ASSESSMENT OF FUNCTIONAL LITERACY NEEDS AND ENRICHMENT INTERESTS OF COMMERCIAL DRIVERS IN NORTH-CENTRAL NIGERIA

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ENGLISH LANGUAGE EDUCATION

A Ph.D. RESEARCH PROTOCOL PRESENTED TO THE DEPARTMENT OF ARTS EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF ILORIN, ILORIN, NIGERIA

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CERTIFICATION

This is to certify that this thesis carried out by YUSUF Muraina has been read and certified as meeting the requirements of Department of Arts Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria, for the award of Doctor of Philosophy (Ph.D.) degree in English Language Education.

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DEDICATION

This research work is dedicated to Prophet Muhammed (PBUH), the saviour of the universe; to my father, Sheikh Sharaf-deen Sa'adudeen Ajara; and to all the commercial drivers in Nigeria**.**

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ABSTRACT

The general aim of literacy is to equip individuals with knowledge, attitudes, skills and values for personal, interpersonal and community development. Individuals are expected to use these attributes to acquire information, values and other skills that can enable them function more effectively and efficiently. Based on this key role of literacy, this study assessed functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria. The objectives were to investigate: (i) their functional literacy needs; (ii) their enrichment literacy interests; and (iii) the influence of social demographic characteristics of ethnic background, age, religion, formal education and driving experience on their functional literacy needs and enrichment interests.

A descriptive research survey of the cross-sectional type was employed in this study. The population for this study was all the literate commercial drivers in Kogi, Kwara and Niger states. The target population was all inter-state literate commercial drivers in Kogi, Kwara and Niger states. Six hundred and sixty respondents were selected using incidental sampling technique. A researcher-designed questionnaire was used to collect data from the respondents. The test-retest method of three-week interval was employed to determine its reliability and a value of 0.67 was obtained. Thirteen research questions were answered using mean and standard deviation while ten hypotheses were tested with One-Way Analysis of Variance.

The findings of the study were that:

1. the commercial drivers in the North-central Nigeria needed functional literacy much for cultural ($\bar{x}$=3.30), civic ($\bar{x}$=3.25), economic ($\bar{x}$=3.38) and social ($\bar{x}$=3.31) development in all settings, with economic development ($\bar{x}$=3.38) more needed than the others;
2. the commercial drivers had moderate interest in enriching their prose ($\bar{x}$ =3.12), document($\bar{x}$=3.18) and quantitative ($\bar{x}$=3.28) literacy domains, with more interest in enriching their quantitative ($\bar{x}$=3.28) than document ($\bar{x}$=3.18) and prose ($\bar{x}$=3.12) literacy skills; and
3. ethnicity and driving experience did not influence their functional literacy needs, but age ($F=4.68$, $p<0.05$), religion ($F=13.27$, $p<0.05$) and formal education ($F=5.03$, $p<0.05$) significantly influenced their functional literacy needs, while ethnicity ($F=8.05$, $p<0.05$), age ($F=8.46$, $p<0.05$), religion ($F=14.01$, $p<0.05$), formal education ($F=7.63$, $p<0.05$) and driving experience ($F=5.76$, $p<0.05$)significantly influenced their enrichment literacy interests.

The study concluded that commercial drivers needed functional literacy more for their economic development than social, cultural and civic development; they also had moderate interest in enriching their quantitative literacy domain more than document and prose. The implication of these findings was that there was need to plan and organise functional literacy programmes for the drivers, especially for economic development and with regard to quantitative domain. The study recommended that a functional literacy programme be organised by adult literacy professionals for the commercial drivers, taking cognisance of their economic development and quantitative literacy domain. Also, other stakeholders such as the Federal Road Safety Commission should endeavour to discharge voluntary community service by organising a functional literacy programme for commercial drivers, taking into consideration their demographic characteristics of ethnic background, age, religion, formal education and driving experience.

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CHAPTER ONE

INTRODUCTION

Background to the Study

The general aim of literacy is to equip individuals with knowledge, attitudes, skills and values for personal, interpersonal and community development. Thus, the basic skills of reading, writing and numeracy are rudiments of literacy and they are fundamental towards preparing individuals for cultural, social, civic and economic roles and development in the modern age. One comes to understand that literacy has become inevitable in the digital age because it is an invaluable tool necessary for all forms of development. The status of literacy has attracted growing interests in various studies, especially when UNESCO's findings revealed a high correlation between illiteracy, and poverty and infant mortality. While literacy is found to be a key to an all-round development, illiteracy is a factor that leads to underdevelopment because it is a main hindrance to an effective change (Ayodele & Adedokun, 2013).

Furthermore, literacy is multi-dimensional in nature; different scholars approach and explore it in various ways. It is a complex concept that can be explored through individual and interpersonal, social and cultural, political and economic, affective and expressive, linguistic and metalinguistic, cognitive and metacognitive, perceptional and mechanical dimensions (Wrigley & Guth, 1992). Literacy is a skill relative to a particular context; the contexts can be primary/immediate or extended in nature. The primary/immediate and extended cultural contexts present literacy as text- and task-oriented respectively. Fagan (1996) submitted that these contexts should be integrated in order to make literacy relevant to the individual and societal needs so as to serve as a lifelong instrument for solving problems in all settings.

Literacy is further explained based on cognitive, linguistic, educational, socio-cultural, developmental dimensions (Kucer, 2004). Conversely, Herrera, Perez and Escamilla (2014) explored literacy through interactively biographical, fundamental and research-based dimensions, while Lawal (2014) used five major taxonomic parameters (namely, Medium, Personal/Individual, Context, Attitude and Continuum) to explain literacy. Moreover, as a trans-disciplinary concept, literacy is multi-functionally approached in diverse forms which include financial literacy, community literacy, health literacy, map literacy, computer literacy or digital literacy, functional literacy, and so on. It can be inferred

that the complex nature of literacy as a skill, concept and tool brings about the concept of "literacies", as suggested and used by scholars including Wagner (2004) Jake (2006), Lawal (2014) and so on.

Literacy goes beyond the skills of reading, writing and numeracy. This is because it serves as a mediator of all aspects of daily life. Such a mediating role is meant for promoting social, civic, cultural and economic participation and development, thus bringing about literacy evolution and development from 'a unidisciplinary language-based field to an increasingly expanding trans-discipline' (Lawal, 2014:5). According to Lawal (2014), literacy is a unidisciplinary concept within natural language studies and it becomes mulitidisciplinary because it attracts many other related disciplines and professions. He further defined literacy as an interdisciplinary concept that connects 'overlapping disciplines working together to promote a complex human phenomenon'(p. 5). 'Literacy is a trans-discipline approached comprehensively and holistically as a critical catalyst for social, economic, ecological and cultural development' (Lawal, 2014:5).

Furthermore, literacy is classified into three main domains. These are prose, document and quantitative literacy (Bravo, Contreras & Osvaldo, 2002; Otagburuagu et al., 2006; Baer, Kutner & Sabatini, 2009). Prose literacy refers to texts in continuous forms; document literacy covers information in different formats or discourse in discontinuous forms, while quantitative literacy refers to arithmetic or numeral operations in printed materials. The domains can serve as the bases for assessing functional literacy needs, participation and enrichment interests of individuals, societies and nations.

As a social practice, literacy equips an individual with the ability to protect one's rights and those of others, carry out one's responsibility efficiently, support good governance, initiate and enhance the development of one's environment (Lawal, 2014). In a nutshell, he stressed that literacy is meant to produce "an emancipated citizenry who can efficiently discharge their cultural, social, economic and civic responsibilities in the service of balanced and positive social transformation" (p.11). It is found that literacy functions effectively in the lives of humans and community like the blood in the human veins. The study by Lawal (2014) showed that literacy has invaluable functions that can transform a society in terms of cultural, civic, economic, political, technological, agricultural, educational, informational, health development, among others.

Thus, it can be inferred that literacy transverses the basic skills of reading, writing and numeracy and cuts across all other disciplines and professions; it is meant for total human and material development. It is also inferred that literacy is only meaningful if it is tailored towards developing human cognitive, affective and psychomotor domains; such literacy is in turn used as a tool for participating in and enhancing national development. Thus, it implies that literacy, as only basic skills of reading, writing and numeracy, is a must to acquire in this modern age but it is not sufficient for any meaningful development if it is not used or made to function in one's daily activities. Hence, the functioning of literacy makes it inevitably relevant to both human and national development. This is therefore known as functional literacy.

Coming to functional literacy, Lawal (2000) said it is a term coined by Gray (1956) and it is assigned to adult literacy by UNESCO (Bhola, 1995). Functional literacy is a concept initiated and formulated by UNESCO's Literacy Initiative for Empowerment. It is used to refer to the process and content of learning to read and write in order to prepare people for work and vocational training, thereby serving as a means of increasing the productivity of the individual (UNESCO, 1960). Ozenc and Dogan (2014) stated that functional literacy is a second level of literacy after basic literacy in which reading, writing and arithmetic information, and skills are used by an individual in personal, social, economic and cultural endeavours. They stressed that the most significant point in functional literacy is to acquire basic literacy skills, and then use them (the skills) in one's daily life.

The inference is that functional literacy is a concept which refers to a recurrent and lifelong application of basic literacy skills (of reading, writing and arithmetic) in daily activities for personal, interpersonal and societal development. Individuals are expected to use these skills to acquire information, value and other skills that can enable them function more effectively and efficiently in the economic, social, cultural, political and civic activities of their community. The dichotomy between literacy and functional literacy is hinged on the acquisition of basic skills and the application of the skills to function and learn more. For instance, UNESCO (1978) distinguished between a literate person and a functionally literate one. A literate person can read and write a short simple statement on his everyday life, but a functionally literate person can engage in all activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue

using the skills of reading, writing and arithmetic for his personal and community development.

As a bipedal concept preoccupied with literacy and its use for effective functioning for high productivity in a community, functional literacy is the skill required for an empowerment scheme (Obanya, 2004), and it is a means through which empowerment processes can be attained (Olaleye & Adeyemo, 2012). Based on the literature on this concept, functional literacy is considered as an inevitable need that is required for any meaningful and effective productivity, and development of people, especially all workers in general and commercial drivers in particular. This is because it (functional literacy) has to do with the acquisition and use of the skills necessary for persons and groups in order to fulfill their own objectives as family and community members, citizens, consumers, job-hunters, and members of social, religious and other associations (Shipra, 2012). Hence, it is important to approach functional literacy within the purview of cultural, social, economic and civic needs classified as generic literacy functions by Lawal (2014).

According to Lawal (2014), any meaningful discussion of the functions of literacy must be for producing citizenry that can discharge their cultural, social, economic and civic responsibilities for positive social change and renewal. Thus, it is because of this recommendation that the present researcher considers it necessary to assess the functional literacy needs of commercial drivers in Nigeria within the purview of cultural, social, economic and civic roles. Despite the importance and inevitable needs of functional literacy, it is only effective when it is based on the interest of individuals; this is because, as cited by Lawal (2000:9), “interest is the key that unlocks effort”.

According to Getzels (1982) cited in Lawal (2000), interests are divided into five types and they are learned from the people that an individual associates with. The five types are instrumental, status, transcendent, aesthetic and recreational interests. The literacy interests, though can be high, moderate or low, describe different dispositions to attaining particular activities or skills. For instance, some people develop an interest in literacy skills for survival; such an interest is an instrumental type. This implies that literacy is considered as a tool which can be used to attain certain cultural, social, political or economic goals. Some other people's interest in literacy is to attain admiration or prestige. This is referred to as status interest; people enrich their literacy interests because of their disposition to secure some prestige or admiration and to be members of socio-political or -economic groups.

According to Lawal (2000), literacy interests can also be developed and enriched in order to attain some spiritual experience and development. Such a type is referred to as transcendent interest.

Some people have an aesthetic interest in literacy because they seek particular kinds of activities, events and objects considered as beautiful and harmonious (Lawal, 2000:9). People also develop a recreational interest in literacy in order to attain diversion and relief from tension through certain kinds of activities, using literacy. More importantly, literacy interests can also be explored through the prose, document, and quantitative domains. It is inferred that the five types of interests can be assessed using each of the three domains of literacy. For instance, Lawal's (2000) study explored the reading interests of adults, using the five types of interests. Thus, the five interests can be subsumed and assessed under the three domains of literacy in order to determine people's interest as well as enrichment interests in literacy skills.

It is considered necessary to carry out more studies in which some of these interests in and dispositions to literacy can be determined, using commercial drivers as a sample. This is because of the importance of literacy, and the roles that the commercial drivers as adult workers perform in the growth and development of the society.

In furtherance, commercial drivers otherwise known as professional drivers are a socio-economic group because of their pivotal roles in the development of the society. They belong to social and economic groups because they perform some roles that facilitate civic, cultural, and especially economic and social development at different settings. As a social group, commercial drivers constitute a number of people that have similar norms, values and expectations, and interact with one another regularly. In Nigeria, they form a large social group that is formally organised and generally overseen by the National Union of Road Transport Workers (NURTW), Road Transport Employer Association of Nigeria (RTEAN), Nigeria Association of Road Transport Owners (NARTO), among others. For instance, NURTW is a formal union and many commercial drivers are members of this union. It has legitimate and organisational features that define its bureaucratic components in terms of division of labour, hierarchy of authority, written rules and regulations, impersonality and technical qualifications as bases of employment.

As a social group by occupation, NURTW, like other road transport associations (for exampe, NARTO, RTEAN) was founded with the aim of promoting the economic welfare of

its members in specific and of Nigerian citizens in general. Beyond that, commercial drivers also serve as an economic group. Commercial drivers pay some dues and fines; so they serve as a source of revenue generation. Similarly, they enhance both inter- and intra-regional trades, thereby making people gain access to and harness extant and new resources that improve labour and capital in the country. Through their roles, transportation becomes a wealth-creating industry and lifeline of an economy (Olamigoke & Emmanuel, 2013).

In this regard, studies such as Lawal (2000), Bravo, Contreras & Osvaldo (2002) Manly, Byrd, Touradji, Sanchez and Stern (2004), Ipingbemi (2008), Onuka and Akinyemi (2012) and Business Innovation and Skills (2013) have shown that certain factors influence levels of functional literacy and enrichment interests of people. These factors include ethnic background, gender, religion, age, level of educational attainment, work experience, among others. Manly et al. (2004), for instance, found that African Americans had lower scores in neuropsychological tests than non-Hispanic white people. They explained that different factors determine the strength of the performance among ethnic or racial groups; such factors include availability of educational opportunity. They added that there are disparities in educational opportunities within the same ethnic group let alone between racial groups.

Similar to Manly et al.'s (2004) outcome, the finding of Business Innovation and Skills (2013) showed that the Black, Asian or Mixed race performed lower in numeracy skills when their scores were compared with those of the White race. Also, the black had lower levels of education in literacy, numeracy and problem-solving skills than the white race. However, the findings of Manly et al. (2004) and Business Innovation and Skills (2013) are in contrast to that of Lawal (2000). This is because Lawal's (2000) finding revealed that there was no significant influence of ethnic background on the respondents' preferences on general (news) materials. Further still, the findings of Business Innovation and Skills (2013) indicated that age had a significant influence on performance, with the higher scores in favour of the youngest over the oldest adults in literacy, numeracy and problem-solving skills in most countries. Bravo, Contreras and Osvaldo (2002) also found that age had an influence on literacy skills and labour market; their study showed that adults within the age range of 25-34 had the highest scores in literacy skills and labour market.

Moreover, Ipingbemi (2008) stated that there is an inverse relationship between drivers' levels of education and cases of road accidents. The result of his study indicated that more than 90 percent of the educated drivers had not more than secondary education out of

which 27.5 percent of them got it through non-formal education. Ipingbemi (2008) pointed out that the large percentage of illiterate drivers has implications for traffic safety. This is because many of them may not be able to read road signs correctly, thereby increasing road accident risk. When Ipingbemi found a negative correlation between driver's level of education and cases of road accidents, he therefore suggested that proactive driver education, training and effective law enforcement would reduce the level of carnage on Nigerian roads if they are implemented and maintained.

According to Onuka and Akinyemi (2012), experience is very important in anything that one does. They found out that commercial drivers with more than twenty years' driving experience behaved better on the road than others with less experience. Their finding also indicated that drivers who have been driving for more than fifteen years were next to those with twenty years' experience in better behaviour on the road. They concluded that there was a significant difference in the road behaviour of commercial drivers on the basis of driving experience.

Also, religion is an institution that is used to classify human beings into various groups. It is another variable of interest in research. Alam and Raju (2007), for instance, conducted a study where they compared the socio-economic status of Muslims and Hindus in Rural Bihar (India). Overall, they found that Muslims fared worse than the Hindus in all aspects of life. Suryadarma's (2009) research indicated that Muslim girls were lagging behind at some levels of education when he compared the educational levels of Muslims and non-Muslims in Indonesia. Moreover, the study of Malik and Qiong (2014) revealed that, at world level, gender disparity rate in adult and youth literacy was really significantly higher in the Islamic than non-Islamic countries. Their finding showed that the disparity was significantly higher in Africa as compared to all other continents/regions. Malik and Qiong (2014) attempted to find out whether the difference in the gender disparity rate in literacy was as a result of religious or regional influence. They concluded that Islam as well as its values has no negative impact on literacy among females. Therefore, gender disparity rate in literacy is more influenced by region or region-related factors than religion.

From all the foregoing, it is evident that functional literacy and enrichment interests are very important because of their invaluable influence on and essential roles in all-round human development. They serve as tools for personal, interpersonal and national development. Commercial drivers contribute immensely to the social, cultural, political and

economic growth and development in the society. Therefore, the functional literacy needs and enrichment interests of commercial drivers, especially in North-central Nigeria, should be of paramount importance on literacy research.

Statement of the Problem

Drivers need functional literacy to keep them abreast of the changing world. This is because of the rapid technological growth and development in the digital age and their contribution to the national development and traffic safety on roads. There is a need to assess the functional literacy needs and enrichment interests of commercial drivers in Nigeria, especially North-central geo-political zone. Different studies have been carried out, most especially on adult education/literacy, functional literacy, driver education, among others. Lawal (2000), for instance, studied literacy needs and enrichment reading interests of neo-literate adult participants in the FGN-EEC Middle-Belt programme in Nigeria. His findings include a dominant preference for enrichment programme in the medium of English; sex-role stereotyped reading interests and a general interest in general (news) materials with regard to the variables of gender and ethnic background. Based on the findings of his study, he therefore recommended that more relevant enrichment/follow-up programmes should be conducted in order to prevent neo-literate adults from relapsing into illiteracy.

Also, Oreh (2006) carried out a study on functional literacy education for personal development and job security for drivers in the University of Nigeria, Nsukka. Using the purposive sampling technique, he was able to sample one hundred and ten among the one hundred and eighty drivers in the University. The researcher found that the official drivers of the University of Nigeria needed and desired training and professional development for their own benefits and for the development of the University, the drivers' union and society at large. He pointed out that the University would benefit more from improving the literacy skills of her drivers because more skilful drivers save employers' time and money, and in turn improve performance and productivity than less skilful ones.

Ipingbemi's (2008) research on the socio-economic characteristics and driving behaviour of commercial drivers in South-western Nigerian cities indicated a negative correlation between drivers' level of education and cases of road accidents. Ipingbemi thus recommended that commercial drivers should undergo driving training in order to improve safety on Nigerian roads. He added that the government should work in conjunction with

NURTW to improve the level of education of the commercial drivers in the country. Also, Akinmusere and Oladumoye (2011) reported the incessant occurrence of road mishaps in Nigeria. They concluded that driver education is the greatest option for preventing the increasing traffic chaos and road mishaps in Nigeria. They therefore recommended that the government, NURTW and FRSC should organise regular training programmes for commercial drivers. They also recommended to the stakeholders that the driver education should be included in the curriculum of secondary education.

Further still, Onuka and Akinyemi (2012) conducted a study on the effectiveness of FRSC public education programme on drivers' road traffic habit in Lagos and Oyo States of Nigeria. Their findings revealed that there were significant differences in the road behaviour of drivers as regards the variables of driving experience and state. The results were in favour of the drivers with more than twenty years' experience and the drivers in Lagos State. In addition, Business Innovation and Skills (2013) conducted a study on International Survey of Adult Skills 2012: Adult Literacy, Numeracy and Problem-solving skills in England. The findings of the study revealed that there was a significant difference in the performance of adults in literacy, numeracy and problem-solving skills in England in specific and the world in general.

From the works cited above, studies had focused on functional literacy as a tool for empowerment (Bhola,1995; Obanya, 2004; Olaleye & Adeyemo, 2012; Shipra, 2012; Ozenc & Dogan, 2014); functional literacy and job opportunity/effectiveness (Bravo, Contreras & Osvaldo, 2002; Oreh, 2006) as well as (adult) literacy needs and enrichment interests (Lawal, 2000; Business Innovation & Skills, 2013; UNESCO, 2013) while some other researches investigated commercial drivers' traffic habits/socio-economic characteristics (Ipingbemi, 2008; Ismail & Akanbi, 2010; Akinmusere & Oladumoye, 2011; Onuka & Akinyemi, 2012). To the researcher's best knowledge, little or no attention had been accorded to the functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria with a view to determining the factors that could influence their functional literacy needs and enrichment interests. Hence, this had created a researchable gap part of which this study deemed necessary to fill up.

Purpose of the Study

The general purpose of this study was to assess functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria. Specifically, the study investigated:

a. functional literacy needs of commercial drivers in North-central Nigeria;
b. enrichment interests of commercial drivers in North-central Nigeria;
c. the influence of ethnic background on the functional literacy needs of commercial drivers in North-central Nigeria;
d. the influence of age on the functional literacy needs of commercial drivers in North-central Nigeria;
e. whether the religion of Nigerian commercial drivers has influence on their functional literacy needs;
f. the influence of formal education on the commercial drivers' functional literacy needs;
g. whether the driving experience of the commercial drivers influences their functional literacy needs;
h. the influence of ethnic background on the enrichment interests of the commercial drivers;
i. the influence of age on the enrichment interests of commercial drivers in Nigeria;
j. whether the religion of the commercial drivers has influence on their enrichment interests;
k. the influence of formal education on the commercial drivers' enrichment interests;
l. whether driving experience influences the enrichment interests of the commercial drivers; and
m. implications of answers to the foregoing for the development of a functional literacy programme for the commercial drivers.

Research Questions

The following research questions were answered in this study.

a. What are the functional literacy needs of commercial drivers in North-central Nigeria?
b. What are the enrichment interests of commercial drivers in North-central Nigeria?

c. Does ethnic background influence the functional literacy needs of commercial drivers in North-central Nigeria?
d. Does age influence the functional literacy needs of the commercial drivers?
e. Is there any influence of religion on the functional literacy needs of the commercial drivers?
f. Does formal education influence the commercial drivers' functional literacy needs?
g. Does driving experience influence the commercial drivers' functional literacy needs?
h. Does ethnic background influence the enrichment interests of the commercial drivers?
i. Does age influence the enrichment interests of the commercial drivers?
j. Does religion influence the enrichment interests of the commercial drivers?
k. Is there any influence of formal education on the enrichment interests of the commercial drivers?
l. Does driving experience influence their enrichment interests?
m. What are the implications of answers to the foregoing questions for the development of a functional literacy programme for the commercial drivers?

Research Hypotheses

The following null hypotheses raised were tested in this study.

HO_1: There is no significant influence of ethnic background on the functional literacy needs of commercial drivers in North-central Nigeria.

HO_2: Age does not have any significant influence on functional literacy needs of the commercial drivers.

HO_3: There is no significant influence of religion on the functional literacy needs of the commercial drivers.

HO_4: Formal education does not significantly influence the commercial drivers' functional literacy needs.

HO_5: Driving experience does not significantly influence the functional literacy needs of the commercial drivers.

HO_6: No significant influence of ethnic background exists in the enrichment interests of the commercial drivers.

HO_7: Age has no significant influence on the enrichment interests of the commercial drivers.

HO_8: Religion does not significantly influence the enrichment interests of the commercial drivers.

HO_9: There is no significant influence of formal education on the enrichment interests of the commercial drivers.

HO_{10}: Driving experience does not have any significant influence on the enrichment interests of the commercial drivers.

Scope of the Study

This study was limited to literate commercial drivers in Kogi, Kwara and Niger states in the North-central geo-political zone in Nigeria; therefore, all the literate commercial drivers in the three states constituted the population for this study. The target population for the study was all inter-state literate commercial drivers in the three states of North-central Nigeria. The sample for the study was six hundred and sixty (660) respondents. The respondents were selected across twelve cities in the three States (Kogi, Kwara and Niger) in the North-central geo-political zone in Nigeria using the incidental sampling technique. Four cities were selected from each of the states using the purposive sampling technique, thereby giving a total number of twelve (12) cities selected for the study.

This study was anchored on two theories, namely sociological theory of functionalism and sociolinguistic theory of literacy. The research work assessed the functional literacy of commercial drivers based on their economic, social, civic and cultural needs for person, interpersonal, community and national development at all settings. Their interests in enriching their literacy practices were assessed across prose, document and quantitative domains of literacy.

A researcher-designed questionnaire and structured interview were used to elicit data from the respondents. The data were analysed using the percentage, mean and standard deviation and One-way Analysis of Variance (ANOVA).

Operational Definition of Terms

The following terms are operationally defined as used in this study.

Functional literacy needs: refer to the basic literacy skills of reading, writing and numeracy required in daily activities for personal, interpersonal and societal development.

Enrichment literacy interest: refers to the involvement and enhancement of commercial drivers' literacy skills in certain endeavours.

Less experienced drivers: are the commercial drivers who have been driving for not more than ten (10) years.

Experienced drivers: are the commercial drivers who have been driving for a period between eleven and twenty (11 to 20) years.

More experienced drivers: are the commercial drivers who have been driving for a period not less than twenty-one (21) years.

Commercial drivers: are the people who take driving as a job and source of earning a living and are registered with the NURTW, RTEAN and NARTO.

Inter-state commercial drivers: are drivers that ply two or more states.

Intra-state commercial drivers: are drivers that ply distances within a state.

Literate drivers: are the commercial drivers who can basically read, write and do some calculations.

Illiterate drivers: are the commercial drivers who cannot basically read, write and do some calculations.

Significance of the Study

The findings of this study would be useful to commercial drivers, government, drivers' associations or unions (e.g. National Union of Road Transport Workers, NURTW; Road Transport Employer Association of Nigeria, RTEAN), adult literacy or functional literacy experts, and future researchers.

The results from this study would be beneficial to commercial drivers because it would sensitise them about the relevance and needs to use their literacy skills in daily activities. The study would inform them about the tendency to relapse into illiteracy if they do not apply the learned skills to function in their personal, interpersonal and societal responsibilities. Thus, it could serve as a means of encouraging them to enrich their literacy interests and in turn lead them towards discharging their responsibilities effectively.

The findings of this study would also reveal the functional literacy needs of commercial drivers to the government, and thereby serving as a basis for enhancing the literacy as well as functional literacy needs of her drivers in different parastatals. Drivers' associations or unions such as NURTW, RTEAN and NARTO would also benefit from the findings of the study because they would more understand the importance of using literacy skills in enhancing their job productivity in this digital age. This study would be useful to FRSC because it would serve as a source to inform them (FRSC members) about the functional literacy needs of commercial drivers, thereby encouraging them to organise

enlightenment programmes for drivers and would-be drivers on the importance and use of functional literacy skills on road safety.

This study, through its outcomes, would inform experts in adult literacy and functional literacy about the level of commercial drivers' functional literacy needs and their 'needs' differences and preference. Thus, the results could make the experts design and develop appropriate programmes to address such needs.

The outcomes of this study would be beneficial to future researchers who could refer to this work in their studies or carry out follow-up studies through the researchable gap created by the scope of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Literature related to this study is reviewed in this chapter. The review has been carried out under the following sub-headings:

a. Theoretical Framework
b. Concept and Dimensions of Literacy
c. Functional Literacy and Job Performance
d. Functional Literacy Needs and Enrichment Interests of Adults
e. Factors Influencing Functional Literacy Needs of Adults
f. Commercial Drivers as an Important Socio-economic Group
g. Appraisal of the Literature Reviewed
h. Conceptual Framework

Theoretical Framework

This work is anchored on the sociological theory of functionalism and the sociolinguistic theory of literacy as reviewed below.

Sociological Theory of Functionalism

Functionalism is a key theory in sociology that addresses a large or macro social unit, analyses and tries to understand the relationship among the various micro units (Schaefer, 2005). The theory considers a society as a whole based on the functions of its various components which include social institutions, custom, norms, among others. Like system theorists, functionalists claim that a society is a body with different organs and the effective functioning of the body (society) depends on the proper conditions and functioning of its organs. Also, the functionalists see society as social system or organised framework or structure that comprises inter-related and inter-dependent parts; so social institutions are among the organised structure. The social institutions include family, work, education, religion, and so on (Sociology Central, 2017). Functionalist theorists study society based on the arrangement and relationship within and among these social institutions. They identify the various functions of each organ or part to the overall well-being of the society.

The theory recognises both the whole (macro) and its parts (micro) with the former being greater than the latter. According to the theory, the whole exists as a result of the sum of its various parts functioning together to produce an interconnected, recursive and

undivided structure. Alhassan (2012) posited that the change of one part reacts or results to the change of the others. The commercial drivers form a part of the society which is a whole and they are adults with unique interactions with their family, with their passengers, and co-workers, within their union, as well as such agencies as VIO, FRSC, and so on. They also interact with their neighbours, community members, among others for personal, interpersonal, community and national development. So, if they get affected at any social setting including family, workplace, community among others, the effect will influence the society as well. For instance, when commercial drivers go on strike, the strike always has a negative effect on all sectors of the society, especially the economic sector.

Generally, with respect to the sociological theory of functionalism, commercial drivers are a large social unit (group). In addition, they are also members of each of these social institutions such as religious and economic groups. As a social organ, their roles are indispensable in the functioning and the development of the society as a larger unit. For the proper performance of commercial drivers in discharging their roles not only at the workplace but also at home, and in the community for all-round development (personal, interpersonal, national, economic, social, civic and cultural), the study aimed at identifying their functional literacy needs and enrichment interests, which could lead to the design of a functional literacy programme for this vital social group.

Specifically, the functionalist theory is relevant to this study because commercial drivers are considered to be a socio-economic group with various organs working for the proper functioning of the group. Such organs include various organisations or unions (for example, NURTW, RTEAN, NATO and so on), inter-state drivers, intra-state drivers, town service drivers and chauffeurs or personal drivers. Therefore, the society of commercial drivers can be more effective and efficient if these various organs individually as well as collectively work together. One of the major ways to achieve the proper functioning of their society is through the functional literacy practices and enrichment interests.

However, the sociological theory of functionalism is not sufficient for this study because it does not incorporate the sociolinguistic strands of literacy skills such as reading, writing and numeracy. The limitation of this theory has led to the incorporation of the sociolinguistic theory of literacy.

Sociolinguistic Theory of Literacy

Sociolinguistics deals with finding out the relationship between language and society. Sociolinguists investigate the language structure, the language functions (roles) in communication, and the understanding of the social structure through the language of study. According to Hudson (1996), cited in Abdullah-Idiagbon (2007) and Wardhaugh (2006), sociolinguistics is the study of language in relation to society; it is different from sociology of language which is the study of society in relation to language.

Wardhuagh (2007) stated that sociolinguistics is also known as micro-sociolinguistics, both language and society are systematically studied to determine what language really is in the society. The researcher found out that in sociolinguistics, language is studied in the social contexts in order to find out its relationship and interaction or effect on social variables such as gender, ethnicity, religion, occupation, class, age, setting, social status or class, social network or organisation and so on.

It is also inferred from the earlier studies that sociolinguistics is a branch of linguistics that is concerned with how language and society impinge on each other in terms of social variables and linguistic variables. Such linguistic structures or concepts of language are phonology, morphology, lexis and syntax and they are essential in studying language variations and language changes. The scholar, for instance, noted that a particular way of speaking or writing involves particular word choices and syntactic structures with regard to the social context (Wardhuagh, 2007).

Sociolinguistics encompasses both social variables and linguistic variables as factors that influence the interplay of the society and language. According to Holmes (2008), sociolinguists are interested in finding out:

i. the connection between language and society;
ii. reasons why individuals use language in various ways in distinct social contexts;
iii. the social roles of language as it is used to encode social meaning; and
iv. the way language is used by individuals to depict their social identity.

Based on the studies reviewed, the scope of sociolinguistics as a discipline includes language devices in multilingual communities, language variation and changes, national language and

language planning; linguistic varieties; attitudes to language; language cognition and culture; language acquisition and learning, speech community; speech functions, politeness, solidarity and cross-cultural community, and so on; all is studied with regard to social and linguistic variables.

Sociolinguistics is about language and man. Since sociolinguistics explains the interplay between language and society, it can serve as a fundamental principle in exploring literacy. This is because a society is a group of people that have a common goals, interest, value, custom and so on, while language, part of which is literacy, is what members of a particular society use (Wardhaugh, 2008) for transaction and interaction (Brown and Yule 1983 cited in Abdullahi-Idiagbon, 2007). Thus, the sociolinguistic theory can be employed in investigating literacy practices, needs and interest of a group of people.

The sociolinguistic theory of literacy explains the skills of reading, writing and numeracy in relation to their uses in society. Since a society is a set of individuals coming together for certain goals and members of the society employ listening, speaking, reading and writing in communication, the sociolinguistic theory thus explores the social uses of languages (Chambers, 2002), correlations between social structure and linguistic structure (Gumpers, 1971), and relationship between social behaviour and speech behaviour. The social structure is perceived as patterned relationships among the elements of a society and linguistic structure in this study is based on the literacy skills of reading and writing which, according to Stubbs (1980), have some relationships with oracy skills of listening and speaking.

According to Morris (1968), there are four language skills and they are: listening, speaking, reading and writing skills. Lawal (2012) stated that the acquisition order of language skills is listening, speaking, reading and writing. Olajide (2010) explained this order that a child learns his/her mother tongue by learning to listen before he/she speaks, and then he/she learns to read and write.

