

***AN EVALUATION OF THE IMPLEMENTATION OF ADULT LITERACY PROGRAMME IN DELTA STATE***

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***ABSTRACT***

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*The study centers on the evaluation of the implementation of adult literacy programme in Delta State. A survey design was adopted. Teacher/supervisor questionnaire was designed to collect data from 499 respondents (491 teachers and 8 supervisors). The study was delimited to adult literacy centres in Delta Central senatorial district. Five research questions guided the study. The findings of the study revealed that the adult literacy program was fully implemented in area of funding payment of teachers monthly stipend and availability of print and non-printed instructional materials. Although qualified teachers with degrees above the stipulated N.C.E degrees in education were used at the literacy centres, they were not professionally trained adult education teachers. The study revealed that the adult literacy program was poorly implementation in areas of organization of seminars/workshop and symposia for the teachers and supervisors and finally the findings of the study revealed that there was high shortage of electronic hardware and software instructional materials at the adult literacy centres and even absent in most centres.*

**Key words:** Adult education, Literacy, Implementation

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***Introduction***

Adult literacy education comprises education meant for the eradication of illiteracy. It is the type of educational programme for persons who no longer attend school on a regular and full-time basis. This type of education involves organized and sequential activities of instruction with the conscious intention of bring about information, knowledge, understanding, skill appreciation and attitudes, for the purpose of identifying and solving personal and community problems geared towards self-improvement. The concept of adult literacy is derived from the general concept of literacy. Adult literacy therefore has to do with the ability of an individual adult (man or woman) to read, write and communicate in known language as well as the ability to do basic mathematical computation far

beyond basic literacy level. Adult literacy should be likened as a tool that can help the individual to improve himself intellectually, economically and make himself socially and politically relevant.

In order to realize this, adult literacy education should be seen as a continuous process that requires regular and sustained learning. This, without contention forms the basis of functional adult literacy that would ensure life long process which is opposed to adult literacy that enslaves (Obanya, 2004). Adult literacy as a tool is capable of mutually reinforcing trinity of poverty, illiteracy and gender inequality which can drastically be reduced to the barest minimum. It is in this recognition that Hinzen,(2006) observes that:

*“Adult literacy is the fertilizer needed for development and democracy to take and grow. It is the invisible ingredient in any successful strategy for eradicating poverty and achieving gender equality” (p.49)*

In the south-south region of Nigeria, precisely Delta State, despite the importance attached to education, it is still obvious that the illiteracy level is high. Delta state whose inhabitant fall into the geographical zone of the south-south, has enjoyed much free educational programs. The universal free primary education was introduced by late Chief Obafemi Awolowo in 1955 in the defunct mid-west region of which delta state was part of. In 1976, the universal free primary education U.P.E was introduced nationwide by Olusegun Obasanjo military regime. The defunct unity party of Nigeria (UPN) government wasted no time in implementation the (U.P.E) extended nationwide in the state. As a civilian president, Olusegun Obasanjo also formally introduced the universal basic education (U.B.E) in 1999. This Universal Basic Education (UBE) calls for innovation in curriculum development , classroom teaching techniques and supervision of instructional programmes existing in schools. The Universal Basic Education Commission (UBEC) monitors this schemes and is seen as a free and a right of every child.

The law establishing UBEC stipulates 9 years formal schooling , adult literacy and non – formal education , skill acquisition programmes and the education of special groups such as the nomads and girl child women, Al-majiri and disabled groups. Aderinoye, (2007).

The universal basic education programme is a means of achieving the objectives of article 26 of the United Nation Declaration on human rights. Article 26 of the document clearly states that: “Everyone has the right to education” (Iwe, 1978). This implies that education is an inviolable right and not a privilege to be acquired and enjoyed by every citizen, irrespective of age, social status or

