

Predictors of Adult Learners' Persistence for Knowledge Expansion at Literacy Centres in Ibadan

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Abstract

Knowledge expansion for sustainable development involves equipping adult learners with contents, skills and attitudes that can propel them to venture into higher levels of learning and endeavours. These skills, including information and communication technologies (ICTs) utilisation are obtainable at adult literacy centres generally. However, there has been immense attrition at many literacy centres in Ibadan with a handful of learners still committed to learning at each centre. Previous studies mainly examined attrition and persistence at traditional school settings (Sogunro, 2015). This study therefore investigated the predictors of adult learners' persistence at literacy centres in Ibadan.

The study was anchored to Tinto's Theory of Persistence, Knowle's Andragogy and Darkenwald and Merriam's Psychosocial Interaction Model, while the survey design was adopted. Using total enumeration sampling technique, all the learners at three literacy centres (105 participants) took part in the study. Two self-structured questionnaire: Questionnaire on Personal Factors (QPFs) ($r=.69$) and Questionnaire on Psychosocial Factors (QPSFs) ($r=.65$) were used to collect data for the study. Five research questions and one hypothesis guided the study.

Findings showed that personal factors ($\beta=.525$, $p<.05$), psychological factors ($\beta=.329$, $p<.05$) independently and significantly predicted persistence of adult learners at literacy centres in Ibadan. There was a joint effect of personal and psychosocial factors on clients' persistence at literacy centres in Ibadan ($\text{crit-}t=1.96$, $\text{cal-}t=-1.807$, $df = 103$, $p(0.074)>.05$ level of significance).

The study recommended that personal, psychological and social benefits of enrolling into literacy programmes should be stressed to engage adult learners in literacy centres for knowledge expansion.

Keywords: *Persistence, Adult learners, Personal factors, Psychosocial factors*

Introduction

One glaring truth about individual and societal development in the new global dispensation is that knowledge, more than ever before, is of paramount importance for development. In a knowledge-driven economy like that which obtains in the 21st century, workers in organisations, learners at various institutions, including adult learners are constantly working towards obtaining knowledge. This is with a view to fitting into the global system of creativity and knowledge sharing. This acquisition of knowledge cannot be achieved by adult learners without being equipped with literacy skills, hence the huge attention given to education, literacy and knowledge in all the development goals. Beginning with Education for All (EFA) goals in 1990 through the Millennium Development Goals (MDGs) in the year 2000 and Sustainable Development Goals (SDGs) in 2015, adult literacy had received ample attention. The building of knowledge is seen as the vehicle that can drive the achievement of the seventeen sustainable development goals. The importance of knowledge led to the formation of knowledge for Development Partnership (K4DP) – an initiative of a number of people who have involved others to provide necessary items of knowledge needed to realise the Sustainable Development Goals. All the fourteen points already provided in 2018 (Brandner and Cummings, 2018) aim at producing knowledge societies where all individuals, irrespective of age, religion, culture or philosophy would be included in knowledge acquisition. According to Kurz (2018):

Knowledge is an essential resource and an indispensable prerequisite for the development of societies all over the world. In order to meet the Sustainable Development Goals of the United Nations, and to master the challenges of the future, it needs a culture of knowledge sharing among different stakeholders worldwide.

Prior to the inauguration of the EFA goals, MDGs and SDGs, muslim scholars, missionaries, Nigerian colonial government and later our indigenous government had had inputs to literacy development in Nigeria. As early as 11th century, muslim scholars and traders brought literacy in Arabic language to the northern part of Nigeria. Through the activities of missionaries, beginning with the work of Thomas Birch Freeman in Badagry, Lagos, literacy was introduced to southern Nigeria in 1842. (Chike, Madu and Enwelum, 2017). According to Chike et. al., the then colonial government showed interest in adult literacy in the 1930s and 1940s when evening classes were introduced in some parts of the country. Under the colonial government, Mr J.A. Carpenter initiated the mass literacy campaign in 1946. It was a ten-year mass literacy campaign but it failed because of lack of political will.

Landmarks in the efforts of Nigerian government to improve literacy acquisition among the Nigerian populace include the following:

- i. The establishment of Nigerian National Council for Adult Education (NNCAE) in 1971;

- ii. The inclusion of the objectives of adult education in the New National Policy on Education right from the year 1977;
- iii. The organization of mass literacy campaign in 1982; and
- iv. The establishment of National Mass Education Commission (NMEC) in 1991 in Kano.

