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# **An Appraisal of the Implementation of Adult Literacy Programme In Sokoto State, Nigeria**

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## **ABSTRACT**

Adult literacy programmes play a vital role in bridging the educational gap among underserved populations, particularly in states like Sokoto, Nigerian, where illiteracy rates remain high. The implementation of adult literacy programmes in Sokoto State aims to empower adults with essential reading, writing, and numeracy skills, fostering personal and socio-economic development. The programme's implementation is spearheaded by government agencies, non-governmental organizations (NGOs), and international bodies. These efforts have led to the establishment of adult literacy centers across the state, providing accessible education to rural and urban communities. Key features include the integration of local languages for instruction, flexible schedules to accommodate adult learners, and tailored curricula addressing the unique needs of participants. Despite these efforts, the programme faces significant challenges. Inadequate funding limits the availability of resources, such as learning materials and trained instructors. Furthermore, cultural and societal factors, including gender biases and the prioritization of vocational activities over education, hinder enrollment and retention rates. Poor infrastructure, such as a lack of proper facilities and transportation in rural areas, also impedes progress. the programme has recorded notable successes, including increased literacy rates and improved livelihoods for participants. To enhance its impact, strategic recommendations include boosting government funding, fostering community involvement, and leveraging technology for remote learning. in conclusion, while the adult literacy programme in Sokoto State has made commendable strides, addressing its challenges is crucial to achieving the goal of widespread literacy and sustainable development in the region.

**Keywords:** Adult literacy programmes,

## **INTRODUCTION**

Education is widely recognized as a fundamental human right and a key driver of individual and societal development. Adult literacy, specifically, plays a crucial role in empowering individuals by enhancing their capabilities to participate meaningfully in social, economic, and political activities. In Nigeria, like many other developing countries, adult literacy programs are pivotal in addressing literacy gaps among adults who missed formal education opportunities earlier in life.

Sokoto State, located in Northwestern Nigeria, faces significant challenges regarding adult literacy rates. Despite efforts to promote literacy through various governmental and non-governmental initiatives, the implementation and effectiveness of adult literacy programs in the state remain underexplored. This study aims to critically appraise the implementation of adult literacy programs in Sokoto State, focusing on their effectiveness, challenges encountered, and potential areas for improvement. Understanding the dynamics of adult literacy programs in Sokoto State is essential for policymakers, educators, and stakeholders to identify strengths and weaknesses, formulate evidence-based policies, and allocate resources effectively. By assessing the current state of adult literacy programs, this research seeks to contribute valuable insights that can inform strategies to enhance literacy outcomes and foster socio-economic development in the region.

### **Theoretical Framework**

The theories of adult literacy encompass a variety of frameworks that guide the understanding of how adults learn and the methods that can be employed to enhance their literacy skills. One of the most prominent theories is andragogy, which was popularized by Malcolm Knowles. Andragogy emphasizes the unique characteristics of adult learners, including their self-directedness, life experiences, and the relevance of learning to their personal and professional lives (Cooke, 2010; Seyoum & Basha, 2017). Knowles identified several key principles of andragogy: adults need to know why they are learning something, they prefer to be self-directed, they bring a wealth of experience to the learning process, they are ready to learn when they see the need, and they are motivated by internal factors (Cooke, 2010; Seyoum & Basha, 2017).

In addition to andragogy, social constructivism plays a significant role in adult literacy theories. This theory posits that learning is a social process and that knowledge is constructed through interaction with others. It emphasizes collaborative learning environments where adults can engage with peers to enhance their understanding (Pusoetsile & Kolawole, 2021). The application of social constructivism in adult literacy programs can foster a sense of community and support, which is crucial for motivation and engagement among adult learners (Pusoetsile & Kolawole, 2021).

### **Statement of the Problem**

The implementations of Adult literacy programs in Nigeria suffered from number of issues long ago, adult literacy program serve as a discipline which used to be carried out in Adult literacy centers' where by Adult learners engaged in learning process with full resources and adequate manpower. even though pilot study was conducted in different literacy centers in Sokoto and discovered related issues in the area of human resources and teaching apparatus Unfortunately the conditions for the Adult literacy programs in the state needs to be looked into, this manifested from Inadequate Learning facilities, manpower and Infrastructural development (Munir, 2017)

Therefore, In order to save Adult literacy program from falling standard, there is need for this research to be conducted to examine an appraisal of the implementation of Adult literacy programs towards development of Adult literacy centers in Sokoto State in some selected local government in Sokoto state.

