Evaluation of the Implementation of the Language of Communication in the Delivery of Literacy, Adult and Non-Formal Education Programmes in South-West Nigeria

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Abstract: This study evaluated the implementation of the language of communication in the delivery of literacy, adult and non-formal education programmes in Southwest, Nigeria. The study adopted the descriptive survey research type. The target population for this study consists of NMEC officials, facilitators and learners (who have been enrolled in the literacy classes at the Mass literacy, Adult and Non-formal Education Centres) in South-West, Nigeria. The multi-stage sampling procedure was used to select the study's samples. The Classroom Interaction Pattern (CIP) observation scale adapted from Odinko (2007) was used for data collection. The descriptive statistics of frequency counts and percentages, and graphs were used to analyse the data. Findings revealed that NMEC facilitators used Nigerian languages as means of instruction during teaching and learning to a large extent (90.8%), while English language was used to a small extent. NMEC facilitators to a large extent (87.8%) used the Nigerian language more than English language. Also, the prevailing instructional delivery patterns used during teaching and learning was found that more of the lesson time (30.7%) are on learners' individual activities, 27.3% on whole class activities, 21.3% on instructional technologies and 16.0% on facilitator activities whereas, less of the lesson time were spent 2.9% on facilitator not facilitating learning and 0.1% on confusion etc. Majority of the facilitators dominated their teaching and learning with learners' individual activities, whole class activity and facilitators' activity respectively. Results also revealed that 53.7% of the facilitators deployed modern technologies than 46.3% who deployed traditional means. The study recommends that facilitators who understand the language of immediate environment should be employed by NMEC to teach students thereby achieving the objectives for which the body was set up.

Keywords: Adult literacy; Non-formal education; Language of immediate environment; Instructional delivery; Facilitators.

Introduction

The opportunities for people to acquire literacy in a formal and informal school system seem to be one of the most important provisions of education in a society. However, some individuals, do not have such opportunities of acquiring literacy within the confines of formal school system. This category of people includes individuals of school going age and adults who are perceived to be above school age, who may have been disadvantaged as a result of conflicts, illness, death of parents, teenage pregnancy or other such challenges and difficulties. In 1990, the Federal Government of Nigeria formed the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) in an effort to lessen the issue of illiteracy in the country. The Commission is in charge of organising, overseeing, and evaluating the nation's adult literacy initiatives. With offices spread across all 36 states in Nigeria, all 774 local government units, and the country's six geopolitical zones, the commission's operations are decentralised. Through local adult education officers, supervisors, and literacy teachers, the Commission is solely responsible for organising and supervising literacy classes (Aderinoye, 1997).

Literacy is defined by UNESCO (2017, 2020) as the capacity to recognise, comprehend, interpret, produce, communicate, and compute using written and printed resources related to various situations. In order to help people reach their objectives, maximise their knowledge and potential, and engage fully in their local and global communities, literacy entails a continuum of learning. If every person in a society or country could read and write, we would not need to talk about widespread literacy. Mass literacy is that education provided to people without age limit. The unique feature about mass literacy is that the teaching and learning activities are targeted at youths, adolescents, adults and other persons that can no longer attend formal schools. It is also aimed at improving the literate level of the citizenry towards development, enabling them to contribute meaningfully to social, economic, moral and political development and in overcoming some problems (NMEC, 2011). Adult literacy education includes instruction in mass literacy. When literacy is made available to large numbers of individuals, it transforms into a mass literacy campaign. Additionally, the main goal of Nigeria's mass literacy programme is to provide every illiterate citizen with the reading, writing, and numeracy abilities necessary to get by in his daily life. This is meant to free him from the constraints that illiteracy placed on his ideas and behaviour. Nigeria's alarmingly high percentage of illiteracy is a growing concern for the country's inhabitants. Nigeria then turns its attention to finding

answers to the issues that arise from illiteracy. In an attempt to find answers, the Nigerian government launched a broad literacy campaign in September 1982 and in 1944, aligning itself with the fight against illiteracy (Aderinoye, 2002).

