International Journal of Innovative Social Sciences & Humanities Research 10(3):15-21, July-Sept., 2022

© SEAHI PUBLICATIONS, 2022 **www.seahipaj.org** **ISSN: 2354-2926**

Assessment Of The Contributions Of Stakeholders In Promoting The Development Of Adult Literacy Centres In Some Selected LGAs In Sokoto State, Nigeria

[1]Musa Jada Haruna, [2]Lawali Zakari & [3]Abubakar Abbas

[1]Department of Educational Foundation
Shehu Shagari College of Education, Sokoto, Nigeria

[2&3]Department of Adult and Non-Formal Education
Shehu Shagari College of Education, Sokoto, Nigeria

ABSTRACT
This study focused on assessing the contributions of stakeholders in promoting the development of Adult Literacy Centers in Sokoto South, Sokoto North and Kware Local Government Areas of Sokoto State, Nigeria. Five research questions guided the study. A descriptive survey research was adopted for the study. The population of the study was 1,894 adult education stakeholders in three selected LGAs of Sokoto South, Sokoto North and Kware out of which a sample of 322 respondents were deliberately selected for the study. The instrument used for the study was researchers' constructed questionnaire title "Questionnaires on Assessing the Contributions of Stakeholders in Promoting the Development of Adult Literacy Centres (QACSPDALC)". Which consisted of a total of 25 items in five clusters (A,B, C D and E) based on the five research questions formulated for the study. The instrument was validated by three experts. The reliability index of the instrument was 0.83. The data collected were analyzed using simple descriptive statistics of mean and standard deviation. The findings of the study revealed among others that there is no any Contributions of Stakeholders in the Management and Administration of Adult Literacy Centers in Sokoto South, Sokoto North and Kware Local Government areas. Based on the findings the study recommends among others that there is need for the stakeholders in Sokoto state to contribute to the establishment of adult learning centres in the state.
Key words: Stakeholders, Adult Education and Adult Literacy Centers

INTRODUCTION

Literacy is a key component of adult education. It involves continuing learning and proficiency levels which allow citizens to engage in lifelong learning and participate fully in community, workplace and wider society. It include the ability to read and write, to identify, understand, interpret, create, communicate and compute using printed and writing materials as well as the ability to solve problems in an increasingly technological and information rich environment. Literacy is an essential means of building people's knowledge, skills, and competencies to cope with the evolving challenges and complexities of life, culture, economy and society. According to Sarumi (2000) literacy is a very effective instrument in the development of human and society.

Sponsored by TETFUND (Institutional Based Research Batch 7: 2015-2021 Merged S/No. 5)

Adult literacy in Nigeria has a long history. It date back to 14th centuary when itinerant Islamic scholars and traders taught Arabic literacy through the study of Qur'an in northern part of the country. Later, Cristian missionaries brought western education to the part of southern and central regions of Nigeria. (Fasokun & Pwol, 2008). During colonial rule some sporadic attempts were made to provide adult literacy and public enlightenment. The publication in 1944 of mass Education in African Society was perhaps the most serious attempt by British Colonial Administration Toward universalizing of literacy in Nigeria which led to the Mass literacy Campaign of 1940 starting from 1946 (Dukku, 2004). Adult literacy achieved series of development in Nigeria since independence which include among others the establishment of the National Council of Adult Education in 1971, an increase in the roles of Universities, establishment of the National Commission of Mass Literacy Adult and Non-formal Education, the 1982 Mass Literacy Campaign, the Mass Literacy Campaign of 1990 and Education for All by the year 2000, the use of computer to promote Literacy (Sarumi, 2000).

Adult education is concerned with the education of adults. Many authors and organizations defined adult education based on their orientations, understanding and needs. For instance, according to James (2020) adult education is a whole branch of education dedicated to adults learning in the classroom. According to him, adult education refers to an entire different educational system specifically targeting adults to improve their skills, knowledge and competencies in certain fields. Adult education is an integral part of the right to education and lifelong learning and comprises all forms of education and learning that aims to ensure that all adult members of the community participate in their societies and the world of work. Adult education denotes the entire body of learning process, formal, non-formal where those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working both in their interests and those of their communities, organizations and societies. (Right to Education Initiative, 2022). Doke (2000) defines adult education as part time or full time education for men and women of all ages either organized by themselves or provided by schools, learning centers or other agencies which enable them to improve their general or professional knowledge, skills and abilities by either continuing their education or resuming their initial or incomplete education of previous year.

Adult education is an education given to youths and adults outside the formal school system. It comprises of basic literacy, numeracy, vocational literacy, life skills and other forms of education given to youths and adults who for one reason or the other do not attend formal schools. adult education usually refers to any learning undertaken by men and women outside the formal school system. Seya (2006) defined adult education as a transmission process of general, technical or vocational knowledge as well as skills, values and attitude which take place out of formal school system with a view to remedying early education inadequacies of matured people or equipping them with knowledge and cultural elements required for their self fulfillment and active participation in the social, economic and political life of their society. According to Chijioke, (2010) adult education is a practice of teaching and educating adults. This happens in the work place, through extension or continuing education courses of secondary schools, at a college or university.

