



Motivational Strategies for the Participation of Adults in Basic Literacy Programme in Etche and Omuma Local Government Areas of Rivers State

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ABSTRACT

This study examined motivational strategies for the participation of adults in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State. Three research objectives, research questions, hypotheses guided the study. Descriptive survey research design was used for the study. The population of the study was 58 male and female adult facilitators in the basic literacy centers in Etche and Omuma Local Government Areas of Rivers State. This population was used as sample hence it was a manageable size. The instrument used for data collection was a structured questionnaire. The data gathered from the questionnaire were analyzed with mean and standard deviation, while the hypotheses were tested with t-test statistic at 0.05 level of significance. The findings from the study revealed among others that door to door advocacy, conscientization, involvement of community stakeholders, synergy with religious organizations, and the use of success stories of other adult learners as strategies motivates illiterate adult to participate in basic literacy programmes. Based on the findings, the study recommended among others that State Agency for Mass Literacy, Adult and Non-Formal Education should review and make known to organizers of basic literacy programmes the identified motivational strategies in mobilizing illiterates' adults in communities to participate in learning activities.

Keywords: Motivation, Motivational Strategies, Basic Literacy Programme

INTRODUCTION

Adults generally are very special people with unique characteristics, wealth of experience, and have multiple problems that need to be addressed through educational process in our communities. Illiteracy breeds ignorance, slavery, marginalization and injustice but literacy is synonymous with liberation of the mind and soul, freedom, justice and awareness (Dokubo, 2014). Basic literacy education therefore becomes a veritable tool for helping the adults to acquire the basic knowledge and skills required to become functional in life. Basic literacy programs are referred to learning activities designed to meet the learning needs of the adults. Ezimah (2004) asserts that basic literacy programme is mainly designed to arm or furnish the illiterate adults with the rudimentary skills of reading, writing and computation through the use of the local languages, especially in the mother tongue. The objective here is to equip the learners with basic skills of communication and understanding of their environment. The concept of adult has to do with different parameters as identified by Ihejirika (2012), to include; chronological age, mental or psychological, physical or biological, social, political and historical. In line with this assertion, Nzeneri (2012) defined an adult as one who is physically and psychologically matured, and is socially, economically and politically responsible.

By physical or biological criterion, it implies that one can be seen as an adult when he or she develops characteristics of adulthood ranging from sexual attributes such as development of pubic hairs, changes in

voice, body physique, enlargement of breast, observance of menstrual circle for the female and so on, which will enable them to become a parent, picking a partner, raising family, and managing a home. In the views of Houle and Bown in Nzeneri (2010), an adult is a person who has achieved full physical development and is expected to have the right to participate as a responsible home maker, worker, and a member of a society.

Participation has to do with being actively involved in what others are doing with intent of achieving certain goals. According to Imhabekhai (2009), participation means taking active part in an activity of a group. Adult learners' participation therefore, can be best described as the active involvement of adults in learning activities that helps to improve their skills, knowledge and welfare. According to Rikka in Ewelum (2016), participation refers to active involvement in social action to become literate, through empowering participatory approaches and methodologies. This assertion implies that stimulating adult interest into participating in adult basic literacy programme requires andragogical and social actions to compel adult learners to see the need for it. According to Olorunsola, and Olayemi (2011), adult learners' participation in learning process makes them to be more active and have sense of commitment, especially when the learning objectives are directed towards solving their educational needs.

Motivating the adult learners into basic literacy programme will require a range of fundamental strategies that need to actually motivate or stimulate their interest in participating in basic literacy programme. According to Ewelum (2016), motivation is a theoretical construct used to explain behavior of human beings. It stands for the reasons for people's actions, wishes and needs. Motivation can be seen as a process by which adult learners are stimulated to get involve in programme like basic literacy to improve their welfare. An innovative facilitator and organizers of basic literacy programmes, therefore, needs to create situations where higher level needs for literacy learning can be felt in order to sustain the adult learners' interest and participation. In this regard, Ugwu (2019) asserts that conscientization is all about raising peoples' consciousness about their situation which will prompt them to take action to change such situation.

