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PSYCHOLOGICAL ANDPHYSIOLOGICALENVIRONMENTAL FACTORS PROMOTING ADULT LEARNERS' PARTICIPATION IN LITERACY CENTRES IN ANAMBRA STATE

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ABSTRACT
This study investigated psychological and physiological environmental factors promoting adult learners' participation in literacy centres in Anambra State. Two research questions guided the study and two null hypotheses were formulated for the study. The study adopted a descriptive survey research design. The population of this study constituted 70,448 adult learners, which comprised 26,010 males and 44,438 female adult learners in 286 literacy centres within the six (6) education zones in Anambra State. A sample size of 1,409 adult learners, which comprised 521 males and 888 female adult learners from 144 literacy centres in the six (6) education zones in Anambra State selected through proportionate stratified random sampling technique was used in the study. A 14-item questionnaire developed by the researcher for the adult learners and titled "Psychological and Physiological Environmental Factors Promoting Adult Learners Participation Questionnaire (PPEFPALPQ) served as instrument for data collection. The questionnaire was validated by three experts from the Faculty of Education, while reliability of the questionnaire was determined through a pilot test. Information retrieved were measured using the Cronbach Alpha method in order to get the estimate of internal consistency of the questionnaire. Coefficients 'r' value of 0.99 and 0.89 were obtained from each of the two clusters respectively and thereafter summed up to an overall reliability 'r' value of 0.94 for the questionnaire. Data retrieved and collated after distribution were analyzed using mean statistics rated at 2.50 and standard deviation; while the t-test statistics was used to test the hypotheses at 0.05 level of significance. Findings of the study indicated that the psychological environmental factors and physiological environmental factors promoted the male and female adult learners' participation in literacy centres in Anambra State. As such, the difference between male and female adult learners' perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State is significant; except for the difference between male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State which is not significant. Based on the findings of the study, recommendations were proffered and among these included that: the centre supervisors and facilitators should provide/render adequate guidance and counselling services for the male and female adult learners which will make significant/positive impact towards improving the psychological environmental factors that will promote their participation in literacy centres in Anambra State.

Keywords: Psychological, Physiological, Environmental, Factors, Promoting, Adult, Learners, Participation, Literacy Centres

Introduction

Adult learners are one of the important human elements in the literacy centres who make significant contributions to national development. Nzeneri (2010) describing adult learners opined that they may constitute individuals or persons who are desirous to improve themselves and their social, economic, political, intellectual or the cultural well-being of their society. Adult learners are people who engage themselves in one form of adult education programme or the other in order to improve their productivity, profession, knowledge or skills. Adult learners are known with several characteristics which makes them unique individuals more than children. Adult learners who have reached the age of 18 years and above are independent individuals who contribute to socio-economic development of the Nigerian society. They occupy different positions in the social, economic, political, cultural and religious activities in the country. Many of these adult learners are married, single and divorced men and women in the society who work hard to earn a living. Most of them are leaders in their communities, churches or any other socio-cultural activity. They are also breadwinners in their families. All these characteristics and features including others makes adult learners unique individual whom children depend and rely on for their sustenance and development. Given the important role of adult learners in the society and national economy, it is important that they engage and actively participate in literacy programmes especially those of them who had not attended any initial education or dropped out from school at early stage of their life. Literacy on the other hand, involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potentials and to participate fully in their community and wider society. Literacy has been described by Olojede and Oladitan (2013) as an indispensable foundation that enables both young people and adults to engage into learning opportunities at all stages of the learning continuum in the literacy centres. The right to literacy is an inherent part of the right to education. It is also a prerequisite for the development of personal, social, economic and political empowerment. Literacy is an essential means towards building people's capabilities to

cope with the evolving individual challenges and complexities of life, culture, economy and society (UNESCO, 2009).

