

Assessment of Continuing Teacher Education Programmes as Correlates for Promoting Adult Literacy in Oto-Awori Community, Lagos State

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Abstract

The study explored Assessment of Continuing Teacher Education Programmes as correlates for Promoting adult literacy in Oto-Awori Community, Lagos State as three null hypotheses were formulated to guide the study. Survey type of research design using the descriptive approach as residents of Oto-Awori comprising of adults and undergraduates formed population of the study. Purposive sampling technique was employed in the selection of 150 participants who formed sample of the study. An instrument titled, "Continuing Teacher Education Programmes for Promotion of Adult Literacy Questionnaire, CTEPPALQ" was used for data collection. This instrument consists of 24 close ended items with 4-Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree respectively. The instrument was content validated and internal consistency index of .8941 as simple pearson product moment correlation was used to analyse the data and tested at .05 level of significance. The findings revealed that improved continuing teacher education programme promotes adult literacy in communities where they are located. The study concluded that teacher qualification, exposure and experience are prerequisites for quality continuing teacher education. Among others it recommended that more adult literacy classes/centres be established in the community in other to have a higher literate adult population.

Keywords: Assessment, Continuing Teacher Education Programmes, Correlates, Adult literacy, Learners

Introduction

Globally, adult literacy remains a cornerstone of individual empowerment and community development. Literacy facilitates access to health information, economic opportunities, and civic participation; at the community level, improvements in adult literacy often correlate with better family outcomes and stronger local institutions. Continuing Teacher Education Programmes (CTEPs) constitute an essential mechanism for strengthening teacher competence, enhancing instructional delivery, and improving learning outcomes across diverse educational settings. In adult literacy programmes, the quality of teaching is strongly linked to the extent of teachers' professional development, particularly in communities where literacy levels remain below national expectations (Oduolowu & Olujuwon, 2020). Adult learners require specialized instructional approaches, learner-centred techniques, and contextualized teaching strategies to address their unique socio-economic and educational backgrounds. CTEPs provide the training and support necessary for teachers to refine these competencies, making them crucial correlates of effective adult literacy promotion in local communities (Okeke & Nwankwo, 2021).

According to Iyunade (2017) teacher quality and continuing professional development (CPD) are widely recognised as essential to improving literacy outcomes in formal school settings; the same mechanisms are plausibly important for adult education. In his study, Iyunde (2017) stated that systematic CPD improves teachers' competence, instructional strategies and commitment as possible outcomes that are foundational for effective literacy instruction whether learners are children or adults. Where CPD is regular, well-designed and responsive to local instructional needs, educators report greater confidence and classroom effectiveness; conversely, irregular or poorly targeted CPD limits the capacity of instructors to deliver literacy programmes that meet adult learners' realities.

The quality of continuing professional development is another variable that promote adult literacy. Adults taught by instructors who possess continuing professional development (CPD) are likely to receive sustained, practice-focused CPD showed larger gains in literacy skills, higher retention, and greater application of learning to everyday tasks than those whose instructors received little or no ongoing training. This Professional Development is is

content focus, active, sustained over time and always connected to teachers' instructional practice conditions that enable transfer of learning into the classroom and ultimately better learner outcomes.

In Nigeria, adult literacy continues to be an important national concern, especially in semi-urban and peri-urban communities where many adults lack foundational reading, writing, and numeracy skills (Aderinoye & Olojede, 2019). Despite the presence of adult literacy centres, reports indicate persistent challenges including inadequate teacher preparation, limited instructional resources, and poor participation of learners, which undermine the effectiveness of literacy programmes (Akinwale, 2021). These shortcomings highlight the need for continuous training of facilitators and teachers, emphasizing modern pedagogical practices and community-responsive literacy strategies that can significantly influence adult learners' progress.

Furthermore, research increasingly recognizes the relationship between teacher professional development and adult learners' literacy gains. Studies show that teachers who participate in structured continuing education programmes demonstrate improved capacity in curriculum delivery, assessment skills, classroom management and learner motivation techniques (Ndayambaje & Okafor, 2022). Such competencies are vital in adult literacy contexts, where learners often face barriers such as low self-confidence, work-related stress, and financial limitations. Thus, CTEPs serve not only to empower teachers but also to create supportive learning environments that foster improved literacy outcomes.

In Lagos State, government and non-governmental organisations have implemented various initiatives aimed at developing teacher competencies and upgrading literacy education services. However, the extent to which these continuing teacher education programmes influence adult literacy acquisition in specific communities remain under studied. Understanding these linkages is necessary for evaluating the responsiveness and effectiveness of existing programmes and for proposing evidence-based improvements.

