AN EVALUATION OF SOCIAL STUDIES COMPONENT IN ADULT EDUCATION PROGRAMME IN KADUNA STATE

BY

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DECLARATION

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

Maimunatu ABOKI (Mrs)

CERTIFICATION

This thesis entitled AN EVALUATION OF SOCIAL STUDIES COMPONENT IN ADULT EDUCATION PROGRAMME IN KADUNA STATE By Maimunatu Aboki (Mrs), meets the regulations governing the award of the Doctor of Philosophy Curriculum and Instruction in Social Studies of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my children whose innocent words kindle the flame in me. May their tender souls brighten the world to greater heights.

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My special thanks and gratitudes go to **Mrs. Olive Coe Dubey,** who was the Head of Social Studies Programme in the Faculty of Education, Ahmadu Bello University up to 1985. It was her singular effort to see that Social Studies covers all systems of education including the most neglected area of education - Adult Education. Her encouragement made me to take up the challenge and she rendered her useful guidance.

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ABSTRACT

The rationale for this study has been as a result of the increasing concern people seem to have in the alarming number of illiterate adults despite concerted efforts by governments, educational institutions and individuals to wipe out adult illiteracy from our society.

Many problems have been identified as militating against the achievement of this noble objectives and the solutions have yielded little success. As a result, the researcher found it interesting to deliver and evaluate a developed programme of Social Studies for Post Literacy learners in Adult Education in order to determine its effectiveness and whether the objectives of the programme were being achieved or not. Also, to determine the suitability of programme contents, the learning activities, the evaluation techniques employed for evaluating the teaching-learning process of these adults, the availability of teaching-learning materials and at general performances of these adults at this level.

The population of the study consisted of one thousand five hundred (1,500) adult learners. The sample of the study consisted of five hundred (500) adult learners.

The following instruments were employed for the study: Questionnaire for adult learners, questionnaire for instructors, oral interview schedule for instructors and observation.

The results obtained from the analysis of the data collected concerning opinions of both instructors and adult learners were tabulated.

In the response, the instructors and adult learners gave favourable position to Social Studies as a component of Adult Education programme. They all resolved that the Agency for Mass Literacy employ permanent and qualified instructors to teach the adults. The objectives were achieved and the contents suitable.

Effective citizenship, easier problems solving and decision making were the major strengths of Social Studies for adult learners. While production of materials both for the the instructors and the learners in terms of textbooks were the major problems facing Social Studies for these categories of learners.

It was thus recommended that, Social Studies should be included in Adult Education programme and self-evaluation techniques should supplement formal evaluation techniques employed for evaluating adult learners performances. Similar programme should be developed reflecting other areas and levels of Adult Education, Basic, Post and Secondary Literacy levels. Studies of various dimensions of adults learning is needed so as to come up with suitable tools and procedual models of evaluation.

TABLE OF CONTENTS

CHAPTERS			PAGE
Title Page			i
Dedication			ii
Certification			iii
Dedication			iv
Acknowledgement			v
Abstract			vii
Table of Contents			ix
List of Table			xii
Abbreviations			xvi
Definition of Terms			xvii
1.	The Background of the Study		1
1.1	Introduction		1
1.2	Statement of the Problem		4
1.3	Basic Assumptions		5
1.4	Statement of hypotheses		6
1.5	Purpose of the study		6
1.6	Significance of the study		7
1.7	Scope of the study		8
1.8	Limitation of the study		9
1.9	Summary		10
2.	REVIEW OF RELATED LITERATURE		12
2.1	Introduction		