Education plays a key role in the development and construction of nations. The National Policy on Education (2004) states that education is a "par excellence" tool that gives people the competence, knowledge, skills, attitudes, behaviours, and values they need to contribute positively to society. Through the many kinds of education, which include non-formal, informal, and formal learning; education, literacy, and knowledge are further obtained. Any organised, systematic educational activity conducted outside the conventional school system to offer a specific kind of learning to a particular sub-group in the population, including adults and children, is considered adult and non-formal education (Egbezor & Okanezi, 2008). The phrase "adult education" is fairly broad and has been defined and interpreted in a variety of ways. It is the process through which individuals who no longer regularly attend schools full-time engage in a series of planned activities with the deliberate goal of altering their knowledge, skills, attitudes, and understanding. to recognise and address personal and societal issues. "An adult is a person who shows a reasonable measure of moral and emotional maturity as well as prudent, patent and tolerant as well as socially responsible," states Eya (2006) in plain terms. According to Akpama, Asor, and Erim (2011), adult education encompasses more than only remedial or literacy instruction, supporting the idea that it fosters lifelong learning.

People, no matter how much knowledge they have had in the past, need and want more as long as they are living. But as adult and non-formal education has evolved from its link with specific learning possibilities, new variations have persisted in emerging (Indabawa & Mpotu, 2006). The definition of non-formal education by Akpama, Asor, and Erim (2011), which includes adult education as any organised, systematic educational activity carried out outside the framework of the formal system to provide specific types of learning to particular subgroups in the population, including adults and adolescents, was inspired by this perspective of adult and non-formal education. Nigeria's educational blueprint clearly illustrates the extent of adult education in the country. The goals and scope of adult and non-formal education are outlined in Section 6 of the National Policy on Education. The following five areas comprise these items: Education in functional literacy, remediation, advanced learning, in-service training, on-the-job training, vocational and professional training, and civic, cultural, and artistic education.

Malcolm Knowles' 1968 development of the Andragogy Theory served as the study's main foundation. It is a hypothesis that lays forth some presumptions regarding adult learning. Andragogy places a strong emphasis on the benefits of learning as a process, student-teacher equality, and problem-based and cooperative learning methods. A key component of being a successful facilitator is knowing how adults learn best. For instance, some teachers may find it difficult to switch from a lecture style of education to one of facilitation. Knowles established six guiding principles for adult learning: adults are self-motivated and internally driven; adults bring knowledge and experience from their lives to the classroom; adults are goal-oriented and relevancy-oriented; adults are pragmatic; and adults seek respect. Because they offer "a sound foundation for planning adult learning experiences" (Knowles et al., 2005), these presumptions are relevant to adult learners, particularly for the NMEC programme.

The NMEC's overarching goal is to create strategies and policies that would eradicate illiteracy in Nigeria. One of these initiatives is emphasising the language of communication and the problems associated with multilingualism in literacy and non-formal education. With more than 400 languages spoken there, Nigeria is a multilingual nation, as acknowledged by the Language of Communication Policy. Nigeria's language diversity will provide a richness of cultural and linguistic resources that advance civic education and understanding. It also recognises the importance of language as a teaching instrument and its capacity to serve as a unifying force. Therefore, the policy calls for the creation and application of smaller languages for the delivery of literacy and non-formal education (NMEC, 2017).

One key objective of the policy of language of communication is the adoption of appropriate language of instruction for facilitating learning. A fundamental reason behind this is that all languages spoken in Nigeria should be equal. Secondly, it is ideal for learners to learn in their own language in writing, reading and numeracy. However, English language has been officially adopted as the medium of facilitation in Nigeria (FRN, 2014). The policy stipulates that in any geopolitical zones, the three major languages: Hausa, Igbo and Yoruba, should be used in the first three years of education. The policy also recommended that in basic literacy and post-literacy programmes, the language of immediate environment shall be used. In accordance with the Language of Communication Policy of the National Commission for Adult and Non-formal Education (NMEC, 2017), the following are the Programme objectives:

i. adopt and engage appropriate language of instruction for delivery of literacy, adult and non-formal education.
ii. deploy traditional and modern instructional technologies to deliver and implement literacy, adult and non-formal education.
iii. deploy language to enhance unity in the Nigerian society through literacy, adult and non-formal education.
iv. utilise modern communication technologies in creating awareness among stakeholders concerning literacy, adult and non-formal education.
v. deploy relevant media to mobilise stakeholders in providing political and financial support and commitment for literacy, adult and non-formal education.

