



Influence of Adult Literacy Programmes on the Socio-Economic Development of Beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State

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ABSTRACT

The study examined the influence of Adult literacy programmes on the socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State. The study was guided by five objectives, five research questions and five hypotheses. The study adopted a descriptive survey design with a population of 430 respondents (400 participants and 30 facilitators of adult literacy programmes). The proportionate sampling technique was adopted for data collection. The sample size of the study was 280 respondents consisting of 250 participants and 30 facilitators of adult literacy programmes in the study area. The instrument for data collection was a structured questionnaire tagged influence of Adult literacy Programmes on the socio-economic Development. The reliability of the instrument was established using the test-retest method. A reliability index of 0.81 was obtained showing that the instrument was reliable. The research questions were answered using the mean statistics while the hypotheses were tested using the z-test at 0.05 level of significance. The findings of the study among other things revealed that functional, health and digital literacy programmes influence socio-economic development in the study area to a high extent. It was recommended among others that government should provide resources for intensive campaign for adult literacy programmes to make an impact on the people it is meant for.

Keywords: Adult literacy programmes, development, training

INTRODUCTION

Education and training are basically processes by which skills, knowledge and attitudes are learnt for performing social and economic responsibilities, social integration, improving social competence, acquiring formal qualification for pursuing further education and seeking better employment opportunities. A major component of the development planning process is the effort in human capacity building through education and training.

Knowledge and skills acquired from Adult Literacy Programme (ALP) help the beneficiaries to improve their technical and functional competency. This in turn enables them to take necessary action to solve various problems that bedevil society. It therefore, helps them to meet their own needs and the needs of their society (Smith, 2002). Application of the knowledge and skills acquired to solve the problems that the individuals face in their daily lives is the cornerstone of the ALP. It is basically what motivates adults to join the programme and therefore, adds value to it. What matters to adult learners is the need to relate the knowledge and skills acquired to solution of their immediate problems. (UNESCO, 2006), established that, farmers and communities could be resilient to climate change by increasing food production, soil and water conservation and enhancement of food security through the adaptation of appropriate land management practices (WWF, 2006). It was therefore, important to try to find out if adult literacy

programme in Okrika and in Port Harcourt City local Government Areas in particular, could also help to provide the citizens with requisite knowledge and skills to practically and sustainably manage the environment.

Studies on the relationship between adult literacy programme and poverty alleviation have revealed that, when literacy programmes are well implemented, the programme can be used to improve people wellbeing (UNESCO 2004). These also include conditions like extreme poverty and environmental degradation. As found in Europe in a study on poverty, work and education by Kotze (2007), the use of functional literacy skills in the promotion of sustainable livelihood activities has the capacity of improving individuals' daily lives. This is important where people have to cope with the problems which expose them to common contingencies such as illnesses and death.

As has been revealed by studies, which relate adult learning to skill acquisition and production, as opined by Caillods (2008) that ALP should involve a well-coordinated off-the-job or class-based learning and on-the-job or field-based experiential learning to facilitate skill acquisition as adults learn by-doing, or through experience. Experiential learning empowers and it is especially key to learners who often apply the knowledge and skills acquired immediately to solve various problems in society. According to Vaizey (2011), it increases their productive capacity and this confirms the fact that, the social rate of return on basic education like the adult literacy programme as he posited, often have positive and is significantly higher than that of primary school education where knowledge acquired is meant for future use.

The individuals and groups will benefit from the programme are therefore, expected to be more productive and able to promote change in their prevailing socio-economic status. This notion on the productive capacity of the programme agrees with what Paulo Freire (1970) stated in his book, "*Pedagogy of learning*" that, adult literacy programme integrates the notions of active learning within particular socio-economic and cultural settings where "every reading of the word is preceded by a reading of the world" basically aimed at solving problems in society (UNESCO, 2006).

It is therefore the human resources of any nation, rather than its physical, capital and material resources, which determine character and pace of its economic and social development (Anyanwu, 2000). Thus it could be noted that the people are the common denominator of progress, and that no improvement is possible with unimproved people. Therefore, the need for adult literacy education programmes that are capable of developing the individual basic skills, knowledge, attitudes and ideas that are capable of liberating them from poverty and ignorance.

