

## Adult Literacy Education Programme in Rivers State: Implication for Conflict Resolution

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### ABSTRACT

*This study examines the contributions of adult literacy education programme in the resolution of conflicts in Rivers State. The study was guided by two research questions and two null hypotheses. It adopted a descriptive survey research with a sample size of 360 drawn from a population of 3600 adult learners from Opobo/Nkoro, Etche and Ahoada West local Government Areas of Rivers State, using a combination of stratified and simple random sampling techniques. The data collecting instrument was the researchers' structured questionnaire, titled "Adult Literacy on Conflict Resolution Questionnaire" (ALCRQ), which was face validated by three experts. The reliability coefficient value of .79 was obtained using the Pearson Product Moment Correlation Coefficient Statistical method. Data was analyze using the mean and grand mean to answer the research questions. While the chi-square statistic was used to test the null hypotheses at 0.05 level of significance. Findings shows that adult literacy education programme has contributed in the resolution of various conflicts in Rivers State. This study concludes by recommending, among others, that strategies for curbing land dispute should be integrated into the adult literacy curriculum.*

**Keywords:** Adult Literacy Education, Conflict, Conflict Resolution.

### Introduction

The National Policy on Education (2014), Section 6, aimed at providing "literacy and continuing education for adults and youths... who did not complete their primary education". From colonial times, literacy education has occupied a priority in the list of programmes of adult and non- formal education in Nigeria. The reason for the above is that the population of Nigeria is characterized by high level of illiterate adult. This is particularly at a time when literacy education is considered to be the fertilizer needed for development and democracy to take root and grow; it is the invisible ingredient in any successful strategy for eradicating poverty and achieving robust conflict management and resolution in any society. In order to realize this, literacy education should be seen as a continuous process that requires regular and sustained learning, Sarumi (2011).

However, the traditional definition of literacy is considered to be the ability to read and write, or the ability to use language to read, listen and speak (Anatsni 2008). In modern contexts, the word literacy refers to reading, writing at a level adequate for communication, or at a level that lets one understand and communicate ideas in a literate society, so as to take part in that society. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate and integrate fully in the wider society. This is in line with one of the six goals of the world education forum (UNESCO, 2000), which endorsed that, its goal is, to achieve a 50 per cent improvement in levels of adult literacy by 2015 especially for women and equitable access to basic and continuing education for all adults.

The United Nations Literacy Decade (2003-2012) provides an opportunity to give special emphasis to literacy for all in the framework of education for all (EFA). Literacy in this context is seen as an essential foundation for the rest of the development agenda that includes eradication of poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. The Niger Delta region of Nigeria as an example, with regards to the current political, ethnic and economic situations of spurts of conflicts across the states in general and Rivers State in particular, people engaged in miscreant act are illiterates and semi-illiterates. A functional literate person would be more refined, believing in peace instead of war, diplomacy instead of violence. Such a person would think first about the motive and the effects of his/her actions before venturing, his/her action will be based on well researched facts, figures and projected solutions.

Conflict conveys many meanings and carries many connotations. Accordingly, Heraclites, an ancient Greek philosopher, describe conflict as the defining property of human community. To function properly, the social order, as a necessity becomes a conglomerate of cleavages. It is from such disagreements that the society derives to own vibrancy. It is a circle that runs forever (Orluwene, 2008). Conflict can also be defined as actions that contending parties take toward each other due to the incompatible objectives in what they are attempting to achieve. The Niger Delta conflicts that lead to organized violence emerges from a combination of several factors directly related to their grievances, demand and struggle aimed at redressing their disadvantages and deprivations. Otite in Peterside (2015) sees conflict from the pursuits of divergent interests, goals and aspiration by individuals and, or groups in a defined social and physical environment, he further notes that conflict generally entails struggle, competition, rivalry for objects to which individuals and groups attach value. From this definition, conflict does not necessarily have to be violent. But when conflict turns violent, it becomes detrimental to the growth and stability of the system.

From the foregoing, it may be drawn that conflict is a natural consequence in any situation where the parties involved do not see the same issue from the same point of

view. Otite (2000) argues that conflicts are conscious processes of interaction. Stedman (1991) explains further that conflicts result from incompatible human interactions where the ability to satisfy one's needs depends on the choices, decisions and behaviour of others. The behaviour exhibited by the others may not be what the other complaining party or parties want, and indeed, may escalate the conflict. Hocker and Wilmot (1998) agree with Stedman on the incompatible factor, but add that there must be at least two interdependent parties who perceive that the other party is interfering with the achievement of their own goals. Zartman (1991), remarks that conflict is the violent manifestation of incompatibility. Although Stedman (1991) does not agree that all conflicts must be violent, he explains that they have the potential to turn violent.