sex. The achievement of the right to education requires that all young people should be provided the opportunities to acquire knowledge, value skills, and attitudes to enable them lead a productive life in the society. Also adults who lost the opportunities in earlier years should be provided another chance of being educated. The launching of the universal basic education (UBE) in 1999 to actualize the human right to education was in response to meeting the challenges on man –education in the agreement reached at the world conference on education for All (WCEFA) which was held in Jometin, Thailand between 5<sup>th</sup> and 9<sup>th</sup> of March 1990. In this regard, the Jometin Conference of 1990 attended by 155 countries and 150 organization gave birth to the global slogan ‘Education for All (EFA). The attendees pledged to make education accessible to all by the year 2000 (UNESCO,2003). Although this goal was not met within the stipulated time frame, hence another world education forum took place in Dakar, Senegal from 26<sup>th</sup> -28<sup>th</sup> April 2000 and endorsed six goal with the view to among other things; Ensuring that the learning needs of young people and adult are met through access to appropriate learning and life skill program; and Achieving a 5% improvement in level of adult literacy by 2015 especially for women and equitable access to basic education. The launching of the Universal Basic Education in 1999 was hoped to achieve mass literacy by the year 2010 (Oroka, 2006). This vision of mass literacy has been shifted to 2015 (Wokocha,2015). But the researcher believes that this dream can only be a reality by the year 2020.

Adult Education can help the individual to develop his abilities in such ways that his life becomes more satisfying to him. It develops in him intellectual resources adequate for the solving of problem and thus his community is enriched by his increased knowledge, skill and self-improvement. It follows then that adult Education should be taken more seriously when planning educational policies and budget. Therefore there is the need to give access to sound education to all segment in Nigeria. It was in response to this that the federal Republic of Nigeria made provision for adult literacy Education in the National policy on Education (FRN,2004). The Federal Government of Nigeria established the agencies for mass literacy, adult and Non-formal Education in 1990. The agency functions under the National mass Education commission (NMEC) which is a parastatal of the federal ministry of Education . All the States and Local Government Area throughout the country have branches of the Agency for Mass Literacy. Adult and Non-formal Education. According to NMEC (2008), Nigeria certificate in education (NCE) should be the minimum teaching qualification in compliance with the provision of the National policy of education to ensure the quality delivering in adult and Non-formal education.

The adult literacy program that would ensure functionality has the following vital component.

- Reading i.e ability to read up to a particular grade level.
- Writing i.e the ability to write clearly and reasonably in a particular language.
- Numeracy i.e the ability to perform basic mathematical operation involved in daily life .cultural literacy i.e familiarity with the background knowledge of the cultural heritage of one society (Nwafor and Asi,2013).

Adult literacy program can be categorized into two Basic adult literacy and functional adult literacy program (Ezimah,2004). The basic adult literacy program is designed to arm the adult learners with the common skill of writing, reading and computation. Through the use of the local language, especially in the mother tongue. This to a large extent equips the adult learner with basic skill of communication and understanding of their environment. Functional adult literacy program on the other hand is a combination of teaching literacy, numeracy and vocational skills. This to an extent equips the recipient with skill and knowledge that could make them employable and useful in other aspect life on completion of training.

According to Oduaran (2000): If one assume that education could quicker the process of developing an un- informed and un- sophisticated society , them adult education beginning from the basic ought to be fully utilized to remedy the situation. Illiteracy has adverse effect on the development of the individual and cooperate of the nation.

If nine years of formal education are to be free and compulsory (FRN, 2004:13), this will imply increased funding of the education sector. The financing of mass education which is both free and compulsory, must to a very large extent remains government's business since government must assume the position of "Pater Familiar".

Delta State is an educationally-advantaged state with a high level of educated parents who are already educationally conscious and are taking advantage of the adult and non-formal education programme. In fact, both the literate and non-illiterate parents have become educationally conscious (Oroka, 2006). Most parents , including the illiterates, are anxious to produce university graduates.

This high level of educational consciousness is an added advantage in making parents realize the importance of education in self and community development, be it formal , non-formal or informal.

Uguaja (2007) indicated that Mass Literacy” means literacy for all” . The word literacy as also found in the blueprint has be defined as

*... the possession of mechanical skills of reading, writing, computation and communication in written symbols and the acquisition of competence, knowledge and critical consciousness required for effective performance of social , political and economic roles and the appreciation of basic issues and features of ones environment (p.16)*

In Delta State, the Agency for adult and Non-Formal Education (AANFE) is in charge of adult education . Three levels of Adult Education or literacy programmes are in operation. The primary school level, the junior secondary school level and the vocational and technical level. For the primary and junior secondary school levels, the agency utilizes the formal universal basic education (UBE) school curriculum while a special technical and vocational curriculum is used at the vocational and technical level depending on the choice of vocation being taught to the adult learner (DEFAM, 2000). The Delta State Government has established numerous literacy centres across the state to cater effectively for her citizens , but the question remains as to the state of affair in theses adult literacy centres with regards to availability of funds, adequacy of instructional materials and qualified teachers use.

