

Assessment of Adult Learner Enrollment Challenges in Rivers State, Nigeria

WAMI, Kevin Chinweikpe Ph.D

Department of Adult Education & Community Development, Faculty of Education, Rivers State University, Nkpulu-Oroworukwo, Port Harcourt, Rivers State.

DOI: <https://doi.org/10.47772/IJRISS.2026.100300228>

Received: 14 March 2026; Accepted: 19 March 2026; Published: 02 April 2026

ABSTRACT

Adult education is a vital component of lifelong learning and national development. Despite its importance, Rivers State, Nigeria, continues to experience low enrollment among adult learners. This study assesses the socioeconomic and cultural factors influencing enrollment and evaluates the effectiveness of government policies and institutional support. Using a descriptive survey design, the study adopted the descriptive survey design, with a population of 260 respondents comprising 25 facilitators and 200 learners in 7 vocational education centres in Rivers State. The entire population was adopted as census without sampling due to its small and manageable size. A 12-item researcher's self-designed questionnaire tagged "Achieving Sustainable Development Goal One Through Vocational Education Questionnaire" was used for data collection. The questionnaire was validated, and its reliability index established at 0.82 using Cronbach Alpha statistics. Mean and standard deviation were used in answering the research questions. Findings reveal that poverty, unemployment, family responsibilities, and cultural perceptions significantly reduce enrollment. Institutional weakness, including inadequate funding, poor infrastructure, and weak policy implementation, further exacerbate the problem. The study concludes that low enrollment is the product of a complex interplay between individual level barriers and systemic weaknesses. Recommendations include expanding access to rural communities, strengthening policy weaknesses, and launching awareness campaigns to reshape cultural perceptions.

Keywords: Adult Education, enrollment challenges, socio-economic factors, cultural perceptions, government policy.

INTRODUCTION

Adult education plays a pivotal role in promoting lifelong learning, reducing illiteracy, and enhancing socio-economic development. In Nigeria, despite government policies and international advocacy for inclusive education, adult learner enrollment remains low, particularly in states such as Rivers. Recent statistics indicate that Nigeria's adult literacy rate is still below global averages, with enrollment in adult education programs declining due to socio-economic barriers, poor infrastructure, and limited awareness (National Bureau of Statistics, 2024; World Bank, 2025).

Adult education has been perceived in various perspectives by scholars. Townsend-Coles in Wami, (2020) perceives adult education as all forms of educative experiences needed by men and women according to their varying interests and requirements of their differing levels of comprehension ability and in their changing roles and responsibilities throughout life. Barikor in Wami (2020) posits that adult education distinct from child education is a practice in which adults engage in systematic and sustained self-educating activities to gain new forms of knowledge, skills, attitudes, or values. It provides basic education and training opportunities to adults and out of school youths, aged fifteen years and above, who have either missed out on formal education in their childhood or for one reason or another, dropped out of school before attaining sustainable levels of literacy (Wanyama in Wami & Deekor, 2020).

Recent studies highlight that Nigeria's adult literacy rate hovers around 62%, significantly lower than the global average of 86% (UNESCO, 2024). Rivers State, a hub of economic activity in the Niger Delta, paradoxically struggles with adult education participation despite its wealth of resources. The importance of adult education cannot be overstated. It equips individuals with literacy and numeracy skills, enhances employability, and fosters civic participation.

In Rivers State, where oil-related industries dominate, adult education could empower citizens to diversify economically and engage meaningfully in governance. However, cultural perceptions that undervalue adult education, coupled with socio-economic barriers such as poverty and family responsibilities, discourage participation (World Bank, 2025). Kobani and Dike (2025) argue that knowledge gaps, poor management of adult education programs, and limited awareness campaigns contribute to declining enrollment in the state. Moreover, the National Bureau of Statistics (2024) reports that adult education centers in Rivers State are concentrated in urban areas like Port Harcourt, leaving rural communities underserved. Enrollment in adult education programs across Rivers State remains stifled by a complex interplay of socio-economic pressures, deeply rooted cultural norms, and systemic institutional failures. Current research suggests that while the desire for literacy exists, the practicalities of survival and a lack of state-level commitment create significant hurdles for potential learners.