Statement of the Problem

It is evident from the background that adult and non-formal literacy centres are learning centers established to provide basic, functional, remedial and vocational education to adult and youths who have never had the advantage of formal education, out of school boys, adolescent girls, and non completers of primary and secondary schools. But despite all their roles to the educational development of the community and society at large, adult literacy centres in Sokoto State in particular and Nigeria in general are confronted with various problems in terms of facilities, inadequate and qualified facilitators, ineffective mobilization and coordination of efforts, lack of a reliable and current database on learner achievement, poor funding, shortage of teaching/learning materials and inadequate logistic support for monitoring of the program

Review of Related Empirical Studies

This sub-heading deals with the review of related empirical studies that are directly or indirectly relevant to the present study. The reviewed studies among others include those of Mansur & Tukur (2021) and Godwin (2014)

Mansur and Tukur (2021), carried out a study on the contributions of Community Stakeholders in CO-production of Female Child Education in Nigeria. The paper investigates the contributions of community stakeholders in the co-production of female child education in Zamfara State, Nigeria. Female child education in Nigeria is associated with some complex issues, like cultural barriers, religious misinterpretations and poverty among rural dwellers, which pose serious challenge for policy makers and public managers. The idea of engaging citizens to make contributions in the design, management and implementation of public polices is called co-production. Studies have revealed that the co-production of public services helped in addressing complex policy problems that cannot be addressed through top-down approach. This paper therefore, adopts co-production as an approach for addressing complexities associated with female child education in Zamfara State, Nigeria. It examines the contributions of community stakeholders in the design, implementation, monitoring and evaluation of universal basic education geared towards improving female child education. The paper purposively selected 100 respondents from some selected local communities. The study similarly adopts a mixed research methods to address research questions. The findings of the study reveal that through social networks, time, will power and personal agency community stakeholders can create awareness, provide learning materials, develop and manage infrastructures to improve female child education. The study concludes that community engagement in the co-production of female child education can improve enrolment, retention of female children in the formal schools. Thus, to enhance female child education, government at all levels should actively engage community.

The study of Mansur and Tukur is related to the present study as both of them concerned with the contributions of stakeholders in education. Also the study differs with the present study it concentrated on the education of girl child while the present study concentrated on adult education.

Research Objectives

The main objective of this study is to assess the Contributions of Stakeholders in Promoting the development of AdultLliteracy Centres in some selected LGAs in Sokoto State. However, the specific objectives are:

i. To assess the Contributions of Stakeholders in the establishment of Adult L iteracy Centres in Sokoto South, Sokoto North and Kware Local Government Areas of State, Nigeria.

ii. Determine the Contributions of Stakeholders in the Provision of Teaching and Learning Materials to Adult Literacy Centres in Sokoto South, Sokoto North and Kware Local Government Areas of State, Nigeria.

iii. To ascertain the Contributions of Stakeholders in the Management and Administration of Adult Literacy Centres in Sokoto South, Sokoto North and Kware Local Government Areas of State, Nigeria.

Research Questions

i. What are the Contributions of Stakeholders in the establishment of Adult Literacy Centres in Sokoto South, Sokoto North and Kware Local Government Areas of State, Nigeria?

ii. What are Contributions of Stakeholders in theProvision of Teaching and Learning Materials to Adult Literacy Centres in Sokoto South, Sokoto North and Kware Local Government Areas of State, Nigeria?

iii. Are there any Contributions made by Stakeholders in the Management and Administration of Adult Literacy Centres in Sokoto South, Sokoto North and Kware Local Government Areas of State, Nigeria?

RESEARCH METHODOLOGY

The research design for this study was descriptive survey design. Descriptive survey design according to Nworgu, (2015) aims at studying a group of people or items by collecting and analyzing data from a sample of the same group or items considered to be representative of the entire population. This design is suitable for this study as the researchers was interested in the assessment of stakeholders' contributions in promoting the development of adult literacy centers in some selected Local Government Areas of Sokoto South, Sokoto North and Kware, of Sokoto State, Nigeria. The population of the study was 1,894 participants comprising 617 Traditional Leaders, 36 Political Leaders, 3 Area Coordinators, 113 Religious Leaders, 1079 Learners, 23 Facilitators, and 23 CBMC members of Sokoto South, Sokoto North and Kware Local Government Areas, out of which a Sample of 322 respondents was randomly selected for the study. Research Advisor, 2006 table of determining sample is used for the study.