### **Research Problem**

Functional literacy is known to be capable of rekindling a people's social consciousness and self awareness. Social consciousness and awareness are known to be manifested in the ability of the individual to participate in all aspects of the community's social life. Mass literacy and adult education is, is no doubt, an imperative for an individual's self-improvement and community development. The fact remains that literacy and enlightenment backed with effective communication system are perhaps some of the greatest support for meaningful integration, interaction and socialization.

The mass literacy programme in Delta state came into existence in 1995, Delta State Government embracing the importance of functional literacy and the need to educate all, has through the Agency for Adult and Non-formal Education (AANFE) established a number of adult education centres and encouraged Deltans to enroll in these centres. What is not clear is that in spite of all the efforts of the Delta State Government, illiteracy is still perceived to be high. This calls for an evaluation of the implementation of the adult literacy programme in Delta State, considering the availability of funds, instructional materials, quality of teachers used and the implementation process. Hence, the general

problem which this study sought to solve is: what is the level of implementation of adult literacy programme in Delta State?

### **Research Questions**

The following research questions were posed to guide the study.

- 1 Are qualified teachers engaged in the implementation of the adult literacy programme in Delta State?
- 2 Is the adult literacy programme in Delta State well funded?
- 3 Are there adequate instructional materials at the different study centres for effective teaching and learning?
- 4 What is the level of regularity of payment of teacher's monthly salaries?
- 5 Are Seminars/Workshops regularly organized for the teachers and supervisors for knowledge of their responsibilities?

### **Methodology**

In this study a descriptive survey design was used to determine the evaluation of the implementation of adult literacy programs in Delta central senatorial district. The population of the study comprised of one hundred and ninety-five literacy centres (195), four hundred and ninety-one teachers (491) and eight – supervisors(8) in the eight local government areas of Delta central senatorial district. The major instrument used for this study was the Teacher /Supervisor questionnaire (TSQ). The questionnaire was designed to gather information on the funding of the adult literacy programme, availability of instructional materials at the literacy centre, regularity of teachers monthly stipend payment and on the regularity of seminars and workshops for the teacher at the literacy centres. The instrument was validated by three experts in the field of curriculum studies, measurement and evaluation and adult education and a reliability coefficient of 0.62 was reached using Pearson product moment.

The results of that data collected were analyzed by the use of simple percentages. The study was not guided by research hypothesis since it was to determine the state of affairs at the literacy centre. A simple study of what is on ground as against what ought to be on ground at the adult literacy centre for a proper evaluation of the implementation of adult literacy programme on Delta State.

**Results**

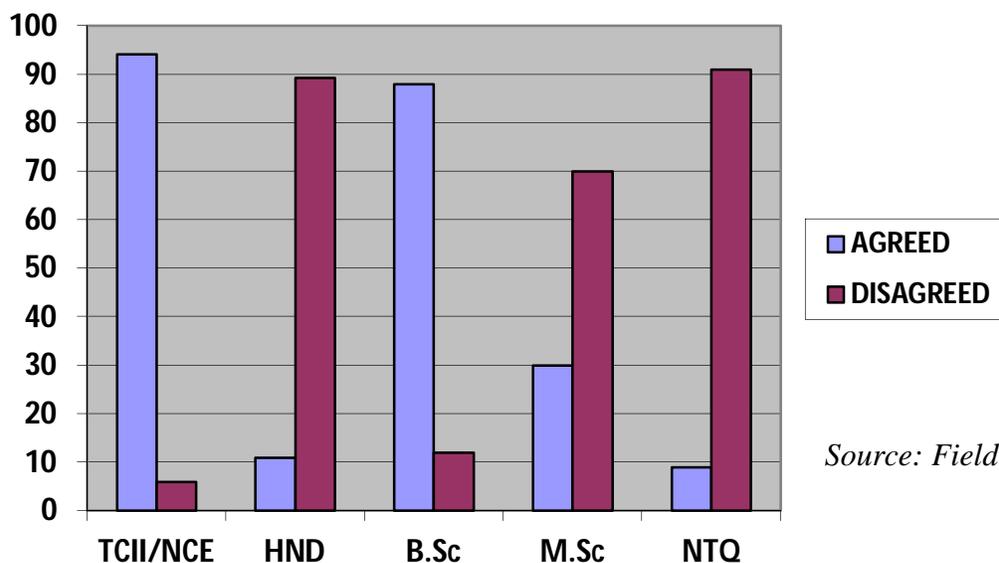
The results arising from the data analysis are presents in Tables 1.0a,1.0b,1.0c

