ASSESSMENT OF THE IMPLEMENTATION OF ADULT LITERACY CURRICULUM IN ZARIA LOCAL GOVERNMENT AREA OF KADUNA STATE.

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTERS DEGREE IN CURRICULUM AND INSTRUCTION DEPARTMENT OF EDUCATION, FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY, ZARIA

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DECLARATION

I hereby declare that this thesis has been produced by me in the Department of Education under the supervision of Dr. M. Ben-Yunusa and Dr. (Mrs) Hanna Yusuf. The topic has not been presented on any previous application for a higher degree.

All sources of publication and information are specifically acknowledged by means of references.

.....	.....	.....
Name of Student	**Signature**	**Date**

DEDICATION

This research work is dedicated to Allah (S.W.T), who gave me the opportunity for conducting this thesis. I also dedicate this research work to my beloved parents, Alhaji Garba M. Sani and Hajiya Halima Garba, and my wife, Raliya Lawal. Without their moral support, the work would not have been completed successfully.

CERTIFICATION

This thesis entitled **"AN ASSESSMENT OF ADULT LITERACY CURRICULUM IMPLEMENTATION IN ZARIA LOCAL GOVERNMENT AREA",** meets the regulation governing the award of the Degree of M.ED (Curriculum and Instruction) of Ahmadu Bello University and is approved for its contributions to knowledge and literary presentation.

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ABSTRACT

The success of every society depends deeply on the quality and quantity of education of its citizens. Adult literacy programme was designed to empower the adult members with basic literacy and functional education needed for their improvement. It has been a bottle neck to improve the implementation of adult literacy programme in the study area. Government and individuals have yearned for functional Adult Literacy programme but to no avail. It was on the basis of these background that the study was undertaken. The study is a descriptive Survey research. Findings from the selected respondents as representative sample were generalized on the entire target population. Five research questions were raised and answered in the course of the study and five hypotheses were stated and tested in the course of the investigation. Frequency counts and percentages, t-test and X^2 were employed as statistical tool in the analysis of data. One of the major findings was that implementation of adult literacy programme has enabled many adult (both male and female) to become educationally empowered. Some of the beneficiaries of the programme got jobs, others improved upon their jobs and also got promotions. It has positive impact on the socio-economic

development of the study area. It was recommended that all hands should be on deck in order to continue to improve upon the Adult Literacy programme curriculum in the study area and in the country as a whole. The study concluded that Adult Literacy programme implementation in Zaria L.G.A. is a viable and good programme worthy of encouragement. The prospects of the programme over whelmed the problems and should be continually encouraged by all the three tiers of government.

ABBREVIATIONS

ALP: Adult literacy programme

CAM: Cronbach Alpha Method

CIPP: Context, input, process and product evaluation

DFFRI: Directorate for Food Road and Rural Infrastructure

DFID: British Department for International Development

EC: European Community

ETC: And other similar things (et cetera)

FCT: Federal Capital Territory

FGN: Federal Government of Nigeria

FRN: Federal Radio of Nigeria

GEP: Girls Education Project

MAMSER: Mass Mobilization for Social Justice, Self Reliance and Economic Recovery.

NAPEP: National Poverty Alleviation Programme

NMEC: National Commission for Mass Literacy Adult and Non-formal Education.

NNCAE: Nigeria National Council for Adult Education

SHM: Split-half Method

UEC: University Evening Classes

UNDP: Untied Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization.

UNICEF: United Nations Children Fund

UNO: United Nations Organization

OPERATIONAL DEFINITION OF TERMS

Adult education: Educational system that is planned and organized for those adults female and male who do not benefit from formal western education system.

Development: Gradual growth of something so that it becomes more advanced, stronger and structurally qualitative.

Economic: Connected with the trade, industry and development of wealth of a country, an area or a society; social, economic and political issues

Effect: A change that something uses in somebody else; a result.

Liberal: Concerned with increasing somebody's general knowledge and experience rather than particular skills.

Literacy: The ability to read and write

Programme: A plan of something that will be done or included in the development of something or a plan of event.

Society: People in general, living together in communities

Socio: Connected with society or the study of society

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The Federal Government of Nigeria, introduced adult literacy programme in order to help members of the society especially adults, who could not enjoy formal system of education due to one reason or the other so as to contribute their quota for uplifting the nation.

The beginning of adult literacy education can be traced to the establishment of literacy classes for adults. Such classes were established following the literacy revolution which accompanied the Jihad movement led by Usman Danfodio in the first half of the nineteenth century. About the same time, the Methodist and the church Missionary Society preachers had begun to found evening classes and Sunday schools for the teaching of adult converts in parts of Southern Nigeria Omolewa (1981).

During this phase of missionary effort, emphasis was placed on the provision of literary education outside the school system. For one thing, there was a mass of African population, yet, very few schools were provided for formal education. For another, some considerations have to be given to the work schedules of various

adult groups who could only learn on returning from their farms, workshops and festivals.

Adult literacy education promoted by these religious bodies was however not limited to literacy. It embraced the learning of moral ethics; spiritual values and catechism. Others were appropriate Hadith and the dictates of Islam, in the case of muslim and generally, all forms of education geared towards the salvation of the human soul. Omolewa (1981).

There were of course, some cases in which the adults simply learnt the mode of behaviour, the principles of the religion and the peculiarities of the selected denominations. Such induction courses were not necessarily accompanied by the learning of the art of reading and writing but were carried out in the mosques and churches. Omolewa (1981).

There was, however, no doubt that most Nigerians were fascinated by the literary education brought by the religious bodies. The colonial administration recognized the importance of this make-shift arrangement very early. Given their limited personnel, and the little financial resources, the colonial administration could not embark on massive educational programmes. Yet, they were aware of the need for improving the content of traditional

education. For example, they recognized the need for introducing literary education among the masses so that these people could read government instructions, rules and regulations with a view to appreciating the danger of breaking the rules. In addition, these learners could be used as interpreters between the colonial masters and Africans. Omolewa (1981).

Furthermore, the colonial administration recognized the need for training men as clerks, interpreters, cooks, stewards and messengers. The formal schools could not provide them with adequate learning requirements, except for evening schools. The schools embraced a variety of categories of Africans. There were, for example, those who dropped out from formal schools for various reasons. These people were unable to get to formal school very early and who now took advantage of the evening schools to obtain rudiments of learning and knowledge. Omolewa (1981).

Teachers were recruited from the village and city schools, district and native administration. Some ex-servicemen from World War II were recruited as teachers. These teachers, called instructors were then exposed to the adult literacy programme in the Nigerian language of their locality, using the available primers in Hausa, Igbo, Yoruba, Kanuri, Efik and Tiv. Writing was

accompanied by dictation to help in training the students. A second stage of teaching was embarked upon after introduction to a number up to 100 in English and writing a letter during the fourth month. The students were introduced to:

- The joint Script
- Conversational English
- Addition, subtraction and multiplication in Arithmetic. Omolewa (1981).

There was success in most centres as curriculum was expanded and enrolment increased. The table below gives a summary of the development in language education in general.

Aspects of Curriculum Development in Literacy

Table 1: The Position of language in literacy education in Nigeria by 1900

North	Arabic, Hausa
South	Yoruba, Igbo, English, Portuguese, French, German

Table 2: Position of language in literary education in Nigeria by 1946

North	Arabic, Hausa, English, Tiv, Nupe, Kanuri
South	Yoruba, English, French, German, Efik, Igbo

Omolewa (1981).

1.2 Statement of the Problem

The problems of illiteracy and non-enlightenment in Zaria Local Government Area have caused a lot of concerns fro the meaningful development. A good number of male and female citizens who had not gotten opportunity to attend formal education opted for Adult education programme. Out of the population of Zaria Local Government Area of 408198, FRN (2007) according to Wahala (2004) Less than 10% was literate it meant that majority of the population in the study area had not gotten privilege to go to the formal school. Education, according to UNESCO (1962 and 1965) was a right not a privilege.

Enlightenment and educational campaign on HIV/AIDS might have negative impact on the study area due to the magnitude of illiteracy. Illiteracy has similar effects to ignorance. The problem of implementation of Adult literacy curriculum required systematic and proper assessment in Zaria Local Government Area . lack of the proper assessment has been another bottleneck regarding the implementation of the said curriculum.

The implementation of the adult literacy programme is the study area for the past decade appeared to be ineffective and unfunctional Number of girl- children' hawking and female adult

hawking depicted ineffectiveness in Adult literacy curriculum implementation.

There were a lot of unexplained certainties in the implementation of the Alp coupled with socio-economic predicaments prevailing over the Zaria L.G.A. make the various groups of right thinking indigenes to raise the following questions.

(a) What are the causes of these problems in the phase of Alp in the study area?

(b) How can Adult education programme be made effective and functional in Zaria Local Government

(c) What steps should Governmental and NGO organizations take in order to assess Alp programme properly for result oriented?

It was a responsibility of the federal state and Local Government councils to fund education and organize it for the citizens, NPE (2004) and constitution of Federal Republic of Nigeria (1999). Individual contributions to the Alp did not improve the situation of ineffective implementation of the programme. Lack of qualified instructors, proper classroom and teaching materials require adequate assessment.

Adult female and male indigenes require enlightenment on the need for regular attendance. Consequent upon the proceeding problems of ineffectiveness and inefficiency in the

implementation of Alp compelled Omolewa (1981) to state that every programme requires assessment in order to energize, improve and sustain it. It has been based on the assertion that the topic was enunciated.