The United Nations Organisations Educational, Scientific and Cultural Organization (UNESCO,2003) defined literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. As an educational process aimed at inculcating the skills of reading, writing and computation, literacy is not only a process of learning the literacy skills but interfaces a number of factors that contribute to the liberation of man and his full development. This presupposes that the acquisition of literacy skills will help in the fight against hunger, ignorance, disease and poverty. Sarumi (2005) explains that literacy can no longer be defined as the ability to read, write and compute alone, but that it must include adaptation to global information, skills, attitudes and knowledge.

Interestingly, Triebel (2001) affirms that literacy is an activity embedded in social and cultural practices. It provides competencies deemed necessary for information societies. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential and to participate fully in their community and wider society. The power of literacy lies not just in the ability to read and write, but also in a person's capacity to apply these skills to effectively connect, interpret and discern the intricacies of the world in which they live in order to face the changes and challenges of this world that has no end.

Today, the rate of employment has greatly increased leaving many graduates roaming the streets every day in hunger and poverty. The state of affairs where many literates and graduates in the society are not gainfully employed has led to various intervention strategies on the part of the various states and the federal government. This state of unemployment has led researchers to questioning whether the people are actually literates (basic and functional literacy). This is because it is expected that functionally literate

persons would not wait endlessly for the government to give them jobs that are no longer in existence due to largely gross mismanagement and economic down turn but will fend for themselves if they have acquired appropriate skills that will help them to become self-reliant, self-employed, social and economically active. Functional literacy is important in developing countries where education has not reached the significant proportion of adult population, particularly in rural areas. According to the National Policy on Education (FRN, 2004) some of the objectives of functional literacy includes:

1. To provide the people with literacy skills and to be able to use these skills in their day-to-day activities.
2. To equip learners with the knowledge, attitude and skills that will enable them raise the quality of lives in their communities.
3. To enable learners improve upon their occupational skills through functional literacy.
4. To broaden the reading interests of learners and establish an attitude of reading for pleasure through the provision of follow up literacy materials.

Yahya and Basira (2013) asserted that adult education in Nigeria is not just about literacy or remedial education to fill a gap. The goals of adult and non-formal education include providing functional literacy for adults and youths to improve their basic knowledge and skills, provide in-service, on-the-job, vocational and professional training for different categories of workers and give adult citizens of the country necessary aesthetics, cultural and civic education for public enlightenment.

A fast changing and unpredictable environment, fostering flexibility relies on solid general education and on broad basic and functional skills which can be updated and completed through basic and functional literacy (Adult literacy) programmes. The need to adult literacy programme can be anchored on the benefits that are derivable from general education. Experts have argued that literacy education goes beyond being able to read and write. It is an emancipator practice that requires people to be able to read, write, speak and understand (whatever is read) and be able to use the knowledge to solve their socio-economic problems. It is obvious that government alone cannot provide all the needs of the masses, hence adult literacy education programmes offers an important move for better living.

In the words of John Dewey, "Education is not preparation for life, education is life itself. The understanding equates education to life. Interestingly, one would say that education is as old as mankind. No doubt, the concept of education has been given weight and attention as the activities of man continues to expand in scope, size and season. We live in a competitive and a fast changing world where education becomes the only tool for Socio-economic development. Nigeria as a nation faces developmental competition from other countries to the point that she can no longer continue to rely on the formal system of education in meeting the developmental needs of its rural communities.

The understanding from this is that the formal education system can no longer adequately address the socio-economic needs of Okrika and Port Harcourt City Local Government Areas of Rivers State such as mass illiteracy, unemployment, poverty, inadequate social amenities, lack of manpower, inadequate capital etc. Adults therefore, need to be equipped through education to play an important role, participate and function effectively in the community. Also the rapid and dramatic changes in every aspect of modern life constitute strong reason for the education of the adult citizens. With the breakthrough in science, and the international politics necessitate the urge to educate the adults to move with the tide and cope successfully with the rapid changes in the society.