**Table 1.0 a: Responses for Teachers' Qualification**

Items	No. of Observation	% Responses	
		Agreed	Disagreed
TC II/NCE	81	94.12	5.88
HND	108	10.96	89.24
B.Sc, B.Ed	244	88.00	12.00
M.Sc., M.Ed	51	30.00	70.00
No Teaching Qualification (NTQ)	15	9.00	91.00
<b>TOTAL</b>	<b>499</b>		

Source: Field Survey, 2012

**1.0b: Bar Chart Showing the Responses on Teachers' Qualification**



Source: Field Survey, 2012

**Table 1.0c: Responses on Funding of Adult Literacy Programme**

Items	Agreed		Disagreed	
	No	%	No	%
Inadequate funding is one of the constraints in to successful implementation of the Delta State adult literacy curriculum	420	84.17	79.00	15.83
The adult literacy programme is adequately funded by the government	401	80.36	98.00	19.64
Learner pay for material and other charges before allowed to attend classes	430	86.17	69.00	13.83
Stipends to teachers are regularly paid.	398	79.76	101	20.24
Symposium seminar/workshop and lectures are regularly organized for teachers	99	19.84	400	80.16

*Source: Field Survey, 2012*

The result of this study as indicated in table 4.2 revealed that inadequate funding was agreed by 84.17% of the respondent as a possible constraint to the successful implementation of the Delta State adult literacy programme. However, result revealed that 80.36% of the respondents agreed that the adult literacy programme is adequately funded by the Delta State Government. Also, learners pay for their materials and other charges before allowed to attend classes as revealed by 86.36% of the respondents: 80.16% of the respondents disagreed that symposium seminar/workshops was regularly organized for teachers at the various study centres.

### Research Question 3

Are there adequate instructional materials at the different study centres for effective implementation of the adult literacy programme in Delta State?

Data in Appendix VI is used to answer the above research question. With reference to the benchmark on instructional materials for adult literacy centres on instructional materials on Appendix IV and the availability of instructional materials from the sample eighty literacy centres (80) in Delta Central Senatorial District on Appendix VI, it was revealed that chalkboards, chalk, print materials like Government assisted textbook, posters and models, and rechargeable lamps were available in all the sampled literacy centres, thus 100% availability was recorded. Only eleven (11) Adult literacy centres had fannel boards with a percentage of 14. 5% of the total adult literacy centres and these adult literacy centres were mainly those in churches. Video players and television showed 27% each as only 17 Adult literacy centre possessed these instructional materials. Only 24 literacy centres had generators for lighting, thus 30% was recorded. There was non-availability of slides and projectors in all the sampled adult literacy centres.

**Research Questions 4**

Are the teachers used regularly paid their monthly stipend for effective implementation of the adult literacy programme in Delta State?

Also, data in table 2, items 3, are used to answer the question. From the table 1.0c it was found that 79.76% of the respondents accepted the fact that the teachers are regularly paid.

**Research Question 5**

Are seminars/workshop regularly organized for the teachers and supervisors for effective implementation of adult literacy programme in Delta State?

Data in table 2, item 4, are used to provide answer to the above question. 80.16% of the respondents ascertained that symposium, seminar/workshops and lectures are not regularly organized for teachers.

**Discussion**

The result in table 1a and 1b the analysis shows that although the teachers at the various adult literacy centres possess teaching qualifications, most of them are not professionals since they are not all rooted in Education and adult Education teaching. This will reduce the quality of instruction given to the adult learners. The teachers position and qualification stands a central figure in any survival of the program Nakpoida, E (2011). He concluded that the ultimate minimum qualification of teachers for the UBE programme should be the Nigeria certificate in Education (NCE). Therefore, employment of adequately well trained and qualified teachers who should be well established and or improved teaching-learning process is essential for the effective evaluation of the implementation of the programme. The much needed quality education required by the adult learner at literacy centres will not be given to them based on the dearth of professionally qualified adult teachers.

The results of the analysis in Table 1.0c indicates that the adult literacy programme is adequately funded in Delta State. The Nigeria National Policy on Education (2004) stipulates that the financing of Education is a responsibility of the Federal State and Local Government. Nwagwu (2002) stated that three groups of decision makers are involved in the financing and production of educational services in Nigeria. This he listed as the public sector, private sector and the rest of the world. To him the public sector include the three tiers of Government, Federal, state and Local Government. Private sector include companies and firms that contribute to educational development, while the rest of the world are international agencies like UNESCO, and other multi-lateral arrangements for funding of educational activities.