Basically, four major conflict situations have been identified by Ugbomeh (2008) in the Niger Delta Region these include:

- i) **Community/Oil Companies Conflict:** This conflict situation can be caused by several factors such as incursion into community land; a threat or perceived threat to the continual existence of a community, ineffective communication between communities and oil companies; non-payment of compensation for occupied land, non-payment or inadequate payment or unduly delayed payment of compensation for polluted land and water resources, abject poverty due to displacement and loss of livelihood arising from pollution of farmlands or fishing waters. These disputes between communities and oil companies are therefore often of long-standing nature and difficult to resolve.
- ii) **Community/Government-Federal, State or Local Government Conflict:** The causes of community and government conflict are many. Some of which include:
  - a. Low level and quality of development in the region.
  - b. Perceived low level of government presence in the region.
  - c. Non-chalant attitude of government towards the plight of the people of the Niger Delta.
  - d. Marginalization by government.
  - e. Creation of local government by the federal and state government.
  - f. Boundary adjustment by federal government.
  - g. Use of force in conflict management by the police and military force.
- iii) **Inter-Community Conflict:** This conflict situation is a result of long disputes between two or more communities, unsettled boundary problems, disputes over oil-bearing land or incursions into community land.
- iv) **Intra-Community Conflict:** This conflict situation may be due to long standing disputes between individuals within a community, political marginalization by a ruling class, ethnic groups or class, an unacceptable traditional ruler or embezzlement (real or imagined) of compensation by community leaders.

Pursuant to the above, it has been observed that generally, conflicts in the Niger Delta region are becoming increasingly frequent and intensely violent leading to incessant loss of lives and properties. Furthermore, recent management and resolution

strategies such as the Oil Mineral Producing Area Development Commission (OMPADEC) and the Niger Delta Development Commission (NDDC), the creation of local government Areas/councils, the provision of social amenities, payment of compensation for land and the establishment of the Presidential Amnesty Programme in 2008 have failed to arrest conflicts in the Niger Delta. If anything, the violent conflicts have taken a new turn for the worse. Thus, there is a need to re-examine the resolution strategies in relations within and between communities and oil companies and communities and government, with a view to instituting conflict management procedures that would lead to peace and sustainable development in the Niger Delta Region.

Conflict is a social phenomenon that is often rooted in people's belief, perceptions about goals as opposed to objectives (Olori, Peterside & Obama 2019). Conflict arises from the pursuit of divergent interests, goals and aspirations by individuals and, or groups in defined social and physical environments. One of the most quoted traditional definitions of conflict regard it as 'a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals' (Otite, in Peterside, 2015). This implies that conflict could occur as a result of obvious clash of interest. It is a normal process of interaction particularly in complex societies in which resources are usually scarce. Although, conflicts may generally exist whenever incompatible activities occur, and may result in a 'win lose' character, the resolution of conflicts may produce a 'win-win' situation. Conflict is an inherent dimension of human relations, an undercurrent of social relations that arises out and shapes the problem of how to manage economic, cultural, political and social relations. The Centre for Advanced Social Science, CASS, (2005) in Peterside (2014), see its structures as social relations, under conditions of scarcity, creating interesting channels and opportunities for individual, collective and group competition and cooperation. Put briefly, conflict can be a positive and constructive social force, opening up possibilities for cooperation and healthy competition. On the other hand, it can tend towards destabilization and, more radically, the destruction of structures and the processes arising from them.

Rivers State, in recent time, conflicts have manifested in different forms. Some of these conflicts ranged from land dispute, value and a feeling of poor representation in government. Commenting on crisis arising from shared boundry, CASS (2005) explains that it occurs when two separate entities feel like they both have a legal claim to a piece of property. This may be a disagreement about property lines or even a clerical error that created two rightful owners (Vago, 2003). Thus, the importance of land to the Niger Deltans may have informed CASS (2005) to explain that it serves as the original sources of all material wealth as individuals in the region can do anything to preserve it.