Despite all the efforts of the colonial government and the Nigerian government towards improving literacy, NMEC in 2019, decried the growing level of non-literacy in Nigeria. According to NMEC, 35 percent of Nigeria's adult population was non-literate. It stated thus:

Considering the funds and efforts that the country has devoted to various mass literacy programmes including the Universal Primary Education (UPE) scheme that was launched with fanfare about 33 years ago, it is worrisome that more than a third of our national population still wallows in illiteracy.

Since adult learners and organisers of adult education programmes constitute stakeholders in the educational systems of various countries associated with the United Nations, Nigeria inclusive, it is of utmost importance that adult learners are exposed to knowledge creation, knowledge expansion and knowledge preservation for economic, societal and environmental sustainability. According to Reus, Moser and Groenewegen (2022), online connectivity with group members and intergroup relationships owing to digitisation have proven to enhance knowledge expansion. Among adult learners, knowledge expansion has been enhanced through the various teaching methods, like “each – one – teach – one” method, the use of multimedia (Uppal, 1996) and through non formal methods like workshops, seminars and conferences. However, for there to be a continuity of knowledge creation and expansion among adult learners, the issue of attrition at adult literacy centres and adult education programmes generally must be addressed. This paper therefore examines the personal and psychosocial factors that contribute to adult learners' persistence at literacy centres in Ibadan.

Importance of Literacy Skills Acquisition

Literacy skills acquisition has been recognised as a major tool for personal and societal development. Global development has directly or indirectly made it obligatory for all individuals to be equipped with literacy skills in order to be relevant in a knowledge-driven economy and in the world of work: Literacy is basically the ability to read, write and do computerisation tasks with reasonable degree of comprehension. According to Omolewa (2015) literacy surpasses the possession of basic skills of reading, writing and ability to compute. He stressed that literacy is about providing individuals with capabilities for understanding their lives and social environment as well as equipping them with problem solving skills. Corroborating this definition, the New World Encyclopedia (1993) defined literacy as the ability to read, write, speak and listen, and use numeracy and technology, at a level that enables people to understand ideas and opinions, to make decisions and solve problems, to achieve their goals, and to participate fully in their community and wider

society. From these definitions, it then means that the four language skills – speaking, listening, reading and writing are absolutely relevant as they enable one to acquire needed skills and critical thinking for development. Apart from these, information and communication technology (ICT) skills are now of paramount importance to all learners coupled with problem solving skills.

Literacy skills acquisition is a leeway for the survival of adults, particularly those who happen to acquire literacy through 'second chance education'. Through the acquisition of basic literacy skills and post literacy learning, adult learners have been able to imbibe the confidence needed to navigate their ways through learning other subjects at the post literacy level. This is because it is not possible to sit for, and pass examination in subjects like English, Mathematics, Religious Knowledge or History without acquiring the basic skills of reading and writing. Through this exposure, adult learners are able to join the mainstream of learners and qualify to earn certificates like Junior Secondary School Certificate, Senior Secondary School Certificate and even proceed to tertiary institution. Finally, this places them in vantage positions for employment.

Despite the fact that some scholars have stated that development is still possible without literacy (Holland, 1995) literacy is needed to accelerate progress politically, socially and economically in societies. For instance, a clan may traditionally understand the notion of democracy and adopt same in their local politics. However, owing to non-literacy among members of the clan, the practice of democracy could come with hitches and the dividends of democracy could be lacking. It then becomes necessary for them to be exposed to political literacy in order to alleviate such anomaly. Political literacy in this sense is expected to equip members with ideas, knowledge and practices of true democracy leading to political stability and adequate participation of all eligible individuals. Political literacy education can be obtained through different languages including the mother tongues of learners, target languages and even artifacts preserved over the years. However, since Nigeria's formal language is English language, adults can understand political literacy through reading books, surfing the internet and listening to instructions from resource persons.