### **Research Objectives**

The main objective of study is to critically examine the implementation of adult literacy programme in sokoto north, Kebbe and Wurno local government area in Sokoto State other specific objective of the work include.

1. To identify existing adult literacy programmne for the Development of Adult Education
2. To identify some of the constraints and challenges of Adult literacy program

### **Research Questions**

1. Does the level of existing literacy programs enhance the Development of Adult Education in Sokoto state?
2. What are the constraints that face Adult literacy program in Sokoto state?

**RESEARCH METHODOLOGY**

Research Design the researchers used a cross-sectional survey design. A cross-sectional survey design shall be use because it involves obtaining information from wide section of respondents at once without need to follow up the respondents for further information (Amin, 2005). Cross-sectional survey design collect data about preferences, attitudes, practices and concern of people from the sample of a population at a particular time. The results are therefore, extrapolated to represent the entire population. The design was used by the researchers to gather data from a sample of Facilitators and coordinator’s.

**Population of the Study**

The population of this study covered (4) four local Government Adult Literacy centers which were found in Sokoto state, the population consisted (720) Facilitators, coordinators’ and Adult Learners in Sokoto state. This selection was made expecting that, they possess an idea relating to the Implementation of Adult Literacy Programme in Sokoto State, Nigeria

**Sample Size**

A sample of the study consisted of Three Local Government Adult Literacy Centers in Sokoto state, these were: Sokoto North Local Government, Sokoto south and Wamakko and Kware Local Government Area in the State. 214 were the sample size of the study which was determined based on Research Advisory (2006). The participants selected were in a better position to describe the

**Table 1.1 Population, sample size and sample Technique**

<b>Category of participant.</b>	<b>Population</b>	<b>Sample size</b>	<b>Sample techniques</b>
Facilitators	120	70	Simple random sampling
Coordinator’s	70	24	
Adult Learners	510	120	
<b>Total</b>	<b>720</b>	<b>214</b>	

**Source: field study (2024)**

**Data Collection Instrument and Method**

Closed ended Questionnaires were used to gather information from the selected sample of Adult literacy centers which helped the researcher analyze the data and made generalizations.

**Self-Design Questionnaire**

Questionnaires were used as the instrument for data collection because it enables the respondents chooses between the alternatives provided. Questionnaire is a form containing a set of questions especially the one addressed to statistically significant number of subject as a way of gathering information for survey (Amin, 2013). The researcher administers one set of questionnaire to the respondents the instrument was close-ended title: An appraisal of the Implementation of Adult Literacy Programme.

The instrument consisted of five major sections. Section A covered the respondents’ biographical data, section B dealt with the first objective of the research which sought to investigated the appraisal of the Implementation of Adult Literacy Programme in Sokoto State, Nigeria, in Adult Literacy centers section C dealt with the objectives two which was to determine the existing adult literacy programmne for the Development of Adult Education, section D focused on the third objective which was to examine the constraints and challenges of Adult literacy program, While section E dealt with the Nature and conditions of Adult literacy centers in sokoto.

Three point likert scale was used to determine the respondents’ opinions namely Dis-agree (DA) undecided (UD) and Agree (AG).similarly the questionnaires contained 31 items.

**Data collection Procedures**

The researchers obtained an introductory letter from the college management which introduced him to the respective literacy centers, seeking to carry out research in respective respondents. With permission, the researchers visited the selected respondents within the study area; avail copies of a questionnaire to respondents which was later collected and proceed for data analysis.

**Validity and Reliability of the Research Instrument**

**Validity** The validity of the research instrument was determined by the research experts. A sample of the instrument was shown to the research experts for professional corrections and comments which were incorporated into the final draft of the instrument to ensure that it had both face and content validity. The content validity index (CVI) was computed as below.

CVI = n/N; where n is the number of items which was declared relevant; N is the total number of items in the instrument.

$$CVI = \frac{\text{Agreed items by judges as suitable}}{\text{Total number of items being judge}} = \frac{20}{26} = \mathbf{0.861}$$

For the instrument to be accepted as valid, average index should be 0.7 or above (Amin, 2005). Therefore, since computed values was 0.861 which was greater than 0.7, the instrument was considered valid.