Listening skill is an oracy and receptive skill because it involves verbal perception of piece of information or a set of sounds produced and heard by people. Listening involves the use of hearing organ and brain in order to perceive and comprehend verbal information (Olaoye, 2009). Listening is the most primary skill of language and it is an “active auricular process that involves the recognition, selection and comprehension of the significant items in

a spoken discourse" (Oloruntoba-oju & Alebiosu, 1998:55). It is a purposeful activity which involves a conscious effort to infer meaning from what is heard. The skill facilitates aural comprehension without the aid of any visual or print medium; listening involves paying undivided conscious attention to a spoken discourse. A spoken discourse has to do with speaking skill.

Speaking skills is an oracy and productive skills. The skills have to do with verbal productions. According to Oloruntoba-oju and Alebiosu (1998), speaking is a natural language skill and it is a verbal mode of expression which involves the use of speech organs to produce meaningful sounds. Like listening, speaking is also purposeful and it aims at communication. It can be said that there is no listening without speaking and vice-versa. This is because someone listens to what someone else says and someone says what someone else listens to. Hence, this practice is the relationship between the two oral skills.

Reading skill is a literacy and receptive skill because it involves decoding an encoded or written symbol. Reading provides the key that unlocks the gate to literacy and wisdom. It is an indispensable language skill because it is the gateway to understanding all other subjects in the school curriculum (Muslim & Lawal, 1997). It is a tool for learning other subjects and a means of acquiring competence in speaking and writing skills. Reading is essential in all phases of life for its pragmatic purposes. Reading means mental reconstruction, using knowledge of language and the world, which in turn involves thinking, judging, imagining, problem-solving, and even intelligent guessing (Lawal, 1993).

Writing skill is a literacy and productive skill because it has to do with encoding a piece of information in a print form (Lawal, 2012; Yusuf & Lawal, 2017). It is a means of communication in orthographic form subjected to both linguistic and non-linguistic (socio-cultural, contextual, etc.) rules in order to encode information. Writing requires high cognitive skills of thinking and reasoning processes and language proficiencies (Yusuf & Lawal, 2017). Writing is a complex activity (Medubi, 1996; Babatunde, 1998; Hillocks, 2001; Adedimeji, 2009) since it does not rely on pitch, stress, rhythm and body language like speech. Since it is not an ability we acquire naturally, even in our first language, it has to be taught (Sun & Feng, 2009).

Writing requires recursive processes of planning, drafting and post-drafting or editing (Babatunde, 1998; Hillocks, 2001 and Adedimeji, 2009). According to Babatunde

(1998:190), the three processes are recursive because they involve “movements forwards and backwards”, and they must be, according to Adedimeji (2009), interactively related for an effective written product to be achieved. Each stage of writing is so important that Medubi (1996) compared a writer to a builder who begins by obtaining a working plan which he consults as a guide towards achieving a good and strong building.

The four skills are further classed into oracy and literacy skills. Oracy skills comprise listening and speaking while literacy skills consist of reading and writing. On the other hand, the four skills are conversely grouped into productive and receptive skills. The productive skills, also known as encoding skills, comprise speaking and writing skills while the receptive ones otherwise referred to as decoding skills are listening and reading (Babalola, 2012; Lawal, 2012). The productive skills are expressive while the receptive skills are responsive skills; therefore, both writing and speaking are used to encode information or concepts to be reacted to through reading and listening (decoding skills) receptively (Abifarin, 2016).

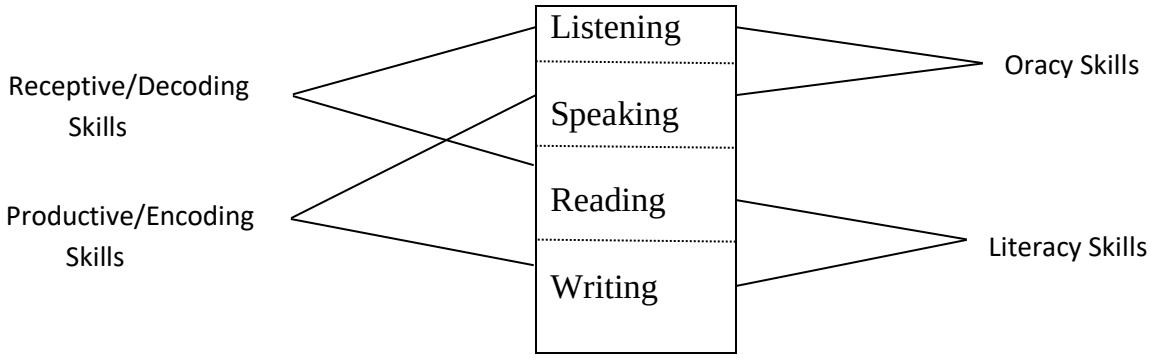
It could be stated that communication through language takes place through the connections among the four language skills. For instance, communication occurs through the speaker-listener and the writer-reader processes. The researcher inferred that communication can be in print or non-print. While print communication takes place between the writer through his text and the reader, non-print communication involves the speaker through a verbal medium and the listener.

Stubbs (1980) proposed that a sociolinguistic theory is a fundamental theory of literacy that is grounded in the connection between spoken language and written language. Stubbs advocated that written language is derived from the spoken or oral language; therefore, oracy skills of listening and speaking serve as the bases of literacy skills of reading and writing. The writer added that the theory considers both the linguistic structure or organisation of written language and writing system, and the social purpose of reading, writing and written language. Thus, he established that the sociolinguistic theory of literacy considers reading, writing and even numeracy as performing social functions. The writer's submission is complemented by Comer (2013) who stated that sociolinguistic theory explores cultural factors that can influence reading and considers literacy as a social activity which can be influenced by culture.

Furthermore, Stubbs (1980) placed reading as a core skill in discussing formal and functional characteristics of language use in social settings. It is inferred that reading in specific and literacy skills in general are linguistic strands which constitute the contents that reflect social contexts; that is, the products of literacy are tapped from the society. In relation to the submission, Freire (1970) cited in Kikuchi (1996) stated that the cultural and social status of learners have a lot of influence on learning and teaching of literacy. The writer argued that literacy is not limited to just reading and writing; it is a means of reading the world. According to the scholar, reading the world implies that people with literacy skills have the tools to liberate themselves.

Blommaert (2012) presented writing as a skill of sociolinguistic inquiry, and its teaching and learning should reflect the society. According to Collins and Blot (2003), cited by Blommaert (2012), reading and writing are sociolinguistic activities because their practices take their sources from the society, and then become resources for the development of the society. Sociolinguistic theory serves as both linguistic and social resources that contextualise literacy practices of reading, writing and numeracy for all-round development in the society. In the submission of Blommaert (2012), writing is a sociolinguistic skill that taps its source from technological, infrastructural, graphic, linguistic, semantic, pragmatic, social and cultural resources.

From the sociolinguistic perspective, language skills are interrelated (Lawal, 2012). The scholar stated that each of the four skills is directly related to two others and indirectly to the fourth. He expatiated that the four skills are not separable as indicated with the broken lines in the model below.



Model 3: Relationship among Language Skills

They are not separable because people use one of them either simultaneously or interchangeably (Lawal, 2012). He then recommended that grammar should be taught across the language skills that is two or more skills are to be taught in one lesson but one should emphasise on a particular one (that is the main topic of lesson) more than the others. The four skills are closely related and regarded as one unified skill, with reading acting as a stimulant for writing and vice-versa. In addition, listening is also acting as a stimulant for speaking and vice-versa. The scholar (Lawal, 2012) also suggested an integrative approach to teaching and learning language. Those skills in addition to numeracy are further subsumed within the prose, document, and quantitative domains. The domains were reviewed in the subsequent subheading in this chapter.

Giving his sociolinguistic view of literacy, Scribner (1988) explored literacy through three metaphors. The writer referred to literacy as adaption, state of grace and power. According to the scholar, literacy is an "adaption" because it constitutes functional skills needed for an effective performance of one's daily life activities; it refers to a "state of grace" because it refers to a liberal form of education; and it is "power" for serving as a resource of social transformation and a tool for emancipation.

Galloway (2011) related Biesta's (2010) domains of educational purposes (which are qualification, socialisation and subjectification) to Scribner's (1988) three metaphors for literacy (as adaption, state of grace and power) and posited that literacy skills of reading and writing are meaningful if they are used for the purpose of subjectification or emancipation and as power for social transformation in a society. It is found out that the sociolinguistic view of literacy also approaches reading and writing as linguistic strands that are meaningful if they are used to effect positive changes in the society. From the viewpoint of sociolinguists, there is a connection between language use and social structure, thereby creating individual and social differences in terms of writer-reader's and speaker-listener's social background, age, experience, gender, level of education, context and manner of communication, among others.

Furthermore, the theory is also pertinent in the present study because it provides a researchable foundation upon which commercial driver's functional literacy needs would be subject to language as a means of making meaning in written or print form, that is how they use literacy skills of reading, writing and numeracy to encode and decode meaning in

relation to social factors. Moreover, the commercial drivers' functional literacy needs would be ascertained and thus lead to the design of a functional literacy programme for them. With functional literacy skills and enrichment interests, commercial drivers would acquire the reading, writing and numeracy skills that they would use to encode their experience of the world and decode other people's experience of the world in all social contexts, especially as they relate to their work performance. Such people may include their family members, co-drivers, passengers, neighbours, members of transport or road safety agencies, or members of the agencies they may have to interact with.

Concept and Dimensions of Literacy

Literacy as a concept is understood to be a discourse representation in the form of a written or printed text on paper. Traditionally, it is a specific concept that denotes an ability to read, write and do some calculations. In the digital age, literacy is a generic concept that is difficult to define because it encompasses more than the skills of reading, writing and numeracy (Lawal, 2014). In this empirical Age, literacy is meant to equip individuals with knowledge, attitude, skills and values for personal, interpersonal and community development. Thus, one tends to refer to literacy as an inevitable tool that can be used towards preparing individuals for cultural, social, civic and economic roles in the modern age.

Barton and Hamilton (2000) defined literacy as a combination of skills which include reading and writing, processes, concepts, attitudes, values, dispositions and social relationships. They explained that such skills should be well-grounded on contemporary and socio-cultural needs of both people and their community. They argued that these needs would enable individuals to develop positive dispositions towards literacy and use it (literacy) for different purposes. It is inferred that literacy is a body of skills, concepts and values that are relevant and useful in daily life; this is because it is situated in modern and socio-cultural systems, and so people need it for their individual and community development.

In a comprehensive definition by UNESCO (2004), literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with different texts. The definition clarifies that literacy is not merely the skills of reading, writing and numeracy but also the ability to comprehend and functionally use the secondary skills (reading, writing and numeracy) for all-round development. UNESCO

(2004) added that literacy involves a continuum of learning that enables individuals to achieve their goals, develop their knowledge and potentials, and participate fully in the development and growth of their community and wider society. It can be deduced that literacy is a lifelong tool for cognitive development and it can be used to contribute effectively to the meaningful and productive growth of the society.

Literacy is a language-based activity which involves the acquisition or learning of a set of life skills and values for personal, interpersonal and community development. Subbarao (2003) elucidated that literacy is a set of essential learning tools that consists of values, skills and knowledge which make learners have better understanding of their environment, and they use it to enhance the quality of life in an individual or collective way. So, literacy is an evolving concept that is too autonomous and traditional to be restricted to the revolving skills of reading, writing, and even numeracy; it also covers an ability to understand and apply such skills in daily activities at home, work and in the community in order to achieve the set goals (Organisation for Economic Cooperation and Development; OECD, 2000).

It is inferred that literacy is not only a linguistic but also a socio-cultural concept that is meant to empower individuals with the skills, values and practices for participating fully and meaningfully in the development of oneself and the society. This could be the reason why Lawal (2000) stated that literacy acquisition is essential because it has to do with the learning of skills in order to survive in an increasingly complex and competitive world. He added that literacy is an educational tool meant for socio-political and economic development. Literacy is a multifaceted concept which transforms or moves from mere skills of reading, writing, speaking, listening and understanding language (Pheasey, 2002) to the tool that allows individuals a degree of freedom to make a conscious, informed, personal decision about themselves (Richard Mitchell quoted in Literacy Needs Assessment for Madison County, 2009).

Based on the inference from earlier studies, one can say that literacy comprises the basic skills that one needs to succeed in this present age; it is also regarded as a tool for achieving the needs of the modern world and it is a concept for a set of knowledge, skills and values easier to acquire than to apply. Moreover, as a concept, literacy means different things to different groups (Harste, 2003). This is because of its multi-divisions and dimensions. Thus, it is an educational concept, a set of linguistic skills, a form of social

practices and a powerful tool that cuts across all other systems for personal, interpersonal and societal development. In the submission of Adeola (1998) cited in Oreh (2006), literacy is an essential tool aimed at making individuals better than what they are so that they can meet up and cope with the increasingly complex changes and needs of the society. Therefore, literacy is a multifarious, multidimensional and dynamic concept that cannot be confined to specific definitions or skills.

Wrigley and Guth (1992) explored literacy through seven dimensions which cover personal, interpersonal, linguistic, economic, political cognitive, metacognitive factors, among others. They further explained the seven dimensions with their various "focuses". As the first focus, literacy is diversely presented as a tool for (self-) expression; it explains literacy through affective and interpersonal dimensions. The second focus is based on survival or life skills, and it presents literacy dimension in a functional context. Such a context is meant for establishing a relationship between the needs of individual learners and the literacy requirements of the society. According to Wrigley and Guth (1992), this focus is also based on the context of the workplace and it explains literacy from the perspective of tasks. The third group presents literacy as a focus on problem-posing; it emphasises political, economic and social dimensions.

Wrigley and Guth (1992) explained that classroom events on reading, talking and writing are on critical issues in the lives of learners; so provocative events, ideas and concerns are discussed. Such classroom activities are then linked to the larger community in order to make literacy reflect political, economic and social issues. These practices are labeled **critical literacy**. The fourth group explains literacy as a focus which presents learning in terms of collaborations among learners. Based on this focus, literacy is to be approached through social and interpersonal dimensions so that it can be real and practical to learners. According to Wrigley and Guth (1992:8), this class of dimensions emphasises the need to work in multilevel groups in order to identify and respond to problems in a community through project works, researches, among others.

The cognitive and metacognitive dimensions of literacy are explored under the fifth focus of learning how to learn. This focuses on different strategies for decoding and encoding information and for understanding the relationship between the oral and written texts. The sixth group presents literacy as a focus on culture; both social and cultural dimensions are explained in this group. Literacy is presented through cross-cultural

companions of attitudes and behaviour along with the ways of living in a multi-ethnic environment. Wrigley and Guth (1992) explained that classroom activities are designed to cover when, where and how people use literacy in the native language or mother tongue and when they use it in English. Thus, the dimension presents literacy as cultural practice.

As the seventh group, literacy is further presented as a focus on language awareness and it is approached through social, linguistic and metalinguistic dimensions. This group explains literacy in the form of classroom interactions based on the functions and uses of language at home, work, and in the community. It also focuses on the understanding of the connection between forms and functions, and the comparison of words or grammatical patterns across different languages.

Wrigley and Guth's (1992) eighth group presents literacy as a set of skills. This classification emphasises the individual dimension of literacy. This is because reading and writing activities are taught in the classroom "without reference to a larger social context"(p.18). As the ninth group, literacy is also approached on skill enhancement. Linguistic, perceptual and mechanical dimensions of literacy constitute this taxonomy (focus). Classroom activities focus on memorising the alphabet, learning sound and symbols and their relationship, and it also emphasises correct grammar, mechanics and so on. These are the main literacy forms of this classification.

They (Wrigley & Guth, 1992) also identified biliteracy as a key concept which also consists of the various dimensions reviewed earlier. They explained that biliteracy has to do with how language and literacy in two languages are used in the home and the community by individuals. They stated that the concept of biliteracy also includes strategies for the development of literacy in the mother tongue or native language along with the English as second language (ESL). According to them, biliteracy therefore enhances the comparison of both linguistic and cultural patterns of two languages.

It is inferred that literacy can be explained through various dimensions within a taxonomy. It means that literacy is a complex concept that is multi-disciplinary and trans-disciplinary in nature as stated by Lawal (2014). Wrigley and Guth's (1992) seven dimensions present literacy as a construct which can be approached through multi-faceted concepts. This is because literacy reflects in all values and serves as a link to all other constructs and disciplines. They tied different aspects of learning to each literacy dimension. Therefore, they advocated for various programmes that support the notion of many literacies

while they decried the school- or skill-based definition of literacy as reading, writing and numeracy. They emphasised multi-functional approaches to literacy, and stressed that the approaches should be based on the needs, goals and interests of the learners. Such approaches would bring literacy to life and lead to innovation with greater effectiveness.

Wrigley and Guth (1992) stated that some of these dimensions are explained and emphasised in literacy classes or programmes while others are not considered at all. According to them, a good innovative programme should select a combination of these dimensions not only to meet the needs of both the learners and the society but also to give learning a wide range of literacy experience. Such a combination considers different styles of learning in the literacy teaching. However, their literacy dimensions are mainly centred on the teaching and learning in innovative programmes, rather than on the application of skills for all forms of development in the society. For instance, they explained that the affective and interpersonal dimensions can be emphasised in a class with events which include talking and writing about experiences, thought, sharing ideas with others, and reading stories generated by learners and presented in pieces of writing.

Also, Fagan (1996) held that literacy cannot be separated from the socio-cultural context and self-conceptualisation of people. This is because of the role that literacy plays in meeting the needs of the people and their environment. In his dimensions, Fagan (1996), also in a later study by Durgunoglu and Oney (2000), proposed that literacy is a set of skills that is relative to a particular context; the context can be primary/immediate or extended in nature.

Fagan (1996) noted that literacy can be more understood with cultural contexts; he further explained that literacy should interrelate with the world and word since the meaning of word cannot be different from the generated meaning from the world of the contexts. Fagan (1996), therefore, submitted that literacy in school and outside the school should be harmoniously based on the cultural context for the development of the citizenry and society. According to him, the primary/immediate cultural context, that can be home, family or immediate environment, is the starting point of literacy which the school literacy and extended cultural contexts depend on. Thus, literacy should be initially studied through the primary cultural context.

Fagan (1996) differentiated that literacy in school is mainly an individual task and it is text-oriented while literacy outside school is community-oriented and it is task-oriented.

He added that both literacies within and outside school should be directed towards certain needs and should be related to each other. In his explanation, it is inferred that school literacy can be meaningful to and well-understood by children if what the children bring from their primary/immediate context (home, family or immediate environment) is considered and built upon. However, when the school literacy is not an integral part of the literacy outside the school, there is no connection and continuum between the two forms of literacy. Thus, this has a negative effect on the learners on one hand, and such a practice does not enhance the generic nature of literacy on the other hand.

The critical effect is that literacy in the two contexts (within and outside school) are compartmentalised, and such a separation does not present literacy in the extended socio-cultural context which locates literacy as 'a cure for all ills'(Fagan, 1996:6). The scholar, Fagan (1996), illustrated the effect of the compartmentalised form of literacy practice with a person who functions well with literacy within his/her immediate cultural context (such as home, a confined subject/ academic discipline) but does not function in an extended context (such as community, a set of subjects/ academic disciplines), using literacy as a tool for development.

It is inferred from Fagan's (1996) study that literacy exists in what Leander and Boldt (2013) tagged "rhizomal relations" and Lawal (2000:8 & 2014:10) referred to as "continuum". This implies that literacy seems to be restricted to formal schooling and formalised adult literacy programmes while "literacies" appears to be centered on social practices (Wagner, 2004:236). However, in Lawal's (2014) study, literacies are used as subordinates to generic literacy which is the super-ordinate concept. Therefore, it is deduced that literacy or "literacies" is a set of skills that are interrelated and meant for the development of individuals and the society.

Moore (2010) pointed out that literacy is a complex issue that is studied and explained through different dimensions. According to her, the dimensions help educators have a better understanding of literacy. Kucer (2005) advocated that literacy has gone beyond a linguistic property, and it should be approached through different dimensions. Kucer (2005) proposed five dimensions of literacy. The dimensions, which were also reviewed in his 2009 and 2014 editions, are cognitive, linguistic, educational, socio-cultural and developmental in forms.

Kucer (2009) explained that the cognitive dimension of literacy focuses mainly on the connection between the mind and the literacy skills of reading and writing. The linguistic dimension locates literacy as language properties of texts; the properties start from phonic or phonemic to discourse levels. The hierarchical relationship of the levels gives textual features to a text, and then such a text becomes a rule-bound discourse. Kucer (2009) also expounded that literacy is a social practice that is based on the socio-cultural system of a community.

According to Kucer (2009), socio-culturalists consider reading and writing as literacy acts which are expressions of both readers' and writers' group identity associated with signal and power relations. He explained that the educational dimension of literacy states the need to be aware of the socio-cultural influence of literacy experience that individual/every child brings to the classroom. Kucer (2009) emphasised that the developmental nature of literacy should be based on linguistic, cognitive, educational and socio-cultural dimensions. He recommended that the five dimensions should be considered and integrated for positive and effective literacy development when planning, developing and implementing curriculum or curricular activities.

Moore (2009) explained why the five dimensions are crucial to the understanding of literacy and stated that they are important for the effective teaching and learning of reading and writing. She pointed out that the linguistic dimension focuses on text and the relationship between letters and sounds, while the cognitive dimension helps in understanding how the mind processes the information read, seen, experienced or heard. Moore (2009) further explained Kucer's developmental dimension of literacy as a spiral of learning which incorporates the linguistic, cognitive and socio-cultural processes and strategies.

In her statement, Moore (2009) stressed that the socio-cultural dimension locates families' norms and values as crucial factors which should be the correlates of school programmes for more meaningful literacy to take place. She explained the educational dimension of literacy as an integration of thinking and communication processes along with a variety of experiences to teach reading and writing using various texts. Kucer (2009:210) emphasised that literacy instruction should be well-planned and properly developed because literacy is a social practice, and it is used by different social groups to produce, consume, maintain and control knowledge.

Also, Herrera, Perez and Escamilla (2014) explored literacy through three dimensions. The three dimensions present literacy beyond just the skills of reading and writing. According to them, literacy is interactively biographical, fundamental and research–based. In their comprehensive explanation, literacy is biographical in nature because a child starts developing it from the family, home and community which serve as the foundation of literacy development in the life of the child.

Therefore, linguistic, socio-cultural, academic and cognitive dimensions are the four biographical features that are critical to how educators as well as learners view and approach literacy (Herrera, Perez & Escamilla, 2014). The researchers had a similar view with Fagan (1996) when they posited that socio-cultural features (such as family, home and so on) define literacy and its development. This is because they are relevant factors in planning, implementing and facilitating literacy.

Herrera, Perez and Escamilla (2014) pointed out that learners' native language also defines and determines literacy acquisition, thereby making literacy biographical in nature. In this regard, the major linguistic features underpinning literacy development are phonology, syntax, morphology and semantics. According to them, these language features are basic to the study of literacy and the development of literacy by learners. Hence, the linguistic biography of learners should be considered when studying or designing a literacy programme.

Herrera, Perez and Escamilla (2014) proposed academics as another biographical dimension of literacy. They defined academic dimension as an instructional literacy that a learner has been exposed to through personal experience with books and other forms of spoken and written language. Moreover, the cognitive dimension explains literacy as biographical in domains because it refers to the nature of knowing or ways of organising and understanding experiences (Herrera, Perez & Escamilla, 2014).

Herrera, Perez and Escamilla (2014) proposed that literacy is fundamental in nature. They listed and explained listening, speaking, reading and writing skills as fundamental domains of literacy. According to them, the four skills can be well-understood when they are studied and taught to learners in connection with the biographical dimensions of literacy. Finally, they proposed that literacy is research-based. This is because literacy is key to five elements which are phonics, phonemic awareness, vocabulary, comprehension and fluency. Herrera, Perez and Escamilla (2014) submitted that the five elements of literacy are crucial

to making the individual literate, and their acquisition provides the framework for the study of texts.

In their pedagogical proposition of literacy dimensions, Herrera, Perez and Escamilla (2014:7) explained that the three biographical, fundamental and research-based domains are interactive in nature; they should not be considered in isolation when working with learners from different cultural and linguistic backgrounds. It implies that the three dimensions are intertwined, and they seem to inform educators about the need to keep learners in mind when designing and implementing literacy programmes or instructions.

In his exploration of literacy dimensions, Lawal (2014) explained literacy using five major taxonomic parameters; they are Medium, Personal/Individual, Context, Attitude and Continuum. The parameters with their distinctive features serve as the coordinates as well as subordinates of the super-ordinate "literacies" (the plural form) which is also a subset of the generic literacy (the singular form). The parameters illustratively present the interrelationship between the generic literacy and specific literacies as "a unified whole" (p. 14). According to him, the parameters, which are capable of producing new and sub-literacies, give rise to different dimensions of literacy. These are:

- literacies by medium;
- literacies by person;
- literacies by context;
- literacies by attitudes; and
- literacies on a continuum.

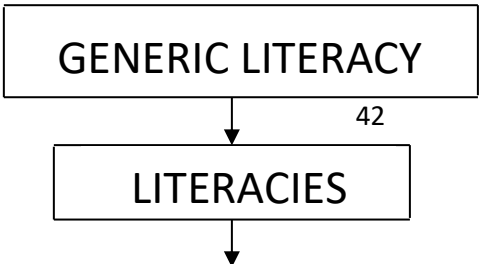


Figure 2: Lawal's (2014) Taxonomy of Literacies

According to Lawal (2014), "literacies by medium" are based on the mode and form of perception in “the decoding process” (p.8). This parameter gives rise to different forms of literacy which are Visional, Multi-sensory and Tactile. Each of them is also divided into sub-literacies. "Literacies by person" place human beings at the nucleus and centre of all other forms of literacies. This is because the skills of encoding, decoding and utilising information are linguistic properties and they differentiate human beings from other species. Thus, literacy is one of the essential features of human beings. Literacies by parametrical

dimension of person or individual include Child Literacy, Adult Literacy, Adolescent Literacy and Gendered Literacy (Lawal, 2014).

Lawal's (2004) third taxonomic parameter is "literacies by context". The parameter places literacy practices within social contexts and extends the tenet of literacy beyond school or workplace affairs. According to him, home (family literacy), peer group (peer literacy), school (school literacy), workplace (occupational literacy), community and rehabilitative/correctional facilities (literacy behind bars) among others characterise literacies by contexts. It is inferred that other subdivisions of literacy such as health, media, digital/computer, environmental, financial, and a host of others can by classified as literacies by contexts.

"Literacies by attitudes" serve as a coordinate of the generic literacy and center on individual habits to literacy. As a coordinate, they present "literacy culture from individual habits to national orientation" (p. 10). This parameter examines individual attitude and the socio-cultural, religious, communal and national orientation and practices towards literacy. The dimension also gives rise to reluctant, struggling, avid and recreational literacies. This classification is based on the habits of individual, community or nation towards literacy (Lawal, 2014).

"Literacies on a continuum" are the last parameter which serves as a developmental stage in the process of moving away from illiteracy towards functional literacy (Lawal, 2014:14). This parameter presents literacy from the starting point (stage) of initial, neo-, emergent, intermediate to advanced literacy. These four stages of literacy start from "learning to read and write" to "reading and writing to learn" and "utilising literacy as an inevitable tool" for personal, socio-cultural, economic, civic and political transformation (Lawal, 2000).

The advanced literacy is the developmental stage at which the skills of reading, writing and numeracy are applied in one's daily activities. Lawal's (2014) advanced literacy on a continuum is a reconceptualised, though wider, term for "higher literacy" in his study in 2000. Lawal (2000:8) referred to higher literacy as a stage which individuals, with the support of communities, use literacy as a tool for attaining social, economical and political enfranchisement. In corroboration with Lawal (2000), Carlson (2013) stated that students have to achieve a high level of mastery so that they will be able to compete for the most desirable jobs and they can function effectively in the country.

Lawal (2000) used the elliptical dots in the model to indicate that literacy is a lifelong process. This is why he, in his study in 2000, stated that literacy is a cot-to-coffin process; but in his subsequent study, he referred to it (literacy) as a womb-to-tomb process. In addition, the elliptical dots also indicate that the higher literacy is still a "micro-continuum within the macrocosm" developmental stage of literacy (Lawal, 2000:8). Thus, his developmental stage continuum of advanced literacy is a new development which is beyond the higher literacy, while the higher literacy is still far below the more proficient stage. Hence, this is why Lawal (2000) and (2014) placed literacy on a continuum of proficiency.

The five parameters suggested by Lawal (2014) can serve as comprehensive dimensions to define, illustrate and explain the concept of literacy in the contemporary world. It is also inferred that literacy is a social practice and it should not be restricted to a linguistic concept which makes it a "unidisciplinary language-based field" (p. 5). It is deduced that Lawal's five parameters present literacy as a generic concept, and that literacy should be approached through the mode or substance (medium) suitable for persons/individuals with different attitudes in a particular environment/situation (context). Therefore, dimensions of literacies by medium, individual, context, attitude, and on continuum serve as specific ways to study and understand the generic and holistic nature of literacy.

The studies reviewed above presented literacy through different dimensions which include the dimension of language skills. However, the exploration of literacy through the dimension of language skills in the studies reviewed does not cover numeracy as an aspect of literacy. Thus, literacy is explained as reading and writing skills in specific and as listening, speaking, reading and writing in general. Literacy therefore is also explored through three domains which capture numeracy skills as one of its fundamental and essential forms. Omojuwa's (1993:210) definitions of literacy below show that literacy denotes a simple language skill (reading) and shifts in meaning and context to a complex concept. According to Omojuwa (1993), literacy is an ability to:

1. read simple texts;
2. read and write with understanding school, simple texts;
3. read, write and numerate; and
4. read, write, numerate and engage in document processing.

The definitions are in ascending order of complexity and mark stages in the development of the modern society (Omojuwa, 1993). A literate person should be able to read, write, numerate and engage in document processing to be able to function effectively in the modern world of print, science and technology. Thus, it implies that numeracy or quantitative skill is a part of literacy. This could a reason why literacy is explored through prose, document and quantitative domains.

Greenberg and Jin (2007) identified prose, document and quantitative literacy as three scales that National assessment of adult literacy used to measure literacy. The authors stated that health literacy was also used as the fourth scale to determine people's need. According to Greenberg and Jin (2007), prose literacy refers to the kinds of knowledge and skills that are required to carry out prose task. Such knowledge and skills would enable people to search, access, understand, and used information obtained from the continuous texts otherwise known as prose. They identified editorials, news stories, expository, procedural, argumentative and narrative writing as examples of prose texts.

Prose literacy skill is the ability to read, understand and react to continuous texts in forms of posters, tracts, news stories and essays. People, especially commercial drivers that possess prose literacy skills, should be able to read religious books/materials (e.g. Bible, Quran, etc.), general news stories, write-ups on transport and transport-related issues, the highway operative matters; read about road safety issues; check their children's daily school works; write official letters about issues or problems facing their community to Government; write short stories for their children to read; take statements in a police station when issues come up and so on.

Greenberg and Jin (2007) referred to document literacy as non-continuous texts. It has to do with knowledge and skills required in order to access, comprehend and use information from document texts such as transportation schedules, job applications, tables, drug and food labels and so on. Document literacy refers to the ability to read, understand and react to information in different formats or documents such as bank slips, income tax, forms, health registration, among others (Cambridge Assessment Research Report, 2013). People, specifically the drivers, who possess document literacy skills, should be able to read instructions on medicines/drugs, car manuals, road maps, warranty/guaranty conditions on spare parts/products that they buy; operate a functional bank account; fill forms to apply for

or to renew driving licence, vehicle documents, number plate, etc.; write text messages via mobile phone; maintain Facebook, email, WhatsApp accounts, among others.

Greenberg and Jin (2007) explained that quantitative literacy covers the required knowledge and skills for carrying out mathematical tasks or performing computations. According to Mogens (2002), quantitative literacy refers to mathematical literacy. This is because it involves numbers and numerical data. Conversely, OECD (2011) referred to it as numeracy skills. Greenberg and Jin (2007) submitted that the quantitative tasks include determining the amount of interest on a loan, balancing a checkbook and completing an order form. Quantitative literacy skill refers to the ability to read, understand and react to texts involving numbers. The skill involves calculating a telephone or electricity bill. It has to do with the skill and ability to apply arithmetic operations to numbers encoded in printed materials (Baer, Kutner & Sabatini, 2009; International Adult Literacy Survey, 2011; Cambridge Assessment Research Report, 2013).

Moreover, the research on literacy by Adult Literacy and Life skill, (ALL, 2017) was carried out to measure the literacy and numeracy skills of adults in participating countries such as the United States, Italy, Norway, Switzerland, and Canada and so on. ALL assessed the adult literacy skills using prose literacy, document literacy, numeracy and problem-solving domains. That is the numeracy domain is used to capture the quantitative literacy content. For instance, one would expect that the commercial drivers who possess qualitative literacy skills should have the ability to determine the driving speed by distance and hour, the length of warranty or guaranty on spare parts or products they buy; determine profit or loss, the expiration dates on my driving licence and vehicle documents; calculate daily income and expenditure; issue receipts to passengers and so on.

However, these (prose, document and quantitative) are other literacy forms not captured in Lawal's (2014) model. Otagbumagu et al. (2006) included visual literacy skills while Satherley and Lawes (2008) added problem-solving skill as part of the aspects or domains of literacy. The domains are required of individuals so that they can function efficiently in a society (Bravo,Contreras & Osvaldo, 2002). The three domains (prose, document and quantitative) in addition to visual and problem-solving skills are fundamental to all other forms and dimensions of literacy. Such literacy forms include computer literacy, information or digital literacy, health literacy, occupational literacy, map literacy, community literacy, functional literacy, among others. Literacy needs of individuals can be

determined using the three domains. Therefore, we can say that people also need to continuously enrich their functional literacy through the domains. This is because the enrichment can enable them to foster their personal, interpersonal and national development at home, school or workplace and in the community.

Individual functional literacy needs and enrichment interests may differ based on the three major literacy domains (prose, document and quantitative). Some people may need more skills on prose literacy than document and quantitative domains of literacy; others may need more knowledge and skills on document or quantitative literacy than they need on the prose literacy. This is why Obanya's (2004) functional literacy dimension explores the needs for the basic skills. He explained that the basic skills comprise reading, writing, numeracy, graphicacy and measuracy and they are fundamental to life skills, socio-economic skills and lifelong learning skills. It is inferred that it is essential to acquire the basic skills, apply them in all contexts, and progressively enrich them; by so doing, the skills are made functional in all situations. Hence, it is hoped that the basic skills need to be progressively enriched for the development of other skills, which shall in turn bring about all-round development of individuals and their society.

