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Bridging the Generational Divide in Adult Education: The Role of Libraries in Digital Literacy in Nigeria

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Abstract

Adult education in Nigeria brings together learners from different generational cohorts—Baby Boomers, Generation X, Millennials, and Generation Z—each with distinct learning preferences, technological competencies, and educational expectations. This diversity presents both opportunities for knowledge sharing and challenges in achieving inclusive and effective learning. Libraries play a critical role in addressing these challenges by promoting digital literacy, facilitating access to information resources, and supporting lifelong learning across all age groups. This study examined how library-based digital literacy initiatives, adaptive instructional strategies, mentorship programmes, and reverse learning techniques can bridge the generational divide in adult education in Nigeria. A descriptive survey design was adopted, involving 150 respondents comprising adult learners, educators, and administrators drawn from selected educational institutions and community libraries. Findings revealed that library-driven digital literacy programmes significantly enhance access to educational resources and improve intergenerational knowledge sharing. Mentorship and reverse learning approaches were also found effective in promoting collaboration among different age groups. However, challenges such as inadequate funding, limited infrastructure, and insufficient staff training were identified as major constraints. The study concludes that libraries remain central to promoting inclusive digital literacy and recommends stronger investment in library services, staff development, and structured intergenerational learning programmes.

Keywords: Library, Digital Literacy, Intergenerational Learning, Adult Education, Mentorship, Nigeria.

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INTRODUCTION

In Nigeria, libraries are increasingly recognised as critical institutions for promoting digital literacy among a diverse population of users drawn from different generational backgrounds. As Baby Boomers, Generation X, Millennials, and Generation Z converge in public, academic, and community library settings, librarians and information professionals are confronted with the challenge of addressing varying levels of technological proficiency, learning preferences, and expectations regarding access to digital information. While younger generations generally demonstrate greater familiarity with emerging technologies, older generations contribute rich life experiences, critical perspectives, and practical wisdom that can enrich learning processes. This intergenerational diversity presents both opportunities and challenges for libraries seeking to enhance digital literacy and lifelong learning.

To bridge this generational divide, George, Baskar and Srikaanth (2024) state that transformative educational approaches that foster collaboration and mutual learning are essential. Libraries in Nigeria can adopt adaptive digital literacy strategies, harness emerging technologies, and create inclusive learning environments that encourage equitable participation across generations. By implementing mentorship programmes, reverse learning techniques, and culturally responsive instructional approaches, libraries can strengthen intergenerational

knowledge exchange and promote inclusive access to digital competencies. Furthermore, ensuring equitable access to digital literacy initiatives is crucial, particularly in rural and underserved communities where digital inequalities persist. Providing adequate technological infrastructure, internet connectivity, digital resources, and user education programmes will empower individuals of all ages to navigate digital environments effectively. This paper therefore explores strategies through which libraries can bridge generational gaps in digital literacy and offers practical recommendations for creating inclusive learning environments that support lifelong learning.

Baby Boomers, born between 1946 and 1964, experienced a post-war economic boom, resulting in a generation that values hard work, loyalty, and stability (Marzo, 2024). They often prefer traditional learning environments characterized by face-to-face instruction, structured guidance, and step-by-step learning processes. Within the context of library-based digital literacy programmes in Nigeria, Baby Boomers may encounter difficulties adapting to technology-mediated services such as electronic databases, online catalogues, digital repositories, and virtual learning platforms. However, Yu and Guo (2023) noted that Baby Boomers bring valuable life experiences, a strong work ethic, and leadership skills that can significantly enhance intergenerational learning. Libraries can leverage these strengths by developing mentorship initiatives in which Baby Boomers share professional experiences and practical knowledge while receiving support in acquiring digital competencies from younger users.

To bridge the divide effectively, Blomqvist, Ruuskanen, Niemi and Nyyssönen (2000) noted that adult learning programmes should incorporate flexible learning models that accommodate the preferences of Baby Boomers. Accordingly, libraries can adopt blended digital literacy programmes that combine face-to-face instruction with online learning resources to facilitate their transition into technology-enhanced environments (Akinyooye & Fajimi, 2022; Ojo & Omoregie, 2018). Additionally, Cheng and Lyu (2024) opined that workshops and training sessions focused on digital literacy can empower Baby Boomers to engage confidently with digital information systems and online learning platforms. By promoting cross-generational dialogue and recognizing the unique contributions of Baby Boomers, libraries can create collaborative learning environments that benefit users across age groups.