Although the respondents agree that the programme is adequately funded, the researcher observed that funds expended on the programme do not get to the appropriate quarters since the adequacy of funds are not felt at the literacy centres. It leaves one in doubt whether the funds are properly utilized. For instance, the researcher observed that most of the literacy centres exist just on paper and are not functional. Yet such centres are budgeted for in expenditure sheets.

From the data collected from eighty sample adult literacy centres for analysis on availability of instructional materials. It revealed that instructional materials like print materials, chalkboard, chalk, rechargeable lamps were adequate at these adult literacy centres, while electronic softwares and hardwares like projectors, slides, transparencies were unavoidable inadequate and in most cases not there. This the researcher is of the view and from his observations asserts that availability of print instructional materials like textbooks written to specification, posters, charts, teacher handbook, journal, e.t.c at these adult literacy centres were the dividend of donations from the Federal Government Commissions like DESOPADEC, churches and non-governmental organization to mostly public Primary School. This is in line with Maduewesi (2005) who asserts that companies should supplement government funding of education by paying the education tax which could go a long way in the provision of instructional materials at various levels of education. Ukeje (2002) agrees when he argued that the way out of the financial malaise is to seek supplementary sources of funds and facilities for the education sector from analysis, most respondents affirmed the availability of instructional materials are adequate in some areas (print material) and inadequate in other areas (soft and hardware, electronic media). These materials could negate the survival and substance of the whole literacy programme. This according to the researcher leads most of the adult learners having to provide for themselves.

The result of the analysis in Table 1.0c item 3 revealed that teachers stipend are regularly paid. From table 1.0c item 3, 79.76% of the respondents were in that view. The researcher observed that from analysis, that the adult literacy programme was properly funded by the Government, but noticed on his visits to the Adult and Non-formal Education Agency to collect vital data, that there was a huge kind of confidentiality on the budget and release of funds by the Federal and Local Government for the adult literacy programme.

The result of the analysis of the study in Table 1.0c item 4 revealed that seminars, workshops and symposiums are not regularly organized for the adult literacy programme teachers. This result revealed that 80.16% of the respondents disagreed that such workshops, seminars and symposiums were regularly organized for adult literacy teachers. The research also observed on a visit to the

Agency for Adult and Non- formal Education, Asaba that only induction training courses/workshop was organized for the supervisors from 2006 till date. This lackadaisical attitude of the agency towards seminars, workshops and symposiums' organization for teachers and the supervisors at the adult literacy centres is one huge setback on the proper implementation of the adult literacy programme in Delta State.

### **Conclusions**

The study reviewed the evaluation of the implementation of Adult literacy programs in Delta Central senatorial District of Delta State, conclusively, the study revealed that:

The vast majority of the teachers at the adult literacy centres are serving teachers in the UBE scheme with educational qualifications but are not professionally trained adult teachers and this will affect the quality of teaching and learning in the literacy centres.

The study also revealed that although the adult literacy programme is well funded, maximum utilization of the funds is not being achieved.

The instructional materials like printed and non-printed are available or adequate while electronic hard and software were found to be grossly inadequate and in most cases not available.

Physical facilities for rural libraries, reading rooms, television viewing centres and radio listeners clubs are not available.

Organization of seminars/workshops, and symposium for adult education teachers and supervisors, are not undertaken, in spite of the fact that the programme is well funded.

The teacher and supervisors are regularly paid their monthly stipend. The researcher noticed that number of adult literacy centre exist only on paper.

### **Recommendations**

Based on the findings and conclusion of this study, the following recommendation are been given to ensure a proper evaluation of the implementation of adult literacy program in Delta Central senatorial District of Delta State.

Periodic regular seminars workshop and refresher courses should be organized for teachers and supervisor to promote teachers classroom effectiveness and supervisory role for the supervisors and agency personnel.

Instructional materials should be adequately and regularly provided for at adult literacy centres. To minimize wastage, such instructional materials shall be accounted for through proper monitoring and accountability.

The Government and Agency in charge of the adult literacy programme should put in place policies that ensures prudent management of public funds and corrupt officials fished out, especially as it affects diversion of government funds.

The Agency for Adult and Non-formal Education should intensify inspection and monitoring of adult literacy centres across the State on a more regular basis and to ensure that functional literacy education exist and operate in all adult education centres in Delta State.

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