This strategy can be used to create awareness among adults community inhabitants to make them aware of the need to participate in basic literacy programme. According to Kobani and Alozie (2019), conscientization is the process of raising the critical level of consciousness in people, making them to ask questions on things or issues that affect their lives and therefore take appropriate action or informed decision that would change their situations in a way that they deemed to be right to improve their lives. Osho (2011) asserted that the most important purpose of oral media is to provide teaching and initiation, with the objective of imparting traditional, aesthetic, historical, technical, social, ethical, and religious values. The use of traditional media will help in equipping adults' citizens with necessary information that will stimulate their interest in participating in basic literacy skills programmes. According to Odiaka (2017), involving community stakeholders as a way of partnership, is key to mobilization and sensitization of the adult citizens of communities on issues that are of great concern to them. To them, this strategy involve opinion leaders, chiefs, community leaders, community based organizations which include both women and youth bodies in creating awareness on the adult basic literacy programme and the need for adult rural dwellers to participate and to enjoy the benefit of being enlightened and acquiring the basic literacy skills that will enable them become functional in life. Okide (2015) noted that engaging adult members of communities for meaningful programmes or development activities will require quality interaction and partnership with community stakeholders. In corroborating the above assertion, Tedrow, Zelaya, Kennedy, Morin, Khumalo-Sakutukwa, Sweat, and Celentano, (2011), described the community stakeholders to be the gatekeepers that are highly regarded and respected in the communities, which include the chiefs, the sub-chiefs, Community Development Committee, chairmen, youth leaders and every other person in the position of authority or leadership in the community.

Adult basic literacy education expands the horizon of the nation's education and enables the bulk illiterate citizens undergo training. According to Denisi and Pritchard (2016), the need to improve on one's job, further knowledge or education, to improve social status, for socialization, mental improvement,

psychological capability, political orientation, religious improvement, awareness among others, serve as factors motivating adult learners to participate in basic literacy programmes.

It is based on this ground that this study was set out to examine the motivational strategies that could motivate the illiterate adults to participate in basic literacy programmes in Etche and Omuma Local Government Area of Rivers State

Statement of the Problem

Etche Local Government Area is majorly a rural area with many of the inhabitants being farmers. It was observed that most of the adult rural dwellers are mostly illiterates and this situation limits their economy as it is extremely difficult for them to take their farm produce beyond their locality as a result of their inability to read and write. This condition has remained this way for sometimes until Government realized the need to eliminate these barriers by introducing basic literacy programme with the objective of equipping the adult citizens with the basic skill of reading and writing to become functional in life and useful to the nation. Despite the various attempts made by government in providing basic literacy programme in rural areas yet it has not yielded much measure of success. However, in Etche and Omuma Local Government Areas, basic literacy centers remain empty as the intended beneficiaries appear not interested in the programme Okide and Obetta (2016) also discovered that many adults in rural areas do not attend basic literacy programmes. This is evident in the low rate of adult learners' enrolment in basic literacy programmes in the area of study. What then should be done to make the adults participate in adult basic literacy skill programme? The answer to this question, necessitated a study of this nature.

Purpose of the Study

The purpose of this study was to investigate the motivational strategies for the participation of adults in adult basic literacy programme in Etche and Omuma Local Government Areas of Rivers State. Specifically, the objectives of the study sought to:

1. Determine the extent to which door to door advocacy as a strategy motivates adults' participation in basic literacy programmes in Etche and Omuma Local Government Areas of Rivers State.
2. Determine the extent to which conscientization as a strategy motivates adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.
3. Determine the extent to which the involvement of community stakeholders as a strategy enhanced adults' participation in Basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.

Research Questions

The following research questions were designed to guide this study:

1. To what extent will door to door advocacy as a strategy motivate adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State?
2. To what extent will conscientization as a strategy motivate adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State?
3. To what extent will the involvement of community stakeholders as a strategy enhance adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study;

1. There is no significant difference in the mean ratings of male and female facilitators on the extent to which door to door advocacy motivate adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.
2. There is no significant difference in the mean ratings of male and female facilitators on the extent to which conscientization motivates adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.