2.2	Theoretical studies in Adult Education, Social Studies and Curriculum Evaluation	12
2.1.3	The growth of Adult Education in Nigeria	12
2.1.4	Methods of Teaching Adults	16
2.1.5	Adult Education Programme for Post Literacy Classes	21
2.1.6	Social Studies for Adults	24
2.1.7	The Concept Evaluation	26
2.1.8	Educational Models of Evaluation	36
2.2	Programme Evaluation	42
2.3	Evaluation of Post Literacy Programme ..	45
2.4	Self Evaluation	49
2.5	Other Evaluational Studies	51
2.6.	Summary	55
3.	RESEARCH PROCEDURE AND DESIGN	59
3.1	Introduction	59
3.2	The Programme	59
3.3	The Population of the Study	60
3.4	The sample for the Study	60
3.5	The Instrument for the Study	63
3.5.1	Validation of Instrument	66
3.5.2	Reliability of Instrument	66
3.6	The Workshop for Instructors	67
3.7	The Pilot Study	67
3.8	Data Collection	69
3.9	Data Analysis	70
3.10	Summary	74

4.	Presentation of Data and Analysis	76
4.1	Introduction	76
4.1.1	Data Analysis Based on the subjects of study, Age, Occupation and Literacy Level	77
4.2	Data Analysis Based on the Opinions of the Instructors about The Contents, Objectives, Methods, Materials and Evaluation Techniques	80
4.3	Data Analysis Based on Adult Learners' views about Contents, Objectives, Methodology, Materials and Evaluation Techniques ..	92
4.4	Data Analysed Based on Null Hypothesis ..	100
4.5	Summary	107
5.	SUMMARY CONCLUSION AND RECOMMENDATION ..	109
5.1	Introduction	109
5.2	Summary	112
5.3	Conclusion	112
5.4	Recommendation	113
	References	114
	Appendices 'A' Questionnaire and Responses	121
	Appendices 'B' Interview Questions	155
	Appendices 'C' Social Studies Syllabus for Post Literacy	156
	Appendices 'D' Social Studies Syllabus for Post Literacy	207
	Appendix 'E' Kaduna State Post Literacy Programme: Final Examination Questions ..	209
	Appendix 'F' Post Literacy Certificate	215

4.4.2	Performance of Rural and Urban Adult Learners	102
4.4.3	The Occupation of Adult Learners	103
4.4.4	Performance of Male and Female Adult Learners	104
4.4.5	Forms of Evaluation Techniques	105

LIST OF TABLES

TABLE	TITLE	PAGE
2.1.1	Relationship between Instruction and Evaluation	30
3.3.1	Post Literacy Classes in Kaduna township and its seven educational zones	62
3.3.2	Occupation of adult learners	63
4.1.1	Distribution of Adult Learners	79
4.1.2	Occupation of adult learners	79
4.2.1	Age distribution of the Instructors ..	80
4.2.2.	Methods used for Instruction	84
4.2.3	Availability of resources materials ..	86
4.2.4	Evaluation Techniques used to evaluate Adults Programmes	87
4.2.5	Instructors views about adult learners in general	89
4.2.6	Adult learners performance	90
4.2.7	Areas in Social Studies components in Adult Education that need improvement	91
4.3.1	Methods used for instructions	95
4.3.2	Use of Evaluation Techniques	96
4.3.3.	Availability of resource materials	97
4.3.4	Effectiveness of Instructors	99
4.3.5	Instructors performance	100
4.4.1	Performance of 'older' and 'younger' Adults	102

LIST OF FIGURES

FIGURE	TITLE	PAGE
1	A map of Kaduna State showing seven Educational zones	62B
2	A map of a village	157
3	A chart of the important changes in the community	161
4	Nigeria, Water and Air Port	172
5	Classes of Food	176
6	Local storage	177
7	States of Nigeria	187
8.	Rivers and highlands of Nigeria	189
9.	Nigeria - Vegetation	190
10	Location of some Nigerian ethnic groups	192
11	A Community Head settling minor cases	195
12	General Elections	196
13	National Flag	202
14	Nigerian Coat of Arm	203

APPENDICES **PAGE**

A: Questionnaires and Responses 121

B: Interview Questions 151

C: Social Studies Programme for Post Literacy Class in Adult Education 156

D: Social Studies Syllabus on Post Literacy Class 203

E: Kaduna State Post Literacy Programme Final Examination Social Studies Papers - 1984, 1987, 1988 .. 209

F: Ministry of Education, Adult Education Division, Kaduna State Post Literacy Certificate 215

DEFINITION OF TERMS

For the purpose of this study, the terms that are used are defined as follows:-

Evaluation - Is a process of obtaining, analysing and interpreting evidence to judge the worth or effectiveness of Social Studies programme for Post-Literacy learners in Adult Education.