All social, economic, cultural, political, psychological, religious and environmental problems can be resolved through the acquisition of literacy. An educated populace therefore, is more likely to enjoy higher agricultural productivity, longer life expectancies, lower infant mortality rates and greater political stability (Olojede&Oladitan, 2013). In line with the above statements, Papen as cited in Hundessa (2011) stated that a person is literate when he/she acquires the essential knowledge and skills which enable him/her to engage in all those activities in which literacy is required for effective functioning in his/her group or community and his/her attainment in reading, writing and arithmetic, making it possible for him/her to continue to use these skills towards his/her own and the community's development. In the above definition, literacy is described for abroad range of activities associated with the individual's participation in society. Literacy is however, vital for development and democracies to become established and grow. Investing in adult literacy has major economic, social, cultural and political benefits for a country (Hundessa, 2011). Mutanyata (2007) as cited in Hundessa (2011, p.13) clearly pointed out some of the purposes of literacy as: i. Literacy enables a person to obtain information from print media and use it to solve issues of day-to-day life, that is, a person reads road signs, labels on packages, newspapers, receipts and bills, etc.

ii. Literacy increases a person's confidence because he/she can communicate and understand communication signals without depending on another person for interpretation.

iii. Literacy increases a person's level of participation in development programmes both for individual and community benefits because he/she can access more information sources and is knowledgeable and skilled.

iv. Literacy creates the condition for the acquisition of a critical consciousness of contradictions of society in which a person lives, among others.

Regarding the necessity of educating adult learners, Hyde as cited in Hundessa (2011) pointed out that adult learners' education is being viewed as critical not only for its contribution to literacy and learning but also for its contributions to health, nutrition, family planning and economic growth of the society. Since the social, economic and political development of any country is directly or indirectly dependent on the adult learners' education and literacy, yet matters relating to effective facilitation of adult learning in the literacy centres are not given due attention. Also, matters relating to improving adult education programmes which will enhance adult learners' active participation in the literacy centres are not given due and adequate attention in different developmental activities especially in adult education (Hundessa, 2011). They are taken as the illiterate, invisible work force, unacknowledged backbone of the society who are all crucial to keep the socio-economic alive (Hundessa, 2011). Promoting adult learners' participation in the literacy centres therefore, will make them stand a chance of completing the learning process; and literacy, highly promoted as well.

Participation as viewed within the context of this study simply entails an individual's active involvement, commitment or engagement into something, just like an educational programme.Avoseh (2008) described participation as generally involving sharing or taking part in something. Applied to adult education, participation means active enrolment and involvement in an adult education programme or class. Melese (2000) on his own part stated that, participation is genuine involvement of the people in problem identification, participatory planning and implementation. Melese further pointed out that participation is not only crucial, but critical because people know their own problems, better than outsiders. Participation or lack of it is what makes the adult learner need more effort to be empowered through literacy programmes which are designed for them at the literacy centres. Most of the goals of adult literacy education which are likened to acquisition of literacy and knowledge, are implemented and realized in the literacy centres which offer different adult literacy programmes for adult learners. Literacy centres are therefore, learning centres or environment which provide classes for working adults who are looking to pursue continuing education options primarily at night or on weekends (Study.com, 2020).Throughout Nigeria and Anambra State inclusive, the literacy centres are open to everyone, open to people of all social strata and income groups, all backgrounds and cultures, for people with and without disabilities. They are open to people with different or opposing views. Learning sites in neighbourhoods and accessible rooms make the offers of the adult literacy centres not only accessible but particularly attractive for their target group (Educalingo, 2020). However, adult learners are motivated to participate more in the literacy programmes offered in the literacy centres because they strengthen their skills, upgrade their knowledge and uplift their socio-economic statusfor positive growth and development(Adeleye, 2018; Olojede & Oladitan, 2013). All the literacy programmes provided in the literacy centres as observed by Aluvisia (2016) serves as pillars for national development. They are fertilizers needed for development and democracy to take root and grow and invisible ingredients in any successful strategy for eradicating poverty. They equip citizens with knowledge and competencies to be able to seek gainful employment or engage in income generating activities. They further empower citizens to participate in social and political decision-making processes, enjoy their fundamental rights and enable them to lead a dignified life (Aluvisia, 2016).Given the importance of the adult literacy programmes which can never be overemphasized, yet, adult active participation in the literacy centres are not significantly felt because of some environmental factors. The incessant negligence of the environmental factors on adult learners' active participation in the literacy centres has caused a lot of negative consequences on both the adult