3. There is no significant difference in the mean ratings of male and female facilitators on the extent to which the involvement of community stakeholders enhance adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.

Significance of the Study

Findings of the study will provide useful information to policy makers and non governmental agencies, adult education experts, change agents, and facilitators in the following ways:

This study will assist policy makers, and non-governmental agencies which offers educational programmes for adults to better understand motivation strategies to be considered in any educational programme to improve the enrolment rate of adults' by stimulating their learning interest to participate in literacy programmes and to achieve the desired educational objectives

The findings of the study will be useful to adult education experts hence the information discovered will help to improve their knowledge and awareness on the best strategies to always adopt in ensuring that adults enroll into their educational programmes.

METHOD

The study was conducted in Etche and Omuma Local Government Areas of Rivers State. The descriptive survey research design was adopted for this study. A descriptive survey is concerned with ascertaining and establishing pieces of information at the time of research and presenting such facts as they are (Nwankwo, 2010).

The population of the study comprised of 58 facilitators (30 male, 28 female) in the basic literacy centers in Etche and Omuma Local Government Areas of Rivers State. The sample size was 58 facilitators as the entire population was used. Therefore no sampling.. The instrument for data collection was a structured questionnaire. The questionnaire was structured on four (4) point rating scale of Very High Extent (VHE), = 4, High Extent (HE) =3, Low Extent (LE) =2, Very Low Extent (VLE) =1, The data collected were analyzed using Mean (\bar{x}) statistic and standard deviation. The decision rule was based on the criterion mean of 2.50. Therefore, any item that has a mean score of 2.5 and above was accepted while those below 2.5 were rejected as negative response. The null hypotheses for the study were tested with T-test statistic method at 0.05 level of significance.

RESULTS

Research question 1: *To what extent will door to door advocacy as a strategy motivate adults' participation in basic literacy programme in Etche Local Government Area of Rivers State?*

Table 1: The door-to-door advocacy and adult's participation

S/N	Statement	Male (N=30)		Decision	Female (N=28)		Decision
		Mean	SD	VHE	Mean	SD	VHE
1	Interaction with illiterate adults stimulates their learning interest.	3.22	0.57	High Extent	3.62	0.67	High Extent
2	Identification of learning needs enhances adult participation	3.19	0.61	High Extent	3.17	0.85	High Extent
3	Interaction with adults encourage them to engage in learning to read, write, and compute figures	3.16	0.67	High Extent	3.52	0.63	High Extent
4	Sensitisation makes adults aware of importance of learning to improve their role in societal activities,	3.22	0.59	High Extent	3.76	0.51	High Extent
5	Meeting adults in their homes make them to be more aware of basic literacy programme	3.14	0.69	High Extent	3.24	0.74	High Extent
Grand mean		3.19	0.63	High Extent	3.46	0.68	High Extent

F= facilitators. Source: Field Survey, 2020

Data in Table 1 show the mean responses of male and female facilitators on the extent to which door to door advocacy as a strategy motivate adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State. Item 1 has mean scores of 3.22 and 3.62, standard deviation of 0.57 and 0.67. Item 2 have mean scores of 3.98 and 3.17, standard deviation of 0.61 and 0.85. Item 3 have mean scores of 3.16 and 3.52, standard deviation of 0.67 and .63. Item 4 have mean scores of 3.22 and 3.76, standard deviation of 0.59 and 0.51. Item 5 have mean scores of 3.14 and 3.46, standard deviation of 0.69 and 0.74. With a grand mean is 3.19 and 3.46, standard deviation of 0.63 and 0.68 respectively, the results indicates that both male and female facilitators strongly agreed that door to door advocacy as a strategy can help to motivate adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.