Functional Literacy and Job Performance

Literacy is a set of inevitable skills that can be used as a tool to successfully function at certain levels in a society (Edem, Mbaba, Udosen and Isioma, 2011). It is a concept associated with different social functions (Wagner, 2004; Leander & Boldt, 2013); this is because it serves as a means to attain power and resource (Edem et al., 2011:15). Mchombus and Cadbury (2006) also contended that literacy is a set of skills expected of an individual to acquire, and equally use it to achieve the four capabilities for human development outlined by United Development Programme (UNDP) in 2006. The capabilities are to enhance:

i. long and better living,
ii. cognitive development,
iii. process resources for better standard of living, and
iv. their effective roles and participation in community development.

Literacy, if utilised, serves as a means of optimising both human and societal development and it is a pragmatic way of enhancing educational and healthy lives of individuals and the community (Mchombu & Cadbury, 2006). They stated that literacy provides a strong foundation for development because it gives access to information and

knowledge which, in Tony Blair's (2000) opinion, are the most important commodities of a nation. The information and knowledge in turn can be used to reduce or alleviate poverty and deprivation and they can be utilised to fight against illiteracy (Mchombu & Cadbury, 2006).

In this present world of print, literacy is a right and capability, thereby performing the basic function of providing the individual with critical and strategic resources to achieve both monumental and vital goals. However, it implies that non-literate individuals are at a permanent disadvantage. According to Lawal (2000:8), such a group of people is "doomed to a life of perpetual dependence and servitude, reinforcing the Chinese epigram that the world cheats those who cannot read". In the words of Mchombu and Cadbury (2000), illiterates are people who are demoralised and made powerless. This is because they are uncertain about their right and they are not able to live up to and satisfy their potentials; therefore, they are decapacitated for not being able to take effective and efficient roles in their society where literacy skill is required (Mchombu & Cadbury, 2000).

A lot of studies on functions of literacy (Lawal, 2000 & 2014; Ayodele, 2001; Mchombu & Cadbury, 2006; Edem et al., 2011) revealed that literacy functions effectively in the lives of humans and community like the blood in human veins. The studies show the inevitable functions of literacy in cultural, social, civic, economic, political, technological, agricultural, educational and informational systems and health development of the community.

Given that literacy, with its various forms and context, traverses all human experiences, Lawal (2014) identified four main functions of literacy. They are cultural, social, economic and civic functions of literacy. It is these functions that make literacy a tool for liberating body, mind and soul for a total and personal independence (Lawal, 2014). According to him, literacy is meant to perform cultural functions when it is used to support values and lifestyles and when it is employed to promote and sustain peace, security, harmony and progress in a community.

In his explanation of the social functions of literacy, Lawal (2014) posited that literacy is a means that enables people to connect harmoniously with members of family and neighborhood, immediate community and members of larger communities via social policy support. The three hierarchical stages of family, immediate and larger communities make the functions of literacy cut across all parts of the nation. He explained the economic functions

of literacy as a tool that contributes to vocational, occupational, professional or entrepreneurial development with the main purpose of earning a decent living.

Literacy as a social practice equips individuals with the ability to protect one's rights and those of others, carry out one's responsibility efficiently, provide good governance, and to initiate and enhance the development of one's environment (Lawal, 2014). In a nutshell, Lawal stressed that literacy is meant to produce "an emancipated citizenry who can efficiently discharge their cultural, social, economic and civic responsibilities in the service of balanced and positive social transformation" (p.11). The critical inference is that literacy is only meaningful when it is deployed to fulfill the four noble functions shown in Figure 3.

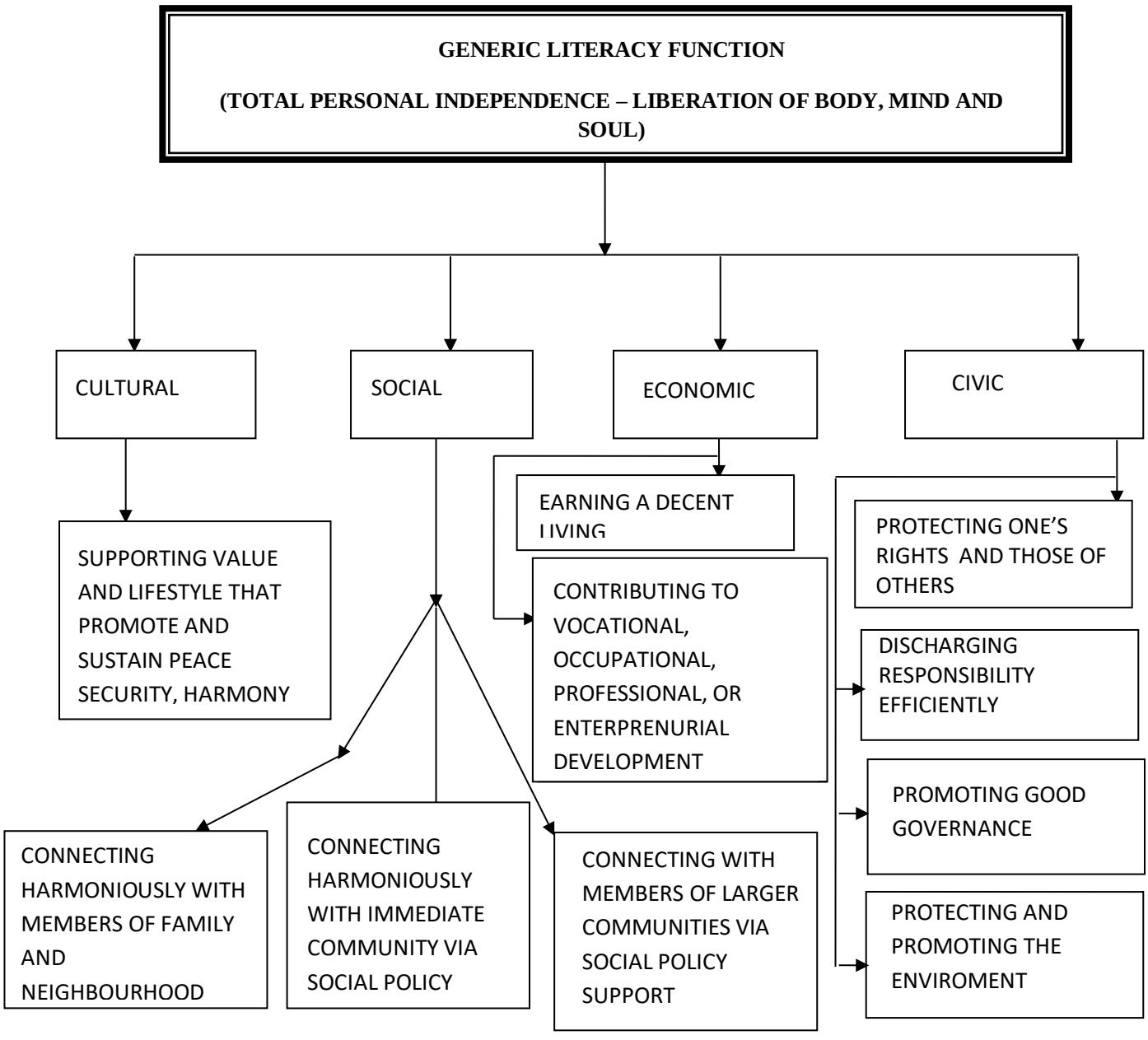


Figure 3: Functions of Literacy (Lawal, 2014)

The effectiveness of the skills of reading, writing and numeracy lies on their application in solving both personal and all-encompassing problems. In addition, knowing how to read, write and calculate in order to be able to function adequately and efficiently in the community and in the larger society is referred to as functional literacy. It is a concept that goes beyond the knowledge of literacy or literacy skills; it has to do with a practical use or application of such inevitable skills on one's daily routine.

Functional literacy is a set of literacy skills and an ability to use such skills to proffer solutions to daily problems. It is one of the dimensions of explaining literacy in its broader sense. According to Lawal (2014), functional literacy is one of the features of literacy on the taxonomic parameter of continuum. His submission is aligned with that of Ayodele and Adedokum (2013) who stated that every individual is on a lifelong process with functional literacy, thereby leading to a series of effects in the development of the community.

Lawal (2000:7) posited that "though there is no unified definition of functional literacy for the whole world, it has to do with the functioning of the literacy in a society". So, literacy practice brings about a literate community, and therefore it provides citizens who are productive and efficient in the development of the community. The critical inference is that literacy in its explicit sense is just a concept that could not be employed as a tool for social, political, civic and economic development. In contrast, in its implicit form characterising its functioning, literacy is an essential instrument for all positive changes in the society, and thus it is termed “functional literacy”.

Akinsoye (2015) defined literacy as a pragmatic knowledge that enables individuals to live a fulfilled life. His definition implicitly points towards functional literacy. Hall and Robinson (2001) stated that literacy is something functional and relevant to daily life but its relevance depends on how individuals make it functional in his or her life. The point of emphasis is that functional literacy is a form of knowledge with functional practice; it is just a means to an end rather than being the end itself (Lawal, 2000; Hall & Robinson, 2001).

Functional Literacy and Numeracy of the United States Government (2010) defined functional literacy as an acquisition of the essential knowledge and skills that enable people to function effectively in their environment, at home and workplace. Organisation for Economic Cooperation and Development (OECD, 2000) redefined literacy to capture the use of literacy to function at proficiency levels along a continuum. This definition covers how well adults use literacy to function in the society and the economy of the state. Thus,

functional literacy refers to the skills and ability to apply written or printed information in daily activities at home, workplace and in the community in order to achieve one's goals and continue developing one's knowledge, strength and potential.

Hatch (2012) in Ozene and Dogan (2014) submitted that functional literacy is one's capability of reading and writing at a level that is proficient enough to conduct one's daily affairs. They further explained that it is the ability to use knowledge and literacy skills of listening, speaking, reading, writing and numeracy necessary for daily life in every aspect of socio-cultural, economic and civic system, thereby effectively contributing to the development of an individual and the society. Ozene and Dogan (2014) pointed out that the most significant feature of functional literacy is to learn basic literacy-related skills and then use them in all contexts.

Based on his inference from the review, the researcher sees functional literacy as a bi-dimensional concept used to refer to literacy skills and the application of such skills to bring about positive changes in one's life, lives of the others, and transformation of society or country to a developed one. It is also evident in the UNESCO'S (2006) definition that functional literacy is a set of skills essential for both official and unofficial participations, and such skills necessary for national change and development can be used to aid an individual in contributing to his or her own development and that of his or her family and society.

Moreover, Bravo, Contreras and Osvaldo (2002) also contended that functional literacy is an ability to read and write in addition to understanding and using the skills in the contexts of home, community and workplace. Functional literacy is a term used to link literacy to purpose (Cambridge Assessment, 2013), and it is meant to employ literacy skills, competence and potential to carry out diverse meaningful personal, social, civic, economic and communicative activities in a variety of cultural contexts (Open Research Online, 2008; Ozene & Dogan, 2014). Therefore, it conceptually implies that functional literacy comprises both pure and applied forms of literacy meant to empower individuals with knowledge, skills and communication tool and their uses for personal and national growth and development.

Functional literacy constitutes the objectives of different bodies and organisations. For instance, National Conversion for Mass Literacy and Non-formal Education (NMEC) aims at providing functional literacy and continuing education for adults and youths that did not complete their primary education. Functional literacy is also one of the seven (7)

components of adult and non-formal education proposed by the National Policy on Education (Federal Republic of Nigeria {FRN}, 2004:32). UNIVA Functional Literacy Programme (UFLP) by University Village Association (UNIVA) also aims at improving the functional literacy of learners based on their livelihood or business activities. The body also tries to enhance the income-generating activities of learners through functional literacy skills. With respect to this, UNIVA has trained over Five Thousand (5,000) learners in functional literacy skills. The reports about the success of the training which was centred on socio-economic development through functional literacy confirm that the skill (functional literacy) is the solution to people's problem. This finding tallies with the submission of Adedokun (2011) and Ayodele and Adedokun (2013) that literacy serves as a tool for solving personal, interpersonal and societal problems.

Moreover, they explained that functional literacy equips people with adequate skills to take active roles in their personal and social development. They added that functional literacy enables people to get involved in acquiring required skills for effective job performance, thereby enhancing good paying jobs. Adedokun (2011) also observed that if people are exposed to functional literacy, they will solve their individual problems with their wisdom, experience and resources, thereby aiming at alleviating poverty, resistance and starvation.

It is discovered that literacy is just an abstract concept and mere knowledge, but it can be a tool if it is applied in solving one's problem at any setting and helping others to develop themselves and their community. Thus, it differentiates literate from functional literate people. The critical inference is that it is not all literate people that are functional literates, many of whom (the literates) are functionally illiterate. This implies that literacy and functional literacy are distinct concepts; it is only the functioning (literacy practice) that differentiates them. Arko and Addison (2009) referred to a functional literate person as one that is able to take part in all social and cultural activities using his literacy skills as a tool.

Ayodele and Adedokun (2013) cited UNESCO (1978) that a literate person can read and write a short simple statement on his daily life experience whereas a functionally literate person can engage in all activities that require literacy skills. Such a person functions effectively in the activities and continues to use reading, writing and numeracy skills for his advancement and the development of his community. Functional literacy is a complete

contrast to functional illiteracy which refers to a level of basic literacy skills that is inadequate to use in carrying out daily tasks.

While an illiterate person cannot read or write at all, a functionally illiterate person knows how to read and write but has some difficulties in interpreting a text or he/she cannot even solve a simple arithmetic problem. Prado (2005) stated that functional illiterates are people, who went to school, know how to read, write and do some calculation but cannot fully understand the written words, meaning of sciences, interpretation of graphics, signs, labels among others.

The effect of functional illiteracy is to relapse into illiteracy; that is it implies returning to illiteracy. According to Lawal (1985) cited in his study in 2000, functional illiteracy is a reversal to illiteracy which, in his other term, is higher illiteracy. Bhola (1995) submitted that illiteracy is one of the problems of developing countries, while functional illiteracy is the problem of the developed countries.

An inability to use literacy skills for both personal and social development is a practical stigma that hinders the socio-economic, civic and modern development of the society. In a practical sense, one's level of literacy is determined through functional literacy. This is because it is used to enhance the opportunity to reflect on one's situation, and then initiate better change in one's life. Therefore, functional literacy skill is a means to get a better opportunity and to unlock lifelong success. Thus, it can be drawn from the foregoing that if literacy were the body, functional literacy would be its heart.

Recognising the inevitable needs of functional literacy, the Federal Government of Nigeria proposed and organised a mass education programme to equip and empower adults with functional literacy skills. The programme is meant to enhance the acquisition of the basic literacy skills which are applicable to the development of individuals and the community. So, functional literacy is considered as a must for any adult that aims at participating in cosmic issues. According to Arko and Addison (2009), Ghana proposed the following objectives of functional literacy in order to achieve both personal and social development. The objectives are to:

a. enhance the abilities of the people so that they can attain their personal and social needs and catch up with daily activities in a literacy community.
b. develop in people knowledge, skills and attitude which can lead them to enhance the quality of living as well as standard of living in their communities.

c. lead people to develop more on the skills of their occupation using functional literacy.
d. enhance the reading interests of people and enable them to develop positive attitude to reading through reading for pleasure when they are provided with literacy materials.

Functional literacy is considered to be a holistic approach to the development of individuals who serve as major "personnel" for socio-economic, civic and cultural development. It is not only the necessary but also an inevitable vehicle for personal and societal renewal.

Therefore, it can be inferred from the previous studies that functional literacy is aimed at improving personal and societal development. Thus, it implies that individuals should learn to read, read to learn, learn to function, and function for personal, interpersonal and national development. Implicitly, literacy is not itself liberating unless it is acquired (learned) and applied in daily tasks. This is the functioning of literacy. For evaluative effect, functional literacy also focuses on preparing individuals for changing roles and requirements at the workplace.

On the other hand, occupational literacy refers to workplace literacy. It is the form of literacy that is located under economic parametric dimension of literacy by context (Lawal, 2014). It presents that literacy is not only a school but also work affair. Occupational literacy is the basic training in reading, writing, computer and mathematical skills offered to employees at workplace. Occupational literacy is pre-occupied with the act of putting literacy into practice in order to increase productivity in the workplace (Bhola, 1995).

Vieira, Kovaleski and Francisco (2006) explored functional literacy as related to practical and contextual goals. They articulated that misreading, for instance, leads to misunderstanding of tasks in industries. The consequence of the misunderstanding brings about the loss of material and time which in turn has a negative effect on the productions. They explained that the fundamental cause of the processes of misreading, misunderstanding, and then material/financial loss is functional illiteracy. Vieira, Kovaleski and Francisco (2006) cited Prado (2005) who also found that functional illiteracy brings about a lot of financial loss in many workplaces, and MOKEIRA (2005) stated that industries in Brazil lose US $ 6 Billion every year due to the poor productivity. He explained that the cause of the poor productivity is functional illiteracy.

Vieira, Kovaleski and Francisco (2000:5) further stated that a majority of Brazilians are a group of people that cannot read to function effectively; this is because of the inadequate functional literacy practice which the scholars defined as an ability to interpret a text or calculate price discount on a daily routine. This implies that many Brazilians (especially, workers in industries) tend to lack the skill of reading to do certain tasks, whereas such a skill is one of the four pillars of education mentioned in the report to UNESCO in 1997. They cited that Brazil had 88.4% of literacy rate among its population in 2005, but it had 20% of people that are functionally literate. The percentage shows the difference between literacy and functional literacy in Brazil. They concluded that the level of functional literacy of Brazil is low and there should be training in this respect in order to enhance the workforce and productivity in the country.

The point of inference is that neither literacy nor occupational literacy or both are sufficient to initiate, sustain and enhance productivity at workplace though they are basic tools that are foundational (especially, school literacy) to other forms of literacy. For instance, school literacy is a concept explicitly referred to as an acquisition of the skills of reading, writing and numeracy while occupational literacy is a set of skills needed for an effective functioning at work. But the application of such skills is within the web of functional literacy at work and school in specific. Functional literacy is not limited to any contexts while other forms of literacy such as school, occupational, informational, computer/digital, financial, health, community (literacies) are restricted to their respective contexts. This is why functional literacy is a referred to as bipedal concept that has to do with the acquisition of the literacy skills and the use of the skills to function meaningfully and efficiently at all contexts and situations (Adelore & Majaro-Majesty, 2008; New Foundland Labrador, 2013; Nicholas, Simeon & Constance, 2013).

Thus, functional literacy is a major need of individuals and communities. This is because it has to do with a lifelong practice that encompasses a learned ability that enables people to function better in all contexts and at all settings. It also encapsulates "learning to know", "learning to do", "learning to live together" and "learning to be" which are the four pillars of education in the report to UNESCO in 1997. Functional literacy, as posited by Clark (2003), is a priority for the economic growth and the development of a country. In respect to that, Ayodele and Adedokun (2013) corroborated that when functional literacy is lacking, the lack results into the decrease in the outcomes of labour markets.

Functional Literacy Needs and Enrichment Interests

Literacy as earlier reviewed is a skill used as a tool to effect any meaningful changes and it is instrumental to human, civil, political, economic and social development. Beyond literacy, functional literacy is an application of the skills of listening, speaking, reading, writing, numeracy and reasoning in performing tasks successfully. It is the most important of the formally acquired skills that are required by various occupations in the modern nation (Sticht, 1975); it is the skill needed to function effectively across current and future environments (Erickson, Hanser, Hatch & Sanders, 2009). Functional literacy is a tool for survival in various forms of knowledge, understanding and communication.

On the other hand, the review in the next section presents transport as being instrumental to the development of the society. This is because of its historical, political, environmental, social, economic and entrepreneurial roles. This therefore makes professional or commercial drivers constitute a socio-economic group that is inevitable to the development of the nation. Therefore, since functional literacy is a tool for development and transportation serves as a necessary condition for the development, it thus calls for the review of (functional) literacy and enrichment interests of workers among whom are commercial drivers.

Literacy is a social practice because of its impact on the socio-economic development on both macro and micro levels of a nation. Such impacts are determined not only by the level of literacy of individuals but also by the functional literacy level of an individual or group. The literacy practice of commercial drivers who are a highly mobile occupational group (Okafor, Odeyemi, Dolapo & Omosun, 2014) has both personal and social effects on the national development. Okafor et al. (2014) echoed the need to improve the drivers' levels of education if there should be an improvement on social development, especially on road safety. According to Hatch (2010), the skills of literacy help drivers in building a capacity useful in conducting their daily affairs and jobs.

An inability to use such skills leads to the financial loss; the loss could be as a result of the breakdown of equipment, replacement of damaged pieces, process time, stocking and transporting errors, adaptation difficulties on new process, short improvement during instruction, courses, among others (Prado, 2005). Ayodele and Adedokun (2013) posited that functional literacy is the solution to people's plight; equipping them with sufficient skills to

function meaningfully and enabling them to shape their own destiny. Akro and Addison's (2009) study found functional literacy more relevant in trade activities, thereby improving the activities. They examined the extent of the relationship between participation in the functional literacy and the improvement in the socio-economic lives of the beneficiaries of the programme. Using an interview to collect data from 100 beneficiaries of the functional literacy classes (FLC), their study established a relationship between participations in the classes and the improvement in socio-economic lives of the beneficiaries. They (beneficiaries) reported that they improve in their trade activities through the literacy skills acquired. The researchers thus recommended such a functional literacy programme for other socio-economic groups so as to foster more development in the society.

Commercial drivers, as a socio-economic group, should also be part of those who apply literacy skills in their daily activities, most especially in their jobs. Many studies identified the relevance of the skills on road safety, having found illiteracy as well as poor education as one of the driver factors that cause road traffic accidents (FRSC, 2008; Abass, 2010; Akinmusere & Oladunmoye, 2011; Okator, Odeyemi & Dolapo, 2013; Arthur 2015). Researchers (Nkwonta, 2010; Baffa, 2010; Reghaj, 2010), and even a study by FRSC (2008) categorised factors causing road traffic accidents into human, mechanical and environmental. Nkwonta (2010) identified lack of knowledge of road signs, illiteracy, lack of requisite skills in driving, emotional problems among others as crucial human or driver factors that cause road accidents in Nigeria. Nkwonta (2010) added that human factor as a result of illiteracy and ignorance of drivers accounts for over 80% of the causes of road mishaps.

Road mishaps otherwise known as traffic accidents have negative physical, social, emotional and economic effects in the country. For instance, it is found that 1.7million lives are lost every year to road accidents in Nigeria (Epetimehin, 2014). Aderamo (2012) cited in Epetimehin (2014) affirmed that developing nations such as Nigeria incur a loss of ₦60 to ₦100billion annually to road accidents. According to Epetimehin (2014), the loss has a devastating effect on the economy of the country. Atubi and Gbadamosi (2015) specifically stated that ₦80billion is lost annually to road traffic accidents (RTA) in Nigeria. They stated that RTA has become the single largest cause of deaths in Nigeria and has constituted a growing public health problem in the country. Adedokun (2015) asserted that while Boko

Haram insurgency is the first, road accident is the second largest source of violent deaths in Nigeria.

In addition, Atubi and Gbadamosi (2015) posited that the advent of commercial motorcycle popularly known as Okada worsens the situation and increases the morbidity and fatality in road accidents. They also highlighted that the growth in urbanisation and the increase in the number of vehicles in Nigeria add to the mishaps on the road. The urbanisation and increase in vehicles enhance road congestion and in turn lead to an increase in accidents. Thus, Nigeria is ranked higher as one of the African countries with higher road traffic incidents and accidents (Atubi & Gbadamosi, 2015). This is one of the reasons why Blincoe, Miller, Zaloshnja and Lawrence (2015) stated that motor vehicle crashes have gross economic and social impacts on the development in a society.

Moreover, as part of the negative effect, many car occupants, drivers, motorcycle riders, bicyclists and pedestrians have suffered from transport-related incidents. Some of them suffered from psychological problems, apart from the actual injuries (European Transport Safety Counsil, 2007). Many families lost their breadwinners to RTA and the loss affects their family finance. Also, the socio-economic cost of RTA is considered in terms of labour loss due to the premature death of qualified and potential professionals and able-bodied men and women. Hence, the loss leads to low productivity, and consequently affects the socio-economic life of the nation (Atubi & Gbadamosi, 2015). Road traffic accidents inhibit the socio-economic development of the country (Keyes & Hasim, 2008; Laflamne, Burrows & Hasselberg, 2009; Ministry of Transport, 2014; Atubi & Gbadamosi, 2015).

The review shows that road transport infuses life into the socio-economic development, and it however defuses it (the development) on the other hand through road traffic accidents which sap the development. That is; transport is key to historical, political, environmental, social and economic development but it is ranked higher as one of the factors that can suddenly cause poor socio-economic, physiological, psychological, physical and environmental developments through RTA. Thus, Transport can facilitate as well as inhibit the development in the society. Hence, it becomes necessary and important to assess the literacy of the professional drivers with respect to their being a key human factor causing road traffic accidents or mishaps.

Akinyosoye (2015) found that several factors contribute to RTA in Nigeria, especially in the South-western part of the country. According to her, such factors include some

Yoruba commercial drivers' apparent belief in and reliance on the power of Ogun (the Yoruba god of iron and war) for road safety, illiteracy and inability to read road signs. She therefore recommended that public enlightenment through media, and organisation of literacy programmes for all road users should be conducted in order to address the issue. Akinyosoye (2015) submitted that there is a nexus between literacy and security, and then stated that some of the road mishaps can be prevented if the road users are sustainably literate, especially in comprehending traffic signs. She thereafter emphasised that the carnages and accidents on roads in Nigeria can be reduced through functional literacy. With such a form of literacy, individual road users can adequately understand and abide by road signs; this can therefore enhance safety and security on roads (Akinyosoye, 2015).

The findings of Akinyosoye (2015) tally with FRSC's (2008) recommendation that knowledge and education are among the basic requirements for professional drivers. The recommendation among other factors must have made Abass (2010) emphasise that literacy and numeracy tests among other things should be conducted to drivers before allowing them to ply roads. In fact, Baffa (2010) in his study recommended a classroom driving instruction for learner drivers and pointed that such a context would enable them to be taught the Highway Code, road signs, some aspects of national road traffic regulation and so on. Therefore, this considers (functional) literacy or a certain level of functional education as one of the specifications for and attributes of drivers.

Regha (2010) referred to drivers as "a raw material" needed to bring the actual safety standard into reality as required in Road Transport Company. He stated that drivers must be literate enough to understand and obey the 'dos' and 'don'ts' of the safety policy. Regha (2010) submitted that drivers who cannot read and write will definitely find it difficult to be part of those working assiduously towards achieving the safety vision of the transport company. He added that an ability to read, write, and proficiently understand Highway Code is one of the specific qualities that drivers must possess.

Chidi (2010) opposed the claim by many drivers that they are ignorant of the rules and regulations on the use of roads. According to him, a driver who cannot read or write has no business in a driving job (p.84). He added that to qualify for a driver licence, the driver should know how to obtain a learner permit licence and know how to renew it. Moreover, It becomes an understandable remark that functional literacy is required in defensive driving

technique because the technique mandates drivers to learn and evaluate the available data to prevent any mishaps and be conscious of other road users. The technique requires them to be familiar with road signs, signals, etc., to understand traffic laws and to manage mechanical and environmental factors properly in order to prevent road accidents (Nkwonta, 2010). The inference drawn from this submission is that a driver needs to be not just literate but also functional with his literacy so that he can be more effective and efficient in cultivating a culture of safety consciousness and practice.

The findings of Ipingbemi (2008) established a negative correlation between driver's level of education and cases of road accidents. He thus stated that if drivers acquire higher level of education, cases of road accidents will decrease. He explained that the large percentage of drivers who are illiterate has implications for traffic safety. This is because many of them are not able to read road signs and marks, thereby increasing accident risks on the roads. So, to be functioning in a variety of environments (George & Ntoulia, 2014) and preventing traffic chaos and mishaps (Akinmusere & Oladumoye, 2011), commercial drivers need to be equipped with functional literacy skills (Adedokun, 2011; Ayodele & Adedokun, 2013; Akinyosoye, 2015). This is because the skills are geared towards the world of work (Mike, 2014), empowerment (Obanya, 2004) and more productivity for socio-economic development (Ayodele & Adedokun, 2013).

The University Village Association (UNIVA) in Ibadan initiated a functional literacy programme entitled UNIVA Functional Literacy Programme (UFLP) aimed at:

a. developing the functional literacy skills of learners with respect to their occupational activities or sources of living;
b. improving the learners' level of making profits as well as enhancing their income-generating activities through the development of their functional literacy skills;
c. enhancing the development of their community through the skills of functional literacy; and
d. organising and facilitating training on different subject matters such as civic education, Information and Communication Technologies, basic functional literacy skills, business, among others.

The Association, in order to achieve these objectives, trained over 5,000 learners in functional literacy skills. The result of the training confirmed that the skill (functional

literacy) is central to the socio-economic development. Therefore, functional literacy serves as a powerful tool to be used to bring about a fundamental change in man's attitude, lifestyle, job performance and efficiency (Ayodele & Adedokun, 2013).

For the fundamental changes and development in man's lifestyle at home, work and in the society, he needs to utilise the literacy skills as designed, selective and intensive education towards attaining various needs. Bravo, Contreras and Osvaldo's (2002) research found interdependence among job opportunity, labour productivity and income and functional literacy. They therefore maintained that functional literacy increases the workers' skills and their job productivity.

Adelore and Majaro-Majesty (2008) recommended training for adult workers using the two divisions of functional education proposed by Brown & Okadara (1981). The first is conceptualised as "oriented functional literacy" which implies teaching literacy through the content of vocational knowledge. The purpose of this teaching is to enable the participants acquire the skills to improve their job efficiency and enhance their productivity. The second division is termed "socio-cultural functional literacy" which has to do with the application of literacy skills in socio-cultural matters such as family life, sanitation, nutrition, religion and civics (p.172).

Adelore and Majoro-Majesty (2008) suggested that the two forms of functional literacy should be integrated in training people so that they (the participants) can learn the basic literacy skills for vocational and social needs and development. Such an integration is meant to fully enable the participants to meet their needs. Also, Abu-Samah and Ndaeji (2013) cited Obanya (2004) who stated that the literacy for empowerment is a lifelong learning skill for social support, continuous learning, life skills and socio-economic skills. It is inferred that literacy can only be a tool for empowerment if it is functional; that is, it is the functional literacy that can empower people in all situations, contexts and settings. They cited four major dimensions of functional literacy proposed by Obanya (2004), as shown below. They stressed that the dimensions are required to enhance the objectives of functional literacy programme and make it a tool for lifelong development. However, the model is adapted, from the dilemma of education in Africa by Obanya 2004, in this study.

A	The Basic Skills Dimension	-Literacy (Reading and writing skills) -Numeracy(Working with number skills) -Graphicacy (Working with signs, shapes and figure skills). -Measuracy (notions of length, width, volume, distance, weight/measure, etc.) -Scientific literacy -Media/Informational literacy -Health literacy -Computer literacy -Cultural/Multi-cultural literacy -Community/Global literacy, etc.
B	The Life Skills Dimension	-Self-Awareness Development -Analytical skills development -Decision-making/ organisational skills -Problem-solving skills -Effective communication skills -Negotiation skills -Creative thinking -Critical thinking -Manipulative (technical) skills -Empathy development -Interpersonal relations skills -Emotional intelligence -Stress/Health management, etc.
C	The Socio-economic Skills Dimension	-Vocational skills acquisition -Vocational skills improvement -Entrepreneurial skills -Community development skills -Civic role improvement -Sustainable income-generation skills -Learning-to-learn skills, etc.
D	The Lifelong Learning Dimension	-Individual willingness and readiness to learning -Family's motivation and contribution to learning -Religious/Spiritual awareness and development -Community/Societal support for continuous learning -National/International support for learning -Lifelong development of dimensions A, B & C.

Table 1: Dimensions of Functional Literacy: the Dilemma of Education in Africa (Pai Obanya, 2004)

Olaleye and Adeyemo (2012) pointed that functional literacy is a continuous process because the dimension of lifelong learning development of the model incorporates other dimensions (A, B & C). It indicates that learning has to be continuously updated and adapted to meet the dynamic world and various life circumstances and challenges.

In order to meet with the dynamic world, commercial drivers need not just knowledge (basic literacy skills) but also functional literacy so as to be effective and efficient in all areas of personal, interpersonal, national, socio-economic and civic development. Commercial drivers who apply those skills in their daily activities are said to enrich their literacy interests. Ozenc and Dogan (2014) stated that individuals need to cultivate functional literacy and enrich their learning interests so that they can be more useful in any situation or context they find themselves.

In this regard, some scholars (Arthur, 2010; Ozenc & Dogan, 2014) stressed the effect and contribution of drivers' illiteracy or poor literacy practice on road mishaps; and therefore called for driver education. They stated that the education can facilitate their ability to enhance literacy practice in their daily activities, especially at driving and driving-related activities or issues. However, the point still remains that there are other factors (mechanical and environmental) causing road mishaps, apart from drivers' illiteracy or lack of literacy practice. National Economic Council (NEC) (2016) submitted that 65% of road networks in Nigeria are in a poor or bad state and less than 20% of the road networks are paved. This serves as an environmental factor that leads to road accidents. Also, the poor condition of many vehicles serves as one of the environmental factors that cause road mishaps (FRSC, 2008).

From the data gathered, one can say that 65% of roads in Nigeria are not "motorable" while many vehicles in the country are not "roadable". These problems coupled with drivers' illiteracy or poor functional literacy immensely contribute to traffic road accidents/mishaps in Nigeria. NEC (2016) proposed possible solutions to road transport problems at both Federal and State levels, but failed to address the functional literacy or education of (commercial) drivers as part of measures which are fundamental to the causes of the problems in the country. Thus, it becomes necessary to assess the functional literacy needs of commercial drivers in Nigeria, since literacy practice is considered as a measure to or one of the possible ways of reducing road mishaps in the country. This is because literacy has a

clear functional role within the context of globalising world (Education for all Global Monitoring Report, 2006).