In terms of value system, Nwodo (2004) explained that, the Niger Delta is a landscape dotted with a plurality of ethnic groups, cultures and value system. The material and spiritual aspects of this value system, keeps a delicate balance and sustains the peoples' culture with regards to conflict resolution. He further observed that most of these values (individual achievement and personal integrity etc.) are being eroded, with new and adequate ones not being devised fast enough to replace them. Hence conflict in value has set into the Niger Delta life.

The Niger Delta crisis represents the most potent threat to national security in contemporary Nigeria. Okoli (2007) submits that as a result of negligible internal concern, conflict in the Niger Delta region has gravitated to a national emergency with far-reaching international implications. It is against this backdrop that this study sets to examine contributions of adult and non-formal education programmes as a discipline, in the resolution of various conflicts that are prevalent in Rivers State.

### **Statement of the Problem**

Participating in literacy and life-long education programmes has been shown to be an exercise tied to the physical and non-physical needs of individuals and their communities. This training is evident in the development of adults, equipping them with the skills to understand their environment and how to solve contemporary problems posed by their environment. Despite, these positive changes intended by adult education on the individuals, the perception of recipients of adult education programmes in the resolution of conflict in Rivers State of Niger Delta has not been examined thereby giving rise to questions, such as:

- Could adult literacy programme be perceived as tool in the resolution of conflict in Rivers State of Niger Delta?

It is against this background that this study; contributions of adult literacy and life-long education programmes in the resolution of conflicts in Rivers State of Niger Delta, was designed to critically assess the perceptions of recipients of these programmes.

### **Purpose of the Study**

The study aimed at assessing the perception of adults on the contributions of adult and non-formal education programmes in the resolution of conflicts in Rivers State. Specifically, the study sought to:

- i) Examine the contributions of adult literacy education programme in the resolution of land dispute in Rivers State.
- ii) Examine the perception of adults regarding the contributions of adult literacy education programme in the resolution of conflicts relating to value system in Rivers State.

### **Research Questions**

The study was guided by the following research questions:

- i) What are the contributions of adult literacy education programme in the resolution of conflicts relating to land dispute in Rivers State?
- ii) What is the perception of adults regarding the contributions of adult literacy education programme in the resolution of conflicts relating to value system in Rivers State?

### **Hypotheses**

The following null hypotheses are formulated in the study and tested at 0.05 level of significance.

- Ho<sub>1</sub>:** There is no significant difference in the frequency of adult respondents from Opobo/Nkoro, Etche and Ahoada West Local Government Areas with regards to the contributions of adult literacy education programme in the resolution of land dispute in Rivers State.
- Ho<sub>2</sub>:** There is no significant difference in the frequency of adult respondents from the various Local Government Areas regarding the contributions of adult literacy education programme in the resolution of conflicts relating to value system in Rivers State.

### Methodology

The descriptive survey design was adopted in the study. Nwogu (2015) explained that this design aims at gathering information about prevailing conditions from a given large population using a representation of the population. The population of the study was 3,600 adult respondents (Source: Rivers State Agency for Adult and Non-formal Education). The sample size of 360 was drawn which was 10% of the total population using a combination of stratified and simple random techniques. Below is a table showing the sample of the study.

**Table 1:** Sample of the Study

| Area of Study | Senatorial Zones | Local Government Area | No. of Centres | Male Respondents | Female Respondents | Total      |
|---------------|------------------|-----------------------|----------------|------------------|--------------------|------------|
| Rivers State  | South East       | Opobo/Nkoro           | 2              | 32               | 53                 | 82         |
|               | East             | Etche                 | 3              | 44               | 79                 | 123        |
|               | West             | Ahoada West           | 3              | 54               | 98                 | 152        |
| <b>Total</b>  |                  |                       | <b>8</b>       | <b>130</b>       | <b>230</b>         | <b>360</b> |

The data collecting instrument was the researchers' structured questionnaire titled "Adult Literacy on Conflict Resolution Questionnaire" (ALCRQ). The questionnaire comprises two sections, A and B. Section A contains information on demographic data of the respondents, while section B elicited information relating to the contribution of adult literacy education in resolving conflicts. It contains fifteen (15) items on the whole. The instrument was weighted 4-1 points with strongly agree (SA) Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to a face and content validity by three validates, two of which were from the Department of Adult Education and Community Development and one from Department of Curriculum Studies and Instructional Technology, all from the Ignatius Ajuru University of Education, Rivers State. The reliability coefficient value of .79 was obtained using the Pearson Product Moment Correlation Coefficient Statistical method. Data was analyzed using the mean and grand mean to answer the research questions. The criterion mean of 2.50 was used to establish the decision rule for accepting. While the chi-square statistic was used to test the null hypotheses at 0.05 level of significance.