Research question 2: *To what extent will conscientization as a strategy motivate adults' participation in basic literacy programme in Etche Local Government Area, Rivers State?*

Table 2: The conscientization and adults' participation

S/N	Statement	Male (N=30)		Decision VHE	Female (N=28)		Decision VHE
		Mean	SD		Mean	SD	
6	Raising the awareness of the illiterate adults stimulates their interest to enrol into learning activity	3.24	0.56	High Extent	3.17	0.71	High Extent
7	Awareness of learning programme help adults to learn	3.19	0.60	High Extent	3.55	0.57	High Extent
8	Raising the consciousness of the illiterate adults enables them to participate in learning activities	3.22	0.61	High Extent	3.38	0.68	High Extent
9	When the adults are well informed about learning programme, it motivate them to learn	3.18	0.57	High Extent	3.41	0.73	High Extent
10	Enlightening the adults on solution to their learning needs will make the illiterate adults to participate in learning activities	3.12	0.64	High Extent	3.34	0.67	High Extent
Grand mean		3.19	0.60	High Extent	3.37	0.67	High Extent

F= facilitators. Sources: Field Survey, 2020

Data in Table 2 show the mean responses of male and female facilitators on the extent to which conscientization as a strategy motivates adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State. Item 6 have mean scores of 3.24 and 3.17, standard deviation of 0.56 and 0.71. Item 7 have mean scores of 3.19 and 3.55, standard deviation of 0.60 and 0.57. Item 8 have mean scores of 3.22 and 3.38, standard deviation of 0.61 and .68. Item 9 have mean scores of 3.18 and 3.41, standard deviation of 0.57 and 0.73. Item 10 have mean scores of 3.12 and 3.34, standard deviation of 0.64 and 0.67. With a grand mean is 3.19 and 3.37, and standard deviation of 0.64 and 0.67 respectively, the results indicates that both male and female facilitators strongly agreed that conscientization as a strategy can help to motivate adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.

Research question 3: *To what extent will the involvement of community stakeholders as a strategy enhance adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State?*

Table 3: Respondents opinion on the community stakeholders and adults' participation

S/N	Statement	Male (N=30)		Decision VHE	Female (N=28)		Decision VHE
		Mean	SD		Mean	SD	
11	Involvement of community stakeholders will help to reach out to the target group of adults in the community	3.09	0.68	high extent	3.00	0.76	high extent
12	Community stakeholders will help to mobilize the illiterate adults for proper sensitization on the need for basic literacy programme	3.10	0.63	high extent	3.17	0.89	high extent
13	Involvement of community stakeholders will help to intensify the awareness on the basic literacy programme	3.09	0.65	high extent	3.17	0.81	high extent
14	Community stakeholders will help intensify the campaign for the enrolment of illiterate adults in basic literacy skill programme	3.07	0.64	high extent	3.00	0.80	high extent
15	The presence of the community stakeholders in the campaign will motivate the illiterate adults to participate	3.07	0.68	high extent	3.28	0.84	high extent
Grand mean		3.08	0.66	high extent	3.12	0.82	high extent

F= facilitators. Sources: Field Survey, 2020

Data in Table 3 show the mean response of the respondents on the extent to which the involvement of community stakeholders as a strategy can enhance participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State. Item 11 has mean scores of 3.09 and 3.00, standard deviation of 0.68 and 0.76. Item 12 has mean scores of 3.10 and 3.17, standard deviation of 0.63 and 0.89. Item 13 have mean scores of 3.09 and 3.17, standard deviation of 0.65 and .81. Item 14 have mean scores of 3.07 and 3.00, standard deviation of 0.64 and 0.80. Item 15 have mean scores of 3.07 and 3.28, standard deviation of 0.68 and 0.84. With a grand mean is 3.08 and 3.12, and standard deviation of 0.66 and 0.82 respectively, the results indicates that both male and female facilitators believed that to a very large extent the involvement of community stakeholders as a strategy can enhance adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.

