

## **ADVOCATING A HEALTHY LEARNING ENVIRONMENT FOR THE PROMOTION OF ADULT LITERACY PROGRAMMES IN ASABA METROPOLIS, DELTA STATE, NIGERIA**

**OBIRE IGE VERONICA**

Department of Adult and Non-Formal Education

Federal College of Education (Technical) Asaba

E-Mail: [veronic4jesus@gmail.com](mailto:veronic4jesus@gmail.com)

GSM: 08130439866

### **Abstract**

*This study investigated Advocating a Healthy Learning Environment for the Promotion of Adult Literacy Programmes in Asaba Metropolis, Delta State, Nigeria. The study adopted the descriptive survey research design. The population of the study consisted of 84 facilitators and administrators of adult literacy centres in Asaba Metropolis. Due to the small and manageable population size, the entire 84 respondents were studied as the sample, which comprised nineteen (19) males and sixty-five (65) females. The instrument used for data collection was a structured questionnaire titled “Advocating a Healthy Learning Environment for the Promotion of Adult Literacy Programmes in Asaba Metropolis, Delta State, Nigeria (AHLEPALP)”. The instrument was validated by experts in Adult Education and Measurement and Evaluation, and its reliability was established using the test–retest method, yielding a coefficient value of  $r = 0.82$ , indicating a high level of reliability. Data collected were analyzed using mean and standard deviation. Findings revealed that a healthy learning environment enhances learners’ concentration, participation, motivation and retention in adult literacy programmes. It was also discovered that most adult literacy centres in Asaba Metropolis operate under poor environmental conditions characterized by inadequate classrooms, poor sanitation, lack of potable water, unsanitary learning spaces, lack of staff training and insufficient instructional materials. These conditions negatively affect learners’ comfort, motivation, and class participation. Based on the findings, the study recommended among others that Government and relevant stakeholders should provide adequate funding, rehabilitate existing centres, and promote health and hygiene education to ensure a safe and stimulating environment for adult learning in Delta State.*

**Keywords:** Healthy Learning Environment, Adult Literacy, Promotion, Asaba Metropolis, Delta State, Nigeria

**DOI:** <https://doie.org/10.50390/NCAEJ.2026587476>

### **Introduction**

Illiteracy remains one of the most persistent obstacles to national development in Nigeria. Despite efforts by government and non-governmental organizations to improve access to adult education, the country continues to face low literacy rates among adults, particularly in urban centres where socio-economic pressures are high. One crucial but often overlooked determinant of adult learners’ success is the quality of the learning environment. A healthy learning environment plays a vital role in determining the effectiveness, retention, and overall achievement of adult learners in literacy programmes (Abubakar & Sani, 2023).

A healthy learning environment can be described as a setting that promotes the physical, psychological, and social well-being of learners and facilitators. It integrates adequate infrastructure, sanitation, proper lighting and ventilation, sufficient space, and safe classroom arrangements. It also entails emotional support, mutual respect, and inclusivity for all learners regardless of gender, disability, or socio-economic status. Furthermore, the availability of instructional materials such as textbooks, writing tools, and visual aids forms a key component of this environment, ensuring that teaching and learning are interactive and effective (Oli & Idakwoji, 2022). According to Adebayo (2021), the healthiness of the

learning environment not only enhances learners' concentration and participation but also fosters psychological comfort and confidence, particularly among adults who may be returning to school after years of absence.

The necessity of a healthy learning environment in adult literacy centres cannot be overemphasized. Adult learners often have unique learning characteristics; many balance family, work, and community obligations. When the learning environment is uncondusive characterized by poor ventilation, inadequate facilities, or insufficient materials motivation and attendance levels decline significantly (Oli & Idakwoji, 2022). Conversely, when the environment is clean, safe, and emotionally supportive, learners show greater commitment and improved performance. A recent study in Ilorin Metropolis, Kwara State, revealed a strong positive relationship between environmental quality and academic performance among adult literacy learners (Ogunlade, 2023). Similarly, in Delta State, inadequate learning materials and unhealthy learning conditions were found to be major barriers to adult learners' participation and success in literacy programmes (Ezenwa-Ohaeto & Ijeoma, 2022). These findings highlight the importance of ensuring that adult literacy centres are conducive and supportive to achieve the desired learning outcomes.

