THE UTILISATION OF EDUCATIONAL MATERIALS IN MASS LITERACY CAMPAIGN. A CASE STUDY OF KANO STATE

BY

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DECLARATION

I hereby declare that this project report has been written by me and that it is a record of my own research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks or identation and the sources of information are specifically acknowledged by means of references.



ALHAJI MUHAMMED MAIBENI

CERTIFICATION

This Project report entitled 'The Utilisation of Educational Materials in Mass Literacy Campaign, A Case Study of Kano State' by Alhaji Muhammed Maibeni Meets the regulations governing the award of the degree of Masters of Education (Instructional Technology) of Ahmadu Bello University, and is approved for its contribution to acknowledge and literary presentation.

Chairman, Supervisory Committee	1st Dec 1999 Date
Member, Supervisory Committee	1st Dec 1999 Date
Member, Supervisory Committee	Date
Head of Department	23/1/90 Date
Dean, Postgraduate School	19/7/97 Date

DEDICATION

This work is dedicated to my beloved Children: Ibrahim, Usman and Salihu. I have set the ball rolling. It will soon be in your court.

ABSTRACT

The Agency for Mass Education (AME) Kano has made a tremendous progress in its literacy campaign. In 1983, it won the Iraqi literacy honour for its literacy campaign in Kano. Since the world of education recognises the contribution of educational materials in learning, this research was therefore motivated by the question of whether the campaign uses educational materials for its . programmes. The study was therefore undertaken to determine:-

1) The availability of educational materials for the campaign;
2) How much educational materials are being used in the campaign;
3) Who prepares the educational materials for field use;
4) How much imported educational materials are used in the programme.

The literature search revealed that the use of educational materials is necessary for the eradication of illiteracy. It also showed how adult learners can modify their environment through learning if educational materials are used. It finally revealed that little use is made of educational materials in the Nigerian Mass Literacy Programmes.

I am appreciative of the Department of Education, Instructional Technology Section, Ahmadu Bello University, Zaria for the material support. I am indepted to all the authors whom I have quoted or referred to throughout this study. I am grateful to the Kano State College of Education who sponsored me to attend the M.Ed programme. I am also appreciative of the tolerance of my beloved wife, Aishatu Muhammed Usman, for my constant absence during the programme. Finally I am grateful to Chidiebere Orji of Kano State College of Education Gurnel Campus for typing this work.

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December, 1988 A.M. Maibeni

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ABBREVIATIONS AND DEFINITION OF TERMS

A.B.U.	Ahmadu Bello University
ACPO	Accio Cultural Popular
AME	Agency for Mass Education
CAEES	Centre for Adult Education and Extension Services
FAO	Food and Agricultural Organisation
J.C.C.	Joint Consultative Committee
KERC	Kano Educational Resource Centre
NNCAE	Nigerian National Council for Adult Education
NPE	National Policy on Education
UNESCO	United Nations Educational Scientific and Cultural Organisation

Adult Education: Is regarded as a process by which men and women seek to improve themselves and their societies by increasing their knowledge and their abilities to deal effectively with their environments.

Literacy Campaign:

It is used here to refer to a planned large-Scale activities focused on eradication of illiteracy.

Educational Materials

It is the materials an Instructor or Student can prepare to assist him in transmitting or learning facts, skills and attitudes.

Literacy: Is the acquisition of knowledge and skills in reading and writing which enables an individual to engage effectively in all those activities which relate to the needs of the society.

Chapter 1

INTRODUCTION

1.1 Background to the Study

The report of the Reference Committee of the J.C.C. on Adult and Non-formal Education (1987), provides an evidence to show that adult literacy efforts have a long history in Nigeria. The report states that, the people of Nigeria are known to have a history of practical "Visual literacy" as shown in their engagement in painting symbols on themselves, on rocks, trees and walls as far back as the eleventh century. Arabic scripts and writings are known to have been introduced about the same period (J'C.C. 1987). Omolewa (1981) pointed out that , in 1900 almost the whole of Northern Nigeria was dominated by Islamic influence. According to him it is on record that about 20,000 Koranic Schools existed with an enrolment of about 250,000 pupils. Among the distinguished scholars of the period were Usman Dan Fodio and Muhammadu Bello.

Ume (1983) pointed out in his article that both formal and adult education were introduced in Nigeria

by the European Missionaries who established Churches and Schools for the education of their converts as far back as 1842. The 1940s too saw the effects of veteran adult educators like A.J. Capenter, J.S. Ogunlesi, F.A. Akomolede and M.A. Olajide who worked round the clock to plant literacy among the adult population at Akure, Ilaro and Lagos (Omolewa 1987).

Vanter (1961) in his article "The War Against Ignorance in Northern Nigeria" observed that Northern Nigeria Literacy Campaign figures were impressive in the 1940s and 1950s. According to him, Mal. Ahmadu Coomasie offered able leadership in this area and recorded much success. Vanter further pointed out that every-where in Northern Nigeria there was a great desire to read and write. This was perhaps reminiscent of the 'Education Jihad', The War Against Ignorance, or 'Yaki da Jahilci' among the Hausa at the turn of the nineteenth century. In the same article Vanter observed that the impetus for this mass desire to know was provided by the Regional Government through its Adult Education Headquarters at Zaria. The headquarters was responsible for training supervisors and instructors, classbooks and teaching aids production, advice on organisation, maintenance of standards and general supervision.

After independence, functional literacy[1] campaign and programmes were organised in all the three regions of Nigeria (J.C.C., 1987). Professor Babs Fafunwa described 1950s and 1960s as a historic period in Nigerian Education, because it was a period of innovation. According to him, it was during that period that Nigerian leaders made attempts to bring both primary and adult education to most children and adults respectively.

It is also worth noting here that in March, 1972, the Federal Commissioner of Education, Chief A.J. Eke in his address to the Nigerian National Conference on Adult Education entitled "Eradication of Illiteracy" outlined three goals of adult education as: the evolution of mass literacy, the encouragement of enlightenment and the attainment of a higher standard of production and living through the benefits derivable from extension service (Balogun, 1976).

---

1 Functional literacy is defined as literacy knowledge and skills of different types necessary to meet individual needs and foster national development.

It is in this regard and in an attempt to foster the development of adult literacy, the Nigerian National Council for Adult Education (NNCAE), recommended a ten-year national mass literacy campaign for Nigeria (J.C.C., 1987). This recommendation was adopted by the national seminar on the new National Policy on Education in July, 1973 under the joint chairmanship of Chief S.O. Adebo and late Professor H.A. Oluwasanmi (J.C.C. 1987).

In the 1977 National Policy on Education (NPE) revised in 1981 and 1985, the Federal Government recognises the need to eradicate illiteracy. In its section 7, paragraph 52, the NPE declares that:

> In order to eliminate mass illiteracy within the shortest possible time, an intensive nation-wide mass literacy campaign will be launched as a matter of priority and as a new all-out effort on adult literacy programmes throughout the Country. The mass literacy campaign will be planned with a limited duration of ten years during which all available resources will be mobilised towards the achievement of the total eradication of illiteracy. At the end of this time the established adult education services should be adequate to carry on the task. (NPE, 1985)

Osuji (1984) stressed that the same policy indicates that this launching of Mass Literacy Campaign was to be done through Mass Literacy Boards, working in co-operation with the Ministries of Education, the National Commission for the development of Adult Education and the relevant Departments of Universities in the Country.

In order to eradicate illiteracy, according to J.C.C. report, the Federal Government would support all the nineteen states with financial and material resources. The report also indicated an appreciable increase in enrolment in the first year (1982/83) of the 1983/92 National Mass Literacy Campaign period. According to the report, those who participated in literacy classes in 1982/83 in all the nineteen states including the Federal Capital of Abuja, constituted only 2.0 percent of the illiterate population. The report also showed that ten states enrolled 1 to 10 percent of their illiterate population while nine states enrolled less than 1.0 percent. The report concluded that the situation was obviously worsened with the apparent discontinuation of the Universal Free Primary Education Scheme which has given rise to many children dropping out of Primary Schools.

It was against this background of illiteracy that in Kano State the defunct civilian administration of Alhaji Abubakar Mahmud Rimi established the Agency for Mass Education (AME report, 1985). This Agency for Mass Education (AME) established in April 1980, was charged with the responsibility of eradicating illiteracy in the state and with the provision of facilities for continuing education (AME, 1985). The same report also indicated that the AME acquired its legal identity later in September 1981 by an act of the Kano State House of Assembly, known as "Agency for Mass Education Law, 1981".

The said Civilian Governor of Kano State at the opening of the Annual National Seminar organised by the Nigerian National Council on Adult Education in 1982, reported that:

> --- One significant landmark in our literacy is the compulsory Government Employee literacy programme which we introduced with a view to making all government para-government and local government employees literate by December 1982. With this target in mind, we have at the moment about 15,000 of such employees learning to read, write and calculate. We are making preparations to extend the programme to non-literate industrial workers through the co-operation of their employers and Unions. We are encouraging non-literate staff in Federal establishment, through their various department to be literate, so that by June, 1983 illiteracy among workers of all grades and of all establishments must have been a thing for the grave-yard of history in Kano State--- (Abubakar Rimi, 1982).

By December 1983, when the Military administration took over from the civilian Government, the mass literacy campaign through the Agency for Mass Education (AME) had acclaimed some favours not only in the country but also internationally as an effective instrument for combating illiteracy among adults (AME, 1985). The success of this campaign effort is perhaps clear in the award to the Kano State Agency for Mass Education of the Iraqi literacy Honourable Mention of 1983.

1.2 Statement of the Problem

As impressive as this campaign effort could be, there are issues about it that elude our understanding. One of them is the availability of educational materials for the literacy campaign programmes. One would like

to know how much educational materials are available and used for the mass literacy campaign in Kano? The study would also find *out* the personel who prepare the educational materials. Finally, the study will have a look at the imported and local educational materials being used for the Mass literacy campaign.

The specific questions to be addressed in this study therefore are:-

1. What educational materials are available for this Mass Literacy Campaign?
2. Do the staff use educational materials in the Mass Literacy Campaign?
3. Who prepares the educational materials for field use?
4. How much imported and locally made materials are used in the campaign?

1.3 Significance of the Study

As far as we know there are no hard facts about the use of educational materials for Mass literacy in Kano. This study would provide such. It is expected that those who are concerned with literacy programme will make use of the findings from this study to improve on and speed up the campaign.

The findings from this study would provide some relevant information to educational planners, administrators or any other group who may be involved in designing and implementing adult education in the country. It should help to identify holes to be plugged in making mass literacy programme more relevant and concrete to adults. It would provide information which could help in the training of personnel in adult education and extension services. Finally, the study would make relevant recommendations on the types of educational materials that are suitable for effective Mass Literacy programme in Nigerian context.

1.4 Basic Assumptions

For this study, the following assumptions are held:-

1. It is assumed that educational materials (prints and non-prints) are available for Kano Mass Literacy Campaign.
2. Efforts are being made by all agents of education to incorporate and apply the use of educational materials.
3. It is assumed that the Agency for Mass Education in Kano have personnel who prepare and use educational materials for the literacy programme.
4. It is assumed that Kano State like other states in Nigeria, use imported and local educational materials for the literacy programme.

1.5 Objectives of the Study

Below is a list of the objectives of this study:-

1. To identify available educational materials for the Mass Literacy Campaign in Kano.
2. To identify the extent to which educational materials are being used for the literacy campaign.
3. To investigate who prepares the educational materials for the Mass Literacy programme in Kano.
4. To show how much imported and locally made materials are used for the literacy campaign in Kano.

1.6 Delimitation and Limitation of the Study.

The research project is restricted to the selected local government areas of Kano State. The researcher cannot visit every village, community or adult learning centres to identify the differences. This is due to the limited time, financial constraints and the nature of the study.

Chapter 2

REVIEW OF LITERATURE

To be able to provide an insight into the study and provide a sound basis for the assessment of the capabilities of educational materials, the researcher carriedout a review of related literature. These are in the areas of Mass literacy, the place of instructional materials in the mass literacy programmes, learning process and problems of adults, educational materials and Mass Literacy in Nigeria, and AME literacy programmes.

2.1 The Concept of Mass Literacy

There are different interpretations of the concept of 'Mass Literacy'. The World Conference Of Education Ministers on the Eradication of Illiteracy organised by UNESCO at Tehran (1965) suggested that Mass literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limit of rudimentary literacy training, consisting merely in the teaching of reading and writing (Boardia, 1973). In addition to the above view, Bordia et al in their report titled 'liquidation of illiteracy' opined that:-

> We do not equate Mass Literacy with mere ability to read and write. Mass Literacy, if it is to be worthwhile must be functional. It should enable the literate not only to acquire sufficient mastery over the tools of literacy but also to acquire relevant knowledge which will enable him to pursue his own interest and ends.
>
> (Bordia et al, 1973)

Bordia et al further divided the Mass Literacy campaign into three stages as follows:-

1. The initial stage will consist of acquaintance with reading, writing and arithmetic and some general knowledge relating to civic and national problems in which the entire society is involved and to the profession in which the learner is engaged.

2. The knowledge and skill gained in the initial stage will train the adult learner to solve his personal problems and enrich his personal life.

3. The above stage will lead the adult learner to the programme of continuing education.

To support the above statements, Omolewa (1981) pointed out that Mass Literacy is a fundamental education. It is the acquisition of reading and writing skills which are to be applied for development of the community. He goes on to say that mass literacy is concerned with agricultural extension, community development and social welfare.

The above view stressed what UNESCO (1980) reported about Mass Literacy. According to the report mass literacy is closely bound with the level of development of

societies and with the intentions of both the people promoting the educational activity and of the individual and groups wishing to emerge from their state of illiteracy (Eheazu and Ebong, 1984).

In whatever way the concept of Mass literacy is looked at, the literature review shows that it is important to recognise it as the fundamental education to our developing nations, and the use of educational media cannot be neglected to promote it.

2.2 The Need for Mass Literacy Programme

In 1980 UNESCO reported that the entire world has 824.1 million illiterates aged 15 and above of which 801.4 million were in the third world countries. Of these 801.4 million illiterates in the third world, 604.3 million and 156.2 million were in Asia and Africa respectively (Bhola, 1980). Bhola also reported that the United Nations Declaration on human right in 1948, proclaimed that "everyone has the right to education". He pointed out that despite this declaration of education as a human right, millions of people mostly in developing countries will not have that opportunity to learn the fundamental skills of reading, writing and basic arithmetic.

Nigeria which is one of the third world nations had an estimated illiterate population of about 70.1 percent in 1980 aged 15 years and above (J.C.C. 1987, P. 3).

From here, it could be seen that the eradication of illiteracy is vital in Nigeria, if meaningful development is to be achieved. Hence, the National Policy on Education (NPE), 1977, revised 1981 and 1985 stressed the need for Mass Literacy. In its section 7 (52.1) it stated that "the mass literacy campaign will be planned with a limited duration of ten years during which all available resources will be mobilized towards the achievement of the total eradication of illiteracy". Also in the same section (52.2) the policy declares that:-

> In order to encourage individual to see literacy as a means of self-improvement, the government will draw up a list of occupations which requires literacy for their efficient performance and arrange facilities to make it possible for illiterate workers in those jobs to attain, through functional literacy programmes the minimum qualification of literacy necessary for improved performance in their jobs.
>
> (NPE, 1985).

The same policy in the same section (52.9 and 52.10) added that 'Adult Education would be fostered at local, State and National levels. A National Commission for Adult Education would be set up with branches in all the states to co-ordinate Adult Education activities. Adequate financial provision would be made by the Federal, State and Local Government to support Adult Education Programmes. These declarations were also supported in the fourth National development plan (1981-85, P. 260).

According to Oduaran (1986), the Federal Government of Nigeria therefore, planned and launch a national Mass Literacy campaign on 8th September 1982. He also reported that during the launching, President Shehu Shagari, stated that, 'the objective of the current National Mass Literacy campaign is to provide many more opportunities for organised learning of adults. Oduaran added that the President continued' that "in the ten years plan for the campaign million more adult Nigerians will be expected to learn to read, write and calculate". According to him, the President concluded that the acquisition of these skills would strenghten self-confidence in searching for ways to improve adults standards of living and to play more positive roles in socio-economic and political activities.

Earlier on, before the launching of the campaign, many individuals in Nigeria had stressed the need for Mass literacy campaign in Nigeria. Chief Obafemi Awolowo in 1960 stressed the need for Mass literacy when he said that "to educate the children and enlighten the illiterate adults through adult education is to lay a solid foundation for political stability". He continued "a truely educated citizenry is in my view, one of the most powerful deterrants to dictatorship, oligarchy and feudal autocracy" (Awolowo, 1960).

In support of Chief Awolowo, Okpala (1981) Observed that, "No nation can ever hope to be democratic, self-reliant, bouyant and what have you when its people are wallowing in ignorance, superstition and abject poverty". As Oluyitan (1987) puts it that "development is a dynamic change of a society from one state of being to another, and education is the most effective tool to achieve the needed change". These views were strenghtened by a sub-committee report on non-formal education (1987) that "the acquisition of Mass Literacy skills can help economic development for which Nigeria is in dire need today. It also helps illiterate Nigerians perform better roles as citizens, as family persons and as self-fulfilling individuals.