Hypothesis 1

There is no significant difference in the mean ratings of male and female facilitators on the extent to which door to door advocacy motivate adults' participation in basic literacy programme in Etche and Omuma Local Government Areas of Rivers State.

Table 4: T-test analysis of opinion between male and female facilitators on the use of door to door advocacy

Variable	N	\bar{X}	SD	Df	t-cal	t-crit.	s/level	Decision
Male	30	3.19	0.04	56	-2.69	1.96	0.05	Rejected
Female	28	3.46	0.25					

Table 4 showed that male respondents had a mean and standard deviation of 3.19 and 0.04 respectively, while female respondents had a mean and standard of 3.46 and 0.25 respectively. The t-cal value was -2.69, while the t-crit was 1.96 at 0.05 level of significance for a two-tailed test. The result showed that t-cal was more than t-crit which means that the null hypothesis was rejected. Thus, the findings indicated that there was a significant difference in the mean responses of male and female facilitators on the extent to which door to door advocacy motivates adults' participation in basic literacy programme in the study area.

Hypothesis 2

There is no significant difference in the mean ratings of male and female facilitators on the extent to which conscientization motivates adults' participation in basic literacy programme in Etche Local Government Area of Rivers State.

Table 4: T-test analysis of opinion between male and female facilitators on the on the extent to which conscientization motivates adults' participation in basic literacy programme in the study.

Variable	N	\bar{X}	SD	Df	t-cal	t-crit	s/level	Decision
Male	30	3.19	0.05	56	-2.55	1.96	0.05	Rejected
Female	28	3.37	0.14					

Table 5 revealed a z-calculated of -2.55 and a t-critical of 1.96 at 0.05 level of significance for two-tailed test. Since the t-cal value of -2.55 is more than the t-crit value of 1.96, the null hypothesis that there is no significance difference in the mean ratings of male and female facilitators is hereby rejected. Thus the findings indicated a significant difference in the mean responses of male and female facilitators on the extent to which conscientization motivates adults' participation in basic literacy programme in the study area.

Hypothesis 3

There is no significant difference in the mean ratings of male and female facilitators on the extent to which the involvement of community stakeholders enhance adults' participation in basic literacy programme in Etche Local Government Area of Rivers State.

Table 4: T-test analysis of opinion between male and female facilitators on the on the extent to which the involvement of community stakeholders enhance adults' participation in basic literacy programme in the study.

Variable	N	\bar{X}	SD	Df	t-cal	t-crit	s/level	Decision
Male	30	3.08	0.13	56	-0.73	1.96	0.05	Accepted
Female	28	3.12	0.12					

Table 6 showed that male facilitators had a mean and standard deviation of 3.08 and 0.13 respectively, while female facilitators had a mean and standard deviation of 3.12 and 0.12 respectively. The t-cal was -0.73, while the t-crit was 1.96 at 0.05 level of significance for two-tailed test. The result showed that t-cal was less than the t-crit which means that the null hypothesis was accepted. Therefore, the findings indicated that there was no significance difference in the mean responses of male and female facilitators on the extent to which the involvement of community stakeholders enhance adults' participation in basic literacy programme in the study.

DISCUSSION OF FINDINGS

The findings of research question one, in Table 1, revealed that door to door advocacy strategy motivate adults' participation in basic literacy programme through Interaction with illiterate adults to stimulates their learning interest, Identification of their learning needs, encouraging them to engage in learning to read, write, and compute figures, Sensitizing adults on importance of learning to improve their role in societal activities, make them to be more aware of basic literacy programme. Data analysis in this research question, revealed that items 1,2,3,4,5 were accepted. This was affirmed by the test of hypothesis one which revealed that there was no significant difference in the mean responses of male and female facilitators on how door to door advocacy motivate adults' participation in basic literacy programme in the study

The finding is also related to the position of Ugwu (2019), that door-to-door advocacy is an important strategy that increases awareness, starts conversation and motivate adults to participate in learning activities that improves their life. The above correlated assertions therefore affirmed that most illiterate adults members in communities find it difficult to easily attend learning programmes even when they need such knowledge and skill to improve their daily life activities, therefore, going from one door to the other to orient them on the need to enroll into learning activities, motivate or stimulate their learning interest.