Adult literacy centres are non-formal education institutions established to provide basic education to adults who did not have access to, or could not complete, formal schooling. Their primary purposes include imparting functional literacy reading, writing, and numeracy skills as well as life skills related to health, citizenship, and economic empowerment. According to the Federal Ministry of Education (2020), adult literacy centres aim to eradicate illiteracy, promote self-reliance, and enhance individuals' capacity to contribute meaningfully to national development. Beyond basic literacy, these centres also serve as platforms for vocational and civic education, equipping learners with skills necessary for community participation and sustainable livelihoods (Nwabueze, 2021).

In Asaba Metropolis, the capital of Delta State, several adult literacy centres are actively engaged in providing education to adults from various socio-economic backgrounds. These centres are administered by the Delta State Agency for Adult and Non-Formal Education, alongside contributions from churches, non-governmental organisations, and community-based groups. Learners in these centres include traders, artisans, civil servants, and unemployed adults seeking self-improvement. However, studies indicate that many centres in the metropolis struggle with challenges such as inadequate infrastructure, overcrowded classrooms, poor sanitation, and limited instructional materials (Ezenwa-Ohaeto & Ijeoma, 2022). Such challenges threaten the quality of learning and underscore the need for interventions aimed at creating healthier and more supportive learning environments.

Asaba Metropolis was deliberately chosen for this study because it represents a microcosm of Nigeria's urban diversity characterized by different ethnic groups, economic classes, and social backgrounds. As the state capital, Asaba hosts numerous literacy centres under varying conditions, providing a broad spectrum for comparative assessment. Moreover, the metropolis is strategically important for policy implementation and coordination of adult education initiatives in Delta State. Despite this significance, few empirical studies have focused on the role of healthy learning environments in adult literacy outcomes within Asaba, creating a gap in the literature that this study seeks to fill.

The purpose of this study is to advocate for the establishment and maintenance of healthy learning environments in adult literacy centres across Asaba Metropolis. Specifically, the

study examines the conditions of learning environments, identifies challenges affecting their healthiness, and evaluates how these factors influence learner motivation, retention, and performance. While several studies in Nigeria have focused on curriculum content, teaching methodologies, and facilitator competence (Adewuyi & Akinola, 2020), there remains limited attention on environmental and health factors that directly affect adult learners' participation and achievement particularly within Asaba Metropolis.

The findings of this study are expected to make significant contributions to both policy-making and programme implementation. For policymakers, the study will provide evidence-based insights for developing standards and guidelines that ensure safe, inclusive, and conducive environments in adult literacy centres. For programme implementers such as NGOs, facilitators, and government agencies it will identify areas of priority intervention, including infrastructural improvement, provision of materials, and enhancement of psychosocial support for learners. Ultimately, by promoting healthier learning environments, the study contributes to the achievement of Sustainable Development Goal 4, which emphasises inclusive and equitable quality education and lifelong learning opportunities for all. The implications extend beyond Asaba Metropolis, serving as a model for strengthening adult literacy delivery systems across Nigeria.

### **Statement of the Problem**

Despite various interventions by government and non-governmental agencies to promote adult literacy education, many adult learning centres in Delta State remain under poor conditions. Observations reveal that inadequate infrastructure, poor sanitation, and unsafe environments discourage attendance and hinder learning. Adult learners, who already juggle work and family responsibilities, often find it difficult to concentrate in unconducive learning conditions.

Facilitators also experience challenges delivering lessons effectively when classrooms are overcrowded, poorly ventilated, or lacking in basic instructional materials. If these environmental factors are not addressed, adult literacy programmes will continue to record low participation, poor retention, and unsatisfactory learning outcomes. This study therefore seeks to advocate for the creation and maintenance of healthy learning environments as a necessary strategy for promoting adult literacy in Delta State.