Generation X, born between 1965 and 1980, according to Aemmi and Karimi Moonaghi (2017), is characterised by independence, adaptability, and a strong desire for work-life balance. Having witnessed the emergence of personal computers and the early internet, they tend to be relatively comfortable with digital technologies compared to Baby Boomers. In a related development, Andreoletti and Howard (2018) observed that Generation X learners often prefer self-directed learning experiences and value practical knowledge applicable to their professional and personal lives. Libraries can support this generation through flexible digital literacy programmes that offer both online and face-to-face learning opportunities. Such initiatives align with their preference for autonomy while encouraging continuous learning.

To foster intergenerational collaboration, libraries can leverage Generation X's technological competence to mentor older adults in the use of digital technologies while simultaneously benefiting from the experiences of older generations. Providing opportunities for experiential learning, problem-solving activities, and peer collaboration can create dynamic library learning environments (Augustin & Freshman, 2016; Knowles, 1984). Additionally, libraries can enhance participation by offering digital badges, certifications, and career-oriented digital skills programmes. By cultivating a learning ecosystem that values experience,

adaptability, and lifelong learning, libraries in Nigeria can effectively bridge generational divides in digital literacy.

Millennials, born between 1981 and 1996, are characterised by their familiarity with technology, preference for collaborative learning, and desire for immediate feedback. Boulton-Lewis and Tam (2018) opined that, as digital natives, Millennials often seek interactive and engaging learning experiences that integrate multimedia and real-world applications. In library settings, their affinity for technology provides opportunities to expand innovative digital literacy services through mobile applications, online tutorials, virtual reference services, makerspaces, and collaborative learning platforms. Their commitment to professional growth and lifelong learning positions them as valuable contributors to intergenerational digital literacy initiatives.

To bridge generational gaps, libraries should incorporate gamified learning experiences, virtual simulations, and collaborative online platforms to engage Millennials effectively (Cabanillas, 2011). Facilitating cross-generational mentorship programmes in which Millennials assist Baby Boomers in navigating digital technologies while benefiting from the latter's practical experiences can foster reciprocal learning. Additionally, incorporating feedback mechanisms and digital certification opportunities can improve their learning experiences. Through inclusive and technology-driven services, libraries can harness Millennials' strengths to promote digital inclusion and intergenerational collaboration.

Generation Z, born between 1997 and 2012, according to Andreoletti and Howard (2018), represents the most digitally connected generation, demonstrating preferences for visual, interactive, and on-demand learning experiences. They are highly adept at using digital technologies for learning, communication, and problem-solving, often engaging with information through videos, social media platforms, and gamified applications. In the Nigerian context, libraries serving Generation Z users should provide flexible and personalised digital literacy programmes that incorporate emerging technologies such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI).

To bridge the generational divide, Cath, Wachter, Mittelstadt, Taddeo and Floridi (2018) observed that educational programmes can leverage Generation Z's digital fluency through technology-enabled collaborative projects and digital storytelling initiatives. Libraries can promote intergenerational learning by establishing mentorship programmes in which Generation Z users support older generations in developing digital competencies while gaining practical wisdom and life experiences in return. Providing opportunities for project-based learning and peer collaboration can further enhance engagement. By embracing technological innovation and fostering inclusive, experiential learning environments, libraries in Nigeria can play a transformative role in advancing digital literacy, bridging generational divides, and promoting lifelong learning for all members of society.

Statement of the Problem

Adult education in Nigeria is expected to promote lifelong learning and empower individuals across different age groups to acquire relevant knowledge, competencies, and skills needed for personal, social, and economic development. Similarly, libraries are increasingly recognised as vital institutions for advancing digital literacy by providing access to information resources, digital technologies, internet facilities, and user education programmes that support continuous learning. However, the coexistence of different generations within adult learning and library environments has created a significant divide in digital literacy acquisition and utilisation. Younger learners generally favour interactive, technology-driven approaches and adapt more readily to digital platforms, whereas older learners often encounter difficulties in

using digital tools and coping with the rapid transformation of information and educational technologies. Traditional teaching methods and conventional library services, which remain predominant in many Nigerian institutions, have not adequately addressed these contrasting needs or fostered effective intergenerational learning.