learners and the administration of literacy programmes in the centres. The trends in adult learners' participation is reducing daily and this has been a concern for all education stakeholders in Anambra State and beyond. The low participation of adult learners could have been responsible or brought about the extinction or closure of many literacy centres in the country and in Anambra State as well which is caused by some environmental factors. Michalak (2014) described environmental factors in education as those factors relating to the physical aspects of the environment, the learning atmosphere, invisible social factors, among others, which influences learning and instructions in the school. They are measurable components of the learning environment. Environmental factors as described in this study are those internal and external environmental components, parts and make-ups which includes the physical, social, economic, emotional or psychological, and physiological which has great influence on human actions or activities. These environmental factors heavily affect the adult learners' participation in the literacy centres.Therefore, efforts must be channeled towards resolving issues connected to the environmental factors, that is, psychological and physiological environmental factors inhibiting or promoting adult learners active participation in the literacy centres. Nevertheless, although there are many environmental factors promoting adult learners participation in the literacy centres but this present study focused only on the psychological and physiological environmental factors.

The psychological environmental factors include individual-level processes and meanings that influence one's mental states. According to Quist (2003) and Shamsideen (2018), psychological environmental factors are the elements of one's personality that limit or enhance the ways that one thinks. Nzeneri (2010) observed that it is necessary to create psychological climates experienced by individuals themselves as safe, caring, accepting, trusting, respectful and understanding. To impact positively on the psychological environment in order to boost participation in the literacy centres, adult learners' self-concept, personality and ego must be touched and protected. The physiological environmental as observed by Quist (2003)are things related to one's physical body that affect one's thinking. For example, when a person's body chemistry is off due to unbalanced nutrition, dehydration, alcohol, etc., the neurotransmitters that control one's thinking processes can be affected. Therefore, such physiological environmental factors such as ageing, health status, nutrition and stress, among others as identified by Nzeneri (2010) are factors that can promote adult learners' participation in the literacy centres. Additionally, the present study sought to determine the perceptions of adult male and female gender as regards how the psychological and physiological environmental factors investigated in the study promoted their participation in the literacy centres. Nevertheless, adult learners in the literacy centres comprised of both the male and female gender. As regards to gender, the differences in their sexes coupled with the environmental factors may or may not affect their participation in the literacy centre. The psychological and physiological environmental factors promoting their participation may be similar or showcase differences for both gender; and this is what the present study sought to find out. According to Tebeje (2004), gender is a description of roles, activities and responsibilities assigned to men and women in a given society, culture, community or time. This division of role and expectation favours one sex and victimize the other counterpart. Obviously, the parties at the disadvantaged wing are women. As a result of gender-based notion and discrimination women have been suffering in many societies and this has equally affected their participation in adult literacy centres and programmes. Researchers such as Akor, Egboh and Egbujor (2004), Aluvisia (2016), Aminchi (2015), Hosea (2020), Mogeni (2012), Sanda (2014), Shamsideen (2015) and Nzeh (2012) have equally observed in their studies that there are gender related issues which has contributed towards the differences in male and female participation in the literacy centres. The issues related to gender as indicated by the above-mentioned researchers can likewise be attributed to many other factors such as environmental factors, their social roles, among others. The present study however, sought to find out whether there are differences between the male and female adult learners as regards to their perception on the psychological and physiological environmental factors promoting learner's participation in the literacy centres. From all the foregoing discussions, the present study sought to determine whether these psychological and physiological environmental factors are responsible for the poor active participation of the male and female adult learners in literacy centres. It is therefore upon this background that the researchers are motivated to examine psychological and physiological environmental factors promoting adult learners' participation in literacy centres in Anambra State.

Statement of the Problem

Adult literacy is one of the potent factors for sustainable national development in Anambra State and beyond. Literacy is therefore a means by which adult learners reading, writing and arithmetic skills and other competences can be highly improved. Given the benefits of literacy programmes offered in the literacy centres in Anambra State, yet, it is saddening and worrisome to see that many adult learners do not participate actively in literacy centres. The problem of poor participation of adult learners in the literacy centres which seems to have been responsible by most environmental factors has great consequences on adult learning in Anambra State. Adult learners' active participation in the literacy centres seem to have been affected by most of these environmental factors which includes the psychological and physiological environmental factors. The features of poor adult learners' participation in the literacy centres have negative consequences on both the male and female adult learners' enrolment, retention and completion of their literacy classes, including the

administration and management of literacy centres in the State. It is quite disappointing that most of the literacy centres in Anambra State had been shut down due to low or poor participation of adult learners in the literacy centres, therefore, making it impossible to realize the national goal of the country which is, eradication of illiteracy within the shortest possible time.Despite the crucial position which the literacy centres occupy as important catalysts for eradication of illiteracy and sustainable national development, promoting active participation of adult learners in the literacy centres still remains a big challenge in Anambra State. This situation has created a gap which needs to be filled by the present study and warranted the need to conduct an investigation towards examining the psychological and physiological environmental factors promoting their participation in literacy centres in Anambra State; which is equally the problem of the study.