### **Objective of the Study**

The main purpose of this study is to advocate for a healthy learning environment for the promotion of adult literacy programmes in Delta State, Nigeria. Specifically, the study aims to:

- i. Examine the environmental conditions of adult literacy centres in Asaba Metropolis.
- ii. Determine how a healthy learning environment influences learners' participation and performance in adult literacy programmes in Asaba Metropolis.
- iii. Identify the challenges affecting the provision of healthy learning environments in adult literacy centres in Asaba Metropolis.

### **Research Questions**

- i. What are the environmental conditions of adult literacy centres in Asaba Metropolis?

- ii. How does a healthy learning environment influence learners' participation and performance in adult literacy programmes?
- iii. What challenges hinder the provision of a healthy learning environment in adult literacy centres?

## **Methodology**

This study investigated Advocating a Healthy Learning Environment for the Promotion of Adult Literacy Programmes in Asaba Metropolis, Delta State, Nigeria. Asaba Metropolis was selected for the study because it hosts several active adult literacy centres representing diverse socio-economic groups, making it ideal for assessing the environmental and administrative realities of adult literacy education in Delta State. The study adopted the descriptive survey research design. The descriptive survey design was adopted for this study because it enables the researcher to obtain accurate and systematic information about the existing status of the variables under investigation. The population of the study consisted of 84 facilitators and administrators of adult literacy centres in Asaba Metropolis, Delta State, (19 males=22.6/% and 65 females=77.4%). Due to the small and manageable population size, the entire 84 respondents were studied as the sample.

The instrument used for data collection was a structured questionnaire titled "Advocating a Healthy Learning Environment for the Promotion of Adult Literacy Programmes in Asaba Metropolis, Delta State, Nigeria (AHLEPALP). The questionnaire has three sections (Sections A, B and C) and they were organized in three clusters. Cluster A looked at environmental conditions of adult literacy centres in Asaba Metropolis of Delta state, cluster B looked at how healthy learning environment influence learners' participation and performance in adult literacy programmes in Asaba Metropolis of Delta state and cluster C focused on challenges hindering the provision of a healthy learning environment in adult literacy centres in Asaba Metropolis of Delta state. The face validity of the instrument was ascertained by three experts, two from the Department Adult and non-formal Education and one from the Department of educational planning (Measurement and Evaluation) in federal college of education(Technical) Asaba. To ensure reliability, the questionnaires were pilot tested in Okpanam community of Delta State Nigeria, which ensured clarity of the items. The rationale for the use of Cronbach Alpha procedure was that the items have no right or wrong answers, as they were not dichotomously scored. Again, it was considered appropriate as it ensures the homogeneity of the items in the clusters. The instrument reliability was established using yielding a coefficient value of  $r = 0.82$ , indicating a high level of reliability. The data collected for the study were analyzed using mean and standard deviation to answer the research questions. 2.50 stands as the baseline for the study. Any mean response below 2.50 is regarded as rejected or disagree.

## **Results and Discussion of findings**

Research question 1: What are the environmental conditions of adult literacy centres in Asaba Metropolis?

**Table 1: Mean response of respondents on environmental condition of adult literacy centers in Asaba metropolis of Delta State**

S/N	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	X	DECISION
1	Poor learning facilities and infrastructure that does not meet health standards, comfort and safety standards is needed	31	36	9	8	3.07	AGREE
2	Lack of clean water that meet health requirements	24	35	8	17	2.79	AGREE
3	Lack classrooms that meet health requirements for adult learners	27	19	25	13	2.71	AGREE
4	Lack a closed sewer and this cause unpleasant smells,	18	30	19	17	2.58	AGREE
5	Lack clean, hygienic and healthy lifestyle that can encourage adult learners	21	28	18	17	2.63	AGREE
6	Lack a school life that upholds family values,	23	39	8	10	2.80	AGREE

All the respondents in Table 1 are dissatisfied with the environment of adult literacy centers in Asaba metropolis of Delta state. The respondents agreed that, the environment is not healthy enough for teaching learning purposes. According to the analysis, poor learning facility and infrastructure (3.07), lack adequate clean water and meeting health requirements (2.79), Lack classrooms that meet health requirements for adult learners (2.71), lack a closed sewer and does not cause unpleasant smells (2.58), Lack clean, hygienic and healthy lifestyle that can encourage adult learners (2.63), lack a school life that upholds family values (2.80). the analysis clearly indicated that adult learning centers in Asaba metropolis of Delta State, lack the characteristics of a healthy school environment that can encourage teaching learning.