### Result

**Research Question 1:** What are the contributions of adult literacy education programme in the resolution of conflicts relating to land dispute in Rivers State?

**Table 2:** Mean Ratings of Respondents on the Contributions of Adult Literacy Education Programme in Resolution of Conflicts Relating to Land Dispute

| S/N               | Statement                                                                                                                                                              | Opobo/Nkoro<br>(n=85)<br>$\bar{X}$ | Etche<br>(n = 123)<br>$\bar{X}$ | Ahoada<br>West<br>(n=152)<br>$\bar{X}$ | Decision                                    |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|----------------------------------------|---------------------------------------------|
| 1                 | Adult literacy education programme offers participants the knowledge to resolve issues relating to land dispute.                                                       | 2.64                               | 1.89                            | 3.14                                   | * Accepted,<br>** Rejected,<br>*** Accepted |
| 2                 | Participants in literacy education programme are exposed to technique involved in the resolution of land disputes                                                      | 1.93                               | 1.93                            | 2.53                                   | * Rejected,<br>** Rejected,<br>*** Accepted |
| 3                 | Adult literacy education programme affords participants the knowledge to tackle issues over sharing of limited resources between two different communities.            | 2.85                               | 2.63                            | 2.47                                   | * Accepted,<br>** Accepted,<br>*** Rejected |
| 4                 | Participants of literacy education programme are provided with the knowledge to resolve crisis emanating from boundary adjustment.                                     | 3.08                               | 3.16                            | 3.22                                   | * Accepted<br>** Accepted<br>*** Accepted   |
| 5                 | The ability to read and write affords participants the technique to resolve inter-communal problems.                                                                   | 1.84                               | 1.75                            | 2.18                                   | * Rejected<br>** Rejected<br>*** Rejected   |
| 6                 | Adult literacy education programme offers participants the technique to settle differences over sharing of land between two or more people.                            | 2.40                               | 2.36                            | 3.29                                   | * Rejected,<br>** Rejected,<br>*** Accepted |
| 7                 | Participants of literacy education programme are provided with the knowledge to resolve crisis relating to ownership of land where multinational industries are sited. | 2.08                               | 1.78                            | 3.26                                   | * Rejected,<br>** Rejected,<br>*** Accepted |
| <b>Grand Mean</b> |                                                                                                                                                                        |                                    | <b>2.49</b>                     |                                        | <b>Rejected</b>                             |

\* Represent Opobo/Nkoro, \*\* Represent Etche, \*\*\* Represent Ahoada West LGA

Table 2 shows that items 1 (2.64, 1.89, 3.14), 2 (1.93, 1.93, 2.53), 3 (2.85, 2.63, 2.47), 6 (2.40, 2.36, 3.29) and 7 (2.08, 1.78, 3.26) have varying mean scores with some above 2.50 and some below 2.50. Item 4 row has the mean score of three local government as accepted, and rejected in item 5. The grand mean of 2.49 is an indication that adult literacy education programme has not significantly contributed to the resolution of conflicts relating to land dispute in Rivers State.

**Research Question 2:** What is the perception of adults regarding the contributions of adult literacy education programme in the resolution of conflicts relating to value system in Rivers State?

**Table 3:** Mean Ratings of Adults Perception Regarding the Contributions of Adult Literacy Education Programme in Resolution of Conflict Relating to Value System