The situation is further compounded by inadequate training of adult educators and librarians in digital pedagogy, poor integration of digital resources into educational and library services, limited technological infrastructure, and the absence of deliberate strategies tailored to multigenerational learners and library users. Consequently, many adult learners are unable to fully develop the digital competencies required to participate effectively in contemporary educational, occupational, and social environments. This challenge has far-reaching implications for lifelong learning, workforce productivity, social inclusion, and equity in access to information. Therefore, there is an urgent need to identify practical approaches through which adult education institutions and libraries can collaborate to bridge the generational divide, strengthen digital literacy initiatives, and create inclusive learning environments that empower individuals of all ages to thrive in an increasingly digital society.

Research Questions

1. How can libraries utilise adaptive instructional approaches to bridge the generational divide in digital literacy among adult learners in Nigeria?
2. What role do mentorship programmes and reverse learning techniques implemented through libraries play in fostering intergenerational digital literacy and lifelong learning?
3. How can library-based digital literacy programmes improve adult learners' access to information resources, digital technologies, and educational opportunities in Nigeria?
4. What challenges do libraries and information professionals encounter in implementing intergenerational digital literacy initiatives for adult learners in Nigeria?

Review of literature

Transformative Learning Theory by Jack Mezirow, (1991)

Transformative Learning Theory emphasizes critical reflection, rational discourse, and perspective transformation as essential processes in adult learning. It explains how learners reassess deeply held assumptions and reconstruct meaning through reflective engagement and dialogue. In intergenerational learning contexts, this theory is particularly relevant because it enables learners from different age groups to question existing beliefs, appreciate diverse perspectives, and adapt to evolving learning environments. Within the Nigerian context, libraries play a crucial role in supporting this process by providing access to diverse information resources, digital literacy training, and learning spaces that encourage reflection, inquiry, and knowledge sharing. Through library-based user education and digital engagement programmes, learners are better equipped to develop open-mindedness and inclusivity across generations.

Social Learning Theory by Albert Bandura (1941)

Social Learning Theory explains learning as a process that occurs through observation, imitation, and modelling within a social environment. It highlights the importance of interaction, shared experiences, and peer influence in the acquisition of knowledge and skills. In adult education, this theory strongly supports mentorship and reverse learning strategies, where older and younger learners learn from one another through guided interaction. Libraries in Nigeria strengthen this process by serving as collaborative learning hubs where digital

literacy programmes, peer tutoring, and technology-assisted training sessions are implemented. Through library-facilitated digital literacy initiatives, users observe and practice digital skills such as information retrieval, database use, and online communication, thereby enhancing their competence across generations.

Conceptual Framework

The following concepts are reviewed in line with the research: Intergenerational Learning, Adult Education, Libraries:

Adaptive Teaching

Adaptive teaching involves tailoring instructional methods to meet the diverse needs of learners. It acknowledges that individuals have different learning preferences, backgrounds, and experiences. In adult education programs in Nigeria, Aemmi and Karimi Moonaghi (2017) observed that adaptive teaching is essential for addressing the generational divide. Baby Boomers may prefer traditional, lecture-based learning, while Gen Z learners may favor interactive, technology-driven experiences. Adaptive teaching strategies, including personalized learning plans, differentiated instruction, and the use of multimedia resources, can ensure that each learner's needs are met (Yu and Guo, 2023). Moreover, George, Baskar and Srikaanth (2024) stated that educators can utilize learning management systems (LMS) that offer customizable learning paths. These platforms can enable students to access content in various formats, engage in self-paced learning, and receive real-time feedback. Instructors can also apply formative assessments to monitor progress and adjust teaching methods accordingly. By employing adaptive teaching strategies, adult education programs in Nigeria may enhance learner engagement, satisfaction, and academic success across all generations.