It is the opinion of the researcher that, with the above statements of the need for mass literacy in our society in mind, one may clearly state that the use of modern educational materials to extend the message of literacy and post-literacy skills are essential.

2.3 The Place/Role of Instructional/ Educational Materials in Mass Literacy Programme

The world of education has recognised the value of instructional materials in learning. It is on this basis that educators stressed the use of instructional materials for Mass Literacy Programme. In a broad look at their role in education, Schramm (1973) observed that:-

> Audio-visual materials when properly used in the teaching situation, can supply concrete bases for conceptual thinking, can add a high degree of interest to students, make learning more permanent, offer a reality of experiences which otherwise could have been gained, and developed a continuity of thought and contribute efficiently, depth and variety of learning.
>
> (Schramm, 1973).

To buttress the above point, Schramm added that, "people can learn from any medium, and variations in learning are likely to be dependent on how a medium is used as to which medium is used. He concluded that "indeed students usually learn as much from a communicatio medium used for instruction as from classroom teaching. This in effect is stressing the importance of educational materials in Mass Literacy. Schramm also lists five great needs of developing societies for which the educational materials are being used namely, upgrading instruction, teaching teachers, extending the school, teaching literacy and fundamental education and community development.

In support of Schramm, Okpala (1981) indicated that, teaching and learning process when educational materials are used become more interesting, more challenging, more rewarding and more effective.

Also Ogunmilade (1984) enumerated the advantages derived from the use of audio-visual materials as follow:-

1. Sharing expertise
2. Knowledge reaching a lot of people simultaneously
3. Preservation of records and documents
4. Bringing before us what otherwise could have looked imaginary or far-fetched.
5. Enriching learning
6. Allowing students to learn at their own rate - individual and group learning.
7. Integrating brain with hands in a well rounded education.
8. Allowing the most suitable material to carry the message, chalkboard, slide projectors, still pictures, recorders etc.
9. Challenging our sense of creativity
10. Making teaching and learning more pleasurable/ meaningful and yet more effective
11. Promoting better planning and scheduling on the part of teachers
12. Allowing the teachers more time for supervision, more time for creating and more time to correcting their students' work.
13. Some of their materials could be used in revision, in repetition etc. as the time, place and condition demand.
14. There is greater impression of facts in our minds as we study while we are doing or producing.

Igwe (1986) supported these views by adding that educational materials are means of opening doors and minds of village dwellers and distant areas to an education never before available to them.

Igwe's opinion brought us to the review of the actual educational materials used in literacy programme. Berrigan (1977) in his report, "A manual on Mass media in population and development" enumerated some of the educational materials used in mass literacy. According to him, they include radio, television, films, video-taping, tape recording, slide-sets discs, print media (posters, books, newspapers, magazines, pamphlets, charts, flipcards, etc) cassette, traditional folk media and gaming and simulation.

Also Karani (1986) enumerated some resource materials found useful in the implementation of training programmes for the illiterates. These include the print media (handouts, books, journals, newspapers, newsletters, workbooks, casestudies, cartoons, posters, charts, pictures, maps) simulation exercise (songs, dances etc), puppets, chalkboard, storyboard, displays, audip-tapes, film-strips, slides, motion pictures, overhead trans-parencies, opague projectors, television, radio, cassette recorders, computers, video etc

2.3.1 Print Materials

To be specific about the educational materials, Larken (1978) gave this views on the place of print in literacy programmes:

1. Print provides something more permanent than a tape recording of either sound or sound linked with vision.
2. It can also be used by the individual without additional equipment.

Larken cited an example with the Colombia's impressive 'radio' school Network (ACPO) which produces a weekly rural newspaper with a circulation of 70,000 and has sold millions of books in its 'peasant' library series. In the Tanzanian radio health campaign hundred of thousand of study booklet were produced and distributed. England's international extension college stress three-way teaching, which involved study groups with radio and print.

In support of Larken, Moemeka (1980) emphasized the importance of prints like newspapers in mass education and illiterate and semi-literate population. He said, that newspapers are regular and carry current and varied information on cultural, social, economic and political activities. He added that they are also capable of carrying literacy materials serving as reading materials for new literate, thus ensuring the illiterate do not only learn how to read, but also read to learn.

De-Jordan (1983) also reported on the place of print media in Mass Literacy. She said:-

> Print media can be used for creating generative words which are discussed and analysed by a study group before students learn to read and write and form new words. Through newspaper advertisment awareness can be created of the illiteracy problem among the general public and also as a means of recruiting literacy teachers to teach reading and writing. Newspapers and posters can be used for publicity purpose. (De-Jordan, 1983).

Through this little review on print, one would understand that print media are the cheap available means of sustaining literacy.

2.3.2 Radio

Another medium which almost all expert agree in Mass Literacy programme is the radio. Schramm (1973) cited the use of radio for training purposes, for practical instruction in agriculture and health, for talks on national policies and priorities, for correspondence schooling, for community development action, for study groups, for literacy, and in training and development campaign such as family planning, as well as for general entertainment.

Moemeka (1980) also reported on the use of radio in Mass Literacy. He said that, radio beats distance, and thus has an immediacy effect. It beats literacy barriers for one does not need to know how to read and write before one can learn from radio.

To buttress this point, Jenkins (1981) stressed that, although radio is limited to the spoken word, and cannot demonstrate things visually, it can present an unexpected wide range of subject matter. She cited an example with a project in Nicaragua where mathematics can be taught to primary school children by radio alone, where a teacher is present in the classroom but only as a Supervisor, and no printed materials are needed by the Children. In combination with print, the two together work very well (Jenkins, 1981, P. 48). An example here is the Latin American radio schools, where these combination is used to teach adults the equivalent of the entire primary school curriculum and more.

However, as good as the radio is in Mass Literacy, it has some disadvantages. If you miss a programme, or fail to understand a point, you have lost it. In addition to that, it is difficult to take notes while listening. Another problem is the convenience of the listening time.

2.3.3 Television

Television is different from the radio in that it has picture. Tyler (1965) in his article titled "combating illiteracy with Television" cited an example of the role of television in combating illiteracy.

He said:-

> ---The advantage of using instructional television are both in terms of quality of instruction and in terms of making use of volunteer and qualified classroom teacher--- If literacy lessons are broadcast over the air, individual illiterates viewers become a bonus audience. Help can be given to the viewers in follow-up exercises and drills by literate members of the community. Television can contribute greatly to the economic motivation of individual illiterate stimulating them to register for literacy classes and to maintain attendance and active participation--- (Tyler, 1965).

Oluyitan (1987) also reported on television and its importance for human development. He said that the use of media like television promote non-formal education and aid development of the people in particular and a nation in general. He cited its use with the Senegal's UNESCO sponsored Teleclubs. In this project, he said, about 500 women mostly from the working district around Dakar, were organised into ten discussion viewing groups to receive two broadcasts per week on the subjects of hygiene, nutrition, and the treatment of various illnesses.

Ingle (1974) cited some of the disadvantages of using television in Mass literacy:-

1. High costs
2. Relatively small number of individual owing television receivers.

3. Available receivers primarily in the possession of those individuals who have less of a need for Mass Literacy Programme.

4. Difficulty in producing relevant and interesting programme for rural audience.

2.3.4 Video Materials

One of the recent use of technology in literacy programme is video-taping. Researchers were carriedout on the use of video-taping in mass literacy programme. One of them is that of Blauden (1969). He carried out a research on video tape recording on victorian society in a one-year adult education class. He found-out that video-tape offered good study opportunity because it served to focus attention of the learners.

Cassey (1974) described the uses of video-taping in mass literacy programme. To cite cassey:-

> ---The technology provides instant feedback --- people can see and hear themselves in a matter of seconds---. Because video-tapes are easy to handle and do not require studio equipment, they are extremely well suited to show people interacting in a dynamic way in their own cultural milieu. The materials thus recorded can provide invaluable insights into peoples' knowledge, experiences and real needs --- (Cassey, 1974).

However, Capenter (1972) pointed out some problems in relation to the use of video tape in literacy programme. He said that, the potential of the video-taping is that it is not a broadcaster, but a narrow-caster zeroing in on particular problems, communities and constituencies.

2.3.5 Still Projectuals

Still projection media is another instructional aid used in mass literacy programme. Abdullahi (1984) described this media as those encompassing slides, films strips and overhead transparencies.
She went on to say that projected materials tend to focus attention in group presentation of the information on the screen. The instructor, according to him, can control sequence and rate of presentation of information. She also added that slides and overhead transparencies are flexible and can be up-dated easily. They provide avenues for prolonged study or repeated viewing either by groups of students or by individuals.

Vernon (1946) in his study on the value of film and film strips in instruction of adult contrasted with conventional oral and practical instruction, foundout that the filmstrips largely compensate for weakness among instructors. Also Amosun (1984) in her study stated that slides have the following advantages:-

1. They are useful in the teaching of skills of 'How to do it', step by step processes.
2. They can be projected at various speeds.
3. They can also be repeated in part or in whole to consolidate learning or recapitulate it.
4. Supplement, reinforce other learning such as excursion, lectures, demonstration and even motion films.

5. Used to introduce new skills and topics
6. Use best for independent study, though they can serve a medium or large group.
7. Flexible to use for they can be toilered to a particular need.

2.3.6 Motion Pictures

On film and motion pictures Hoban and Ormer (1951) concluded through their research that, the use of motion pictures could contribute significantly to visual methods of instruction, that film alone could be as effective as good instructors. Also, that for dynamic content, films may be superior to print.

In the same vein Erickson and Curl (1972), stressed that film and motion pictures provide intensively relistic experience. They added that, they can extend human perception by revealing the remote, the inaccessible, the invisible or the inaudible or by enabling viewers vicariously to relive the historic past. Potts (1974) is of the view that films and mobile units used in Mass Literacy Programme are best used to support precise development objectives in places where the need is concretely identified. It is on this issue that, Ribers and Stevens (1985) cited an example in Bangladesh where commercial Cinema houses are used as medium to desseminate development messages.

2.3.7 Audio Tapes

Another important technology in literacy programme is the audio tape technology. According to Erickson and Curl (1977) there is not a single aspect of the curriculum in which recording primarily in the form of cassettes, tapes cannot add new dimentions of versatility to the learning process. The advantage of audio tape technology in literacy programme are many.

According to Jenkins (1981):

1. Sound recorders are excellent for presenting materials that might otherwise be broadcast
2. Portable recorders can help decentralise broadcasting.
3. It is easy for anyone to learn how to make recording
4. You can wind back the tape and listen again to bits, or the whole programme and no restriction of time.

The main problem with using cassettes on a large scale are those of distribution and costs, in making copies of tapes, delivering them and providing equipment for playing them (Jenkins, 1981, P. 50).

2.3.8 Programme Instruction

Programme Instruction is another educational media used in mass literacy campaign. Studies of Neale, Toye and Belbin (1968) showed that when programme instruction is used to teach factual information to adults, the result showed that they learn best under different conditions.

2.3.9 Simulation and Games

One specific model of low-cost technology is that of gaming and simulation. Evans (1979) reported that games and simulation play important role in literacy training. The positive aspect of it, according to him, includes the advantages of being fun to play for adults and children alike, often an opportunity for active participation learning, provides immediate feedback, promote applications to real settings, and are flexible easy to create and reproduce.

Evans divided the games and simulation media into three:-

1. Skill practice games for literacy and numeracy training.
2. Role playing and
3. Simulation games for social literacy and the application of literacy and numeracy to real-life situations.

In a broadlook at the role of educational materials in literacy programme, Goldmark (1973) in the new Rural Society has cautioned that whatever one may feel about the suitability of educational media to bring about social change, it seems clear that they have demonstrated their usefulness in national development. What is more is that, the nations are becoming more aware that development requires popular participation, which educational media can stimulate.

2.4 Learning Process and Problems of Adults

Much has been written on the growing awareness of the need to understand an adult learner. It is not easy to give a straight forward definition of terms such as "adult" or the "adult learner". Various standard and yardsticks have been used to identify a person as an adult. In Nigeria, a person who attained the age of eighteen is legally regarded as an adult because he has the right to vote (Eheazu and Ebong, 1984). According to Brown and Tomori (1979) an adult is defined as "a person (man or woman) who has achieved full physical development and expects to have the right to participate as a responsible home-maker, worker and member of society. Brown and Tomori continued to say that, an adult learner is a person engaged in the process by which men and women (alone, in groups or in institutional settings) seek to improve themselves or their society by increasing their skill, their knowledge or their sensitiveness.

Learning is a life-long process since it goes on as long as one is alive. Learning can be thought of as consisting of three basic stages - acquisition, retention and retrieval (Adeyinka, 1984). These stages, according to Adeyinka, can be conceptualised as a learning chain with the links starting from perception and ending with the use of retrieval materials.

He added that, if any of the links is affected the latter successions of the chain may be obliterated.

To explain the above point, Jenkins (1981) added that this process of learning happens very quickly. Later, materials can be retrieved from memory. This usually requires cues to aid recall. Materials that is unused for a long while may gradually fade away from the memory. She concluded that our jobs as educators is to create the stimulus to learn, present the content, make easy the ordering of information, and aid its recall.

Learning process of adult is dictated by some distinct characteristics which educators should not ignore. According to Eheazu and Ebong the adult learners psychological and motivational levels differ from those of Children. A study of Jacobs and Cary Dickson foundout that the decline in the performance of a learning task with advancing age is not necessarily due to a decline in learning ability, but rather a result of such non-cognitive factors as poor health, mal-nutrition, poor family background, lack of drive, a decline in visual acuity and other adverse physiological conditions like hearing impairment and poor verbal ability (Msimuko, 1982).

According to UNESCO report, 1980, Adults in a learning situation want to be viewed from the stand point of their entire adult personality and not solely in relation to their role as students. The adult comes to learn with some residual knowledge, it does not matter whether he is an illiterate, a drop out, someone on the job training, a part-time student or job-seeker. Thus, no one particular dimension of the adult person should be viewed in isolation. Adult human beings should be approached through the complexity and diversity of their emotional, physical, social and practical dimensions.

In support of the above, Eheazu and Ebong (1984) added that the adults impression, reflections, judgements, feelings, happy and unhappy experiences go a long way to build up and facilitate his/her educational experience. Instruction of adult, they continued, should be seen as exchange of ideas as adult education seeks to assist individual to become aware of the elements which have gone to make up their personality and give form to life experiences. Examples used and illustrations employed should be related to the adults socio-cultural millieu such as exists at home, in places of work and social gatherings to make learning exercise realistic.

Many studies were conducted on the learning problems and difficulties encountered by the adult learners. Siegal (1956) in his study, pointed out that, the physical changes of an adult learner like the impairment of sight, balance or hearing have some bearing on his intelligence, learning ability interest and motivation and as the adult grows older his speed of reaction and tempo of life slows down. His eyesight and hearing loose their youthful keeness and he tires more easily.

Kidd (1968) identified that emotion play an important part in adult learning. He goes on to say that adult has some emotional hang-up which may be a stumbling block adaptation to the change. Kidd provided a list of these emotional hang-up:

1. The fear of self or inferiority complex
2. Lack of association or personal uncertainties in his economic or community status
4. Prejudices regarding a host of subjects eg. authority, relationship with people from other parts of the country.
5. Conservatism as a result of strict adherence to the cultural and norms of the society.

Rossiter (1970) foundout in his study on chronological age and listening of adult students that in classes in which adult students vary widely in age, the older students may be retaining less from oral presentation of information than younger ones. This study showed the fact that using educational materials in adult literacy programme is important in learning.

Eheazu and Ebong (1984) reported on the problems and difficulties encountered by adult learner. According to them adult social engagements, proximity of learning facilities and psychological prejudice show the dilemma the adult learner faces in pursuit of what is a human right: the right to learn. He really needs help in the struggle for self improvement and enlightenment to resolve his approach. Psychologically and socially, they suggested illiterate adults should be made to realize that they are not alone in their quest by citing examples; showing them slides and when possible films of others engaged in the same kind of literacy programmes. The instructor should highlight the importance of being able to read, write and calculate. There is no end to what one can do when one becomes literate.

The knowledge of participation, characteristics and reasons for their participation in the educational experience will assist the instructor to facilitate the learning process more effectively. Choice of appropriate content and method and techniques of diffusion

and the selection of a strategy for evaluating the outcome are all dependent upon the instructor's knowledge of the students and their educational motives (Msimuko, 1982).

2.5 Educational Materials and Mass Literacy in Nigeria

The available report of research in this area in Nigeria is very scanty. Balogun (1976) in his research 'Toward a model of Educational Technology for Nigeria' reported that the history of educational technology revealed that only recently have people begun to develop, produce and use instructional resources comprehensively. Yet this expanded use of instructional resources is insufficient in general because education is still compartmentalised and viewed in isolation from other societal needs and goals. His investigation also revealed that little provisions were made for the use of a variety of resources and that very little training was being given to students in the use of such resources in their Colleges. He concluded that, the general trend in the study of educational resources in teachers colleges appeared to be towards an exclusive emphasis on audio-visual aids.

