult literacy centers for the study. This is to ensure equal representation of the population across the States or strata. Second, five (5) adult teachers were proportionately selected from each of the 50 adult literacy centers selected; making it a total of 250 adult literacy teachers that was used for the study. The instrument for data collection was adapted Checklist. There was no validation of the instrument. This is because the checklist was adapted from State agencies from the five States of South East Nigeria covered. In order determine the reliability of the Checklist, the researcher gave the instruments to five teachers in Adult Literacy Centres in River State to rate in terms implementation of Adult Literacy Programmes by State Agencies for sustainable mass literacy in South East Nigeria. The researcher then applies scorer reliability method using Kendal's W Test of concordance with the aid of Statistical Package for Social Sciences (SPSS) which yielded the reliability coefficients of 0.62. These reliability indices show that the instruments are reliable. he assistants researcher go through the checklist to Centre coordinator to indicate level of implementation of the programme. Frequency tables and Percentages was used to analyze the data collected on research questions while Chi-Square statistics was used to test the null hypotheses at 0.05 level of significance. The choice of using Chi-Square for testing hypotheses and the data analysis involves frequency tables and percentages.

Results

Research Question: What are the level of use of methods in the implementation of Adult Literacy Programmes by State Agencies in South East Nigeria?

Table one: Percentage Response on the Level of Use of Methods in the Implementation of Adult Literacy Programmes by State Agencies in South East Nigeria

S/N	Item Statements	Total	YES				N0				Dec
			Rural	%	Urban	%	Rural	%	Urban	%	
1.	Use of conventional methods e.g. discussion, lecture method, drama, etc.,										

Item	N	f	%	f	%	f	%	f	%	Remark
	250	69	27.6	88	35.2	43	17.2	50	20.0	HU
2. Use of Each–One–Teach –One (EOTO) methods	250	28	11.2	49	19.6	83	33.2	90	36.0	LU
3. Use of literacy Club	250	33	13.2	66	26.4	79	31.6	72	28.8	LU
4. Use of literacy by Radio	250	38	15.2	51	20.4	100	40.0	61	24.4	LU
5. Use of Literacy Campaigns	250	44	17.6	58	23.2	80	32.0	68	27.2	LU
6. Stakeholders Meeting	250	51	20.4	77	30.8	63	25.2	59	23.6	HU

Field Work, 2026; Keys: HU=High Used; LU= low Used

Data in **Table 1** shows that out of the 250 respondents, 26.6% of teachers from rural and 35.2% from urban area agreed that the use conventional methods e.g. discussion, lecture method, drama, etc., while 17.2% from rural and 20.0% from urban school disagreed; 12.2% from rural schools and 19.6% from urban schools agreed that they use Each–One–Teach –One (EOTO) methods e.g. picture, Syllabic analysis of the words, use of primers with pictures and integrating of reading and writing exercise while 32.2% from rural and 36.0% from urban schools disagreed; 13.2% from rural and 26.4% from urban school agreed that they literacy Club in teaching adult literacy programmes while 31.6% from rural and 28.8% from urban schools disagreed. It also shows that 15.2% of teachers from rural and 24.0% from urban schools agreed that they use literacy by Radio in the implementation of adult literacy programmes while 40.0% from rural and 24.4% from urban disagreed; 17.6% from rural schools and 23.2% from urban schools agreed that they use Literacy Campaigns in teaching adult education programmes while 32.0% from rural and 27.2% from urban schools disagreed. The data equally showed that 20.4% teachers from rural and 30.8% from urban secondary schools agreed that they use stakeholders' meetings in the implementation of adult literacy programmes while 25.2% teachers from rural and 23.6% from urban secondary schools disagreed. This indicates that conventional lecture methods and stakeholder meetings were the

only methods used in teaching adult literacy programmes while Each–One–Teach –One (EOTO) methods, literacy clubs, literacy by radio, and literacy campaigns are lowly used.

H₀: The level of methods used in the implementation of Adult Literacy Programmes by State Agencies in South East Nigeria is dependent on location.