Research question 2: How does a healthy learning environment influence learners' participation and performance in adult literacy programmes in adult literacy centers in Asaba metropolis of Delta State?

**Table 2: Mean response of respondents on how a healthy learning environment influence learners’ participation and performance in adult literacy programmes in adult literacy centers in Asaba metropolis of Delta State.**

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	X	Decision
7	A clean and healthy school environment can make the learning atmosphere more comfortable so that adult learners feel motivated to learn.	41	24	12	7	3.18	Agree
8	Learning facilities and infrastructure that meet health standards, comfort and safety standards can promote learners assimilation and retention	37	29	13	5	3.17	Agree
9	Healthy School environment and classroom help prevent communicable diseases	23	39	8	10	2.80	Agree
10	If the school environment is clean and healthy, adult learners will be happier studying at school and this will improve concentration	26	31	19	8	2.89	Agree
11	Healthy environment promote knowledge about health education in learners	16	31	26	11	2.62	Agree
12	Healthy learning environment taught learners observe hygiene and health rules always and get used to maintaining a healthy environment”	29	37	13	05	3.17	Agree

Table 2 above indicated that a healthy learning environment can influence learners’ participation and performance in adult literacy programmes that respondents in the area of study agreed that healthy school environment has positive influence on learners’ participation in learning. All item 7-12 were accepted by the respondent, an indication that the respondent agreed that healthy learning environment has positive influence on learners’ participation in adult literacy programmes. All the respondent considered that a clean and healthy school is a school whose learners and all staff continuously cultivate clean and healthy living behaviours, and have a clean, beautiful, cool, fresh, neat, orderly, and safe school environment. Clean and healthy schools prioritize the importance of healthy development through promotive and preventive activities, so as to encourage the independence of all school members and the community in the school environment to behave in a healthy life, maintain their health, and improve their health.

Research question 3: what challenges hinder the provision of a healthy learning environment in adult literacy centres in Asaba metropolis of Delta State?

**Table 3: Mean response on challenges to healthy environment at the literacy centers in Asaba metropolis of Delta State**

S/N	Statement	Agree	Strongly Agree	Disagree	Strongly Disagree	X	Decision
13	Lack of fund	21	29	17	17	2.64	Agree
14	Lack of staff training	12	23	20	29	2.21	Disagree
15	lack of infrastructure	23	34	10	17	2.75	Agree
16	inadequate enlightenment on the part of the government	24	30	19	11	2.80	Agree
17	Poor maintenance culture	31	27	14	12	2.92	Agree
18	lack of education and training on wellness initiative	26	22	17	19	2.65	Agree
19	Lack of support from staff and administrator	20	32	14	18	2.64	Agree
20	Limited time and resources to dedicate to health	31	19	15	19	2.74	Agree

In Table 3, The respondents agreed that the following are major challenges hindering the provision of a healthy learning environment in adult literacy centres: Lack of funds ( $X = 2.64$ ), Lack of infrastructure ( $X = 2.75$ ), Inadequate enlightenment on the part of the government ( $X = 2.80$ ), Poor maintenance culture ( $X = 2.92$ ), Lack of education and training on wellness initiatives ( $X = 2.65$ ), Lack of support from staff and administrators ( $X = 2.64$ ), Limited time and resources to dedicate to health ( $X = 2.74$ ). However, respondents disagreed that lack of staff training ( $X = 2.21$ ) constitutes a major challenge in the centres.

### Summary of Data Analysis

The study examined Advocating a Healthy Learning Environment for the Promotion of Adult Literacy Programmes in Asaba Metropolis, Delta State, Nigeria.