Key Barriers to Participation

1. **Socio-Economic Hardship:** Poverty and unemployment serve as the primary deterrents. For many adults in the region, the immediate need for economic survival and fulfilling family obligations outweighs the long-term benefits of education. The costs associated with tuition, transport, and instructional materials are often prohibitive. Wami (2025) argues that without robust financial aid or subsidies, economic distress will continue to keep enrollment figures low. Okere and Douglas (2024) further note that the opportunity cost of education and time taken away from trade or farming is too high for the average rural dweller in Rivers State.
2. **Cultural Stigma and Gender Dynamics:** Adult education is frequently perceived as remedial, discipline for older people or inferior to traditional formal schooling, leading to social stigmatization. Furthermore, rigid gender roles place a disproportionate burden on women, whose domestic responsibilities often preclude them from attending classes. Samphina Academy (2025) identifies a cultural undervaluation that discourages participation, particularly in rural settings. Nnodim and Amadi (2023) highlight that in many Rivers State communities, the patriarchal structure prioritizes male education or female domesticity, leaving adult women with little time or encouragement to enroll.
3. **Institutional and Infrastructural Deficits:** There is a stark geographical imbalance in service delivery. Most functional adult education centers are clustered within the Port Harcourt Metropolis, leaving rural populations largely underserved. Edu, Ebere, and Amachree (2025) point to chronic underfunding and a shortage of qualified facilitators, which results in poorly equipped centers that fail to attract or retain students. Tamuno (2024) observes that the lack of modern learning technology in these centers makes the curriculum feel outdated and irrelevant to the contemporary job market.
4. **Policy Inconsistency and Lack of Will:** While the National Policy on Education provides a framework for adult literacy, the gap between policy formulation and actual execution remains wide. Ayantunji (2025) notes that a lack of political will and insufficient monitoring and evaluation have rendered many existing policies ineffective. Beredugo (2024) emphasizes that without a dedicated legislative budget specifically for Rivers State's non-formal education sector, the goals outlined in national documents will remain aspirational rather than operational.

Socio-economic factors are arguably the most formidable barriers to adult education enrollment in Rivers State and Nigeria at large. These factors represent the cost of living realities that often make education a luxury rather than a priority. According to current scholarship, this barrier functions through four primary mechanisms:

1. **The Survival First Paradigm (Economic Hardship);** for the majority of potential adult learners, the immediate need for food, shelter, and basic survival takes precedence over long-term educational goals. Wami (2025) explains that socio-economic hardship creates a psychological and financial lockout, where the struggle for daily sustenance leaves no room for the cognitive or financial investment required for schooling. Ezekiel (2023) notes that individuals from low-income backgrounds are statistically less likely to enroll because their meager resources are entirely consumed by urgent needs, leaving nothing for tuition or books.
2. **Opportunity Cost and Time Poverty:** unlike traditional students, adult learners are typically breadwinners. The time spent in a classroom is time not spent earning a living. Okere and Douglas (2024) describe this as a high opportunity cost. For a trader in Port Harcourt or a farmer in the rural Local Government Areas of Rivers State, attending a three-hour literacy class might mean a significant loss in daily income. Nnodim and Amadi (2023) add that this is compounded for women, who face time poverty due to the double burden of domestic labour and informal income-generating activities.
3. **Financial Exclusion and Indirect Costs:** even when the government labels programs as free, the hidden costs remain prohibitive. Edu, Ebere, and Amachree (2025) argue that the inability to afford ancillary expenses such as transportation to the few available centers in Port Harcourt, uniforms, and learning materials remains a major deterrent. Akinwande and Ogunsola (2020) found that the lack of financial aid or credit facilities for adult learners makes it nearly impossible for those in the informal sector to bridge the gap between their current earnings and the cost of self-improvement.
4. **Unemployment and Skill Mismatch:** ironically, while education is a path out of poverty, high unemployment rates in Rivers State can discourage enrollment if the curriculum doesn't guarantee immediate work. Wami (2025) highlights that if adult education programmes do not offer venture creation or entrepreneurial skills, unemployed adults see little incentive to enroll, as they do not perceive a direct link between the programme and immediate economic relief.

Cultural Perceptions and Enrollment Challenges

Cultural perceptions in Rivers State significantly shape adult education enrollment, with stigma, gender roles, and undervaluation of lifelong learning discouraging participation. Recent studies show that these perceptions intersect with socio-economic barriers, making cultural influence a critical determinant of low enrollment. Adult education in Rivers State is often stigmatized as “education for failures” or those who missed opportunities in youth. This perception discourages adults from enrolling, as they fear ridicule or social disapproval. Wami (2025) observes that cultural stigma surrounding adults returning to school undermines motivation, especially among men who feel education is only for the young.