Research Questions

The following two research questions were raised for this study:

1. What are the psychological environmental factors promoting male and female adult learners participation in literacy centres in Anambra State?
2. What are the physiological environmental factors promoting male and female adult learners participation in literacy centres in Anambra State?

Hypotheses

The following two null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference between male and female adult learners' perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State.
2. There is no significant difference between male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State.

Research Method

The study adopted a descriptive survey research design. This design enabled the researchers to conduct a field investigation and thereafter, gather information from a sample of male and female adult learners out of their large population at their specific locations and information retrieved were analyzed using a statistical tool to draw generalization and conclusion based on the study, thus the justification for the choice of this design. The population of this study constituted 70,448 adult learners, which comprised 26,010 males and 44,438 female adult learners in 286 literacy centres within the six (6) education zones in Anambra State. A sample size of 1,409 adult learners, which comprised 521 males and 888 female adult learners from 144 literacy centres in the six (6) education zones in Anambra State selected through proportionate stratified random sampling technique was used in the study. To get the sample, the entire 70,448 of male and female adult learners in the 286 literacy centres in Anambra State were first stratified on the basis of their geographical locations (education zones) and gender (male & female sex) and thereafter, adult learners were placed according to stratum in their six (6) education zones and selection were now made. Fifty percent (50%) of the literacy centres and likewise 2% of the male and female adult learners were sampled from each of the six education zones in Anambra State. Justification for using 50% and 2% was as a means to enable the researcher have control over a large, sizeable number of samples for all the literacy centres existing within Anambra State. The choice of 50% and 2% (for a very large population) is also in line with the recommendation of Nworgu (2015) who indicatedthat 2% to 80% of any given large population is adequate for any research work.A 14-item questionnaire developed by the researcher for the adult learners and titled "Psychological and Physiological Environmental Factors Promoting Adult Learners Participation Questionnaire (PPEFPALPQ) served as instrument for data collection. Items on the research instrument was measured on a 4-point scale and rated as: (a) Strongly Agree (SD)– 4 points, Agree (A)– 3 points, Disagree (D) – 2 points and Strongly Disagree (SD)–1 point, as response items for all the statements in the research instrument concerning the environmental factors promoting adult learners' participation in literacy centres in Anambra State. The questionnaire was validated by three experts from the Faculty of Education. Two of the experts were consulted from the Department of Adult and Continuing Education, while one expert was consulted from the Department of Educational Foundations (Measurement and Evaluation Unit). Three copies of the questionnaire were given to these experts to determine the face validity of the instrument in line with the purpose of the study, research questions and hypotheses. They examined each of the items on the questionnaire as regards its content coverage, sentence construction, appropriateness of language, adequacy of questions in relation to the purpose, research questions and hypotheses. Comments and corrections made by these experts were incorporated in the instrument before final copies were produced.

Reliability of the questionnaire was determined through a pilot test sampling 12 males and 15 female adult learners in Enugu State, which were not part of the study. Information retrieved were measured using the Cronbach Alpha method in order to get the estimate of internal consistency of the questionnaire. Coefficients 'r' value of 0.99 and 0.89 were obtained from each of the two clusters respectively and thereafter summed up to an overall reliability 'r' value of 0.94 for the questionnaire. Method of data collection involved using a direct and personal contact with the adult learners. A hand delivery process and on-the-spot method was also adopted in order to distribute copies of the questionnaire to the adult