These statements revealed that little was being done in the area of instructional aid to help improve the teaming illiterates of our nation, since the teacher trainers themselves make little use of variety of learning resources.

Chollom (1977) in his study stated that instructional aids in literacy programme were used in Nigeria only around the 70s. He gave example with Nigeria Television Kaduna (NTV) where the station tried to experiment with Television for literacy teaching around 1973. Chollom stated that most of the literacy effort of the 40s, 50s and 60s used primers for their literacy programmes. He gave example with Agricultural Extension and Research Laison Services (AERLS), a section within the Institute for Agricultural Research, Samaru, Ahmadu Bello University, Zaria as the only institution employing various means for reaching the farmers with modern ideas on farming practices. These instructional aids include radio, television, print films and slides, agricultural shows and the use of extension workers in the field.

The situation led the Nigerian Audio-Visual Association (NAVA) in their convention communique (1982) to recommend to the Federal Government that:-

> ---For the Federal Government Policy to make 50 - 55 million Nigerian literate in the next ten years, it has to wave import duties and all necessary restrictions on educational aids (Audio-visual equipment and materials) that Nigeria is not yet capable of producing. In pursuance of this Ministries of Education and/or their agencies such as educational resource centres should be empowered to order such materials and equipment on behalf of the Educational Institutions---(NAVA, 1982).

The above recommendation is so important that Igwe (1986) pointed out that there is no institution that is responsible for the application of audio-visual mad‌ia in Mass literacy programme. He said that, audio-visual media policies and questions relating to the statistics of their use cannot be referred to any institution. However, he gave example with Yazidu's report that in the Northern States there are radio listening groups for farmers and special arrangement to make radio transistors available to them. This was organised by the local governments. He also said that, for nearly 50 percent of the farmers in Northern Nigeria radio is the most important (tool) and usually the first source of information about innovation.

Oluyitan (1987) reported on the use of educational media in development programmes in Nigeria. He gave examples with a film on plague spread by rat in Lagos as early as 1929. He also gave another examples on a film in Yoruba emphasising the preventation of small pox. Another film in Northern Nigeria on ways of changing farming methods from traditional to mixed farming. Another one also showing efforts of Ibos in building roads, dispensaries, and other useful projects through commercial labour. This kind of techniques in using the educational media can go a long way in salvaging the problem of illiteracy.

According to Igwe the Federal government has carried out some innovation in recent times - the WAI campaign, environmental sanitation, family planning and immunization programmes and the use of educational materials is vital for such campaigns.

However, the Nigerian National Council for Adult Education (NNCAE) Newsletter of January, 1986 reported some little use of educational materials in some states of the Federation. It gave examples with Bauchi, Borno and Cross-River States. In Bauchi through the use of educational media like radio programmes, television programmes and posters the estimated figure of 20,000 illiterates can now read and write. In Borno State Kanuri, Hausa and Arabic Primers are used intensively for Mass Literacy Programme. In Cross River State a radio drama series was launched in the attempt to eradicate illiteracy with some little achievements.

2.6 AME Literacy Programmes

According to the AME three-years evaluation report (1980-83), the eradication of illiteracy was organised through the implementation of Mass literacy programmes. These are the voluntary literacy programme, Government Employees literacy, Normadic Education, Arabic and Islamic education, Women programme and G.C.E. and remedial studies programmes.

Each of the above programme is meant for a specific target group. The voluntary literacy programmes is for the voluntary organisations and co-operative societies. Participants in this programme are farmers, Urban based traders, labourers etc. The Government Employees literacy programme is for the illiterate government workers. Nomadic education is for the Fulani Nomads. Arabic and islamic education programme is for those who are interested in learning Ajami, Arabic and some redumentary parts of islamic religion. Women programme is for married women. G.C.E. and Remedial studies is for the school dropouts, or interested people who want to progress academically.

All the programmes mentioned above started with basic literacy training, which is expected to be of 6 months duration. The programme consists of reading, writing and arithmetic, Health education, civic, moral and political education. These are called the core-subject areas. The specialised subject areas are basic knowledge of modern agricultural practices, family life education and co-operative organisations and management. The rest are local craft and vocational skills, animal husbandry and repairs and maintenance of farm implements. The method used in the adult classes are mostly discussions with the clientele.

After the successful completion of basic literacy training, an adult learner is issued with a certificate. This certificate would qualify him to register for the post-literacy programme of 2-3 years duration. The unsuccessful adult learners are told to re-register for the next basic literacy session. In the post-literacy programme, an adult learner is given an intensive instruction in arithmetic, English, Social Studies, etc. The objective here is an attainment of full primary education.

Those who like to join the class of local craft and vocational skills after the post-literacy training are allowed. This consists of capentry, motor mechanics copy-typing, bakery etc.

The adult learner who wants to advance this academic knowledge is allowed to register in remedial and G.C.E. classes. Subjects taught in these classes include English, Mathematics, History, Geography, Islamic Religious knowledge, Commerce and General Science.

As one looks at these programmes and subject areas, one concludes that if they are to succeed, the services of educational media must be applied. Then if they are applied, one asks again to what extent are they applied to achieve the objectives of the campaign?

2.7 Summary of the Literature Survey

It is apparent from the foregoing review that the concept of mass literacy is regarded as reading, writing, and arithmetic which will lead to the solution of personal and community problems in agricultural extension community development, social welfare etc. The review showed us that Nigeria recognised the need to eradicate illiteracy by launching a ten-year mass literacy campaign in September, 1982.

From the review we could see that if Nigeria is to realise a good work from its Mass Literacy Campaign the use of educational materials is necessary. The review showed that educators all over the world recognised the value of instructional/educational materials in reading, writing, arithmetic, agricultural extension, social welfare activities and other community development activities.

The literature also showed that, adult learner faces learning problems which require the use of instructional materials on socio-cultural environment to aid in making the learning exercise more realistic. But the Nigerian scene of adult literacy campaign showed that little educational materials are used to carry the message of literacy. The materials used are predominantly prints. As Igwe (1986) puts it "prints media become the only tool for information dessimination excluding the benefit derived from the use of audio-vidual media"

Chapter 3

METHODOLOGY AND INSTRUMENT

This study is an attempt to investigate how much of educational materials are used in Mass Literacy Campaign in Kano.

In this chapter, the sources of data, instrument for data collection, presentation of the instrument, pilot test and treatment of the data are discussed.

3.1 Sample and Source of Data

Kano State is divided into twenty mass literacy campaign co-ordinating areas shown in figure 1 (Map). This study has the twenty Co-ordinating areas as its population. Each co-ordinating area has its area co-ordinating officers, supervisors, instructors and adult learners (see figure 3)

LOCATIONS OF SAMPLED AREA CO-ORDINATING OFFICES



SOURCE: AGENCY FOR MASS EDUCATION RECORD OFFICE

FIGURE 1

ORGANIZATIONAL CHART—AGENCY FOR MASS EDUCATION KANO STATE.

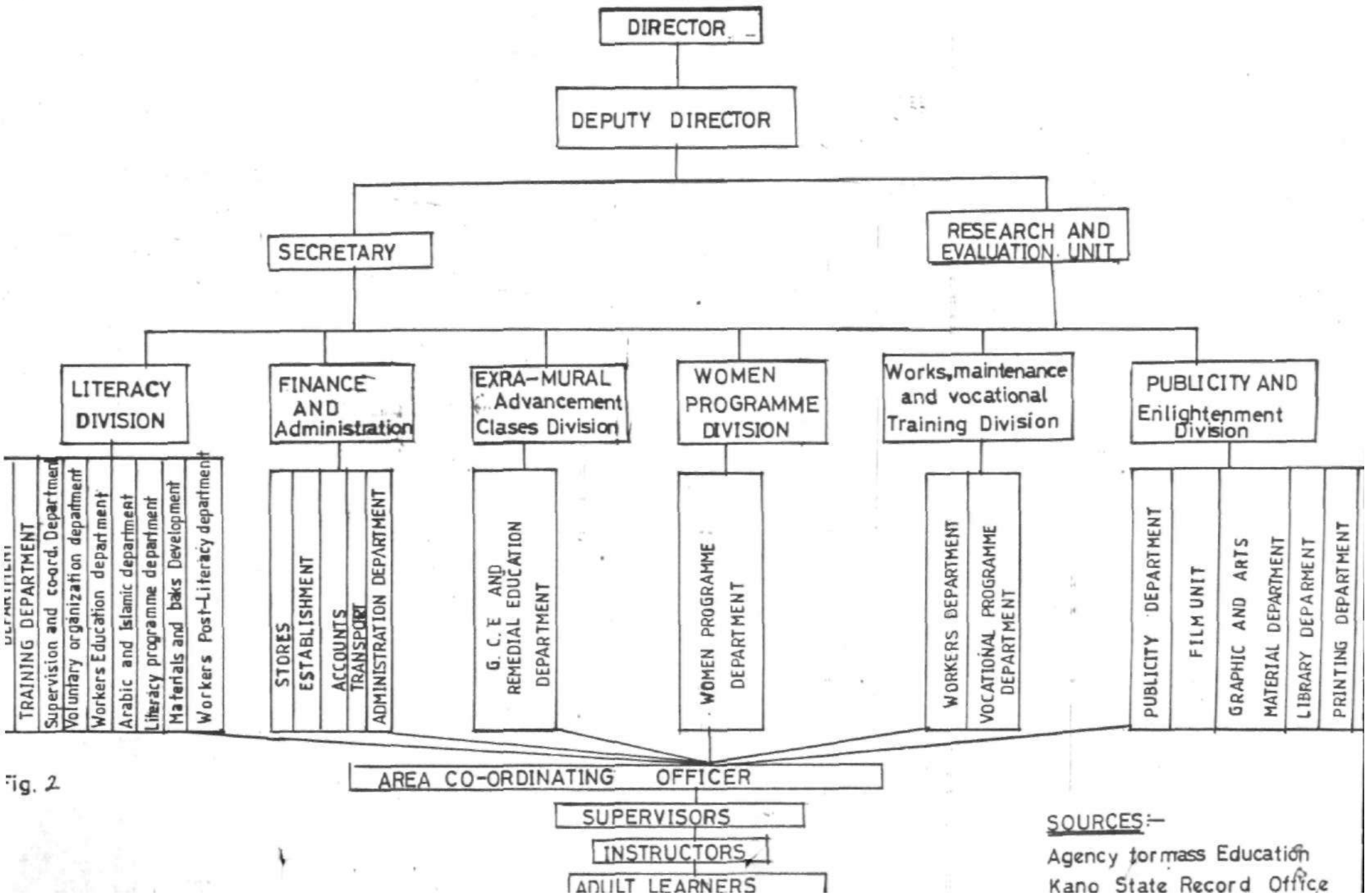


Fig. 2

SOURCES:—

Agency for mass Education
Kano State Record Office

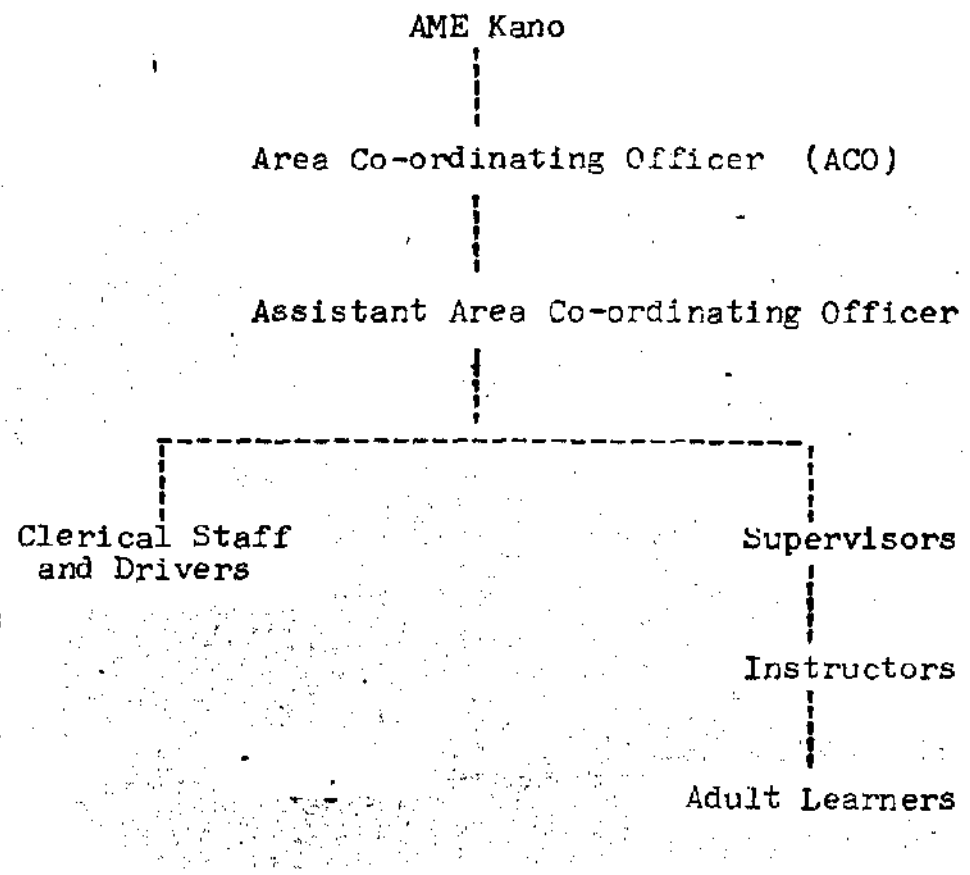


Figure 3: The Organisational Structure of AME: Co-ordinating Area Level.

For the purpose of this study, the twenty Co-ordinating Areas were divided into five zones consisting of the following areas:-

1.	Kano Central	i.	Kano Municipal
		ii.	Gezawa
		iii.	Dawakin Kudu
		iv.	Dawakin Tofa
		v.	Minjibir
2.	Kano North - East	i.	Hadejia
		ii.	Kafin-Hausa
		iii.	Gumel
		iv.	Jahun
		v.	Ringim

3.	Kano South - East	i.	Birnin Kudu
		ii.	Lutse
		iii.	Wudil
		iv.	Gaya
4.	Kano South-West	i.	Rano
		ii.	Tudun Wada
		iii.	Gwarzo
5.	Kano North - West	i.	Kazaure
		ii.	Dambatta
		iii.	Bichi

A purposive (Kerlinger, 1973) sampling method was used, to select ten co-ordinating areas. This method is used to obtain representative sample from the zones in the cardinal areas of the state. The sample selection was based on the end of the session literacy report obtained from the Records Office of the AME Kano (see Appendix A). At least two co-ordinating areas with the highest number of enrolment and completers of the literacy programme were selected from each zone. These areas are assumed to be highest motivated areas in mass literacy campaign. The following ten co-ordinating areas were taken as representative samples (see Figure 1 Map):

1. Kano Municipal
2. Dawakin Tofa
3. Kafin-Hausa
4. Ringim
5. Wudil
6. Gaya
7. Tudun Wada

8. Gwarzo
9. Dambatta
10. Bichi

From the selected co-ordinating area two sets of respondents filled the questionnaires designed for the study. The first set are the field staff who carry the campaign down to the receipients. These are the area co-ordinating officers, Supervisors and Instructors. The second set are the adult learners, the receipients of the programmes.

The Area Co-ordinating officers are necessary for the study because they report directly to the Secretary of the AME on the progress of the Literacy Campaign. The ten co-ordinating officers of the ten sampled areas were taken for the investigation. The Supervisors are considered for this study because they trained the instructors, inspect adult classes distribute education materials and prepare a monthly report on the performance of the programme. A sample of twenty percent of the Supervisors was taken from each sampled area (see table 3.1).

Table 3.1: Number of Sampled Supervisors

Sampled Co-ordinating Area	Actual Number of Supervisors			Supervisors Sampled		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Kano Municipal	6	4	10	1	1	1
Dawakin Tofa	15	5	20	3	1	4
Kafin Hausa	16	1	17	3	1	4
Ringim	13	3	16	2	1	3
Wudil	12	2	12	1	1	2
Gaya	16	1	17	3	1	4
Tudun Wada	16	4	20	3	1	4
Gwarzo	11	3	14	1	1	2
Dambatta	13	2	15	2	1	3
Bichi	10	6	16	3	1	4
Total =	126	31	157	22	10	32

As indicated in Table 3.1, thirty two Supervisors were taken for the investigation.

Information was also collected from the instructors who teach the adult learners. Twenty percent of the total numbers of instructors was taken for the investigation (See Table 3.2). As indicated in Table 3.2, ninety seven instructors were taken for the investigation.