Objectives of the study

The specific objectives of this study are to find out the extent to which NMEC has:

i.   adopted and engaged the appropriate language of instruction for delivery of literacy, adult and non-formal education.
ii.   deployed traditional and modern instructional technologies to deliver and implement literacy, adult and non-formal education.

Statement of the Problem

In the quest to reduce the high level of illiteracy in Nigeria, and in line with the Sustainable Development Goals (SDGs), as well as to make basic education accessible to all the citizenry, the Nigerian government through the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) introduced non-formal and continuing education programmes to take care of the educational needs of the disadvantaged, marginalised and hard-to-reach children, youth and adults. There appears to be little or no empirical information on the use or effectiveness of language for instructional delivery and interaction between facilitators and learners at NMEC centres across Nigeria, despite the uniqueness and importance of the consideration of language in the non-formal education setting. Furthermore, it is important to investigate whether the facilitators of NMEC have adopted appropriate language of instruction at the basic literacy, post literacy levels for delivery of literacy, adult and non-formal education. The extent to which the facilitators have adopted the language of immediate environment to deliver and implement literacy, adult and non-formal education to facilitate the achievement of learners in centres in South-West Nigeria seems not to have been evaluated. Hence, the study, seeks to evaluate the implementation of the language of communication in the delivery of literacy, adult and non-formal education programme in South-west Nigeria.

Research Questions

1.   What is the prevailing language of instruction (L1 or L2) used by NMEC facilitators during instructional delivery at the literacy adult and non-formal education programme?
2.   What are the prevailing instructional delivery patterns used during teaching and learning to deliver and implement literacy, adult and non-formal education programme with respect to: direction of communication (facilitator activities, whole class activities, individual learners' activities, instructional technologies, monologue, facilitator not facilitating learning behaviour, confusion) and others?

Methodology

Research Design

This study adopted the descriptive survey research type.

Population

The target population for this study consists of NMEC officials, facilitators and learners (who have been enrolled in the literacy classes at the Mass literacy, Adult and Non-formal Education Centres) in South-West, Nigeria.

Sampling Techniques and Sample

Multi-stage sampling procedure was used to select the samples for the study. There are six States in the South-West, Nigeria. These States are Oyo, Osun, Lagos, Ogun, Ondo and Ekiti. Simple random sampling technique was used to select one State from the existing stratified States in South-West, Nigeria based on their geographical proximity (sharing of common boundary) and historical communalities. Since the States do not have the same number of LGAs for urban and rural areas, stratified and proportionate to size sampling techniques was used to select urban and rural local government areas based on LGAs with more than 200,000 population (as Urban) and less than 200,000 population (as Rural) in each State. At this stage, simple random sampling technique was used to select two NMEC officials (one Admin staff and one Education Officer) from Lagos, Ondo and Oyo NMEC centres.

Instrumentation

The Classroom Interaction Pattern (CIP) was used as the instrument to collect data from the respondents. The CIP was adapted from a study by Odinko (2007). It is a category system observation instrument which provides information on the frequency and sequence of classroom language pattern used during instruction. It consists of three major sections. Section A elicited background information such as date of observation, state, level observed, centre name, centre location, subject taught, observation starting and stopping time. Section B was used to record the interaction pattern (facilitator activities, whole class activities, individual learner's activities, instructional technologies, monologue, facilitator not facilitating learning behaviour, confusion, others (any other activity outside what is mentioned) between the facilitator and the learners which the researcher clacked the most predominant behaviour

every 2 minutes. Section C elicited information on the main language of instruction used by the facilitator during teaching with respect to Nigerian language (L1) and English language (L2).

Method of Data Collection

Data for this study were collected by self-administration by the researchers. This took about 2-3months.