Formative Evaluation - Is an evaluation where we have micro-teaching - that is, we test with a small group to see whether the objectives have been achieved.

Summative Evaluation - Take place at the end of the teaching - that is, it is the final product of what has taken place or the learning experiences.

Self-Evaluation - Is where the learner becomes his own evaluator. It is a process where the learner is the judge of his own performance.

Intrinsic Self-Evaluation - Is the evaluation which is natural, unsided, unsystematic, personal judgement which are based on individual feelings or perceptions.

Animated Self-Evaluation - Is the evaluation where the learner is assisted by an external agent who may happen to be a teacher or adult educator The educator helps the learner to develop the tools and skills in Self-evaluation. It is systematic, planned, purposeful, aided and a product of judgements that are based on an examination of carefully gathered information.

Social Studies - Is the investigation of human activity. It studies man at home, at work, at workshop in policies, at play, in the village, in the nation - everywhere engaged in his busy programme of living. Social Studies is particularly interested in man's problems and how to help him solve them.

Component - Contributing to the composition of a whole.

Basic Literacy - Initial stage of learning how to read, write and calculates. It is stage where literacy is achieved temporarily, however not necessarily retained.

Post Literacy - A stage where the ability to read, write and calculate is made permanent. Thus, the temporary literacy achieved in the basic literacy stage is made permanent at the Post-Literacy stage.

Adult - A free grown up person, who is no longer under tutulage, able within the law to do what he likes, to make his own decision judgement and choices. A mature person with some experience in life.

Adult Education - All Educational activities whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualities or turn them in a new direction and bring about changes in their attitudes and behaviour.

Adult Educator - Is anyone who teaches or administers a programme of education, or training for adults. Anyone who tries to get anything done by persuading, communicating, informing, helping toe effect change, introducing new ideas and concepts, promoting knowledge, skills and aptitudes to sustain both the individual adult and the society.

Observation - A close and systematic study of phenomenon and and material for a period of time with the purpose of keeping record.

Objective Test - Refers to the requirement that its administration, scoring and interpretation are independent of the individual examiner's subjective judgement. Objective tests require little or no judgement on the part of the scorer.

Essay Test - Requires the scorer to exercise judgement in evaluating the examiner's answers. It involves different measurement and evaluative methods and is thus a broader term than measurement and evaluation.

Chapter 1

THE BACKGROUND OF THE STUDY

1.1 Introduction

This study has been undertaken as a result of the increasing concern people seem to have in the alarming number of illiterate adults despite concerted efforts by governments, educational institutions and individuals to wipe out adult illiteracy from our society.

Many problems have been identified as militating against the achievement of this noble objective and the solutions have yielded little success. One of the major problems has been our current educational systems which seems to have failed to reflect the richness of our cultural expression especially that of peasant adults.

In a rapidly changing society,, it becomes necessary that adults have to develop the capacity to adapt to new situations, to make discriminations, to think critically and creatively and make sound judgements.

Some of major problems that engulf our adults of present day Nigeria are poverty, hunger, indiscipline, unemployment and under development. These show the need to reorientate our adults to acquire knowledge of their changing community and nation. Adults should be acquainted with the local and national, political, economic values and organisations, and rely on their

own cognitive skills and hard work for the further development of themselves to cope with the problems of living and the society as a whole.

In this vein, the Nigerian National Policy on Education (1981:32) adopt a wide conception of Adult Education and lists its objective as:

(i) The provision of functional literacy education for adults who have never had the advantage of any formal education;

(ii) The provision of functional and remedial education for those young people who prematurely dropped out of the formal school system;

(iii) The provision of further educational system in order to improve their basic knowledge and skills;

(iv) The provision of in-service, on the job vocational and professional training for different categories of workers and professionals in order to improve their skills;

(v) The provision to adult citizens of the country of necessary aesthetic, cultural and civic education for public enlightenment.