1.4 Objectives of the Study

The objectives of this study are to:

1. identify the instructional materials available for the implementation of the ALP curriculum
2. to investigate the extent to which instructional materials are being used in the implementation of the ALP curriculum.
3. investigate the support being made by the National and International government towards improving adult literacy curriculum implementation
4. identify the problems militating against the implementation of the ALP in Zaria LGA.

1.4 Research Questions

The following questions were raised and answered in the course of the study:

1. How adequate are the instructional materials available for the implementation of ALP curriculum?
2. To what extent do teacher in the ALP make use of the instructional materials?
3. To what extent do government and non-governmental organizations supports the implementation of ALP in the study area?
4. What are the challenges of implementing Alp in Zaria Local Government?
5. What are the curricula contents of the ALP in Zaria LGA?

1.6 Research Hypotheses

The following null hypotheses were stated and tested in the course of the study.

Ho_1: Instructional materials were not significantly different from the availability of staff in the implementation of ALP curriculum in Zaria LGA.

Ho_2: Female and male learners were not significantly different in their contributions/uses of the instructional materials in the implementation of the ALP curriculum.

Ho_3: Government, NGO and International organizations provided no significant support for the implementation of the ALP curriculum in the study area.

Ho_4: Instructors and the students views were not significantly different toward the problems militating against the implementation of the ALP curriculum in the study area.

Ho_5: Instructors and the students views were not significantly different on the adequacy of the curriculum contents of the ALP in the study area.

1.7 Significance of the Study

This research work is significant in the sense that its findings will, among others, clarify whether adult literacy curriculum has any effect on people and the society. The misconception and lack of emphasis being placed by the members of the society on the programme will also be addressed. The research findings will provide the government, non-governmental organizations, private individuals with the solutions to the problems of proper implementation of adult literacy curriculum in Zaria LGA and the country as a whole.

The Ministry of Education, LGEA of Zaria LGA, educational stakeholders should benefit from the findings of this study since the aims of the study were to assess the level of implementation and effectiveness of the programme. The learners and study area as a whole should benefit from the results since it hopes to improve the individual's development and the entire society.

1.7 Scope and Delimitation

The study was limited to Zaria Local Government Area Adult literacy programme. It was delimited to the ministry of education, local government education authority and area inspectorate zone that have onus of supervisory role of adult literacy programme and education in general within the L.G.A. conceptually, it was limited to the concept of curricula and curricular implementation, adult literacy and assessment. Also, it was limited to the socio-economic development of the people and the society within the study area.

1.8 Summary

The chapter dealt with the background of the study, statement of the problem, purpose of the study, research questions

and hypotheses. Other segments discussed were the significance of the study, theoretical framework and delimitation of the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed and discussed existing literature by various authors related to the study. It was discussed under the following segment: The concept of adult literacy programme, the role of ministry of education, supervisory role of the area inspectors, instructors of the adult literacy programme, the beneficiaries of the ALP the effect of the adult literacy programme on the socio-economic development of Zaria local government area. Other segments dealt with included instructional materials in teaching the programme, adult literacy curriculum, government and non-government organizational support, adult literacy curriculum implementation, problem and prospects of implementation of the ALP curriculum and summary of the chapter.

2.2 Theoretical Framework

Since the late 1960s, several authors have proposed different ways of conceptualizing the way in which systematic educational evaluation should be conducted. Thus, educational evaluators today have a variety of evaluation models to choose from when

conducting their studies. These motels conceptualized evaluation procedures appropriately in order to enable the evaluators proceed properly. The models are presented in groups reflecting the most general descriptive rubric of their orientations. The groups of models are:

1. Goal attainment models
2. Judgment models emphasizing intrinsic criteria
3. Judgment model emphasizing extrinsic criteria.
4. Decision – facilitation models.

Goal – attainment model, according to popham (1973) conceives of evaluation chiefly as the determination of the degree to which an instructional prorammes goals were achieved.

Tyler's model. One of the proponents of the goal attainment model is Ralph W. Tyler. The model compare students' performance with behaviourally stated objectives for the purpose of determining the extent to which purposes of a learning activity are actually being realized.

Hammond's Model. This goal attainment model conceives of evaluation in terms of whether an educational programme is really effective in its expressed objectives.

Metfessel and Micheal's model. This approach consist of the following eight steps:

1. Involve members o the total community
2. Construct broad goals
3. Translate specific objective into forms that are communicable and that facilitate learning.
4. Develop measurement instrumentation
5. Carry out periodic measurement
6. Analyze measurement data
7. Interpret analysed data
8. Formulate recommendations for programme change or modified goals and objectives

Therefore, the aforementioned models were not chosen because they capitalizes on the evaluation of instructional/educational goals which is not agreeing with the topic of this research.

Judgmental models emphasizing intrinsic and extrinsic criteria.

Intrinsic criteria are those features that are inherent in a phenomenon (an observable facto or even; an object known through sense rather than by thought). Extrinsic criteria, on

the other hand, are the features that are external to the object and are associated with the effect of the object. Thus, if the object under consideration is a textbook, the intrinsic criteria for evaluating it might be features such as the drawings, other illustrations, and the colour design contained in the book. However the same might be judged on its extrinsic effects such as how well students can learn something from it. Intrinsic criteria are process criteria while extrinsic criteria are product criteria.

The accreditation approach to educational evaluation is an example of evaluation in which the evaluative criteria are intrinsic. Accreditation team members evaluate physical facilities, teachers, administrators, and so fourth. They hardly pay attention to extrinsic criteria such as whether students are learning with the facilities that are adequate and well-designed, whether teachers are satisfied with their job, whether the discipline situation in the institution is function of the administrative style of the head of the institutions (democratic, autocratic, laissez-faire). These and many others were the weaknesses of this particular model, and not suitable for this topic of research.

DECISION –FACILITATION MODELS

Three of the modesl ar discussed here:

1. The CIPP model
2. The CSE model
3. The Discrepancy model

The Alkin's Model (CSE)

This is known as the center for study of evaluation (CSE) model. This model defines evaluation as the process of ascertaining the decision areas of concern, selecting appropriate information and collecting and analyzing information in order to report summary data useful to decision-makers in selecting among alternatives. The model identified the following five areas of evaluation:

1. System assessments
2. Programme planning
3. Implementation evaluation
4. Progress evaluation
5. Outcome evaluation

The nature of the topic of this research will not accommodate the above model. This is because the model evaluates even the

progress and the outcome which is not inline with the research topic.

The Discrepancy Model

This model devised by Provus (1979) defines evaluation as the process of (a) agreeing upon programme standards, (b) Determining whether a discrepancy exists between some aspects of the programme and the standards government that aspect of the programme, and (c) Using discrepancy information to identify the weaknesses of the programme. The purpose of programme evaluation, according to this mode, is to determine whether to improve, maintain, or terminate a programme.

The discrepancy model was not adopted for the fact that the researcher is not searching for any discrepancies between adult literacy curriculum and other forms of education which exist in the society.

The CIPP Model

This mode, originated by Daniel Stufflebeam and Egon Guba, defines evaluation as the process of delineating, obtaining and providing useful information for judging decision alternatives. In

this model, there are different types of evaluation. CIPP, among others most agreed with the study hence it is chosen as theoretical framework of the study.

1. Context evaluation
2. Input evaluation
3. Process evaluation
4. Product evaluation

In the CIPP model, four types of educational decisions are required. These are:

a. Planning decisions to design objectives
b. Structuring decision to design instructional procedures
c. Implementation decisions to Judge and react to the outcomes produced by those procedures.

The model recommends that for each of those different types of decisions, a corresponding type of evaluation be used from among the context, input, process and product evaluation earlier listed.

Context Evaluation: The main purpose of this type of evaluation is to provide a rationale for the determination of objectives. According to Stufflebeam, this is the most basic kind of evaluation which

defines the relevant environment, describes the desired and actual conditions pertaining to that environment, identifies unmet needs and unused opportunities and diagnoses the problems that prevent needs from being met and opportunities from being used.

Input Evaluation: The purpose of this type of evaluation is to provide information for determining how to utilize available resources to achieve programme objectives. This involves ascertaining the following;

i. The nature of available capabilities of the programme
ii. Potential strategies for achieving programme objectives identified through context evaluation.
iii. Designs for implementing a selected strategy

According to Popham (1975), input evaluators help decision-makers select and design procedures deemed suitable for promoting attainment of programme goals.

Process Evaluation: This type of evaluation is used to provide periodic feedback to the mangers of programmes that have been designed, approved and are being run. The evaluation has a three-fold purpose.

i. To detect or predict defects in the procedural design or its implementation during the implementation stages.

ii. To provide information for programme decisions

iii. To maintain a record of the procedure as it occurs.

Process evaluators monitor the actual procedure in education in order to help educational decision makers anticipate and overcome procedure difficulties.

Product Evaluation: The purpose, here, is to measure and interpret attainment not only at the conclusion of an educational programme but as often as necessary when the programme is being run. The method of product evaluation involves:

a. Devising operational definitions of objectives

b. Measuring criteria associated with the objectives

c. Comparing the measurement with absolute or relative standards

d. Making rational interpretations of the context, imput and process evaluations.

This particular model (CIPP) was considered as the appropriate model for this research. Because it considered among others the objectives to be met upon the implementation of a programme, utilization of invaluable resources to achieve

programme objective, provision of information for programme decisions and making rational interpretations of the context, input and process evaluations. These and many others were the reasons why the model in question was adopted as it tally with the research topic.