Table 2: Chi-Square statistic on the level of methods used in the implementation of Adult Literacy Programmes by State Agencies in South East Nigeria is dependent on location

	df	$\chi2\alpha$	Sig.	Alpha Level	Remarks
Chi-Square	25	31000[a]	.225	0.05	NS
Number of valid Cases	6				

Df = degree of freedom, $\chi2\alpha$ = chi-square calculated, Sig. = P-value; P < .05, NS= Not Significant

The data in **Table 2** shows P-value of 0.225 which is greater than the 0.05 level of significance and with 25 degree of freedom. Therefore, the null hypothesis which stated that there is no significant difference in the mean ratings of rural and urban teachers on the methods used in the implementation of Adult Literacy Programmes by State Agencies in South East Nigeria was upheld. This indicates that the teaching methods used in the implementation of adult literacy programmes was almost the same in rural and urban public secondary schools in South East Nigeria.

Summary

The data in Table 1 reveals that out of 250 respondents, conventional methods such as discussion, lecture, and drama were the most widely used, with 26.6% of rural and 35.2% of urban teachers agreeing to their use. Stakeholders' meetings also recorded relatively higher usage, with 20.4% of rural and 30.8% of urban teachers agreeing. In contrast, alternative methods such as Each-One-Teach-One (EOTO), literacy clubs, literacy by radio, and literacy campaigns were poorly utilized. For instance, only 12.2% of rural and 19.6% of urban teachers agreed to using EOTO, while literacy clubs and literacy by radio recorded similarly low levels of agreement. Disagreement percentages were consistently higher for these alternative methods, indicating limited adoption.

Overall, the findings suggest that adult literacy programmes in South-East Nigeria rely heavily on conventional lecture-based approaches and occasional stakeholder meetings, while innovative and participatory methods that could enhance learner engagement and sustainability are underutilized. The Chi-Square test further confirmed that the level of methods used in implementation is dependent on location, with urban centres more likely to adopt structured approaches compared to rural centres, which rely on community-based methods.

The study concludes that state agencies in South-East Nigeria predominantly employ conventional lecture methods and stakeholder meetings in implementing adult literacy programmes. While these methods provide a structured framework for instruction, they fail to fully engage learners or address their diverse socio-economic needs. The limited use of participatory approaches such as EOTO, literacy clubs, radio programmes, and literacy campaigns undermines the transformative potential of adult literacy initiatives.

The Chi-Square analysis supports the hypothesis (H_0) that the level of methods used is dependent on location, highlighting disparities between rural and urban centres. Urban centres tend to adopt more structured and resource-supported methods, while rural centres rely on volunteer-driven, community-based approaches. This imbalance contributes to uneven outcomes and restricts the sustainability of mass literacy efforts.

To foster sustainable mass literacy, state agencies must diversify their implementation methods by integrating participatory, vocational, and technological approaches. Strengthening facilitator training, expanding literacy clubs, leveraging radio campaigns, and promoting EOTO strategies will enhance learner engagement, bridge rural-urban disparities, and ensure that adult literacy programmes contribute meaningfully to socio-economic empowerment and national development.

Recommendations

Diversify Teaching Methods: State agencies should expand beyond conventional lecture methods by integrating participatory approaches such as Each-One-Teach-One (EOTO), literacy clubs, and literacy campaigns. These methods encourage peer learning, community involvement, and sustained engagement, making adult literacy programmes more interactive and effective.

Strengthen Use of Media and Technology: Literacy by radio and other media platforms should be revitalized to reach wider audiences, especially in rural areas where access to formal centres is

limited. Incorporating digital literacy and mobile learning tools will also prepare adult learners for participation in the modern knowledge economy.

Enhance Facilitator Training and Support: Volunteer facilitators and teachers should receive regular training in adult education pedagogy and innovative teaching strategies. Providing incentives and adequate resources will improve their motivation and capacity to deliver diverse literacy methods effectively.

Promote Stakeholder Collaboration: Stakeholder meetings should be institutionalized and expanded to include community leaders, NGOs, and private sector partners. This collaboration will ensure resource mobilization, community ownership, and alignment of literacy programmes with local socio-economic needs, thereby enhancing sustainability.

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