In order to encourage the social, economic, political and cultural progress of the people and keep the pace with the rapid changing society, attention would be placed on adult literacy education and functional education. This would make the adults in the society aware of their individual and community needs and proffer solution for them. This explain why the universal declaration of human right 1948 proclaimed that every person has the right to education, better standard of living condition adequate for health, well-being of him/herself and family including food, clothing and all necessities of life. This is importantly why education is generally recognised to be of great tool for national and community development (United Nations, 2015).

Socio-economic development is the process of social and economic development in a society. Socio-economic development is measured with indicators, such as GDP, life expectancy, literacy and levels of

employment. Changes in less-tangible factors are also considered, such as personal dignity, freedom of association, personal safety and freedom from fear of physical harm, and the extent of participation in civil society. Causes of socio-economic impacts are, for example, new technologies, changes in laws, changes in physical environment and ecological changes.

Therefore one can see that educating adults foster productivity, security and adjust to the changing roles of the society. Adult literacy education is a useful tool and weapon for combating disease, ignorance and poverty. Programmes designed to achieve this socio-economic development in Okrika and Phalga are Agric-extension, vocational education, workers education, functional literacy, civil and political education, cultural and aesthetic education, remedial/extra-moral education etc.

This approach will ensure that the various forms of education such as formal, informal and non-formal education complement themselves and accelerate the realisation of socio-economic development needs in all societies as well as communities to be specific.

Adult literacy education is a form of non-formal or out of school education system which encompasses all efforts to provide socio-economic development in Okrika and Phalga Communities. This kind of education is significant because it places emphasis on freeing the minds from the shackles of superstitions, fear, and ignorance. Also of note is that this system is effective in the developmental process because according to Amirize (2003) it foster intellectual and psychological independence, promotes critical thinking and encourages self-reliance and ability of an individual to work diligently with the hands as well as reason and think intelligently with the heads. Literacy education is of great value for nation building and community development. It is of noteworthy to now that adult education of citizens enhances their ability to become knowledgeable and learn about their environment, it would be a means of developing human resources and transforming the society.

The process involves awareness creation or consciousness –arousal, which Paulo Freire refer to as “conscientization”. The adult citizens of some developing countries like Nigeria among which are the poor, the needy, the deprived, need to become aware of their environment, themselves and their innate potentials to restructure an oppressive society Okorosaye-Oribite ,(2005).

Adult citizens needed to be educated and re-educated, to acquire some basic skills, which they cannot do in isolation. People must be trained as nation builders, farmers, teacher doctors, family animators etc. in order to encourage the economic, social, political and cultural progress of the people and keep the pace with the rapid changing society, priority should be placed on adult literacy education, functional education etc. This view makes necessary the following adult education programmes for the development of literate, informed, skilled and healthy adult population for a meaningful socio-economic development. Such programmes are relevant for the development of knowledge, skills, attitudes, values, motivation and commitment required for productive efforts include literacy education, civic adult education, vocational adult education and health adult education.

Statement of the Problem

Rivers State is one of the oil producing states in Nigeria. The state is blessed with the abundance of natural resources such as crude oil. It is expected that communities in this state would be well developed because of the wealth she is blessed with. Unfortunately, the level of socio-economic development in the area is still relatively low. This is evident in the high rate of unemployment, illiteracy, poverty, dearth of basic amenities, high crime rate and so on. Successive government at the state and local levels and other non-governmental organisations have made efforts in the past to improve the level of socio-economic development through organising vocational skills development programmes and other empowerment programmes. These efforts seem not to have yielded the required level of development. This study therefore, examines how adult literacy programmes has influenced socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State.

Purpose of the Study

The purpose of this study was to examine the influence of adult literacy programme on the socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State: Specifically the objectives of this study were to:

1. Find out the extent to which functional literacy programme influence socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State.
2. Determine the extent to which health literacy programme influence socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State.
3. Investigate the extent to which digital literacy programme influence socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State.

Research Questions

The following research questions guided this study:

1. To what extent does functional literacy programme influence socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers state?
2. To what extent does adult health literacy programme influence socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Area of Rivers State?
3. To what extent does digital literacy programme influence the socio-economic development of beneficiaries in Okrika and Port Harcourt Local Government Area of Rivers State?