2.3. THE CONCEPT OF ADULT LITERACY PROGRAMME

The concept of adult literacy programme was conceived by the early educators, notably among them were the Christian and Muslim leaders. It was enunciated by the stakeholders in order to cater for the yearnings of adults who were not privileged to benefit from the formal western education Ikonne (2005). Single (1976) defined adult literacy as ability to read and write and illiteracy as inability to read and write in English language. The retired adult women and men in Zaria Local Government Area, have yearned for this type of programme form the initial stage of formal western education in the north Fafuwa (1999). The programme was not only for the ability to read and write but also for socio-economic development of the beneficiaries.

2.3.1 ADULT EDUCATION IN OTHER COUNTRIES

Adult Education in Philippines:

Many people have various observations of adult literacy or Adult education in various countries for instance, Torre (2007) stated that “we often see the world, not as it is, but as we are this aphorism applies to my presentation, so let me briefly introduce the relevant life experiences that have frame the way one looks at adult education in the Philippines. Adult education made many people in this part of the world who could not had access to literacy to be counted among the literates and even educated ones.

Tarre recounted his experiences in adult literacy throught Adult education in the country as one that made many filipinoes to be acquainted with an authentic history of their dear country. In his words ICCAE (2007p157),

When I was sent as a young seminary student to a mountain village of Mangyans, the indigenous people in my home province of Mindoro, my work in adult and popular education dates hack to 1966; it was a true education for the emancipation of the grass-root. p157.

In Philippines, adult literacy was to teach the fuliginous the basic literacy in the national language of Filipino. Many teachers who could not understand their national language ended up learning as much as they could from the impact of the Adult

Education. Assessment of the Adult literacy in Zaria L.A.G was similar to the experiences in Philippines. 10% of the instructors who could not speak Hausa language very well were able to understand it thoroughly due to the impact of Adult literacy within the L.G.A. Adult education was also concerned with the national organization of farmers who fought for land reform in Philippines. The awareness of importance of peace as prelude to development was created among the instructors and the learners. This awareness that was propagated through Adult education led to an amicable resolution of the land dispute among the indigenes. In Zaria L.G.A Adult literacy can lead to peaceful co-existence among the peasant farmers. The instructors can the learners were mostly indigenes who on the importance of peace and progress of the state and local government in particular.

Adult Education in Japan

During the world Education forum in 2000, a rather overriding pledge was made that no country in need should be denied international assistance (EFA GMR 2007). Specifically under goal no 6, the Dakar framework for action explicitly stated that "no countries seriously committed to

education for all will be thwarted in their achievement of this goal by lack of resources". UNESCO (2000). The Japanese took advantage of the preceding assertions. Adult education has helped many Japanese who were active in their industries but needed literacy. Arai (2007) conceded that there were reasons for the adult education in Japan.

In the similar way, there has been reasons for Adult literacy in Kaduna State outsourcing of adult education in Japan started in 1970s for the purpose of "rationalizing" admission.

However, the number of cases was small and insignificant. After the 2003 amendment of the local autonomy act and the granting of permission by the Ministry of Education and Science in January 2005, some sizeable municipal governments commenced to outsource the whole management of some public adult education institution to private profit-making organizations in 2006.

In Japan, the number of outsourcing in adult education has been rising. In Zaria L.G.A., the need for outsourcing in Adult literacy is high. No wonder the Federal, State and local governments in Nigeria have been outsourcing the adult literacy.

Japan, as industrially developed as it is, in the contemporary globalizing universe outsourced in Adult education, Zaria L.G.A, in all ramifications, ought to outsource the adult literacy the more in concept and in practice. The Japanese are deeply in outsourcing adult education. Assessment of the programme in the study area according to Wahala (2004) indicated a dire need for outsourcing> not everyone has access to the formal education programme. Adult literacy compensated for the missed opportunities.

Adult Education in India

Seetharamu and Usha (2004) opined, "While 19 out of 23 instructors have literate wives, there are 4 female instructors whose husbands are illiterates". In India, husbands encouraged their wives to attend adult education classes. Wives, who were instructors according to Seetharamu and Usha (2004), rarely encouraged their husbands to attend adult literacy classes. Perhaps, it was due to their culture of women marrying men and have more control over the husbands. At any rate, in Zaria L.G.A both husbands and wives might be encouraged to attend the adult literacy classes for the benefits of both.

In the words of Seetharamu and Usha (2004:80).

> *52.10 percent of the instructors were actually educated in the same village where they are now working as adult education instructors. P. 80.*

Implication from the above indented passage was that adult education trained people and offered them job opportunities. In Zaria L.G.A, over 20% of the learners who graduated form the adult literacy programme got job in their localities as messengers, file Baifs and even in some offices in the Ahmadu Bello University, Zaria; Wahala (2004) As it provided skills and knowledge for the beneficiaries in India, the study area also benefited from the programme.

Adult Education in Ghana

In Ghana Adult Education has being initiated and anchored by the both central and local governments. In the rural areas ICAE (2007) the local governments have been directly involved in the organization, supervision and monitoring it. The Central Government funds the programme as one of the responsibilities of the central government. The aims of the adult literacy programme in Ghana are similar to those in Nigeria. For instance, to make every adult who has missed opportunity of acquiring formal

Western Education. To make the bulk of illiterates in the North and South of Ghana to have access to education at their convenient time.

In Zaria LGA a lot of adult population have missed the opportunity of acquiring formal Western education. They can, through adult literacy programme attain the earlier lost opportunities. It has been based on the preceding premises that the assessment of adult literacy programme has been researched into as a topic. The essence here is to assess the programme for better implementation, improvement and sustenance in Zaria. L.G.A. of Kaduna state.

Adult Literacy Programme in Nigeria

National Policy on Education in Nigeria, (2004) and (2007) stressed the importance of education for all Nigerians. Since education has been chosen per excellence as a vital tool for the National development, all and sundry required the acquisition of knowledge either formally or informally. It has been consequent upon the National Policy on Education that Kaduna state took a stance among other states in the Adult Literacy Programme. Following the trends of the discussion, adult literacy has not been

initiated by the federal or states in this country as accident rather, as amongst the wishes and calprices of the globalization. It was hoped that if all Nigerians were literate, progress and development of the Nation shall be faster and concretized. In Zaria Local Government, there was a dire need for literacy and acquisition of knowledge for rapid development.

2.4 The Role of the Ministries of Education (Federal and State) in Adult Literacy Programme.

The federal, state and local governments have various and vital roles to play in the organization and dissemination of adult literacy programme in Nigeria as whole and Zaria L.G.A. in particular. According to Brown and Tomori, (1979), the federal government of Nigeria provided the working document, curriculum, monitoring units and see to it that the programme is effectively implemented in the country.

Furthermore, the three tiers of governments. Federal, state and the local governments have the onus of recruiting qualified instructors and paying their remuneration. Text books, registers, schemes of work, dailies and other working materials were provided by the government. In Zaria local government Area, the state and

Local Government provided the materials, teaching aids and organize adult and literacy programme. In addition, the National Commission for Mass literacy adult and Non formal education (NCMLAFE) was set up by the federal governments. This body provided monitoring handbook for the operations of this programme in Nigeria. 5000 copies according to this body, were printed and distributed to the 36 states and Abuja for effective take off and implementation of the ALP in the country. Physical facilities such as classrooms, chalk boards, chalk, writing materials and other support systems were provided by the governments. Afolabi (1993).

Apart from the preceding roles, the government appealed to the international organizations and Non-government agencies for support. And indeed, it supporting materials such as cash, books, registers, dailies and other forms of aids and distributes to the personnel who handled the implementation to the curricula and the programme Wagners, (2002) stated that without government involvement in the programme implementation of the ALP, individual could hardly succeed in it.

2.4.1 Aims and Objectives of Adult Literacy Programme

The programme, according to the monitoring handbook (1999 p. 17) aims at providing information on the following domains:

i. Basic literacy.
ii. Post literacy
iii. Women education
iv. Workers education
v. Continuing education
vi. Nomadic education and
vii. General enlightenment on the needs for all-adult literacy p. 17.

The specific aims were literacy and functionality among adults. If adults according to this source, were literate and could use their knowledge and the skills, the country could boast of real empowerment of both men and women. They could then contribute knowledge and functionality to their own socio-economic development and the study area as well. To reduce actual poverty in any society, Fafunwa (1999) argued that people-both men and women must be educated and enlightened. The government of the day, based on this contention, should enhance adult literacy programme effectively instead of their megaphone on poverty alleviation. Another important aim is to make the country an

egalitarian society, self-reliant and to ensure permanent literacy as well as support activities. Illiteracy, according to Obe (2007), was a chronic disease, which could only be cured by enlightenment and education. If Nigerian children of 0-6 years were in nursery schools, 7-14 years were in primary schools and 15-18 years were in various tertiary schools, and their parents were in adult literacy classes, Nigerians would hope to be generally empowered. Taiwo (1980) asserted that knowledge was power. The study area, Zaria L.G.A. has innumerous illiterates. The success of the programme would be a blessing to these indigenes who were unable to benefit from formal western education. Ali (2007) maintained that the general and specific aims of the ALP was the total emancipation of illiterate Nigerians from poverty by providing them functional skills to a suitable level of normalcy to enable them live above abject poverty. Apart from the beneficiaries of the Western education, others could live above poverty level and function very well.

