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

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## **ABSTRACT**

Adult literacy programmes play a crucial role in reducing the educational gap among underserved populations, particularly in regions like Sokoto State, Nigeria, where illiteracy rates remain significantly high. These initiatives aim to equip adults with fundamental reading, writing, and numeracy skills, promoting personal growth and socio-economic progress. The programme's implementation is driven by government bodies, NGOs, and international organizations, resulting in the establishment of literacy centers across the state. These centers provide accessible education for both rural and urban communities, featuring key elements such as the use of local languages for instruction, flexible schedules tailored to adult learners, and curricula designed to meet participants' specific needs. Despite these achievements, the programme faces notable challenges. Limited funding restricts the availability of resources, including teaching materials and trained educators. Additionally, cultural and societal factors, such as gender biases and the prioritization of vocational activities over education, negatively impact enrollment and retention. Inadequate infrastructure, including insufficient facilities and transportation in rural areas, further hampers progress. Nevertheless, the programme has achieved successes, such as improved literacy rates and enhanced livelihoods for participants. To maximize its impact, it is essential to address these challenges by increasing government funding, encouraging community participation, and leveraging technology to facilitate remote learning. In conclusion, while Sokoto State's adult literacy programme has made significant progress, overcoming its obstacles is vital to achieving widespread literacy and fostering sustainable development in the region.

**Keywords:** Adult literacy programmes, illiteracy, teaching materials

## **INTRODUCTION**

Ethnic nationalities that constitute Nigeria have been living in well-ordered society practice traditional education tradition these societies was informal, conforming oriented and was conducted orally from one generation to another. The act of reading writing is an innovation brought to the oral societies by two distinctive civilizations at different historical period the act of reading and writing or literacy for short, was produced the very first time in northern by the Muslim teacher and traders. Initially literacy programme, provide by these religious groups, were targeted at the family of the nobility and was later

extended to the masses. Mosque and Islamic school where build all over the north, where the adult population receiver religious instruction as well as memorize the holy Qur'an. With regard to this adult literacy classes in the northern were conducted in Arabic and Hausa language in the every things when the adult have come back from work, trade,. Michael Omolewa (1981) has acknowledge the Christian missionaries as the pioneer of organized adult education in Nigeria, aimed at incorporating in their teaching of the gospel, some literacy work the churches were used for both place of worship for literacy classes in the evening. This way missions later established an industrial, training school, in brass which curriculum include carpentry reading and writing.

### **Statement of the Problem**

The implementation of adult literacy programs in Nigeria has long faced numerous challenges. Initially, these programs were effectively conducted in adult literacy centers, where adult learners engaged in the learning process with adequate resources and sufficient manpower. However, a pilot study conducted across various literacy centers in Sokoto State revealed significant issues, particularly in the areas of human resources and teaching materials.

Regrettably, the current state of adult literacy programs in Sokoto requires urgent attention. The challenges are evident in the inadequacy of learning facilities, insufficient manpower, and underdeveloped infrastructure, as highlighted by Munir (2017). To prevent a further decline in the standards of adult literacy programs, it is imperative to conduct this research. The study aims to evaluate the implementation of adult literacy programs and propose measures for enhancing the development of literacy centers in selected local government areas of Sokoto State.

### **Research Objectives**

1. To examine the nature and conditions of Adult literacy centers in Sokoto state
2. To identify the best Policy Framework for the implementation of Adult Literacy Program

### **Research Questions**

1. What are the Conditions of Adult literacy centers in Sokoto state?
2. Which Policy Practice that will be suitable for the development of Adult Literacy Program?

## **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**

Category of participant.	Population	Sample size	Sample techniques
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 programme 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.

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

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.

**Result Analysis**

**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.

**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>	<b>200</b>	<b>100.0</b>

**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 Two:** Statements on What are the Conditions of Adult literacy centers in Sokoto state.