Hypotheses

In line with the objectives of this study the following hypotheses were tested:

1. There is no significant difference in the mean rating of facilitators and beneficiaries on the extent to which functional literacy programme influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State.
2. There is no significant difference in the mean ratings of facilitators and beneficiaries on the extent to which adult health literacy programme influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State.
3. There is no significant difference in the mean ratings of facilitators and beneficiaries on the extent to which digital literacy programmes influence the socio-economic in Okrika and Port Harcourt City Local Government Areas of Rivers State.

METHODOLOGY

The study adopted a descriptive survey research design. The population of this study consisted of 400 beneficiaries of adult literacy programme and 30 facilitators in various adult literacy centres in Okrika and Port Harcourt City Local Government Areas of Rivers State. The sample size of the study was 280 respondents comprising 30 facilitators and 250 beneficiaries of adult literacy programmes in the study area. The proportionate sampling technique was adopted in selecting 60% of the participants in each of the adult literacy centres while the census sampling technique was adopted in using the entire population of facilitators as the sample making a total of 280 respondents. The instrument for data collection in this study was a self-structured questionnaire tagged "Influence of Adult literacy Programmes on Socio-Economic Development Questionnaire (IALPSEDQ)" The questionnaire was divided into two (Section A and B). Sections "A" personal data of respondents' while section "B" consisted of statement items drawn from the research questions. The responses to the items were structured on a modified Likert type scale of: Very High Extent (VHE) = 4, High Extent (HE) = 3, Low Extent (LE) = 2, Very Low Extent (VLE) = 1. To ensure validity of the instrument, three experts one in Community Development and two in Measurement and Evaluation were consulted for proper scrutiny.. The test-retest method was used to determine the reliability of the instrument. By this method 20 copies of the questionnaire were administered to 20 adult learners in adult literacy centres outside the study area. Two weeks later, the same instrument was administered on the same respondents. Responses to the two tests were computed using the Pearson Product Moment Correlation statistics. A reliability coefficient of 0.81 was obtained showing the instrument was reliable. The researcher administered the instrument to respondents with the aid of two research assistants who were postgraduate students of Rivers State University and the instrument was retrieved on the spot. A total of 270 out of the 280 copies of the instrument administered were successfully retrieved and valid. This represents 96% of the total sample size. The data generated from this study were analyzed using the mean statistics and the Z-test statistics. The mean was used in

answering the research questions. The criterion means score of 2.5 was used to ascertain the acceptance or rejection of each item of the questionnaire. Any score less than 2.50 was rejected while score of 2.50 and above was accepted. The hypotheses were tested using the z-statistics at 0.05 level of significance.

Analyses of Responses to Research Questions

Research question 1: *To what extent does functional literacy programme influence socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State?*

Table 1: Mean Response on the Extent to which Functional Literacy Programmes Influence the Socio-Economic Development.

S/N	Items	Facilitators N = 30			Beneficiaries N = 240		
		Mean	SD	Decision	Mean	SD	Decision
1.	Functional literacy provides beneficiaries with the will and powers to combat poverty through saleable skills.	3.07	0.55	H E	3.19	0.69	H E
2.	Through functional literacy beneficiaries can take active part in resources mobilization.	2.68	0.51	H E	2.62	0.53	H E
3.	Functional literacy programme have improved the involvement of beneficiaries in the development activities taking place communities as well as acquired skills in decision making process.	3.13	0.72	H E	2.71	0.83	H E
4.	Improved level of awareness	2.81	0.78	H E	2.75	0.63	H E
5.	Functional literacy enhances self-reliant.	2.75	0.69	H E	2.59	0.50	H E
6.	Functional literacy has the capacity to instil discipline, and values on the beneficiaries.	2.95	0.67	H E	3.14	0.58	H E
Grand Mean		2.89	0.65	H E	2.83	0.62	H E

Source: Field Survey, 2020

Table .1 above on research question one shows the mean responses of facilitators and beneficiaries on the extent to which functional literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State. Item I has mean scores of 3.07 and 3.19, standard deviation of 0.55 and 0.69. Item 2 has mean scores of 2.68 and 2.62 standard deviation of 0.51 and 0.53. Item 3 has mean scores of 3.13 and 2.71, standard deviation of 0.72 and 0.83. Item 4 has mean scores of 2.81 and 2.75, standard deviation of 0.78 and 0.63. Item 5 has mean scores of 2.75 and 2.59, standard deviation of 0.69 and 0.50. Item 6 has mean scores of 2.95 and 3.14, standard deviation of 0.67 and 0.78. This indicates that both the facilitators and beneficiaries agreed that functional literacy programmes influence the socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent.