Digital Literacy

Digital literacy is the ability to effectively use digital tools and resources for learning, communication, and problem-solving. In the Nigerian adult education landscape, Marzo (2024) noted that fostering digital literacy is crucial for bridging the generational divide. While Gen Z and Millennials are typically comfortable with digital platforms, Baby Boomers and some Gen X learners may face challenges in navigating online learning environments. Promoting digital literacy programs that offer hands-on training and personalized support can empower all learners to engage confidently with technology. Additionally, Aemmi and Karimi Moonaghi (2017) stated that digital literacy initiatives should cover essential skills such as navigating learning management systems, conducting online research, and using collaboration tools. Incorporating peer mentorship programs, where tech-savvy learners assist those with limited digital proficiency, can foster inclusive learning environments. By enhancing digital literacy across generations, adult education programs in Nigeria may facilitate equitable access to educational opportunities and promote lifelong learning.

Mentorship Programs

Mentorship programs are an effective approach to bridging the generational divide in adult education. These programs involve experienced individuals guiding and supporting less experienced learners in their personal and professional development. In Nigeria, mentorship programs can pair Baby Boomers and Gen X learners with Millennials and Gen Z learners, fostering knowledge exchange and mutual learning. While older generations provide career insights, leadership guidance, and industry knowledge, younger generations offer digital skills and contemporary perspectives (George, Baskar & Srikaanth, 2024). To ensure the success of mentorship programs, adult education institutions should provide structured mentorship

frameworks that include goal setting, regular check-ins, and feedback mechanisms. Additionally, leveraging virtual mentorship platforms can enhance accessibility and facilitate continuous engagement. Through mentorship, Cheng, Lyu, Li and Shiu (2021) opinioned that participants may build valuable relationships, gain diverse perspectives, and enhance their learning experiences. Ultimately, mentorship programs contribute to the development of well-rounded, empowered learners across generations.

Research Methodology

This study adopted a descriptive survey research design to examine the role of libraries in bridging the generational divide in adult education through digital literacy initiatives in Nigeria. The design was considered appropriate because it allows for the collection of data from a large and diverse group of respondents, enabling a comprehensive understanding of their experiences and perceptions. The population of the study comprised adult learners, librarians, educators, and administrators involved in adult and community education programmes across selected institutions and libraries in Nigeria. A total of 1,000 individuals constituted the study population, from which a sample of 150 respondents was selected using stratified random sampling technique to ensure fair representation across generational groups and professional categories. Data were collected using a structured questionnaire titled *"Bridging the Generational Divide in Adult Education: Library and Digital Literacy Questionnaire."* The instrument was validated by three experts in Measurement and Evaluation, Adult Education, and Library and Information Science. Their inputs ensured clarity, relevance, and alignment with the research objectives. The data collected were analyzed using descriptive statistics such as frequency counts, percentages, means, and standard deviation. The results were used to answer the research questions and draw conclusions on how libraries can enhance digital literacy and intergenerational learning in Nigeria.

RESULTS

Demographic Information of RespondentsTable 1: *Demographic Information of Respondents* Gender

Option	Number of Respondents	Percentage
Male	57	38.0%
Female	93	62.0%
Total	**150**	**100.0%**
	Age	
Option	**Number of Respondents**	**Percentage**
Below 30 years	12	8.0%
30-39 years	45	30.0%
40-49 years	75	50.0%
50-59 years	18	12.0%
Total	**150**	**100.0%**
	Educational Qualification	
Option	**Number of Respondents**	**Percentage**
SSCE	115	76.7%
NCE	22	14.6%
OND	3	2.0%
BSc/BA	10	6.7%
Total	**150**	**100.0%**
	Occupation	
Option	**Number of Respondents**	**Percentage**
Adult Learner	100	66.7%
Educator	40	26.7%
Administrator	10	6.7%
Total	**150**	**100.0%**
	Years of Experience	
Option	**Number of Respondents**	**Percentage**
Less than 1	28	18.7%
1-5 years	80	53.3%
6-10 years	40	26.7%
Above 10 years	2	1.3%
Total	**150**	**100.0**

Source: Researcher, 2026

The demographic results reveal that most respondents were women, making up about two-thirds of the sample. In terms of age, the largest group fell within 40–49 years, showing that middle-aged adults formed the core of the participants. Educationally, the majority held SSCE qualifications, while only a small proportion had higher degrees such as NCE, OND, or BSc/BA. Looking at their roles, most respondents identified as adult learners, with fewer educators and very few administrators. Experience in adult education was strongest among those with one to five years of involvement, suggesting that while many had some exposure, only a handful had been engaged for more than a decade. Altogether, the profile shows that the study was shaped largely by middle-aged female adult learners with modest qualifications and moderate experience in adult education.