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learners who are the respondents of this study using the help of six research assistants. These research assistants were representatives from the six education zones and who are also familiar with the geography of each education zone in Anambra State where the sampled literacy centres are located. The research assistants were given instructions and briefings on how to communicate by politely approaching the respondents in the various literacy centres in order to gain their trust and administer the questionnaire to collect the necessary data for the study. Distribution of all the copies of the questionnaire took a duration of three weeks. A total of 1,409 copies of the questionnaire were printed and distributed to the respondents in the various literacy centres in Anambra State. All the copies of the questionnaire were retrieved and calculated at a 100% rate of return. Data retrieved and collated after distribution were analyzed using mean statistics rated at 2.50 and standard deviation; while the t-test statistics was used to test the hypotheses at 0.05 level of significance. The decision rule for the items on each of the research questions was based on the premise that any statement or item with a mean score of 2.50 and above was taken as agreed response, while any one below 2.50 was taken as disagreed response. The two null hypotheses were tested at 0.05 level of significance using t-test statistics to determine the statistical differences in the mean ratings from the responses of the male and female adult learners in the literacy centres in Anambra State. Decision rule was based upon the fact that wherever p-value obtained is greater than or equal to the 0.05 level of significance, the null hypothesis (H_0) is not rejected (accepted). Otherwise, wherever an obtained *p*-value is less than the alpha 0.05 level of significance, such null hypothesis (H_0) is rejected.

Presentation of Results

Research Question 1: What are the perceptions of male and female adult learners on the psychological environmental factors promoting their participation in literacy centres in Anambra State?

Table 1: Mean and Standard Deviation Scores of Male and Female Adult Learners' Perceptions on the Psychological Environmental Factors Promoting their Participation in Literacy Centres in Anambra State

S/N	Items	Male		Remark	Female		Remark
		$\bar{x}$	SD		$\bar{x}$	SD	
1.	I participate in classes because my personality is respected	3.03	0.98	Agree	2.81	1.06	Agree
2.	I attend classes because my ego and self-concept are highly rated/lightened	3.01	0.97	Agree	2.97	1.06	Agree
3.	I attend classes because an environment free from tension, ridicule including threats has been created	3.04	0.96	Agree	2.37	1.14	Disagree
4.	I am disposed to learn due to the fact that my fear of failure is properly handled	3.07	0.96	Agree	2.99	1.01	Agree
5.	I am encouraged to attend classes because of the peaceful learning environment which has been provided	3.04	1.01	Agree	2.74	1.09	Agree
6.	I am disposed to learn because of my feeling to easily discover my strengthens and weaknesses	2.80	1.15	Agree	3.11	1.01	Agree
7.	I participate in classes because the environment is filled with care and mutual understanding	3.04	0.88	Agree	3.04	1.05	Agree
8.	I engage in the learning process due to the fact that the environment makes room for my professional development	3.05	0.92	Agree	3.09	0.86	Agree
9.	I attend classes because the environment promotes my self-identity, self-esteem and self-ideal	3.03	1.00	Agree	2.87	0.99	Agree
	Grand Mean/SD	**3.01**	**0.99**	**Agree**	**2.89**	**1.06**	**Agree**

Male = 521, Female = 888

Analysis on Table 1 reveals mean and standard deviation scores of perceptions of male and female adult learners on the psychological environmental factors promoting their participation in literacy centres in Anambra State. The analysis further indicates that all items were rated above a mean score of 2.50 by male and female adult learners except item 3 with a mean score of 2.37 for female respondents. This implies that male and female adult learners agreed that psychological environmental factors promote their participation in literacy centres in Anambra State. Also, this result further shows that the psychological environmental factors promote the male and female adult learners participation in the literacy centres when their personality is respected, their ego and self-concept are highly rated/lightened, because an environment free from tension, ridicule including threats has been created, due to the fact that their fear of failure is properly handled, because of the peaceful learning environment which has been provided, because of their feeling to easily discover my strengthens and weaknesses, because the environment is filled with care and mutual understanding, due to the fact that the environment makes room for their professional development,

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and because the environment promotes their self-identity, self-esteem and self-ideal. The above agreement is also evident in the grand mean scores of 3.01 and 2.89 for male and female adult learners respectively. More so, the grand standard deviation scores of 0.99 and 1.06 shows that male and female adult learners had homogenous views and share similar responses on the psychological environmental factors promoting their participation in literacy centres in Anambra State.

Research Question 2: What are the perceptions of male and female adult learners on the physiological environmental factors promoting their participation in literacy centres in Anambra State?