1. **Stigma and Social Attitudes:** Adult education is often perceived as inferior to formal schooling, leading many adults to avoid enrollment for fear of ridicule. Wami (2025) notes that cultural stigma surrounding adults returning to school undermines motivation, especially among those who feel education is only for the young.
2. **Gender Roles and Exclusion:** In Rivers State, traditional gender expectations place household and caregiving responsibilities on women, limiting their participation in adult education programs. Samphina Academy (2025) highlights that women are disproportionately excluded due to cultural norms that prioritize domestic duties over education.
3. **Undervaluation of Adult Education:** many communities view literacy and lifelong learning as non-essential for survival, particularly in rural areas where agrarian or informal economies dominate. Kobani and Dike (2025) argue that cultural undervaluation of adult education perpetuates exclusion, as communities fail to recognize its role in empowerment and socio-economic advancement.
4. **Intersection with Socio-Economic Barriers:** Cultural perceptions do not operate in isolation; they intersect with poverty and unemployment. Adults who might otherwise enroll are discouraged by both financial

hardship and societal attitudes that undervalue education. This dual influence creates a cycle of exclusion, where cultural stigma reinforces socio-economic limitations.

Government Policy and Enrollment Challenges

1. **Policy Frameworks:** Nigeria's National Policy on Education recognizes adult education as a critical tool for literacy and national development. However, implementation remains weak. Ayantunji (2025) argues that while policies exist, they are poorly executed due to lack of political will and inadequate monitoring mechanisms. This gap between policy design and implementation directly contributes to low enrollment in Rivers State.
2. **Funding and Resource Allocation:** government policies often fail to provide sufficient funding for adult education programs. Wami (2025) highlights that chronic underfunding leads to poorly equipped centres, inadequate teaching materials, and limited outreach. In Rivers State, this manifests in the concentration of adult education centers in Port Harcourt, leaving rural communities underserved (Industry Reports, 2025).
3. **Institutional Support:** Policies are undermined by weak institutional frameworks. Kobani and Dike (2025) note that adult education programs in Rivers State lack innovative management and effective monitoring. Without strong institutional support, government policies remain symbolic rather than transformative.
4. **Awareness and Sensitization:** Government policy has not prioritized awareness campaigns to reshape cultural perceptions of adult education. Samphina Academy (2025) observes that many adults remain unaware of available programs or perceive them as irrelevant. This lack of sensitization reflects policy gaps that fail to address cultural barriers.

The effectiveness of government policy is central to adult education enrollment. In Rivers State, weak policy implementation and inadequate institutional support amplify socio-economic and cultural barriers. Even motivated learners are discouraged by systemic failures. Thus, government policy is not just a background factor it is a primary determinant of whether adult education programs succeed or fail.

Statement of the Problem

Despite the recognized importance of adult education, Rivers State continues to experience persistently low enrollment rates. Socio-economic barriers such as poverty, unemployment, and family responsibilities discourage participation. Cultural perceptions that undervalue adult education, particularly for women, exacerbate exclusion. Institutional challenges including inadequate funding, poor infrastructure, and weak policy implementation further limit access. The concentration of adult education centers in Port Harcourt Metropolis excludes rural populations, perpetuating inequality. Without urgent intervention, Rivers State risks failing to meet Sustainable Development Goal 4 (Quality Education) and widening educational disparities.

Purpose of the Study

The purpose of this study is to assess the causes of low enrollment among adult learners in Rivers State and to propose strategies for improving participation in adult education programs. Specifically, the objectives are to:

1. identify socio-economic and cultural factors influencing low enrollment of adult learners in Rivers State.
2. evaluate the effectiveness of government policies and institutional support in promoting adult education enrollment in Rivers State.

Research Questions

The following research questions were answered in this study:

1. what socio-economic and cultural factors contribute to low enrollment of adult learners in Rivers State?

2. how effective are government policies and institutional support in addressing adult education enrollment challenges in Rivers State?