Research Question 1

How can libraries utilise adaptive instructional approaches to bridge the generational divide in digital literacy among adult learners in Nigeria?

Table 2: Mean and standard deviation of respondents on how libraries utilise adaptive instructional approaches to bridge the generational divide in digital literacy among adult learners in Nigeria

S/N	Item Statement	SA	A	D	SD	$\bar{x}$	SD	Remark
1	Adaptive teaching methods accommodate the diverse learning needs of different generations.	91	59	0	0	3.61	0.49	Agree
2	Digital tools and technologies enhance intergenerational learning experiences.	89	61	0	0	3.59	0.49	Agree
3	Educators effectively use adaptive teaching techniques to engage both younger and older learners.	23	47	60	20	2.49	0.91	Disagree
4	Mentorship programs support knowledge exchange between generations.	75	70	5	0	3.47	0.56	Agree
5	Reverse learning techniques (younger teaching older) foster mutual learning.	72	71	7	0	3.43	0.58	Agree
6	Cultural and generational experiences are incorporated into the learning process.	70	73	7	19	3.42	0.58	Agree
7	Educators receive adequate training on adaptive teaching strategies.	10	52	69	19	2.35	0.79	Disagree
8	Digital literacy programs improve adult learners' access to educational resources.	78	71	1	0	3.51	0.52	Agree
9	Collaborative learning projects promote intergenerational knowledge sharing.	74	71	5	0	3.46	0.56	Agree
10	Learners of different generations interact positively in adaptive learning environments.	78	67	5	0	3.49	0.56	Agree
	Cluster Mean					**3.28**	**0.35**	**Agree**

Key: $\bar{x}$ = Mean, SD = Standard Deviation.

The results in Table 2 indicate that 80% of the items were rated above the benchmark of 2.50, reflecting general agreement that adaptive teaching methods can help bridge the generational divide in Nigerian adult education. The most strongly endorsed strategies were accommodating diverse learning needs ($\bar{x}$ = 3.61, SD = 0.49, 96%) and enhancing intergenerational learning through digital tools ($\bar{x}$ = 3.59, SD = 0.49, 95%). Mentorship programmes ($\bar{x}$ = 3.47, SD = 0.56, 92%) and reverse learning techniques ($\bar{x}$ = 3.43, SD = 0.58, 91%) also attracted high support. On the other hand, only 2 items (20%) fell below the acceptance threshold: engaging all age groups effectively ($\bar{x}$ = 2.49, SD = 0.91, 62%) and adequate training for educators ($\bar{x}$ = 2.35, SD = 0.79, 59%). Overall, the findings suggest that while most adaptive methods are viewed positively, challenges remain in ensuring balanced participation and improving educator readiness.

Research Question 2

What role do mentorship programmes and reverse learning techniques implemented through libraries play in fostering intergenerational digital literacy and lifelong learning?

Table 3: Mean and standard deviation of respondents on the role mentorship programmes and reverse learning techniques implemented through libraries play in fostering intergenerational digital literacy and lifelong learning

S/N	Item Statement	SA	A	D	SD	$\bar{x}$	SD	Remark
1	Availability of mentorship programs to bridge generational learning gaps	81	67	2	0	3.53	0.53	Agreed
2	Effectiveness of mentorship programs in promoting knowledge transfer	84	64	2	0	3.55	0.53	Agreed
3	Provision of structured mentorship programs to encourage intergenerational learning	74	70	6	0	3.45	0.57	Agreed
4	Support for informal mentorship relationships within adult education settings	20	59	56	15	2.56	0.85	Agreed
5	Recognition and rewards for effective mentorship programs	18	45	72	15	2.44	0.83	Disagreed
6	Participation of both younger and older learners in mentorship programs	74	72	4	0	3.47	0.55	Agreed
7	Promotion of mentorship as a continuous learning strategy	73	73	4	0	3.46	0.55	Agreed
8	Impact of mentorship on skill development across generations	79	70	1	0	3.52	0.51	Agreed
9	Availability of training for mentors and mentees	15	47	79	9	2.45	0.76	Disagreed
10	Institutional support for formal and informal mentorship programs	70	74	6	0	3.43	0.57	Agreed
	Cluster Mean					**3.19**	**0.32**	**Agreed**

Key: $\bar{x}$ = Mean, SD = Standard Deviation.