Method of Data Analysis

Data for this study were analysed via graphs and descriptive statistics of frequency counts and percentages in SPSS version 26.

Results

Research Question 1: What is the prevailing language of instruction (L1 and L2) used by NMEC facilitators during instructional delivery at the Literacy, Adult and Non-Formal Education programme in South-West States in Nigeria?

Table 1: Language of Instruction Used by NMEC Facilitators during Instructional Delivery

Language of Instruction	Lagos, N = 108				Ondo, N = 47				Oyo, N = 35			
	NE	SE	LE	AT	NE	SE	LE	AT	NE	SE	LE	AT
Nigerian Language (L1)		9 (8.3)	**98 (90.8)**	1 (0.9)		10 (21.3)	**37 (78.7)**			4 (11.4)	**31 (88.6)**	
English Language (L2)	1 (0.9)	**99 (91.7)**	8 (7.4)			**38 (80.9)**	9 (19.1)			13 (37.1)	**22 (62.9)**	

Key: NE=No Extent, SE=Small Extent, LE=Large Extent and GE=Greater Extent

Table 1 presents the extent to which language of instruction is used by NMEC facilitators in South-West States during teaching and learning. In the table, it was found that NMEC facilitators used Nigerian languages as means of instruction during teaching and learning to a large extent 98 (90.8%) in Lagos, 37 (78.7%) and 31 (88.6) % in Oyo than the English language.
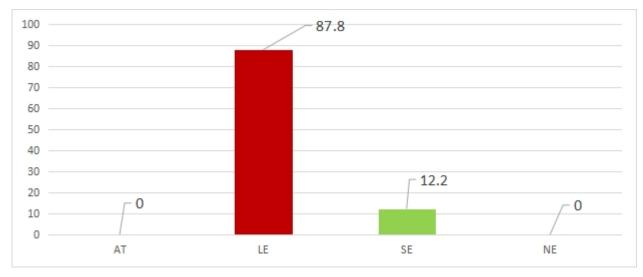

Figure 1: Extent to Use of Nigerian Language as Language of Instruction

Key: *NE = No Extent; SE = Small Extent; LE = Large Extent; AT = All the Time*
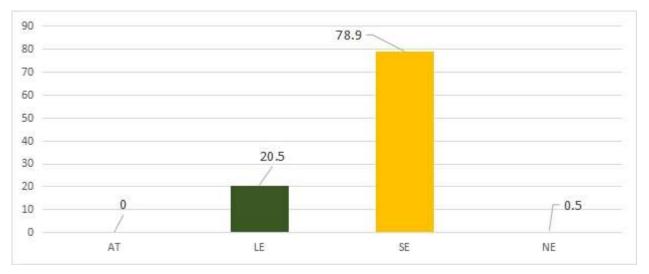

Figure 2: *Extent to Use of English Language as Language of Instruction*

Key: *NE = No Extent; SE = Small Extent; LE = Large Extent; AT = All the Time*

As shown in Figures 1 and 2, it would also seem that most NMEC facilitators 87.8% (large extent) used the language of their immediate environment which is the Nigerian language more than English language 78.9% (lesser extent). This implies that most of the facilitators in South-West States used mainly the Nigerian languages as means of instructional delivery but supplement with the use of English language.

Research Question 2: What are the prevailing instructional delivery patterns used during teaching and learning to deliver and implement literacy, adult and non-formal education programme with respect to: communication (facilitator activities, whole class activities, learners' individual activities, instructional technologies, monologue, facilitator not facilitating learning behaviour, confusion).
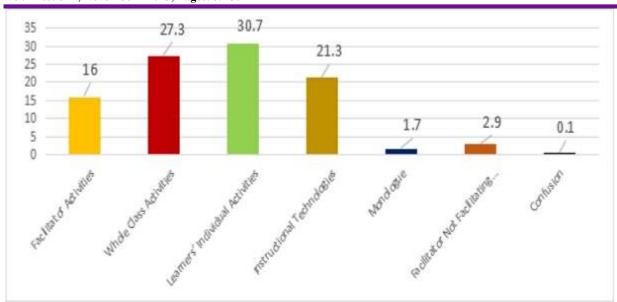
Fig 3: Instructional Delivery Pattern Used During Teaching and Learning