Further still, according to Lawal (1995), 'interest is the key that unlocks effort which in turn is closely related to attitude' (p.79). He stated that inability to read well is related to poor reading attitudes and interests. He identified home, school and society as factors contributing to reading problems, poor attitude to reading and low interest in reading. He gave an illustration that school libraries were not well-equipped as there were no standard public library well-stored with current learning facilities and resources, while good extensive reading was not encouraged at home.

Lawal (1995) suggested five major sources as appropriate remedies to a negative attitude to and low interest in reading; they are the learner himself or herself, text or reading material, home, school and society. As recommended by Dumont (1990), Aboderin (1993) also suggested three ways of sustaining literacy interest and they are:

i. new literate people should be provided with appropriate materials,
ii. an effective literacy environment should be provided for them, and
iii. they should be given efficient access to better ways to discharge their roles using the literacy skills.

Interest theory posited that there are two main ways for the development of interest, namely individual and situational factors (Carmichael, 2010; Hidi, 2011). Carmichael (2010) grouped factors influencing the interest of Australian Middle School students in statistic literacy into individual and situational factors. According to the scholar, pedagogical practices, technological enhancement, social climate and teacher support are situational factors while prior experiences and competency-based belief of the learner's are individual factors that enhanced interest in statistic literacy.

Moreover, efficacy is an aspect of individual factor that contributes to interest development. Silvia (2003) cited by Carmichael (2010) found that when one's self-efficacy is high one's interest will also be high and when it is low, one's interest will also be low. Carmichael (2010) also cited Gehlbach et al. (2008) who also ascertained that the level of interest is related to that of the student's self-efficacy. Therefore, Carmichael contended that students' self-efficacy influences their interest in learning and performing certain tasks.

Interest has to do with a feeling or emotion which brings about focusing attention on a phenomenon. In the word of Hadi (2010), interest is a key motivational construct. Chukwu (2012) submitted that learning cannot take place without the interest of the learner. Students taught essay writing with imagery technique involving picture and visualisation showed more interest and they performed better than their counterpart. Similarly, Squires (2014) found out that lack of interest in reading affects people's achievement. The writer submitted that certain factors caused their lack or decrease in interest in reading; the factors may be linked to a lack of time or a lack of skill.

Moreover, students had low interest in reading English language materials. Students who have low or no interest in reading would find it difficult to read for academic purpose let alone for pleasure (Khairuddin, 2013). Khairuddin (2013) therefore recommended to the stakeholders (parents, teachers and school administrators) to find out the interest of their children or learners in reading materials and provide the reading materials for them based on their interest. Wood (2008) identified enrichment as one of the components of a reading programme for gifted and talented readers. According to Wood (2008: 21-22), enrichment is a method used in order to meet the needs of learners and it refers to interest-based reading that extends reading opportunities. Therefore, enrichment literacy refers to interest-based activities to broadening and enhancing literacy opportunities.

Interest plays a crucial role in the way learners process a text. Hidi (2011) identified two approaches to investigating interest in learning, namely personal and text-based interest. Individual interest develops slowly, and it is related with an increase in knowledge and value as well as positive feeling while situational interest is evoked by immediate environment and could or could not have influence on individual's knowledge and value. They enhance cognitive functioning and learning (Hidi, 2011). The scholar established that a well-developed interest (individual and situational) facilitates an increase in learners' comprehension and learning. The writer submitted that people with individual interest in activities focus their attention, engage more in the activities, seem to learn and write better than those without such an interest.

While explaining further, Hidi (2011) associated individual interest with intrinsic motivation while situational interest with extrinsic motivation, and therefore recommended that both forms should be considered in order to develop learners' interest in reading. Hidi's

submission could be also relevant in facilitating and enhancing the interest of commercial drivers in functional literacy; their personal as well as situational interest, if considered, would go a long way in enriching their literacy practice. In addition, the commercial drivers can develop and enrich interest in literacy needs and practice if a literacy programme is designed to enhance their economic, social, civic, occupational, cultural and technological development at all settings including home, workplace and community.

Tufail (2012) considered interest as one of the basic aspects of axiology, dealing with values as ethics and aesthetics in philosophy. While relating value to interest, the scholar stated that value exists only in the interest of people that hold on to it. That is, what a person prefers or has an interest in has a value to him/her. According to Fagan (2017), interest has to do with the determination of social and biological conditions and requirements for people to live a good life. To the writer, this is why the fundamental function of human rights is to guide some basic human interests. For illustration, Fagan cited Finnis (1980) who identified seven basic interests in which humans develop their rights; they cut across social, economic, intellectual and educational, civic, aesthetic and recreational, religious and spiritual capability and development.

It is inferred from the studies by Tufail (2012) and Fagan (2017) that the value to be derived from a particular task such as learning is considered as an essential factor that determines one's interest. With respect to the present study, it could be stated that the level of the enrichment literacy interest of commercial drivers may be determined based on how valuable they consider the skills (of reading, writing and numeracy) as a means of personal, inter-personal and national development in all contexts. The contexts include home, workplace, society and nation. However, it could be stated that one's interest in a particular task tends to determine the level of the values to be derived from it. Thus, it implies that the level of commercial drivers' enrichment interest in literacy could determine the level of value they would derive from it.

Furthermore, according to Getzels (1982) cited in Lawal (2000), interests are divided into five types and they are learned from the people that an individual associates with. The five types are instrumental, status, transcendent, aesthetic and recreational interests. The literacy interests, though can be high, moderate or low, describe different dispositions to attain particular activities or skills. For instance, some people develop an interest in literacy

skills for survival; such an interest is instrumental. This implies that literacy is considered as a tool which can be used to attain certain cultural, social, political or economic goals. Some other people's interest in literacy is to attain admiration or prestige. This is referred to as status interest; people enrich their literacy interests because of their disposition to secure (certain) prestige or admiration and to be members of socio-political or socio-economic groups. According to Lawal (2000), literacy interests can also be developed and enriched in order to attain some spiritual experience and development. Such a type is referred to as transcendent interest.

Some people have an aesthetic interest in literacy because they seek particular kinds of activities, events and objects considered as beautiful and harmonious (Lawal, 2000:9). People also develop a recreational interest in literacy for their dispositions to seek to attain diversion and relief from tension through certain kinds of activities, using literacy. More importantly, literacy interests can also be explored through the prose, document, and quantitative domains. It is inferred that the five types of interests can be assessed using each of the three domains of literacy. For instance, Lawal's (2000) study explored the reading interests of adults, using the five types of interests. Thus, the five interests can be subsumed and assessed under the three domains of literacy in order to determine people's interest as well as enrichment interests in literacy skills. All the different forms of interest reviewed earlier could also influence people's (especially commercial drivers) dispositions to different forms of literacy. For instance, they (various forms of interest) may enable some people to develop more interest in, enriching, qualitative than prose or document literacy and vice-versa.

Factors Influencing Functional Literacy Needs of Adults

Functional literacy as shown in the review earlier is the tool required for effective progress and development at all settings or contexts in a society. Adult workers, for example commercial drivers, are a group of individuals that serve as human resources in the society. They initiate, facilitate and enhance growth and development by using material and other non-material resources for the cause. Certain factors may facilitate or inhibit their competence and performance while they try to work towards the personal, interpersonal and national growth and development. Such factors may influence their functional literacy roles and enhancement interests since studies (Manly, Byrd, Touradji, Sanchez & Sterm, 2004; Satherley & Lawes, 2008) have shown that no two individuals are alike or proportionally the

same, when they are compared using certain variables. Such variables include gender, age, experience, religion, ethnicity, education and other socio-economic, psychological, cultural or biological factors.

The findings of a functional survey of adult skills (2012) revealed that the age variable is significant in adult literacy, numeracy and problem-solving skills. It was found that young adults significantly performed better than their older counterparts in the three skills (literacy, numeracy and problem-solving) in most countries except England, Northern Ireland and Norway. The finding is corroborated by that of Bravo, Contreras and Osvaldo (2002). They also found that adults between 25 and 34years old participated in literacy skills and labour market much more than other age groups. Such a high participation gives them greater abilities to learn more and they use the acquired literacy to generate more abilities (Bravo et al., 2002), thereby making their literacy practice and capability building seem higher than that of their counterparts.

The international finding on literacy in 2013 showed that the difference in adults' performance in the literacy, numeracy and problem-solving domains was associated with different factors. The factors include the individual's power to change the level of education, occupation; the individual's limited control such as ethnicity, poor general health, parents' poor or low level of education; lack of computer experience; uncontrollable characteristics such as gender, country of birth and first language. Despite these factors, functional literacy is meant to expose adult workers to use their knowledge, wisdom, experience and resources to solve the problems of destitution, pestilence and starvation (Ayodele & Adedokun, 2013). The difference between the adult beneficiaries of the skill is as a result of their level of functional literacy exposure and practice (Bravo, Contreras & Osvaldo, 2002).

Furthermore, Manly, Byrd, Touradji, Sanchez and Sterm (2004) identified ethnicity as a variable that influences the functional literacy skills of adults. Their finding on literacy practice corroborated that of Manly and Jacob (2001) showing that African Americans obtained lower scores on neuropsychological test when compared to non–Hispanic white adults. Manly et al. (2004) added that a disparity exists in literacy practice within an ethnic group, apart from between groups. The disparities are created by different factors which include the level or availability of educational opportunity within or between (an) ethnic group(s).

Conversely, Lawal (2000:18) found that the background of his respondents did not have any significant influence on their reading preference for general (news) materials. But, it significantly influenced their reading preference for religious materials. Lawal's (2000) finding revealed that irrespective of the respondents' gender and ethnic background, there was a dominant preference for literacy enrichment programme in the medium of English, sex-role stereotyped reading interests and adults' general interest in general (news) materials.

Abu-Samah and Ndaeji (2013) affirmed that without prejudice to ethnic background and other social variables, functional literacy empowers women and enables them to develop more self-esteem, confidence and potential. It also leads them to achieve social, economic and political powers, thereby giving them greater autonomy. Efficiently, functional literacy becomes fundamentally instrumental in enriching the minds of adults on their job performance and efficient contribution to political, social, civil and economic development of their environment (Adedokun, 2008).

Moreover, Satherley and Lawes (2008) identified differences in the literacy domains of different ethnic groups, namely New Zealand European, Asia, Māori and Pasifika. Their finding showed that the level of prose literacy performance of New Zealand European, Māori and Asian ethnic groups rose and remained relatively stable while that of the Pasifika decreased. They obtained relatively similar results on the document literacy skill, apart from the rise in the overall document literacy skills of New Zealand European, Māori and Asian ethnic groups. Also, the New Zealand European, Asian and other ethnic groups performed higher in numeracy skills than Pasifika and Māori did.

Satherley and Lawes (2008) also found ethnicity as a variable that brought about the different results in the performance of different ethnic groups in problems-solving skills. Their study revealed that the New Zealand European and other ethnic groups performed higher in problem-solving skills than Māori, Pasifika and Asian groups. Apart from the differences found in the prose, document, numeracy and problem-solving performance of the ethnic groups, Satherley and Lawes' (2008) study identified differences in the participation of the ethnic groups in "up-skilling" activities. According to Satherley and Lawes (2008), up-skilling refers to adult education or any training (or further education) that one undertakes in order to increase one's skills. Up-skilling is categorised into formal skill, non-formal skill and self-directed skill or none. Satherley and Lawes (2008) found that Asian and Māori ethnic groups had the highest participation rate in formal up-skilling; the New

Zealand European and other ethnic groups had the highest participation rate in non-formal up-skilling while the Pasifika had the highest proportion of self-directed or no up-skilling activities.

Also, education is a very crucial tool for total human and societal development. It is an instrument par excellence for effecting national development, achieving national objectives, being relevant to the needs of the individuals, desired society, the modern world and rapid social change (The National Policy on Education, 1998). Oladosun (2004), having summed up education as a combination of process, product and discipline, referred to education as a power used to change and transform an individual from a state of ignorance and underdevelopment to a completely new person who is knowledgeable, cultured, well-developed and self-realised.

Congruent with Oladosu's (2004) meaning of education, Lawal (2004) defined it as a purposeful and deliberate set of inter-related and inter-dependent processes for producing a balanced and complete person in terms of the 3H's of **Head** (connoting cognitive/intellectual development); **Heart** (connoting affective/spiritual development); and **Hand** (symbolising physical/technical development). Lawal posited that education is meant for all-round development of a person from birth till death in terms of the mind, body and soul. It takes place in different contexts, namely home, peer group, school, workplace, the community and larger society through informal (home), formal (school) and semi-formal (world of work) settings respectively (Lawal, 2015).

Considering education as an instrument for the growth and development, UNESCO (2013) is dedicated to keeping literacy higher in national, regional and international agendas in order to use education as a tool for all-round development. Importantly, Whitehead (1932) stated that education does not end at the acquisition of knowledge; according to Akinpelu (1981), it transcends to the ability to apply the knowledge acquired (all cited in Oladosun, 2004). This is why Lawal (2004) stressed that education is not a means to an end. The review posits that education is a variable crucial to influencing a phenomenon, construct or other variables.

Ipingbemi (2008), for instance, found that the level of education significantly influenced road accidents. His study indicated that over ninety percent (90%) of the commercial drivers have no more than secondary education, and 27.5% have no formal education out of this percentage. Hence, the researcher posited that the illiteracy among

drivers has more implications for traffic safety; this is because they cannot read road signs and marks correctly, thereby increasing accident risks on roads. Ipingbemi (2008) therefore called for proactive driver education, training as well as effective traffic law enforcement to reduce the level of carnage on Nigerian roads. According to him, drivers need to acquire higher level of functional education in order to reduce the cases of road accidents and mishaps.

Patrick (2011) found that the educated (literate) women had the knowledge of different contraceptives and used them more than the illiterate or low "educated" women. They seemed to apply different methods of family planning better than their counterparts, in addition to staying long before getting married and controlling family size to a manageable level. However, the study revealed that the literate women seemed not to practise the child spacing required so that they could make up for the long period spent before getting married. So, in child spacing, the illiterate women did not tend to give some space before getting another pregnancy more than their counterparts did. He recommended functional education or literacy for a proper practice of family planning and appropriate nutrition for the survival and sustenance of their children and themselves.

Lawal (1999) found the level of parental education significant in intra-family literacy. In his study on patterns of intra-family literacy activities among three socio-economic types of homes, Lawal classified homes into high, medium and low types based on education, income and occupational status. The finding of the study revealed that mothers in all three home types appeared to be closer to their children educationally and psychologically than fathers who were, however, more formally educated than the mothers. He inferred from the study that the mothers tended to assist the child more in developing literacy skills than the fathers, despite the fact that the mother seems to undertake little or no literacy activities for self-development. Based on the findings, Lawal (1999) recommended that women should be more empowered educationally so as to enhance family literacy practices or activities which in turn would bring about sustainable national development.

Martinez and Fernandez (2010) identified effects of education (through literacy) on adults especially women. They found that adult women, who participated in literacy programmes, possess better skills, and adopt and follow nutritional and health practices at home, workplace and society more than the illiterate ones. They also found that level of their education as well as functional literacy determines their practices and risk exposure at home,

workplace, and in the community. They stated that the illiterate or low "educated" people may expose themselves and co-workers to high risk of accidents and other work-related illness through the illiteracy syndrome. Also, uneducated or low educated women seem to be more misinformed about certain health issues relating to sexual and reproductive practices than their counterparts. Such misinformation has led them to wrongly use contraceptive pills, injection, intra-uterine device and so on (Martinez & Fernandez, 2010).

Studies have shown that education is a very crucial social determinant of health status (Ronson & Rootman, 2009; Ungerlelder, Burns and Cartwright, 2009; Mikkonen & Raphael, 2010). It is evident that people with higher education seem to be healthier than those with lower education. This is because the findings show that level of education is highly correlated with other social determinants of health. The other social determinants are levels of income, employment, security and working condition (Mikkonen & Raphael, 2010:15). According to them, the level of education also places people into different socio-economic ladders and gives them more access to other societal and economic resources.

Mikkonen and Raphael (2010) found that better educated (literate) people have more opportunities to benefit from new training opportunities than their counterparts if there is a sudden change in their employment situation. Their better level of education also facilitates their responsibilities for civic activities and leads them to attain better understanding of the world. Such understanding empowers them to influence societal factors that shape their own health more than people with low or zero educational attainment (Mikkonen & Raphael, 2010).

In comparison, the study revealed that the higher educated people attain more sophisticated skills that enable them to evaluate their health behaviour more than the lower educated ones. With the level of education which facilitates the higher level of sophistication, understanding and income, the higher educated people accomplish greater abilities and resources to attain healthier lifestyles than the lower ones (Ronson & Rootman, 2009; Mikkonen & Raphael, 2010).

According to Ungerlelder, Burns and Cartwright (2009) (cited by Mikkonen & Raphael, 2010), children of more educated parents tend to perform notably better than children whose parents do not have post-secondary education. They suggested that early learning programmes which are affordable and have high quality should be organised for children whose parents' level of education is low or zero. The programmes are also meant to

bridge the gap between educational performances of children of parents with the low or zero and higher levels of education in Canada. Mikkonen and Raphael (2010) stated that the high tuition fees prevent some low income people from attaining college or university education. They cited that in Scandinavian countries where post-secondary education is free, there is a weaker link between family background and educational attainment. However, according to them, Swedish children whose parents did not complete secondary education performed better on language and mathematic skills than those whose parents completed secondary education.

The critical inference from the studies reviewed earlier is that the level of education has only an effect or influence on a phenomenon if there are some other fundamental factors. For instance, the educational performance or attainment of children whose parents have low or zero formal education is not directly influenced or affected by their parents' level of education but by some salient socio-economic factors such as income, occupation, among others.

Morgan and Kitt (2003) reviewed and explained different forms of offences. They found that people who have much better literacy scores among the prisoners committed sex and serious drug offences more than those who have lower literacy scores. They also discovered that the prisoners who have a major literacy problem tended to commit violent and property offences more than those with a better literacy level. They identified the relationship between literacy problems and anti-social behaviours and recommended literacy practices in terms of reading materials on religion, entrepreneurship, motivation and so on in libraries in prisons.

Research evidence has shown that the level of education (literacy) has a stronger and more significant association with employment, crime and health status (Morrisroe, 2014). The study found that people with lower literacy and qualifications seem to have a poor health and tend to smoke, drink heavily and be obese more than people with functional literacy. Morrisroe (2014) explained that people who acquire better education and functional literacy enjoy good health because they have better access to information, critical skills and understanding of symptoms. They are able to obtain, process and understand information about healthy living and self-regulate existing medical conditions eighteen (18) times more than those with lower or zero level of literacy (Morrisroe, 2014).

Morrisroe's (2014) study also revealed that low educational attainment is a contributing factor to crime, and it is significantly associated with low literacy skills. The researcher explained that poor literacy exacerbates risk factors which are associated with offending behaviour and are related to lower employment. The factors contribute to the poor state of the economy. This explains why the levels of literacy and education correlate with the socio-economic level of a nation.

Like education, experience is another variable of interest that researchers find relevant in studying certain phenomena. They consider it important because it can serve as a means to provide solutions to problems, answers to questions or reactions to statements. Onuka and Akinyemi (2012) stated that experience is very crucial in everything. This is because they found that drivers who have been driving for more than twenty years have the best behaviour on roads more than others with less than twenty-year experience. The findings also indicated that drivers with fifteen-year experience are next to those with twenty-year experience or more for better behaviour on roads. Hence, their study revealed a significant difference in the behaviour of drivers based on driving experience with more experienced drivers behaving better than others with less experience. For safety consciousness, they recommended programmes that could improve commercial drivers' better habit/behaviour on roads to the road transport stakeholders.

However, Abiola (2012) found experience to be insignificant on the English teachers' use of instructional resources for teaching English studies. He held that the saying "experience is the best teacher" may not be justifiable since it is much better to learn consciously by wisdom than by experience. This thus implies that issues should be properly addressed based on the formal procedures required by the sectors or professions involved.

European Transport Safety Council (2007) assessed the social and economic consequences of road traffic injury in Europe. The finding revealed that people of low social status appear to be more frequently involved in road accidents than those of a high social status. The reason may be that their high levels of education, income, occupational law abiding among others foster their better behaviour and practices on roads. Their behaviour and social practices seem to be congruent with national practices and safety policies. In addition to the reason stated earlier, some of the people with high social status employ professional and experienced chauffeurs, some of whom are well-educated.

The findings revealed that driving experience has a significant relationship with drivers' risk exposures (Epetimehin, 2014). The highly experienced drivers are less susceptible to accidents than the amateur drivers; some of them are adolescent drivers. They drive recklessly because of their acclaimed experience that tends to cause accidents through over speeding, unnecessarily changing or diving on lanes. This is why inexperience and immaturity contribute to high crash rates which involve younger or amateur drivers. They engage in some activities which distract their attention and concentration, especially during driving. Such activities include heavy drinking of alcohol, listening to music and using cell phones. All the activities are associated with risky driving behaviour. Epetimehin's (2014) study thus showed a significant relationship between driving experience and age, and the number of accidents. He found that the younger and less experienced drivers appear more susceptible to accidents and risky driving behaviour than the older and more experienced ones.

Moreover, religion is a significant institution that many human beings depend on in order to create a shared belief, norm and value. Individuals choose to be identified with certain religious types or organisations so that they would be accepted into a particular class (Olulobe, 2012). Wambui (2012) discovered that religion has an influence on the participation in adult education. She found that 87% of the respondents who participated in the literacy programmes were Christians while 13% were Muslims. Her findings showed that all the male respondents were Christians; she concluded that religion is not a factor that affects attendance in adult literacy programmes among women as it does among men in Kenya. However, she suggested that further studies should be carried out to determine the religion variable on adult literacy programme. Wambui (2012) recommended that Muslim males should be more sensitised about adult literacy programme when they attend their daily prayers in the mosque, since none of them attended the programme.

Olojede and Olaitan (2013) like Wambui (2013) showed that religion affects the level of people's participation in adult literacy programmes. 68.3%, 28.5% and 1.5% of their respondents who participated in the adult literacy programmes were Christians, Muslims and African traditionists respectively, while 1.65% of them were silent about their religion. The Christian respondents claimed that their pastors usually engaged them in different activities that require them to read the Bible, apart from making them participate in various church activities (Olojede & Olaitan, 2013).

Olojede and Olaitan (2013) explained that in most churches, there are adult education department and Sunday school services where people, especially adult or literacy-deficit or literacy-deprived individuals, are engaged in learning how to read the Bible. They recommended that some Islamic organisations such as Ahmadiyah, NASFAT and Ansarudeen Muslim Society should organise adult literacy education. However, the Islamic groups need to improve on this programme and re-enlighten Muslims who still hold that anything western is Christian (p. 963).

However, according to Mutahhari (2010) and Zaman (2011), it seems that most Muslims who do not participate in literacy programmes or who do not seem to learn what they do not know, have not practised the injunctions of Allah in the Holy Quran (Muslims' holy book) Chapters 21, 39, 58 & 96 Verses 7, 9, 11 & 1-5 respectively. According to the author, Allah acknowledges himself as the Knowledgeable and the Source of knowledge who created man from congealed blood and taught him what he did not know, and commands him to read in His name (Quran 96:1-5). Allah enjoins people to inquire what they do not know from those who have the knowledge. He adds that people who are knowledgeable, and endowed with understanding cannot be compared with those who are not. Therefore, He promises that the believers and knowledgeable ones will be made to occupy the high position.

Zaman (2011) stated that God addresses not only Prophet Muhammad but also all mankind in the verse about acquisition of knowledge and its importance. The scholar explained that the word "pen" in the Quran 96:4 symbolically refers to reading and writing literacy skills, and it is also used as a means of acquiring and disseminating knowledge. As cited by scholars such as Mutahhari (2010), Zaman (2011) and so on, Prophet Muhammad (SAW) corroborated and elucidated these Quranic precepts when he said that it is compulsory for all Muslims to acquire knowledge even if they are to travel to the farthest part of the world. While recognising the importance of knowledge in the development of human and his society, the Prophet said that one is allowed to envy a person whom God endows with knowledge and he makes it functional in all affairs and a person whom God endows with wealth and he spends it judiciously.

Mutahhari (2010) explained that the injunctions point out that seeking knowledge is obligatory for all Muslims without the restriction of gender, place, time, class, and people from whom to acquire the knowledge. To support this submission further, the scholar quoted

Jesus Christ's injunction that people should embrace the truth and work with it even if to attain it from unbelievers or faithless ones but people should not take falsehood even it is from the believers. Mutahhari (2010) pointed out that the truth is emphasised in the context of knowledge to be sought; such knowledge should not deviate from the real and true form which is functional in one's life. According to him, this is because all aspects of human life depend on knowledge.

The Quranic injunctions and prophetic sayings above affirm that the non-participation of Muslims in such adult literacy programmes has no reference in the Islamic teachings. While stressing the relevance of knowledge, the holy Bible states (in Second Peter 1:5) that people should be careful, hardworking, faithful, highly moral and most importantly knowledgeable. Also, people are urged in the Bible to study to the extent that they will be certain that God has accepted and honored them. The low interest in literacy within certain religious groups may be one of the reasons why Olajide (2004:179) stated that the interest in literacy development has vanished when clerics, unlike Bishop Crowther and Al-Maghili, favour individual rather than national prosperity.

According to Olajide (2004), literacy is a tool of national development and integration. It should therefore be revitalised by government, literacy workers, parents, non-governmental organisations (NGOs) and should be on the medium of the mother tongue. In addition, individuals should also revitalise literacy by making it functional in their daily activities at home, school or workplace and community. The revitalisation should also incorporate various programmes and activities that can enable the illiterates to become literates while the literates become functional literates, if literacy is to be a tool for personal, interpersonal and national development and integration. Generally, to create a fully literate Nigeria for national development (Olajide, 2004), individual Nigerians need to participate in literacy programmes and activities without prejudice to religion, ethnicity, gender, experience, occupation, age, and so on; and they should use literacy to function meaningfully for total development.

Commercial Drivers as an Important Socio-economic Group

Commercial drivers, otherwise known as professional drivers, are a socio-economic group because of their pivotal roles in the development of the society. They belong to social and economic groups because they perform bipedal roles. As a social group, commercial drivers constitute a number of people that have similar norms, values and

expectations, and interact with one another regularly. With reference to Schaefer (2005), a group is any number of people that interact with others; they pass on ways of thinking and acting to one another. A group constitutes a set of people who share values, norms, expectation, even language, discussion and leisure activities with one another. He distinguished the sociological concept of "group" from two other concepts which are "aggregate" and "category". Schaefer (2015) exemplified that "aggregate" consists of a set of people such as passengers in an airplane; he referred to "category" as a set of people with a common feature, but they do not meet on regular basis and do not act together. For instance, the "retired" is an example of category.

In view of the difference established, commercial drivers are neither an aggregate nor a category of people but a group of people with a common feature and they meet regularly to act together in order to achieve certain objectives or goals. In sociology, there are different types of groups, namely primary, secondary, in-group and out-groups, focus group and reference group (Greenwood, 2003; Schaefer, 2005). Primary group (PG) is characterised by intimate cooperation; family members that live in the same household, a street gang, among others constitute primary group. Schaefer (2005) stated that when a person finds himself closely identified with a group, it is the person's primary group.

Secondary group (SG) refers to a formal and impersonal group characterised by close bonds of friendship, business associations, occupation or workplace associates and so on. Primary group (PG) is different from the secondary counterpart because it (primary group) is generally small while the other is usually large. The former has a relatively long period of interaction while the latter is characterised with a relatively short period of interaction that is often temporary. Also, the PG constitutes an intimate association but the SG constitutes little social intimacy or mutual understanding. The PG features some emotional depth in relationships and it is informal, more friendly and cooperative while the SG is generally superficial in relationships, more formal and impersonal (Schaefer, 2005).

Schaefer (2005) cited Kinkade and Katovich's (1997) empirical research that found urban pizza deliverers deriving more satisfaction from their membership of the secondary group than monetary rewards; it implies that pizza delivery drivers form a close network that is based on the transaction and nature of their work. Therefore, professional or commercial drivers constitute a secondary group by virtue of occupation and the nature of their work,

thereby serving as an instrumental and pivotal group in the social and economic states of the society.

According to Schaefer (2005), "in-group" (we-group or us-group) and "out-group" (they-group or them-group) are other social groups coined by William Graham Summer (1960). In-group refers to any group that people feel they belong to. It constitutes everyone that is considered as "we or us"; it may range from just a teenage clique to an entire society. The group gives rise to the out-group which comprises those regarded as "they or them" because they do not belong to the group. Researchers, for example Greenwood (2003); Schaefer (2005), etc., found that the in-group feel superior and consider themselves better than the out-group members. Thus, such a feeling and consideration always lead to conflicts which in turn claim lives of the members of the two groups and/or neutral or innocent people. The reference drawn from the findings stated earlier can be related to different fraternity groups in which members of one fraternity group regard the members of other groups as inferior to them. This is always the source of the conflict between different cult members.

Insurgency or terrorist groups such as "Bokoharam" in Nigeria are an example of the in-group. This is because they consider all those who are not their members as being in the out-group that should be made to suffer their non-membership. The professional or commercial drivers therefore serve as the in-group that regard people of other jobs or professions as "they or them" because they belong to (an)other clique(s). A reference to the use of "we/us and they/them" is also found in Richard Wright's (1940) Native Son; whereas the black Americans refer to themselves as "we/us black/coloured" while the white as "they/them white" and so do the white Americans. This usage symbolises racial difference, and also connotes different social groups.

It is deduced that among the commercial drivers, there are different in-groups and out-groups. For instance, the taxi drivers' group is different from the omnibus drivers', tanker drivers', lorry drivers' groups. Therefore, members of one group refer to those of other groups as out-group members. Moreover, though they constitute a large group, commercial drivers belong to different unions or associations. In this sense, a member of one union (NURTW) refers to a member of another union or association (RTEAN) as an out-going member.

Focus group is another type of groups which comprises members who do not meet regularly to interact but assemble in order to discuss a particular topic or issue. This group comprises 10 to 15 members, and they are paid for their participation. Schaefer stated that Focus group was first developed by Robert Merton in 1987; it is formed and used to address some issues. The view or information received from the members of this group is used to design more extensive qualitative or quantitative solutions/research (Schaefer, 2015:130).

Another important type is reference group; any group in which a person influences another person's behaviour and the person uses the group as standard to evaluate himself/herself is a reference group. The reference group influences people by making them pattern their thinking and behaviour after that of the group. According to Schaefer (2005), reference group has two main purposes: it performs normative functions because it sets and enforces standards of conduct and belief, and it also performs a comparison function because it serves as a standard through which people can evaluate themselves and others. In-group and primary group usually serve the functions of the reference group because of their individual influences on the thinking and behavioural patterns of their members. Sociologists (Greenwood, 2003; Schaefer, 2005 and so on) posited that family members, co-workers, and neighbours, as distinct groups, can serve as reference group because the members of each of these groups influence one another and set standards for self-evaluation.

They (sociologists) held that the size of social group ranges from **Dyad** (a two-member group _ for example a couple without a child yet; **Triad**, a three-member group _ for example a couple with their first child) to a large number of members. Commercial drivers therefore constitute a large member and become an increasingly large secondary group referred to as formal organisation. They are a large group with subgroups which are sociologically referred to as **Set**s. Just like in the group, each set has a leader and allows for coalitions to develop; the coalitions are any form of alliance formed towards a common goal (Schaefer, 2005).

Furthermore, social classes, social status and socio-economic status are used to categorise people into social groups. Onokerhoraye and Omuta (1994) outlined the following as criteria for identifying social groups: age structure, sex structure, marital status, race and ethnicity, family and household status, religion, language, income, education, occupation, migrant status and housing characteristics. The inference drawn from the foregoing is that an individual actively and even passively belongs to or is related to one or more of these

groupings. For instance, the NURTW or road transport workers are identified as a social group based on the criterion of occupation.

Onokerhoraye and Omuta (1994) posited that every member of a society belongs to one of the upper, middle or lower socio-economic group though he/she may not be conscious of his/her membership. Using differences in the levels of education, income and types of occupation, Onokerhoraye and Omuta (1994) found that 70% of the members of upper socio-economic group are workers in public service, private professions, politics, army and business enterprises. They are the people ranked highest on the basis of the three criteria (education, income and occupation). On the same criteria, the middle socio-economic group constitutes people who are fairly distinct from both the upper and the lower groups. They include people that are still striving to attain higher educational qualifications or enter political and economic channels (Onokerhoraye & Omuta, 1994:46).

According to them, a majority of the members of the group have a secondary school educational qualification. The members include qualified primary school teachers, policemen and higher clerical officers in both federal and state government departments. The third group is the lower socio-economic stratum. It consists of the largest number of people who are small scale businessmen and women, craftsmen, artisans, and all commercial drivers are among them. They explained that few of the members of the group receive western education, apart from the nature of their work and very low income.

With respect to commercial drivers in Nigeria, they form a large social group formally organised and generally overseen by National Union of Road Transport Workers (NURTW), Road Transport Employer Association of Nigeria (RTEAN), Nigeria Association of Road Transport Owners (NARTO), among others. The formally organisational feature of NURTW, for instance, characterises its bureaucratic components in terms of division of labour, hierarchy of authority, written rules and regulations, impersonality, and technical qualifications as basis of employment. However, all these characteristics are not strictly considered, and do not actually exist in the running of NURTW (Olubomehin, 2012).

According to Ipingbemi (2008), NURTW is an umbrella body of all commercial drivers in Nigeria. The body recruits, registers and disciplines drivers. The NURTW has branches in each state of the country, and it is empowered to perform persuasive, preventive or punitive safety roles (Sumaila, 2013). Olubomehin (2012) put it that the formation of

NURTW in 1978 is a milestone occurrence in the history of road transporters in the country and each road transporter carries out his activities based on the stated conditions and terms of NURTW. The members of the NURTW are those using different transport modes such as motorbikes, buses, cabs, tankers and tricycles for conveying both passengers and goods from one place to another within the country.