| S/N | Statement                                                                                                                                     | Opobo/Nkoro<br>(n=85)<br>$\bar{X}$ | Etche<br>(n = 123)<br>$\bar{X}$ | Ahoada<br>West<br>(n=152)<br>$\bar{X}$ | Decision                                    |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|----------------------------------------|---------------------------------------------|
| 8   | The knowledge of reading and writing provided in adult literacy programme has enabled participants to handle issues relating to value system. | 2.92                               | 2.24                            | 3.18                                   | * Accepted,<br>** Rejected,<br>*** Accepted |
| 9   | Adult literacy education programme helps participants in the proper record relating to value system.                                          | 3.29                               | 3.36                            | 3.33                                   | * Accepted<br>** Accepted<br>*** Accepted   |
| 10  | Adult literacy education programme affords participants the knowledge to accommodate people with different value system.                      | 3.18                               | 2.85                            | 3.38                                   | * Accepted<br>** Accepted<br>*** Accepted   |
| 11  | Adult literacy education programme provides participants with knowledge to resolve problems over differences in value system.                 | 2.99                               | 2.33                            | 2.86                                   | * Accepted,<br>** Rejected,<br>*** Accepted |
| 12  | Adult literacy education programme gives insight to participants on how to resolve disagreement in the community over value system.           | 3.39                               | 3.15                            | 3.07                                   | * Accepted<br>** Accepted<br>*** Accepted   |
| 13  | Adult literacy education programme enhances the                                                                                               | 1.88                               | 2.20                            | 2.63                                   | * Rejected,<br>** Rejected,                 |

|                   |                                                                                                                                              |             |      |      |                 |                                           |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------|------|------|-----------------|-------------------------------------------|
|                   | resolution of crises over value system in the family.                                                                                        |             |      |      |                 | *** Accepted                              |
| 14                | Adult literacy education programme provides participants the necessary skills needed to resolve issues relating to individuals' achievement. | 3.22        | 3.10 | 3.13 |                 | * Accepted<br>** Accepted<br>*** Accepted |
| 15                | Adult literacy education programme affords participants the skills of resolving disagreement arising over family-community value system.     | 2.28        | 1.80 | 1.86 |                 | * Rejected<br>** Rejected<br>*** Rejected |
| <b>Grand Mean</b> |                                                                                                                                              | <b>2.82</b> |      |      | <b>Accepted</b> |                                           |

\* Represent Opobo/Nkoro, \*\* Represent Etche, \*\*\* Represent Ahoada West LGA

Data in table 3 show that items 8 and 11 have the mean score for Etche as rejected, while those of Opobo/Nkoro and Ahoada West were accepted. Items 9, 10, 12 and 14 with varying mean score above 2.50 for the various local government areas are accepted and rejected for item 15, while item 13 has the mean score of both Opobo/Nkoro and Etche as rejected. The grand mean of 2.82 is an indication of positive perception of adults regarding the contributions of adult literacy education in the resolution of conflicts relating to value system in Rivers State.

**Hypothesis 1:** There is no significant difference in the frequency of adult respondents from Opobo/Nkoro, Etche and Ahoada West Local Government Areas with regards to the contributions of adult literacy education programme in the resolution of land dispute in Rivers State.

**Table 4:**  $X^2$  Analysis of Significant Difference in the Frequency of Adult Respondents from the Various Local Government Areas Regarding the Contributions of Adult Literacy Adult Programme in the Resolution of Land Dispute

|              | O         | E    | O          | E    | O          | E    | O         | E    |            |
|--------------|-----------|------|------------|------|------------|------|-----------|------|------------|
| Opobo/Nkoro  | 7         | 11.7 | 30         | 31.6 | 37         | 32.0 | 11        | 9.7  | 85         |
| Etche        | 8         | 17.0 | 34         | 45.7 | 56         | 46.3 | 25        | 14.0 | 123        |
| Ahoada West  | 34        | 21.0 | 69         | 56.5 | 43         | 57.2 | 6         | 17.3 | 152        |
| <b>Total</b> | <b>49</b> |      | <b>133</b> |      | <b>136</b> |      | <b>42</b> |      | <b>360</b> |

\* O represents observed frequency, E represents expected frequency

$$X^2 = 85.79$$

Data in table 4 shows the  $X^2_{cal}$  (85.79) is greater than the  $X^2_{crit}$  (12.592) at 0.05 level of significance and df(6) have the rejection of the null hypothesis. This means that the null hypothesis which states that there is no significant difference in the frequency of adult respondents from Opobo/Nkoro, Etche and Ahoada West Local Government Areas regarding the contributions of adult literacy education programme in the resolution of land dispute is hereby not upheld.

**Hypothesis 2:** There is no significant difference in the frequency of adult respondents from the various Local Government Areas regarding the contributions of adult literacy education programme in the resolution of conflicts relating to value system in Rivers State.