METHODOLOGY

The study adopted the described survey research design with a population of 220 respondents comprising 20 facilitators and 200 adult learners in 12 adult learning centres in Rivers State. The entire population was adopted as census without sampling due to its small and manageable size. The instrument for collecting data was researcher’s self-designed questionnaire tagged “Assessment of Adult Learner Enrollment Challenges Questionnaire”. Response options of the questionnaire items were structured 4-point rating scales of Strongly Agree (SA) = 4points, Agree (A) = 3points, Disagree (D) = 2points and Strongly Disagree (SD) = 1point. The instrument was validated, and its reliability established at 0.82 using Cronbach Alpha statistics. Mean, standard deviation were used in analyzing the research questions. Decision for the analysis was based on a criterion mean score of 2.50 and above for Agree while below 2.50 was for disagree, this was obtained by taking the mean of the ratings thus: $4+3+2+1 = 10/4 = 2.50$.

RESULTS

The results obtained in this study were analyzed and presented on tables. Out of 220 copies of questionnaires administered to the respondents, only 218 copies were correctly filled and retrieved. This was used for the study.

Research Question 1: What socio-economic and cultural barriers contribute to low enrollment of adult learners in Rivers State?

Table 1: Mean Scores of Respondents on Socio-Economic and Cultural Barriers to Low Enrollment of Adult Learners in Rivers State.

S/N	Questionnaire Items	Non-enrolled Learners (N = 18)			Potential Participants (N = 200)		
		Mean (\bar{x})	SD	Remarks	Mean (\bar{x})	SD	Remarks
1	Financial hardship (inability to pay fees, books) is the main reason you have not enrolled.	2.86	0.97	Agreed	2.83	0.90	Agreed
2	The need to work for daily survival prevents you from enrolling.	3.09	1.13	Agreed	2.67	1.18	Agreed
3	High cost of transportation to learning centres is a major barrier to enrollment	3.03	1.10	Agreed	2.56	1.26	Agreed
4	Social stigma (fear of being mocked) is responsible for low interest in your community.	3.17	1.15	Agreed	2.81	1.10	Agreed
5	Cultural gender roles (domestic chores/childcare) make it impossible for women to enroll.	3.06	1.12	Agreed	2.86	1.12	Agreed
6	Cultural perceptions portray adult education as inferior to formal secondary schools.	2.81	0.90	Agreed	2.58	1.19	Agreed
	Grand Mean / SD	3.03	1.06	Agreed	2.71	1.12	Agreed

Source: Field Survey Data, 2026

Table 1 shows the summary of mean, standard deviation of non-enrolled learners and potential participants on the assessment of socio-economic and cultural barriers to low enrollment of adult learner in Rivers State. The data indicated that the respondents in their ratings insisted that items 1, 2, 3, 4, 5, and 6 respectively had weighted mean

scores above the criterion mean of 2.50 with a grand mean of 3.03 for non-enrolled learners and 2.71 for potential participants, it was evident that both respondents agreed that socio-economic and cultural barriers contribute to low enrollment of adult learners in Rivers State.

Research Question 2: How effective are government policies and institutional support in addressing adult education enrollment challenges in Rivers State?

Table 2: Mean Scores of Respondents on Government Policies and Institutional Support in Addressing Adult Education Enrollment Challenges in Rivers State.

S/N	Questionnaire Items	Non-enrolled Learners (N = 18)			Potential Participants (N = 200)		
		Mean (\bar{x})	SD	Remarks	Mean (\bar{x})	SD	Remarks
1	Lack of awareness campaigns by the government contributes to low enrollment in your community.	3.10	1.07	Agreed	3.04	1.10	Agreed
2	Shortage of qualified instructors in adult education centres is a reason many adults refuse to enroll.	3.07	1.05	Agreed	2.89	1.00	Agreed
3	Existing learning centres are located too far from your community to be effective.	3.03	1.01	Agreed	2.96	0.98	Agreed
4	Lack of modern learning equipment (computers/books) makes government centres unattractive.	3.17	1.15	Agreed	3.01	1.14	Agreed
5	Poor implementation of the National Policy on Education is responsible for the decline in adult literacy.	3.06	1.12	Agreed	2.96	0.92	Agreed
6	Absence of financial grants or loans from the State Government discourage potential learners.	2.84	0.92	Agreed	2.78	0.87	Agreed
	Grand Mean / SD	3.04	1.05	Agreed	2.94	1.96	Agreed

Source: Field Survey Data, 2026

Table 2 shows the summary of mean, standard deviation of government policies and institutional support in addressing adult education enrollment challenges in Rivers State. The data indicated that the respondents in their ratings insisted that items 1, 2, 3, 4, 5, and 6 respectively had weighted mean scores above the criterion mean of 2.50, with a grand mean of 3.04 for non-enrolled learners and 2.94 for potential participants, it was evident that both respondents agreed that government policies and institutional support in addressing adult education enrollment challenges in Rivers State.