The prevailing instructional delivery patterns used during teaching and learning to deliver and implement literacy, adult and non-formal education programme with respect to communication in the classroom is shown in Table 2 and Figure 3. In the figure, it was found that more of the lesson time (30.7%) are on learners' individual activities (such as copy from chalk board, listening, identifying, counting, responding to questions, and so on), 27.3% on whole class activities (such as writing, observing, role playing, reading, and so on), 21.3% on instructional technologies (such as myth, idiophones, take recorder, tablets, computers, and so on) and 16.0% on facilitator activities (writing on the board, explaining, questioning, giving direction, providing answers, and so son). Whereas, less of the lesson time were spent 2.9% on facilitator not facilitating learning (negative reinforcement, discussing with visitor, and so on), 1.7% on monologue (such as talking or writing non-stop) and 0.1% on confusion (such as noise, learners wandering aimlessly, and so on). This implies that the majority of the facilitators in South-West States dominate their teaching and learning with learners' individual activities, whole class activity and facilitators activity respectively.
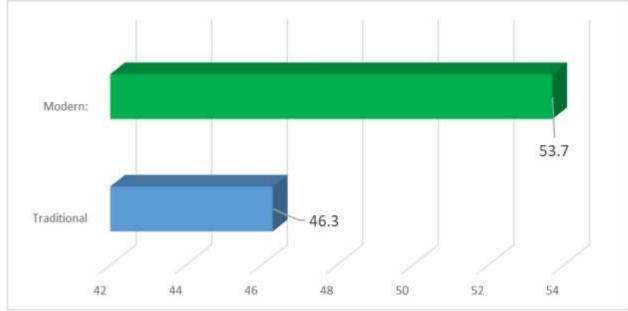

Fig 4: Instructional Technologies Deployed in Delivery

Figure 4 presents the instructional technologies deployed in delivery of literacy, adult and non-formal education programme in South-West States. The figure revealed that 53.7% of the facilitators deployed modern technologies (radio, television, tape recorder, phones etc) than 46.3% who deployed traditional means (myths, idiophones, proverbs etc). This means that the facilitators for NMEC education programme often deploy modern technologies in their mode of lesson delivery.

Table 2: Instructional Delivery Pattern Used During Teaching and Learning

Behaviour Category	Lagos	Ondo	Oyo	Overall Time (mins.)	Percentage of Lesson Period	
Facilitator Activities						
Writing on the board	214	57	44	315	17.3	
Demonstrating with materials	7	18	44	69	3.78	
Explaining	108	54	28	190	10.4	
Questioning	106	52	30	188	10.3	
Giving Directives	106	19	18	143	7.84	**16.0**
Giving activities to learners	210	53	28	291	15.9	
Reinforcing correct responses	3	53	18	74	4.05	
Distributing textual	211	31	29	271	14.8	
Providing answers	109	50	43	202	11.1	
Probing	1	50	31	82	4.49	
Total_FA				**1825**		
Whole Class Activities						
Learner to learner	139	83	68	290	9.33	
Group to facilitator	142	82	67	291	9.36	
Learner to entire class	145	81	36	262	8.43	
Reciting	144	85	59	288	9.26	
Chorusing response	141	84	34	259	8.33	
Exploring	2	10	34	46	1.48	
Demonstrating	110	85	32	227	7.3	
Reading	112	87	63	262	8.43	**27.3**
Listening	109	22	64	195	6.27	

Counting	0	18	60	78	2.51	
Singing	111	42	34	187	6.01	
Role playing	113	62	34	209	6.72	
Identifying	113	82	33	228	7.33	
Writing	111	78	66	255	8.2	
Silence	0	0	32	32	1.03	
Total_WCA				**3109**		
Learners' Individual Activities						
Learner to facilitator	108	82	35	225	6.43	
Copying from the board	216	14	64	294	8.4	
Counting	0	9	34	43	1.23	
Demonstrating	216	78	35	329	9.41	
Drawing	152	84	32	268	7.66	
Exploring	175	50	37	262	7.49	
Identifying	176	83	34	293	8.38	
Listening	174	53	32	259	7.4	**30.7**
Painting	4	7	27	38	1.09	
Responding to questions	216	51	30	297	8.49	
Questioning	126	85	30	241	6.89	
Writing	117	82	32	231	6.6	
Singing	115	48	33	196	5.6	
Reading	110	80	32	222	6.35	
Reciting	216	51	33	300	8.58	
Total_LIA				**3498**		
Instructional Technologies						
Traditional:						
Myth	216	74	63	353	14.5	