2.5 Supervisory Role in the Implementation of the Adult Education Curriculum

The role of supervisory section of ministry of education and area inspectorators could not be over emphasized in the

implementation of adult education curriculum. It was premised on this that Taiwo (1980) stressed the importance of the inspectorate division in the Ministry of Education either federal, state or local government. The author argued that supervisory role could motivate both instructors and the learners immensely. Some instructors might neglect lesson notes, schemes of work or pedagogical materials. Supervisors could remind them of the significance of the neglected parts. The handbook of NCMLANFE (1990 spelt out the functions of the monitoring officers as follow:

> *In a nationwide mass literacy campaign which involves cast inputs of human and materials resources, there must be proper assessment and control of its progress at every stage. The responsibility for such assessment rests on the monitoring and evaluation officers whose functions among other things involve. P 102.*

Monitoring offices, according to Ikonne (2005) has the following functions;

i. Collection of useful data on various aspects of the literacy programme.
ii. Analysis of data gathered at the zonal level.
iii. Identifying areas of need.
iv. Identifying areas of improvement.

v. Effectively monitoring existing literacy classes and assisting instructors in completing relevant statistical/record forms.

vi. Monitoring officers should be involved in the training of supervisors and instructors.

vii. Visiting households where “each one Teach one” activities are going on.

viii. Offering assistance and advice to the volunteer instructors in the “each one Teach one”.

ix. Identifying instructors areas of strengths and weaknesses where they could help and be of helped to improve others competence and

x. Evaluating literacy attainment of learners to measure local, state and national standards. P 13.

Generally speaking, monitoring and evaluation officers serve an important function by helping the adult literacy planners of the campaign keep track of the extent to which the activities move close to the objectives set for the entire programme. To be able to execute the supervisory role in the implementation of the adult literacy programme retained in the following areas:

a. concepts of monitoring and evaluation

b. elementary statistics collection, collation and analysis of data)

c. introduction to planning and administration of literacy programme

d. psychology of adult learning

e. basic principles and methods of literacy teaching

f. formulation of instructional objectives which are normally linked up with the objectives of the literacy campaign.

In Nigeria, where the mass literacy campaign cuts across ethnic, cultural, religious and linguistic lineage, comprehensive monitoring and evaluation is of paramount importance. The monitoring Handbook was prepared to assist the monitoring officers. The purpose of monitoring supervision was to ensure effective implementation of the ALP and to attain its goals and objectives. Handbook of NCMLANFE (1990).

2.5.1 Instructors of the Adult Literacy Programme

Instructors of the adult literacy programme according to its Handbook (1990p 14), were those who had under gone training in the formal western system of education and adult literacy principles and practices. Those who were, on the bases of their

qualifications and willingness to teach the adults in the programme were recruited or volunteered to work as instructors.

The instructors underwent specific training under the training monitoring officers. They have knowledge of psychology of adult learning and methodology of teaching adults. Ali (2007) postulated that the adult literacy programme was very important in the areas of family life education, population, and HIV/AIDS education in the society. He went further to assert that, if adults were educated they would assist in curbing cases of examination malpractice. They could educate their own children on the evils of examination malpractice and even teach their young children in the nursery/primary schools, thus laying a solid foundation of education for the younger generation. Instructors of adult literacy programme were the main implementors of the ALP curriculum. The programme therefore, could not succeed without them.

2.5.2 Beneficiaries of Adult Literacy Programme

The beneficiaries of adult literacy programme were many. However, they were classified into the following categories:

a. Male adults

b. Female adults

c. The immediate offsprings of the direct beneficiaries

d. The society i.e. immediate environment

e. Nigeria as a whole

The male adults according to Ogunlade (2007) who could not read or write could read and write through the programme implementation. Men could be happy when they could read and write. They would not use their thumb-prints in the Banking system but write their names and sign. Female adults could be happy with the knowledge of government activities of the day. Oyeleye (1981) has argued that nobody was happy to stay in darkness rather than light. Education has been portrayed in the preceding poem as a bright flame shining in the shadow of ignorance.

The offsprings of the immediate beneficiaries could be taught by their parents, especially those of them in Nursery and primary schools. When inhabitants of the society were enlightened Ali (2007) argued that the society was enlightened too. To actually raise the people from the poverty level in the society, people must be educated and enlightened thus, socio-economic development of the society was improved by the implementation of ALP. The society

particularly, Zaria L.G.A. would benefit a lot from the programme if it attained success.

Further, Nigerian government –the federal, state and the local government would be understood by all adults and they would comply with the government more than been kept in a darkness as illiterates. Nigerian society would be crime free and more developed than otherwise if all adults were educated and enlightened. Education is light; ALP would salvage the target audience from the darkness and poverty.

2.5.3 Effects of ALP on the Socio-Economic Development

Development of Zaria L.G.A would be fast and ideal, if the ALP were well articulated, implemented and succeeded. The study areas would develop positively, socially and economically. According to UNESCO (1968) ALP would improve standard of living of the beneficiaries and their society as a whole. It would lead to new horizon in job places and job seeking. Education empowers even the retirees who were not tired to look for new employment. In new employment, employees' socio-economic standards would be improved.

Kaduna state agency for mass literacy (1967p 20) states:

> *As a result of functional educational literacy, the adults are empowered with adequate economic*

> *skills in various activities such as mental woodwork, sewing, knitting which lead them to become self-employed as government encourages them, to form competitive co-operative societies in order to obtain loan for their economic and society development p 20.*

However, it has been noted by Halla and Remtulla (1971) that proper education skill involves the inculcation of ideas which were conducive to human freedom and development. It should embrace ideas of justice, equality and brotherhood including the functional world of work. In developing countries, adult education requires a pragmatic approach in order to free man, the beneficiaries from the bandage of ignorance poverty and suffering man and his kith and kindliness should be placed above materialism such as wealth and money which enslaved the perpetrators.

Enlightenment through adult literacy campaigns made many indigenes to beneficiaries.

The beneficiaries would serve themselves even in their small scale firms such as farming, car-washing, motor-cycle washing, motor mechanics, orange fruits sale, drying-cleaning and other practical and functional jobs. Even the knowledge of choosing right persons and voting for them would be improved upon when the adults are educated.

In addition it is a contention of Mwanakatwe (1968) that adult education programme would lead to education of women who would contribute to the socio-economic development of the society women and their men counter-parts would improve their competitive abilities in the world dominated by few political vanguards. It would make women better in places of exercising their civil rights. Next, since adult education embraced girls who could not benefit from the former educational system good number of them would be educated by this programme and employed in banks, offices, companies and even become better housewives. Mwanakative (1968) opined that when educational standards of the adults are improved, the family status quo and the societal socio-economic development would follow the trends.

However, education is not an automatic tool for an upliftment of societal socio-economic pedestals. Some educated citizens cause a lot of tumor in the society politically and socially. Notwithstanding education is considered and identified as a tool for National development. Variations in human living are bound to occur amongst educated and illiterate people.

2.6 Instructional Materials in the Teaching of ALP

Implementation of curriculum demands the use of pedagogical materials. Instructional materials used in the adult literacy programme implementation would embrace the following, primers, exercise books, pencils, ball pens follow up readers and good physical environment.

Other essential materials required for the effective implementation of adult literacy curriculum are itemized by Seetharamu and Usha (2004:124)

- Black board
- Chalkboard
- Portable board
- Good physical classroom
- Admission Register
- Class Registers
- First Aids Box containing kids
- Wall clock
- Record of payment book
- Canteen
- Toilet facilities
- Wall charts
- Globe

- Maps of Nigeria,
- Map of Nigeria containing 36 states and Abuja.
- Bulletin Boards.
- Posters and pictures
- Word cards and phrase cards
- Film strips and slides
- Primers and workbooks.
- News and magazines.

Instructional materials could be useful or useless depending on the instructors. Okedara (1981) argued that non of these instructional materials, could really be facilitating the implementation of the ALP curriculum without a trained instructor and the willingness of the learners to read. The instructional materials were useful and facilitating materials that can make the teaching and learning vivid, permanent and practical. They could save time of the instructors as well as the learners in the teaching and learning situations.

The importance of instructional materials have been itemized by Mallum and Ali (2006). The usefulness of pedagogical materials include.

- Vividness of the learning
- Clear-view of the lesson
- It saves time of both teacher and the learners.
- It keeps attention of the learners
- They make lessons interesting.
- Make the knowledge permanent and useful
- It leads to practicability of the knowledge
- Records keeping are easy and maintained et cetera P 218.

UNESCO ((1962) postulated that no meaningful teaching and learning could take place without instructional materials. Even in the pre-nursery and nursery schools, the teachers and the learners require teaching materials to hold attention and develop interest in the lessons. Awotunde and Ugodulunra (2004) observed that itemizing the importance of the instructional materials was tantamount to a parlour game which amounted to killing time. The availability and provision of the instructional materials was another face of the discussion. In Zaria local government area the preceding materials were observed to be inadequate in some study centres. The authors maintained that in using of the instructional materials for the benefit of both learners and instructors, the materials should be the right ones, adequate and in compliance with the

instructors' capability and learning applications. On the whole, whether inadequate or adequate, instructional materials were useful materials that could enhance the implementation of ALP curriculum in the study area.

2.6.1 Adult Education Curriculum

The curriculum of adult literacy programme was drawn from the yearnings of the generality of the Nigeria adults by the federal ministry of education in conjunction with NERDC in (1990) titled national adult basic and post literacy curriculum it was produced as a document by the National Commission for mass literacy. The subjects to be offered included

1. Adult Basic Literacy
2. Adult Basic Nuracy
3. Post literacy.
4. English language.
5. Mathematics
6. Social studies
7. Science-Elementary sciences.

a. health Education

b. Physical Education

c. Family life Education

d. Population Education

8. Agriculture.

9. Local languages.

According to the document, local languages and English language should be the media of communication in all instructions. In the Zaria Local Government Area, local crafts such as hat-weaving, petty Trading in small scale industries such as car-washing, motor-cycle repairs, water hawking, shoe-shining and other perty trades should be included in the curriculum.