The results presented in Table 3 show that four key items had mean scores above the 2.50 benchmark, indicating agreement among respondents. These include the effectiveness of mentorship programs in promoting knowledge transfer ($\bar{x}$ = 3.55, SD = 0.53), availability of mentorship programs to bridge generational learning gaps ($\bar{x}$ = 3.53, SD = 0.53), provision of structured mentorship programs to encourage intergenerational learning ($\bar{x}$ = 3.45, SD = 0.57), and support for informal mentorship relationships within adult education settings ($\bar{x}$ = 2.56, SD = 0.85). Among these, the most highly rated was the effectiveness of mentorship programs in promoting knowledge transfer. Overall, the findings suggest that mentorship programs and reverse learning techniques play important roles in fostering intergenerational learning in Nigerian adult education.

Research Question 3

How can library-based digital literacy programmes improve adult learners' access to information resources, digital technologies, and educational opportunities in Nigeria?

Table 4: Mean and standard deviation of respondents on how library-based digital literacy programmes improve adult learners' access to information resources, digital technologies, and educational opportunities in Nigeria

S/N	Item Statement	SA	A	D	SD	$\bar{x}$	SD	Remark
1	Availability of digital literacy programs for adult learners	75	66	9	0	3.44	0.61	Agreed
2	Effectiveness of digital literacy programs in improving access to online educational resources	79	67	4	0	3.50	0.55	Agreed
3	Access to digital devices and internet services through digital literacy programs	64	77	9	0	3.37	0.60	Agreed
4	Support for adult learners in developing basic computer skills through digital literacy programs	68	82	0	0	3.45	0.50	Agreed
5	Provision of tailored digital literacy training for different educational levels	55	72	23	0	3.21	0.69	Agreed
6	Collaboration between educational institutions and tech organizations to provide digital literacy training	61	72	17	0	3.29	0.66	Agreed
7	Integration of digital literacy into adult education curricula	61	78	11	0	3.33	0.61	Agreed
8	Accessibility of digital literacy programs for learners in rural and underserved areas	60	77	13	0	3.31	0.63	Agreed
9	Impact of digital literacy on improving adult learners' research and learning capabilities	71	73	6	0	3.43	0.57	Agreed
10	Support from government and NGOs in promoting digital literacy for adult education	54	81	15	0	3.26	0.63	Agreed
	Cluster Mean					**3.36**	**0.35**	**Agreed**

Key: $\bar{x}$ = Mean, SD = Standard Deviation.

Result as presented in Table 4 shows that items 1-10 have mean ratings above the 2.50 set as benchmark for accepting an item. This implies that respondents agreed that availability of digital literacy programs for adult learners ($\bar{x}$ = 3.44, SD = 0.61), effectiveness of digital literacy programs in improving access to online educational resources ($\bar{x}$ = 3.50, SD = 0.55), access to digital devices and internet services through digital literacy programs ($\bar{x}$ = 3.37, SD = 0.60), and support for adult learners in developing basic computer skills through digital literacy programs ($\bar{x}$ = 3.45, SD = 0.50) among others are the ways digital literacy programs improve access to educational resources for adult learners in Nigeria. From the result, effectiveness of digital literacy programs in improving access to online educational resources ($\bar{x}$ = 3.50, SD = 0.55) is the highest, follow by support for adult learners in developing basic computer skills through digital literacy programs ($\bar{x}$ = 3.45, SD = 0.50). Overall, the result shows that there are various ways digital literacy programs improve access to educational resources for adult learners in Nigeria.

Research Question 4

What challenges do libraries and information professionals encounter in implementing intergenerational digital literacy initiatives for adult learners in Nigeria?