Table 3.2 Number of Sampled Instructors

Sampled Co-ordinating Area	Actual No of Instructors			Instructors Sampled		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
Kano Municipal	132	18	150	25	5	35
Dawakin Tofa	15	5	20	3	1	4
Kafin Hausa	45	5	50	6	1	7
Ringim	40	14	54	6	2	8
Wudil	33	17	50	4	3	7
Gaya	48	2	50	7	1	8
Tudun Wada	45	5	50	6	1	7
Gwarzo	35	15	50	5	2	7
Dambatta	37	13	50	5	2	7
Bichi	53	8	61	10	2	12
Total =	483	102	585	77	20	97

Adult learners were also taken for the investigation because they are the recipients of the programme. A stratified sampling method was used to represent the different categories of adult learners from the sampled areas (See Table 3.3). From each category of the adult learners, simple random sampling technique is used to select the representative sample.

Table 3.3 shows that twenty adult learners were taken from each Co-ordinating area. On the whole, two hundred adult learners were taken from the ten sampled co-ordinating areas.

Table 3.3 Categories of Adult Learners

CATEGORY	NO TAKEN
Farmers	10
Government Employees	2
Normadic Student	2
House-Wives	2
Traders	2
Artisans	2
Total =	20

The five set of staff of AME who are charged with the responsibility of recommending and producing educational materials were interviewed. They include the staff of Books and Materials development section, Graphic Art section, Film Unit, television centres unit, and supervision and co-ordination Unit.

The five sets of staff of AME who are charged with the responsibility of recommending and producing educational materials were interviewed. They include the staff of books and materials development section, graphic art section, film unit, television centres unit, and supervision and co-ordination unit.

3.2 Instruments for Data Collection

Two sets of questionnaires and five structured interviews were designed to find out the use of educational materials in Mass Literacy Campaign in Kano.

The two sets of questionnaires were designed to elicit responses from the field staff of the campaign and the adult learners. They include Area Co-ordinating Officers, Supervisors, Instructors and the adult learners.

The five structured interviews were designed to elicit information from the staff of books and material development section, graphic art section, the staff of film unit, television centres unit, and supervision and co-ordination department.

The questionnaires were validated by educational technology experts and adult education specialists in the Faculty of Education and the Centre for Adult Education and Extension Services (CAEES), Ahmadu Bello University, Zaria respectively.

3.3 Presentation of the Instrument

The two sets of questionnaires were distributed across the sampled Areas of the Mass Literacy Campaign by face to face contact and by mail. Table 3.4 shows the distribution of questionnaires used for the analysis.

As indicated in Table 3.4, out of one hundred and thirty five questionnaires administered to the field staff, one hundred and five (78%) were returned.

Table 3.4 The number of questionnaires used for the Analysis.

Sampled Co-ordinating Areas	Staff Questionnaires		Adult learners Questionnaires	
	No Sent Respon-dent	No Received	No Sent Respon-dent	No Received
Kano Municipal	31	12	20	12
Kafin Hausa	12	12	20	19
Gwarzo	12	11	20	20
Tudun Wada	11	9	20	19
Wudil	10	9	20	20
Dawakin Tofa	11	10	20	20
Dambatta	10	9	20	20
Gaya	12	11	20	10
Bichi	15	12	20	16
Ringim	11	10	20	14
Total =	135	105	200	170

And out of the two hundred questionnaires administered on the adult learners, one hundred and seventy (85%) were returned. All the questionnaires returned were used for the analysis.

A Hause translated version of the questionnaires was administered by face to face contact and by mail to those adult learners who can neither speak, read nor write English (see Appendix E). The five structured interviews were presented to the five different groups of respondents. Prior to the presentation, the questions were given to them to read themselves. And an appointment was made with each of them. During the interview the responses were recorded on a cassette tape and transcribed afterwards.

3.4 Pilot Study

A pilot test using supervisors, instructors and adult learners was carried out in Hadejia and Gumel co-ordinating areas. This pilot study was conducted to determine:-

a) The appropriateness of the instrument to the various groups

b) The proposed statistical analyses, and

c) Other administrative problems that are likely to hinder the successful completion of all the task in the study.

Some few modifications had to be made as a result of the pilot study. This relates to the number of pages on the questionnaires. The supervisors and instructors seemed to be reluctant in accepting to fill in the questionnaire because of sheer number of pages.

The pilot study also helped in identifying the problems with adult learners who are slow readers. In some cases, they had to be helped in filling the questionnaires because of their inability to read properly.

3.5 Treatment of the Data

Three methods of analysis were used in dealing with the data from the questionnaires during the study.

a) Percentages - were used with cross-tabulation method. The percentages calculated enabled the researcher describe an item with different items more easily. It also enables the reader to indicate the value attached to an item at a glance.

b) Histograms - were used to provide a pictoral representation of available materials and their use. The histograms may aid the reader to discern at a glance the available educational materials and their utilization in the programme.

c) Also used was Pearson Product Moment Correlation Coefficient, using the formula below:-

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[(N\Sigma x^2) - (\Sigma x)^2][(N\Sigma y^2) - (\Sigma x)^2]}}$$

where r = the correlation coefficient between the variable X and Y.

N = the number of cases

The Pearson's Product Moment Correlation was used to correlate the responses of the two sets of correspondents (the field staff and the adult learners) on the availability and the use of educational materials.

Chapter 4

FINDINGS, ANALYSES AND DISCUSSIONS

4.0 Introduction

This chapter contains the results and analyses of data collected for this study.

Two sets of data were used namely:-

a) The data collected using questionnaires from the staff and Adult learners and

b) Structured interviews for the staff of Television centres unit, film unit, graphic section, materials and books development, supervision and co-ordinating section.

Efforts were made to analyse the data collected in relation to the specific questions put forward for the study. These questions are:-

1. What educational materials are available for this Mass Literacy Campaign?
2. Do the staff of the AME use educational materials in the mass literacy campaign?
3. Who prepares the educational materials for field use?
4. How much imported educational materials are used in the campaign?

4.1 Staff Questionnaires

The instrument used in appendix D

4.1.1 Personal Information

Table 4.1 presents the frequency distribution of the subjects according to age. The distribution in this table suggests that the majority of the staff in the Mass Literacy Campaign are in 26-35 years age-group and representing 65 percent of the total respondents. This is followed by the age-group 36-45 years representing 21 percent of the respondents, and the age-group of 46-50 years representing 14 percent.

Table 4.1 Distribution of the Staff According to Age

(N=105)

Variable	Category	Frequency	Percentage
Age	26 - 35 years	68	65
	36 - 45 "	23	21
	46 - 50 years	14	14
	Total =	105	100

The campaign in Kano which is assumed to be dominated by old instructors (50 years above, representing 14 percent) is infact dominated by the staff within the age group of 26-35 years (65 percent).

Table 4.2 presents the frequency distribution of the subjects according to the highest educational qualification. The distribution in this table suggests that 30 percent of the respondents are at least NCE/ OND/HND holders. Almost equal size of these respondents have certificates in adult education or Grade III, II or WASC (28 percent and 26 percent respectively). Only 14 percent and 2 percent are primary school leavers and first degree holders respectively. This suggests that almost all the staff involved with the instruction of adults are non-degree holders.

Table 4.2 Distribution of the Staff according to Highest Qualification

Variable	Category	Frequency	Percentage
Highest Educational Qualification	Primary School Certificate	15	14
	Grade II/III/NASC Others	27	26
	Certificate in Adult Education	29	28
	NCE/OND/HND	32	30
	B.A/B.Sc/B.Ed Others	2	2
	M.A/M.Sc/M.Ed/ Ph.D/E.d	0	0
	Total =	105	100

From table 4.3 it is found out that the Mass Literacy programme in Kano is being run by experienced Staff. About 82 percent of the respondents have at least 4 years of experience in literacy work. Among these respondents 24 percent have over ten years of experience. Only 18 percent of the staff have less than 4 years of experience.

Table 4.3 Distribution of the staff according to years of experience in literacy work.

Variable	Category	Frequency	Percentage
Experience in Literacy Work	1 - 3 years	19	18
	4 - 7 "	30	29
	8 - 10 "	31	29
	Above 10 years	25	24
	Total =	105	100

4.1.2 Availability of Educational Materials

Figure 4 is a histogram representing availability of educational materials in the Mass literacy campaign. The availability is indicated by the percentage of respondents. A 40 percent indication by the respondents is considered a base-line for availability. That is, any material for which responses does not reach the base line is considered not available.

An analysis of figure 4 shows that 99 percent of the respondents indicated availability of chalkboard in the programme. While 90 percent indicated availability of textbooks. Also 50 percent of the respondents indicated the availability of television programmes, 49 percent posters and 41 percent radio programme. Figure 4 suggests therefore that the educational materials available for the Mass Literacy programme are chalkboard, textbooks, Posters, Television

and radio programmes.

Legend for figures 4 - 7

a) - Chalkboard
b) - Textbooks
c) - Flat pictures
d) - Graphic Materials
e) - Diagrams
f) - Posters
g) - Cartoons
h) - Bulletin Boards
i) - Maps
j) - Charts
k) - Photographs
l) - Instructions
m) - Comic Books
n) - Flannelgraph Materials
o) - Globes
p) - Newspapers/Periodicals
q) - Slide-Sets
r) - Films (16mm, 8mm)
s) - Film Strips
t) - Video Cassettes/Tapes
u) - Audio Cassettes/Tapes
v) - Discs
w) - Overhead Transperencies
x) - Models
y) - Television Programmes
z) - Radio Programmes

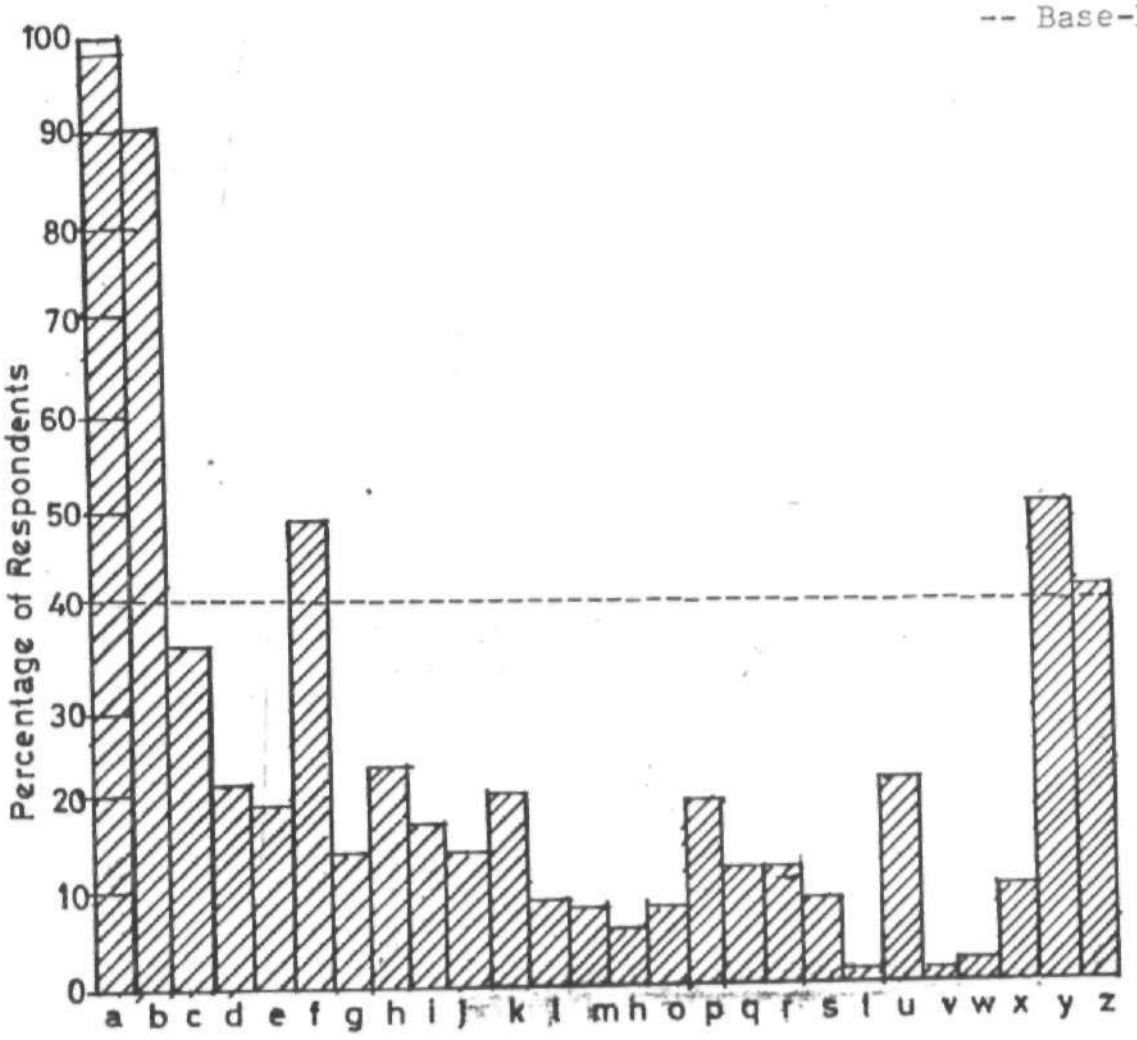


Fig.4 : Educatinal Materials

STAFF RESPONSES ON AVAILABILITY OF EDUCATIONAL MATERIALS

To confirm this availability, the percentage of positive staff respondents per each material were correlated with percentage of positive learner respondents per each material. Pearson Product Moment Correlation was used when the r was computed, it was found to be 0.90. This shows that there is a high positive correlation in the responses. This means that chalkboard, Textbooks, Television programmes, Posters and Radio programmes are the educational materials available in the literacy programme in Kano. An analysis of the correlation is Appendix B.

4.3 Utilisation of Educational Materials in the Programme

In order to find out whether or not the staff use educational materials for the literacy programme, the researcher put the question "indicate whether the following educational materials are used in your literacy class" Figure 5 shows the responses in percentage on a histogram. Again, 40 percent indication by the respondents is considered the base-line for use. From figure 5 it could be deduced that chalkboard, Textbooks, Television programmes, Radio programmes, posters and flat-pictures reached the base-line and so considered as being used. In order to strengthen these findings the percentage of respondents on the use of each educational materials were correlated with the percentage of the respondents on the use of each materials on the adult learners questionnaire.

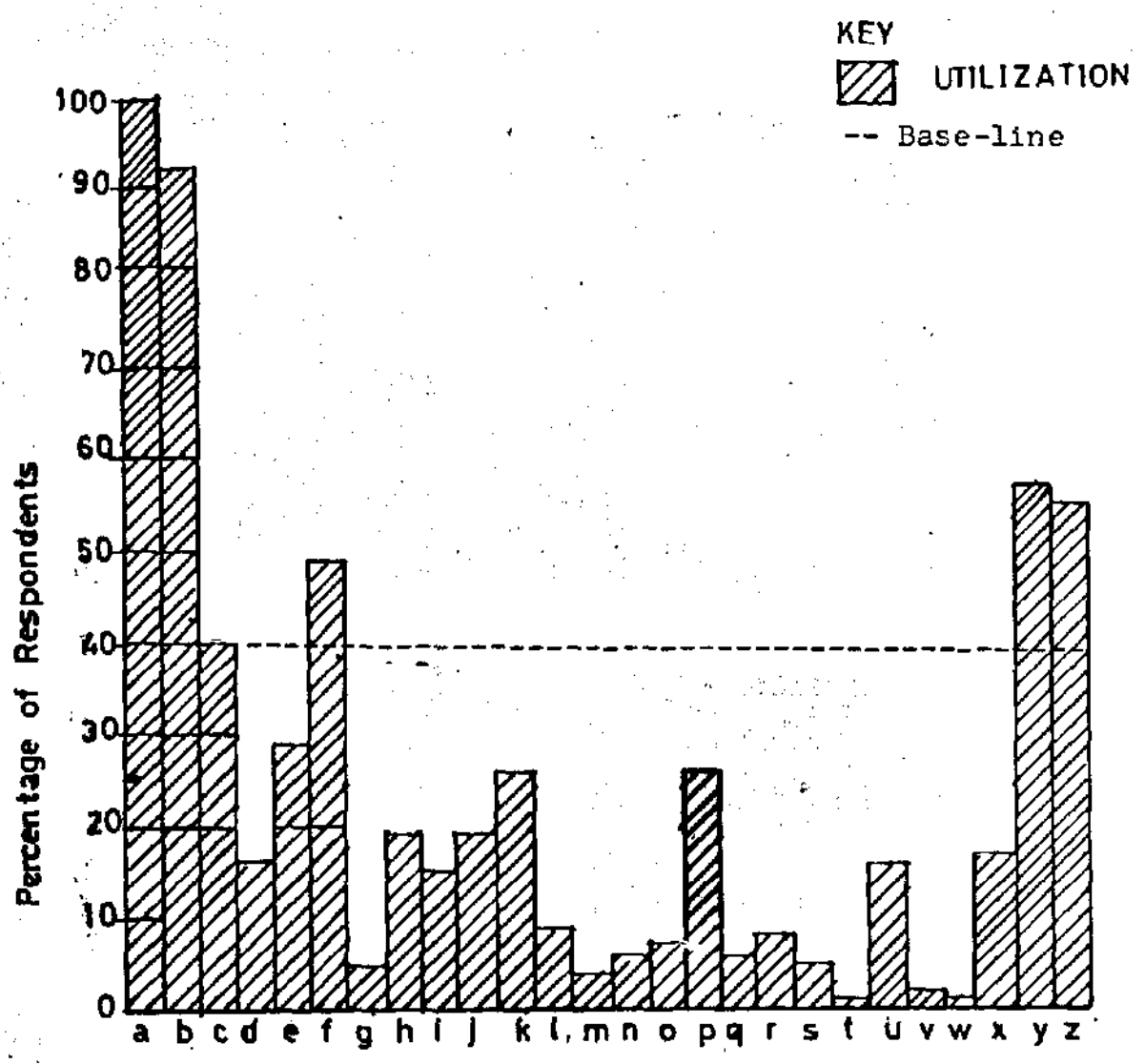


Fig. 5 STAFF RESPONSES ON UTILIZATION OF EDUCTIONAL MATERALS

Using Pearson's product Moment correlation statistics, the r was found to be 0.92. This indicates a high positive correlation. This confirmed that chalkboard, Textbooks, Television programmes radio programmes, Posters and Flat-pictures are the educational materials being used in the Mass Literacy Campaign. The Analysis of the correlation is appendix C.