Apart from the political empowerment which literacy skills acquisition provides, literacy also endows individuals with knowledge about social advancement. Knowledge includes information, ideas and facts obtained through a learning process (Goziano, 2017). Literacy, therefore, is a tool that opens the fountain of knowledge through reading, writing, surfing the internet and collaborating with other learners. Through literacy, social issues like gender inequality, religious intolerance, poor health status and poor nutrition can be properly handled. For instance, it takes consistent exposure to health literacy to make non literate housewives understand the benefits of the intake of regular balanced diets and the avoidance of expired drugs. High rates of crime, violence, poverty, insecurity and inability to make valuable individual and societal decisions can be attributed to non-literacy. In line with these, Olagbaju (2020) stated that developing countries in Africa are constantly experiencing unemployment, increasing poverty rate and high level of non-literacy. As a result of these states of affairs, it has become grossly impossible for economic advancement to occur. Since the three prominent aspects of sustainable development include social, economic and environmental advancements, literacy skills acquisition should initiate and upgrade adult learners' knowledge creation and expansion in these spheres.

Another important aspect of literacy acquisition is its ability to equip learners with skills – vocational skills that can aid their survival in society. This is referred to as functional literacy otherwise known as work literacy. From the basic knowledge of reading, writing and counting, adult learners are expected to apply the basic literacy skills acquired to real life, problem solving activities like script writing, drama productions, manufacturing, book keeping and oratorical skills, among others. Since adult learners are self-directed learners who are self-motivated to learn, each learner readily (through guidance though), taps the resources of different “literacies” in order to maximise learning. It is important however to study the needs of adults and consider proper timing before introducing functional literacy (Holland, 1995).

Personal Factors and Adult Learners' Persistence in Learning

Persistence at literacy centres refers to clients' ability to be committed to learning irrespective of the odds against them. Some personal factors like age, high level of intelligence, low socio-economic status, desire to acquire more learning (motivation) among others can propel an adult learner to persist at a literacy centre. According to Adedokun and Odiaka (2018), persistence refers to adult learners' constant participation in adult learning after having been registered for a programme pending the time the desired goals would be achieved. From their theoretical research, Adedokun and Odiaka noted that one of the personal factors that affect adult learners' persistence is the nature of their previous experience. Such previous experience could be unemployment, dissatisfaction with one's level of education, among others. Comings (2007) defined persistence as “a continuous learning process that lasts until an adult student meets his or her educational goals”. He was of the view that: local adult education programmes should find out some positive and negative forces that support or hinder adult learners' persistence; adult educators should build up the self-efficacy of adult learners by encouraging them to know that they are capable of finishing their programmes; setting clearly meaningful and achievable goals for adult learners; and ensuring that students make steady progress towards achieving their goals

As flexible as adult education programmes may be, particularly the non-traditional form, the onus lies on adult educators to motivate learners as much as possible to ensure that programmes are completed as and when due. Adult learners in Nigeria are inundated with so many roles within an impoverished economy so their persistence at literacy centres must be encouraged, particularly when the factors influencing their persistence are known through research. One of the objectives of this paper is to identify some personal factors that encourage adult learners' persistence at literacy centres.

Psychosocial Factors and Adult Learners' Persistence

Quite often, adult learners decide to start and complete literacy programmes as a result of certain social factors. Such social factors could be the desire to obtain employment, to boost their monthly income or merely for integration into a given group. Social factors that can urge the adult learner to keep up with learning could stem from the learners' family, his or her community, the learning environment as well as the global community. In the present-day

globalised world for instance, the quest for knowledge has made even professionals to enroll into non formal continuing education in order to acquire additional knowledge for work. This implies that the content of the knowledge or courses offered to students in schools account for their persistence. According to Castles (2004) and Murphy (2022), when an institution provides good ambience coupled with adequate academic content, there is a strong tendency that students would show a high degree of persistence. Also, Idoko (2018) opined that relevant topics taught adult learners as well as connection to school yield persistence on the part of the learners.

In terms of the psychological factors responsible for adult learners' persistence, many researchers or scholars are of the view that many adults are intrinsically motivated to learn (Comings, 2007). According to Comings, forces such as relationships, goals, teacher and fellow students and self-determination are those psychosocial factors that propel persistence among adult learners. There is actually a kind of interwovenness among psychological and social factors when finding out those factors that determine adult learners persistence at literacy centres. This ideas gave rise to Darkenwald and Merriam's (1982) psychosocial interaction model. This is one of the anchors of the present research.

While psychological factors like self-motivation, self-determination or personal derive may be very important to aid adults' persistence, if the learning environment is not encouraging, then, persistence could be affected negatively. It then means that both intrinsic and extrinsic motivations are needed to propel the adult learner in the learning arena. In the present research, personal factors (age, intelligence, affordable time, self-determination) and social factors (desire to be educated, means of income, low self-esteem in society and need to support families) were examined in connection with adult learners' persistence at literacy centres. For psychological factors, the study investigated indices like fear of being described as non-literate, feeling inferior among literate members of society, improvement of confidence and self-worth as psychological reasons for enrolling and continuing with literacy acquisition.