Table 5: Mean and standard deviation of respondents on the challenges educators face when implementing intergenerational learning approaches in Nigerian adult education settings

S/N	Item Statement	SA	A	D	SD	$\bar{x}$	SD	Remark
1	Limited resources and inadequate funding hinder effective implementation of intergenerational learning approaches.	76	74	0	0	3.51	0.50	Agreed
2	Educators face difficulties in addressing the diverse learning needs of different age groups.	72	70	8	0	3.43	0.60	Agreed
3	Lack of adequate training and professional development programs for educators affects the success of intergenerational learning.	78	68	4	0	3.49	0.55	Agreed
4	Resistance to intergenerational learning approaches from adult learners or younger participants poses challenges.	67	69	14	0	3.35	0.65	Agreed
5	Technological barriers limit the effective application of intergenerational learning in adult education settings.	75	70	5	0	3.47	0.56	Agreed
6	Cultural and generational differences create communication and collaboration challenges.	69	70	11	0	3.39	0.62	Agreed
7	Time constraints and scheduling conflicts make it difficult to implement intergenerational learning programs.	62	82	6	0	3.37	0.56	Agreed
8	Lack of institutional support and policies promoting intergenerational learning.	78	59	13	0	3.43	0.65	Agreed
9	Inadequate access to digital resources and learning technologies for older learners.	75	67	8	0	3.45	0.60	Agreed
10	Educators face challenges in assessing the effectiveness and impact of intergenerational learning programs.	53	85	12	0	3.27	0.60	Agreed
	Cluster Mean					**3.42**	**0.37**	**Agreed**

Key: $\bar{x}$ = Mean, SD = Standard Deviation.

Result as presented in Table 5 shows that items 1-10 have mean ratings above the 2.50 set as benchmark for accepting an item. This implies that respondents agreed that limited resources and inadequate funding hinder effective implementation of intergenerational learning approaches ($\bar{x}$ = 3.51, SD = 0.50), educators face difficulties in addressing the diverse learning needs of different age groups ($\bar{x}$ = 3.43, SD = 0.60), lack of adequate training and professional development programs for educators affects the success of intergenerational learning ($\bar{x}$ = 3.49, SD = 0.55), and resistance to intergenerational learning approaches from adult learners or younger participants poses challenges ($\bar{x}$ = 3.35, SD = 0.65) among others are the challenges educators faced when implementing intergenerational learning approaches in Nigerian adult

education settings. From the result, limited resources and inadequate funding hinder effective implementation of intergenerational learning approaches ($\bar{x}$ = 3.51, SD = 0.50) is the highest challenge, follow by lack of adequate training and professional development programs for educators affects the success of intergenerational learning ($\bar{x}$ = 3.49, SD = 0.55). Overall, the result shows that there are challenges educators face when implementing intergenerational learning approaches in Nigerian adult education settings.

RECOMMENDATIONS

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

1. Libraries and adult education centres should strengthen the integration of digital literacy programmes into their core services to enhance access to information resources across all age groups.
2. Structured mentorship and reverse learning programmes should be institutionalized within libraries to encourage knowledge exchange between younger and older learners.
3. Government, NGOs, and educational institutions should increase funding for library infrastructure, digital tools, internet access, and learning technologies, especially in rural and underserved areas.
4. Continuous professional development programmes should be provided for librarians and educators to equip them with modern digital pedagogy and intergenerational teaching skills.

CONCLUSION

This study concludes that libraries play a vital and transformative role in bridging the generational divide in adult education through digital literacy initiatives in Nigeria. The integration of adaptive learning approaches, mentorship programmes, and reverse learning strategies within library services enhances collaboration among different generations of learners. Although these strategies have proven effective in promoting inclusive learning and digital competence, their implementation is constrained by challenges such as inadequate funding, infrastructural deficits, and limited professional capacity. Addressing these challenges through targeted investment, policy support, and capacity building will significantly strengthen the role of libraries in fostering equitable access to digital knowledge. Ultimately, libraries remain essential institutions for promoting lifelong learning, digital inclusion, and intergenerational knowledge exchange in Nigeria's evolving educational landscape.\

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