Findings from Table 1 revealed that the respondents were generally dissatisfied with the environmental condition of adult literacy centres. The mean scores ranged from 2.58 to 3.07, indicating agreement that most centres lacked essential health and safety facilities. Specifically, respondents agreed that poor learning facilities and infrastructure (mean = 3.07), lack of clean water (mean = 2.79), inadequate classrooms that meet health standards (mean = 2.71), absence of proper sewage systems (mean = 2.58), unhygienic surroundings (mean = 2.63), and lack of a school life that upholds family values (mean = 2.80) negatively affected learning. These findings imply that the environmental conditions of adult literacy centres in Asaba Metropolis are unhealthy and unsuitable for effective teaching and learning.

Results in Table 2 further showed that a healthy learning environment positively influences learners' participation and performance in adult literacy programmes. All items recorded mean values between 2.62 and 3.18, signifying general agreement among respondents. They affirmed that a clean and healthy environment promotes learners' motivation, assimilation, concentration, and hygiene practices. Respondents emphasised that when the school environment is healthy, learners are happier, more attentive, and better able to retain knowledge, which enhances their academic performance.

Analysis from Table 3 identified major challenges hindering the provision of a healthy **environment** in adult literacy centres. Respondents agreed that lack of funds (mean = 2.64), lack of infrastructure (mean = 2.75), inadequate government enlightenment (mean = 2.80), poor maintenance culture (mean = 2.92), lack of wellness education (mean = 2.65), lack of support from administrators (mean = 2.64), and limited time and resources (mean = 2.74) were key obstacles. However, they disagreed that lack of staff training (mean = 2.21) constituted a major challenge. Overall, about 95% of respondents confirmed that adult literacy centres face numerous constraints that hinder the creation and maintenance of a healthy school environment.

In summary, the analysis indicates that adult literacy centres in Asaba Metropolis operate in poor environmental conditions, yet a healthy environment is crucial for improving learners' motivation, participation, and performance. The persistence of these challenges underscores the need for increased funding, infrastructural development, government sensitization, and **better** maintenance practices to foster a conducive and health-friendly learning atmosphere for adult learners.

### **Discussion of Findings**

The analyses show a consistent pattern: adult literacy centres in Asaba metropolis suffer from poor environmental and infrastructural conditions, and respondents believe these deficits undermine learners' participation and performance. Respondents identified specific problems inadequate learning facilities and infrastructure, poor water and sanitation, overcrowded or unsuitable classrooms, and weak maintenance and rated the centres as generally unhealthy for teaching and learning. These local findings echo broader evidence that the physical and sanitary quality of learning spaces strongly affects educational processes and outcomes. For example, in the study of primary schools in Gwagwalada Area Council, Federal Capital Territory, Nigeria, poor methods of refuse disposal, inadequate infrastructure and health hazards were found to degrade the learning environment substantially (Sanni, Offiong, Anigilaje, Olateju, & Ogbe, 2022).

Respondents also agreed strongly that a healthy learning environment encourages motivation, concentration, and knowledge retention. This aligns with contemporary work showing that when schools provide safe, clean and well-equipped spaces, learners are more likely to attend regularly, concentrate in lessons and benefit from instruction effects that apply across ages and contexts, including adult learning settings where comfort and dignity are especially salient. Clean water, functional sanitation and hygienic conditions reduce disease burden and absenteeism, improving continuity of learning and cognitive readiness.

On the barriers side, lack of funds, inadequate infrastructure, poor maintenance culture, and insufficient government enlightenment emerged as the principal constraints. These findings mirror the Nigerian and regional literature that highlights chronic underfunding, weak maintenance systems and governance shortfalls as central to the deterioration of public educational facilities. Maintenance culture in Nigeria has been shown to be poor, with insufficient attention to upkeep of facilities in various sectors, leading to rapid infrastructural decay (Manjo, 2023). Moreover, in north-eastern Nigeria, the lack of maintenance culture was identified as seriously affecting existing infrastructure: issues like poor leadership, corruption, attitudinal problems and absence of policy were implicated. The respondents' emphasis on maintenance and funding therefore reflects systemic obstacles rather than merely local neglect.