Table 2: Mean and Standard Deviation Scores of Male and Female Adult Learners' Perceptions on the Physiological Environmental Factors Promoting their Participation in Literacy Centres in Anambra State

S/N	Items	Male		Remark	Female		Remark
		$\bar{x}$	SD		$\bar{x}$	SD	
10.	The ageing process which comes with a lot of bodily changes affects my disposal to classes	2.43	0.99	Disagree	2.44	1.07	Disagree
11.	My current health status affects my zeal to participate in the learning process	3.09	0.93	Agree	3.07	1.01	Agree
12.	My nutritional in-take encourages me to attend classes when required	2.93	0.95	Agree	2.79	0.90	Agree
13.	Stress factor from my socio-economic engagements inhibits my participation in class	2.81	1.14	Agree	2.73	1.09	Agree
14.	My hormonal conditions such as fatigue, weight gain or loss, muscles weakness, depression, nervousness, anxiety, irritability hinders my disposal to attend classes	3.05	0.91	Agree	2.70	1.08	Agree
	Grand Mean/SD	**2.86**	**1.02**	**Agree**	**2.75**	**1.05**	**Agree**

Male = 521, Female = 888

Result of Table 2 reveals mean and standard deviation scores of male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State. The analysis shows that the respondents rated all items above a mean score of 2.50 except item 10 with mean scores of 2.43 and 2.44 for male and female adult learners respectively. This indicates that male and female adult learners agreed that physiological environmental factors promote their participation in adult literacy centres in Anambra State. This result further shows that the physiological environmental factors promoting the male and female adult learners participation in the literacy centres in Anambra State include their current health status affecting their zeal to participate in the learning process, their nutritional in-take encouraging them to attend classes when required, stress factor from their socio-economic engagements inhibiting their participation in class, and hormonal conditions such as fatigue, weight gain or loss, muscles weakness, depression, nervousness, anxiety, irritability hindering their disposal to attend classes. The evidence is revealed in grand mean scores of 2.86 and 2.75 respectively for male and female adult learners. The grand standard deviation scores of 1.02 and 1.05 indicates homogeneity in their responses and equally, that the male and female adult learners had same views on the physiological environmental factors promoting their participation in literacy centres in Anambra State.

Hypothesis 1: There is no significant difference between male and female adult learners' perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State.

Table 3: Test of Difference between Male and Female Adult Learners' Perceptions on the Psychological Environmental Factors Promoting their Participation in Literacy Centres in Anambra State

Gender	N	Mean	SD	df	t	Sig
Male	521	47.2841	11.37913	1407	4.816	.000
Female	888	44.7601	8.19464			

P <0.05

Data presented on Table 3 indicates that t-test was run to test the difference between male and female adult learners' perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State. The analysis reveals a significant difference given that t= 4.816, and p < 0.05 (.000 < 0.05), hence, the null hypothesis was rejected that the difference between male and female adult learners' perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State is significant.

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Hypothesis 1: There is no significant difference between male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State.

Table 4: Test of Difference between Male and Female Adult Learners' Perceptions on the Physiological Environmental Factors Promoting their Participation in Literacy Centres in Anambra State

Gender	N	Mean	SD	df	t	Sig
Male	521	43.6468	8.96264	1407	-0.943	.365
Female	888	44.0890	8.21553			

p > 0.05

Analyses on Table 4 reveals that t-test was run to test the difference between male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State. The result shows no significant difference given that t-value = -0.943 and p > 0.05 (.365 > 0.05), thus, the null hypothesis was accepted that the difference between male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State is not significant.