Historically, the NURTW is predated by the Road Transport Employer Association of Nigeria (RTEAN). But according to Olubomehin (2012), RTEAN is less known, popular or active compared to the NURTW. In 2011, the NURTW had over 1.5 million members in the country. Today, their membership is still increasing. The NURTW is an affiliate of the Nigerian Labour Congress (NLC), and a majority of professional or commercial drivers except the petroleum tanker drivers are NURTW members (Olubomehin, 2012).

As a social group by occupation, the NURTW's main objective is to promote the economic welfare of not only its members but also the country. Thus, with this regard, the union engaged in several programmes for personal and national, socio-economic, civic, health and safety development. According to Olubomehin (2012), some of the programmes carried out or partnered by NURTW include road safety, Family Economic Advancement Program (FEAP), HIV/AIDS immunisation, Mass Transit Implementation, The Road Accident Medical Aid (RAMACHE), Road Accident Insurance Scheme (RHIS), among others.

As a large group, the NURTW has secretariats in national, state and local levels. The union is established in units, branches, states, zones and nation and each of the sets is headed by a chairman who coordinates the activities of the union with other elected officials. Olubomehin (2012) stated that each state secretariat has elected officials between ten (10) and twenty (20) members. He added that the union has a formal and sound administrative structure that gives them the opportunity to partner with government and contribute to the political, socio-economic and national development. The researcher illustrated this contribution by citing the roles of the transport workers who formed a kind of pressure group to fight for the interest of the mass during the military era.

Olubomehin (2012) stated that the union joined the Nigeria Labour Congress (NLC) to oppose Gen. Sanni Abacha's transforming himself into a civilian president after cancelling the 1993 presidential election. With such support and reaction, NURTW really set the firm foot of the union into the politics in Nigeria. Many Nigerian politicians seek their support for

their political interests since the transporters are close to the grassroots and interact with different sets of people or passengers on daily basis. Thus, they are electoral machineries in the hands of politicians (Olubomehin, 2012). The NURTW members are also known for participating in some social and community development programmes such as taking care of accident victims through Road Accident Health Insurance Scheme (RHIS). They actively participated in the campaign against the spread of HIV/AIDS. Moreover, the union always have regular meetings with the Federal Road Safety Corps (FRSC), Vehicles Inspection Officers (VIO) and other government agencies.

This social group constitutes commercial or professional drivers who are responsible for the movement of people, freights, goods and services from one point to another. They are the road transporters who make transportation much more important than telecommunications for linking the most remote to the most vibrant areas. Transportation is just a concept, but it can serve as an instrument with all its functions and contributions to social changes and development if and when it is piloted by a group of people referred to as transport workers, most especially commercial drivers. Adekoya, Owoeye, Adepoju and Ajayeioba (2009) supported that commercial drivers constitute an important group in the society because they convey a majority of people to their various destinations.

With respect to their functions, scholars contended that commercial drivers play a pivotal role in the transportation and socio-economic life of the society (Tseng, Yue & Taylor, 2005; Copsey & Taylor, 2010; Olubomehin, 2012; Harriet, Poku & Anin, 2013; Olamigoke & Emmanuel, 2013; Epetimehin, 2014). They identified and explained some economic roles of transportation. The roles make it a sector that cannot be separated from the change in the society. Apart from the fact that it plays a considerable role in the development of civilisation, it brings different people from different locations/ areas, backgrounds, styles and cultures together. Thus, it enhances socio-cultural harmony among the people (Mathew & krishna Rao, 2007).

Ray (1995) stated and elucidated that transport performs a historical role in the growth and development of the society because it provides a foundation for communication, commerce and trade, and national defence. This foundational role is meant to explain the social functions of transport as having an influence on the formation, size and pattern of settlement and on the growth of urban centers (Mathew & krishna Rao, 2007). Politically, transport serves as a means for a strategic planning in national defence and security (Ray,

1995); and it is a tool for running political and electoral system with its primary functions of transferring messages, information, person and freight (Mathew & Krishna Rao, 2007). With the aid of transportation, many areas, especially remote ones, are easily reached and governed. Thus, government representatives depend on transport for their movements from one constituency to another in order to efficiently perform their duties (Abdulkareem, 2007).

Ray (1995), Idu (2006), Mathew and Krishna Rao (2007) and Abdulkareem (2007) advocated that transport is a fundamental sector that also determines the state of the economy in the society. According to Mathew and Krishna Rao (2007), economy occupies a main position centred on production, distribution and consumption of goods and services and it in turn determines the living condition of the people. They explained further that such production, distribution and consumption largely depend on the (natural) resources of each geographical area, and the difference in the resources gives rise to the need for transport. This is because it (transport) enables the movement of a kind of resources in the form of exchange from one part (area) to the others.

This is the reason why transport is tied to the movement of both human and non-human resources from one place to another. Ray (1995) submitted that economically, transport opens hinterland and widens the market. Mathew and Krishna Roa (2007) stated that as its economic role and influence, transport is one of the main factors used to determine the cost of a commodity. They exemplified the statement that if Point A produces a commodity and the people of Point B want the commodity, the price of such a commodity depends on the distance and system of the transportation between the two points. If the same commodity can be got from another point, (say Point C) which is closer to Point B than A, the state of the road network between Points A & B and C & B has an influence on the supply and price of the commodity in Point B. Hence, the researchers (Mathew & Krishna Roa, 2007) concluded that transportation exceeds the range of sources of the supply of goods to be consumed in an area, thereby making it possible for users to get resources at a cheap or high price and low or high quality.

Moreover, transport also determines the trends of urbanisation, population, and the level of employment (Ray, 1995). It is because of these roles that many scholars contended that transport performs an inevitable function in determining the state and level of the socio-economy of a country. However, transport is known to be instrumental in the level of ecological pollution (Ray, 1995) which exposes drivers to physical, chemical, biological,

psychological and individual behaviour risks (Copsey & Taylor, 2010; Epetimehin, 2014). According to the researchers (Ray, 1995; Mathew & Krishino Rao, 2007; FRSC, 2008; Ugboaja, Onyemechi, Ejam & Ukpere, 2013; Abdulkareem, 2007), transport has environmental effects on the society since it is one of the sources of pollution and accidents.

While explaining the roles of transportation, Mathew and Krishino Rao (2007) expatiated a negative effect of this means of mobility on people. This is what they referred to as environmental role of transportation. According to them, road transport continues to grow, and it however increases the rate of accidents which results in the loss of lives, permanent disability, injuries and damage to property in a society. Studies found that morbidity and mortality resulting from road accidents when compared with those of diseases will rise from ninth to third rank between 1990 and 2020 (Nkwonta, 2010; Epetimehin, 2014; Blincoe, 2015). For instance, Mathew and Krishno Rao (2007) found that deaths and disability caused by road accidents rank higher than those of stroke and all infectious diseases.

Mathew and Krishino Rao (2007) enumerated that other negative effects imposed on the society by transportation include air and noise pollution, energy consumption, relocation of residents for constructing new roads, among others. The critical inference is that the historical, political, economic, social and environmental roles of transportation reviewed earlier are largely pioneered by drivers, most especially commercial or professional ones. Therefore, drivers are also pioneers of socio-economic development; so they are a socio-economic group (Mene, 2010).

Advocating the crucial role of transport in the process of economic development, Ugboaja, Onyemechi, Ejam and Ukepere (2013) pointed out that road transport has been providing job opportunity for Nigerians since 1960. It reduces the unemployment rate in the country since over 1.5million people engage in professional driving (Olubomehin, 2012; Ugboaja et al., 2013). Transportation also enhances self-employment; For instance, the operation of fleet by both government and private individuals gives room for employing many Nigerians who work as safety managers, drivers, technical officers, conductors, among others in the sector (Olaoye, 2010; Olagunju, 2010).

The increase and growth in road transportation brings about Federal Road Safety Corps that monitors, maintains, directs and coordinates the activities of transporters in the country. The corps builds, develops and cultivates safety consciousness in drivers and issues

driving licence, vehicle number plate insurance, thereby providing revenue for the country. In addition, drivers are also charged to pay for some duties, fines; all the charges serve as sources of income for the development of the economy of the country (Chidi, 2010; Olaoye 2010; Olubomehin 2012; Ugboaja et al., 2013; Atubi & Gbadamosi, 2015). Samuel (2010) studied the economical role of the sector on the national development and stated that the transport system serves as a wheel on which the modern economy revolves. According to him, this is because it promotes and enhances good quality of life.

Moreover, Agomoh (2012: 142) asserted that road transportation is an essential ingredient in the socio-economic development of any nation because it serves as a source of the mobility of people, goods and services, and the accessibility of societies. He affirmed that drivers serve as the key source to such development. Citing data from FRSC, Agomoh (2012) contended that the economic objective of transportation is to support industries by effectively transferring their products and producers from one point to another. It acts as an engine for transforming the simple traditional economic setting into a complex modern economy (Olubomehin, 2012). He thus confirmed through his historical study that road transportation, with its essential roles, is inevitable to both economic growth and development of a nation.

Apart from being a source of generating revenue, commercial drivers enhance both inter- and intra-regional trades. They ply distance and thus make people gain access to and harness extant and new resources that enhance labour and capital. Transportation also brings about fleet management which serves as developed entrepreneurial skills to create employment opportunity for a lot of people. Hence, it gives rise to economic activities in terms of macro and micro economic growth and development. That is transportation is a lifeline in the economic development. This is because it facilitates progress in economic goals which include increased employment, income, productivity, property values and tax revenues, thereby enhancing an increase in the quality of goods and services produced in a country. According to Olamigoke and Emmanuel (2013), transportation is a wealth-creating industry and lifeline of an economy, which comes to a reality through professional drivers.

The review points out that transportation revolves round the four factors of production (capital, labour, entrepreneur, and even land), and it serves as a facilitating sector that brings about the creation, realisation and sustainability of these factors. It also shows that transport serves as a means of maintaining and improving economic opportunities, quality of life and

ultimate income for people. The roles of transport in society make drivers as part of the economic group whose functions are immensely inevitable to social growth and development.

Furthermore, the existence, growth and development of road transport also bring about different transport and commercial unions, such as National Union of Road Transport Workers (NURTW), Road Transport Employers Association of Nigeria (RTEAN), Nigeria Association of Road Transport Owners (NARTO), Association of Luxury Bus Owners of Nigeria (ALBON), among others. All of them form a social group and they contribute to socio-economic development. NURTW, for instance, partners with Partnership for Reviving Routine Immunisation in Northern Nigeria; Maternal Newborn and Child Health Initiative (PRRINN-MNCH) and gets involved in Emergency Transport Scheme (ETS). They are therefore committed to safe-guarding against high maternal and newborn mortality.

The branches of NURTW in Zamfara, Kastina and Yobe states partnered with PPRINN-MMCH. They contributed to the design of an ETS model for their local setting. The design was based on the training of four volunteer NURTW drivers selected from different geographical catchments of a community, thereby making every part of the community have an equal access to a car and a driver. The selected drivers were trained in a study course that covers:

i. Various problems facing maternal or pregnant women
ii. Emergency transport scheme services and responsibility and time-consciousness
iii. Duties of Emergency transport scheme drivers
iv. Treating and carrying women with a complication
v. Consciousness of safe driving and road signs
vi. Maintenance of Emergency transport scheme vehicles
vii. Act of appropriately Keeping records of Emergency transport scheme activities, among others

Though they are mainly engaged in transferring women with a complication to a health center, the ETS drivers can also respond to other health emergencies and non-emergencies in their catchment areas.

Apart from the state, local and ward levels, the NURTW at the national level is a key stakeholder to this scheme. This is because the NURTW members at the national level

motivate and support officers at the other levels, ensuring to scale up the scheme at all levels. They also ensure that every transfer of health (non-)emergencies is recorded and kept by NURTW officers at different levels. For motivation, the NURTW gives incentives to ETS active drivers. Efficiently, the ETS established in January 2010 was reported to have benefitted a high proportion (94%) of maternal complications in December 2011. This is because ETS drivers have transferred 4,733 women to health facilities, and the transfer averted the potential maternal deaths. The foregoing review portrays NURTW's relevant commitment to saving lives for being an ETS' partner; therefore, the union contributes to the achievement of the goals of ETS.

Moreover, according to Olaoye (2010), NURTW sets up a Passenger Manifest System under the Road Accident Medical Aids scheme (RAMA). The system is meant to seek and document information about passengers, especially data about their next of kin. Furthermore, as an efficient social group, NURTW in collaboration with Niger Insurance Company and bank PHB, inaugurated Road Accident Health Insurance Scheme (RAHIS). The scheme also allows passengers to subscribe to it and be catered for in the form of compensation and medical treatment in case of an accident. The union (NURTW) and other transport associations have been performing various roles to ensure drivers' and passengers' well-being and road safety. Hence, commercial transporters constitute a social group whose roles contribute to the health development in the society.

As shown in the earlier studies reviewed, professional drivers through their various associations, fleet operators and partnership and individual drivers from the national to the ward levels constitute a socio-economic group in a society. They are a socio-economic group not relatively based on the criteria of their levels of education and income but on the relevance of their jobs towards the development of the society. Their services are found relevant in and basic to the functioning of all other sectors in the society.

Appraisal of the Literature Reviewed

This study is aimed at assessing the functional literacy needs and enrichment interests of commercial drivers and set to review literature on some theories, the concept, dimensions and functions of literacy, functional literacy and job performance, functional literacy needs and enrichment interest of adults, commercial drivers as important socio-economic group and factors influencing functional literacy needs of adults.

Literature on two theories including sociological theory of functionalism and sociolinguistic theory of literacy were reviewed in this study. It was inferred that though the theories were relevant, neither of them was sufficient to guide and capture all the contexts of this study. Hence, a conceptual framework serving as a road-map to this study was proposed.

The revised literature indicated that literacy is a concept that means more than just an ability to read, write and calculate because of its various dimensions and functions. Literacy, as gained from the review, serves as a tool for an all-round development (Olajide, 2004; Lawal, 2014). The literature also explored domains of literacy (prose, document and quantitative), apart from the diverse dimensions of literacy. However, the studies reviewed showed that literacy as a concept remains abstract if it is not used as a skill and an instrument to learn more as well as to enhance personal, interpersonal and national development (Lawal, 2014). It was gained from the studies reviewed that such application of the literacy skills in daily activities at home, schools, work, and in community is referred to as functional literacy (Lawal, 2000). The literacy practice thus makes the literacy a lifelong skill or activity for effecting any change (Obanya, 2004). However, it was observed that the reviewed studies failed to assess the functional literacy needs and enrichment interest of adult commercial drivers in Nigeria.

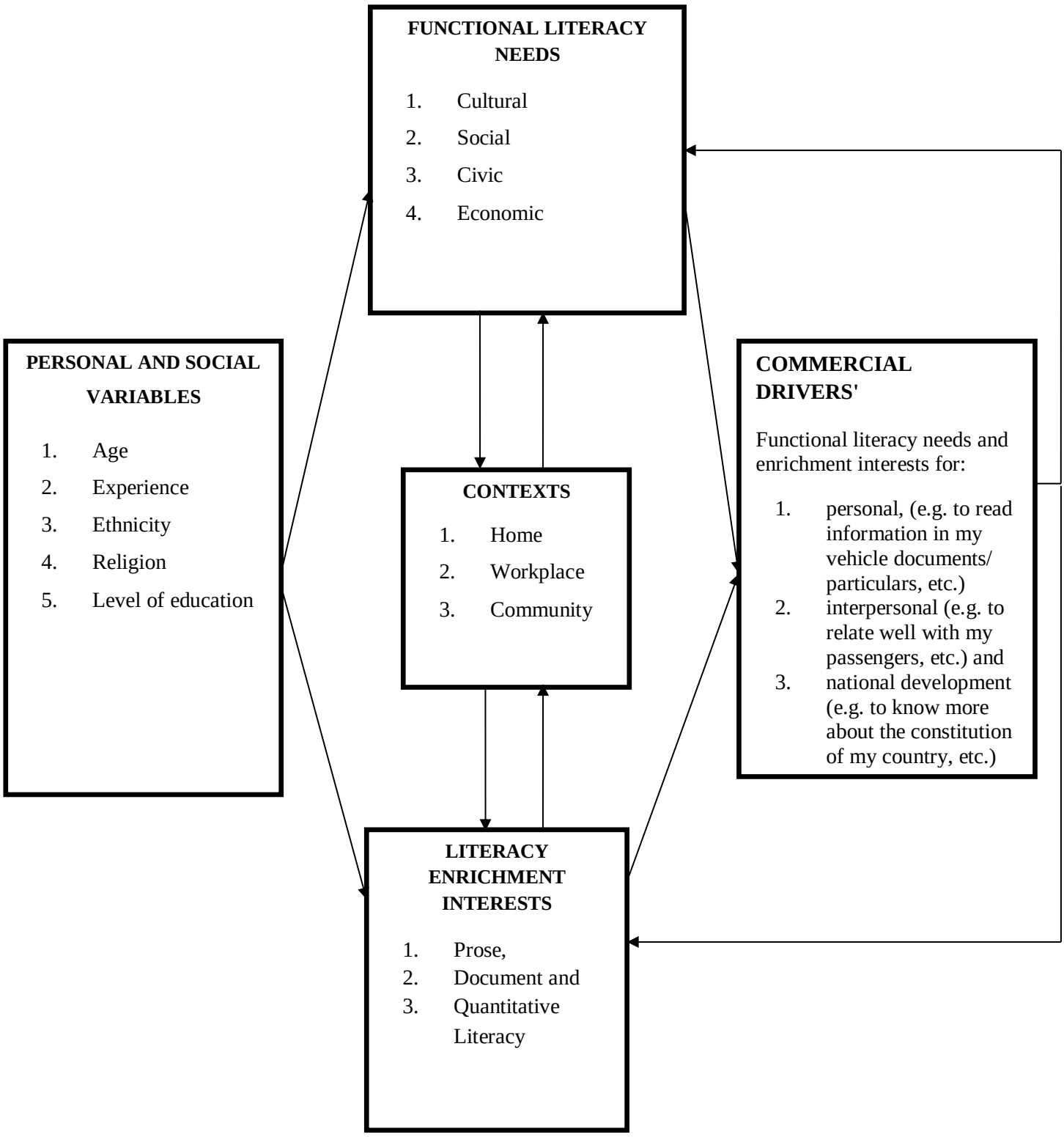
It was also gained from the literature reviewed that functional literacy is a literacy practice, and it prevents relapsing into illiteracy (Lawal, 2000; UNESCO, 2000). The literature established a difference between functional and occupational literacy; occupational literacy is considered as a subset of functional literacy and it is restricted to workplace literacy practice (Behold, 1997). It was gained that occupational literacy is solely meant for increasing productivity in the workplace but functional literacy is the use of the acquired skills of literacy at any context or setting where they (the skills) are required (UNESCO 1976, 2013; Bhola, 1995; Lawton & Gordon, 1996; Shipra Dea, 2012). Specifically, occupational literacy is a close-ended literacy for being workplace-restricted while functional literacy is an open-ended literacy practice for being required at all settings and contexts. Of all the studies reviewed, it was Oreh's (2006) study that examined the functional literacy education for personal development and job security for drivers in the University of Nigeria, Nsukka. However, the study was small in scope, and failed to assess the enrichment interests of this group of adult workers. It was this gap part of which the present study attempted filling up.

The literature reviewed also showed that commercial drivers constitute a socio-economic group. The studies revealed that the drivers' contribution to and impact on the development of the community, society and nation go beyond just the mobility of goods and services, freights and humans (Van Ryn, 2004; Olamigoke & Emmanuel, 2013; Ugboaja et al., 2013; Blinco et al., 2015). There are many studies on driver education, drivers and road behaviours and driving skills but few ones are on drivers' literacy while very few are on functional literacy of this vital socio-economic group of adult workers. However, this was why this study aimed at assessing not only the functional literacy needs but also the enrichment interests of commercial drivers in Nigeria.

From the literature reviewed, certain factors were identified as being influential to the literacy and functional literacy needs and practice of adults. Such factors include age, education, religion, gender, experience and ethnicity (Satherley & Lawes, 2008; Martinez & Fernandez, 2010; Mikkonen & Raphael, 2010; Olulobe, 2012; Epetimehin, 2014; Morrisroe, 2014). However, some other studies found that some of these variables are not very significant on the people's literacy needs, participation or practice (Lawal, 2000; Abiola, 2012). Therefore, this study was set to assess whether some of these factors had significant influence on the functional literacy needs and enrichment interests of commercial drivers who are a large group of socio-economic adults in the society. This was the gap left by the reviewed literature part of which this study aimed at filling.

Most importantly, the reviewed literature provided the theoretical background for this study on functional literacy, occupational/workplace literacy and job performance, commercial drivers as socio-economic group and factors influencing the literacy needs and practice of adults. Therefore, a conceptual framework that explains the relationships among the variables in the study was proposed from the distilled wealth of information gained from the literature reviewed.

Conceptual Framework



A Proposed Model of the Influence of Personal and Social Variables on Commercial Drivers' Functional Literacy Needs and Enrichment Interests

The model is the conceptual framework derived from the wealth of information gleaned from the reviewed literature. The model presents ethnicity, religion, age, experience and level of education as personal and social variables that can influence both functional

literacy needs and enrichment interests of commercial drivers. The social settings or contexts of home, workplace and community also determine their functional literacy needs and enrichment interests and the level of the needs as well as the choice of the enrichment interests. Furthermore, reading, writing and numeracy are the linguistic skills classified under prose, document and quantitative domains and they are explored through enrichment interests in this study.

The proposed model presents functional literacy needs and enrichment interests of commercial drivers as having influence on personal, interpersonal and national development. Such development leads them to determine further literacy needs at home, workplace and in community, and in turn determine their next choices of enrichment interests for all-round development, as indicated by the feedback loops respectively. This model serves as a guide and road-map for the conceptualisation, methodology and general orientation of the study towards achieving its purposes as stated in Chapter One.

In sum, the model is rooted in both the sociological theory of functionalism and the sociolinguistic theory of literacy. This is because the commercial drivers are a large socio-economic group that needs to perform civic, economic, cultural and social functions using linguistic skills of reading, writing and numeracy in various social contexts (such as home, workplace and in community) for personal, interpersonal and national development.

CHAPTER THREE

RESEARCH METHODOLOGY

The techniques and procedures that were used to carry out this study are presented in this chapter under the following subheadings:

a. Research Type
b. Population, Sample and Sampling Techniques
c. Instrumentation
d. Procedure for Data Collection
e. Data Analysis Techniques

Research Type

A descriptive research survey of the cross-sectional type was employed in this study. This is because it can be used to assess views, attitudes, needs, interests and achievement, among others, of a large number of people at a particular time 'with a view to finding what is and how it is' (Anikweze, 2009:63). It involves a systematic way of factually describing the traits of the subjects of interest (Daramola, 2006). Cross-sectional study is a type of research used to examine variables in different groups that are similar in all other characteristics (Olsen & George, 2004).

A cross-sectional study allows researchers to compare variables at a single point in time (Institute for Work & Health, Toronto, 2015). This allowed the researcher to assess age, religion, ethnic background, educational level and driving experience variables in relation to functional literacy needs and enrichment interests of commercial drivers. Therefore, the descriptive research survey was used in conducting this study because it was appropriate for collecting a great deal of data accurate about a large population. It was also appropriate for critically assessing the content and context of the research subjects.

Population, Sample and Sampling Techniques

The population for this study comprised all the literate commercial drivers in Kogi, Kwara and Niger states in the North-central geo-political zone in Nigeria. The target population for the study was all inter-state literate commercial drivers in the three states in North-central Nigeria. In order to determine the population of literate inter-state commercial drivers in the three states, the researcher visited the state NURTW, RTEAN and NARTO secretariats and FRSC state headquarters. He could not get their actual or even estimated number. For instance, based on the data collected from the Kwara state NURTW, RTEAN

and NARTO secretaries, there were over forty-seven thousand (47,000) commercial drivers in the state. While NURTW claimed to have thirty-five thousand (35,000) members and RTEAN gave an estimated ten thousand (10,000) members, NARTO claimed that they had over two thousand (2,000) members in the state. The number (over forty-seven thousand) included both inter- and intra-state commercial as well as town service drivers registered with NURTW, RTEAN and NARTO.

In Niger and Kogi states, forty-eight thousand (48,000) and forty-five thousand (45,000) were given as estimated numbers of commercial drivers in the two states respectively. Summing up the figures, there were over one hundred and forty thousand (140,000) commercial drivers in the three states of Kogi, Kwara and Niger (Field Work, 2017). Using the Sample Size Table of the Research Advisors (2006), one thousand three hundred and thirty-six (1336) respondents could be selected as the sample size of this population (140,000). This would construct a 99% confidence interval with a Margin of Error of 3.5% for such a large population.

However, NURTW, RTEAN and NARTO secretaries and FRSC could not give an actual or estimated number of the inter-state drivers and the literate drivers, let alone the inter-state literate commercial drivers which serve as the target population for this study. These shortcomings cut across the three states (Kogi, Kwara and Niger) (Field Work, 2017). Hence, because of the shortcomings got from the data collected through the primary source from the field work, six hundred and sixty (660) respondents were selected as sample for this study. This constructed a 99% confidence interval with a Margin of Error of 3.5% for the target population, using the Sample Size Table of the Research Advisors (2006). In addition, the sample was limited to six hundred and sixty (660) respondents because a structured interview was used to elicit the data from the respondents, many of whom could read only at the rudimentary level. The sample of 660 respondents was selected using incidental sampling technique. The respondents were selected across twelve (12) cities in the three states of the geo-political zone of the country.

The state capitals and three other cities in each of the three states were selected using the purposive sampling technique, thereby giving a total number of twelve (12) cities selected for the study. The cities were purposively selected so as to cater for the variables of ethnic background and religion. Fifty-five (55) inter-state literate commercial drivers were

selected from each of the twelve (12) cities using incidental sampling technique. The sample technique was used because of the respondents' nature of job, their timing and level of readiness for the data collection due to their work schedule.

Instrumentation

A researcher-designed questionnaire/structured interview was used to collect the data from the respondents for this study aimed at assessing functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria. The questionnaire, titled "Questionnaire on Functional Literacy Needs and Enrichment Interests of Commercial Drivers in Nigeria" was grouped into sections "A", "B" and "C". Section "A" contained questions on background information about the drivers. This section was meant to get demographic information about the respondents' age, ethnic background, religion, driving experience and highest educational attainment.

Section "B" contained some items meant to assess functional literacy needs of Nigerian commercial drivers. The items were set on the bases of cultural, civic, economic and social needs of the respondents in the contexts of home, workplace and community; such needs are purposefully meant for personal, interpersonal and national development. Section "C" contained some items designed to assess enrichment literacy interests of Nigerian drivers; the items in this section covered the three forms of literacies based on medium. These are prose, document and quantitative literacies. The questionnaire items were structured on the Likert model of None (1), Little (2), Much (3) and Very Much (4) for Section "B", and Never (1) Low (2), Moderate (3) and High (4) for Section "C". The questionnaire was given to drivers who could read with appreciable comprehension, but presented as a structured interview to drivers with rudimentary reading skills.

This instrument was validated by submitting it to the researcher's supervisor and some other experts in the Department of Arts Education for content and structural assessment. Their corrections and suggestions were used to design the final version which was then administered to some respondents that were not part of the sample to determine its reliability. The test re-test method of three-week interval was employed to determine the reliability of the instrument. The questionnaire was administered to fifty-five (55) respondents incidentally selected from the target population in Benue State. The sets of scores got from the administrations were correlated using the Pearson's Product Moment Coefficient statistic where a value of 0.67 was obtained.

Procedure for Data Collection

The researcher as well as the research assistants visited the drivers' motor parks across the twelve cities purposively selected from the three states in North-central Nigeria. The researcher met and explained the purpose of the study to the heads (chairmen) of the motor parks that could help to speak to his members for their cooperation. The researcher selected and trained five research assistants who administered the questionnaire to the respondents.

The researcher ensured that he selected research assistants in whom he had confidence, and comported themselves with great respect, cheer, patience and tolerance to enable them collect data from this class of respondents. In addition, three among the research assistants selected were bachelor degree holders and two were master degree holders with average age of twenty-five years. They are males. The choice of only males was because of the rigorous nature of the data collection for this research. Also, the researcher ensured that the research assistants selected were percipient and had passion for study, research, moral value and positive reputation.

The researcher employed the research assistants who also assisted in interpreting the items on the questionnaire to the respondents that could read but could not understand what they read to a certain level of comprehension. The research assistants were language educators who are bilingual in English and one of Yoruba, Hausa, Ebira, Nupe and Gbagi.

Data Analysis Techniques

The data collected for this study were analysed using descriptive and inferential statistical methods. The percentage was used to analyse the demographic data in Section "A". The first-two and the last research questions were answered using mean and standard deviation, while the other research questions were answered through their corresponding hypotheses. The critical ranges of scores on a four-level scale were used in order to draw inferences from the mean scores on the research questions. The inference is shown in Table 2 below.

Table 2: Table of Inference

Critical Range	Inferences
0.1-1.4	None
1.5-2.4	Little/Low
2.5-3.4	Much/Moderate
3.5-4.4	Very Much/High

One Way Analysis of Variance (ANOVA) statistical method was employed to test all the research hypotheses at 0.05 level of significance using IBM SPSS Statistic (Version 21 for windows). Duncan's Post-Hoc analysis was carried out to determine the level of the influence of the variables on the functional literacy needs and enrichment interests of the commercial drivers in North-central Nigeria.

Qualitative analysis was done on the two open-ended items at the end of the questionnaire so that the findings could be used to corroborate or disconfirm the findings on the quantitative data.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

The data analysis and results were presented in this chapter under the sub-headings which included demographic data of respondents, answering the research questions, hypotheses testing, analysis of qualitative data and summary of major findings.

The data were obtained from six hundred and twenty-two (622) respondents whose copies of the questionnaire designed for the study were completely and well filled. Though the targeted sample for the study was six hundred and sixty (660) literate commercial drivers, six hundred and forty-eight (648) copies of the questionnaire were retrieved from them but twenty-six (26) among the retrieved copies were not adequately filled. Some of the adequately filled copies of the questionnaire were retrieved because they were presented as a structured interview to the respondents with rudimentary reading skills, and who had developed a reluctant attitude towards reading. The six hundred and twenty-two copies were used for the study because they gave a ninety-six percent (96%) of the retrieval rate and a ninety-four percent (94) of the sample rate.

Both quantitative and qualitative data analyses were employed in this study. For quantitative analysis, both descriptive and inferential statistics were used to analyse the data collected. The demographic data of the respondents were analysed using percentages while Research Questions “a”, “b” and “m” were answered with mean and standard deviation descriptive statistics. All other research questions were answered through their corresponding hypotheses. The ten (10) research hypotheses formulated for this study in Chapter One were tested using One-way Analysis of Variance at 0.05 level of significance. IBM-SPSS Statistic (version 21 for windows) was used for the analysis of the data. For qualitative analysis, content method was used to analyse the responses of two hundred and eleven commercial drivers to the open-ended or unstructured section of the questionnaire.

Demographic Data of Respondents

This section describes the demographic characteristics of the respondents (literate commercial derivers) using percentages.

Table 3: Distribution of Respondents by Association (N=622)

Union/Association	Frequency	Percent
NARTO	131	21.1
NURTW	340	54.7
RTEAN	70	11.3
OTHERS	81	13.0
Total	622	100.0

Table 3 shows the respondents' various unions/associations. It implies that each commercial driver belongs to a union which can be any one or more of NARTO, NURTW, RTEAN and others. As shown in the table, 131, 340 and 70 respondents were members of NARTO, NURTW and RTEAN respectively while 81 among the respondents belonged to other associations or unions. This therefore gave a total number of six hundred and twenty-two respondents participated in the study. NURTW had the highest respondents with 340 (54.7%) followed by NARTO, OTHERS (those that belonged to other unions such as Association of Independent Transporters - AIT, among others) and RTEAN with 131 (21.1%), 81 (13%) and 70 (11.3%) respectively.

Table 4: Demographic Data of Respondents Based on Ethnic Background (N=622)

Ethnicity	Frequency	Percent
HAUSA	88	14.1
YORUBA	312	50.2
NUPE	127	20.4
EBIRA	55	8.8
GBAGI	23	3.7
OTHERS	17	2.7
Total	**622**	**100.0**

Table 4 reveals that out of the six hundred and twenty-two respondents participated in the study, 88 (14.1%) were Hausa, 312 (50.2%) were Yoruba, 127 (20.4%) were Nupe, 55 (8.8%) were Ebira and 23 (3.7%) were Gbagi while 17 (2.7%) were from other ethnic groups such as Igbo and Baruba, among others. In this study, the respondents from the Yoruba ethnic group constituted the highest with 312 (50.2%) participants while those from the other ethnic groups had the lowest with 17 (2.7%) respondents.

Table 5: Demographic Data of Respondents Based on Religion (N=622)

Religion	Frequency	Percent
CHRISTIANITY	174	28.0
ISLAM	407	65.4
TRADITION	41	6.6
Total	622	100.0

Table 5 shows that the six hundred and twenty-two respondents chose Christianity, Islam and Tradition as the religions they practised. As indicated in the table, 174 (28%), 407 (65.4%) and 41 (6.6%) respondents were Christians, Muslims and Traditionalists respectively, with Islam having the highest of all the respondents participated in the study.

Table 6: Demographic Data of Respondents Based on Age (N=622)

Age Group	Frequency	Percent
16-25	151	24.3
26-35	131	21.1
36-45	150	24.1
46-55	113	18.2
56-65	46	7.4
66-75	31	5.0
Total	**622**	**100.0**

In Table 6, the demographic data of the respondents based on age were revealed. Out of the six age ranges, the respondents with the age range between 16-25 were the highest among the participants in this study with 151 (24.3%). 36-45, 26-35, 46-55, 56-65 and 66-75 age ranges had 150 (24.1%), 131 (21.1%), 113 (18.2%), 46 (7.4%) and 31 (5%) respectively, with the age range of 66-75 having the lowest respondents (31 - 5%).