**Table 5:**  $X^2$  Analysis of Significant Difference in the Frequency of Adult Respondents from the Various Local Government Areas Regarding the Contributions of Adult Literacy Educate Programme in the Resolution of Computer Relating to Value System

|              | O         | E    | O          | E    | O          | E    | O         | E    |            |
|--------------|-----------|------|------------|------|------------|------|-----------|------|------------|
| Opobo/Nkoro  | 19        | 19.1 | 42         | 40.2 | 21         | 20.0 | 3         | 5.7  | 85         |
| Etche        | 19        | 26.1 | 52         | 56.8 | 41         | 31.9 | 11        | 8.3  | 123        |
| Ahoada West  | 38        | 32.2 | 73         | 70.1 | 32         | 39.4 | 9         | 10.2 | 152        |
| <b>Total</b> | <b>49</b> |      | <b>133</b> |      | <b>136</b> |      | <b>42</b> |      | <b>360</b> |

\*O represents observed frequency, E represent expected frequency

$$X^2 = 41.88$$

Table 5 shows that the calculated  $X^2$  (41.88) is greater than the critical  $X^2$  (12.592) at df (6) and .05 level of significance, hence the rejection of the null hypothesis. This implies that significant difference was found in the frequency of adult respondents from the various local government areas regarding the contributions of adult literacy education programme in the resolution of conflicts relating to value system in Rivers State.

### Discussion of Findings

Result of findings in research question one showed that adult literacy education programme has not made significant impact in the resolution of conflicts relating to land dispute in Rivers State. This finding may not be surprising in that techniques relating to the resolution of land dispute are not contained in the curriculum, this thereby denied the learners the requisite knowledge of strategies in the resolution of land dispute. However, in terms of providing knowledge on the management of boundary adjustment, the study admitted that the programme has contributed in the resolution of such crises. This may have prompted the United Nations Literacy Decade (2003 – 2012) to declared that literacy is an essential foundation for the rest of the development agenda that include eradication of poverty, reducing child mortality, curbing population growth, achieving gender quality and sustainable development, peace and democracy.

In research question two, analysis of data revealed a positive perception of respondents in the contributions of adult literacy education programme in the resolution of conflicts relating to value system in Rivers State. The presence of positive perception by respondents was an indication of enormous contribution of the programme especially in the area of enhancing the cognitive aspect of the learners. This is not surprising as Obi (1989) rightly pointed out that adult education covers a multiplication of functions to different individual and groups who need it. Obi further commented that its central focus was seen in helping individuals to be fully developed and actualized. No wonder, the

study indicated that the knowledge of literacy education programme has provided recipients with the techniques of dealing with diverse conflicts such as individual achievement, disagreement in community and record keeping of value system in Rivers State. Prompted by this, Wiesinger (1977) posited that adult and non-formal education is a process of drawing out and developing the physical and mental capabilities in every individual, in order to enhance his/her life in relation to himself/herself and his/her society. Despite the numerous contributions of adult literacy, the study revealed that significant differences were found in all the null hypotheses. This obviously was an indication that the frequencies of responses of respondents on the contributions of the programme in the resolution of various conflicts varied from one local government to the other.

### **Conclusion**

In view of the findings of the study, adult literacy education programme has contributed in the resolution of various conflicts in Rivers State. This was made possible through its multiplicity of functions in addressing different needs. Consequently, recipients have positive perception of the contributions of the programme especially in the area of resolution of conflict relating to value system. However, in terms of resolution of land dispute, the programme was found to have not done creditable. This low impact on land dispute was associated with the non-inclusion of strategies for resolving land dispute in the curriculum. The lacuna created in this non-inclusion provides learners with no adequate knowledge and skills capable of resolving crises emanating from land.

The existence of significant differences in all the null hypotheses is an indication that every locality is unique in its nature. Crises in a given society tend to differ from another, as such programmes of adult and non-formal education programmes are therefore designed to solving these problems in order to achieve stability in the society. These programmes are at variant with another society with different forms of conflicts.

### **Recommendations**

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

- 1) Strategies for curbing land dispute should be integrated into the adult literacy curriculum.
- 2) The integration of environmental waste management in adult literacy curriculum will help in the management of environmental crises.
- 3) Strategies for the promotion of inter-personal relationship should be taught by facilitating to reduce inter-communal conflicts.
- 4) Policies relating to community relation should be exposed to adult learners in order to reduce crises.
- 5) The teaching of moral value should be introduced in adult literacy and life long education programme as a way of enhancing the belief and value systems of learners.

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