**Reliability** The Reliability determines whether the research instrument is reliable and consistence. Therefore, it can be adopted for collection of data (Kaplan & saccuzo, 1999). A pilot test was conducted where a tenth of the questionnaires were given to some educational stake holders, who are not among the participants of this study. The data collected was tested by the used of split half reliability method, the researcher gave 20 copies of the instrument within the population which will not be put on the final sample. After the administering, the researchers divides the instrument into two equal halve of odd and even numbers this was correlated using Cronbach alpha in the SPSS soft were version 22. The result was presented in tabular format.

**Table 2.1: Reliability Statistics**

Cronbach's Alpha	N of Items
0.934	20

**Source: Result of Analysis (2024)**

For the instrument to be accepted as reliable, average index should be 0.7 or above Amin (2005), Therefore, since computed values were greater than 0.7 i.e. 0.934, the instrument was considered reliable.

**Response Rate**

A total of 214 questionnaires were issued out to the target respondents. 200 usable questionnaires were returned on time for consideration in the study giving a response rate of 94.8% which according to Amin, (2005). Is a high response rate from the sample used in the study, this suggested that the responses were representative enough of the population from which it was selected.

**PRESENTATION OF RESULTS**

**Demographic Features of the Respondents**

This section discusses the background information of the respondents that were relevant to the study. a case in point; position of respondent, gender and age of respondents were of great relevancy to the study. Their analysis was done in frequencies and percentages which were presented in tables as follows.

Table 3.1 shows the responses rate and position of respondents that participated in the study:

**Table 3.1: Position of Respondent**

Position	Frequency	Percent (%)
Facilitators	70	35
Coordinators'	30	15
Adult Learners	100	50
<b>Total</b>	200	100.0

**Source:** Result of Analysis (2024)

Table 4.1 shows respondents by positions they held in their respective Literacy centers. Out of the 200 total number of respondents, 200 (100%) were involved in literacy Education respectively, of which all of the 4 effected local government participated in the study as it was anticipated, the majority participated thus making the outcomes of the study reliable.

The implication of the above analysis in relation to research topic is that, obtaining adequate number of respondents is very important in improving: An appraisal of the Implementation of Adult Literacy Programme in Sokoto State, this is very interesting. In line with the statement given by, Nzabonimpa (2011). Teachers serve as a role model in articulating effective teaching and modification of learners' behaviors.

Table 4.1: described the gender of respondents of those that participated in the study:

**Table 4.1: Gender of respondents**

Gender	Frequency	Percent (%)
Male	130	65
Female	70	35
Total	200	100.0

**Source:** Result of Analysis (2024)

The findings in Table 4.2, shows that 130 (65%) were Males while 70 (35%) of the respondents were females. This implied that majority of the respondents were females, and this was due to their willingness to participate in the study. this indicates that both men and women were very well represented and the study was not biased to any gender. The difference of 30% + or – is acceptable in representing any gender in a study of this nature Amin, (2005).

**Research Question One:** *Does the level of existing literacy programs enhance the Development of Adult Education in Sokoto State?*

S/N	ITEMS	N= (200)						Total	Remark
		D	%	U	%	A	%		
1.	The Programs are available in all the centers	20	10%	10	5%	170	85%	200	Agree
2.	The programs were design to create comport	12	6%	28	14%	160	80%	200	Agree
3.	All programs are more of vocational	54	27%	26	13%	120	60%	200	Agree
4.	The programs enhance enrolment of the students	16	8%	14	7%	170	85%	200	Agree
5.	The Programs Increase the level of numeracy	22	11%	27	13.5	151	75.5	200	Agree
<b>Mean (x)</b>			49%				86%		

**Source:** field studies 2024

Key: A = Agree; D = Dis agree; U = Un-decided

N= (200)

Research question one was meant to determine Does the level of existing literacy programs enhance the Development of Adult Education in Sokoto state the responses of the respondents shows that, 10 % were in disagree with the statement meaning that, there is no availability of Programs in literacy centers, on the other hand 5 % of the responses indicated no room for decision in relation with either agree or not, these decision implies undecided. The other group of respondents which represent 85% were agree that, The Programs are available in all the centers The second statement that, The programs were design to create comport, the responses shows that, 6% were disagree with the statement that, The programs were design to create comport 12% of the despondence were undecided about the statement. On the other hand 80 % were in Agreement with the statement that, the programs were design to create comport. All programs are more of vocational 27% were disagree that, all programs are more of vocational, while 13% decided to remain undecided on the statement. 60% were agreeing that, all programs are more of vocational. Another

statement shows that, The programs enhance enrolment of the students 8% are in disagreement with the statement 7% were undecided while 85% agree that, The programs enhance enrolment of the students. Furthermore, The Programs Increase the level of numeracy with 11% disagree with the statement 13.5% undecided while 75.5% were agreed that, The Programs Increase the level of numeracy