The research instrument used for data collection was self constructed questionnaire designed by the researchers titled "Questionnaires on Assessing the Contributions of Stakeholders in Promoting the development of Adult Literacy Centers (QACSPALC)". It contains a total of 25 items in five clusters (A,B, C D and E) based on the five research questions formulated for the study. The questionnaire was structured along four points rating scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). the instrument was face validated by three experts from Usmanu Danfodiyo University Sokoto and Shehu Shagari College of Education, Sokoto. In order to ascertain the reliability of the instrument using six research assistants, 60 copies of instrument were administered to community stakeholders in Wamakko Local Government Area of Sokoto State which did not form part of the study area but similar in nature and has common adult literacy centers. The internal consistency reliability of the instrument was established for the study using Cronbach Alfa with a reliability coefficient of 0.83. the essence was to determine whether the research instrument is consistent in measuring what it is expected to measure and comprehensiveness. For purpose of data collection for the study, the entire questionnaire were administered by researchers with the assistant of six research assistants employed for the study and a hundred percent (100%) rate of return was recorded. The data collected was analyzed using descriptive statistics of mean.

PRESENTATION OF RESULTS

4.3 Table 4.5 showing Contributions of Stakeholders in the Establishment of Adult Literacy Centers

Item	N	Mean	Std. Deviation
Stakeholders contributed in the identification and enrollment of adult learners to the established centers.	322	1.54	.789
Stakeholders contributed in mapping the communities with higher number of out of school youth and adult who cannot read and write in western education.	322	1.45	.710
Stakeholders create awareness on the importance of literacy centers in the community	322	1.45	.692
Stakeholders contributed on the establishment of literacy centers.	322	1.48	.661
Valid N (listwise)	322		

Source: Field Data 2022

Table 4.5 is a summary of means of Contributions of Stakeholders in the Establishment of Adult Literacy Centers. The data analysis revealed that all the items were rejected as the resulting Stakeholders contributed in the identification and enrollment of adult learners to the established centers (mean=1.54),

Stakeholders contributed in mapping the communities with higher number of out of school youth and adult who cannot read and write in western education, (mean=1.45), Stakeholders create awareness on the importance of literacy centers in the community (mean=1.45) and Stakeholders contributed on the establishment of literacy centers (mean=1.48). Therefore, since the average Mean is lower than 2.50, this results indicated that Contributions of Stakeholders is very weak in the establishment of Adult Literacy Centers in Sokoto South, Sokoto North and Kware Local Government Areas that is there is need for other stakeholders to contribute.

4.4 Table 4.6 Contributions of Stakeholders in the provision of Teaching and Learning Materials

	N	Mean	Std. Deviation
Mobile board	322	2.01	1.087
Chalk/Marker	322	1.52	.702
Board ruler	322	1.72	.878
Cardboard paper	322	1.63	.806
Textbooks/Primers	322	1.82	.929
Exercise books	322	1.56	.819
Pencils	322	1.51	.778
Chairs/Mats	322	1.53	.809
Electrification	322	1.85	.943
Curriculum	322	1.71	.810
Provision of land	322	1.69	.763
Donation of building materials	321	1.72	.865
Contribution of labour	322	1.71	.810
Donation of cash	322	1.75	.873
Provision of water facilities	322	1.88	.975
Provision of toilet facilities	322	1.58	.921
Valid N (listwise)	321		

Source: Field Data 2022

Table 4.6 is a summary of means of Contributions of Stakeholders in the provision of Teaching and Learning Materials to Literacy Centers in Sokoto North, Sokoto South and Kware Local Government area. The data analysis revealed that all the items were rejecting of result as the resulting Contributions of Stakeholders in the provision of Teaching and Learning Materials to Literacy Centers in Sokoto North, Sokoto South and Kware Local Government area. Mobile board (mean=2.10), chalk/maker (mean=1.52), board ruler (mean=1.72), cardboard paper (mean=1.63), textbooks/primers (mean=1.82), exercise books (mean=1.56) pencil (mean=1.51) chairs/mats (mean=1.53), electrification (mean=1.85), curriculum (mean=1.71), provision of land (mean=1.69), donation of building materials (mean=1.72), contribution of labour (mean=1.71) donation of cash (mean=1.75), provision of water facilities (mean=1.88) and provision of toilet facilities (mean=1.58). Therefore, since the average Mean is lower than 2.50, this results indicated that Contributions of Stakeholders do not contribute to the provision of Teaching and Learning Materials to Literacy Centers in Sokoto North, Sokoto South and Kware Local Government area that is there is need for the stakeholders to contributed for teaching and learning materials to the adult education learning centres in Sokoto state.