Table 7: Demographic Data of Respondents Based on Level of Education (N=622)

Level of Education	Frequency	Percent
PRIMARY	169	27.2
SECONDARY	208	33.4
NCE/ND	137	22.0
HND/B.Sc	77	12.4
M.Sc/M.Ed	12	1.9
OTHERS	19	3.1
Total	**622**	**100.0**

As shown in Table, 169 (27.2%) and 208 (33.4) respondents indicated that they acquired primary and secondary school levels of education respectively. 137 (22%), 77 (12.4%) and 12 (1.9%) had NCE/ND, HND/B.Sc and M.Sc/M.Ed. respectively. 19 (3.1%) claimed that they acquired western education other than the levels listed above. The 208 (33.4%) respondents who claimed to have acquired secondary school education served as the

highest participants in the study, while M.Sc/M.Ed. respondents had the lowest with 12 (1.9%) participants.

Table 8: Demographic Data of Respondents Based on Experience (N=622)

Level of Experience	Frequency	Percent
Less Experienced 0-10	287	46.1
Experienced 11-20	215	34.6
More Experienced 21 and Above	120	19.3
Total	**622**	**100.0**

The table shows the distribution of the respondents based on their levels of experience. Out of the six hundred and twenty-two respondents, 287 (46.1%) had work (driving) experience within the year range of 0-10 considered as less experienced drivers. 215 (34.6%) and 120 (19.3%) respondents claimed to have the experience within the year ranges of 11-20, and 21 and above (considered as experienced and very experienced derivers) respectively. The respondents with the driving experience within 0-10 years were the highest participants in the study with 287 (46.1%), while those with 21-and-above years of experience were the lowest with120 (19.3%).

Answering the Research Questions

In this section, the research questions for this study were answered. In order to draw inferences from the mean scores on the research questions, the critical ranges of scores on a four-level scale were used as shown in Table 9 below.

Table 9: Table of Inference

Critical Range	Inferences
0.1-1.4	None
1.5-2.4	Little/Low
2.5-3.4	Much/Moderate
3.5-4.4	Very Much/High

Research Question a: What are the functional literacy needs of commercial drivers in North-central Nigeria?

The responses of the respondents on the items on the functional literacy needs were analysed and presented in the table below.

Table 10: The Functional Literacy Needs of Commercial Drivers in North-central Nigeria (N=622)

S/N	Items	Mean	Std. Deviation	Rank	Inferences
	A. Cultural Development				
	I need literacy skills so that I can:				
1.	learn more about my culture.	3.43	0.82	6th	Much
2.	get close to my God.	3.48	0.83	3rd	Much
3.	learn more about the culture of people.	3.06	0.91	20th	Much
4.	participate in cultural activities in my community.	3.24	0.85	15th	Much
	B. Civic Development				
5.	be more familiar with my rights.	3.50	0.74	2nd	Very Much
6.	defend myself before FRSC, Police, VIO and other related agencies.	3.45	0.77	4th	Much
7.	protect rules and regulations of my union/association e.g. NARTO, NURTW, RTEAN, etc.	3.45	0.76	4th	Much
8.	relate well with my passengers.	3.40	0.77	7th	Much
9.	understand the difference between my privileges and rights.	3.31	0.84	13th	Much
10.	abide by the Highway code.	3.35	0.82	11th	Much
11.	vote rightly in elections.	3.22	0.90	16th	Much
12.	know more about the constitution of my country.	3.19	0.96	18th	Much
13.	be more law-abiding.	3.25	0.93	14th	Much
14.	be an active member of a political party.	2.76	1.09	22nd	Much
15.	contest for a leadership post in my union/association.	2.91	1.13	21st	Much
	C. Economic Development				
16.	enhance the quality of my job.	3.44	0.76	5th	Much
17.	determine my income and expenditure rates.	3.32	0.82	12th	Much
18.	enhance my standard of living.	3.38	0.81	8th	Much
19.	regulate my family finance.	3.35	0.86	11th	Much
	D. Social Development				
20.	relate well with my family.	3.51	0.77	1st	Very Much
21.	maintain good ties with co-drivers.	3.24	0.79	15th	Much
22.	maintain good relationship with passengers.	3.31	0.83	13th	Much
23.	acquire knowledge and skills on first Aid.	3.21	0.91	17th	Much

24. maintain good relationship with my neighbor.	3.31	0.79	13th	Much
25. contribute to the development of community literacy.	3.18	0.91	19th	Much
26. enlighten people about sound healthy living.	3.36	0.89	10th	Much
27. promote a safe environment.	3.37	0.86	9th	Much

Table 10 shows that twenty-seven items addressed the functional literacy needs of literate commercial drivers in North-central Nigeria, while all the items were ranked from 1st to 22nd positions. As revealed in the table, Items 20 (on "social development"), 5(on "civic development") and 2 (on "cultural development") ranked 1st, 2nd and 3rd respectively. Items 20 ("I need functional literacy to relate well with my family") under "Social Development" and 5 ("I need functional literacy to be more familiar with my rights") under "Civic Development" had the highest mean scores of 3.51 and 3.50 ranked 1st and 2nd respectively. Hence, it implies that the respondents (literate commercial drivers in North-central Nigeria) needed functional literacy "**very much**" to relate well with their family and to be more familiar with their rights. This is because the two mean scores (3.51 and 3.50) for the items (20 and 5) fall within the critical range of 3.5 – 4.4 and thus give an inference of "**Very Much**" needed functional literacy.

The table also shows that Items 2, 6 and 7 (on "I need functional literacy to get close to my God", "defend myself before FRSC, Police, VIO and other related agencies", and "protect rules and regulations of my union/association" e.g. NARTO, NURTW, RTEAN, etc.) had the mean scores of 3.48, 3.45 and 3.45 respectively. While Item 2 ranked 3rd is under "functional literacy for cultural development", both Items 6 and 7 which ranked 4th are under "functional literacy for civic development". Based on their mean scores, it appeared that the respondents needed functional literacy for these items (2, 6 and 7) more than the others.

Furthermore, Items 14 and 15 (on "I need functional literacy to be an active member of a political party" and "contest for a leadership post in my union/association") had 2.76 and 2.91 as mean scores respectively. Though they still fall within the benchmark of 2.5 or the critical range of 2.5-3.4 giving an inference of "**Much**" for the functional literacy needed, they however had the lowest mean scores (2.91 and 2.76) and ranked 21st and 22nd

respectively. Therefore, based on the results in Table 10, the respondents claimed to need functional literacy "**much**" for carrying out duties and responsibilities on all the items except Items 2 and 20 where they claimed to need functional literacy "**very much**".

In addition, the table below shows rank and inferences on the functional literacy needs of the respondents for cultural, civic, economic and social development.

Table 11: The Functional Literacy Needs of the Respondents for Development

Items	Mean	Std. Deviation	Rank	Inference
Cultural Development	3.30	0.59	3rd	Much
Civic Development	3.25	0.49	4th	Much
Economic Development	3.38	0.58	1st	Much
Social Development	3.31	0.56	2nd	Much
Cumulative Mean	**3.30**			**MUCH**

Table 11 reveals that the mean scores of functional literacy needs of the respondents for cultural, civic, economic and social development were 3.30, 3.25, 3.38 and 3.31 respectively. The result indicates that the commercial drivers seemed to need functional literacy more for the economic and social than cultural and civic development. Specifically, they appeared to need functional literacy **"most"** for the economic development followed by social, cultural and civic development as indicated by the mean scores ranked 1st, 2nd, 3rd and 4th. Based on the critical ranges on Table 9, all the mean scores of the four forms of the development each fall within the range of 2.5-34; the inference therefore is that the respondents needed functional literacy **"much"** for each of economical, social, cultural and civic development. Also, the cumulative mean score (3.30) for all forms of the development proves further that the commercial drivers tended to need functional literacy **"much**" for all-round development in all settings such as home, workplace, community, and country at large.

Research Question b: What are the enrichment interests of commercial drivers in North-central Nigeria?

In order to answer this question, the responses of the respondents on the items on the enrichment literacy interests were analysed and presented in the table below.

Table 12: The Enrichment Literacy Interests of Commercial Drivers in North-central Nigeria (N=622)

S/N Items	Mean	Std. Deviation	Rank	Inferences
A. Prose Literacy				
I have interest in increasing my literacy by:				
1. reading religious books/materials (e.g. Bible, Quran, etc.).	3.57	.70	1st	High
2. reading general news stories.	3.07	.90	17th	Moderate
3. reading write-ups on transport and transport-related issues.	3.24	.80	12th	Moderate
4. reading sports stories.	2.91	1.01	25th	Moderate
5. reading handbills.	2.87	.97	26th	Moderate
6. reading the highway operative matters.	3.05	.98	18th	Moderate
7. taking minutes of meetings at work.	2.98	.98	23rd	Moderate
8. reading about road safety issues.	3.35	.76	5th	Moderate
9. reading stories to my children.	3.27	.90	11th	Moderate
10. checking my children's daily school works.	3.32	.85	8th	Moderate
11. assisting my children with their assignments.	3.30	.87	9th	Moderate
12. writing official letters about issues or problems facing my community to Government.	2.92	1.01	24th	Moderate
13. taking statements in a police station when issues come up.	3.03	.96	20th	Moderate
14. writing reports on highway matters.	2.98	.94	23rd	Moderate
15. writing short stories for my children to read.	3.04	.99	19th	Moderate
B. Document Literacy				
I have interest in increasing my literacy by:				
16. reading instructions on medicines/drugs.	3.34	.90	6th	Moderate
17. reading car manuals.	3.12	.93	16th	Moderate
18. reading text messages via mobile phone.	3.23	.93	13th	Moderate
19. reading road maps.	3.16	.92	15th	Moderate
20. reading information in my vehicle documents/particulars.	3.44	.76	3rd	Moderate
21. reading warranty/guaranty conditions on spare parts/products that I buy.	3.33	.75	7th	Moderate
22. operating a functional bank account.	3.18	.94	14th	Moderate
23. filling forms to apply for or to renew driving licence, vehicle documents, number plate, etc.	3.35	.81	5th	Moderate

24. writing official/non-official letters.	3.00	.96	22nd	Moderate
25. writing text messages via mobile phone.	3.05	.97	18th	Moderate
26. maintaining my Facebook accounts.	2.77	1.15	27th	Moderate
C. Quantitative Literacy				
I have interest in increasing my literacy by:				
27. determining my speed by distance and hour.	3.35	. 79	5th	Moderate
28. calculating my daily income and expenditure to determine profit or loss.	3.34	.75	6th	Moderate
29. determining the speed limit based on the types of road.	3.30	.85	9th	Moderate
30. determining the expiration dates on my driving licence and vehicle documents.	3.45	.77	2th	Moderate
31. determining interest on loans.	3.02	.91	21st	Moderate
32. determining the length of warranty/guaranty on spare parts/products I buy.	3.34	.74	6th	Moderate
33. calculating litres of fuel to buy correctly.	3.42	.79	4th	Moderate
34. filling receipts of purchases.	3.29	.88	10th	Moderate
35. issuing receipts to passengers.	3.04	1.00	19th	Moderate

Table 12 reveals that thirty-five items were designed to collect data about the enrichment literacy interests of the commercial drivers. Out of the items, only Item 1 (on "reading books/materials, e.g. Quran, Bible etc".) had the highest mean score (3.57) and ranked 1st. The item is under prose literacy domain. It means that the respondents' interest was "**high**" in enriching their prose literacy skills so that they could read religious books or materials such as the Quran and the Bible, among others. Items 30, 20 and 33 under quantitative, document and quantitative literacy domains ranked 2nd, 3rd and 4th with their mean scores of 3.45, 3.44 and 3.42 respectively. The items were on driving-related information such as vehicle documents, driving licence and calculating fuel liters. So, the respondents seemed to develop more interest in them than the other items, apart from the first item (ranked 1st with 3.57 mean score) which focused on religious/spiritual literacy.

The table also shows that 3 items (8, 23 and 27 under prose, document and quantitative literacy domains) ranked 5th with the mean score of 3.35. Moreover, Items 16 (under document), 28 and 33 (under quantitative domain) ranked 6th with 3.34 as a mean score, while Items 11 and 29 ranked 9th with the 3.30 mean score. The 18th rank was occupied by Items 6 and 25; Items 15 (under "prose literacy") and 35 (under "quantitative

literacy") ranked 19th with the mean score of 3.04. Under "prose literacy domain", both Items 7 and 14 ranked 23rd with 2.98 as a mean score. Item 26 on the interest of the respondents to enrich their document literacy by maintaining their Facebook accounts ranked 27th, thereby serving as the lowest position with the mean score of 2.77.

All other items had distinct mean scores and thus ranked accordingly. For instance, Items 2, 3, 4, 5, 9, 10, 12, 13, 17, 18, 19, 21, 22, 24, 31and 34 ranked 17th, 12th, 25th, 26th, 11th, 8th, 24th, 20th, 16th, 13th, 15th, 7th, 14th, 22nd, 21st and 10th based on their mean scores respectively. Based on the critical range in Table 9 for the results, all the mean scores of the items were above the 2.5 benchmark for the "**moderate**" interest. Therefore, this implies that the respondents' enrichment literacy interests were **moderate** though their interests were **high** in enriching their ability to read religious books/materials.

Furthermore, the table below shows rank and inferences on the enrichment interests of the respondents on prose, document and quantitative domains of literacy.

Table 13: The Enrichment Interests of the Respondents on Literacy Domains

Literacy Domains	Mean	Std. Deviation	Rank	Inference
Prose Literacy	3.12	0.54	3rd	Moderate
Document Literacy	3.18	0.58	2nd	Moderate
Quantitative Literacy	3.28	0.51	1st	Moderate
Cumulative Mean	**3.19**			**Moderate**

The table shows the mean scores of the three literacy domains each. As revealed in the table, quantitative and document literacy domains ranked 1st and 2nd with the mean scores of 3.28 and 3.18 respectively. The first item on prose literacy in Table 12 ranked 1st and had an inference of **High** enrichment interest of the respondents, but the sum of the mean scores of all the prose literacy items ranked the lowest (3rd) among the others. It implies that the respondents tended to enrich their literacy in order of quantitative, document and prose domains, as indicated by their mean scores in the table. In general, the three domains had the same inference of **"moderate"** enrichment interest. Therefore, the enrichment interests of the respondents appeared to be **Moderate** for the prose, document and quantitative literacy domains in the contexts of home, workplace, community and country at large, as reflected in the contents of all the items. In addition, the cumulative mean (3.19) for all the mean scores

of the three domains was within the critical range of 2.5-3.4; this gave an inference that the respondents' interests in enriching their literacy were **moderate.**

Research Question m: What are the implications of answers to the foregoing questions for the development of a functional literacy programme for the commercial drivers?

This research question was answered using mean ranking based on the sum of the results on the foregoing questions. This is shown in Table 14 below.

Table 14: The Cumulative Means of the Functional Literacy Needs and the Enrichment Interests

Items	Mean	Std. Deviation	Rank	Inference
Functional Literacy Needs for Development				
Cultural Development	3.30	0.59	3rd	Much
Civic Development	3.25	0.49	4th	Much
Economic Development	3.38	0.58	1st	Much
Social Development	3.31	0.56	2nd	Much
Cumulative Mean	**3.30**			**MUCH**
Enrichment Interests in Literacy Domains				
Prose Literacy	3.12	0.54	3rd	Moderate
Document Literacy	3.18	0.58	2nd	Moderate
Quantitative Literacy	3.28	0.51	1st	Moderate
Cumulative Mean	**3.19**			**MODERATE**

The cumulative mean (3.30) which falls within the 2.5-3.4 critical range establishes that commercial drivers seemed to need functional literacy **''much''** for each of the economic, social, cultural and civic development in order of the respondents' preference indicated by the mean ranking in Table 14. Also, the cumulative mean (3.19) of the commercial drivers' enrichment interests in prose, document and quantitative literacy domains falls within the 2.5-3.4 critical range. This implies that their enrichment interests were **''moderate''** with quantitative literacy having the drivers' highest enrichment interests among the others.

Therefore, these findings have widespread implications for functional literacy programmes for the commercial drivers in North-central Nigeria. With their levels of functional literacy needs and enrichment interests tended to be **''much''** and **''moderate''** with the cumulative means of 3.30 and 3.19 respectively, the implication of the foregoing is the need to plan, organise and develop a functional literacy programme for commercial drivers. Another implication is that such a programme should be more centered on economic

and social development than cultural and civic development as shown by the mean ranking in Table 14. Furthermore, the programme should focus more on developing their quantitative than prose and document literacy domains in order to enrich their interests in literacy generally. Based on the results of the research questions with the corresponding hypotheses tested, the other implication is that age, religion and level of education seem to be more considered than ethnic background and driving experience in designing a functional literacy programme for commercial drivers.

Hypotheses Testing

The following null hypotheses were tested in the course of this study.

Hypothesis One: There is no significant influence of ethnic background on the functional literacy needs of commercial drivers in North-central Nigeria.

Table 15: Influence of Ethnic Background on the Functional Literacy Needs of Commercial Drivers in North-central Nigeria (N=622)

Source	Sum of Squares	Df	Mean Square	Cal.F	p-value.	Decision
Between Groups	1136.77	5	227.35	1.65	.15	**HO Accepted**
Within Groups	84968.22	616	137.94			
Total	86104.99	621				

*Insignificance at p> 0.05

Table 15 reveals that F (5, 616) = 1.65, p> 0.05. Since the p-value (.15) is greater than the 0.05 alpha value (.15 > 0.05), Hypothesis One was therefore accepted. Thus, the hypothesis which states that there is no significant influence of ethnic background on the functional literacy needs of the commercial drivers in North-central Nigeria was accepted. The result shows that ethnic background did not influence the functional literacy needs of the commercial drivers in North-central Nigeria, which was earlier found to be significant.

Hypothesis Two: Age does not have any significant influence on functional literacy needs of the commercial drivers.

Table 16: Influence of Age on the Functional Literacy Needs of the Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value	Decision
Between Groups	3149.14	5	629.83	4.68	.00	**HO Rejected**
Within Groups	82955.85	616	134.67			
Total	86104.99	621				

*Significance at p<0.05

Table 16 shows that F (5, 616) = 4.68, p<0.05. Since the p-value (.00) is less than the 0.05 alpha level, Hypothesis Two which states that age does not have any significant influence on functional literacy needs of the commercial drivers was rejected. Thus, it implies that age significantly influenced the functional literacy needs of the commercial drivers in North-central Nigeria. In order to determine the level of the influence of age on the commercial drivers' functional literacy needs, Duncan's Post-Hoc analysis was therefore carried out. The analysis is shown in Table 17 below.

Table 17: Duncan's Post-Hoc Analysis of the Significant Influence of Age on the Functional Literacy Needs of Commercial Drivers in North-central Nigeria (N=622)

AGE	N	Subset for alpha = 0.05		
		1	2	3
46-55	113	85.97		
56-65	46	86.67		
36-45	150	88.46		
26-35	131	88.83		
16-25	151		91.59	
66-75	31			94.10

*Significance @ 0.05

Table 17 shows that the 46-55, 56-65, 36-45 and 26-35 age ranges of the commercial drivers in North-central Nigeria with the lowest mean scores of 85.97, 86.67, 88.46 and 88.83 respectively are in Subset 1. The ranges of 16-25 and 66-755 with the higher and the highest mean scores (91.59 and 94.10) are in Subsets 2 and 3 respectively. As indicated in the table, it can be deduced that age had the highest significant influence on the functional literacy needs of the commercial drivers who were within the age range of 66-75, followed by those within the range of 16-25. Furthermore, age had the lowest significant

influence on the functional literacy needs of the commercial drivers who were within the age ranges of 46-55, 56-65, 36-45 and 26-35. Therefore, it means that the commercial drivers within 66-75 years old seemed to need functional literacy **most** followed by those within 16-25, and 46-55, 56-65, 36-45 and 26-35 respectively.

Hypothesis Three: There is no significant influence of religion on the functional literacy needs of the commercial drivers.

Table 18: Influence of Religion on the Functional Literacy Needs of the Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value	Decision
Between Groups	3539.39	2	1769.69	13.27	.00	**HO Rejected**
Within Groups	82565.60	619	133.36			
Total	86104.99	621				

*Significance at p<0.05

Table 18 shows that F (2, 619) = 13.27, p < 0.05. Since the p-value (.00) is less than the alpha level (0.05), Hypothesis Three was thus rejected. This result proves that the hypothesis which states there is no significant influence of religion on the functional literacy needs of the commercial drivers was rejected. Therefore, religion tended to influence the functional literacy needs of the commercial drivers in North-central Nigeria. In order to determine the level of the influence of religion on the commercial drivers' functional literacy needs, Duncan's Post-Hoc analysis was therefore carried out as shown in Table 19 below.

Table 19: Duncan's Post-Hoc Analysis of the Significant Influence of Religion on the Functional Literacy Needs of Commercial Drivers in North-central Nigeria (N=622)

RELIGION	N	Subset for alpha = 0.05	
		1	2
CHRISTIANITY	174	85.39	
TRADITION	41	87.41	
ISLAM	407		90.70

*Significance @ 0.05

Table 19 shows that the commercial drivers who were Christians and Traditionalists with the low mean scores of 85.39 and 87.41 respectively are in Subset 1 while those that are Muslims with the high mean score of 90.70 are in Subset 2. Since they (Christians and traditionalists, and Muslims) are in different Subsets 1 and 2 respectively, the result proves that there is a significant influence among them. The significant influence is indicated by their mean scores. Therefore, since the Muslim commercial drivers had the higher mean score (90.70), while the Christians and Traditionalists with the low mean scores (85.39 and

87.41 respectively), it can be deduced that religion appeared to significantly influence the functional literacy needs of the Muslim commercial drivers more than their Christian and Traditionalist counterparts.

Hypothesis Four: Formal education does not significantly influence the commercial drivers' functional literacy needs.

Table 20: Influence of Formal Education on the Functional Literacy Needs of Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value	Decision
Between Groups	3375.10	5	675.02	5.03	.00	**HO Rejected**
Within Groups	82729.89	616	134.30			
Total	86104.99	621				

*Significance at p<0.05

Table 20 shows that F (5, 616) = 5.03, p < 0.05. Hypothesis Four was rejected because the p-value (.00) is less than the alpha level (0.05). So, the hypothesis which states that formal education does not significantly influence the commercial drivers' functional literacy needs was rejected. Therefore, formal education seemed to significantly influence the functional literacy needs of the commercial drivers in North-central Nigeria. Duncan's Post-Hoc analysis was therefore carried out in order to determine the level of the influence of formal education on the commercial drivers' functional literacy needs. The result of the analysis is shown in Table 21 below.

Table 21: Duncan's Post-Hoc Analysis of the Significant Influence of Formal Education on the Functional Literacy Needs of Commercial Drivers in North-central Nigeria (N=622)

LEVEL OF FORMAL EDUCATION	N	Subset for alpha = 0.05		
		1	2	3
OTHERS	19	79.58		
M.Sc/M.Ed	12	83.75		
PRIMARY	169		87.31	
SECONDARY	208			89.68
NCE/ND	137			90.30
HND/B.Sc	77			91.66

*Significance @ 0.05

In Table 21, the result of the analysis reveals that the six levels of education are grouped into Subsets 1, 2 and 3. While the commercial drivers with Others and M.Sc/M.Ed levels of education occupy Subset 1 with the lowest mean scores of 79.58 and 83.75 respectively, those with Primary level occupy Subset 2 with the higher mean score (87.31) and those with Secondary, NCE/ND and HND/B.Sc levels of education fall under Subset 3

with the highest mean scores of 89.68, 90.30 and 91.66 respectively. Therefore, there was a significant influence of formal education on the functional literacy of the commercial drivers, in favour of those with secondary education and above.

Since the commercial drivers with Secondary, NCE/ND and HND/B.Sc had the highest mean scores, it implies that the formal education tended to significantly influence their functional literacy needs more than those with other levels (Primary, M.Sc/M.Ed and Other forms). The functional literacy needs of the commercial drivers with the primary school education were more significantly influenced by their level of formal education than their counterparts with M.Sc/M.Ed and Other forms. Furthermore, as indicated by the result in the table, formal education had the lowest significant influence on the functional literacy needs of the commercial drivers with M.Sc/M.Ed and Other levels different from Primary, Secondary, NCE/ND and HND/B.Sc.

Hypothesis Five: Driving experience does not significantly influence the functional literacy needs of the commercial drivers.

Table 22: Influence of Driving Experience on the Functional Literacy Needs of Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value	Decision
Between Groups	366.94	2	183.47	1.33	.27	**HO**
Within Groups	85738.05	619	138.51			**Accepted**
Total	86104.99	621				

*Insignificance at p>0.05

Table 22 shows that F (2, 619) = 1.33, p> 0.05. Since the p-value (.27) is greater than the 0.05 alpha value (.27 > 0.05), Hypothesis Five was therefore accepted. Thus, the hypothesis which states that driving experience does not significantly influence the functional literacy needs of the commercial drivers was accepted. The result reveals that driving experience did not influence the functional literacy needs of the commercial drivers in North-central Nigeria.

Hypothesis Six: No significant influence of ethnic background exists in the enrichment interests of the commercial drivers.

Table 23: Influence of Ethnic Background on the Enrichment Literacy Interests of Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	df	Mean Square	Cal. F	p-value	Decision
Between Groups	12383.58	5	2476.72	8.05	.00	**HO Rejected**
Within Groups	189431.51	616	307.52			
Total	201815.08	621				

*Significance at p<0.05

Table 23 shows that F (5, 616) = 8.05, p<0.05. Since the p-value (.00) is less than the 0.05 alpha level, Hypothesis Six which states that no significant influence of ethnic background exists in the enrichment interests of the commercial drivers was rejected. Thus, it implies that ethnic background significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria. In order to determine the level of the influence of ethnic background on the commercial drivers' enrichment interests, Duncan's Post-Hoc analysis was therefore carried out. The analysis is shown in Table 24 below.

Table 24: Duncan's Post-Hoc Analysis of the Significant Influence of Ethnic Background on the Enrichment Interests of Commercial Drivers in North-central Nigeria (N=622)

ETHNIC BACKGROUND	N	Subset for alpha = 0.05	
		1	2
HAUSA	91	108.90	
GBAGI	24	114.25	
OTHERS	18	115.00	
EBIRA	55	115.66	
YORUBA	309		120.33
NUPE	125		122.39

*Significance @ 0.05

The table shows that Hausa, Gbagi, Ebira and Other languages fall under Subset 1 while Yoruba and Nupe are under Subset 2 with their distinctive mean scores, with those in the former subset higher than those in the latter one. This implies that the enrichment interests of the commercial drivers who were from Yoruba (120.33) and Nupe (122.39) ethnic groups were higher than those of their counterparts from Hausa (108.90), Gbagi (114.25), Ebira (115.66) and other (115.00) ethnic groups.

Hypothesis Seven: Age has no significant influence on the enrichment interests of the commercial drivers.

Table 25: Age Influence on the Enrichment Interests of Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value	Decision
Between Groups	12970.92	5	2594.18	8.46	.00	**HO**
Within Groups	188844.16	616	306.57			**Rejected**
Total	201815.08	621				

*Significance at p<0.05

Table 25 shows that F (5, 616) = 8.46, p < 0.05. Hypothesis Seven was rejected because the p-value (.00) is less than the alpha level (0.05). So, the hypothesis which states that age does not significantly influence the commercial drivers' enrichment interests was rejected. Therefore, age seemed to significantly influence the enrichment literacy interests of the commercial drivers in North-central Nigeria. Duncan's Post-Hoc analysis was therefore carried out in order to determine the level of the influence of age on the commercial drivers' enrichment interests. The result of the analysis is shown in Table 26 below.

Table 26: Duncan's Post-Hoc Analysis of Significant Influence of Age on the Enrichment Interests of Commercial Drivers in North-central Nigeria (N=622)

AGE	N	Subset for alpha = 0.05			
		1	2	3	4
56-65	47	110.45			
46-55	111	114.28			
36-45	160	115.94			
26-35	129		111.73		
66-75	30			122.30	
16-25	145				125.19

* Significance @ 0.05

Table 26 shows that the six age ranges 56-65, 46-55 and 36-45; 26-35; 66-75 and 16-25 with their mean scores 110.45, 114.28 and 115.94; 111.73; 122.30 and 125.19 are grouped into Subsets 1, 2, 3 and 4 respectively. As indicated in the table, age tended to significantly influence the enrichment interests of the commercial drivers within the age range of 16-25 **most** because of its highest mean score of 125.19. Moreover, age also appeared to significantly influence the enrichment interests of those within the ranges of 26-35 and 66-75 in Subsets 2 and 3 respectively more than those in Subset 1.

Age had the lowest influence on the enrichment interests of commercial drivers within the age ranges of 56-65, 46-55 and 36-45. Therefore, based on the mean scores in the

four subsets, it can be deduced that age significantly influenced the enrichment interests of commercial drivers within the age range of 16-25 **most**, followed by those within 66-75; 26-35 and 56-65, 46-55 and 36-45 in Subsets 3, 2 and 1 respectively.

Hypothesis Eight: Religion does not significantly influence the enrichment interests of the commercial drivers.

Table 27: Influence of Religion on the Enrichment Interests of the Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value	Decision
Between Groups	8741.17	2	4370.59	14.01	.00	**HO**
Within Groups	193073.91	619	311.91			**Rejected**
Total	201815.08	621				

*Significance at p<0.05

Table 27 reveals that F (2, 619) = 14.01, p<0.05. Since the p-value (.00) is less than the 0.05 alpha level, Hypothesis Eight which states that religion does not significantly influence the enrichment interests of the commercial drivers was rejected. Thus, it implies that religion significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria. In order to determine the level of the influence of religion on the commercial drivers' enrichment interests, Duncan's Post-Hoc analysis was therefore carried out. The result of the analysis is shown in Table 28 below.

Table 28: Duncan's Post-Hoc Analysis of the Significant Influence of Religion on the Enrichment Interests of Commercial Drivers in North-central Nigeria (N=622)

RELIGION	N	Subset for alpha = 0.05	
		1	2
CHRISTIANITY	180	112.88	
TRADITION	41	114.93	
ISLAM	401		121.03

*Significance @ 0.05

Table 28 shows that all the commercial drivers that practise Christian and Traditional religions fall under Subset 1 while those of Islamic religion fall in Subset 2 with the highest mean score of 121.03. This implies that the enrichment interests of the commercial drivers who are Muslims were higher than those of their counterparts who are Christians and traditionalists.

Hypothesis Nine: There is no significant influence of formal education on the enrichment interests of the commercial drivers.

Table 29: Influence of the Level of Education on the Enrichment Interests of Commercial Drivers in North-central Nigeria (N=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value.	Decision
Between Groups	11762.52	5	2352.51	7.63	.00	**HO Rejected**
Within Groups	190052.56	616	308.53			
Total	201815.08	621				

*Significance at p<0.05

Table 29 shows that F (5, 616) = 7.63, p < 0.05. Hypothesis Seven was rejected because the p-value (.00) is less than the alpha level (0.05). So, the hypothesis which states that there is no significant influence of formal education on the enrichment interests of the commercial drivers was rejected. Therefore, formal education significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria. In order to determine the level of the influence of formal education on the commercial drivers' enrichment interests, Duncan's Post-Hoc analysis was therefore carried out as shown in Table 30 below.

Table 30: Duncan's Post-Hoc Analysis of the Significant Influence of the Level of Education on the Enrichment Interests of Commercial Drivers in North-central Nigeria (N=622)

LEVEL OF FORMAL EDUCATION	N	Subset for alpha = 0.05			
		1	2	3	4
OTHER	20	104.85			
M.Sc/M.Ed	12	111.75			
PRIMARY	169		114.09		
SECONDARY	215		118.77		
NCE/ND	135			122.02	
HND/B.Sc	71				124.49

*Significance @ 0.05

Table 30 shows that the six levels of education are grouped into Subsets 1, 2, 3 and 4. While the commercial drivers with Other and M.Sc/M.Ed levels of education occupy Subset 1 with the lowest mean scores of 104.85 and 111.75 respectively, those with Primary and Secondary levels occupy Subset 2 with the higher mean scores (114.09 and 118.77 respectively). The commercial drivers with NCE/ND fall under Subset 3 and those with HND/B.Sc level of education fall under Subset 4 with the highest mean score of 124.49 11. Therefore, it could be deduced that there was a significant influence of formal education on

the enrichment literacy interests of the commercial drivers, and the level of the influence differs as indicated by the four subsets.

Since the commercial drivers with HND/B.Sc had the highest mean score, it implies that the formal education significantly influenced their enrichment interests more than those with other levels (Primary, Secondary, NCE/ND, M.Sc/M.Ed and Other forms). Also, the level of formal education significantly influenced the enrichment interests of the commercial drivers with the NCE/ND level of education more than those of their counterparts with Primary, Secondary, M.Sc/M.Ed and Other levels. Furthermore, as indicated by the result in the table, formal education had the lowest significant influence on the enrichment interests of the commercial drivers with M.Sc/M.Ed. and Other levels of education different from Primary Secondary, NCE/ND and HND/B.Sc.

Hypothesis Ten: Driving experience does not have any significant influence on the enrichment interests of the commercial drivers.

Table 31: Influence of Driving Experience on the Enrichment Interests of the Commercial Drivers in North-central Nigeria (=622)

Sources	Sum of Squares	Df	Mean Square	Cal. F	p-value	Decision
Between Groups	3684.07	2	1842.04	5.76	.00	**HO Rejected**
Within Groups	198131.01	619	320.08			
Total	201815.08	621				

*Significance at $p<0.05$

Table 31 reveals that $F(2, 619) = 5.76$, $p<0.05$. Since the p-value (.00) is less than the 0.05 alpha level, Hypothesis Ten which states that driving experience does not have any significant influence on the enrichment interests of the commercial drivers was rejected. Thus, it implies that driving experience significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria. In order to determine the level of the influence of driving experience on the commercial drivers' enrichment interests, Duncan's Post-Hoc analysis was therefore carried out. The result of the analysis is shown in Table 32 below.

Table 32: Duncan's Post-Hoc Analysis of the Significant Influence of Driving Experience on the Enrichment Interests of the Commercial Drivers in North-central Nigeria (=622)

DRIVING EXPERIENCE	N	Subset for alpha = 0.05	
		1	2
11-20	223	115.10	
21 and Above	122	116.27	
0-10	277		120.99

*Significance @ 0.05

Table 32 reveals that the commercial drivers with 21 and above, and 11-20 years of driving experience respectively are in Subset 1and those with 0-10 fall under Subset 2. The drivers with 0-10 years of experience had the higher mean score while those with 21 and above, and 11-20 had the lower scores. Therefore, it implies that the level of the driving experience of the commercial drivers with 0-10 years of experience significantly influenced their enrichment interests more than those with 11-20, and 21 and above.

