

## **Innovative Teaching Learning Techniques and Learning Difficulties of Adult Learners in Literacy Education Programmes in Calabar Metropolis, Cross River State, Nigeria**

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**Abstract :** The study investigated the extent to which innovative teaching-learning techniques can influence and attenuate learning difficulties among adult learners participating in different literacy education programmes in Calabar Metropolis, Cross River State, Nigeria. A quasi-experimental design was adopted to collect data from a sample size of 150 participants of the programme. The sample was drawn using the simple random sampling method. As an experimental study, the 150 participants were divided into two equal groups -the first was the experimental group while the second was the control. A pre-test was administered to the two groups which were later exposed to a post-test after treatment. Two instruments were used for data collection. The first was the guide for the Literacy Learning Difficulties Inventory (LLDI). Three hypotheses were postulated and tested as .05 level of significance using Analysis of Covariance (ANOVA) test statistics. Results of the analysis firstly showed that the two groups (treatment and control) did not differ in the pre-test regarding their literacy learning difficulties. Secondly, the result showed that for each hypothesis, innovative teaching-learning techniques significantly influenced adult learners' (participants) literacy learning difficulties. Based on these findings, the study recommends the use of innovative teaching-learning techniques in adult literacy education centres to mitigate the learning difficulties of adult learners in literacy education programmes in Calabar Metropolis.

**Keywords :** teaching, learning, techniques, innovative, difficulties, programme

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