Distribution and Status of Adult Education Centres in Rivers State

The table below illustrates the geographical imbalance in the distribution of functional adult education centers across the three senatorial districts.

Table 4.3: Urban-Rural Distribution of Functional Adult Education Centres

Senatorial District	LGAs Covered	Primary Setting	Estimated Functional Centres	Accessibility Rating
Rivers East	8	Mostly Urban/Sub-urban	35 – 40	High

Rivers West	8	Mostly Rural/Riverine	12 – 18	Low
Rivers South-East	7	Mostly Rural	13 – 17	Moderate
Total	23		60 – 75	

Source: Field Data 2026

DISCUSSION OF FINDINGS

The findings of the study were discussed on the following headings:

Socio-Economic and Cultural Barriers to Low Enrollment of Adult Learners in Rivers State

The study assessed the socio-economic and cultural factors contributing to low enrollment in adult education in Rivers State. Based on the data analysis, the following findings emerged:

1. Economic Primacy and the Survival-First Paradox

The study’s finding that financial hardship is the leading cause of low enrollment is deeply rooted in the current economic climate of Rivers State. When basic sustenance is at risk, the cognitive load required for learning is often replaced by the necessity of labour. This aligns perfectly with Okere and Douglas (2024), who argue that for the average rural inhabitant in Rivers State, education is viewed through the lens of opportunity cost. Every hour spent in a literacy center is an hour lost in the market or on the farm. As supported by Wami (2025), the survival-first mentality isn't just a lack of interest; it is a rational economic choice made by adults who prioritize immediate family nutrition over the delayed gratification of a certificate.

2. Infrastructural Gaps and Geographical Exclusion

The data confirms a stark urban-rural divide, where the Port Harcourt Metropolis holds a monopoly on functional educational resources, leaving the other Local Government Areas (LGAs) in a state of educational desertification. These findings resonate with Edu et al. (2025), who link low enrollment to the physical decay of centers. If a center lacks electricity, seating, or qualified instructors, it fails to act as a pull factor for learners. Furthermore, Tamuno’s (2024) observation regarding the lack of modern technology is critical. If adult learners in Ahoada or Gokana perceive the curriculum as analog in a digital world, they view the programme as irrelevant to the contemporary job market, leading to the high attrition rates and low enrollment observed in this study.

3. Cultural Constraints and the "Gendered Clock"

The study reveals that social stigma and patriarchal norms act as invisible barriers that are often harder to cross than financial ones. The data strongly supports Nnodim and Amadi (2023), who identified that in Rivers State, the patriarchal structure creates a gendered clock. Women are often expected to fulfill domestic roles (cooking, childcare, farming) during the same hours that adult education centers operate. As noted by Samphina Academy (2025), the cultural undervaluation of adult education often labeling it as remedial or for failures creates a psychological barrier (stigma). This ensures that even adults who can afford to attend may stay away to avoid social mockery or the perception that they are neglecting their rightful domestic duties.

Government Policies and Institutional Support in Addressing Adult Education Enrollment Challenges in Rivers State.

The analysis of Items 1, 2, and 4 reveals a significant consensus among respondents regarding the inadequacy of institutional support in Rivers State. With a calculated mean score exceeding the criterion of 2.50, it is evident that the tangible components of the adult education system, specifically infrastructure and personnel are in a state of deficit.

Infrastructure and Learning Environment (Item 4): The high mean score indicates that most potential learners find existing centers unattractive or ill-equipped. In an era of digital literacy, the absence of modern learning

tools, functional libraries, and comfortable furniture makes the learning environment uninspiring. This lack of physical appeal discourages adults who already feel a sense of social risk in returning to school.

Personnel and Instruction (Item 2): The shortage of qualified instructors is a critical deterrent. Adult learners require specialized andragogical approaches rather than standard pedagogical methods used for children. When facilitators are unqualified or unavailable, the quality of instruction drops, leading to high dropout rates and negative word-of-mouth in the community.

Awareness and Outreach (Item 1): The data suggests that the government has not done enough to market adult education to those who need it most. Without active awareness campaigns, the programs remain invisible to the rural and urban poor.