The result in research question two, Table 2, shows that conscientization as a strategy help to motivate adults' participation in basic literacy programme by raising their awareness to stimulate illiterate adults interest in learning activity to solve their life challenges, awareness to learn efficient skills to advance their occupation or career, Raising the consciousness of the illiterate adults to participate in learning activities to know their right in the society, to motivate them to learn as to acquire knowledge and skills to participate in community decision making processes, enlightening the adults on solution to their learning needs. The test of hypothesis two shows that there is no significant difference in the mean responses of male and female facilitators on how conscientization motivates adults' participation in basic literacy programme

The findings in this study is in agreement with the findings of Osho (2011), that the use of traditional media as conscientization approach, help in equipping adults' citizens within dispensable information that stimulates their interest in participating in basic literacy skills programmes and encourage them to learn as to acquire knowledge and skills that empowers them in community decision making processes. This indicates that conscientization strategy plays a key role in mobilizing illiterate adult citizens in learning activities that enables them become very functional in life and to contribute positively to the growth of the communities they belong. This finding is also in conformity with the assertion of Ugwu (2019) that conscientization is all about raising peoples' consciousness about their situation which will prompt them to take action to change such situation. To her, conscientization serves as motivational strategy that create awareness among adults community inhabitants to make them aware of the need to participate in learning activities. The findings also corroborate the views of Kobani and Alozie (2019), that conscientization empowers community members to ask questions on things or issues that affect their lives and therefore take appropriate action or informed decision that would change their situations in a way that they deemed to be right to improve their lives.

The study revealed in table 3, research question three that involvement of community stakeholders enhance adults' participation in basic literacy programme by helping to reach out to the target group of adults in the community, mobilize the illiterate adults for proper sensitization on the need for basic literacy programme, intensify the awareness on the basic literacy programme, and motivate the illiterate adults to participate in learning activity. The above findings was confirmed by the test of hypothesis three which revealed that there is no significant difference in the mean responses of male and female facilitators on the extent to which the involvement of community stakeholders enhance adults' participation in basic literacy programme.

This finding is in line with the assertion of Odiaka (2017), that involving community stakeholders such as opinion leaders, chiefs, community leaders, community based organizations which include both women and youth bodies as a way of partnership, is key to mobilization and sensitization of the adult citizens of communities to massively participate in learning activities or on issues that are of great concern to them. The finding of this study also affirmed the discovery of. Okide (2015), that engaging adult members of communities for meaningful programmes or development activities, require quality interaction and partnership with community stakeholders. This finding corroborate the observation of Tedrow, Zelaya, Kennedy, Morin, Khumalo-Sakutukwa, Sweat, & Celentano, (2011), that the community stakeholders are the gatekeepers that are highly regarded and respected in the communities which include the chiefs, the sub-chiefs, CDC, chairmen, youth leaders and every other person in the position of authority or leadership in the community. The above findings and affirmations indicates that for any programme design to educate illiterate adults in communities to record massive participation of adults, engaging community stakeholders help to facilitate the acceptance and involvement or enrollment of adults into such programmes.

CONCLUSION

. Based on the findings of this study, it is concluded that motivational strategies such as door-to-door advocacy, conscientization, and involvement of community stakeholders, synergy with religious organizations, and the use of success stories of other adult learners are effective strategies in motivating adults participation in basic literacy programme,

RECOMMENDATIONS

In view of the findings of this study, the following recommendations were made:

1. That Rivers State Agency for Mass Literacy, Adult and Non-Formal Education should train organizers of basic literacy programmes on how to mobilize illiterates' adults in communities to participate in learning activities through door to door strategy.
2. The organizers of adult basic literacy programmes should ensure that they create adequate awareness for literacy programmes by conscientizing the people on the need for participation in basic literacy programme.
3. Adult educators should synergize with stakeholders to motivate adults' participation in basic literacy programmes

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