4.1.4 Preparation of Educational Materials

This section was designed to obtain information regarding the preparation of educational materials. Table 4.4 shows the analysis. From this Table it is discovered that majority of the respondents indicated that it was the literacy division AME that prepares the educational materials (83 percent). This distribution suggests that the AME headquarters prepare the educational materials and send them to the area co-ordinating officers for use in the field. The respondents also indicated that few educational materials are acquired from outside organisations (3 percent). The 1 percent responses showed that there are no audio-visual aid specialists in the co-ordinating Area Offices who help in the preparation of the materials for direct use.

Table 4.4 Staff Response on who Prepares the Educational Materials

Item No	Preparation of Educational Materials	Frequency	Percentage
a.	Audio-visuals Specialists	1	1
b.	Literacy Division AME	97	83
c.	The Co-ordinators/ Supervisors/Instructors	10	9
d.	Adult Learners	5	4
e)	Acquired from outside Organisation	4	3
	Total =	117	100

A follow-up question was put to findout the areas of basic literacy in which educational materials are prepared. Table 4.5 shows that 59 percent of the respondents indicated that educational materials are prepared in the areas of basic reading, writing and arithmetic. The percentages for Health Education, Local Craft and Vocational skill and Family life education (10, 8 and 7) are very low.

Table 4.5 Areas of Basic Literacy in which Educational Materials are prepared

Item No	Areas of Basic Literacy	Frequency	Percentage
a)	Basic reading, writing and arithmetic	99	59
b)	Health Education	17	10
c)	Family life education	12	7
d)	Civic, moral and political education	8	5
e)	Basic knowledge of modern Agricultural practice	6	4
f)	Co-operative organisation and Management	5	3
g)	Repairs and Maintenance of farm implements	7	4
h)	Local craft and vocational skills	13	8
	Total =	167	100

Another follow-up question was asked to determine language used in the preparation of these materials. Table 4.6 shows the analyses. From this Table, it is indicated that 79 percent of the respondents indicated that Hausa is most extensively used for the preparation of educational materials for the literacy programme.

About one-fifth of the respondents indicated that English language is used. Only 6 percent of the total respondents indicated that Fulfulde is used for the preparation of Educational Materials.

Table 4.6 Language use for the preparation of Educational Materials

Item No	Language	Frequency	Percentage
a)	English	27	21
b)	Hausa	94	73
c)	Fulfulde (Fulani)	8	6
d)	Kanuri	0	0
e)	Igbo	0	0
f)	Yoruba	0	0
g)	Others	0	0
	Total =	129	100

The researcher asked another question concerning the pre-service training of the staff. Table 4.7 reveals the responses. From the table 4 is shown that 60 percent of the respondents indicated that production of educational materials like teaching aids and organising in-service training and workshops (60 percent) as the major pre-service training. While pre-viewing and evaluating materials, demonstration with new materials and equipment selection of materials to meet curriculum objectives, audio-visual equipment circulation and organising of exhibition of new materials and equipment have not featured significantly.

Table 4.7 Pre-service Training Programmes Provided .

Item No	Pre-Service Training	Yes	Per-centage	No	Percen-tage
a)	Training on Production of the educational materials	63	60	42	40
b)	Audio-visual equipment circulation (operation, distri-bution, retrieval etc)	32	30	73	70
c)	Organising in-service training & Workshops	63	60	42	40
d)	Demonstration with new materials and equipment	27	26	78	74
e)	Pre-viewing and evaluating materials	26	25	79	75
f)	Organising of exhibition of new materials and equip-ment	31	30	74	70
g)	Selection of Materials to meet curriculum objectives	0	0	0	0

Table 4.8 also reveals the analyses of in-service training programme available to the staff. From this table, it is deduced that short training and workshops are the frequent in-service training available for the staff on educational materials.

This is indicated by 58 percent and 45 percent of the respondents. Other exposures like Newsletter, Bulletin and listing of educational materials are rarely done in the in-service training programme. It is noted that only few seems to be aware of the preparation of handbooks on how to prepare materials.

Table 4.8 In-service Training Programme Available in the Area of Educational Materials

(N=105)

Item No	In-Service Training	Often		Rarely		Never	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
a)	Workshops	47	45	15	14	43	41
b)	Short Training	61	58	13	12	31	30
c)	Newsletter & Bulletin	14	13	18	17	73	70
d)	Handbooks on how to prepare educational materials	18	17	9	9	78	74
e)	Listing of Educational Materials	18	17	15	14	72	69

4.1.5 Use of Imported and Local Materials for the Literacy Programmes

This section was designed to assess the use of imported and local educational materials for the literacy programme. According to Table 4.9, out of 2,730 respondents, 1,637 indicated that print and non-print educational materials in the literacy campaign are imported (60 percent).

While 40 percent of the respondents indicated that the materials are locally produced for the literacy campaign. The table suggests that there are more of imported than the locally made educational materials in the campaign.

Table 4.9 Staff Responses on Imported and Locally Produced Educational Materials

Make of Educational Materials	Frequency	Percentage
Locally Produced	1,093	40
Imported	1,637	60
Total =	2,730	100

A follow-up question was put to the staff on their observations of adult learners reactions to the use of educational materials. Table 4.10 shows the analyses. From this table one observes that 81 percent of the respondents observed that when educational materials are used, the adult learners find the lesson very interesting. While 18 percent indicated that educational materials help to facilitate the adult learners understanding of the lesson.

Table 4.10 Staff Observations of Adult Learners About the Use of Educational Materials

Item No	Reactions	Frequency	Percentage
a)	Find the lesson very interesting	92	81
b)	Find the lesson dull	-	-
c)	Do not understand the lesson	1	1
d)	Helps to facilitate their understanding	20	18
e)	See them as a means of wasting time	-	-
	Total =	113	100

The respondents were asked to indicate the reasons why educational materials are not regularly used in their classrooms or groups. Table 4.11 reveals the responses. From this table, 45 percent of the respondents indicated the lack of fund was the major reason educational materials are not used in the adult classes. Some 18 percent of the respondents also indicated that lack of materials to improvise locally is another reason. Only 15 percent opined that there are no trained instructors to operate the instructional equipment. Table 4.11 suggests that lack of fund and materials to improvise locally are the major reasons why educational materials are not frequently used in the campaign.

Table 4.11 Staff Observation on the Reasons Educational materials are not used in the Adult Classes.

Item No	Reasons	Frequency	Percentage
a)	Lack of funds to buy spare parts	65	45
b)	Lack of electricity	14	9
c)	Instructors have no interest in using them	3	2
d)	No trained instructors to operate them	23	15
e)	Instructors do not know their functions	11	7
f)	Lack of co-operation between the co-ordinator and Supervisors of Literacy in using them	4	2
g)	Instructors cannot make them	4	2
h)	Improvise them	27	18
	Total =	151	100

The last question on the staff questionnaire tried to find out who evaluates the use of educational materials. From table 4.12 below 60 percent of the respondents indicated that AME headquarters evaluates the use of the

educational materials. While 33 percent of the respondents showed that Supervisors and Area Co-ordinators evaluate the use of educational materials. Table 4.12 can be compared with Tables 4.7 and 4.8 that since the staff have little pre-service and in-service training they cannot effectively evaluate the use of educational materials. Table 4.12 is suggesting that the AME headquarters would be the major evaluators of educational materials.

Table 4.12 Evaluating the use of Educational Materials

Item No	Evaluators	Frequency	Percentage
a)	AME, Kano	63	60
b)	Supervisors/Co-ordinators	35	33
c)	Outside educational bodies and individuals	7	7
d)	Others	-	-
	Total =	105	100

4.2 Adult Learners Questionnaire

A questionnaire was also used to gather the information used in this analyses. The instrument is Appendix E.

4.2.1 Personal Information

Table 4.13 presents the distribution of respondents according to age.

The frequency distribution in Table 4.13 suggests that the majority of the respondents are in the age-group of 26-35 years, making up to 63 percent of the respondents. Also about 32 percent of the respondents are in the age group 36-45 years. Thus the majority of the adult learners in the Mass literacy campaign in Kano are in the age group of 26-35 years only few are around 45 years and 50 years respectively.

Table 4.13 Distribution of Adult learners According to Age

Variable	Category	Frequency	Percentage
Age	26 - 35 years	108	63
	36 - 45 years	54	32
	46 - 50 years	8	5
	Total	= 170	100

Table 4.14 shows the analyses of the occupation of adult learner. From the 170 respondents, 96 of them are farmers (56.5 percent) followed by government employee (18 percent). The house-wives (14 percent) participate more than the Nomadic cattle rearers (6.5 percent) The least among the group are the artisans.

Table 4.14 Occupational Distribution of Adult Learners

Occupation	Frequency	Percentage
Farming	96	56.5
Government Employee	31	18
House-Wives	23	14
Cattle Rearers	11	6.5
Artisan	9	5
Total =	170	100

Table 4.15 also shows the adult learners experience in a literacy class. From the table, majority of the adult learners (55 percent) indicated that they have spent only 6 months in the literacy class. Also 26 percent of the respondents indicated that they spent between 7 months to 1 year in the literacy class. Others (19 percent) indicated that they spent 1½ years and above. Thus, an adult learner spends only 6-7 months in a literacy class to learn the basic reading, writing and arithmetic in Kano. This fact is buttressed in the review of related literature which shows the possibility of the learners re-registering until the learner can pass the test for a certificate. This seems to explain the reason why some learners spend more than 7 months in the basic literacy class.

Table 4.15 Experience of Adult Learners in a Literacy Class

Experience	Frequency	Percentage
0-6 months	93	55
7 months - 1 year	45	26
1½ years - 2 years	20	12
Above 2 years	12	7
Total =	170	100

A follow-up question was put to the respondents to indicate the basic literacy programmes they are participating in. Table 4.16 shows that the majority of the respondents (64 percent) were in the voluntary literacy programme. While 17 percent of the respondents indicated that they were in Government Employee literacy programme. Nomadic Education and Arabic and Islamic literacy have the least respondents of 9 percent each. This points to the fact that voluntary literacy and Government Employee literacy schemes are the major literacy programmes in Kano.

Table 4.16 Adults Participation in Basic Literacy Programmes

Basic Literacy Programmes	Frequency	Percentage
Arabic & Islamic Programme	16	9
Voluntary Literacy Programme	109	64
Govt Employee Literacy Programme	20	17
Nomadic Education Programme	16	9
Total =	170	100

Another follow-up question was asked concerning the participation of the respondents in the various basic literacy lessons taught to the Adult learners. From Table 4.17 below, it is discovered that 74 percent of the respondents indicated that they were taught basic reading writing and arithmetic. Only 7 percent indicated that they were taught health education. The subject with the least respondents is the civic, moral and political education represented by 1 percent respondent. This table 4.17 can also be compared to table 4.5 in the staff questionnaire which indicated similar percentage of respondents. The indication in both tables confirmed the assertion that what was taught to the adult learners were reading, writing and arithmetic, health education, local craft and vocational skills.

Table 4.17 Basic Literacy Lessons Taught in the Adult Classes.

Basic Literacy Lessons	Frequency	Percentage
Basic reading, writing and Arithmetic	162	74
Health Education	16	7
Family life Education	9	4
Civic, moral and Political Education	1	1
Basic knowledge of modern Agricultural Practices	12	6
Co-operative organisation and Management	3	1
Repairs and Maintenance of farm implements	5	2
Local craft and vocational skill	11	5
Total =	219	99

4.2.2. Availability of Educational Materials in Adult Classes

Figure 6 is a histogram presenting the percentage of respondents' indication of availability of educational materials. To determine whether a material is available or not, 40 percent is considered as a baseline of availability.

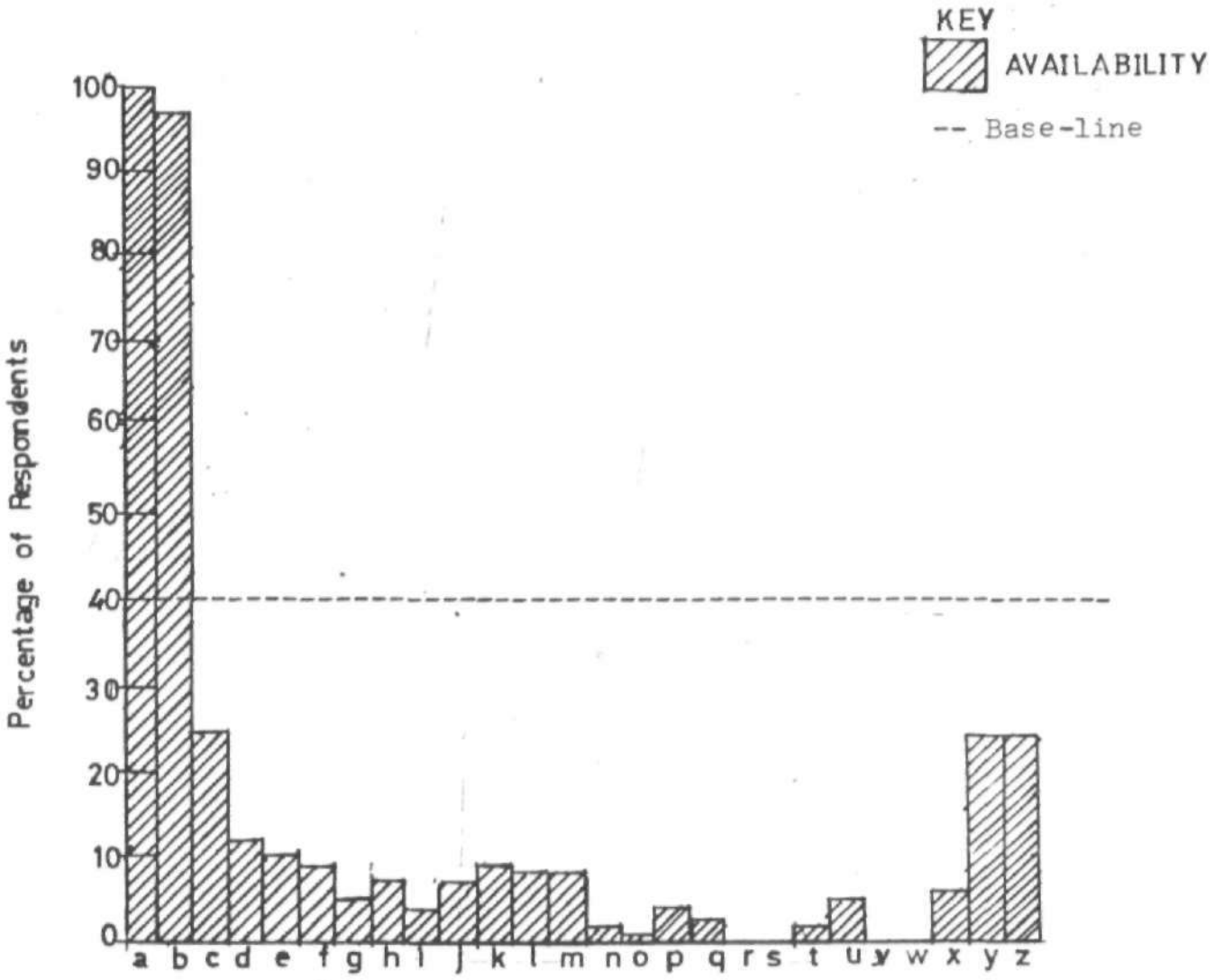


Fig 6 Educational materials

ADULT LEARNERS RESPONSES ON AVAILABILITY OF EDUCTIONAL MATERALS

From figure 6, 100 percent of the respondents indicated the availability of chalkboard, and 97 percent indicated the availability of textbooks, others like flat-pictures, Television and Radio programmes are available as indicated in smaller percentages. In the researcher's opinion this pattern of response is similar with the one in Figure 4. This stressed the fact that even though some did not reach the 40 percent base-line but are available in the literacy programme. Maybe some of the adult learners are not aware of their availability.