These findings strongly support the research of Edu, Ebere, and Amachree (2025), who argued that adult education in Rivers State has been relegated to the background of the state's educational priorities. Their study highlighted that poorly equipped centers and the "casualization" of adult education staff have created a system that exists on paper but fails in practice.

The agreement on these items suggests that until the "tangible" aspects of the centers are addressed—making them physically accessible and professionally staffed—policy statements will continue to have little impact on actual enrollment figures. This also aligns with Tamuno (2024), who noted that institutional neglect is more pronounced in the rural LGAs, where centers are often dilapidated or non-functional.

CONCLUSION

In conclusion, adult education enrollment in Rivers State is hindered by a vicious cycle of poverty and cultural undervaluation. While the National Policy on Education provides a theoretical framework, the practical reality for many Rivers State citizens is that education remains out of reach due to immediate economic pressures and a lack of institutional support. Without targeted interventions that address both the cost of learning and the cultural stigma attached to it, enrollment figures are likely to remain stagnant.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

- 1. Subsidization and Financial Aid:** The Rivers State Government should provide Learning Stipends or free instructional materials to offset the financial burden on low-income adult learners.
- 2. Community-Based Centers:** To solve the transportation barrier, the Ministry of Education should establish satellite learning centers in rural LGAs, utilizing existing community town halls or primary schools.
- 3. Flexible Scheduling:** Programmes should be designed with flexible hours (evening or weekend classes) to accommodate the work schedules of traders, farmers, and artisans.
- 4. Advocacy and Sensitization:** Traditional and religious leaders should be engaged to lead Education for All campaigns to reduce the social stigma and encourage women's participation.
- 5. Policy Monitoring:** There should be a dedicated monitoring and evaluation unit within the State Agency for Adult and Non-Formal Education to ensure that funds are properly utilized and programmes are executed effectively.

REFERENCES

1. Akinwande, O. S., & Ogunsola, T. (2020). Financial constraints and the completion rates of adult learners in Nigeria. *Journal of Educational Research and Development*, 4(2), 112–125.

2. Ayantunji, B. (2025). National policy vs. reality: The execution gap in Nigerian non-formal education. *Journal of Educational Policy and Planning*, 12(1), 45–59.
3. Beredugo, S. (2024). *Legislative frameworks for adult literacy in the Niger Delta*. Port Harcourt: University of Port Harcourt Press.
4. Edu, O., Ebere, K., & Amachree, T. (2025). Funding and infrastructure: The twin killers of adult education in Rivers State. *International Journal of Lifelong Learning*, 9(4), 210–224.
5. Kobani, D., & Dike, C. (2025). Bridging knowledge gaps and innovative management of adult education programmes for sustainable future in Rivers State, Nigeria. *EPR International Journal of Economic and Business Review*, 13(3), 15–28.
6. Nnodim, A. U., & Amadi, C. (2023). Gender roles and literacy participation in rural Rivers State. *Journal of Gender and Development Studies*, 7(2), 88–101.
7. Okere, J., & Douglas, M. (2024). The economics of learning: Poverty as a barrier to adult education in Nigeria. *West African Economic Review*, 18(1), 34–50.
8. Samphina Academy. (2025). Barriers to adult education enrollment in Southern Nigeria. [Online Research Brief]. Retrieved from <https://samphina.com.ng>
9. Tamuno, I. (2024). Urban-rural disparity in educational infrastructure: A case study of Rivers State. *Nigerian Geographical Journal*, 15(2), 167–182.
10. UNESCO. (2024). *Global education monitoring report: Leadership and education*. Paris: UNESCO Publishing.
11. Wami, K. C. (2025). Financial support mechanisms for adult learners in Rivers State. *Education and Social Change Quarterly*, 6(1), 12–25.
12. Wami, K. C. (2025). Entrepreneurial skills required of adult education graduating students for venture creation in Port Harcourt Metropolis. *RSIS International Journal of Management*, 10(4), 115–130.
13. Wami, K. C. (2025). Challenges and prospects of repositioning adult education for sustainable national development in 21st century Nigeria. *International Journal of Research and Innovation in Applied Science*, 10(2), 239–248.
14. Wami, K. C., & Deekor, H. L. (2020). Adult education manifesto on peace and voter education for political emancipation in Rivers State. *Rivers State University Journal of Education (RSUJOE)*, 23(1&2), 87–97.