Idiophones	16	67	9	92	3.78	
Proverbs	211	49	62	322	13.2	
Story telling	211	85	63	359	14.8	
Modern:						
Radio	5	17	64	86	3.54	
Television	5	19	6	30	1.23	
Desktop Computer	216	14	60	290	11.9	
Laptop	19	75	60	154	6.33	**21.3**
Tablets	8	81	2	91	3.74	
Projector	216	7	2	225	9.26	
Tape Recorder	216	5	2	223	9.17	
Video player	0	3	0	3	0.12	
Phones	115	53	35	203	8.35	
Total_IT				**2431**		
Monologue						
Facilitator talking non sop'	0	2	14	16	8.38	
Learner talking continuously	0	2	8	10	5.24	**1.7**
Learners asked to stop moving around	135	1	29	165	86.4	
Total_Mon				**191**		
Facilitator Not Facilitating Learning						
Punishing using reinforcement	0	2	0	2	0.6	
Not reinforcing correct response	0	0	0	0	0	
Facilitator discussing with a visitor	0	0	0	0	0	
Chatting with another facilitator	0	0	0	0	0	**2.9**
Leaves the class unannounced	0	2	0	2	0.6	
Announcement	201	64	51	316	95.2	
Cell phone ringing	0	2	10	12	3.61	

Total_FNFL				332		
Confusion						
Noise	0	0	11	11	100	
Learner's wondering aimlessly	0	0	0	0	0	**0.1**
Two learners fighting	0	0	0	0	0	
Total_Confusion				11		

Discussion

This study evaluated the implementation of the language of communication in the delivery of literacy, adult and non-formal education programmes in Southwest, Nigeria. Findings on means of instructional delivery for the programme show that large proportion of the facilitators in South-West States used the Nigerian language as means of instructional delivery while small proportion of these facilitators complement it with the use of English language. This was particularly expected based on the language of South West States, from which majority of the adult learners came from. However, some of the facilitators who had to complement the use of Nigerian language with English language as language of instruction were because of learners who did not understand the language of immediate environment. The results of the study supports the assertion made by Danladi (2013), who looked at the history of English's use in Nigeria as a language for political, social, and academic purposes as well as the length of time it took for bilingualism to democratise language in line with national unification. Danladi established that, despite the political forces driving the use of indigenous languages in Nigerian society, the English language's prospects for use in national affairs are extremely slim. The finding of this study confirms the language of instruction Policy Guidelines for Mass Literacy, Adult and Non-Formal Education in Nigeria (NMEC, 2017), which emphasises that basic literacy is expected to be taught in the language of the immediate environment (the language of wider communication) except at the post literacy level where English could be used.

The results of this study also support those of Anukaenyi (2019), who investigated the need for a high-value knowledge economy that comes with quality education. Anukaenyi's study led to the 1979 Constitution's recognition of the language of instruction as a crucial role of education and established a connection between language diversity, language policy in education, and the underwhelming performance of Nigeria's education sector. This connection was based on the premise that a significant portion of Nigerians do not speak the language used in the country's education policies. This could be why facilitators in South West States of NMEC Adult Literacy programme use Nigerian language to dominate their mode of instructional delivery. Also, the finding of this study is in line with Olanibi et al. (2021) who noted that language to be chosen as a means of communication has been a subject of debate in Nigeria but affirm that the Nigerian government in its educational policy stated that the language of instruction at the lower primary school is expected to be the leaners' mother tongue or the language of the immediate environment. In other words, it could be noted that the Nigerian language (L1) and the English language (L2) would play important roles on learners' achievement at different levels of basic literacy, Adult and Non-formal education programme of the NMEC.