4.2.3 Utilisation of Educational Materials in the Mass Literacy Programmes

The researcher asked the adult learners to indicate what educational materials are used in the Mass literacy Campaign. Figure 7 indicates the responses. From figure 7, it is deduced that 95 percent of the respondents confirmed the use of chalkboard, 89 percent textbooks, 31 percent Television programmes and 32 percent confirmed Radio programme utilisation.

Using Pearson Product Moment Correlation statistics, the percentage of respondents on each material was correlated with the staff percentage of respondents. When the 'r' was computed, it is found to be 0.92. This indicates a very high positive correlation between the two sets of respondents. This Correlation implies that there is a very close relationship in the answer of the two sets of the respondents. The facts about utilization of various materials are thus confirmed.

4.2.4 Preparation of Educational Materials

The researcher asked the respondents to indicate who prepares the educational materials. Table 4.18 shows that 45.5 percent of the respondents indicated that the instructors of the programme prepare the educational materials. While 30 percent of the respondents indicated that the AME headquarters prepare the educational materials. All these boil down to the fact that AME headquarters prepare the materials. In the opinion of the researcher since the majority of the instructors in Table 4.4 in the staff questionnaire indicated the AME headquarter as the one who prepares the educational materials, this view is thus similar.

Table 4.18 Those who prepare the Educational Materials in Adult Classes.

Preparation of Educational Materials	Frequency	Percentage
Instructors	95	45.5
Supervisors	5	2
Adult Learners	16	8
Supervisors/Instructors/ Adult Learners	30	14
AME Headquarters	63	30
Total =	209	100

A follow-up question was asked by the researcher as to why the adult learners like or do not like the educational materials to be used in the campaign. Table 4.19 suggests that educational materials make the lesson interesting. This is supported by the 89 percent of the total respondents. Thus, smaller percentage (5 percent) show that they do not understand the lesson.

Table 4.19 Reasons why Adult learners like or do not like educational materials.

Reasons	Frequency	Percentage
Because they made the lesson interesting	141	89
Because the lesson becomes uninteresting if they are used	6	4
I can not understand the lesson when they are used	8	5
I see them as a child's play	3	2
Total =	158	100

4.3 Staff Interviews

A structured interview was used to gather the data used in this section. The instrument is Appendix F.

The staff interviewed are:-

i. Television centre Unit
ii. Film Unit
iii. Graphic Art Section
iv. Books and Material development Section and
v. Supervision and co-ordination department.

4.3.1 Television Centres Unit

This Unit is incharge of Television viewing centres or community viewing centres in the rural areas throughout the state. These open-air community viewing centres were introduced to monitor the activities of adult education programmes. The centres are sited where the village community gather after their evening meals. In these places a television sets are placed with operators for the community viewing. These are also permanent places established specifically as television viewing centres. These are spread all over the rural areas.

Television community viewing centres are very important as far as Mass literacy programme is concerned. Some of the commonest programmes produced for this purpose and for the target groups include "Koyi Ka Koyar" (Learn to Teach), 'Mu Koyi Karatu' (Learn to Read) and Illimi ragamar ci gaba (Education, a key to advancement). The educational programme like Koyi ka Koyar is televised weekly (Monday 4.00pm), and it is meant for the adult education viewers.

Illimi ragamar ci gaba is a documentary programme in Hausa for the benefit of non-English speakers. Another educational programme produced in search of knowledge is for the benefit of English post-literacy, G.C.E., Remedial or continuing Education Students and the general public. Following this kind of distant teaching will allow an individual to refresh his instructions given in the classes.

The Television station which carries the largest part of this literacy programme is Nigerian Television Authority (NTA) Kano. This is possible because of its wider coverage of the clientele of the programme.

The Agency for Mass Education (AME) Kano has Professional trained Staff for the Television production. These Staff work together to produce some moderate educational programmes to be viewed by the adult learners, hence, imported educational programmes are scarce. This is because they have to consider the target groups for the television programme production.

The feedback of these educational programmes is in form of the number of enrolment. The enrolment indicates that the message is put across.

4.3.2 Film Unit

This Unit is one of the supportive services for Mass Literacy campaign. It is used as a campaign instrument. Film is one of the commonest materials the literacy programme is using to communicate with the rural people. The cinema van the AME uses in the rural areas attracts the adult learners to watch the film available after dinner. This serves as part of the evening entertainment. It also motivates the adult learners to enroll in the programme of adult education.

However, due to the expensive nature of film production and shortage of fund, the AME was able to produce only one film called 'Nomau'. This film was shot in Nigeria, and finally produced in England. Meanwhile, many written scripts are ready for production, but not possible due to the shortage of fund. The AME has now decided to concentrate more on educational television programmes.

The Kano State government has got other bodies dealing with film production. These bodies include Ministry for Home Affairs and Information, Kano Broadcasting Corporation (KBC) and NTA. All these organisations have film units, Video section etc. They also produce education films like AME. Here the AME makes use of their educational films, Cinema Vans to put across its messages to the target.

The only educational film produced by AME (Nomau), is aimed at educating the people, about their environment, behaviour, social set-up and the ills of ignorance. This film is specifically designed for a particular target group - the farmers.

The Mass Literacy programme in Kano has no special trained Staff for the film production. The AME uses the Staff of other organisations like, Ministry of Home Affairs and Information, KBC, NTA, etc. When there is a need for film production.

Evaluation in this Unit is Summative type. It comes in a form of stories from the Villages. After the film was shown, the Supervisors then engage in conversation with the adult learners, to discuss the themes of the film. The result of this dissussion is reported to the supervision and co-ordination department. This department keeps it as record for the end of the year assessment or for discussion during workshops and seminars.

4.3.3. Graphic Art Section

This Section in collaboration with printing section design educational posters, handbills, primers, invitation cards, identification cards, etc. The educational posters produced are for specific uses like how to use a particular farm implement, fertilizers, insecticides, nomadic education etc.

These are distributed to the rural areas. Other services performed by the graphic section are designing of banners for ceremonies, to make people aware of what is going on.

The target group determines the language used for the production of the materials. When producing a poster depicting the activities of rural people completing basic literacy, Hausa and Ajami are used. To some extent, some of the expressions of the posters are written in Arabic and Ajami. If the poster is for literate group, then the use of Hausa and English is obvious. All depends on the target in focus.

The Graphic Art Section is sufficiently staffed. The organisation is making more effort to train some people in Graphic arts. With all these efforts, most of the materials the section uses are imported. Infact only the graphic sheets are produced here in Nigeria.

The materials produced are distributed through the Area co-ordinating offices (ACO). The feedback of the materials produced come through the co-ordinators and supervisors reports.

4.3.4 Books and Material Development Section

This section was established to develop learning materials for the adult learners. The main service the section gives to the programme is entirely developing textbooks (primers). The investigator observed that most of the books used for the programme are reviewed by this section to suit the psychology (need, behaviour etc) of the learner. The staff of the section may scout around for suitable primers or traditional stories, review them and recommend them for use to the management. Books reviewed in this way are simple Hausa and Ajami readers and Arithmetic processes. The books include 'Hanyar-Koyon Lissafi' (learning Arithmetic), Mu Koyi Ajami (Learn Ajami) 'Mu Koyi Karatu' (Learn to Read) etc. Another example here is that 'Mu koyi Ajami' was initially in Arabic and later translated into Hausa/ Ajami. This same style is followed by Alifijir Newspaper published by Triumph Publishing Company in Kano.

When reviewing these books the section considers:-

a) The suitability of the Primer to the adult learners

b) Simplicity to the Adult learner. If the primer is difficult to understand, then it will bring in a drop in attendance of the literacy class.

c) Simplicity of its instruction.

Although there are only two permanent members of staff in this section, they seek the opinion of other programme heads before acquiring and using the primers. Both members of staff have only a Diploma in Adult Education. Hence this section is not adequately staffed. That is also the reason given as to the available primers awaiting review and adoptation.

The reviewed books are taken to the graphic art section and printing section for publication. However, when the need arises, the section helps in giving advice on how to design a poster in co-operation with graphic section.

During the 14 days workshop and seminars the books are shown to the supervisors and Instructors, and later distributed to the Literacy classes.

Finally, evaluation of these primers are summative. The Supervision and Co-ordination department file in a report concerning the problem of any new primer. These problems are recorded for further discussion.

4.3.5 Supervision and Co-ordination Section

The section distributes primers Supervises the subjects taught, and checks the attendance of the clientele. It also checks the number of the adult learners per class. The average number of adult learners per class is suppose to be twenty-five. If the number is less than this, then the Supervisory section is suppose to find reason for the absentism in the class. If it is concerning the Primer, they recommend its review.

The section provides posters in conjunction with the graphic arts and printing section. These posters can be for a special campaign like Oral redehydration therapy (ORT), Expanded programme on immunication (EPI) Nomadic Education etc.

However, with all the provision of the primers, adult learners are left to learn from where they want. If they want to learn from the Television viewing centres, then the Instructors are allowed to guide them to learn. But there are no Television sets in the adult classes.

The Supervision and co-ordination section also allows the use of Radio and Audio cassettes when there is an important discussion on the air for information purposes.

The distribution of the primers and other materials are done by the Supervision and co-ordination section. The section uses a form of both summative and formative evaluation to assess the uses of educational materials. Checking could be in a form of a given test to adult learners or asking an adult to describe what a particular poster depicts. From these they write reports about the materials. The record is kept for further review programmes.

4.4 Summary

Majority of the respondents who participated in this study are aware that chalkboard, Textbooks, posters, flat-pictures, television and radio programmes are available. Almost the same number of the respondents seem not to be aware of the availability of the materials indicated in Figure 4 and 6 in this study.

The result in Figure 5 and 7 indicated a low percentage of respondents indication on utilisation of the educational materials. Only few materials listed in the figure achieved a moderate indication on utilisation. These materials are chalkboards, textbooks, posters, television and radio programmes. The low indication of utilisation may be due to their non-availability in the literacy campaign.

In order to confirm the availability and utilisation of these materials the percentage of the respondents (staff and adult learners) indication on each materials were correlated. Pearson's Product Moment Correlation was applied. When the r was computed, it was found to be 0.902 for the availability and 0.92 for the utilisation. Both of these indicate a high positive correlation of the two sets of respondents views. This implies that the responses given are closely related.

The data analysed in Table 4.4 and Table 4.18 showed that the AME headquarters participates more than the teaching staff in the preparation of educational materials. This is further confirmed by the interviews conducted in the different sections concerned with the preparation and production of educational materials.

From the interviews, it was discovered that the graphic art and printing sections produce the print (textbooks and posters) Film Unit produced the film, "Nomau", and Television centres Unit produces the television and radio programmes. The rest are the materials and books development section who reviews and recommends the textbooks and posters to the management and the supervision and co-ordination unit who distributes and supervises the use of the materials.

The data analysed showed that there are more of imported materials being used in the campaign than the locally produced materials. This was further confirmed by the interviews conducted with the graphic and printing section, Film Unit, Television Centres Unit and materials and books development.

The result in Table 4.6 indicated that most of the educational materials are prepared in Hausa, Ajami and English. Only few respondents seems to be aware of the preparation in Fulfulde.

An analysis of Table 4.7 and Table 4.8 showed that the provision of Pre-service and in-service training is limited to some specific areas. These areas are training in production of educational materials, workshops and short training. However, the respondents identified lack of fund and lack of training to improvise the instructional materials as the major factors hindering the use of educational materials in the adult classes.

The interviews conducted with the AME staff indicated that most of the educational materials produced are specifically aimed at educating the target groups of the farmers, government employees, house-wives, nomadic Fulanis and the local artisans. The materials when produced are distributed to the twenty area co-ordinating offices.

Chapter 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 SUMMARY

The objective of this study was to findout if:-

1) Educational materials are available for the mass literacy campaign in Kano.
2) The educational materials are used for the mass literacy programme
3) There are personnel who prepare the educational materials for field use
4) There are imported and locally made educational materials for the literacy campaign.

From the literature review in this study, it is clear that the use of educational materials is necessary for the total eradication of illiteracy. The review also showed us how adult learners can change their environment and behaviours if educational materials are used during their instructions. The review pointed out that most of the literacy programmes in Nigeria use more of prints and less of other educational media. Little was revealed on how much of these prints keep the adult learners literate. From the review it is discovered that the AME Kano has training programmes with which the adult learners identify. Basically the programmes include voluntary literacy, Government employee literacy, Nomadic education, Arabic and Islamic education G.C.E. and

Remedial studies.

Several studies were conducted on AME programmes, but little was reported which attempted to determine:-

1) The available educational materials for these programmes.
2) The use of the educational materials
3) The personnel who prepare the educational materials
4) Imported and locally made materials for the programmes.

In the absence of a study of such kind, therefore, an attempt was made to investigate the above issues.

Two sets of questionnaires were designed for the field staff of the programme and adult learners. The field staff include the Area Co-ordinating Officer, the Supervisors, and the Instructors. The adult learners are the farmers, Government Employees, House-wives, cattle rearers and Artisans.

With regards to the staff of the AME Headquarters, a structured interview was designed. The staff interviewed include the staff of the television centres unit, film unit, graphic art and printing section, books and materials development section and supervision and co-ordination section.

The data collected were analysed for each type of question raised in this study.

With respect to the availability of the educational materials, histograms were constructed to show the percentage of the respondents who indicated the availability of educational materials.

The percentage of the respondents on the staff questionnaire on availability were correlated with those of adult learners questionnaire. The Pearson's Product Moment Correlation was applied. The 'r' was computed to be 0.90 indicating a very high positive correlation thus confirming the availability of chalkboard, Textbooks, Posters, Radio and Television Programmes.

Another analysis on utilisation was carried out on histogram. A correlation test was also carried out. The Pearson's Product Moment Correlation was again applied to show a very high positive correlation of 'r' = 0.92. This means that the responses on utilisation were very closely related. This also confirmed that chalkboard, Textbooks, posters, Television and Radio programmes are readily used in the literacy programme.

The study also established that there are more of imported materials in the campaign than the locally produced educational materials.

The data analysed in the study also showed that the AME staff participate more than the field staff in the preparation of the few locally produced educational materials. From the interview with the AME headquarters staff it was confirmed that, they prepare the few locally produced educational materials and send them for adult learners consumption in various Area Co-ordinating Offices.

5.2 Findings

The data collected in this study were analysed with various methods including counting pictorial representation (histogram) and statistical test of correlation.

Majority of the respondents indicated the availability of chalkboard, textbooks, posters, television and radio programmes. The percentage of respondents on the availability of each materials in the staff questionnaire were correlated with those of learners. It indicated a very high positive correlation thus confirming the availability of chalkboard, textbooks, posters, television and radio programmes.

Also, the result in figures 5 and 7 in Chapter 4 indicated that the majority of the educational materials used in the programmes are chalkboard, textbooks, posters, flat-pictures television and radio programmes. Educational materials such as Diagrams, photographs, Newspapers, Periodicals, Bulletin Boards, Charts, Graphic Materials, Models, Audio-Cassettes, Maps, Captions, Movies, Globes, Slide-Sets and flannel-graph materials are little used. Some are even rarely used in the programme. These are cartoons, filmstrips, comic books, video cassettes, discs and overhead transparencies.

On the question of the preparation of educational materials, it was found out that the AME headquarters in Kano prepares the locally produced educational materials and sends them to the adult classes. This was indicated by the majority (83 percent) of the respondents in the staff questionnaire and in the adult learners questionnaire (30 percent) in Table 4.2

and 4.14 respectively.

The materials are prepared in the areas of basic reading, writing and arithmetic, health education, local craft and vocational skills. The languages used for the preparation of these materials are Hausa, English and Fulfulde (Fulani).

The result in Table 4.6 suggests that short-training and workshops are the readily available in-service programmes. It is indicated in Table 4.9 that lack of fund and lack of materials to improvise are the major reasons hindering the use of educational materials in adult classes.

On the questions of imported and locally made materials the percentage of the respondents analysed in Table 4.7 showed that imported educational materials dorminate the programmes more than the locally produced educational materials. This may mean that the imported materials play a major role in the literacy programmes.

The respondents indications also analysed in Table 4.10 showed that the AME headquarters are the major evaluators of the use of educational materials. This was also with the small contribution of area co-ordinators and supervisors.

Government employee literacy scheme, which is compulsory for every Government employee in the state who can not read and write, have a higher percentage of indication from the respondents.

The Normadic education has less respondents probably due to its recent introduction in the state. In fact, all these programmes are dominated by basic reading, writing and arithmetic. After 6-7 months completion, certificates are issued to the participants. The successful participants proceed to post-literacy schemes.