Discussion of Findings

The finding of this study indicated that the psychological environmental factors promotedadult learners participation in adult literacy centres in Anambra State. Therefore, the difference between male and female adult learners' perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State is significant. This finding indicated that both the male and female adult learners participated in classes because their personality was respected. They attended classes because their ego and self-concept was highly rated/lightened. The male adult learners especially attended classes because an environment free from tension, ridicule including threats has been created. They were both disposed to learn due to the fact that their fear of failure was properly handled. They were encouraged to attend classes because of the peaceful learning environment which has been provided. They were disposed to learn because of their feeling to easily discover their strengthens and weaknesses. They equally participated in classes because the environment was filled with care and mutual understanding. They engaged in the learning process due to the fact that the environment made room for their professional development. They attended classes because the environment promotes their self-identity, self-esteem and self-ideal. This finding agrees and it is even at par with Hosea (2020) study which found out that the psychological factors promoted adult learners participation in the literacy centres; and equally, revealed that the respondents were motivated in order to acquire mental capacity to cope with any situation they find themselves. From the findings of Shamsideen (2015), it was discovered that factors such as overcoming inferiority complex, occupying higher positions and having a total control over personal lives were found as the psychological factors motivating female adult learners' enrolment in tertiary institutions. Shamsideen (2015) study further confirmed that there are some factors motivating female adults' enrolment in tertiary institution programmes and they include; i) psychological ii) safety, stability and security iii) belongingness (social affiliation love) iv) self-esteem v) self – actualization. The aforementioned factors make one to understand the reason why female adult learners enrolled for tertiary institution programmes in Nigeria.

On the psychological environmental factors promoting adult learners' participation in the literacy centres, Akor, Egboh and Egbujor (2004) carried out a descriptive survey research study on the motivation for participation in self-help projects in Aboh, Mbaise Local Government Area of Imo State and the findings disclosed that the major psychological factors that motivated women to participate in community development projects are that they recognized that they would benefit from community development projects, for effective organization of the women groups and for effective leadership among the women. The finding of Nzeh (2012) study on the factors motivating women's participation in adult literacy programmes in Oji-River Local Government Area of Enugu State indicated that the greatest psychological factors motivating women's participation in adult literacy programme are being respected in the family and society, boosting of ego in the society, occupying higher positions of authority in the society, and overcoming inferiority complex. Nzeneri (2010) confirmed that psychologically, no adult learner will feel comfortable learning in an environment that is full of tension, fear of failure, threat and ridicule. Adult learners prefer learning environment that is informal, friendly and adult like, where they are respected and valued. This makes them feel accepted. The right psychological atmosphere is one of cooperation, mutuality and of freedom of interaction between adult learners and their facilitators, among others. If the learning environment is not harmonious and peaceful, this will have negative impact on adult learners' participation. It was also discovered through the finding that the female adult learners were not mostly affected to attend classes because of an environment free from tension, ridicule including threats has been created. This finding is in line with Nzeneri (2010) which confirmed that it is necessary to create psychological climates experienced by individuals in them as safe, caring, accepting, trusting, respectful and understanding so as to promote adult learners participation in their learning programmes. The hypothesis which showcased that the difference between the male and female adult learners'

perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State is significant also agrees with Sanda (2014) study which found out in a study that the difference between male and female adult learners participation in adult basic literacy programmes is significant. With above present study discoveries, it can be deduced that the psychological environmental factors promoted male and female adult learners' participation in the literacy centres in Anambra State.

The finding of this study indicated that the physiological environmental factors promoted adult learners' participation in adult literacy centres in Anambra State. More so, the difference between male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State is not significant. This finding indicated that both the male and female adult learners current health status affected their zeal to participate in the learning process. Their nutritional in-take encouraged them to attend classes when required. Stress factor from the male and female adult learners socio-economic engagements inhibited their participation in class. Both the male and female adult learners hormonal conditions such as fatigue, weight gain or loss, muscles weakness, depression, nervousness, anxiety, irritability hindered their disposal to attend classes. This finding agrees and corroborates with Quist (2003) study which found out that physiological environmental factors are things related to one's physical body that affect one's thinking and participation in an educational activity. When a person's body chemistry is inactive due to unbalanced nutrition, dehydration, alcohol, etc., the neurotransmitters that control one's thinking processes can be affected. Physiological factors also include changes to the brain's structure due to injuries, and extended periods of inactivity, or physical stress. Nzeneri (2010) confirmed that as adult advance in years and in their stages of development, they observe some physiological changes which may manifest in the form of impairments in sight and hearing or in physical dexterity. Most cells, tissues and organs as well as functional systems in the body deteriorate with age. In this case, adult educators or facilitators in any adult learning transaction should write boldly and clearly on the chalkboard, speak loudly and clearly; to allow learners sit at the back or front of the class to adjust to long and short sightedness as the case may be.