Empirical Review

A couple of researchers have carried out empirical studies on factors that influence persistence among adult learners in adult learning programmes. In 2018, Idoko examined some perceived factors influencing persistence and retention among adult learners at the basic literacy level. Using ten (10) participants and qualitative data collection, she found out that participants emphasised self-directedness, individuals goal and drive, familial support, instructors role and classroom environment as factors responsible for persistence.

Sogunro (2015) examined motivating factors for higher education students using 203 participants. He found out eight top most motivating factors of adult learners to include the following: quality of institution, quality of curriculum, relevance and pragmatism, interactive classroom, effective management practices, programme assessment, feedback, among others.

Castles (2004) investigated persistence and adult learner factors affecting persistence among Open University Students. Using a model containing 12 factors, he was

able to find out that social support (advice, help and emotional support) from families and others in academia (teachers and peers) impacted students' persistence.

Another study was carried out by Darkenwald and Merriam (1982) to find out why people get enrolled and remain in adult education programmes. Using some elements outlined in their psychosocial interaction model, they found out that students' socioeconomic status, the perceived value of adult education, readiness to participate, among other factors, accounted for adult learners' persistence in adult learning programmes.

Theoretical Framework

This study is anchored to three theories: Malcolm Knowle's (1960) theory of adult learning (Andragogy), Tinto's theory of persistence, and Darkenwald's and Merriam's psychosocial interaction model. Knowle's Andragogy, usually described as the theory of the art and science of adult teaching, postulates that adult learners have orientations that are different from that of children as they come into the learning arena. The following submissions are made by this theory in terms of how and reasons why adults learn:

- i. adults are self-directed learners who are interested in taking charge of what they desire to learn and how to learn;
- ii. adults require learning for problem-solving in their societies including families and groups;
- iii. adults can only learn items that are relevant to their goals; and
- iv. adult learn better when they are taught based on their past experiences

Tinto's (1993) theory of persistence centres on integrating students into the learning community and environment in order to create persistence in learning. According to Tinto, students are more likely to remain enrolled in an institution if they become connected to the social and academic life of the institution. This implies that getting students to continue with a programme involves two fold activities – providing strong academic curriculum and providing platforms for social connectivity, particularly through good communication. Corroborating Tinto's views, Young (2013) stated that adult education programmes can thrive successfully if the following elements are present: institutional commitment; programme relevance and programme diversity; excellence in educational experience; and accessibility.

Darkenwald and Merriam's (1982) Psychosocial Interaction Model explains what makes adults desire or not desire to enrol and participate in adult learning programmes. According to this theory, individuals (adults) decide to become clients at adult literacy centres owing to some combination of psychological and social factors. They enumerated the factors as follows: socioeconomic status, learning press, the perceived value of adult education, readiness to participate, participation stimuli, barriers to participation, and probability of participation.

Low socioeconomic status can prompt an adult learner to enrol for functional literacy in order to make his or income appreciate. Conversely, low socioeconomic status in terms of lack of funding can prevent an adult learner from being persistent in a literacy

programme. Learning press is the pressure from the environment – work pressure, demands by relatives and security needs. Factors like perceived value of adult education (how the programme is perceived) and readiness to participate are purely psychological – they are determined by the psyche of the adult learner. Participation stimuli refer to those motivational forces like the drive to become literate, having a sense of belonging, among others. This model also recognises certain barriers to participate like gender inequality and government policies. Probability of participating depends on the different factors as weighted by the adult learner.

Statement of the Problem

Literacy skills acquisition facilitates personal and social development. In a knowledge economy, it acts as a leeway to accessing information, ideas and facts needed for creativity, knowledge expansion or knowledge sharing. The multidimensional learning provided or supposedly provided at various literacy centres is expected to entice all willing adult learners for self-development.

It is pertinent to observe, however, that the level of persistence of adult learners at literacy centres in Ibadan has remained very low. While many literacy centres are totally empty, others have just a handful of learners clinging to learning. This situation cannot achieve the global development goal of achieving the creation of a literate society. Also it defeats the knowledge for development (K4DP) partnership objectives.