Statement of the problem

Despite various individuals and state led efforts to improve adult education in Oto-Awori community, adult literacy levels in these areas have raised concerns about the effectiveness of existing instructional strategies and the

capacity of adult education facilitators. Continuing Teacher Education Programmes (CTEPs) are intended to strengthen facilitators' pedagogical skills, update their instructional methods and enhance their ability to deliver relevant literacy learning to adults; however, the extent to which these programmes actually translate into improved adult-learner outcomes in Oto-Awori is unclear. Reports from adult-learning centres in most parts of the state suggest inconsistencies in the frequency, relevance and monitoring of teacher development activities, yet there exist limited empirical evidence linking these variations to literacy achievement, learner retention, and overall programme effectiveness in the community. Consequently a critical Lacuna exists regarding whether and how CTEPs function as significant correlates of adult literacy promotion within this local confine. This uncertainty necessitates a systematic assessment of the nature, implementation and effectiveness of continuing teacher education programmes as determinants of adult literacy performance in Oto-Awori, Lagos State.

Objectives of the study

The main object of this study is to carry out an Assessment of Continuing Teacher Education Programmes as correlates for Promoting adult literacy in o-Awori Community, Lagos state, while its specific objectives are:

- i. assess how teacher quality relate with promoting adult literacy in Oto-Awori community in Lagos State
- ii. examine how continuing professional development (CPD) relate with promoting adult literacy in Oto-Awori community in Lagos State
- iii. evaluate how continuous teacher education programmes relate with promoting adult literacy in Oto-Awori community in Lagos State

Hypotheses

Three null hypotheses were structured to guide the focus of this study and tested at .05 level of significance

H₁: There is no significant relationship between teacher quality and promotion of adult literacy in Oto-Awori community in Lagos State.

H₂: There is no significant relationship between continuing professional development (CPD) and promotion of adult literacy in Oto-Awori community in Lagos State

H₃: There is no significant relationship between continuous teacher education programmes and promotion of adult literacy in Oto-Awori community in Lagos State

Relevance of the study

The assessment of Continuing Teacher Education Programmes (CTEPs) as correlates for promoting adult literacy is highly relevant to a wide range of stakeholders which includes adults, researchers, students, teachers and the government. For adults, this assessment ensures that literacy instructors are well-equipped with updated skills and pedagogical strategies that improve learning outcomes, enhance empowerment and support lifelong learning; Researchers will also benefit as the evaluation of CTEPs provides empirical evidence for understanding the relationship between teacher development and literacy achievement, supporting the development of robust theories and models in adult education.; For students, both adult literacy learners and education students, the assessment guarantees improved instructional quality, enriched learning experiences, and exposure to effective literacy practices.; Teachers gain from systematic assessments that reveal their professional development needs, enhance competence, and align their training with contemporary educational standards.; For the government, the assessment provides critical data for evidence-based policymaking, effective resource allocation, and the overall strengthening of adult literacy initiatives, thereby contributing to national human capital development and socio-economic progress.

Methodology

Survey type of research design using the descriptive approach. This design allows the researcher to collect data from a large group of persons and generalise the results. Residents of Oto-Awori comprising of adults and undergraduates formed population of the study. Purposive sampling technique was employed in the selection of 150 participants who formed sample of the study. An instrument titled, “Continuing Teacher Education Programmes for Promotion of Adult Literacy Questionnaire, CTEPPALQ” was used for data

collection. This instrument consists of 24 close ended items with 4-Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree respectively. The instrument was content validated and internal consistency index of .8941 as Simple Pearson Product Moment Correlation was used to analyse the data and tested at .05 level of significance.

Results

H₁: There is no significant relationship between teacher quality and promotion of adult literacy in Oto-Awori community in Lagos State.

Table 1: Pearson Product Moment Correlation analysis showing relationship between teacher quality and promotion of adult literacy

Variable	N	Mean	SD	r-cal	Sig,	Decision
Teacher quality		2.12	.633			
Promotion of adult literacy	150	2.69	.721	.791	.002	Reject H ₁
Total	150					

Data from Table 1 reveals that the correlation between both variables is .791 which shows a positively strong relationship between them. At sig. value at .002 (P<.05), the null hypothesis is rejected and alternative which states that there is a significant relationship between teacher quality and promotion of adult literacy in Oto-Awori community of Lagos State is retained.