Perhaps, it was premised upon the foregoing paragraph that Ben-Yunusa (2000) stated that curriculum should be based on the needs of the society. In Zaria L.G.A Functional education is required. Splitting fire-wood, fetching water and hawking it is required and even digging of wells and pit-latrines are required. It is on this premise that Udoh (2003) postulated that accountability in education included functionality of the knowledge and acquired skills.

Okam (1998) asserted that curriculum must be viewed on the societal needs. It was therefore observed that the inhabitants of the study area needed practical knowledge to co-ordinate the

realization of functional education. In implementation ALP curriculum must be implemented in such a way that socio-economic status of the area is enhanced. In this wise, instructors must be well trained in the arts of educating adults. It is then that the study area would benefit actually from the adult literacy programme of the Federal Government.

2.6.2 Government and International Support

A good number of people believed that government and international communities have been contributing to the implementation of the ALP curriculum in the country and study area in particular. Paul (1974) appraised the situation by saying that government and international agencies supplied some instructional materials such as globe, writing materials, books, and cash. Government provided the blue prints for the programme and ensured that it was carried out.

Government and Non-governmental organization assisted liberal literacy and basic education for the masses. Goby, Greenwald and West (1979) argued that Government and international agencies and Non-governmental agencies could not be neglected in the areas of support for the ALP curriculum

implementation. Vehicles, motor-cycles and even bicycles were donated by countries like Americans, Canada, Britain to Nigeria to support ALP.

In addition, monitoring and evaluation officers were recruited, trained and empowered by the government. Supervisory work of the adult and literacy programme was under the auspices of the federal government state and local government. Goby, Greenwald and West (1979) argued that the government have greater role to play in the implementation of ALP curriculum than any other organizations. The case for the government, international organizations and Non-governmental organizations has been favoured by their positive contributions to the implementation of the adult literacy curriculum. They could not be divorced from the business of ALP implementation. Since Ikonne (2005) contended that library education continued to attract sympathy of the governments and international organization and adult literacy programme was akin to it, it shall continue to enjoy the patronage of the same.

2.7 Implementation of Adult Literacy Programme

Commencement of everything has not been easy. Implementation of adult literacy programme curriculum has been

confronted with some obstacles. General approval was not easy, coupled with recruitment of instructors, provision of instructional materials and above all, to have willing learners among the illiterates was not easy at all. Hamburg (1997) commented that starting a programme and succeeding in programme implementation were not attained by a sudden flight. It could be attained gradually by willing and dedicated persons. In Nigeria, adult literacy started a long way. According to Fajonyomi (1992) adult education was initiated by both Islamic and Christian missionaries in the 11th century and 16th century respectively. The primary aim according to him, was to win converts.

However, it was only in 1971, more than a decade after Nigerian's independence that adult education unit was established in the federal Ministry of Education Kassam (1971). He maintained that late starting point of adult education unit in the federal Ministry of education affected the early commencement in other parts of Nigeria including the study area.

Adult literacy programme in Zaria L.G.A. was an off-shoot of Kaduna state agency for mass literacy. There were seven parastatals of the state ministry of education and adult literacy was one. The edict No. 5 of 1989 established the parastatals. It was in

compliance with this edict that the ALP in Zaria was established. Zaria L.G.A. was one of the oldest local government areas in kaduna state and one of the earliest one to benefit from it.

2.8 Initial Problems Facing Implementation of Adult Literacy Curriculum in Zaria L.G.A.

In addition, teaching materials were initially lacking. Even chalk, pencils, primer reading books and other materials not available for the smooth take-off of the programme. However, the essential materials were rather provided by the Kaduna state government and Zaria local government area. Ogunlade (2007) said that initial education in the North precisely Kano in 1909 met a lot of obstacles. However, early northern elite such as Waziri Aminu Kano endeavoured to surmount the initial bottlenecks.

Next, Textbooks, Attendance registers Admission Registers and other essential school records like “Dailies” were not available for the instructors and the learners. It has been observed by Ali and Mallum (2006) that school records were recent phenomena in the era of Adult literacy programme.

Furthermore, irregular attendance by the learners, according to Muther (1973) discouraged many instructors. However, willing heart was bent on succeeding so the programme implementation

continued to the study area. Morgan and Krejcie (1970) postulated that even where ALP implementation met a lot of obstacles in the western part of Africa. He did not see that of Zaria which started in 1980s before making assertion.

Till date, proper enlightenment was still required in the study area in the spheres of ALP. The general environment of the study area favoured Almajiri type of education but not adult Basic education. The empire and other chiefs and miangwas still prefer Almajiri system of education mixed up with the adult basic education. Moda (1999) observed that the illiterate inhabitants of the study area perceived the programme as a waster of time and resources. During the lessons, the learners could not go for other yielding ventures such as splitting firewood, digging wells or pit latrines and planting of sugar cane.

2.8.1 Prospects of the ALP

Despite the fact that implementation of the ALP fraught with problems, Moda (1999) and NTI (2000) still maintained that there were prospects in the programme. Some indigenous men and women who benefited from the programme were able to read and

write. The beneficiaries no longer used their thumbs to punch on the place of their name in the banks and other places again.

In addition, some beneficiaries of the ALP were able to secure admission into secondary schools based on their certificates. Some others were employed by Ahmadu Bello University Zaria, Bassawa, Federal college of Education and in the Army cantonments based on their literacy. Further, a good number of them, according to NTI (2000) became Miangwas and some joined the army and police force, using the certificate. Nyerere (1968) has argued that literacy and general education empowered both men and women and enhanced rural development. The socio-economic development of the study area actually was improved by the ALP.

Moreso, those who benefited from the programme were able to improve their yields on their farms of sugar-cane, lettuce, legumes and other crops that were grown under both irrigation scheme and national rainfall. Nyerere (1967) and Nyerere (1968) opined that education people were better farmers, traders, soldiers and in al human activities than the illiterates and an unenlightened people in the society.

However, Okedara (1974) and (1981) observed that even the early men and stone age people practiced Agriculture without

education and were able to survive. The fact still remains that contemporary agricultural practices were quite different from the ancient practices by the Early and primitive gatherers due to the modern civilization. Paul (1974) argued that implementation of any educational programme was of prospect in itself in the society.

UNO (1968) endorsed that literacy was a great achievement by the society. Being together in an adult literacy class created an atmosphere for socialization and reduction in tribal animosity. People of various ethnic groups in Zaria Local Government Area who attended the adult literacy class were friendly and the harmonious sentiments in them reduced to the bearest minimum. UNESCO (1969) continued to maintain that literacy and general education led to socio-economic development of the area. A glance at Zaria Local Government Area in the contemporary society would reveal the progress in the physical, social and socio-economic development as compared with those ones of the 18th century. These physical, socio-economic and even health developments emanated from the educational development, chiefly adult education. On the whole, adult literacy programme has immense prospects on the people and their environment within the study area.

2.8.2 Assessment Format of ALP

There were many ways and formats on which programmes could be assessed. The main aims of programme assessment and evaluation were itemized by Wahala (2004). Formats of evaluation used by Wahala were adopted for the assessment of Alp curriculum implementation in this work. (Appendix B).

2.9 Summary

Indications from both national and foreign authors' works indicated that Adult literacy programme is a viable vehicle for socio-economic development. None of the authors actually undertook the assessment and evaluation of the ALP curriculum implementation in the study area or in Kaduna state. It was this gap that the current study was aimed at narrowing. All the works of the previous authors focused on the urban centres, state capitals and 18th century experiences. This study is the designed to bridge or narrow the existing gaps. All works reviewed indicated that starting or commencing educational programmes was an arduous

task, only willing and determined people would succeed in it. From the responses and what were gathered showed that few female instructors were available to the implementation of the programme as compared to the numbers of male instructors.

In addition, some instructional facilities such as radio-cassettes, primers, textbooks and conducive classrooms were not adequate for the smooth implementation of the ALP. However, the available ones were put into effective uses. It was gathered that more government and non-governmental attention was required for the progress of the ALP. Generally, both foreign and indigenous authors agreed that ALP led to the socio-economic development and facilitated functional knowledge and skills.

None of the authors used Profoma for the assessment or evaluation to find out facilities on ground. This gap was envisaged to be filled or narrowed by the current research work.

CHAPTER THREE: RESEARCH METHODOLOGY

3.6 Introduction

This chapter describes and explains the methods and procedures used in the collection of data and selection of sample for the study. Issues discussed in the chapter included the research design, population and sample, sampling techniques, instrumentation and method of data collection. Other variables discussed included validity and reliability of the instrument and methods of data collection.

3.7 Research Design

The study adopted a descriptive survey design. The rationales behind this design were many. Firstly, Zaria Local Government Area is wide and the population scattered on the rough terrains. Survey design is used via questionnaire for the collection of data. A survey designer made use of questionnaire for the collection of information from the fractional part of the entire population. Data gathered from the representative sample could be generalized on the entire population.