Several research works and theories have been propounded on how to ensure that attrition of learners at school is discouraged while persistence is nurtured (Castles, 2004; Idoko, 2018). While these studies have succeeded in looking at factors responsible for persistence among adult learners outside Nigeria, none has examined personal and psychosocial factors and persistence at the local level. This study, therefore, investigated personnel and psychosocial factors influencing adults' persistence at literacy centres in Ibadan.

Objectives of the Study

The general objective of this study was to investigate the personal and psychosocial factors influencing adult learners' persistence at literacy centres in Ibadan. Specific objectives are to:

- i. find out the extent to which personal factors influence clients' persistence at literacy centre in Ibadan;
- ii. determine the extent to which social factors influence clients' persistence at literacy centres in Ibadan;
- iii. investigate how psychological factors influence adult learners' persistence at literacy centres in Ibadan;
- iv. establish if there is any joint or relative effect of personal and psychological factors on clients persistence at literacy centres in Ibadan;

- v. find out if there is any joint and relative effect of personal and psychosocial factors on clients persistence at literacy centres;
- v. ascertain if there is any significant difference between male and female adult learners' level of persistence at literacy centres in Ibadan.

Research Questions

The following are the questions which this study set to ensure:

1. To what extent do personal factors influence adult learners' persistence at literacy centres in Ibadan?
2. To what extent do social factors influence adult learners' persistence at literacy centres in Ibadan?
3. How do psychological factors influence adult learners' persistence at literacy centres in Ibadan?
4. Is there any joint or relative effect of personal and psychological factors on adult learners' persistence at literacy centres in Ibadan?
5. Is there any joint and relative effect of personal and psychosocial factors on adult learners' persistence at literacy centres in Ibadan?

Research Hypothesis

H₀₁: There is no significant difference between male and female adult learners' level of persistence at literacy centres in Ibadan.

Methodology

The study adopted the descriptive survey design. All the adult learners in the three purposively selected literacy centres in Ibadan were enumerated giving a sample size of 105 participants who took part in the study. Two instruments were used to collect data – questionnaire on personal factors ($r=0.69$) and questionnaire on psychosocial factors ($r=0.65$). Demographic data were analysed using descriptive statistics of frequency counts and simple percentages. Study data were analysed using percentages, mean, standard deviation, ANOVA and t-test.

Results**Analysis of Demographic Data****Table 1: Distribution of demographic characteristics of respondents**

Demographic Factors	Characteristics of Respondents	Frequency	Percentage
Gender	Male	41	39.0
	Female	64	61.0
Marital status	Married	65	61.9
	Single	40	38.1
Level of Education	Primary 1 – 3	9	8.6
	Primary 4 – 6	38	36.2
	JSS 1 – 3	45	42.9
	JSS 1 – 3	13	12.4

The demographic data show that more female adult learners (64) participated in the study than male adult learners (41). Also married adult learners totaled 65 against single participants who were 40 in number. In terms of level of education, the highest number of participants were JSS 1-3, (45) followed by primary school students (4-6) (38), SS 1-3 (13) and primaries 1-3 (9).

Results were interpreted based on the research questions stated.

Research question one: To what extent do personal factors influence adult learners persistence at literacy centres in Ibadan?

Table 2: Distribution of respondents by relationship between personal factors and persistence at literacy centres in Ibadan

S/N	Variables	SD	D	A	SA	\bar{X}	SD
1	Despite the challenges associated with learning I desire to continue because of my age	3 2.9%	11 10.5%	34 32.4%	57 54.3%	3.38	0.789
2	Owing to my age, I cannot be admitted into regular schools	37 35.2%	31 29.5%	11 10.5%	26 24.8%	2.25	1.183
3	I am intelligent and I know I can succeed if I persevere	4 3.8%	3 2.9%	23 21.9%	75 71.4%	3.61	0.727
4	I have enough time to study so I must make use of it.	2 1.9%	4 3.8%	26 24.8%	73 69.5%	3.62	0.656
5	I am mature enough to choose what I desire and I have chosen to learn	3 2.9%	2 1.9%	33 31.4%	67 63.8%	3.56	0.675
Weight mean =		3.28					

Table 2 shows that personal factors influenced adult learners persistence at literacy centres.

With the weighted mean score of 3.28 and four out of the five items having means above 2.5, it is obvious that students' personal factors of age, intelligence and drive (strong desire to continue the programme) influenced their persistence. This finding is in consonance with the finding of Idoko (2018) which stated that drive and self-directedness influenced persistence among adult learners. It is also in alignment with Knowles' assertion that adult learners tend to take control of their learning by believing in the goals they have set.