One divergent finding was the respondents' disagreement that lack of staff training is a major challenge for school-health environment provision. This result may indicate that local stakeholders perceive physical and material shortages as more immediate and visible than gaps in staff capacity for health promotion. Nevertheless, the wider literature suggests staff training and school leadership remain important enablers of a healthy school environment: trained personnel help institutionalize hygiene practices, supervise maintenance and mobilize community support. For example, in the study of Enugu East primary schools, inspections revealed that public schools had weaker hygiene and sanitation facilities, and variation was observed partly due to differences in administrative capacity and oversight. The apparent lower salience of training among respondents suggests an opportunity for advocacy and sensitization so that human-resource interventions accompany infrastructural investments.

Policy and practice implications follow directly from these findings. First, efforts to improve adult literacy outcomes must go beyond curriculum and pedagogy to address the material conditions of learning investments in classrooms, water supply, sanitation and routine maintenance are likely to yield gains in participation and performance. The importance of infrastructure is supported by findings from Cross River State in Nigeria, where physical facilities and their condition significantly influenced student academic performance (Okoi, Okoi, & Eteng, 2022). Second, financing strategies should prioritize preventive maintenance and lifecycle budgeting for facilities rather than one-off repairs. Third, government and non-government actors should combine infrastructural upgrades with programmes that build the capacity of centre managers and community committees to sustain improvements. Such integrated approaches have been shown elsewhere to produce more durable gains in school environment and student wellbeing (Amaran, Kupoluyi, & Salako, 2014).

Limitations of the study should be acknowledged. The analysis is based on respondents' perceptions and mean scores from the sample; while perceptions are valuable (they influence behaviour), objective facility audits or health outcome measurements would strengthen causal claims about environment → performance. Also, local context matters: some interventions effective in other settings may require adaptation for adult learners or the constraints of Asaba's centres. Future research could combine observational facility assessments, attendance records and learning-outcome measures to triangulate the relationships suggested here.

In conclusion, the study's findings are consistent with current international and national evidence: unhealthy, poorly maintained, and under-resourced learning environments hinder learner participation and achievement. Addressing these deficits through targeted funding, maintenance planning, improved WASH (water, sanitation and hygiene) services, and combined capacity building would likely improve both the dignity of learning spaces and the educational outcomes of adult learners in Asaba metropolis.

## **Conclusion**

The study examined Advocating a Healthy Learning Environment for the Promotion of Adult Literacy Programmes in Asaba Metropolis, Delta State, Nigeria. Findings revealed that most adult literacy centres operate under unfavourable environmental conditions, such as poor infrastructure, inadequate classrooms, lack of clean water, improper sanitation, and poor maintenance culture. These conditions create discomfort and discourage learners' active participation. It was also established that a healthy and well-maintained learning environment enhances learners' motivation, concentration, and overall academic performance.

Respondents agreed that cleanliness, safety, and availability of essential learning facilities promote active participation and reduce absenteeism among adult learners. However, the centres face numerous challenges, including lack of funds, inadequate infrastructure, poor maintenance culture, and weak government support, which hinder the provision of conducive and health-friendly environments.

The study concludes that without a healthy and supportive learning environment, the goals of adult literacy education empowerment, lifelong learning, and sustainable development will remain unattainable. Hence, improving the physical and health conditions of adult literacy centres is vital for achieving quality education and better learning outcomes in Delta State and Nigeria as a whole.

## **Recommendations**

Based on the findings of this study, the following recommendations were made that the government at all levels should:

1. Should allocate adequate funds to adult literacy programmes to improve infrastructure, provide clean water, sanitation facilities, and ensure regular maintenance of learning environments.
2. Renovate existing adult literacy centres, equipped with proper ventilation, lighting, and sanitation facilities and a periodic maintenance plan should be institutionalized to prevent infrastructural decay by the government at all levels
3. Sensitized Adult learners, facilitators, and centre managers on hygiene, sanitation, and environmental health practices to ensure that learning environments remain clean and safe.
4. Should organized regular workshops and training for instructors and administrators on maintaining a healthy learning environment, health education, and basic facility management.