The present study finding concurs with Adeleye (2018) study which found out that the ability to read, write and compute does not corner functionality of the adult learner if he is unable to satisfy his health and nutritional needs. If he does not know how much food he consumes, what quantity of food to eat, shelter and the type of clothes to put on and how to take care of the body, what exercise to part take in so as to maintain good health; once aware of this need, the adult learner would like to participate in functional literacy programmes so that these needs might be met. It must be confessed that many adults' attitude towards life is associated to what they might have experienced before in life. They might have experience of painful memories of school, social interaction which was not rewarding. As adults', wife or husband, they worry about their work, health and how to cater for their families members including their children, they also worry about financial challenges that they might be facing. Thus, bringing emotional breakdown and instability due to this pressing need and how to remedy the situation, adult learners are motivated to take part in programmes that will help improve their emotions reduce fears and help them to be aware of the dangers of being worried and how to cope with any situation whether domestic situation or not. From these reviews, one can say that adult participation in any literacy centre is truly needed in order to satisfy the pressing factors of adults who wish to gratify the above factors. From all the above discoveries, it can be deducted that the physiological environmental factors such as ageing, health status, nutrition and stress, among others are factors that can promote adult learners' participation in the literacy centres (Adeleye, 2018). It was also discovered through the finding that the ageing process of both the male and female adult learners which comes with a lot of bodily changes did not affect their disposal to classes. This means that the age as a factor does not affect the male and female adult learners participation in the literacy centres.

This finding disagrees and is at variance with most studies cited in Nzeneri (2010) which found out that with ageing, most male and female adult learners lose confidence as they assume that they can no longer learn due to age. Few studies believe that age is never a barrier to adult learning, while some studies indicated that ageing is a barrier to adult learning, because of poor memory work, physical impairment like poor visibility or sightedness and hearing. It is worthy to note that the sense of sight, sound, taste and the central nervous system decline with aging; these declining parts of the body affect adult learning which is not true of the young. Old people are often worried about the possibilities of losing their jobs due to technological changes and the presence of more intelligent youths. Worries can be a strong factor militating adult learning. Learning programmes for adult learners should be designed to care for these barriers due to ageing and worries about loss of job, however, this can be achieved by ensuring that adult education programmes are need-oriented (Nzeneri, 2010). The hypothesis which showcased that the difference between the male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State is not significant, does not agree and is also at variance with Sanda (2014) study which found out that there was a significant difference between male and female adult learners participation in adult basic literacy programmes. With the above present study finding, it can be deduced that the physiological environmental factors promoted male and female adult learners' participation in the literacy centres in Anambra State.

Conclusion

Issues bordering on the psychological and physiological environmental factors promoting adult learners participation in literacy centres in Anambra State is one of the contemporary issues bordering on male and female adult learners dropout rate, enrolment rate, completion rate, continuity and active attendance in adult education programmes at the literacy centres, which has consequences on the achievement of positive outcomes. In this regard, promoting active participation of male and female adult learners in adult literacy centres as earlier pointed out in the study largely depends on these environmental factors which includes the psychological environment factors and physiological environment factors which determines to a great magnitude how the learners would stay to completion their programmes for positive outcomes. This study therefore, submits that both the psychological environmental factors and physiological environmental factors promoted the male and female adult learners' participation in literacy centres in Anambra State. As such, the difference between male and female adult learners' perceptions on the psychological environmental factors promoting their participation in literacy centres in Anambra State is significant; except for the difference between male and female adult learners' perceptions on the physiological environmental factors promoting their participation in literacy centres in Anambra State which is not significant. Now is the right time to promote adult learners active participation in the literacy centres taking adequate considerations to such psychological and physiological environmental factors that will hinder adult learning which equally has consequences on the raising vibrant and educated populace for the national economy, hence, the recommendations proffered in the next section.

Recommendations

Based on the findings of this present study, the following recommendations have been made below:

1. The centre supervisors and facilitators should provide/render adequate guidance and counselling services for the male and female adult learners which will make significant/positive impact towards improving the psychological environmental factors that will promote their participation in literacy centres in Anambra State.
2. Adult learners should be encouraged by their centre supervisors and facilitators on the need to address those physiological environmental factors regarding their health which can negatively affect them in order to promote their participation in adult literacy centres in Anambra State.

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