Research question two: To what extent do social factors influence adult learners' persistence at literacy centres in Ibadan?

Table 3: Distribution of respondents by relationship between social factors and adult learners' persistence at literacy centres in Ibadan

S/N	Variables	SD	D	A	SA	\bar{X}	SD
1	I am studying at the literacy centre because I really want to be educated.	-	1	26	78	3.73	0.465
			1.6%	24.8%	74.3%		
2	Acquiring literacy skills will guarantee a steady means of income for me.	6	6	26	67	3.47	0.844
		5.7%	5.7%	24.8%	63.8%		
3	Many people have ridiculed me in society because of my level of education	18	18	27	72	2.89	1.121
		17.1%	17.1%	25.7%	40.0%		
4	I need this kind of education to enhance my performance at work	1	7	31	66	3.54	0.665
		1.0%	6.7%	39.5%	62.9%		
5	Acquiring literacy skills will enable me to assist my family members with reading and writing.	1	2	29	73	3.66	0.569
		1.0%	1.9%	27.6%	69.5%		
Weight mean =		3.46					

Table 3 shows the measure of social factors in relation to their influence on adult learners' persistence at literacy centres in Ibadan. A 74.3% of the learners strongly agreed that they truly desire to acquire education at the literacy centres, 63.8% strongly agree that their being exposed to literacy would guarantee for them a steady means of income. Learners strongly believed that they could overcome ridicule (40%) perform better at work (62.9%) and assist their family members (69.5%) if they consistently attended literacy classes and finish successfully. These findings corroborate Darkenwald and Merriam's psychosocial interaction model in which it is explained that students' socioeconomic status, value of adult education and readiness to participate influence adult learners' persistence in learning.

Research question three: How do psychological factors influence adult learners' persistence at literacy centres in Ibadan?

Table 4: Distribution of respondents by relationship between psychological factors and adult learners' persistence at literacy centres

S/N	Variables	SD	D	A	SA	\bar{X}	SD
1	I am afraid of being described as an illiterate person so I have decided to learn.	2 1.9%	3 2.9%	21 20.0%	79 75.2%	3.69	0.625
2	I feel inferior when I am among literate people so I have decided to become literate.	8 7.6%	12 11.4%	30 28.6%	55 52.4%	3.26	0.94
3	Acquiring literacy skills will motivate me to acquire knowledge in other areas.	2 1.9%	4 3.8%	20 19.0%	79 75.2%	3.68	0.643
4	Acquiring literacy skills gives me confidence and improves my self -worth.	21.9%	5 4.8%	20 19.0%	78 74.3%	3.66	0.663
5	I have deep sense of fulfillment because I can read and write.	3 2.9%	3 2.9%	18 17.1%	81 77.1%	3.69	0.670
Weight mean =		3.59					

Table 4 shows the measure of psychological factors in relation to clients' persistence at literacy centres in Ibadan. Majority 95.2% of the respondents were afraid of being described as non-literate; 81.0% felt inferior among literate people, hence the decision to become literate. 94.2% agreed that acquiring literacy skills motivated them to acquire knowledge. Furthermore, 93.3% of the respondents agreed that acquiring literacy gave them confidence and improved their self-worth. Hence, psychological factors influenced clients' persistence at literacy centres. These findings corroborate Holland's (1995) ascertain that literacy provides confidence needed by clients for further achievements. The findings also uphold the proportion of the psychosocial model by Darkenwald and Merriam (1982) that psychological factors underlie the quest for exposure to adult literacy skills acquisition.

Research question four: Is there any joint and relative effect of personal and psychological factors on adult learners' persistence at literacy centres in Ibadan.