Analysis of Qualitative Data

Out of six hundred and twenty two respondents, two hundred and eleven of them responded to the unstructured section of the questionnaire. The qualitative data were analysed based on the content of their responses grouped under Economic, Social, Civic and cultural development. Generally, the content analysis of responses shows that the majority of them needed functional literacy skills and intended to enrich the skills at all settings.

The majority of the commercial drivers indicated that they needed functional literacy skills for their **economic development** with highest priority in financial and occupational literacy, and trade or entrepreneurship, mechanical skills as well as management skills. The data indicated that a large number of them needed literacy skills on how to obtain loan, read and comprehend the terms and conditions for it.

On **social development**, the majority of the commercial drivers stated that they needed functional literacy to improve their interactional skills while a few of them indicated fashion skills as a means to enhance their social belonging. In addition, the majority of the young commercial divers, especially whose age and driving experience are within 25-35 and 0-10 respectively, needed computer, digital and informational literacy skills for social networking, such as WhatsApp, Facebook, Imo, Instagram and Twitter. The qualitative analysis indicated that the drivers also needed functional literacy so that they could retrieve

information about their state of health. They wished to be given free medical care tests such as eye/sight, auditory, blood pressure, mental ability tests and so on like some drivers in government organisations.

On **civic development**, a few of the drivers indicated that they needed some legal literacy so as to be part of those who draft the bye-law for their union or association, so that they would be able to refer to and interpret the law whenever the need arises. Moreover, the majority of them claimed to need functional literacy for safety driving and safety education so that they could also enlighten other commercial drivers. Eighty-one (81) representing 38% of the drivers who responded to the unstructured section of the questionnaire stated that they needed a well-planned and organised adult educational programme that would not affect their job.

Few drivers with a bachelor's degree stated that drivers should have at least a secondary school level of education so that they can defend themselves before the law enforcement agencies such as FRSC, police and VIO. Also, they added that the commercial drivers needed to be well-dressed and have their documents intact so that they will not be embarrassed by the agencies. Thus, they stated that drivers needed functional education, and occupational and mechanical literacy skills for effective job performance.

On **cultural development**, very few of the respondents representing 2% stated that they needed functional education to enable them participate in formal gatherings on the discussion about socio-cultural and community development. These respondents were all young drivers; four among them are Yoruba while two are Ebira and one is Nupe. Some Christian drivers within the age ranges of 45-55 and 56-65 indicated that they needed more skills of reading comprehension so that they could read and comprehend the Bible very well. In addition, the data show that some of them, especially Yoruba drivers, could read and comprehend more in their indigenous languages than English. Many drivers within the ranges of 56-65 and 66-75 stated that they had comprehension difficulty when reading English texts.

Therefore, as indicated by the quantitative data earlier, the content analysis of the qualitative data shows that the drivers needed functional literacy skills for economic, social, civic and cultural development with the economic aspect topping the list. They suggested the following literacies and skills which can enhance their job performance:

1. health literacy skills,
2. financial literacy skills,
3. occupational/mechanical literacy skills,
4. digital literacy skills,
5. family literacy skills,
6. adult education,
7. interactional skills,
8. communication skills,
9. management skills,
10. entrepreneurship/trade skills,
11. fashion skills, and
12. legal literacy skills

In sum, the respondents stated that they needed functional literacy skills in order to improve their livelihood and pave ways for more opportunities other than driving.

On the **enrichment literacy interests of the drivers**, the qualitative data are analysed and grouped under prose, document and qualitative literacy domains as follows.

On **prose document domain**, the responses of the commercial drivers indicated that they had interest in enriching their literacy skills of reading religious books such as the Quran and the Bible and story books. They were interested in enriching their literacy skills by assisting their children with school homework or assignment. A majority of them, especially those with NCE/ND, had the highest interest in enriching their literacy skills in order to initiate and encourage family literacy and cultivate an effective reading habit in their children at home. The data revealed that the drivers with Bachelor's degree indicated that they wanted to enrich literacy skills through occupational literacy and health education in their workplace. Moreover, the young drivers within the age range of 26-35 stated that they increased their literacy ability by reading sports newspapers.

On **document literacy domain**, the majority of the commercial drivers, especially the young ones, indicated that they had interest in enriching their skills of reading, and writing through social networking such as maintaining WhatsApp, Facebook and Email accounts. They also stated their interest in enriching their skills of writing text messages and assessing them.

On **quantitative literacy domain**, some of the drivers had interest in increasing their ability to manage their financial status. Thus, they wanted to enrich their financial literacy in the form of obtaining or servicing loan. They were also interested in determining the warranty/guaranty and expiration dates on their vehicle documents, purchased products and some other items.

Generally, the commercial drivers had interest in enriching their skills of reading, writing and numeracy through adult functional education, seminar and conference. They also indicated that they had interest in incorporating literacy programmes in their official meetings, and enlightenment programmes usually conducted for them by road, law and security enforcement agencies. However, through the field work, it was discovered that some of the commercial drivers have become reluctant readers and thus gradually relapse to higher illiteracy or aliteracy syndrome. For instance, after reading few sentences, some of the drivers asked for assistance in reading the remaining part of the questionnaire. This may be one of the reasons why they find it difficult to comprehend what they read.

Summary of Major Findings

The following findings were obtained on the basis of the data collected, analysed and interpreted.

4. The commercial drivers in North-central Nigeria needed functional literacy to relate well with their family and to be more familiar with their rights "very much" compared to other contexts.
5. The commercial drivers needed functional literacy **"much**" for all-round development in all settings such as home, workplace, community, and country at large. Explicitly, they appeared to need functional literacy **"most"** for the economic development followed by social, cultural and civic development.
6. The interest of the commercial drivers in North-central Nigeria was "**high**" in enriching their literacy skills so that they could read religious books or materials such as Quran, Bible among others while their interests in other items were **"moderate".**
7. The enrichment interests of the respondents were "**moderate"** for the prose, document and quantitative literacy domains in the contexts of home, workplace, community and country at large. They appeared to have the highest interest in

enriching their quantitative literacy followed by document and then prose literacy domains.

8. Ethnic background did not influence the functional literacy needs of the commercial drivers in North-central Nigeria.
9. Age significantly influenced the functional literacy needs of the commercial drivers in North-central Nigeria. The commercial drivers within 66-75 years old claimed to need functional literacy **"most"** followed by those within 16-25, and 46-55, 56-65, 36-45 and 26-35respectively.
10. There was a significant influence of religion on the functional literacy needs of the commercial drivers. It (religion) significantly influenced the functional literacy needs of the Muslim commercial drivers more than their Christian and Traditionalist counterparts.
11. Formal education significantly influenced the functional literacy needs of the commercial drivers in North-central Nigeria, with the drivers with Secondary, NCE/ND and HND/B.Sc having the highest influence among others.
12. Driving experience did not influence the functional literacy needs of the commercial drivers in North-central Nigeria.
13. Ethnic background significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria, with the enrichment interests of the drivers who were from Nupe and Yoruba ethnic groups more influenced than those of their counterparts from Hausa, Gbagi, Ebira and other groups.
14. Age significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria. Based on the mean scores in four subsets, age significantly influenced the enrichment interests of commercial drivers within the age range of 16-25 **most,** followed by those within 66-75; 26-35; and 36-45, 46-55 and 56-65 in Subsets 3, 2 and 1 respectively.
15. The enrichment literacy interests of the commercial drivers in North-central Nigeria were significantly influenced by religion. It (religion) significantly influenced the enrichment interests of the Muslim commercial drivers more than their Christian and Traditionalist counterparts.
16. Formal education significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria, with the drivers with HND/B.Sc having

a more significant influence on their enrichment interests than those with Primary, Secondary, NCE/ND, M.Sc/M.Ed and Other levels of education.

17. Driving experience also significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria. The level of the driving experience of the drivers with 0-10 years of experience significantly influenced their enrichment interests more than those with 11-20, and 21 and above.
18. The analysis of the qualitative data revealed that the commercial drivers needed functional health literacy and other forms of literacies such as financial, occupational, mechanical, technological, family, media/informational, computer, legal literacy; functional adult education; and skills of interaction, communication, management, entrepreneurship/trade and fashion for all-round development. The qualitative finding is complemented by the quantitative outcome which indicated that the commercial drivers needed functional literacy much for cultural, social, economic and civic development at all settings, such as home, workplace, community and country at large.
19. The analysis of the qualitative data shows that the drivers had interest in enriching their literacy skills by reading religious books, story books, and sports newspapers; maintaining social network accounts such as WhatsApp, Facebook, Imo, Instagram and Twitter; increasing their financial knowledge; and through functional adult education, seminars, conferences and enlightenment programmes. The findings on the qualitative data correspond with those of the quantitative data, which indicates that the commercial drivers' interest in enriching their functional literacy was moderate.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

The main purpose of this study was to assess the functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria. This chapter focuses on discussions of the findings presented in Chapter Four, conclusions drawn from the discussion and recommendations made to various stakeholders, implications of the study and suggestions offered for further studies. The purpose of the study was achieved based on the data collected from the commercial drivers using a researcher-designed questionnaire and structured interview. The data were analysed and used to answer and test the research questions and hypotheses formulated for this study in Chapter One, employing both descriptive (percentage, mean and standard deviation) and inferential (one-way analysis of variance) statistics respectively. Thus, the discussions, conclusions and recommendations were drawn and made on the basis of the findings of this study.

Discussions of Findings

The Functional Literacy Needs of Commercial Drivers in North-central Nigeria

The finding showed that the commercial drivers claimed they needed functional literacy **"much"** for economic, social, cultural and civic development in all settings such as home, workplace, community, and country at large. The finding aligns with the statement by Sholagberu (2015) that literacy is a tool for community development. He further cited Nzenri (2002) who submitted that literacy is referred to as a fundamental human right necessary for the well-being of the individual and a community. Therefore, it appeared that the commercial drivers needed such functional literacy for all-round development with their needs for the economic development ranked 1st among others.

The finding also revealed that next to the economic development, the commercial drivers needed functional literacy for social development followed by cultural and civic development. In the open-ended section of the questionnaire, a majority of the commercial drivers articulated that they needed financial literacy which is purposefully meant for economic development. In their suggestions on functional literacy needs, many of them stated that they needed functional health, family, computer, internet, mechanical, informational and financial literacies with functional financial literacy topping the list. This

therefore suggests that the drivers claimed to apprehend the inevitable effect of transportation on the economic system for personal, interpersonal and national development.

Economic development is crucial to the development of an individual and a nation. According to Fashiku, Adinlewa and Yusuf (2017), economic development is an increase in the GNP of a country and the well-being or standard of living of a majority of the people in the country. For this reason, the level of the commercial drivers' functional literacy needs for economic development indicated that they considered the skills as a necessary tool to enhance their welfare. The finding also supports Lawal's (2014) assertion that literacy is meant to perform economic function. According to him, this is because it serves as an instrument that contributes to vocational, occupational, professional or entrepreneurial development with the main purpose of earning a decent living. So, for the economic development through their job, the commercial drivers need functional literacy purposefully to enhance their standard of living.

For instance, MOKEIRA (2005) observed that functional illiteracy brings a loss of US $6billion every year to industries in Brazil causing poor productivity. Therefore, the level of functional literacy needs by the commercial drivers in North-central, Nigeria, indicated that they did not want to be part of those whose functional illiteracy brings about a lot of financial loss in their workplace. The finding tallies with Clark's (2003) position that functional literacy is a priority for the economic growth and the development of a country. According to Ayodele and Adedokun (2013), where functional literacy is lacking, there is a decrease in the outcome of labour markets. Thus, it can be deduced that when commercial drivers lack functional literacy skills there could be a decrease in job effectiveness, thereby resulting in a reduction in the economic development of individuals and community at large.

However, none of the items on economic development were considered "**very much**" needed by the commercial drivers despite that they considered economic progress as the area where they needed functional literacy skills most. For instance, they claimed that they needed functional literacy "**much**", rather than **"very much"**, to "enhance the quality of my job", "determine my income and expenditure", "enhance my standard of living" and "regulate my family finance" ranked 5th, 12th, 8th and 11th respectively.

The finding indicated that their functional literacy needs for social development rank 2nd. As it is for economic development, the commercial drivers needed functional literacy

much for their social development. Different from items on economic development, the first item on social development which states that "I need literacy to relate well with my family" was considered **very much** needed by the commercial drivers. In addition, it was the item with the highest mean score. It can be deduced that the drivers needed functional literacy most in that respect of all other items in Section "B" (functional literacy needs). One can say that they considered their relationship with their family members very much significant to their well-being and personal development as well as the development of their family. With functional literacy, they seemed to be instrumental in carrying out all roles where the skills are required for the family growth and development.

With their “much” needed functional literacy, the commercial drivers could achieve the four capabilities for human development outlined in 2006 by United Development Programme (UNDP). The capabilities are to live long and healthy lives; be knowledgeable; have access to adequate resources needed for a decent standard of living; and be able to participate in the life of the community. Their needs also seem to be similar to the objectives of the Ghanian functional literacy, listed by Arko and Addison (2009). The objectives include to enable the participants better meet their personal or social needs through enhancing their abilities to cope competently with everyday life in a literacy community; equip learners with the knowledge, attitude and skills that will enable them raise the quality of lives in their community; enable learners improve on their occupational skills through functional literacy.

The finding also corroborates those of Sticht (1975) and Erickson, Hanser, Hatch and Sanders (2009) that functional literacy is the skill required by various occupations in the modern nation and it is needed in order to perform effectively across current and future environments. Therefore, they needed functional literacy **much** for "promoting a safe environment", "enlightening people about sound healthy living", "maintaining good relationship with my neighbour" "maintaining good relationship with passengers" "maintaining good ties with co-drivers" "acquiring knowledge and skills on first Aid" and "contributing to the development of community literacy" ranked 9th, 10th, 13th, 13th, 15th, 17th and 19th respectively.

For social development, the qualitative data show that the majority of the commercial drivers stated that they needed functional literacy to improve their interactional skills while a

few of them indicated fashion skills as a means to enhance their social belonging. In addition, the majority of the young commercial divers, especially whose age and year of driving experience are within 25-35 and 0-10 respectively, needed computer, internet technological and informational literacy skills for social networking such as WhatsApp, Facebook, Twitter, among others. The content form of qualitative analysis shows that the drivers needed functional literacy so that they can retrieve information about their state of health. They wished to be given free medical care tests such as eye/sight, auditory, blood pressure, mental ability tests and so on like some drivers in government organisations.

The commercial drivers' preferences of functional literacy for cultural and civic development rank 3rd and 4th respectively. Among the items on civic development, the drivers considered the first item, which states that "I need literacy to be more familiar with my rights", **very much**. This suggests that the drivers needed functional civic literacy skills so that they would be able to participate in, initiate and facilitate positive changes in their communities. The result indicated that they needed four civic literacy skills identified by Stambler (2013); these are intellectual, participatory, research and persuasion skills. These would lead them to carry out their civic roles and enable them to live an exemplary life.

They claimed to need literacy much for all other items including "defend myself before FRSC, Police, VIO and other related agencies", "protect rules and regulations of my union/association e.g. NARTO, NURTW, RTEAN, etc", "relate well with my passengers", "abide by the Highway code", "understand the difference between my privileges and rights", "be more law-abiding", "vote rightly in elections" among others. It implies that the commercial drivers in North-central Nigeria appeared to consider civic roles very essential in contributing their quarters to the development of their union or association in specific and the nation at large.

Also, the qualitative data reveal that the commercial drivers needed functional literacy for **civic development**. For instance, a few of the drivers indicated that they needed some legal literacy so as to be part of those who draft the bye-law for their union or association, and refer to and interpret the law whenever the need arises. Moreover, the majority of them claimed to need functional literacy for safety driving and safety education so that they can also enlighten other commercial drivers. Eighty-one (81) representing 38% of the drivers who responded to the unstructured section of the questionnaire stated that they

needed a well-planned and organised adult educational programme that would not affect their job.

As shown by the qualitative data analysed, few drivers with bachelor's degree stated that drivers should have at least a secondary school level of education so that they can defend themselves before the law enforcement agencies such as FRSC, police and VIO. Also, they added that the commercial drivers needed to be well-dressed and have their documents intact so that they will not be embarrassed by the agencies. Thus, they stated that drivers needed functional education, and occupational and mechanical literacy skills for effective job performance.

The finding tallies with Chidi's (2000) proposition that a driver needs literacy skills in driving, he needs to know how to obtain a permit licence, how to renew it and needs functional literacy for defensive driving techniques. This is because the technologies require them to understand road signs, traffic laws, and manage mechanical and environmental factors in order to prevent road accidents (Nkwonta, 2010).

The finding is in corroboration with Lawal's (2014) articulation that literacy is a social practice equipping an individual with the ability to protect one's rights and those of others, carry out one's responsibility efficiently, provide good governance, initiate and enhance the development of one's environment. The outcome of the study also showed that the commercial drivers needed functional literacy so that they would not be among illiterates that Mchombu and Cadbury (2000) referred to as being disempowered, unsure of their rights and unable to fulfill their potentials and to play full active roles in the society. Based on the finding on their functional literacy needs, the drivers claimed not be among the people that Lawal (2000:8) described as being "doomed to a life of perpetual dependence and servitude" because they are illiterates.

The drivers maintained that they needed functional literacy much for all the items under cultural development with the highest preference on the second items which states that "I need literacy to get close to God". This item ranked 3rd among all the items on functional literacy needs. It can be deduced that the commercial drivers considered religious or scriptural literacy very important because it is one of the ways of learning and getting to know more about religions and their practices. This can in turn develop their knowledge about different religions and facilitate their level of appreciating people who believe in other

faiths they come across at all settings, especially their passengers, co-drivers, neighbours among others.

Moreover, the qualitative data reveal that the commercial drivers needed functional literacy for **cultural development**, although a very few of the respondents representing 2% stated that they needed functional knowledge education to be participating in formal gatherings on the discussion about socio-cultural and community development. These respondents were all young drivers; four among them are Yoruba while two and one of them are Ebira and Nupe respectively. Some Christian drivers within the age ranges of 45-55 and 56-65 indicated that they needed more skills of reading comprehension so that they could read and comprehend the Bible very well. In addition, the data show that some of them, especially Yoruba drivers, can read and comprehend more in their indigenous languages than English. Many drivers within the ranges of 56-65 and 66-75 stated that they had comprehension difficulty when they reading English texts.

Furthermore, the commercial drivers can become more functionally religious literates hoped to be more tolerant of people of other religions than religiously illiterate counterparts. This is because of their knowledge and understanding of many precepts, rules and practices of many religions. Therefore, it is hoped that religiously literate commercial drivers can make a good relationship with all people and thus facilitate peace co-existence in all multi-religious settings such as motor parks, different community/state and so on.

In summing up the finding, the commercial drivers claimed to need functional literacy **very much** to "relate well with my family" and "be more familiar with my rights" while they considered it **much** to carry out all other items on functional literacy needs On Section "B" of the research instrument. The finding is similar to that of Adedokun (2011) and Akinyosoye (2015) who found in their distinct studies that commercial drivers needed functional literacy skills for personal, occupational and community development. It is deducted that the drivers needed functional literacy much because literacy, as submitted by OECD (2006), is a right.

Since they needed functional literacy much for all-round development at all settings, it implies that they considered literacy as a tool, as posited by Lawal (2014), to liberate the body, mind and soul for total and personal independence. Thus, the outcome of the study in this respect is in line with Lawal's submission that literacy is a means of producing "an

emancipated citizenry who can efficiently discharge their cultural, social, economic and civic responsibilities in the service of balanced and positive social transformation" (p.11). Based on the quantitative and qualitative data, it was found that the commercial drivers needed functional health literacy and other forms of literacies such as financial, occupational, mechanical, technological, family, media or informational, computer, legal literacy; functional adult education; and skills of interaction, communication, management, entrepreneurship/trade and fashion for economic, civic, social and cultural development.

The Enrichment Literacy Interests of Commercial Drivers in North-Central Nigeria

The finding of the study shows that the commercial drivers in North-central Nigeria generally had a "moderate" interest in enriching their functional literacy skills. Their enrichment interests were moderate for the prose, document and quantitative literacy domains in the contexts of home, workplaces, community and country at large. Specifically, they had the highest interest in enriching their quantitative literacy followed by document, and then prose literacy domains.

Based **on prose document domain**, the content type of qualitative analysis of the responses of the commercial drivers shows that they had interest in enriching their literacy skills so as to read religious books such as the Quran and the Bible and story books. They were interested in enriching their literacy skills by assisting their children with school homework or assignment. A majority of them, especially those with NCE/ND level of Education, had the highest interest in enriching their literacy skills in order to initiate and encourage family literacy and cultivate an effective reading habit in their children at home. The qualitative data revealed that the drivers with Bachelor's degree indicated that they wanted to enrich literacy skills through occupational literacy and health education in their workplace. Moreover, the young drivers within the age range of 26-35 stated that they increased their literacy ability by reading sports newspapers.

The finding corroborates that of Bravo, Contreras and Osvaldo (2002) that the prose, document and quantitative literacy domains are required of individuals so that they can function efficiently in a society. In addition, the enrichment of these domains of literacy would enable people to foster their personal, interpersonal and national development at all settings they find themselves. While explaining the three domains in terms of reading, writing, numeracy, graphicacy and measuracy as basic skills, Obanya (2004) stated that

every individual needs to enrich the skills. According to him, this is because they are fundamental to the life skills, the socio-economic skills and the lifelong learning skills. Based on the findings of this study, the commercial drivers found the literacy domains essential to them at all contexts, as observed by Obanya (2004), and chose to enrich them moderately with more interest in quantitative literacy.

Also, the outcome of this study shows that the commercial drivers' interest in enriching their quantitative literacy skills was moderate. Similarly, Lawal (2000) also found out that neo-literate adults needed literacy programme to equip them with skills and knowledge for the economic development; this was because they indicated much interest in possessing the skill to keep proper records of their work or trade and operate a functional bank account. Thus, the findings show that literacy is foundational for educational success and the development of the skills needed in the contemporary economic development. It is essential for economic growth and development.

Furthermore, the drivers' interest in enriching functional literacy skills for their occupational effectiveness and development was higher than the others, apart from their interest in religious literacy. For instance, they claimed to have more interest in increasing their literacy skills by "determining the expiration dates on their driving licence and vehicle documents"; "reading information in their vehicle documents or particulars" and "calculating litres of fuel to buy correctly". It implies that they were interested in enriching their literacy skills for religion, and then for occupational development. This is why they developed more enrichment interests in literacy for those functions than the others. The finding indicates that the drivers had interest in enriching the basic skills of reading, writing and numeracy needed at their workplace. This outcome of the study is similar to Bhola's definition of occupation literacy as the act of putting literacy into practice in order to increase productivity in the workplace.

As pointed out earlier, the commercial drivers' interest in enriching document literacy is also moderate but ranked 2nd. The findings indicate that they had more enrichment interest in the items related to their occupation in document literacy domain than the others. For instance, the items on "reading information in my vehicle documents or particulars", "filling forms to apply for or to renew driving licence, vehicle documents, number plate, etc." and "reading warranty / guaranty conditions on spare parts or products that I buy"

ranked the highest among the items on this domain and ranked 3rd, 5th and 7th respectively among all the items on the enrichment literacy interests.

Through the qualitative data on document literacy domain, it was also found that the majority of the commercial drivers, especially the young ones, indicated that they had interest in enriching their skills of reading and writing through social networking such as maintaining WhatsApp, Facebook and Email accounts. They also stated that they had interest in enriching their skills of texting messages and assessing them. Similarly, this finding tallies with that found through the quantitative data.

On the prose literacy domains, though the commercial drivers had the least interest in enriching their prose literacy skill, their interest in enriching their skills to "read religion books or materials such as the Quran and the Bible, among others" as one of the items on "prose domain" was high. However, their interests in all other items were moderate. It implies that the commercial drivers considered religion very vital in all affairs. Their high level of enrichment interests aligns with Parson's (1965a) submission about religion that it is worthy of social practice in all settings. According to the scholar, religion provides meanings to events considered frustrating and contradictory to people who do not expect or feel such happenings. He articulated further that religion makes sense of all experiences or events that are frustrating and contradictory to people.

Haralambus, Holborn and Heald (2004) stated that religion gives meaning to life because it serves as a means of solving problems and promoting order and stability in a society. They cited Parsons (1965a) who saw religion as giving meanings to man's questions about himself and the world in which he lives. One could submit that the commercial drivers also perceived religion as explained by Parsons (1965a) and Haralambus, Holborn and Heald (2004). Therefore, this might also be a reason why the drivers considered their functional literacy needs much more for "getting close to God" than for carrying out other actions, and thus had high interest in enriching their literacy by "reading religious books or materials such as the Bible and the Quran, and so on". The finding corroborates Lawal's (2000) submission that literacy interests can be developed and enriched in order to attain some spiritual experience and development. According to him, such a type is referred to as transcendent interests.

The commercial drivers' interests in functional literacy needs and their interests in enriching the skills are similar to Mutahhari's (2010) explanation of the prophetic injunctions. He cited the Prophet Muhammad's (may the blessing and peace of Allah be with him) injunctions about knowledge which states that all Muslims must acquire knowledge right from birth till death without restricting themselves to any place. The prophet stated further that if people know the success and grace attached to acquiring knowledge, they will aspire to see it even if to exhort all the blood in their vein.

Mutahhari (2010) explained that these injunctions point out that seeking knowledge is obligatory for all Muslims without the restriction of gender, place, time, class, and people from whom to acquire the knowledge. To support this submission further, the scholar quoted Jesus Christ's injunction that embrace the truth and work with it even if to attain it from unbelievers or faithless ones but people should not take falsehood even it is from the believers. Mutahhari (2010) pointed out that the truth is emphasised in the context of knowledge to be sought; such knowledge should not deviate from the real and true form which is functional in one's life. According to him, this is because all aspects of human life depend on knowledge.

He (Mutahhari, 2010) decried why some Muslims are illiterates despite that seeking knowledge is as obligatory as daily prayer, fasting during the month of Ramadan, performing hajj, giving alms (zakat), promoting good conducts and prohibiting the bad conducts. He articulated that the five daily prayers, fasting, hajj, and even zakat are time-restricted; hajj is place-limited. However, seeking knowledge is not restricted by any of these variables.

Moreover, on **quantitative literacy domain**, some of the drivers through the content analysis of the responses had interest in increasing their ability to manage their financial status. Thus, they wanted to enrich their financial literacy in the form of obtaining or servicing loan, and they were also interested in determining the warranty/guaranty and expiration dates on their vehicle documents, purchased products and some other items.

Generally, the commercial drivers had interest in enriching their skills of reading, writing and numeracy through adult functional education, seminar and conference and incorporating literacy programmes in their official meetings, and enlightenment programmes usually conducted to them by road, law and security enforcement agencies. However,

through the field work, it was discovered that some of the commercial drivers have become reluctant readers and thus gradually relapse to higher illiteracy or aliteracy syndrome. For instance, after reading few sentences, some of the drivers asked for assistance in reading the remaining part of the questionnaire. This may be one of the reasons why they find it difficult to comprehend what they read.

Influence of Ethnic Background on the Functional Literacy Needs of the Commercial Drivers in North-Central Nigeria

The data analysed and interpreted show that ethnic background did not influence the functional literacy needs of the commercial drivers in North-central Nigeria. The finding which indicated no significant influence of ethnicity on commercial drivers' functional literacy needs corroborates that of Lawal (2000). The finding of his study revealed that there was no significant influence of ethnic background on the respondents' preferences on general (news) materials. The scholar submitted that irrespective of the respondents' gender and ethnic background, there was dominant preference for literacy enrichment programme in the medium of English, sex-role stereotype reading interest and adults' general interest in general (news) materials. Also, the qualitative data of this study show that some commercial drivers, especially those who are Yoruba, can read and comprehend more in their indigenous languages than English. Generally, the outcome of this study showed that the commercial drivers needed functional literacy without any influence of the ethnic background they come from.

The finding of the study also corroborates Abu-Samah and Ndaeji's (2013) assumption that functional literacy empowers women and enables them to develop self-esteem, confidence and potential without influence of ethnic background and other social variables. They submitted that such a literacy programme leads them to achieve social, economic and political power and thus gives them greater autonomy. The result of this study placed ethnic background as a sociological concept which could not influence the functional literacy needs of the commercial drivers. The reason may be that they, by virtue and nature of their job, ply different distances and thus have been to various places, thereby meeting and interacting with people from different ethnic backgrounds. Hence, this situation as well as the nature of their job enriches their experience and labels each of them "a person from one ethnic group but belonging to all other (ethnic) groups". For instance, the interview

interaction had with some of them indicated that many of them are polyglots; they are competent in or understand many languages.

The finding of the study negates that of Satherley and Lawes (2008) in which different ethnic groups (namely, New Zealand, European, Asia, Māori and Pasifika) had different levels of performance in the literacy domains. Their finding indicated that people from the New Zealand, European, Asian and other ethnic groups performed higher in numeracy skills than those from Pasifika and Māori. The outcome of their study also revealed that the level of prose literacy performance of the New Zealand, European, Māori and Asia ethnic groups rose and remained relatively stable while that of the Pasifika decreased. They found ethnicity as an influential variable on literacy, numeracy, problem-solving and up-skilling performance of people from New Zealand, European, Asia, Māori and Pasifika.

The finding is not similar to that of Manly, et al. (2004). This is because they found that ethnicity influenced the functional literacy skills of adults and a difference also existed in the literacy practice within an ethnic group. They stated that the difference was as a result of the level or availability of educational opportunity within an ethnic group or between ethnic groups. Moreover, Manly and Jacob, as discovered by Manly, et al. (2004) and Satherley and Lawes (2008), found that African-Americans obtained lower scores on neuropsychological test when compared to Non-Hispanic white adults. Conversely, this finding of the study showed that the functional literacy needs of adults (especially commercial drivers) were not significantly influenced by ethnic background. Some other factors such as age, attitude, and level of educational opportunity provided and so on, may be responsible for the influence.

Influence of Age on Functional Literacy Needs of the Commercial Drivers in North-Central Nigeria

There was a significant influence of age on the functional literacy needs of the commercial drivers in North-central Nigeria. The finding shows that age had the highest significant influence on the functional literacy needs of the commercial drivers who were within the age range of 66-75, followed by those within the ranges of 16-25, and then 26-35,

36-45, 56-65 and 46-55 respectively. Hence, it implies that commercial drivers within 66-75 years old needed functional literacy most, while those within the ranges of 26-35, 36-45, 56-65 and 46-55 needed literacy less, with the drivers with 46-55 having the least needs of functional literacy.

The finding of this study tallies with that of Functional Survey of Adult Skills (2012). The research carried out by this organisation found that age variable was significant in adult literacy, numeracy and problem-solving skills. The finding established that the young adults significantly performed better than their old counterparts in the three skills and thus created the difference in their literacy needs. As a result of this finding, different literacy programmes were recommended for different age ranges. The outcome of this study corroborates Bravo, Contreras and Osvaldo's (2002) finding. They found that adults between 25 and 34 years old participated in literary skills and labour market more than the other age groups and thus used the acquired literacy skills to generate more abilities than the others.

The finding of the study negates the report given by the international finding in 2013. The report listed different factors creating the difference in adults' performance in literacy, numeracy and problem-solving domains. These factors include the individual's power to change, the level of education, occupation, the individual's limited control such as ethnicity, poor general health, parents' poor or low level of education, lack of computer experience, and uncontrollable characteristics such as gender, country of birth and first language.

In addition, many drivers within the age ranges of 56-65 and 65-75 stated that they had comprehension difficulty when they read English texts, as stated in their responses to the open-ended section of the questionnaire. If they continue to have such difficulty, they may lose interest in reading English texts and thus never read the texts any longer. This practice may make them relapse to higher illiteracy in the English language. Through the content analysis of written texts on the unstructured part of the questionnaire, the majority of the young commercial divers, especially whose age and year of driving experience are within 25-35 and 0-10 respectively, stated that they needed computer, internet technological and informational literacy skills for social networking such as WhatsApp, Facebook, Twitter, among others. Therefore, it implies that both quantitative and qualitative data collected and analysed revealed that age had a significant influence on the literacy needs as well as choices of the commercial drivers.

Religion Influence on the Functional Literacy Needs of the Commercial Drivers in North-Central Nigeria

The finding revealed that there was a significant influence of religion on the functional literacy needs of the commercial drivers in North-central Nigeria, with Muslim drivers' functional literacy needs being more influenced by their religion than their Christian and Traditionalist counterparts. The result indicated that there were Muslim, Christian and Traditionalist commercial drivers and they claimed to need functional literacy at all settings. The outcome of the study showed that the commercial drivers who were Muslims needed functional literacy more than those who were Christians and Traditionalists. In addition, the qualitative date show that some Christian drivers within the age ranges of 45-55 and 56-65 indicated that they needed more skills of reading comprehension so that they could read and comprehend the Bible very well.

The finding supports the submission of Olulobe (2012) that individuals choose to be identified with certain religious types or organisations. Such an identity may define their need, faith, norm, attitude and value. Also, the outcome of the study corresponds with Wambui's (2012) finding that religion, as a significant institution, influenced the participation of people in adult education. Her finding indicated that 87% of the respondents who participated in the literacy programmes were Christians while 13% of them were Muslims. This was the reason why she recommended that Muslims needed more enlightenment about literacy programmes.

The outcome of this study also corroborates the finding of Olojede and Olaitan (2013). They found that religion affected the level of people's participation in adult literacy programmes. 68.3%, 28.5% and 1.5% of their respondents were Christians, Muslims and Traditionalists while 1.65% of the respondents were silent about their religion. Their finding showed that Christians participated in adult literacy programmes more than the people of other religions. The Christian participants reported that their pastors usually engaged them in various activities that involved literacy, especially reading the Bible. The scholars thus recommended that Islamic organisations should sensitise Muslims more about adult literacy education.