**Research Question two:** *What are the constraints that face Adult literacy program in Sokoto State?*

**Table: 6.1:** Statement on constraints that face Adult literacy program in Sokoto state

S/N	ITEMS	D	%	U	%	A	%	TOTAL	Remark
1	Poor supervision in literacy centers	1	2%	2	4%	197	98.5%	200	Agree
2	Poor Funding	30	15%	40	20%	130	65%	200	Agree
3	Inadequate learning Materials	150	75%	20	10%	30	15%	200	Disagree
4	Poor curriculum planning	80	40%	20	10%	100	50%	200	Agree
5	Teaching and learning time is always interrupted	30	15%	40	20%	130	65%	200	Agree
<b>Mean (x)</b>			19.7%		4.5		61.7%		

**Source:** field studies (2024)

Key: A = Agree; D = Dis agree; U = Un-decided

N= (200)

The researches question two with the Statement on constraints that face Adult literacy program in Sokoto state this statement is in disagreement with the respondent either Poor supervision in literacy centers serve as a challenges for its development. the outcome shows that, 2% are in disagreement with the statement while 4% undecided with the statement and 94% agreed that, Poor supervision in literacy centers serve as a challenges for its development .On the other hand the statements on there is Poor Funding for Adult Literacy program. The responses showed that 15% disagree with the statement and 20% are on the opinion of undecided while 65% agreed that, there is poor funding in Adult literacy Programme in Sokoto state. The statement that indicated if there is Inadequate learning Materials 75% disagree 10% undecided and 15% agreed that, Inadequate learning Materials in Adult literacy centers crossed the state. the responses in which Poor curriculum planning 40% disagreed with the statement 10% undecided while 50% was in agreement that, there is Poor curriculum planning for the development of Adult Literacy Program in Sokoto state in relation with the statement showing Teaching and learning time is always interrupted in Adult Literacy centers 15% disagree 20% undecided and 65% agreed that, Teaching and learning time is always interrupted in Adult literacy centers in sokoto state.

**Summary of the major findings**

Findings of the studies were summarized as follows:-

1. The level of existing literacy programs in the state enhances the Development of Adult literacy education in Sokoto yet there is need to improve some aspect of the literacy centers in terms of building more centers in the state.
2. There are numerous constraints or challenges faced by Adult literacy program in Sokoto state, such as poor supervision, teaching and learning as well as in adequate funding for the program.

## **DISCUSSION OF FINDINGS**

This section present the discussions of findings in line with the four research objectives or research questions formulated for the study, the findings were supported with relevant literature in order to relate the arguments of those literature as they relate to the study. Findings of research question one revealed that, the respondents agreed that, The Programs are available in all the centers, the responses also show that, there is an agreement with the programs been design to create comport for the learners while another responses indicated that, the Programs had increase the level of numeracy among the adult literacy populace in the state. the findings from question number two revealed that, there are Poor supervision in literacy centers which effect the development of the program in terms of level of numeracy, not only that, there is poor funding in running successful program.

## **CONCLUSION**

Based on the findings of this study the researchers concluded that, Adult literacy programs in Sokoto State seriously in danger resulting to lack of focused and blue print by the government and other stake holders in salvaging their condition particularly in the area of affective curriculum design, poor supervision and underfunding the program appropriately. In Sokoto State as a case study. it's also concluded that, government policies which were design to assist and provide relief for the Adult learner such as establishment of new center, provision of security in and outside, increase in the supply of learning materials provision of conducive atmosphere for the learners, in order for them to learn. These and many more if taking care would assist in harnessing the educational sustainability in Sokoto State, Nigeria

## **RECOMMENDATION**

Based on the findings of the research work, the researchers recommended the following

1. There is need for the government to established adequate number of literacy centers in sokoto state and Nigeria at large.
2. Government and other donor agencies should assist in modernizing educational condition of Adult literacy education to become more encouraging for the improvement of learning condition and educational system in Nigeria.
3. Government should create a blue prints that would enhance life skills education for adult learners to become more independent and survived for the future..

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