Table 5: Summary of Regression analysis showing the joint effect of personal and psychological factors on adult learners persistence at literacy centres

R	R square	Adjusted R square		Std. Error of the Estimate		
.730	.533	.523		0.80627		
ANOVA						
Model	Sum of squares	Df	Mean	F	Sig.	Remark
Regression	75.541	2	37.770	58.102	.000	Sig.
Residual	66.307	102	20.650			
Total	141.848	104	4			

Table 5 shows the joint effect of personal and psychosocial factors on clients' persistence at

literacy centre in Ibadan. The table also shows a coefficient of multiple correlation $R = .730$ and a multiple of .533. This means that 53.3% of the variance was accounted for by the two predictor variables when taken together. The significance of the composite contribution was tested at 0.05. The table also shows that the analysis of variance for the regression yielded F-ratio of 58.102 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Table 6: Summary of regression analysis showing the relative contribution of personal and psychological factors on adult learners' persistence at literacy centres

Model	Unstandardis ed coefficient		Standardis ed coefficient	t	Sig. P
	β	Std Error	Beta contribution		
(constant)	11.481	.715		16.066	.000
Personal factors	0.270	.039	.525	7.010	.000
Psychological factors	0.169	.039	.329	4.393	.000

Table 6 reveals the relative contribution of the independent variables to the dependent variables expressed as beta weights, viz: personal factors ($\beta = .525$, $p < .05$) and psychological factors ($\beta = .329$, $p < .05$) respectively. Hence, personal and psychological factors independently and significantly predicted clients' persistence at literacy centres in Ibadan.

Research question five: Is there any joint and relative effect of personal and psychosocial factors on clients' persistence at literacy centres in Ibadan?

Table 7: Summary of regression analysis showing the joint effect of personal and psychosocial factors on clients' persistence at literacy centres

	R square	Adjusted R square		Std. Error of the Estimate		
.725	.526	.516		0.81212		
ANOVA						
Model	Sum of squares	Df	Mean	F	Sig.	Remark
Regression	75.575	2	37.288	56.537	.000	Sig.
Residual	67.272	102	0.660			
Total	141.848	104				

Table 7 shows the joint effect of personal and psychosocial factors on clients' persistence at literacy centres in Ibadan metropolis. The table also reveals a coefficient of multiple correlation $R = .725$ and a multiple R^2 of .526. This means that 52.6% of the variance was accounted for by the two predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of

variance for the regression yielded F-ratio of 56.537 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Table 8: Summary of regression analysis showing the relative contribution of personal and psychosocial factors on clients' persistence at literacy centres

Model	Unstandardis ed coefficient		Standardis ed coefficient	T	Sig. P
	β	Std Error	Beta contribution		
(constant)	11.359	.748		15.186	.000
Personal factors	0.232	.044	.451	5.279	.000
Psychological factors	0.108	.026	.358	4.191	.000

Table 8 shows the relative contribution of the independent variables to the dependent variable, expressed as beta weights, which are: Personal factors ($\beta = .451$, $p < .05$) and psychosocial factors ($\beta = .358$, $p < .05$) respectively. Hence, personal and psychosocial factors were significant as they independently and significantly predicted clients' persistence at literacy centers in the study.

Hypothesis one: There is no significant difference between male and female adult learners' level of persistence at literacy centres in Ibadan.

Table 9: Independent t-test showing the difference between male and female learners level of persistence at literacy centres in Ibadan

Gender	N	Mean	Std Dev.	Crit – t	Cal-t	Df	P-value
Male	41	18.7073	1.22971	1.96	-1.807	103	.074
Female	64	19.1250	1.10554				

Table 9 shows that there is no statistical difference between male and female adult learners' level of persistence at literacy centres in Ibadan (crit-t = 1.96, cal-t = -1.807, Df = 103, $P(0.074) > .05$ level of significance). Hence, the level of persistence at literacy centres among respondents in the same gender – wise in the study. The hypothesis is therefore accepted.

Conclusion

This study examined the factors that predict adult learners' persistence at literacy centres in Ibadan. Although there is the possibility that other factors like facilitators' factors, government's policies and traumatic personal experiences do affect adults persistence, this

study was limited to personal and psychosocial factors as they relate to persistence. This study also examined the difference between male and female gender in terms of persistence. Based on these, therefore, the following conclusions were arrived at, that:

- i. personal and psychosocial factors are some of the factors which sustain persistence among adult cohorts;
- ii. adult learners' drive and socioeconomic actualisation are some of the reasons for persistence at literacy centres in Ibadan; and
- iii. male and female adult members are equally persistent at adult literacy centres.

Recommendations

Based on the conclusion made, the following recommendations are made:

1. Organisers of literacy programmes should work towards encouraging potential adult learners to enroll for literacy at the various literacy centres by enriching their programmes.
2. Adult educators should discourage any activity that can dissuade adult learners from coming regularly to literacy centres.
3. Facilitators and adult educators should spend ample time educating adult learners on the benefits (psychological, social and economic) of attending literacy classes or programmes.

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