3.8 Target Population

The target population of this study comprised all female and male instructors and students of ALP in Zaria Local government Area. The 15 instructors (5 females and 10 males) were involved in the study. 400 students from the locality were the population of the study. These groups of people were targeted due to the fact that the students were the beneficiaries of the ALP curriculum implementation and the instructors were the implementers of the ALP curriculum. They could give fair assessment of the programme.

3.8.1 Sample and Sampling Techniques

The sample consisted 45 male and 150 female students who were beneficiaries of the ALP implementation. 15 instructors, 5 females and 10 males were involved in the study. The selection of the students and the instructors were stratified so that intended respondents could be selected. However, simple random sampling was used. Hat-Replacement – pick method was used in order to give everyone equal chance of being selected like other ones. Male instructors were more than the female instructors due to their numeric strength. The ratio is 2.1. Altogether, 210 respondents

were selected as sample out of 415. This 210 (51%) has been adjudged adequate for rational findings and decision taking.

Table 3.1 Sources of Population and Sample.

S/No	Alp centres	Classes	Population		Sample		Total
			Instructors	Students	male	female	
1.	Zaria	4	4	100	1	99	100
2.	Tukur-tukur	2	2	50	-	50	50
3.	Tudun-wada	3	3	75	-	75	75
4.	Zakara	1	1	25	25	-	25
5.	Dambo	1	1	25	-	25	25
6.	Dutsen abba	1	1	50	50	-	50
7.	Wusasa	3	3	75	25	50	75
Total		15		400	101	299	400

Sources: Kaduna State Agency for Mass literacy programme (2007).

3.9 Instruments for Data Collection

Questionnaire was used as an instrument for data collection. Section A dealt with the personal data of the respondents and B, C and D dealt with the programme implementation and issues that surrounded it in the Local Government Area.

3.9.1 Description of the Instruments

3.9.2 Description of instrument on the personal data tagged (IMQ)

Ten items were provided for respondents to tick the appropriate box for the materials that were adequate or inadequate.

3.9.3 The funding and support (FSQ) of ALP

Statements were made and the respondents were instructed to tick “Yes” or “No” in the box after the statement. Ten items were generated on it. The statement were in the left side and “yes” or “no” are designated at the right side of the items.

3.9.4 Observation and Student opinion towards ALP curriculum implementation

There were ten items on the left side and strongly agreed (SA) Agreed (A), Disagreed (DA) and Strongly Disagreed (SD) were designed in columns on the right side of the items. The students were to read the items and tick the appropriate columns. As depicted in the instructions at the beginning of the section.

3.10 Validity

The instruments were validated by the experts in Measurement and Evaluation Departments, Ahmadu Bello University, Zaria. Both face and contents validity were undertaken and necessary comments were made by the experts while scrutinizing the items. Corrections and comments were taken in good faith and effected before the administrating of the instruments.

3.10.1 Reliability

A pilot study was conducted in one centre to ascertain the validity and reliability of the instruments. The split half reliability co-efficient was computed and calculated. The computed r-value for the correlation co-efficient reliability test for the research instrument was .81. This showed an appreciable level of reliability of the instruments administered.

3.11 Administration of Instruments for Data Collection

210 copies of questionnaires were designed, printed and administered. Using direct delivery technique (DDT) or On-the-spot method. This direct technique yielded positively. 205 (98%) of the

copies of questionnaire were correctly filled. However, 5 (2%) were wrongly responded to by the respondents. The 98% of the questionnaire were adjudged to be adequate for rational decision.

3.7 Method of Scoring

The item on adequacy and inadequacy were rated accordingly while 'Yes' or 'No' items were scored on the bases of frequency counts and percentages. The items in part D were scored according to the weight and statement.

Strongly Agree (SA)	4
Agree (A)	3
Disagreed (DA)	2
Strongly Disagreed (SD)	1
Total	**10**

The mean was calculated as $\frac{4+3+2+1}{4}$

$$\bar{X} = \frac{10}{4} = 2.5$$

All other statistical tools used in the analysis of data were based on this mean.

3.8 Methods of Data Analysis

Research questions were analyzed by frequency counts and percentages while data from instruments part B, C, D and E were analyzed by the Chi square (X^2). Part F was analyzed using t-test statistic. The choice of chi-square in addition to the t-test has been depicted by the topic of the work i.e. assessment or measurement of the implementation of ALP curriculum in Zaria L.G.A.

3.9 Summary

This chapter discussed Research Design, population for study, sample and sampling techniques, instruments and description of instruments. Other variables discussed in the chapter included the validation and reliability of the instruments for data collection, scoring method and data analysis.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND RESULTS.

4.1 Introduction

This chapter presented data procured from the field, analysis, results and discussions. The research questions and hypotheses were presented including the data got from the testing.

4.2.1 Research Question One

How adequate are the instructional materials available for the implementation of Alp curriculum.

Table 4.1 Analysis of Adequacy of Instructional Materials

	Items	Adequacy	%	Inadequacy	%	Not available	%
1.	Chalk boards	√	100				
2.	Exercise books/ pencils /pens	√	100				
3.	Portable Boards			√	60		40
4.	Charts/maps/ pictures		95	√	5		
5.	TV					√	100
6.	Radio/Radio cassettes			√	30		70
7.	Admission Registers	√	100				
8.	Attendance Registers	√	100				
9.	Finance Records /Textbooks	√	100				
10.	Globe etc			√	20		80

Based on both opinion and inventory lists, analysis in table 4.1 indicated that chalkboards, Exercise books, pencils and pens were adequately available in the implementation of adult literacy programme curriculum. All the respondents affirmed it. Also, admission registers, attendance registers and textbooks and finance records were adequately available. Chalkboards/maps/pictures received 95% of the respondents. However, portable boards received 60%, TV was not available at all. 100% of not available can be seen at glance in the table. Majority of the simple but vital instructional and learning facilities were available. It meant that the programme was fairly successful in the study area. Taiwo (1980) asserted that implementation of the curriculum of any educational programme would be enhanced or facilitated if the above items are in adequate supply.

4.2.1 Research Question Two

To what extent do teachers in Alp make use of the instructional materials?

The data and analysis were presented in table 4.2. based on the availability and utilization of the materials in teaching and learning situations. The materials available were well utilized but a

good number of these materials were not available during the observation.

Table 4.2 Uses of Instructional and Learning Materials

ITEMS	USES	PERCENTAGES
Chalks	For writing on the board	100
Exercise books/ pencils /pens	For writing notes/exercise	
Portable Boards	For easy transmission of facts	100
Charts/maps/ Pictures	For vivid illustration visually	100
TV/Video	Clear vision/stimulating interest	100
Radio/Radio cassettes	For listening/oral understanding	100
Attendance Registers	For taking regular attendance	100
Admission Registers	For admission number and permanent recording	100

Finance Records	For recording financial records	100
Globe etc	Useful in teaching social studies	100
Textbooks/primer	For reading, doing exercises/assignments	100
Hoes/Cutlass	Practical Agriculture and clearing surrounding	100

Analysis of data procured from the field on question two indicated that all the teaching and learning materials contributed immensely to the implementation of ALP curriculum in the study area. This analysis is in line with the contention of Ben-Yunusa (2000) who maintained that instructional materials facilitate teaching and learning vividly and permanently on the side of the learners. They also make the work of the instructors easy and simple for them.

4.2.3 Research Question Three

To what extent do government and non-governmental organizations support the implementation of Alp curriculum?

Table 4.3 Government and International Support Identified by the Respondents.

Federal and state governments	Materials and cash	100
International organizations	Materials and cash	80
NGO supports	Materials and cash	50
Individuals supports	Materials and cash	10
Local Government Support	Monitoring	40

Observations of table 4.3 exhibited that federal, state, Government, International and non-governmental organization supported the programme materially and in cash more than the individuals and local government. Ogunlade (2007) asserted that education was funded mostly by the Federal and state government. Only few individuals used to support education materially and financially. It was therefore, not a novel in the study area and in this finding.

4.2.4 Research Question Four

What were the problems militating against the implementation of ALP in Zaria LGA?

Table 4.4. Problems militating against the implementation of ALP curriculum in Zaria LGA

	Problems Identified by The Respondents	Frequency	Percentage
1.	Qualified instructors are lacking	160	80
2.	Lack of female instructors	183	86.7
3.	Lack of adequate funding	210	100
4.	Lack of government commitment	195	93
5.	Inadequate instructional materials	141	67
6.	Unconducive environment	187	89
7.	Students population	202	96
8.	Inadequate monitoring	153	73
9.	Inadequate evaluation mechanism	174	83
10.	Lack of manpower, teaching and learning facilities	204	97

Analysis in table 4.4 indicated that ALP was immensely confronted with many obstacles in the study area. All items received affirmation of above 50 (67%) and above of the respondents. This finding was in agreement with the contentions of Okam (1998) and Udoh (2003) who argued that adult education

development in any part of the country was saddled with enormous problems ranging from unconducive atmosphere to a serious lack of funding. With adequate funding, instructors, both female and male could be mobilized at any point in time. Ogunlade (2007) hypothesized that many well-to-do Nigerians were not ready to resolve educational problems with their income.

4.3 Research Hypotheses

4.4.1 Hypothesis one

Instructional materials were not significantly different from the availability of staff in the implementation of ALP curriculum of staff in Zaria LGA. The analysis and data were presented in table 4.5.

The instructors responded to the items on the instructional materials and staff and mean scores were used in the analysis of data.