Research Question 2: *To what extent does adult health literacy programme influence the socio-economic development of beneficiaries in Okrika and Port Harcourt City Local Government Areas of Rivers State?*

Table 2: Mean Response on the Extent to which Adult Health Literacy Programme influence Socio-economic Development.

S/N	Items	Facilitators N = 30			Beneficiaries N = 240		
		Mean	SD	Decision	Mean	SD	Decision
7.	Promotion of community health	2.88	0.69	H E	3.02	0.61	H E
8.	Promotion of safe motherhood	3.19	0.81	H E	2.59	0.50	H E
9.	Abstinence from unprotected sex	3.00	0.70	H E	2.61	0.57	H E
10.	Creating awareness against killer diseases	2.73	0.61	H E	2.83	0.50	H E
11.	Creating awareness on diseases that causes disability	2.51	0.53	H E	3.13	0.59	H E
12.	Promoting nutritional values	3.11	0.81	H E	3.01	0.66	H E
13.	Combating against malaria	3.13	0.85	H E	2.93	0.72	H E
14.	Campaigning against smoking among youth	3.08	0.76	H E	2.50	0.51	H E
15.	Regular exercise	3.06	0.50	H E	2.61	0.70	H E
16.	Regular medical check up	2.93	0.71	H E	2.50	0.55	H E
17.	Creating awareness on dangers of cancer	2.74	0.83	H E	2.71	0.61	H E
Grand Mean		2.94		H E	2.77		H E

Source: Field Survey, 2020

Table 2 above on research question three shows the mean response of facilitators and beneficiaries on the extent to which Adult health literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State. Item 16 has mean scores of 2.88 and 3.02, standard deviation of 0.69 and 0.61. Item 17 has mean scores of 3.19 and 2.59, standard deviation of 0.81 and 0.50. Item 18 has mean scores of 3.00 and 2.61, standard deviation of 0.70 and 0.57. Item 19 has mean scores of 2.73 and 2.83, standard deviation of 0.61 and 0.50. Item 20 has mean scores of 2.51 and 3.13, standard deviation of 0.53 and 0.59. Item 21 has mean scores of 3.11 and 3.01, standard deviation of 0.81 and 0.66. Item 22 has mean scores of 3.13 and 2.93, standard deviation of 0.85 and 0.72. Item 23 has mean scores of 3.08 and 2.50, standard deviation of 0.76 and 0.51. Item 24 has mean scores of 3.06 and 2.61, standard deviation of 0.50 and 0.70. Item 25 has mean scores of 2.93 and 2.50, standard deviation of 0.71 and 0.55. Item 26 has mean scores of 2.74 and 2.71, standard deviation of 0.83 and 0.61. Therefore with a grand mean of 2.94 and 2.77 which is greater than the criterion mean of 2.50, the answer to research question three is that adult health literacy programmes influences socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent.

Research Questions 3: *To what extent does adult digital literacy programmes influence the socio-economic development of beneficiaries of Okrika and Port Harcourt City Local Government Areas of Rivers State?*

Table 3: Mean Responses on the Extent to which digital Literacy Programmes Influence the Socio-economic Development.