4.5 Table 4.7 Contributions of Stakeholders in the Management and Administration of Adult Literacy Centers

	N	Mean	Std. Deviation
Stakeholders contributed in the formation of Center Based Management Committee (CBMC)	322	1.31	.593
Stakeholders provide policy guidelines for the implementation of activities in the centers.	322	1.39	.618
Stakeholders support the enrolment of adult learners to the centers	322	1.36	.638
Stakeholders maintained regular attendance of facilitators and learners to the centers	322	1.48	.774
Stakeholders mobilized resources for the effective functioning of the centers	322	1.61	.870
Valid N (listwise)	322		

Source: Field Data 2022

Table 4.7 is a summary of means of Contributions of Stakeholders in the Management and Administration of Adult Literacy Centers in Sokoto North, Sokoto South and Kware Local Government area. The data analysis revealed that all the items were rejecting of result as the resulting Contributions of Stakeholders in the Management and Administration of Adult Literacy Centers in Sokoto North, Sokoto South and Kware Local Government area. Stakeholders contributed in the formation of Center Based Management Committee (CBMC) (mean=1.31), Stakeholders provide policy guidelines for the implementation of activities in the center (mean=1.39), Stakeholders support the enrolment of adult learners to the centers (mean=1.39), Stakeholders maintained regular attendance of facilitators and learners to the centers (mean=1.48) and Stakeholders mobilized resources for the effective functioning of the centers (mean=1.61). Therefore, since the average Mean is lower than 2.50, this results indicated that there is no any Contributions of Stakeholders in the Management and Administration of Adult Literacy Centers in Sokoto North, Sokoto South and Kware Local Government area that is there is need for the management and administrators to contribute immensely to the adult education centres in Sokoto state.

CONCLUSIONS

The main focus of this study was to assess the Contributions of Stakeholders in Promoting Adult Literacy Centres in some selected LGAs of Sokoto State, Nigeria. This finding led to the conclusion that there is no any contribution of stakeholders in promoting adult literacy in Sokoto state is positively affected by adult education learning centres in Sokoto State. The researchers would however want to end up this section with the conclusion that based on the analysis of results in this study; the level of adult literacy centres of Sokoto state can be improved through contributions of Stakeholders in the establishment of Adult Lliteracy Centres, Provision of Teaching and Learningmaterials to Adult Literacy Centres,contributions of Stakeholders in the Management and Administration of Adult Literacy Centres, good Quality Asurance of Learning Activities in Adult Literacy Centres and Building the capacity of Facilitators of Adult Literacy Centers in suitable teaching method and style.

RECOMMENDATION

The following recommendations were made based on the information gathered in the course of this study. It is therefore hoped that the recommendation will provide assistance to students, teachers, school authorities and future researchers.

1. We recommend that there is need for the government, Donors and Civil Society Organizations' to mobilize the community stakeholders in Sokoto state to contribute to the establishment of adult learning centres in the state.
2. There is need for relevant government and other stake holder to provide relevant teaching and learning materials to adult learning centers in Sokoto state.

REFERENCES

Chijioke, N. (2010). *Adult Education in Nigeria.*

Fasokun, T. & Pwol, C. (2008). Nigeria: the Current Situation Within the Framework of international Benchmarks.

Doke, A. (2000). *Adult Education and Extension: Concept and Stages, Adult Literacy Scenario of India.* Retrieved fro acamedia. edu on 1/06/2022.

Dukku, M.G. (2004). Introductory Notes on Adult Literacy. Usmanu Danfodiyo University, Sokoto, Nigeria.

FGN, (2013). *National Policy on Education*: NERDC, Abuja, Nigeria

Godwin, N.T. (2014). Analysis of Stakeholders View on the Quality of Education in Community Secondary Schools in Moshi Rural District.

Ihejirika, J. C. (2013). A pre-view of government efforts in promoting mass literacy in Nigeria: lessons from Adult Education historical Research. *Journal of Education and Practice.*

James, R. (2020). *Types of Adult Education for Continuing Learner*.

Mansur, M.B. & Tukur, B. (2021). Contributions of Community Stakeholders in Co- production of Female Child Education in Nigeria. Federal University Gusau, Nigeria. Journal of Public Administration and Governance, Vol 11. No.2

Nworgu, B.G. (2015). Educational Research Basic Issues and Methodology: University Trust Publishers, Nsukka, Enugu.

Sarumi, A (2000). Introduction to the History of Adult Education in Nigeria. Gab. Educational Printers, Ibadan Oyo State, Nigeria.

Seya, T.P. (2006). *Adult Education in the Context of Globalization. Retrieved on 10/2/2011*

United Nations Education Scientific and Cultural Organisations, (2006). *Education for All (EFA),Global Monitoring Report.* Retrieved on 11/4/2011 From www. UNESCO.org

Shelley, W & Roundy, L. (2022). Stakeholders in Education. Study.com.

Timothy, S. (2022). What is Stakeholders in Education. Definition and Examples

Right to Education Initiative (2022). *Adult Education and Learning.*

Research Advisor (2006). Table of Determining Sample Size