Table 4.5 Instructional materials analysis of data

				Marginal Roll
Female	5	3(2.3)	2(2.7)	5
Male	10	4 (4.7)	6 (5.3)	10
	15	7	8	15

The calculated X^2 is 1.1

The critical X^2 at 0.05 Alpha is 3.84

Observation of table 4.5 indicated that the calculated chi(X^2) was 1.1 while the critical chi (X^2) was 3.84 at df 1. Since the calculated value of X^2 was less than the critical value of X^2 was greater than the calculated. The decision was to accept the null hypothesis. Implication was that instructional materials and availability of staff were both useful in the implementation of the Alp curriculum.

4.3.2 Hypothesis Two

Female and male were not significantly different in their perception over the contributions/uses of the instructional materials in the implementation ALP curriculum. Independent t-

test was used as statistical tools in the analysis of data. The data and the analysis were presented in table 4.6.

Table 4.6 Female and Male perception of the contributions/ Uses of the Instructional Materials

Respondents	100(88.6)	40(48)	15(18.5)	155
Male	20(31.4)	25(17)	10(6.5)	55
Female	120	65	25	210

Calculated X^2 = 13.3

Critical X^2 = 5.99

Df = 2 under 0.05 alpha level of significance

Since the calculated value was greater than critical X^2 value of 5.99, the null hypothesis was rejected. The decision was reject accept the Null hypothesis. Implication was that male and female were significantly different in their perception of the contributions and uses of instructional materials. The findings tallied with Awotunde and Ogodulunwa (2004) who discovered that both female and male assessed the immense contributions of the instructional materials and appreciated their values. Gender has no barrier in human perception.

4.3.3 Hypothesis Three

Government, NGO and International organizations have no significant support for the implementation of ALP curriculum in the study area. The male and female instructors and the students responded to this congestural statements X^2 was used in the analysis of data.

Table 4.7: Analysis of Government supports for ALP Curriculum

Respondents						Marginal
Male instructors and students.	55	10(26.2)	20(7.9)	15(11.8)	10(9.2	55
Female instructors and female students.	155	90(74)	10(22.1)	30(33.2)	25(25.8)	155
Marginal	210	100	30	45	35	210

Calculate $X^2 = 40$

Critical $X^2 = 8.82$

Df = 3 under 0.05 Alpha of significance

Observation of table 4.6 showed that the number of male instructors and male students was 55 and that of the female instructors and female students was 155. The calculated X^2 value was 40 while the critical X^2 was 8.82 under the df 3.05 alpha level of significance. Since the calculated X^2 of 40 was greater than the critical X^2 of 8.82, the decision was to reject the null hypothesis in favour of alterative hypothesis. Implication here is that government of all levels (three tiers) supported the ALP in the study area.

4.3.4 Hypothesis Four

Instructors and the students were not significantly different in their perception of problems militating against implementation of ALP curriculum in the study area X^2 was employed in the analysis of data. All respondents responded to the questionnaire of this hypothesis. Data and analysis were presented in table 4.8.

Table 4.8: Perception of the problems militating against ALP curriculum implementation

Respondents					Marginal Roll
Male	15	3(5.9)	5(4.5)	7(4.6)	15
Female	195	80(77.1)	58(58.5)	57(59.4)	195
Marginal roll	210	83	63	64	210

Calculated X^2 = 3

Critical X^2 = 7.82

Df = 3. under 0.05 alpha level of Significance.

Observation of table 4.8 depicted that X^2 calculated of 3 was less than the critical X^2 of 7.82 under the df of 3, under 0.05 alpha level of significance. Since the calculated X^2 was less than the critical X^2, the decision was to accept the null hypothesis. Implication was that instructors and the students were not significantly different in their perception of the problems militating against the implementation of the Alp curriculum in Zaria L.G.A.

4.10 Hypothesis Five

Instructors and the students were not significantly different in their views of the adequacy of the curriculum contents of the ALP in the study area. T-test was employed a statistical tool in the analysis of data procured from the field.

Table 4.9: Analysis of Data on the Adequacy of the Curriculum Contents

Respondents	N	$\overline{X}$	SD	Caltt	Criti t	Df	LS
Instructors	15	2.86	2.95	2.39	1.64	203	
Students	195	1.02	2.04				

Calculated t = 2.39

Critical t = 1.64

Df = 208

05> alpha level of significance

The calculated t was 2.39 while the critical t was 1.64 under df of 208 .05 alpha level of significance. The decision was to reject the Null hypotheses since the calculated t value was greater than the critical t value of t in favour of the alternative hypothesis. Implication here was that the instructors and the students were

significantly different in their perception of adequate curricular contents of the implementation of ALP curriculum.

4.4 Discussion

Analysis in table 4.5 revealed that instructors and instructional materials were not the same. Taiwo (1980) asserted that instructional materials were not human beings (teachers or instructors). It was therefore, an error of judgment to accept that instructional materials and the instructors of adult literacy programme were the same. Human beings made and created the instructional materials. Instructional materials are inanimate objects, not to be compared with their creator.

Analysis of data in table 4.6 revealed that male and female were significantly different in their perception of the contributions and uses of instructional materials in the implementation of ALP curriculum. This finding was in affirmation with Nwachukwu (1991) who maintained an argument that the importance of instructional materials in making the teaching and learning vivid and permanent could not be over-emphasized. Teaching materials save time and arouse interest in the learners. Every intentional

teachers/instructors could not do without them. The contributions cannot be over-emphasized in the teaching and learning situation.

Table 4.7 revealed that the calculated X^2 value was 40 while the critical X^2 was 8.82 under the df 3 alpha level of significance. Since the calculated X^2 of 40 was greater than the critical X^2 of 8.82, the decision was to reject the null hypothesis in favour of alternative hypothesis. Implication here is that government of all levels (three tiers) supported the ALP in the study area. This findings agreed with Ogunlade (2007) who stated that government and other organs contributed substantially to the implementation of adult literary programme curriculum in the whole of West Africa and Nigeria in particular

Analysis of data in table 4.8 showed that the calculated X^2 value of 3 was less than critical X^2 value of 7.82 under df of 3 alpha level of significance. The decision was to accept the Null hypothesis. Implication was that government and Non governmental organizations' contributions were substantially appreciated. This was in line with Ogunlade (2007) who asserted that government and other organs contributed substantially to the implementation of adult literacy programme curriculum in the whole West Africa and Nigeria in particular.

Analysis in table 4.9 indicated that calculated t value of 2.39 was greater than the critical t value of 1.64. The decision was to reject the Null hypothesis and accept the alternative conjectural statement. Instructors and the students were significantly different in their perception of the militating problems. This was in agreement with the findings of Ali (2007) who maintained that the instructors and the students were divergently educated and thus have divergent perception of the problems. In addition, adequacy of the curriculum contents were more understandable by the instructors who were the implementers of the ALP curriculum. The curriculum were broken down into syllabi and schemes of work, by the instructors thus, it was imperatively important to note that instructors were more knowledgeable in curriculum contents than the students. The students were the recipients of the implemented Alp curriculum but not be the knowledgeable assessors like the instructors.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses summary of the work, conclusions, suggestions and recommendations. It is the concluding part of the work and it depicts the limitations to the research and its contributions to knowledge.

5.2 Summary

Chapter one was the introductory part of the work. It dealt with the background of the study, research questions and hypotheses other segments in the chapter included the significance of the study theoretical framework and the scope and delimitation of the study.

Chapter two revealed related literature. The work of previous authors were reviewed. While some authors' views were complimentary, others were divergent. On the whole, empirical studies complimented the entire review. A good number of authors have fewer respondents, research questions and hypotheses. The current study narrowed some of the identified gaps. This study is the most current, thus bridging the gaps of the previous works.

Chapter three was the road map of the thesis. Research design, population for study, sample and sampling techniques and instrumentation were discussed. Other sub themes were descriptions of instruments which were mainly questionnaire validation and reliability of the instrument were guaranteed by the experts in Research Methods and Data Analysis of the Faculty of Education, ABU, Zaria. Methods of scoring and data analysis were also discussed.

Chapter four discussed the presentation of data, analysis and interpretations. It was based on the analysis that the results were found and discussed under the section on discussion.

It was found that Governments – Federal, state and local government and NGOs have interest in the ALP; they therefore, contributed to its funding and development. Also, ALP was a worthwhile programme, worthy of investing both human and material resources. Male and female both perceived the problems militating against smooth implementing of ALP curricular in Zaria LGA. They equally maintained that the problem should be ameliorated for improvement and sustenance of the Alp.

Further, many persons have agreed that they have benefited from the ALP immensely. Some students used the knowledge to

gain admission into higher institutions, secure employment, improve their trade and occupation practically.

Chapter five is the concluding part of the work. It centered on the summary, conclusions, suggestions and recommendations. Contributions to existing knowledge were highlighted in the chapter.

5.3 Conclusions

Based on the preceding summary, the following conclusions were drawn.

(1) That adult literacy programme implementation in Zaria LGA is a viable and good programme, worthy of encouraging.

(2) That this worthwhile programme was fraught by problems which could be summontable by the people if there were commitments.

(3) That both male and female in the study area benefited immensely from the programme. Some students used the acquired knowledge to secure employment and improved their own socio-economic development.

(4) That prospects of the programme overweigh the problems. It was therefore, concluded that the three tiers of

governments should pursue its sustenance to logical conclusion.

(5) That the curricular contents of the ALP were adequate and culturally suitable.