5.2.1 Findings from the Staff Interview

The data in this section was collected by interviewing AME staff using open-ended questions (Appendix F). From the interview it was revealed that the Television centres unit produces moderate educational programmes (radio and Television) for different target groups of the mass literacy programmes. Open air community reviewing centres are the main places where these programmes are received by the target groups. So far, the film unit of AME produced only one film (Nomau) for the target groups of farmers. Also the graphic art section in collaboration with the printing section produce the little locally made posters, primers and handbills. The books and materials development section scout around for suitable primers or traditional stories, review them and recommend them for use in the campaign. Finally, the supervision and co-ordination section distributes the newly reviewed primers posters organises workshops and seminars and supervises the subjects taught including attendance of the clientele.

From the interview, it was confirmed that these sections are insufficiently staffed. They are aided by some outside organisations like Kano State Ministry of Home Affairs and Information, Kano Broadcasting Corporation (KBC) and Nigeria Television Authority (NTA).

The interview also indicated that the few materials adopted or produced locally are distributed through the Area Co-ordinating offices (ACO). The feedback of the materials produced come through the co-ordinators and the Supervisors reports.

5.3 Implications of the Findings

The above findings have several implications. Some of such implications are:-

1) The use of educational materials is grossly inadequate. This may seriously handicap the supervisors and instructors.
2) The supervisors and the instructors are insufficiently trained to produce and manage the various educational materials. There should be a desire for more in-service training for self improvement leading to higher productivity on the part of the instructors of the programmes.
3) The AMF headquarters alone prepares the locally produced educational materials. This is inadequate for the adult classes.
4) Local resources are not used adequately where imported educational materials are lacking.

5) The AME is not adequately funded to carryout its activities.

5.4 Recommendations

In the light of the findings, the following recommendations are made:-

1) It is necessary as a matter of urgency for the AME Kano to seek ways of using more educational media in its literacy programmes for the effective instruction of the adults.
2) It is necessary that the in-service training which includes workshops and seminars be broadened to include wider utilisation of locally made materials. In fact, the instructors and supervisors should be trained to use their ingenuity to improvise the materials.
3) Since the locally produced educational materials are prepared solely by the AME headquarters, it is recommended that Kano Educational Resource Centre (KERC) be broadened to help in the preparation of educational materials for the illiterate adults.
4) It is recommended that library should be established in the AME headquarters for proper documentation of the AME activities. This may encourage easy storage and retrieval of different literacy campaign documents for research and improvement of the present activities.

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5) It is recommended that the AME short training and workshops which are regularly held for the field staff should make use of audio visual aid specialist from ABU, University of Ibadan, University of Ilorin and University of Ife. The inclusion of courses like demonstration with new materials, selection of materials, equipment circulation, and organising exhibition of new materials and equipment could help in the literacy programmes.

6) As it takes only 6-7 months to train an adult learner in basic literacy and numeracy in Kano, it is recommended that this basic knowledge be combined with other foundamental knowledge and skills. This would enable the learners to modify their behaviours and environments. This could be done using a lot of the media like audio cassettes/tapes, mobile films, mobile video recorder/ television monitors, discussion groups, dramatizations, demonstrations etc.

7) The target groups used for the campaign could be utilized to produce their own educational materials using their own environments.

8) It is recommended that the AME should be well funded to carry on with its objectives of educating the teaming illiterates.

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APPENDIX A

AGENCY FOR MASS EDUCATION, KANO STATE
END OF THE SESSION LITERACY REPORT: FROM 19TH/3/85
TO 28TH/9/1985

S/NO	Co-ordinating Area	No. of CLASSES	ENROLMENT AT THE BEGINNING OF CLASSES			No. OF COMPLETERS AT THE END OF SESSION			WITHDRAWALS			PASSES			FAILURES		
			M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1.	Bichi	34	675	175	850	342	52	394	333	123	456	88	28	116	254	24	278
2.	B/Kudu	29	670	15	685	44	-	44	256	15	271	98	-	98	316	-	316
3.	D/Butta	33	697	125	822	143	67	210	557	58	612	19	17	36	124	50	174
4.	D/Gadu	31	750	25	775	387	-	387	462	25	488	93	-	93	194	-	194
5.	D/Tofa	32	650	99	749	323	58	381	327	41	368	183	25	209	140	33	173
6.	Dutse	25	485	40	525	335	28	335	150	12	162	77	-	77	258	28	286
7.	Gaya	35	875	-	875	358	14	372	542	-	542	95	10	105	263	4	267
8.	Gezawa	28	431	136	567	166	34	200	265	102	367	77	2	79	89	32	121
9.	Gumel	24	402	220	622	235	148	383	167	72	239	5	26	31	230	122	352
10.	Gwarzo	34	753	79	832	245	8	253	508	71	579	34	-	34	211	8	219
11.	Hadejia	30	577	192	769	297	53	350	280	139	419	53	1	54	244	52	296
12.	Jahun	31	675	100	775	334	45	379	341	55	396	71	8	79	263	37	300
13.	K/Hausa	30	223	125	348	147	38	185	76	87	163	33	14	47	114	24	138
14.	Kano	38	725	225	950	255	125	380	470	100	570	158	82	240	97	43	143
15.	Kazaure	30	500	150	650	221	77	298	279	73	352	107	21	128	114	56	170
16.	Minjibir	33	748	35	783	243	24	267	505	11	516	195	4	199	48	20	68
17.	Rano	26	500	150	650	221	43	264	279	107	386	9	-	9	212	43	255
18.	Ringim	33	571	172	743	244	79	323	327	93	420	30	18	48	214	61	275
19.	T/Wada	32	650	132	782	273	68	341	377	64	441	66	-	66	207	68	275
20.	Wudil	29	900	14	914	416	-	416	459	-	459	81	-	81	335	-	335
	TOTAL =	610	12,487	2,209	14666	5489	961	6460	6958	1248	8206	1572	255	1828	3927	709	4632

APPENDIX A

AGENCY FOR MASS EDUCATION, KANO STATE
END OF SESSION LITERACY REPORT: FROM 1ST/12/1985
TO 15TH/3/1986

S.NO.	Co-ordinating Areas	No. of Class	ENROLMENT AT THE BEGINNING OF CLASSES			No. COMPLETERS AT THE END OF THE SESSION.			WITHDRAWLS			PASSES			FAILURES		
			M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1.	Bichi	14	277	32	309	147	32	179	130	-	130	140	32	172	7	0	7
2.	B/Tulu	13	301	2	303	203	2	204	99	0	99	188	2	190	14	0	14
3.	D/Gatta	14	343	10	353	197	10	207	116	-	116	169	9	178	28	1	29
4.	D/Tudu	11	174	50	224	95	18	113	79	32	111	79	16	95	16	2	18
5.	D/Tofa	17	269	44	313	200	43	243	69	1	70	183	42	225	17	1	18
6.	Dutse	10	143	25	168	107	25	132	36	0	36	106	25	131	1	0	1
7.	Gaya	14	308	-	308	188	-	188	120	-	120	167	-	167	21	0	21
8.	Gezawa	07	131	14	145	85	10	95	46	4	50	82	10	95	3	0	3
9.	Gumel	13	208	133	341	155	49	204	53	84	137	139	40	179	16	9	25
10.	Gwarzo	19	449	25	474	231	3	234	218	22	240	199	2	201	32	1	33
11.	Hadejia	15	209	-	209	123	-	123	86	-	86	105	-	105	18	0	18
12.	Jahun	11	250	25	275	136	10	146	114	15	129	107	9	116	29	1	30
13.	K/Hausa	13	296	33	329	95	26	121	201	7	208	89	22	111	6	4	10
14.	Kano	11	194	124	318	123	67	190	71	57	128	116	57	173	7	10	17
15.	Kazaure	08	114	50	164	64	28	92	50	22	72	59	23	82	5	5	10
16.	Minjibir	07	118	8	126	101	8	109	17	-	17	90	8	98	11	0	11
17.	Rano	06	127	27	154	75	19	94	52	8	60	64	11	75	11	8	19
18.	Ringim	17	263	48	311	146	21	167	117	27	144	118	9	127	28	12	40
19.	T/Wada	11	281	49	330	101	24	125	180	25	205	86	16	102	15	8	23
20.	Wudil	22	482	51	533	371	27	398	111	24	135	284	25	309	87	2	89
	TOTAL =	253	4,907	750	5,657	2,942	422	3,364	1,965	328	2293	2,570	358	2928	372	64	436

COURSE: AGENCY FOR MASS EDUCATION, KANO STATE RECORD OFFICER.

APPENDIX A

AGENCY FOR MASS EDUCATION, KANO STATE
END OF SESSION LITERACY REPORT: FROM 26TH JULY TO 31ST DECEMBER 1986

		No. of Classes	ENROLMENT AT THE BEGINNING OF CLASSES			No. of completers at the end of the session			Withdrawls			Passes			Failure		
			M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
1.	Bichi	40	861	137	998	461	76	537	407	61	468	123	40	163	338	29	367
2.	B/Kudu	24	676	-	676	342	-	342	264	-	264	243		243	99	-	99
3.	D/Butta	28	600	50	650	254	21	275	246	29	375	194	19	213	60	2	62
4.	D/Kudu	18	375	70	445	179	19	198	196	51	247	111	10	121	68	9	77
5.	D/Tofa	40	798	172	970	432	93	525	366	79	445	366	63	429	66	30	96
6.	Dutse	22	533	-	533	267	-	267	266	-	266	227	-	227	40	-	40
7.	Gaya	36	937	-	937	428	-	428	509	-	509	292	-	292	136	-	136
8.	Gezawa	20	387	24	413	199	17	216	190	7	197	165	10	175	34	7	41
9.	Gumel	21	435	111	546	226	55	281	209	56	265	160	49	209	66	6	72
10.	Gwarzo	42	976	86	1,062	419	46	465	557	40	597	331	30	361	88	16	104
11.	Hadejia	26	473	161	634	275	106	381	198	55	253	213	84	297	62	22	84
12.	Jahun	16	300	100	400	171	54	225	129	46	175	128	47	175	43	7	50
13.	K/Hausa	28	725	-	725	453	-	453	272	-	272	193	-	193	260	-	260
14.	Kano	23	414	211	625	233	109	342	181	102	283	101	82	183	132	27	159
15.	Kazaure	10	150	100	250	60	58	118	90	42	132	56	42	98	4	16	20
16.	Minjibir	16	306	8	314	234	5	239	72	3	75	167	2	169	67	3	70
17.	Rano	18	400	50	450	243	32	275	157	18	175	109	7	116	134	25	159
18.	Ringim	32	748	50	798	377	15	392	371	35	406	238	14	252	139	1	140
19.	T/Wada	26	598	75	673	287	40	327	311	35	346	185	22	207	102	18	120
20.	Wudil	60	1,281	110	1,391	766	71	837	515	39	554	537	63	600	229	8	237
	TOTAL =	255	5,395	865	6,260	3,099	490	3,589	2,296	385	2,671	1927	363	2,290	1,172	127	1299
TOTAL B/F		289	10,517	643	7,160	3,202	320	3,522	3,310	323	3,633	2212	221	2,433	1,995	99	1094
GRAND TOTAL		544	11,912	1,508	13,420	6,306	810	7,116	5,606	708	6,304	4139	584	4,723	2,167	226	2393

AGENCY FOR MASS EDUCATION, KANO STATE RECORD OFFICE.

APPENDIX B

Correlation of the Respondents on Availability of educational Materials - Staff and Adult learners.
Using Pearson Product Moment Correlation

$$PPm(r) = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[(N\Sigma x^2) - (\Sigma x)^2][(N\Sigma Y^2) - (\Sigma x)^2]}}$$

Staff(X)	Adult (Y)	XY	X^2	Y^2
99	100	9,900	9,801	10,000
90	97	8,730	8,100	9,409
36	25	900	1,296	625
21	12	252	441	144
19	11	209	361	121
49	9	441	2,401	81
14	5	70	196	25
23	7	161	529	49
17	4	68	289	16
14	7	98	196	49
20	9	180	400	81
9	8	72	81	64
8	8	64	64	64
6	2	12	36	4
8	1	8	64	1
19	4	76	361	16
12	3	36	144	9
12	0	0	144	0
9	0	0	81	0
1	2	2	1	4
21	5	105	441	25
1	0	0	1	0
2	0	0	4	0
10	0	0	100	0
50	6	300	2,500	36
41	24	984	1,681	576
611	349	22,668	29,713	21,399

$\bar{X} = 23.5 \qquad \bar{Y} = 13.4$

$$\frac{22668 - \frac{(611)(349)}{26}}{\sqrt{29713 - \frac{611 \times 611}{26}} \quad \sqrt{21399 - \frac{349 \times 349}{26}}}$$

$$\frac{14466.5}{123.913 \times 129.284}$$

$$= \frac{14466.5}{16015.968} = .903$$

KEY

r - The Correlation Coefficient

x - Staff Responder

Y - Adult Learners Respondents

N - Number of Cases

Σ - Summation

APPENDIX C

Correlation of Staff and Adult learners Response on Utilisation of education materials. Using Pearson Product Moment Correlation (PPM)(r)

$$PPM(r) = \frac{N\Sigma xY - (\Sigma x)(\Sigma Y)}{\sqrt{\left[\Sigma x^2 - \frac{(\Sigma x)^2}{N}\right]\left[(\Sigma Y^2) - \frac{(\Sigma Y)^2}{N}\right]}}$$

Staff(x)	Adult (y)	xy	x^2	y^2
100	95	9,500	10,000	9025
91	89	8,099	8,281	7921
40	25	1,000	1,600	625
16	13	208	256	169
29	14	406	841	196
49	12	588	2,401	144
5	8	40	25	64
19	14	266	361	196
15	6	90	225	36
19	8	152	361	64
26	11	286	676	121
9	13	117	81	169
4	10	40	16	100
6	4	24	36	16
7	5	35	49	25
26	11	286	676	121
6	8	48	36	64
8	5	40	64	25
5	2	10	25	4
1	7	7	1	49
16	11	176	256	121
2	8	16	4	64
1	3	3	1	9
17	7	119	289	961
57	32	1.767	3,249	
55	32	17760	3,025	1024
= 629	= 452	=25,083	32,835	21362

$$PPM(r) = 25083 - \frac{629 \times 452}{26}$$

$$\sqrt{32835 - \frac{629 \times 629}{26} \quad 2136 - \frac{452 \times 452}{26}}$$

$$\frac{14148.077}{1542 4.553}$$

$$= \underline{0.917}$$

High Positive crrelation on utilisation

KEY

r = The Correlation Coeffieient

X = Staff Responden

Y = Adult Learners Respondents

N = Number of Cases

Σ = Summation

APPENDIX D

QUESTIONNAIRE FOR THE STAFF OF THE MASS LITERACY CENTRES

The questionnaire is designed to obtain facts about the use of educational materials for Mass Literacy in Kano State.

The investigator sincerely implores you to record your honest opinions in response to the questions and instructions provided. Your contribution and full co-operation is indispensable to the success of this research. Your response will be treated in confidence.

Thank you for your co-operation.

Yours faithfully

(A. Muhammad Maiboni)

SECTION A: PERSONAL INFORMATION

1. Age Range (tick ( ) as appropriated
   (a) Below 26 Years ( )
   (b) 26 - 35 Years ( )
   (c) 36 - 45 Years ( )
   (d) 46 - 50 Years ( )
   (e) 50 Years and above ( )

2. Indicate your highest educational qualification (Tick ( )
   (a) Primary School Certificate ( )
   (b) Grade III/Grade II/NASC Others ( )
   (c) Certificate Course in Adult Educ. ( )

(d) NCE/OND/HND ( )

(e) B.A/B.Sc/B.Ed/Others ( )

(f) M.A/M.Sc/M.Ed/Ph.D/Others ( )

3. For how long have you been co-ordinating Supervising or Instructing in Adult programme? (Tick (✓)

(a) Below 1 year ( )
(b) 1 - 3 Years ( )

(c) 4 - 7 Years ( )

(d) 8 - 10 Years ( )

(e) Above 10 Years ( )

SECTION B: AVAILABILITY OF EDUCATIONAL MATERIALS

(4) Indicate (Tick (✓) whether the following educational materials are available in your Supervisory area:

Materials	Yes	No
Chalkboard		
Textbooks (Primers)		
Flat pictures		
Graphic materials		
Diagrams		
Posters		
Cartoons		
Bulletin Boards		
Maps		
Charts		
Photographs		
Captions		
Comic Books		
Flannelgraph Materials		
Globes		
Newspapers/Periodicals		
Slide-Sets		
Film (16mm, 8mm)		
Film Strips		
Video Cassettes		
Audio Cassettes/Tapes		
Discs		
Overhead Transparencies		
Models/Realia/Exhibits		
Television Programmes		
Radio Programmes.		

SECTION C - UTILISATION OF EDUCATIONAL MATERIALS

(5) Indicate (Tick (✓) whether the following educational materials are used in your area.