Based on the finding of this study showing that religion influenced the functional literacy needs of Muslim commercial drivers more than those of Christian or Traditionalist

counterparts, it is hoped that religion should not be a hindrance in participating in a literacy programme or acquiring knowledge. For instance, both the Bible and the Quran are products of literacy in addition to the fact that the two holy books stress the need, importance and value of (seeking) knowledge. Therefore, God states the grace attached to having knowledge and commands His believers to acquire it.

Driving Experience Influence on the Functional Literacy Needs of the Commercial Drivers in North-Central Nigeria

There was no significant influence of driving experience on the functional literacy needs of the commercial drivers in North-central Nigeria. The finding supports that of Abiola (2012) that experience was insignificant on the English teachers' use of instructional resources for teaching English studies. The researcher stated that it is better to learn consciously and address issues properly by wisdom than by experience.

The finding of the study negates Onuka and Akinyemi's (2012) submission that experience is very crucial in everything. This was because their finding revealed a significant difference in the behaviour of drivers based on driving experience, with more experienced drivers behaving better than others. For instance, they found that the commercial drivers who had been driving for more than twenty years had the best behaviour on roads more than those with less than twenty years' experience. They concluded that experience is very crucial in driving in terms of safety consciousness and other forms of good conducts on roads.

The outcome of this study is not similar to the finding of Epetimetrin (2014). This was because his finding showed a significant relationship between experience and the number of accidents. Epetimetrin (2014), unlike in the present study, found that the less experienced drivers were more susceptible to accidents and risky driving behaviour than the more experienced ones, as he found age having a significant relationship with road mishaps. The scholar stated that inexperienced and immature drivers contributed to high crash rates because they engaged themselves in some activities which distracted their attention while driving.

However, the finding of the study establishes that driving experience had no significant influence on the functional literacy needs of the commercial drivers. This implies that whether one is a more experienced, experienced or less experienced driver one needs functional literacy for personal, interpersonal occupational, community and national development at all settings. This is because the commercial drivers serve as key stakeholders in socio-economic growth and development, for facilitating both inter- and intra-regional trades, plying distances for people to gain access to and harness extant and new resources that enhance labour and capital. Without any significant influence of the level of experience, the study therefore found that commercial drivers needed functional literacy for effective and efficient performance at home, workplace and in the community.

Influence of Formal Education on the Functional Literacy Needs of the Commercial Drivers in North-Central Nigeria

The finding of the study indicated that there was a significant influence of formal education on the functional literacy needs of the commercial drivers in North-central Nigeria, with HND/B.Sc. having the highest influence among them. The result showed that commercial drivers' highest educational qualifications ranged from primary school to master's degree levels. Among these levels, the functional literacy needs of the commercial drivers with HND/B.Sc. were the most influenced by formal education while the least influenced were the functional literacy needs of those with Other level of education different from primary, secondary NCE/ND, HND/B.Sc. and master's degree levels of education. Based on the three subsets established by Duncan's Post-Hoc analysis, the functional literacy needs of the commercial drivers with secondary, NCE/ND and HND/B.Sc. levels of education were the most influenced, followed by those with primary level, and lastly those with master's degree and other levels of education.

The finding of this research work supports the general submission that education is a very crucial tool for total human and societal development. It also supports Lawal's (2015) submission that education is meant for all-round development of a person from birth till death, taking place in different contexts such as home, peer group, school, workplace, the community and society through informal, formal and semi-formal settings respectively. The outcome of the study also affirms the Prophet Muhammad's injunction stated earlier that seeking knowledge is from cradle till death without time, place and gender restriction.

The outcome of this study aligns with Ipingbemi's (2000) finding that driver's level of education had an inverse relationship with cases of road accidents. He pointed out that a large percentage of the illiterate drivers had implications for traffic safety. This was because they could not read road signs and thus increased the risk of road accidents. Many studies (FRSC, 2000; Abass; 2010, Arthurs, 2015) also found illiteracy and poor level of education as driver factors that cause road traffic accidents. Hence, Okafor et al. (2014) advocated the need to improve the commercial drivers' levels of education for social development, especially road safety. Hatch (2010) stated that literacy skills would help drivers in building a useful capacity in carrying out their daily affairs and jobs.

The finding supports that of Akinyosoye (2015) and the submissions of Abass (2010) and Batta (2000). They found knowledge and education as among the basic requirements for professional drivers, having identified illiteracy and inability to read road signs, and belief in the power of god of iron (by some Yoruba drivers) as factors causing road accidents. She recommended functional literacy as a programme that could reduce carnages and accidents on Nigerian roads.

The outcome of this study corroborates the finding of Lawal (1999). Lawal found that level of parental education was significant in intra-family literacy. The finding of his study showed that mothers in the three forms of home identified were closer to their children educationally and psychologically than fathers that were likely to be more formally educated than the mothers. Pointing out that level of education influenced intra-family literacy, the scholar submitted that mothers, with low level of education compared to fathers with high level, tended to assist their children more in developing literacy skills than their fathers.

Also, relevant to the finding of this study, Patrick (2011) found that literate or formally educated women had the knowledge of different contraceptives and used them more than their illiterate or low educated counterparts. He also recommended functional education or literacy practice for a proper practice of family planning and appropriate nutrition for the survival of themselves and their children. Moreover, the finding of the study supports that of Martinez and Fernandez (2010). Their finding revealed that the adult women, who participated in literacy programmes, possessed better skills, and adopted and followed nutritional and health practices at home, workplace and society more than the illiterate ones. The finding also established that uneducated or low educated women were

more subject to misinformation about certain health issues relating to sexual and reproductive practices than their counterparts.

Moreover, Morrisroe's (2014) finding is also similar to the outcome of this study. The finding of the scholar showed that level of education influenced crime and offending behaviour. This research work, like other studies cited earlier, seemed to support that level of formal education is a variable that influences human needs, issues, development, attitudes, values, and so on. Therefore, the outcome of this study revealed that formal education influenced the functional literacy needs of the commercial drivers in North-central Nigeria.

In summing up, the finding of the study seemed to contend that the functional literacy needs of adults (especially commercial drivers) were not significantly influenced by ethnic background and year of driving experience. Some other factors such as age, attitude, and level of educational opportunity provided and so on may be responsible for the influence.

Ethnic Background Influence on the Enrichment Literacy Interests of the Commercial Drivers in North-central Nigeria

There was a significant influence of ethnic background on the enrichment literacy interests of the commercial drivers in North-central Nigeria, with Nupe commercial drivers having the most interest in enriching their literacy skills among others. Generally, out of the six ethnic groups, the enrichment literacy interests of the commercial drivers from Nupe and Yoruba ethnic groups were more influenced than their counterparts from Hausa, Gbagi, Ebira and Other ethnic groups such as Igbo and Baruba by ethnicity. The result indicated that the interests of Hausa commercial drivers in enriching their literacy skills were least influenced among the drivers from all other ethnic groups.

However, the finding under the enrichment literacy interests negates that of functional literacy needs which indicated that there was no significant influence of ethnic background on the functional literacy needs of commercial drivers in North-central Nigeria. Coming to their enrichment interests, the drivers from Nupe ethnic group had the highest interest while those from Hausa group had the least interest in enriching their literacy skills. The finding of this study tallies with those of Satherley and Lawes (2008) and Manly et al. (2004) that ethnicity influenced the literacy skills (needs) or literacy practices of adults.

Influence of Age on the Enrichment Literacy Interests of Commercial Drivers in North-Central Nigeria

The finding of this study indicated that age as a variable influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria, with age having the most influence on the enrichment interest of 16-25 year old drivers. Age had the lowest influence on the enrichment interests of the commercial drivers within the age ranges of 56-65, 46-55 and 36-45. The finding showed that the drivers of 16-25 years old had the highest interest in enriching their literacy skills. This may be as a result of the fact that they are young adults whose efforts in all respects in terms of social, economic, cultural and civic roles are required for the development of their communities and nation at large. Since this group of drivers developed the highest interest in enriching their literacy skills, they also seemed to have realised the importance of the skills in enhancing their driving jobs and in defending themselves, their rights everywhere, especially before the security personnel such as police, FRSC officers and so on.

It is worth to point out that the content analysis of qualitative data revealed that the young drivers within the age range of 26-35 stated that they enhanced their literacy ability by reading sports newspapers. Also on the qualitative data, the majority of the commercial drivers, especially the young ones, indicated that they had interest in enriching their skills of reading and writing through social networking such as maintaining Whatsapp, Facebook and Email accounts. They also stated that they had interest in enriching their skills of texting messages and assessing them.

The result under their enrichment interest supports the finding obtained in their functional literacy needs which indicated that age significantly influenced the functional literacy needs of commercial drivers in North-central Nigeria. However, there was a difference in age ranges that needed functional literacy most and that had the highest enrichment literacy interests. For instance, the finding showed that the commercial drivers within 66-75 years old needed functional literacy most followed by those within 16-25, and 46-55, 56-65, 36-45 and 26-35 respectively, while the commercial drivers within the age range of 16-25 had the most interest in enriching their literacy skills among others, followed by 66-75, 26-35, 36-45, 46-55, and then 56-65.

One could say that the commercial drivers within the age range of 16-25 have understood literacy to be an educational concept, a set of language skills, social practice and powerful tool that cuts across all other systems and occupations, and it should be enriched for personal, interpersonal and national development. The finding showed that the commercial drivers, especially the youth among them, had interest in enriching their literacy skills because they seemed to consider it in a similar way with Adeola (1998) that literacy is an essential tool for making individuals better than what they are so that they can meet up and cope with the increasing complex changes and needs of the society.

The outcome of this study is also consistent with Lusardi and Mitchell's (2007) finding cited in Lusardi (2008). Their finding indicated the influence of age on financial literacy as skills to plan for retirement. They found that people who possessed the financial literacy skills when they were young had a better plan for retirement than those who did not possess the skills. One could state that with the highest interest in the literacy enrichment, especially in Quantitative Domain of literacy, the young commercial drivers seek to enhance their financial knowledge, decision and behaviour as well as economic literacy so as to have a better plan for the future financial status.

Religion Influence on the Enrichment Literacy Interests of the Commercial Drivers in North-Central Nigeria

The finding of the study indicated that religion significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria, with Muslim commercial drivers displaying the higher interest in enriching their literacy skills than their Christian and Traditionalist counterparts. The outcome showed that the Traditionalist drivers had more interest in enriching their literacy skills than their Christian counterparts though they both fell under the same subset, as shown by Duncan's Post-Hoc analysis, which indicated that their difference was not significant. Therefore, Muslim commercial drivers had more interests in enriching their literacy skills than both Christian and Traditionalist drivers. The finding tallies with the submission of Abdulmalik and Qiong (2014) that adult and youth literacy was very important; so religions should not be considered as a variable influencing or creating a gender disparity in literacy.

The outcome under the enrichment literacy interests is similar with the finding obtained under the functional literacy needs of the commercial drivers which indicated that

religion significantly influenced the functional literacy needs of Muslim commercial drivers more than the Christian and Traditionalist counterparts. The finding corroborates the submission of Mufahhari (2010) that Muslims had no excuse for not seeking knowledge and developing interest in it since seeking knowledge was pronounced by Prophet Muhammad (May the peace and blessing of Allah continue to be with him).

Influence of Formal Education on the Enrichment Literacy Interests of Commercial Drivers in North-Central Nigeria

The finding of the study showed that level of formal education significantly influenced the enrichment literacy interests of the commercial drivers in North-central Nigeria, with the drivers with HND/B.Sc. having the highest interests in enriching their literacy skills among their counterparts with other levels of education. The outcome showed that the drivers with other levels of education different from primary, secondary, NCE/ND and HND/B.Sc. had the lowest interest in enriching their literacy skills followed by those with M.Sc./M.Ed.

The finding on the enrichment interests of the commercial drivers tallies with that of their functional literacy needs that indicated that formal education significantly influenced the functional literacy needs of the commercial drivers. Similarly, the commercial drivers possessing HND/B.Sc. level of education needed functional literacy most and had the highest interest in enriching their literacy skills. In addition, the drivers with other levels of education different from M.Sc./M.Ed, Primary, Secondary, NCE/ND and HND/B.Sc. had the least need of functional literacy skills and had the lowest interest in enriching the skills.

However, through the unstructured part of the questionnaire, a majority of them, especially those with NCE/ND level of Education, had the highest interest in enriching their literacy skills in order to initiate and encourage family literacy and cultivate an effective reading habit in their children at home. The qualitative data also revealed that the drivers with Bachelor's degree indicated that they wanted to enrich literacy skills through occupational literacy and health education in their workplace.

In a more practical sense, one would expect that level of formal education should not influence the enrichment literacy interests. This is because literacy skills, being a social

practice and tool for social, economic, civic, cultural, personal, interpersonal and national development, should be continuously enriched so that it could serve these purposes without any regard to the level of education.

The finding is consistent with Lusardi's (2008) study outcome that the level of education, gender and ethnic background influenced the level of literacy. The scholar found that with low level of education, female and African-Americans and Hispanics showed low levels of financial literacy more than their male and white counterparts respectively. The researcher thus recommended that much interest should be developed in financial literacy because it has some effects on the planning for retirement, decision-making, the stock market preparation and credit behaviour.

The finding corroborates that of Mikkonen and Raphael (2010). They found that better educated literate people had more opportunities to participate in new training than their counterparts with low level of education when there was a sudden change in their employment situation. Their finding seemed to support that the more one's level of education the more one has better chances of opportunities. And in the statement by Martinez and Fernandez (2010), the higher the level of education, the greater one becomes conscious of oneself and co-workers in order not to expose them to risk.

Contrary to this submission, Morgan and Kitt (2003) found that people who had much better literacy skills among the prisoners committed sex and serious drug offences more than those with less literacy skills. However, prisoners with less literacy skills committed violent and property-related offences more than those with higher literacy skills. Based on the finding of these study and those of others, it could be stated that level of formal education has significant influence on the needs and interests of people, particularly commercial drivers.

Influence of Driving Experience on the Enrichment Interest of Commercial Drivers in North-Central Nigeria

Experience as a variable was found influencing the enrichment literacy interests of the commercial drivers in North-central Nigeria, with the commercial drivers with 0-10 years of driving experience having the most significant interest in enriching their literacy skills among others. The outcome of this study showed that the commercial drivers with 11-

20 years' experience had the lowest interest in enriching their literacy skills followed by those with 21 and above years of driving experience. One could hold that the drivers with 0-10 years of driving experience considered themselves still young in the job and thus regarded as less experienced drivers; they claimed to develop more interest in enriching their literacy skill so that they could perform better in the job.

Under the functional literacy needs of the commercial drivers, driving experience did not significantly influence the drivers' needs. However, the variable (experience) influenced their enrichment literacy interests. This finding alignes with those of European Transport Safety Council (2007) Onuka and Akinyemi (2012), Epetimehin (2014), among others. The finding of European Transport Safety Council (2007) revealed that people of low social status more frequently got involved in road accidents than their counterparts with a high social status. Onuka and Akinyemi's (2012) study also indicated that driving experience created differences in the behaviour of drivers on roads, with more experienced drivers behaving better than those with less experience. Also, Epetimehin's (2014) research work showed that the younger and less experienced drivers were more prone to accidents and risky driving behaviour than the older and more experienced ones.

However, the study by Abiola (2012) indicated that experience was not significant on the English language teacher's use of instructional resources. It can be drawn that more studies tended to support that experience has an effect or influence on the needs, interests and forms of behaviour of people than those studies finding it (experience) insignificant. Part of the findings of this study (literacy needs) found experience insignificant on the functional literacy needs, while the other part found it significant on the enrichment literacy interests of the commercial drivers. Hence, one can say that it is still inconclusive to state that experience is significant or insignificant on human-related issues.

Conclusions

This study investigated the functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria. The following conclusions were drawn based on the findings of the study:

a. Commercial drivers in North-central Nigeria needed functional literacy much at home, workplace and in the community for economic, cultural, civic and social development,

thereby enhancing personal, interpersonal and national growth. Corroborating this finding, Erickson et al. (2009) submitted that various occupations in the modern nation need functional literacy to perform efficiently in all settings and at all time. Similarly, Adedokun (2011) and Akinyosoye (2011) also concluded in their distinctive studies that adult workers such as commercial drivers needed literacy skills for personal, occupational and national development. Therefore, it is concluded that functional literacy is a tool for all-round development. So, the commercial drivers needed it much for all forms of development with the economic development and efficient job performance topping the list.

b. The commercial drivers had moderate interest in enriching their literacy skills. The commercial drivers had interests in enriching their literacy skills with the highest interest in quantitative followed by document and then prose literacy domains. The three literacy domains are required of individuals to function efficiently in the society (Bravo, Contreras and Osvaldo, 2002). Obanya (2004) also affirmed that people need to enrich their literacy skills because they are fundamental to other skills such as life, socio-economic and lifelong learning skills. Similarly, Lawal (2000) also found out that neo-literate adults had much interest in possessing the skills to keep proper records of their work or trade and operate functional bank account. Based on this finding, it could be concluded that commercial drivers had a moderate interest in enriching their functional literacy. Specifically, the driver had the highest interest in enriching their quantitative literacy followed by document, and then prose literacy skills.

c. The drivers in North-central Nigeria needed functional literacy very much to be more familiar with their rights. The finding tallies with that of Lawal (2014). The scholar concluded that literacy is a social practice meant to equip people with an ability to protect their rights and those of others, perform their responsibilities efficiently, provide good governance, initiate and enhance the development of their environment. Also, the drivers had the highest interest in enriching their literacy skills by "reading religion books or materials (e.g. the Bible and the Quran, among others.). Religion gives a meaning to life for solving contractions and promoting order and stability in the society (Haralambus, Holborn & Heald, 2004). The commercial drivers' highest interest in reading religious books or materials corroborates Lawal's (2000) submission that people develop and enrich their interest in literacy in order to attain some spiritual experience. The writer referred to such as a transcendent interest.

d. The drivers' ethnic background did not influence their functional literacy needs but it influenced their enrichment interest, with Nupe commercial drivers claiming significantly to have more interest in enriching their skills more than the drivers from other ethnic groups. Lawal (2000), Abu-Samah and Ndaeji (2013) also found out that ethnic background had no influence on literacy practice. However, it influenced their enrichment interest in literacy. This tallies with the findings of Manly et al. (2004) and Satherly and Lawes (2008); they concluded that ethnical background influenced functional literacy skills of adults. Thus, the finding on the influence of ethnicity on functional literacy is inconclusive. This is because some studies found that it influenced literacy practice while some others did not; the two contrast outcomes were affirmed by the findings of the present study.

e. The driving experience of the commercial drivers in North-central Nigeria did not influence their functional literacy needs. Few studies tend to support this finding. For instance, Abiola (2012) found out that experience is insignificant on the English teachers' use of resources for teaching English Studies. On the other hand, their driving experience influenced their enrichment interests in literacy, with the commercial drivers with 0-10 years of driving experience claiming to have the highest interest in enriching their literacy skills among others. Many findings support the outcome of the present study. For instance, the findings of European Transport Safety Council (2007), Onuka and Akinyemi (2012) and Epetimetrin (2014) tally with the outcome of this study. They also found that experience had an influence on human endeavours. It could therefore be concluded that experience had an influence on commercial drivers' literacy enrichment interest but it seemed to have no influence on their functional literacy needs.

f. All other variables such as age, formal education and religion significantly influenced the functional literacy needs and the enrichment interests of commercial drivers in North-central Nigeria. Many scholars such as Ipingbemi (2000), Bravo Contreras and Osvaldo (2002), Patrick (2011), Olulobe (2012), Wambui (2012), Olojede and Olaitan (2013), Lawal (2015) and Akinyosoye (2015) found age, level of education and religion as variables that influenced human endeavours. However, a very few studies found these variables, especially age, insignificant. For instance, the report given by the international findings in 2013 indicated that ethnicity, lack of computer experience, poor general health, parents' poor or low level of education rather than age influenced adults' performance in literacy, numeracy and problem-solving domains. Therefore, it could be concluded that age, level of education

and religion influenced the functional literacy needs and enrichment interests of the commercial drivers in North-central Nigeria.

In conclusion, the commercial drivers needed functional literacy “much” and had moderate interest in enriching their literacy skills. They needed the skills for economic, social, civic and cultural development at all settings including home, workplace, community and country. They also had interests in enriching their literacy skills in order of quantitative, document and prose domains.

Implications of the Findings

It was concluded that commercial drivers needed functional literacy “much” and had moderate interest in enriching their literacy skills. Therefore, the following were the implications of the findings of this study.

All the findings of this study assessing the functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria have inevitable implications for literacy programmes for drivers in particular and adults (workers) in the developing countries such as Nigeria. With their levels of functional literacy needs and enrichment interests that were much and moderate respectively, the implication of the foregoing is the need to plan, organise and develop a functional literacy programme for commercial drivers. Such a programme should be more centered on economic and social development than cultural and civic development.

Based on the finding, the functional literacy programme to be designed should also be based on the nature, content and context of their job (commercial driving) in order to facilitate and sustain their interests in such a programme. The programme should focus more on developing their quantitative than prose and document literacy skills in order to consolidate their enrichment interest identified in this study.

As one of the implications of the findings, an occupational functional literacy programme should be designed for all adult workers so as to commit them to the values and efficiency of the skills to the productivity and development of their jobs. Such a programme is to consider the influence of age, religion and level of education more than those of ethnic background and driving experience of drivers in particular and adult workers in general.

The other implication is that there is a need for the design and development of family and community literacy programmes for all adults so that the culture of literacy practices could be initiated and encouraged right from the home for personal, interpersonal and community as well as national development. Thus, it is one of the pragmatic ways of producing more functionally literate adults rather than functionally illiterate as well as illiterate ones.

Recommendations

The findings of this study would be of significant values to commercial drivers, their organisations or unions (such as NURTW, RTEAN, NARTO, AIT and so on), government agencies such as VIO, The Police, FRSC, policy makers, educationists and future researchers.

Commercial Drivers: are referred to as professional drivers and they constitute a group of people that some other people tend to distinguish with a form of traits contrary to peace and security maintenance; they were considered as people with low or poor level of education. In order to recognise them as a set of people with appreciable conduct and high level of functional education, it was thus recommended that they needed a literacy programme for economic, social, civic and cultural development. This will enhance their personal and interpersonal development and in turn the development of their home, job, community and nation at large. It was also recommended that the programme should incorporate more of quantitative literacy skills, economic literacy and civic literacy than other forms. Through the programme, the commercial drivers would cultivate and encourage family literacy practices by checking their children's daily school works, assisting them with their assignment, reading stories to them, among others. Thus, such practices can prevent them from relapsing to illiteracy.

Transport Organisation/Union: being the body registering, controlling, maintaining and supervising the affairs of the drivers in Nigeria, they should endeavour to invite not only road traffic agencies but also educationists who can enlighten them and design literacy programmes of high values in content and context to their drivers. They should organise adult literacy programmes at local, state and national levels to their members and try to enlighten them and develop their interest in "reading the high way operative matters"; "reading about road safety issues"; "reading car manuals"; "reading roads map"; "reading

information in their vehicle documents/particulars"; "studying warranty conditions on spare parts/product that they buy"; "how to fill forms to apply for or to renew driving licence"; "vehicle documents or number plate"; "calculating liters of fuel to buy correctly", "determining the expiration dates on their driving licence, vehicle documents"; among others. With such literacy practices, they could cultivate safety behaviour and thus prevent road mishaps. It was recommended that the union should try to finance literacy materials developed in this respect or seek the support of the government in order to carry out such a functional and occupational adult literacy programme.

Government Agencies: which include Federal Road Safety Corp, Vehicle Insurance Organisation and even police officers should incorporate literacy programmes in their enlightenment programmes to commercial drivers. This would enable the drivers' functional literacy needs and enrichment interests identified to be brought to a limelight. With such a practice, their interests in literacy would be facilitated and sustained. They should try to commit them to the values and practice of formal education.

Policy Makers: considering the inevitable roles of commercial drivers on socio-economic and political system, they should be given a regular training, especially on their job efficiency and safety consciousness. Since literacy skills are identified as among the job efficiency and safety consciousness, the policy makers in collaboration with ministry of education and other stakeholders should foot, initiate and make the policy that would lead to the organisation and development of functional literacy programmes for commercial drivers in specific and artisans in general. Such programmes could lead to the development of a functional literate community.

Literacy Experts/Educationists: being the agent for all-round development, literacy experts or educationists should contribute immensely to the initiation and implementation of formal education or functional literacy programmes for commercial drivers taking a cognisance of some variables of influence such as age, religion, level of education and so on. Also, it was recommended that literacy experts should endeavour to discharge a voluntary community service in the form of functional or occupational literacy programmes to this group of workers in specific and artisans in general.

Suggestions for Further Studies

The study assessed functional literacy needs and enrichment interests of commercial drivers in North-central Nigeria only. This implies that the study did not cover all the states and Federal Capital (Abuja) in the zone let alone Nigeria at large. So, this study could be further carried out to cover all the parts of the zone and other five geo-political zones of the country.

It was suggested to researchers to investigate further the functional, occupational or community literacy needs and development programmes in the context of adult or adolescent works, especially artisans. Such studies could find out practical ways or design programmes that would enhance the functional literacy practice in the country and thus make Nigerians not only literate but also functionally literate individuals. Hence, the study is a springboard for other research works.

Other studies could be carried out to assess the actual functional literacy practices of commercial drivers in the country, as this is the part of the gap left by the present study. Since the study concentrated on commercial drivers, other research works could be extended to commercial motor cyclists and artisans, such as tailors, mechanics, rewires, plumbers, barbers/stylists, carpenters and bricklayers.

This study was limited to five predictor variables of age, religion, levels of formal education, ethnic background and experience; some other variables such as family type, socio-economic background could be investigated. Also, the study covered only inter-state literate commercial drivers; it could be extended to intra-state commercial drivers (town service drivers).

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APPENDIX I

University of Ilorin, Ilorin

Faculty of Education, Department of Arts Education

Questionnaire on the Functional Literacy Needs and Enrichment Interests of Commercial Drivers in Nigeria

Dear Respondent,

This questionnaire was designed to assess your functional literacy needs and enrichment interests. The researcher therefore seeks your honest responses to all the items so that he can make useful recommendations and suggestions which will in turn be effective in your personal, interpersonal and national developments.

The researcher will ensure that your responses shall be strictly used for the purpose of the research, thereby promising you your confidentiality and anonymity.

Yours faithfully,

Yusuf, Muraina

Section A: Personal Data

Instruction: Please put a tick (√) in the appropriate column.

1. Union/Association: NARTO ( ); NURTW ( ); RTEAN ( ) Any other, please name it .....
2. Religion: Christian ( ); Muslim ( ); Traditionist ( ); Any other, please name it .....
3. Age: 16-25 ( ); 26-35 ( ); 36-45 ( ); 46-55 ( ); 56-65 ( ); 66-75 ( )
4. Highest Educational Background: Primary ( ); Secondary ( ); NCE/ND ( ); HND/B.Sc ( ); M.Sc/M.Ed ( ) Any other, please state it.....
5. Ethnic Background: Hausa ( ); Yoruba ( ); Nupe ( ); Ebira ( ); Gbagi ( ) Any other, please name it .....
6. Driving Experience (Years on Driving): 0-10 ( ); 11-20 ( ); 21 and above ( )

Section B: Functional Literacy Needs of Commercial Drivers

Instruction: please put a tick on the option that best expresses your opinion on the following items on your functional literacy needs. Kindly use the scale below and tick your answer with sincerity because there is neither right nor wrong answer.

- ✓ **Very Much**
- ✓ **Much**
- ✓ **Little**
- ✓ **None**

S/N	**Items on Functional Literacy Needs**	**Very Much**	**Much**	**Little**	**None**
	A. Cultural Development				
	I need literacy skills so that I can:				
1.	learn more about my culture.				
2.	get close to my God.				
3	Learn more about the culture of people.				
4.	participate in cultural activities in my community.				
	B. Civic Development				
5.	be more familiar with my rights				
6.	defend myself before FRSC, Police, VIO and other related agencies.				
7.	protect rules and regulations of my union/association e.g. NARTO, NURTW, RTEAN, etc.				
8	relate well with my passengers.				
9.	understand the difference between my privileges and rights.				
10.	abide by the Highway code.				
11.	vote rightly in elections.				
12.	know more about the constitution of my country.				
13.	be more law-abiding.				
14.	be an active member of a political party.				
15.	contest for a leadership post in my union/association.				
	C. Economic Development				
18.	enhance the quality of my job.				
19.	determine my income and expenditure rates.				
20.	enhance my standard of living.				
21.	regulate my family finance.				
	D. Social Development				
23.	Relate well with my family.				
24.	maintain good ties with co-drivers.				
25.	maintain good relationship with passengers.				
26.	acquire knowledge and skills on first Aid.				
27.	maintain good relationship with my neighbour.				
28.	contribute to the development of community literacy.				
29.	enlighten people about sound healthy living.				
30.	promote a safe environment.				

Section C: Enrichment Interests of Commercial Drivers

Instruction: please put a tick on the option that best expresses your opinion on the following items on your enrichment interests. Kindly use the scale below and tick your answer with sincerity because there is neither right nor wrong answer.

- ✓ **High**
- ✓ **Moderate**
- ✓ **Low**
- ✓ **None**

S/N	**Items on Enrichment Interests**	**High**	**Moderate**	**Low**	**None**
	A. Prose Literacy				
	I have interest in increasing my literacy by:				
1.	reading religious books/materials (e.g. Bible, Quran, etc.).				
2.	reading general news stories.				
3.	reading write-ups on transport and transport-related issues.				
4.	reading sports stories.				
5.	reading handbills.				
6.	reading the highway operative matters.				
7.	taking minutes of meetings at work.				
8.	reading about road safety issues.				
9.	reading stories to my children.				
10.	checking my children's daily school works.				
11.	assisting my children with their assignments.				
12.	writing official letters about issues or problems facing my community to Government.				
13.	taking statements in a police station when issues come up.				
14.	writing reports on highway matters.				
15.	writing short stories for my children to read.				
	B. Document Literacy				
	I have interest in increasing my ability by:				
16.	reading instructions on medicines/drugs.				
17.	reading car manuals.				
18.	reading text messages via mobile phone.				
19.	reading road maps.				
20.	reading information in my vehicle documents/particulars.				
21.	reading warranty/guaranty conditions on spare parts/products that I buy.				
22.	operating a functional bank account.				
23.	filling forms to apply for or to renew driving licence, vehicle documents, number plate, etc.				
24.	writing official/non-official letters.				
25.	writing text messages via mobile phone.				
26.	maintaining my Facebook accounts.				

	C. Quantitative Literacy				
	I have interest in increasing my ability to:				
33.	determine my speed by distance and hour.				
34.	calculate my daily income and expenditure to determine profit or loss.				
35.	determine the speed limit based on the types of road.				
36.	determine the expiration dates on my driving licence and vehicle documents.				
37.	determine interest on loans.				
38.	determine the length of warranty/guaranty on spare parts/products I buy.				
39.	calculate litres of fuel to buy correctly.				
40.	fill receipts of purchases.				
41.	issue receipts to passengers.				

a. Please, state any other activities in which you need reading, writing and numeracy skills to function very well.

_____

_____

_____

_____

b. Kindly suggest any other ways, you think, you can enrich your reading, writing and numeracy skills.

_____

_____

_____

_____

Thank you for your patience!

APPENDIX II

1. BUDGET

ITEMS	UNIT COST	TOTAL	BRAND
a. Personal Computer (PC)	1@ 160,000	160, 000	HP Pavilion G8
b. A Smart Phone	1@ 97, 000	97, 000	Window phone
c. Printer	1@ 60, 000	60, 000	HP LaserJet Pro 408
d. Duplicating Sheet	12 Cart.@ 6,000	72, 000	80 Grammes
e. Maintenance of the items above	100,000	100, 000	HP Cartridges, Airtime (Recharge card), etc.
f. Tuition fees	4 Sessions @ 120,000	480, 000	
g. Transportation	14 trips@ 10, 000	140, 000	Kogi, Kwara and Niger States
h. Research Assistants	5@ 26, 000	150, 000	
i. Contingencies:			
i. Purchase of Gbytes for browsing	1.5 Gbytes@ 1,500^30months	45,000	Gbytes from MTN
ii. Others e.g. accommodation, feeding, etc.	350,000	350,000	
GRAND TOTAL		1, 654, 000	

2. SOURCES

i. Road Transport Associations e.g. NURTW, RTEAN, NARTO, etc.

ii. Federal Ministry of Transport

iii. State Ministries of Transport

iv. NGOs

v. International Literacy Organisation, USA

RESEARCH TIMELINE

NAME: YUSUF, MURAINA MATRIC: 02/25OB096

TITLE: ASSESSMENT OF FUNCTIONAL LITERACY NEEDS AND ENRICHMENT INTERESTS OF COMMERCIAL DRIVERS IN NORTH-CENTRAL NIGERIA

	27th Oct., 2014	27th Nov., 2014	27th Dec., 2014	27th Jan., 2015	27th Feb., 2015	21st Mar., 2015	27th April, 2015	27th May, 2015	27th June, 2015	27th July, 2015	27th Aug., 2015	27th Sept., 2015	29th Oct., 2015	27th Nov., 2015	27th Dec., 2015	27th Jan., 2016	27th Feb., 2016	27th Mar., 2016	27th April, 2016	11th May, 2016	27th June, 2016	27th July, 2016	27th Aug., 2016	27th Sept., 2016	27th Oct., 2016	27th Nov., 2016	27th Dec., 2016	27th Jan., 2017	27th Feb., 2017	21st Aug., 2017
MONTHS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	32	33	34	35	36	37	38	39	40	41	47
TASKS																														
Submission of synopsis																														
Survey of literature																														
Protocol Writing																														
Protocol Defense																														
Data Gathering																														
Thesis Writing																														
Writing the Introduction																														
Revising the Introduction																														
Writing the Methodology																														
Revising the Methodology																														
Editing the Protocol																														
Field																														
Computing and Analysing the Statistics																														
Computing Results																														
Revising Results																														
Discussing the Findings																														
Revising the Discussion on findings																														
Drawing Conclusions																														
Revising Conclusions																														
Thorough Editing of the Whole Thesis																														
Writing the Front Matters																														
Revising the Draft of the Front Matters																														
Sending Written Abstract to PG School for Final Defence																														
Waiting period																														
Town-Hall Defence																														
Final Printing, Binding and Clearance.																														