## **References**

- Adebayo, O. (2021). Creating supportive learning environments for adult learners in Nigeria: Challenges and strategies. *Journal of Adult Education and Development*, **18** (2): 45–57.
- Adeyemi, J., & Akinola, B. (2020). Adult literacy education and sustainable national development in Nigeria. *Nigerian Journal of Educational Research*, **9** (1): 101–112.
- Abubakar, S., & Sani, U. (2023). Environmental factors influencing adult learners' performance in literacy centres in northern Nigeria. *International Journal of Educational Policy Studies*, **11** (3): 67–79.
- Aliwa, J., & Ubah, F. E. (2025). Strengthening language education for adult literacy and lifelong learning in Nigeria. *Journal of Continuing and Development Education*, **5** (1): 49–55.
- Amoran, O. E., Kupoluyi, O. T., & Salako, A. A. (2014). Healthful school environment: A comparative study of public and private primary schools in Ogun State, Nigeria. *Archives of Community Medicine and Public Health*, **3** (1): 127–134.
- Ejiro-Mitaire, F. O., & Ezeyili, P. N. (2023). Assessment of strategies for improving adult literacy programmes in Nigeria. *Journal of Research in Adult and Continuing Education*, **2** (1): 60–73.

- Ezenwa-Ohaeto, N., & Ijeoma, C. (2022). Utilisation of instructional materials in adult literacy programmes in Delta State. *Nigerian Journal of Open and Distance Learning*, **3** (1): 23–36.
- Federal Ministry of Education. (2020). National Policy on Education (6th Ed.). Abuja: NERDC Press.
- Manjo, Y. G. (2023). Maintenance culture and the challenges of infrastructural development in Nigeria: Implications for the welfare of the citizenry in the Fourth Republic. *Kashere Journal of Politics and International Relations*, **1** (1): 45–56.
- Momoh, S. O. (2024). Quality adult literacy education for sustainable livelihood in Nigeria. *Journal of Educational Research, Ebonyi State College of Education, Ikwo*, **9** (3): 45–59.
- Nwabueze, M. (2021). Functional literacy as a tool for sustainable community development in Nigeria. *African Journal of Adult Learning*, **7** (2): 58–70.
- Ogunlade, K. (2023). Relationship between learning environment and adult learners' achievement in Ilorin Metropolis, Nigeria. *Pedagogy Review Journal*, **15** (1): 89–104.
- Oli, C., & Idakwoji, E. (2022). Psychological and social factors promoting adult learning in Nigeria: Implications for literacy development. *Global Journal of Educational Research*, **21** (4): 112–125.
- Okoi, B. J., Okoi, C. E., & Eteng, S. (2022). Influence of school environment on academic performance of secondary school students in Calabar Metropolis, Cross River State, Nigeria. *Journal of Social Sciences and Management Studies*, **1** (3): 12–16.
- Olasinde, B. A., Sholagberu, A. O., & Sanni, A. (2025). Functional adult literacy: A tool for enhancing artisans' entrepreneurship skills development in Nigeria. *Ilorin Journal of Education*, **45** (2): 441–449.
- Ononeze, O. F., Okoroafor, P. E. N., & Onyenze, F. U. (2025). Enhancing language skills in Nigerian adult education: Opportunities and challenges. *Journal of Research in Adult and Continuing Education*, **4** (1): 80–94.
- Sanni, U. A., Offiong, U. M., Anigilaje, E. A., Olateju, K. E., & Ogbe, E. (2022). Healthful school environment in primary schools: A cross-sectional study of Gwagwalada Area Council, Federal Capital Territory, Nigeria. *African Journal of Health Sciences*, **35** (2): 112–120.
- Study of Enugu East primary schools. (n.d.). Evaluation of the school environment of public and private schools in Enugu East, Nigeria. *PubMed*.
- Umar, I., Maigari, M. B., & Ishaku, N. T.-D. (2024). Lack of infrastructural maintenance culture and its effects on the development of North-Eastern Nigeria. *Kashere Journal of Politics and International Relations*, **2** (1): 33–42.