Materials	Yes	No.
Chalkboards		
Textbooks (Primers)		
Flat pictures		
Graphic Materials		
Diagrams		
Posters		
Cartoons		
Bulletin Board		
Maps		
Charts		
Photographs		
Captions		
Comic books		
Flannelgraph materials		
Globes		
Newspapers/Periodicals		
Slide-sets		
Film (16mm, 8mm)		
Film strips		
Video Cassettes		
Audio Cassettes/Tapes		
Overhead Transparencies		
Models /Realia/Exhibits		
Television Programmes		
Radio Programmes		

SECTION D: PREPARATION OF EDUCATIONAL MATERIALS

Educational Materials: By educational materials we mean audio-visual materials such as films, still pictures, audio and visual tapes, television programmes, textbooks, Maps etc

6. Indicate Tick (✓) who prepares the educational materials for the adult classes.

(a) Audio-Visual aid specialists ( )

(b) Literacy Division Agency for Mass Education Kano ( )

(c) The co-ordinators/Supervisors/Instructors ( )

(d) Adult learners ( )

(e) Aquired from outside Organisations ( )

(f) Others (Specify) ----------

---

7. In which of the following Areas are the educational materials prepared (Tick (✓)

(a) Basic reading, writing and Arithmetic ( )

(b) Health Education ( )

(c) Family life Education ( )

(d) Civic, moral and political Education ( )

(e) Basic knowledge of modern Agricultural Practices ( )

(f) Co-operative organisation and Management ( )

(g) Repairs and Maintenance of farm Implements ( )

(h) Local craft and vocational skills ( )

8. Indicate (Tick (✓) the language/languages of instruction being used for the preparation.

(a) English ( )

(b) Hausa ( )

(c) Fulfulde (Fulani) ( )

(d) Kanuri ( )

(e) Igbo ( )

(f) Yoruba ( )

(g) Others (specify) ----------

---

9. In which of the following areas have you trained during your Pre-service training programme?

	TRAINING	Yes	No.
a.	Production of education materials		
b.	Audio-visual equipment circulation (operation, distribution, retrieval etc)		
c.	Organising In-service training and workshop		
d.	Demonstration with new materials and equipment		
e.	Previewing and evaluating materials		
f.	Organising of exhibition of new materials and equipment		
g.	Selection of materials to meet curriculum objectives		
h.	Others (Specify)----------		

---

10. Place, indicate (Tick (✓) the kind of In-service training programmes available for the preparation of educational materials for adult literacy campaign, and how often they are organised?

	IN-SERVICE TRAINING	OFTEN	RARELY	NEVER
a.	Workshops			
b.	Short training			
c.	Newsletter and Bulletin			
d.	Handbooks on how to prepare educational materials			
e.	Listing of educational materials			

SECTION E: USE OF IMPORTED/LOCAL EDUCATION MATERIALS

11. How much of the educational materials are produced locally? (Locally means within Nigeria). (Tick (✓).

MATERIALS	MAJORITY	FEW	NONE
Chalkboards			
Textbooks (Primers)			
Flat picture			
Graphnic Materials			
Diagrams			
Posters			
Cartons			
Bulletin Boards			
Charts			
Maps			
Photographs			
Captions			
Comic Books			
Flannelgraph materials			
Globes			
Newspapers/Periodicals			
Slide-sets			
Film (16mm, 8mm)			
Film strips			
Video cassettes			
Audio cassettes/tapes			
Discs			
Overhead Transparencies			
Models/Realia/Exhibits			
Television Programmes			
Radio Programmes			

12. How do the Adult students react to the use of educational materials during teaching and learning process? (Tick (✓)

(a) Find the lesson very interesting ( )

(b) Find the lesson dull ( )

(c) Do not understand the lesson ( )

(d) Helps to facilitate their understanding ( )

(e) See them as a means of wasting time ( )

13. The following are the reasons why educational materials are not regularly used in the Adult classes (Tick (✓)

(a) Lack of fund to buy spare-parts ( )

(b) Lack of electricity ( )

(c) Instructors have no interest in using them ( )

(d) No trained instructors to operate them ( )

(e) Instructors do not know their function ( )

(f) Lack of co-operation between the co-ordinator and supervisors of literacy in using them ( )

(g) Instructors cannot make them ( )

(h) Lack of materials to improvise them ( )

14. Who evaluates (assess) the use of educational materials available for the literacy programmes?

_____

_____

APPENDIX E

QUESTIONAIRE FOR ADULT LEARNERS OF KANO MASS LITERACY PROGRAMME.

This questionaire is designed to obtain facts about the use of educational materials for mass literacy in Kano State.

The investigator sincerely implores you to record your honest opinions in response to the questions and instructions provided. Your contribution and full co-operation is indispensable to the success of this research. Your response will be treated in confidence.

Thank you for your co-operation.

Yours faithfully,

(A. MUHAMMAD MAIBENI)

SECTION A: PERSONAL INFORMATION

1. Age Range (Tick (✓)
   (a) Below 26 years ☐
   (b) 26 - 30 Years ☐
   (c) 31 - 35 " ☐
   (d) 36 - 40 " ☐
   (e) 41 - 45 " ☐
   (f) 46 - 50 " ☐
   (g) Above - 50 " ☐

2. Occupation (Tick (✓)
   a. Farming ☐
   b. Government Employee ☐
   c. House Wife ☐
   d. Cattle Rearing ☐
   e. Artisan ☐

3. For how long have you been in a literacy class (Tick (✓)

a. 0 - 6 month ☐

b. 7 months - 1 year ☐

c. 1½ years - 2 years ☐

d. Above 2 years ☐

4. What category of literacy programme are you participating in? (Tick (✓)

a. Arabic and Islamic programme ☐

b. Voluntary literacy programme ☐

c. Government Employee literacy programme ☐

d. Nomadic literacy programme ☐

e. Others (specify)---------- ☐

---

5. Indicate the basic subjects being taught in your class (Tick (✓).

a. Reading, writing and Arithmetic ☐

b. Health Education ☐

c. Family life Education ☐

d. Basic knowledge of modern Agricultural Practices ☐

e. Co-operative Organisation & Management ☐

f. Civic, moral and political Education ☐

g. Local Craft and vocational skills ☐

h. Repairs and maintenance of farm implements ☐

i. Extra-mural studies ☐

j. Others (specify)---------- ☐

SECTION B: AVAILABILITY OF EDUCATIONAL MATERIALS

6. Indicate (Tick (✓) whether the following educational materials are available in your class.

MATERIALS	YES	NO
Chalkboard		
Textbooks (Primers)		
Flat pictures		
Graphic materials		
Diagrams		
Posters		
Cartoons		
Bulletin Boards		
Maps		
Charts		
Photographs		
Captions		
Comic Books		
Flannelgraphs		
Globes		
Newspapers/Periodicals		
Slide - Sets		
Film (16mm,- 8mm)		
Film strips		
Video cassettes		
Audio cassettes/tapes		
Discs		
Overhead Transparencies		
Models /Realia/Exhibits		
Television programmes		
Radio Programmes		

SECTION C: UTILISATION OF EDUCATIONAL MEDIA

7. Indicate (Tick (✓) whether the following educational materials are used in your literacy class.

MATERIALS	YES	NO
Chalkboards		
Textbooks (Primers)		
Flat pictures		
Graphic materials		
Diagrams		
Posters		
Cartoons		
Bulletin Boards		
Maps		
Charts		
Photographs		
Captions		
Comic books		
Flannelgraph materials		
Globes		
Newspapers/periodicals		
Slide - Sets		
Film (16mm, 8mm)		
Film strips		
Video cassettes		
Audio cassettes/tapes		
Discs		
Overhead transparencies		
Television Programmes		
Models/ Realia/Exhibits		
Radio Programmes		

SECTION D: EFFECTIVENESS OF EDUCATIONAL MATERIALS

8. Indicate (Tick (✓) who prepares and operates the educational materials and equipments in your class?

(a) Instructors/Supervisors ☐

(b) Adult learners ☐

(c) Agency for Mass Education Workers ☐

(d) Others (specify)----------

---

9. Indicate why you like or do not like educational materials to be used in your classwork or outside class (Tick (✓)

(a) Because they make lesson interesting ☐

(b) Because the lesson becomes dull ☐

(c) I do not understand the lesson ☐

(d) I see them as a means of wasting time ☐

(e) Others (specify) ----------

TAMBAYOYIN MASU KOYON ILIMIN MANYA NA HUKUMAR YADA ILIMIN MANYA TA JIHAR KANO.

Wadannan tambayoyi an tsara sune domin samun hakikar abubuwan da ake yin amfani dasu wajen yada illimin manya a Jihar Kano.

Mai yin wannan binciken na fatan za'a amsa wadannan tambayoyi tayin li'akkari da bayanin da aka bayar.

KASHI NA FARKO: JAWABIN MAI AMSA TAMBAYOYI

1. Yawan shekarun Ka/Ki (Zabi daya (✓)
   - (a) Masu shekaru 26 - 30 ☐
   - (b) Masu shekaru 31 - 35 ☐
   - (c) Masu Shekaru 36 - 40 ☐
   - (d) Masu shekaru 41 - 45 ☐
   - (e) Masu shekaru 46 - 50 ☐
   - (f) Wadanda suka fi shekaru 50 ☐

2. Sana'arka/ki (Zabi daya (✓)
   - a. Noma ☐
   - b. Ma'aikacin hukuma ☐
   - c. Matar aure ☐
   - d. Kiwo ☐
   - e. Mai sana'ar hannu ☐

3. Shekarun Ka/Ki nawa ne kana/kina koyon yaki da Jahilci a makarantar illimin manya? (Zabi daya (✓)
   - (a) Sabon shiga - wata 6 ☐
   - (b) Daga wata 7 - shekara 1 ☐
   - (c) Shekaru 1½ - shekaru 2 ☐
   - (d) Wadanda suka fi shekaru 2 ☐

4. Wacce **irin** makaranta Kakeyi/Kikeyi a tsarin illimin manya a Jihar Kano? (Zabi daya (✓)

(a) Makarantar illimin addinin musulunci ☐

(b) Makarantar illimin manya da aka bude - kauyuka da birane ☐

(c) Makarantar illimin manya don ma'aikatan hukuma ☐

(d) Makarantun da aka bude don makiyaya ☐

(e) Ko wacee makaranta kake ----------

---

5. Bayyana wasu abubuwa da ake koya muku. (Zabi (✓)

A. Karatu, rubutu da lissafi ☐

B. Kula da lafiya ☐

C. Illimin Zaman iyali ☐

D. Illimin siyasa ☐

E. Illimin aikin gona irin na zamani ☐

F. Sanin makamar kungiyoyi da tafiyarda su ☐

G Koyon gyra da adana kayayyakin gona ☐

H. Sauran sana,oin hannu ☐

KASHI NA BIYU: KAYAYYAKIN KOYARWA

6. Baiyana wadannan kayyayakin koyarwa, ko akwaisu ko babu su a inda ake koya muku karatu da ... (Zabi ( )

KAYAYYAKIN KOYARWA	AKWAI	BABU
Allo		
Littafin karatu		
Hotuna		
Kayayyakin zane - zane		
Zane - zane		
Alamomin na zane - zane		
Hotunan da aka zana		
Allon bada sanarwa		
Taswira		
Taswirar lissafi (charts)		
Hotuna (wanda aka dauka)		
Rubutun bayanai		
Littatafan ban dariya		
Kayayyakin yin flannelgraph		
Dunkulan Taswirar duniya		
Jaridu da mujallu		
Fakitin kallo - kallo		
Silma		
Samfoti		
Faya - fayen Bidiyo		
Kasan - kasan		
Faya - fayen Garmaho		
Laiden Transparency		
Ginennen abu		
Shirye-shiryen television		
Shirye-shiryen Radio		

KASHI NA UKU : AMFANI DA KAYAYYAKIN KOYARWA

7. Bai yana kayayyakin da aka amfani da su wajen koyon karatu, rubutu da lissafi na illimin manya. (zabi (✓).

KAYAYYAKIN KOYARWA	ANA AMFANI DASU	BA'A AMFANI DA SU
Allo		
Littafan karatu		
Hotuna (Pictures)		
Kayayyakin zane - zane		
Zane - zane (Diagrams)		
Alamomin na zane - zane		
Hotunan da aka zana		
Allon bada sanarwa		
Taswira		
Taswirar lissafi (Charts)		
Hotuna (Wanda ake dauka)		
Rubutun bayanai		
Littatafan ban dariya		
Kayayyakin yin flannelgraph		
Dunkulan Taswirar Duniya		
Jaridu da mujallu		
Fakitin kallo-kallo		
Silma		
Samfoti		
Faya-fayen Bidiyo		
Kasan-Kasan		
Faya-fayen Garmaho		
Laiden Transparency		
Ginennen abu		
Shirye-shiryen television		
shirye-shiryen Radio.		

8. Bayyana wanda ke shiryawa da kuma yin amfani .. wadannan kayyayakin koyarwa a ajinku (zabi (✓)

(a) Malamai ☐

(b) Masu duba aiki ☐

(c) Masu koyon karatu ☐

(d) Masu koyo da masu koyarwa ☐

(e) Ma,aikatan hukumar yado illimin manya ☐

(f) Ko kuma wa ----------

---

9. Bayyana dalilan da suka sa kake/kike son ayi amfani da wasu abubuwan wajen koyarwa, ko kuma dalilan da suka sa ba,a amfani da su (Zabi (✓)

(a) Domin suna sa darasi ya kasance abin sha,awa ☐

(b) Domin sukansa darasi ya gunduras da ni ☐

(c) Bana fahimtar darasi in anyi amfani dasu ☐

(d) Domin sukan bata lokaci ☐

(e) Wasu dalilai ----------

APPENDIX F

INTERVIEW FOR THE STAFF OF SUPERVISION AND CO-ORDINATING DEPARTMENT, AGENCY FOR MASS EDUCATION - KANO.

1. What specific services does your section provide for the Agency for Mass Education? List them ----------

2. Do you have adequate trained staff to supervise the use of educational materials on the literacy programmes?

3. When recommending the educational materials for a particular programme, what are your considerations?
   (a) ----------
   (b) ----------
   (c) ----------
   (d) ----------

4. Do you supervise the use of foreign educational materials?

5. How do you distribute the materials produced?

6. How do you evaluate the materials that are used in the literacy programme?

INTERVIEW FOR THE STAFF OF THE GRAPHIC AND ARTS DEPARTMENT AGENCY FOR MASS EDUCATION.

1. What specific services does your section provide for the Agency for Mass Education? List them ----------

2. What educational materials do you prepare in your section? ----------

3. Name the languages in which you produce your educational materials (Briefly)----------

4. Do you have adequate trained staff to prepare the materials locally? ----------

5. Do you use foreign educational materials? ----------

6. How do you distribute the materials you produce? ----------

7. How do you evaluate the educational materials that are used in the literacy programme? ----------

STRUCTURED INTERVIEW FOR HEAD OF THE DEPARTMENT
OF BOOKS AND MATERIAL DEVELOPMENT
OF LITERACY DIVISION KANO

1. What are the objectives of setting - up this materials and books development section? ----------

2. What specific services does your section provide to the Agency for Mass Education?
List them ----------

3. How much budgettary allocation do you get on the average for the operation of your Unit?
---

4. Do you have adequate trained staff to prepare the materials locally? ----------

5. Being the Sole producer and recommender of educational materials used by the Agency for Mass Education, in what ways (forms) do you expect the co-operation of programme heads? List them ----------

6. When producing and recommending educational materials for a particular programme, what are your consideration?

(i) ----------

(ii) ----------

(iii) ----------

(iv) ----------

7. Do you use imported educational materials?
How _____

_____

8. How do you distribute the materials you produce?

_____

_____

9. How do you evaluate the educational materials that are used in the literacy programmes?

_____

_____

10. What In-service training do you provide for the Supervisors and Instructors on the utilisation of educational materials for literacy programmes?

_____

_____

INTERVIEW FOR THE STAFF OF THE FILM UNIT
AGENCY FOR MASS EDUCATION KANO

1. What specific services does your section provide for the Agency for Mass Education? List them ——————————

2. What specific educational film does your section prepare? (Please, mention some of the major themes of the films).

3. Do you use foreign educational films?

4. How do you distribute the films available?

5. How are the educational films utilised for the Mass literacy programme?

6. Do you have adequate trained staff to utilise the films?

7. How do you evaluate the educational films that are used in the literacy programmes?

8. What Inservice training do you provide for the Supervisors and Instructors on the use of educational films for the literacy programme?

INTERVIEW FOR THE STAFF OF THE TELEVISION CENTRES UNIT, AGENCY FOR MASS EDUCATION.

1. What specific services does your unit provide for the Agency for Mass Education? List them ——————————

2. What educational programmes do you prepare in your unit?

3. Do you have adequate trained staff to prepare the educational television programmes locally?

4. Do you use foreign educational programmes for the Literacy campaign? (List them).

5. How do you distribute the educational television programmes you produce?

6. How do you evaluate the educational programmes that are used in the literacy campaign in Kano?

7. What In-service training do you provide for the Supervisors and Instructors on the use of educational television programmes and Radio programmes for the literacy campaign?