H₂: There is no significant relationship between continuing professional development (CPD) and promotion of adult literacy in Oto-Awori community in Lagos State

Table 2: Pearson Product Moment Correlation analysis showing relationship between continuing professional development and promotion of adult literacy

Variable	N	Mean	SD	r-cal	Sig,	Decision
Continuos Professional Dpt		2.22	.591			
Promotion of adult literacy	150	2.69	.721	.699	.000	Reject H ₂
Total	150					

Data from Table 2 reveals that the correlation between both variables is .699 which shows a positively strong relationship between them. At sig. value at .000 (P<.05), the null hypothesis is rejected and alternative which states that there is a significant relationship between continuing professional development and promotion of adult literacy in Oto-Awori community of Lagos State is retained.

H₃: There is no significant relationship between continuous teacher education programmes and promotion of adult literacy in Oto-Awori community in Lagos State

Table 3: Pearson Product Moment Correlation analysis showing relationship between continuous teacher education programme and promotion of adult literacy

Variable	N	Mean	SD	r-cal	Sig,	Decision
Continuous Teacher Education Programmes	150	2.35	.659	.893	.001	Reject H ₃
Promotion of adult literacy		2.69	.721			
Total	150					

Data from Table 3 reveals that the correlation between both variables is .893 which shows a positively strong relationship between them. At sig. value at .001 ($P < .05$), the null hypothesis is rejected and alternative which states that there is a significant relationship between continuous teacher education programme and promotion of adult literacy in Oto-Awori community of Lagos State is retained.

Discussion

The result in hypothesis one reveals that there is a significant relationship between teacher quality and promotion of adult literacy in the state. The outcome of this study aligns with study by Iyunade (2017) that affirmed teacher quality and continuing professional development (CPD) are widely recognised as essential to improving literacy outcomes in formal school settings; the same mechanisms are plausibly important for adult education. In his study, Iyunde (2017) stated that systematic CPD improves teachers' competence, instructional strategies and commitment as possible outcomes that are foundational for effective literacy instruction whether learners are children or adults. Where CPD is regular, well-designed and responsive to local instructional needs, educators report greater confidence and classroom effectiveness; conversely, irregular or poorly targeted CPD limits the capacity of instructors to deliver literacy programmes that meet adult learners' realities.

The result in hypothesis one reveals that there is a significant relationship between continuing professional development and promotion of adult literacy in the state. The findings indicate a significant positive relationship between continuing professional development (CPD) for instructors and the promotion of adult literacy as adults taught by instructors who received sustained, practice-focused CPD showed larger gains in literacy skills, higher retention,

and greater application of learning to everyday tasks than those whose instructors received little or no ongoing training. This result corroborates with Osiesi, Odinko and Blignaut (2024) and UNESCO (2016) stated that Professional Development is most effective when it is content focused, active, sustained over time and connected to teachers' instructional practice conditions that enable transfer of learning into the classroom and ultimately better learner outcomes. The adult learning principles articulated by Knowles such as drawing on learners' experience, relevance, and problem-centred learning further clarify why CPD that equips instructors to use adult-centred approaches improves adult learners' engagement and progress.

The result in hypothesis three shows that there is a significant relationship between continuous teacher education programmes and promotion of adult literacy in the state. Findings from the study indicate a significant positive relationship between continuous teacher education programmes (CTEP/PD) and the promotion of adult literacy. Learners taught by teachers with higher levels of professional preparation and access to sustained, context-focused professional development made larger learning gains and had better educational transitions than those taught by less-qualified or unsupported instructors. The result shows that teacher qualifications and specialization are positively correlated with adult learners' test-score gains and post-program transitions (Yin, Cronen, Condelli, & Ogut, 2022), while syntheses of the literature emphasize that effective CPD for adult-literacy instructors must be practice-based, sustained over time, and responsive to adult learners' contexts in order to change classroom practice and produce learner outcomes. International policy reviews likewise argue that improvements in adult literacy hinge on investments in teacher capacity and ongoing training as part of broader system strengthening.

Conclusion

From the findings made in this study it can be concluded that teacher qualification, experience, and exposure are important prerequisites for quality continuing teacher education. The study also concluded that Learners taught by teachers with higher levels of professional preparation and access to sustained, context-focused professional development made larger learning gains and had better educational transitions than those taught by less-qualified or unsupported instructors.

Recommendations

The study investigated an assessment of continuing teacher education programmes as correlates for promoting adult literacy in Oto-Awori Community, Lagos State. It among others recommended that:

- i. Teacher qualification and experience must be enshrined as prerequisites for quality continuous teacher education.
- ii. Government must invest in continuous teacher education in the country if it intends to improve on adult literacy in the state.
- iii. More adult literacy classes/centres should be established in more communities in other to have a higher literate adult population.

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