S/N	Items	Facilitators N = 30			Beneficiaries N = 240		
		Mean	SD	Decision	Mean	SD	Decision
18.	Help to increase their knowledge	3.12	0.67	H E	2.90	0.60	H E
19.	Acquire new skills and ideals	2.61	0.58	H E	2.89	0.64	H E
20.	It creates opportunity for higher learning	2.95	0.70	H E	3.06	0.72	H E
21.	Social transformation	3.24	0.81	H E	3.00	0.70	H E
22.	Economic transformation	3.09	0.73	H E	2.79	0.63	H E
23.	Life skills training	3.11	0.80	H E	2.50	0.52	H E
24.	Trigger and sustain industrialization	3.19	0.78	H E	2.99	0.68	H E
25.	Desirable attitudes and lifestyle that promote communal harmony	3.10	0.73	H E	2.59	0.53	H E
26.	Civic literacy	2.93	0.66	H E	2.69	0.60	H E
27.	Environmental literacy	2.88	0.59	H E	3.11	0.80	H E
28.	Cultural literacy	3.03	0.75	H E	2.50	0.52	H E
	Grand Mean	3.02		H E	2.59		H E

Source: Field Survey, 2020

Table 3 above on research question shows the mean responses of facilitators and beneficiaries on the extent to which digital literacy programmes influence the socio-economic status of adult citizens of Okrika and Port Harcourt City Local Government Areas of Rivers State. Item 34 has mean scores 3.12 and 2.90, standard deviation of 0.67 and 0.60. Item 35 has mean scores of 2.61 and 2.89, standard deviation of 0.58 and 0.64. Item 36 has mean scores of 2.95 and 3.06, standard deviation of 0.70 and 0.72. Item 37 has mean scores of 3.24 and 3.00, standard deviation of 0.81 and 0.70. Item 38 has mean scores of 3.09 and 2.79, standard deviation of 0.73 and 0.63. Item 39 has mean scores of 3.11 and 2.50, standard deviation of 0.80 and 0.52. Item 40 has mean scores of 3.19 and 2.99, standard deviation of 0.78 and 0.68. Item 41 has mean scores of 3.10 and 2.59, standard deviation of 0.73 and 0.53. Item 42 has mean scores of 2.93 and 2.69, standard deviation of 0.66 and 0.60. Item 43 has mean scores of 2.88 and 3.11, standard deviation of 0.59 and 0.80. Item 44 has mean scores of 3.03 and 2.50, standard deviation of 0.75 and 0.52. The above indicates that both facilitators and beneficiaries agreed that adult literacy programmes influence the socio-economic status of adult citizens of Okrika and Port Harcourt City Local Government Areas of Rivers State. Therefore, with a grand mean of 3.02 and 2.59 which is greater than the criterion mean of 2.50, the answer to research question 5 is that adult literacy programmes influence the socio-economic status of adult citizens of Okrika and Port Harcourt City Local Government Areas of Rivers State to a High extent.

Test of Hypotheses

1. There is no significant difference in the mean rating of facilitators and beneficiaries on the extent to which functional literacy programme influence Socio-economic development

Table 4: Analysis of Hypothesis 1 Using the Z-test Statistics

Respondents	N	\bar{X}	SD	df	z-cal	z-crit	SL	Decision
Facilitators	30	2.89	0.65	268	0.48	± 1.96	0.05	Accepted
Beneficiaries	240	2.83	0.62					

Table 4 above shows that z-calculated value of 0.48 is less than the z-critical value of ± 1.96 at 0.05 significant level and 268 degree of freedom indicating that there is no significant difference in the mean ratings of facilitators and beneficiaries on the extent to which functional literacy programmes influence the socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State. This means that the null hypothesis is accepted.

2. There is no significant difference in the mean ratings of facilitators and beneficiaries on the extent to which adult health literacy programmes influence Socio-economic development.

Table 5: Analysis of Hypothesis 3 Using Z-Test Statistics

Respondents	N	\bar{X}	SD	Df	z-cal	z-crit	SL	Decision
Facilitators	30	2.94	0.65	268	1.28	± 1.96	0.05	Accepted
Beneficiaries	240	2.77	0.59					

Table 5 above show that z – calculated value of 1.28 is less than the z-critical value of ± 1.96 at 0.05 significant level and 268 degree of freedom indicating that there is no significant difference in the mean rating of facilitators and beneficiaries on the extent to which adult health literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State. This therefore means that the null hypothesis is accepted.

3. There is no significant difference in the mean ratings of facilitators and beneficiaries on the extent to which adult literacy programmes influence the socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State.