The finding of this study on the prevailing instructional delivery patterns used during teaching and learning to deliver and implement literacy, adult and non-formal education programme with respect to communication in the classroom reveals majority of the facilitators in South-West States dominate their teaching and learning with learners' individual activities, whole class activities and facilitators activities respectively. This could be said to be the ideal situation in the classroom especially for Adult and Non-formal education where teaching and learning is expected to be learners centred in order to engage them in the concepts been taught and improve their achievement. The finding of this study is in tandem with Samuel (2015) who investigated the influence of classroom interaction patterns on achievements of Basic Electricity students in Technical Colleges in Federal Capital Territory, Abuja and found that classroom interaction patterns significantly influenced students' achievements in Basic Electricity. The finding of this study also conforms with Nnorom and Erhabor (2019) who examined the effect of classroom interaction patterns on secondary school students' cognitive achievement in Biology in Edo State, Nigeria, and revealed that students taught with classroom interaction patterns perform better than those taught with the conventional method.

In the same vein, the finding of this study agrees with Pervin et. al. (2021) who investigated the influence of teacher-student interaction on academic performance of the students and found teacher-student relationships to be important in order to attain academic success. The finding of this study corroborates Atuboinoma and Amadi (2021) who investigated the perceived influence of classroom interactions on students' academic performance in secondary schools in Rivers State and found that classroom interaction influence students' academic performance in respect of motivating students' aspirations towards solving academic

problems. While these studies may have different category and behaviours that constituted their classroom interactions, it could be worthy of note that classroom interaction patterns such as individual activities, whole class activities, facilitations activities among others, if effectively used could arouse enhance interest and enhance their academic achievement.

The finding of this study with respect to deployment of modern technologies reveal that facilitators for NMEC education programme often deploy modern technologies such as radio, television, recorders, phones etc., in their mode of lesson delivery over traditional means. The finding of this study conforms with Umar, Idris, Audu, Arah, Yusuf and Beji (2016) investigated the effects of multimedia instruction on student's achievements and retention in auto-mechanics at technical colleges in Niger State and found that multimedia instruction is more effective in improving student's achievement and retention in auto-mechanics than conventional method. Also, the finding is in consonance with Iqbal-Shah (2015) who carried out a study on comparative effectiveness of multimedia-aided teaching (MAT) on students' academic achievement and attitude at elementary level in teaching of science. The results indicated that MAT which is a modern mode of teaching is more effective than the traditional way and that students' attitude towards science could improve more if MAT method is used as compared to the traditional method of teaching.

Furthermore, the finding of this study is consistent with Ngonyani (2018) who explored if the use of visual aids in teaching influences students' learning and academic performance. The result reveal that many of the students performed poorly in their academics because teachers mostly relied on chalkboard as their major visual aid and not modern technologies. There have been indications that modern technologies in teaching would enhance the achievement of learners. Particularly, the facilitators of Basic Literacy, Adult and Non-formal education of NMEC programme has deployed the use of modern technologies and mean as means of facilitating teaching and learning to complement the traditional methods in order to give learners adequate knowledge of what they teach.

Conclusion and Recommendations

This study evaluated the implementation of the language of communication in the delivery of literacy, adult and non-formal education programmes in Southwest, Nigeria. Facilitators of the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) in South-West States of Nigeria uses mainly the Nigerian languages as means of instructional delivery, while sometimes supplementing with the use of English language. Also, majority of the facilitators for the programme dominate their teaching and learning with learners' individual activities, whole class activity and facilitators activity respectively. The study, therefore, recommends adequate and regular funding, monitoring and evaluation of the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), to boost mass literacy of all Nigerians (Osiesi, 2020; Osiesi, Odinko, & Oke, 2022). Also, facilitators who understand the language of immediate environment should be employed by NMEC to teach students thereby achieving the objectives for which the body was set up. More professional development should be organised for facilitators of the NMEC programme, to boost their overall efficiency and effectiveness (Osiesi, 2020; Osiesi et al., 2022; Osiesi, 2023).

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