**Table: 5.1** Statements on Conditions of Adult literacy centers in Sokoto state

S/N	ITEMS	N= (200)						TOTAL	Remark
		D	%	U	%	A	%		
1.	The environment of some literacy centers are hazardous	20	10%	10	5%	170	85%	200	Agree
2.	Learners are compatible with the environment	12	6%	28	14%	160	80%	200	Agree
3.	The time for teaching learning is conducive	54	27%	26	13%	120	60%	200	Agree
4.	The environment is full of chaos and politics	16	8%	14	7%	170	85%	200	Agree
5.	The learning environment favor the Programs and Increase the level education	22	11%	27	13.5	51	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 three, on Conditions of Adult literacy centers in Sokoto state. The Responses made in relation to Conditions of Adult literacy centers in Sokoto state. only 10% disagree with the statement 5% undecided while 85% showed agreeing on that, Some of the environment are hazardous another responses on Learners are compatible with the environment 6% disagree 14% undecided and 80% agreed that, Learners are compatible with the environment while another responses The environment is full of chaos and politics 8% disagreed with the statement 7% undecided and 85% agreed that, The environment is full of chaos and politics. Another response on learning environment favor the Programs and Increase the level education showed that, 11% disagreed 13.5% undecided and 75% agreed that, The learning environment favor the Programs and Increase the level education.

**Research Question 2:** *On Policy Practice that will be suitable for the development of Adult Literacy Program in Sokoto state.*

**Table 6.1:** Statements on the Policy Practice that will be suitable for the development of Adult Literacy Program in Sokoto state.

S/N	ITEMS	D	%	U	%	A	%	TOTAL	Remark
1	There is a vocational course attached to the program.	27	13.5	13	6.5	160	80	200	Agree
2	The education is free for all	40	20%	20	10%	140	70%	200	Agree
3	Are the Adult learners given education relevant to their conditions	85	42.5	15	7.5%	100	50%	200	Agree
4	Sufficient education system was not planned for the program	20	10%	40	20%	140	70%	200	Agree
5	The education given to the Adult Learners are relevant to the national policy on Education	50	25%	60	30%	90	45%	200	Agree
	<b>Mean (x)</b>								

**Source:** Field studies (2024)

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

N= (200)

The research Questions four: - Statements on the Policy Practice that will be suitable for the development of Adult Literacy Program in Sokoto state, The statement required a responses as follows which indicated that, 13.5% disagree with the statement on There is a vocational course attached to the program 6.5% undecided and 80% were agreed with the statement on the other hand the responses on The education is free for all 20% Disagree with the statement while, undecided responded at 10% and 70% agree The education is free for all while on the responses contained Are the Adult learners given education relevant to their condition. the respondents shows 42.5% disagree with the statement and 7.5% undecided while 50% agreed with the statement.

Furthermore another responses made about Sufficient education system was planned for the program. the outcomes shows that, 10% disagree with the statement and 20% undecided while 70% Agree with the statement that, Sufficient education system was planned for the program. However, the responses on the education given to the Adult Learners are relevant to the national policy on Education the outcomes revealed that, 25.5% disagree with the statement while 30% remained undecided and 45% agree that, The education given to the Adult Learners are relevant to the national policy on Education.

#### **Summary of the major findings**

Findings of the studies were summarized as follows:-

1. The Conditions of Adult literacy centers in Sokoto state is not favored and too hazardous particularly in some places.
2. The Policy Practice are suitable for the development of Adult Literacy Program in Sokoto state

#### **DISCUSSION OF FINDINGS**

The finding from research question number one shows that, responses shows that, the environment of some literacy centers are hazardous meaning unfriendly for the teaching and learning process. On the other hand some responses agree that, the environment is full of chaos and politics which hinder the educational development of the program.

The findings from research questions two indicated that, sufficient education system was not planned for the program therefore, something has to be done.

#### **CONCLUSION**

The study concluded that adult literacy programs in Sokoto State are at significant risk due to the absence of a clear focus and strategic blueprint from the government and other stakeholders. Key challenges include inadequate curriculum design, poor supervision, and insufficient funding. The findings highlight that government policies aimed at supporting adult learners—such as establishing new centers, improving security within and around learning environments, increasing the supply of learning materials, and creating conducive learning atmospheres are crucial. Addressing these issues could significantly contribute to enhancing the sustainability of education in Sokoto State, Nigeria

#### **RECOMMENDATION**

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

1. Ministry of education including all education state holders should assist in the provision of learning materials to be adequate to cover all the needful for educational sustainability.
2. There is need for intervention to adequately cater all the need of the Adult education programs particular from the state and federal government, this can be done through fund rising program,

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