Table 6: Analysis of Hypothesis 5 using Z-Test Statistics

Respondents	N	\bar{X}	SD	DF	Z-Cal	Z-Crit	SL	Decision
Facilitators	30	3.02		268	1.31	± 1.96	0.05	Accepted
Beneficiaries	240	2.82						

Table 4.10 above show that the z – calculated value of 1.31 is less than the z – critical value of ± 1.96 at 0.05 significant level and 268 degree of freedom indicating that there is no significant difference in the mean ratings of facilitators and beneficiaries on the extent to which adult literacy programmes influence the socioeconomic status of digital citizens of Okrika and Port Harcourt City Local Government Areas of Rives State.

Summary of Findings

The summary of findings was presented as follows:

1. The findings revealed that functional literacy programmes influence the socio-economic development in Okrika and Port Harcourt City Local Government Area of Rivers State to a high extent.
2. Adult health literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent.
3. Digital literacy programmes influence the socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent.

DISCUSSION OF FINDINGS

The result of the findings in research question one concerning the extent functional literacy programmes influence the socio-economic development in Okrika and Port Harcourt City Local Government Areas proved not significant, implying that both facilitators and beneficiaries agreed to a high extent that functional literacy programmes influence socio-economic development. The corresponding hypotheses further revealed that there is an agreement among facilitators and beneficiaries on the fact that basic literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent. This is in line with the findings of Igbo in Chieke, Madu, and Ewelum (2017) which revealed that there is high correlation between functional literacy education and standard of living. When an adult learner acquires new knowledge or skills or attitudes, he uses it to get a better job, thereby improving his standard of living. He can become self-employed using his new skills, thereby increasing his earning capacity.

The result of the findings in research question three revealed that adult health literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent. The corresponding hypothesis three also revealed that both facilitators and beneficiaries were of the opinion that adult health literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent. This finding is supported by the findings of Nweke (2019) which revealed that health literacy training influences prisoners to stay healthy. This by implication means that when prisoners are exposed to the right information, behaviour transformation can be observed.

Finally, the result of the analysed data in research question five revealed that adult literacy programmes influence the socio-economic status of adult citizens of Okrika and Port Harcourt City Local Government Areas of Rivers State to a high extent. The corresponding hypothesis also revealed that there is no significant difference in the mean ratings of facilitators and beneficiaries on the extent to which civic literacy programmes influence socio-economic development in Okrika and Port Harcourt City Local Government Areas of Rivers State. These findings are in line with the findings of Chieke, Madu, and Ewelum (2017) which revealed that adult literacy education contributes to economic development because it helps its recipient to be productive and to acquire the needed skills in the labour market. It also provides manpower of all kinds to the economy and influences the attitudes of adult learners towards work, investment, productivity, saving and profit-making. In other words, it helps to develop human resources via skill acquisition.

Educational Implication

This study gives credence to the claim among practitioners in the field of adult education that the discipline places an indispensable role in the development of individuals, communities and the nation at large. This is important because it corrects this misconception of the scope and usefulness of adult education programmes in promoting socio-economic development of a community and nation at large.

CONCLUSION

Based on the findings of the study, it was concluded that adult literacy education programmes influence socio-economic development in Okrika and Port Harcourt Local Government Areas to a high extent. The

adult education programmes that influence socio-economic development include: basic literacy, functional literacy, health literacy and civic literacy programmes.

It was further concluded that facilitators and beneficiaries of adult education programmes agree that these adult literacy programmes have great influence on socio-economic development in the study area.

RECOMMENDATIONS

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

1. Government should make available resources for intensive campaign for adult literacy education programmes to make an impact on the people it is meant for.
2. Facilitators of the functional literacy programmes should do well to improve upon their pedagogical skills to help the beneficiaries in their writing ability.
3. Facilitators should use television and local FM radio stations within the localities in which the classes are located to advertise the importance of joining the literacy classes so as to enrol more illiterates.
4. Government should also encourage non-governmental organizations and other bodies to contribute to the funding of adult literacy education programmes, that way, the burden of the funding will reduce.

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