5.4 Recommendations

Consequent upon the above conclusions the following recommendations were made:

1. The elite and well-to-do indigenes of Zaria Local Government should assist in funding ALP in the area in order to encourage its development and sustenance.
2. Government and Non-governmental organizations should invest more funds in Adult Literacy Programme in the Local Government. This shall solve the programmes' acute problems of funding. Even recruiting instructors depended on the funds.
3. Enlightenment campaign by the state and local government in the area of Alp should be regular so that other adults who did not benefit from the formal education should register for it.

4. Federal, state, local government and NGO and enlightened individuals of the local government should put hands on deck in order to improve the implementation of Alp in the study area.
5. The three tiers of governments should intensify effort to encourage its development and functional sustenance since both female and male adults are benefiting from its fruits in the study area. There are needs for a review of the Alp curricular in order to make it tally with the era of ICT. The both content and the objectives could be reviewed.

5.5 Suggestions for Further Studies

The following specific topics are suggested for further studies

1. Evaluation of Adult Literacy Students performance from 2004 to 2007: An Implication for Curriculum review in Kaduna state.
2. A place of ICT in the Adult literacy curriculum: Implication for curricular planner and implementers in Kaduna state.
3. Women empowerment through Adult Literacy programme: Problems and prospects in Kaduna state.

4. Rural development through Adult Literacy Programme: Challenges to the government of Kaduna state.
5. Enlightenment on Agricultural production through Adult Literacy Programme: Challenges to the curricular planners and executors in Kaduna state.

5.6 Contributions to Knowledge

1. The study at least has contributed to the knowledge bank of curriculum and instructions as a discipline. Also, this document shall serve as a point of reference to the future researchers.
2. The misconception about Adult literacy programme in Zaria LGA has been cleared by the results of this study.
3. The document shall augment the efforts of the committee on monitoring and evaluation in the Ministry of Education in Kaduna State.
4. Adult literacy instructors shall benefit from the results of this work.

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APPENDIX A

Department of Education
Faculty of Education
Ahmadu Bello University,
Zaria.
5th April, 2008

Sir/Madam,

A LETTER OF INTRODUCTION

This is to introduce the bearer, our PG Master Student. He is undertaking a research titled "An Assessment of Adult Literacy Curriculum Implementation in Zaria L.G.A. of Kaduna State".

We solicit for your co-operation as we require information regarding the topic from you and your colleagues. The information supply shall be judiciously used confidentially since it shall be used for educational issues.

Thank for your co-operation.

Yours faithfully,

For Supervisor
Ali Obe

APPENDIX B

PART A: PERSONAL DATA

Instruction: Tick (√) Appropriate Boxes

1. Sex: (a) Male ( ) (b) Female ( )
2. Status: (a) Student ( ) (b) Instructor ( )
3. Age: (a) 15 – 20 ( ) (b) 21 – 25 ( ) (c) 26 – 30 ( )
   (d) 31 – 40 ( ) (e) 41 - 50 ( )
4. Instrutors: (a) Male ( ) (b) Female ( )
5. Qualifications: (a) TC II ( ) (b) WASC/NECO ( )
   (c) NCE/Degree ( )

APPENDIX C (Questionnaires)

Section A (IMQ) Items on the instructional materials and students learning facilities for instructors and students.

Tick (√) Appropriate Boxes

	ITEMS	ADEQUATE	INADEQUATE	NOT AVAILABLE
1.	Chalk boards			
2.	Exercise books			
3.	Portable board			
4.	Charts/Maps/picture			

5.	TV			
6.	Radio/Radio cassettes			
7.	Attendance Register			
8.	Admission Register			
9.	Finance Records			
10.	Globe			

SECTION B: ITEMS ON STUDENTS FEELINGS AND OBSERVATION (SFOQ) FOR STUDENTS ONLY

INSTRUCTION: TICK (√) APPROPRIATE COLUMNS ON THE RIGHT SIDE OF THE STATEMENT

		SA	A	DA	SD
1.	I thank the Government for this ALP programme				
2.	It is a success in Zaria LGA				
3.	It helps me to know how to read and write				
4.	The knowledge makes me to feel happy.				
5.	I use the knowledge to secure job in LGA				

6.	My boss likes me more than before				
7.	Even in my business, I am more successful now than before				
8.	My community makes me maiangwa now				
9.	I am not a cleaner again but a messenger and file-boy with my own table				
10.	ALP helps me to be what I am now				

SECTION C: ITEMS ON FUNDING/FINANCING FSQ) BY GOVERNMENT AND NGO

	ORAGNIZATIONS	YES	NO
1.	Federal Government supports ALP in the study area.		
2.	Kaduna State support ALP adequately		
3.	Both Federal and State Government support ALP financially		
4.	Individuals finance it		
5.	International and NGO support it very well.		

6.	LGA support financially in the study area		
7.	Instructors were paid by Government only		
8.	Students pay school fees		
9.	Materials were paid for by government		
10.	Generally, both government and NGO give financial aid to ALP implementation		

SECTION D: ITEMS ON THE PROBLEMS MILITATING AGAINST THE IMPLEMENTATION OF ALP CURRICULUM FOR INSTRUCTORS.

S/No		**SA**	**A**	**DA**	**SD**
1	Qualified instructors are lacking				
2	Lack of female instructors				
3	Inadequate funding features the programme				
4	Government is not committed to the programme of ALP				

5	Inadequate instructional materials is acute				
6	Unconducive environment causes a lot of concerns.				
7	Irregular attendance of the student is a set-back for the programme				
8	The monitoring is effectives				
9	Evaluation of the programme is effective and sufficient				
10	There are enough of supportive staff in the programme.				

SECTION E: ITEMS ON THE CURRICULAR CONTENTS OF ALP IN THE STUDY AREA FOR INSTRUCTORS ONLY.

S/No	CURRICULAR CONTENTS	SA	A	DA	SD
1	The basic literacy is provided for the learners				
2	There are no enough instructors for the implementation of post literacy curricular				
3	It helps in empowering women in their daily activities				
4	The curricular laid more emphasis on workers education				

5	Containing education has no relevance to the adult as students				
6	The nomadic also benefited from the programme				
7	English language is being used through out as a language of communication				
8	Mathematics syllabus is well implemented				
9	Local language is always used in the ALP class				
10	There are much emphasis on the health education				

APPENDIX D

Table 1: National Commission for Mass Literacy Adult and Non-Formal Education Information on the Mass Literacy programme.

State_____ Date of Establishment_____

Agency_____ Number of classes_____

1. Programmes

   Types

   d. Basic literacy

   e. Post Literacy

   f. Women Education

   g. Worker education

   h. Continuing Education

   i. Nomadic Education

   j. Others

Source: Monitoring Handbook (1990, p. 17).

2. STRUCTURES FOR IMPLEMENTATION OF MASS LITERACY CAMPAIGN

a. Department within the Agency 1 – 2 – 3 – 4 –

b. Is there a state Advisory Committee for Mass Literacy?

   Yes or No

c. Has the literacy network been set up? Yes or No

d. How effective is the literacy network in the state and Zaria LGA? Very effective/Effective/Fairly Effective/Not effective at all.

e. How many centres in this LGA are for ALP? 2, 6, 4, 5

f. Total number of classes run by the LGA?_____

g. Total number of NGOs involved in literacy activities_____

h. Total number of classes run by NGOs_____

i. Total number of classes run by the individuals_____

j. Total number involved in

(a) conventional method of teaching_____

(b) Each one teach one EOTO_____

k. Total number of supervisors in the study area_____

l. Total number of women centres run by the agency_____

m. Total number of Extension workers_____

n. Total number of persons registered for literacy programme in the local Government Area of Zaria

(a) Inception_____ (b) Current number_____

o. Total number of grandaunts since:

(a) inception_____

(b) 2000 to date_____

p. Total number of instructors

(a) Agency_____

(b) LGA_____

(c) NGO_____

q. Total number of instructors funded by individuals_____

r. Personal training organized for

(a) Instructors_____

(b) Organizers_____

(c) Others_____

3. FUNDING

(a) Sources of funding_____

(b) Amount allocated to mass literacy since 2000 till date

2000_____

2001_____

2002_____

2003_____

2004_____

2005_____

2006_____

2007_____

4. INTERNATIONAL CO-OPERATION

(a) _____

(b) _____

(c) _____

Total amount involved:

(a) Government contribution_____

(b) Donor Agencies Contributions_____

5. HOW MANY LGA INSTRUCTORS?

(a) Full time Instructors_____

(b) Part time Instructors_____

(c) Volunteer Instructors_____

(d) Female Instructors_____

6. MOBILIZATION

Mobilization facilities

(i) TV

(ii) Radio

(iii) Drama

(iv) Town crier

(v) Others.

7. SPECIFIC SKILLS THAT MEMBERS OF TEACHING STAFF HAVE

(a) Agriculture (b) Health (c) Home Economics (d) Masonry

(e) Carpentry (f) Typing (g) Others.

8. INTRUCTIONAL MATERIALS IN USE

MATERIALS	ADEQUATE	NOT ADEQUATE
Literacy primer		√
No. of classes	√	
No. of instructors:		
Male	√	
Female		√
Exercise books	√	
Pencils	√	
Chalkboards	√	√
Portable board		√
Charts		√
Maps	√	
TV		√
Radio and Radio cassettes		√
Attendance Registers	√	
Admission Registers	√	

Finance Record Books	√	
Pictures	√	
Other unspecified materials		√

Sources: Monitoring Handbook (1990 p. 16)

Responses to the above by the respondents and the researcher indicated that adult literacy programme curriculum implementation has not attained its full goals and objectives. Enlightenment still needed, particularly in Zaria city where cultural inhibitions prevented full implementation till date.