The above national objectives, pointed out clearly that, Adult Education should be limitless and life long. As Zambian Newsletter once put it, "we are never too old and we are never too educated to learn more because knowledge is increasing and changing rapidly".

Our illiterate adults do not have adequate information to analyse and synthesise ideas and learning to take decisions. Social Studies then, emerges as a subject of prime importance for adult literacy programme for it involves a study of the basic characteristics of man. It also deals with many and varied expressions of the adaptation of man to the area in which he lives, and his relationship with other men.

Social Studies is concerned not only with knowledge but also with attitudes and values. As such, it will give adults an opportunity for important social and moral questions such as attitudes to the destitues, poverty and retrenchment or the problems of drug pushers and armed robbers. And by studying these in depth through the inquiry process, they may be able to do something practical to help through community service. It will also broaden their outlook, giving them a motive for work and helping them become better human beings.

Social Studies seems to be a valuable subject because it touches on the crucial aspects of our society that adults must address themselves to our moral living, our cultural values, our economic development, our social cohesion, our political survival and even our personal adjustment and identification with society.

Unless our adults are exposed to the practice of the activities presented in the study of Social Studies, they may not be as well prepared to face and meet the numerous problems that are continuously brought about by the present technological advancement of the world.

Hence, the researcher designed a Social Studies programme which was delivered in a classroom situation. This programme was evaluated in order to determine the effectiveness in an Adult Education programme.

1.2 Statement Of The problems

It is widely believed that any educational programme and it's activities should be periodically evaluated. This helps to detect any fault or neglect that might arise in the running of the programme. Without such provision it is difficult to know if all programme activities are contributing to the attainment of the objectives of the programme. This study was set out to assess the social Studies component in the Adult Education programme to establish whether the objectives of Social Studies have been achieved or not. Also to find out whether there were any major problems and weaknesses in the programme.

The study went as far as to determine the performances of the adult learners in Social Studies and whether there was a need for a different form of evaluation of their performances. Hence the study attempted to answer the following questions:

(i) Dose age affect the performance of the adult learners?

(ii) Is there any significant difference between the performance of adult learners in the township and those of the rural areas?

(iii) Does occupation of adult learners have any significant effect on their performance?

(v) Is there any significant difference between the performance of male and that of female adult learners?

(v) What are the appropriate forms of evaluation that could be employed for Social Studies programme for adult learners?

(vi) What are the major problems facing the programme?

1.3 Basic Assumptions

This study was based on the following assumptions. It was assumed:

(i) That evaluation reveals the strength and weakness of any educational programme;

(ii) That evaluation of any educational activities should be comprehensive;

(iii) That evaluation of the Social Studies component in Adult Education programme could determine its effectiveness;

(iv) That Social Studies programme for post-literacy learners have not adequately evaluated to determine its effectiveness;

(v) That the achievement of the objectives of the programme has not been adequately established;

(vi) That the strengths and weaknesses of the programme have not been adequately established;

1.4 Statement of Hypotheses

In answering the research questions, the following null hypothesis were tested to determine the performance of adult post literacy learners in Social Studies and whether the objectives of the programmes were achieved or not.

(i) That the age factor will have no significant effect on the performance of adult learners.

(ii) That there will be no significant difference between the performance of adult learning in the township and those in the rural areas.

(iii) That the occupations of the adult learners will have no significant role to play in their performance.

(iv) That there will be no significant difference between the performance of male and female adult learners.

(v) There will be no significant difference in the use of formal and informal evaluation techniques to evaluate the performances of the adult learners.

1.5 Purpose of the Study

The, purpose of the study were as follows:

1. To determine whether the objectives of the programme have been achieved or not.
2. To determine the suitability of the contents of the programmes, the learning activities, the methodology employed in teaching-learning process, the evaluation techniques employed to evaluate the adult learners' performances and the availability of the teaching-learning materials.

3. To determine whether the adult learners' interest process.
4. To establish the acceptability of the Social Studies component in Adult Education programme.
5. To find out the major strengths or the programme.
6. To find out the weakness or the programme.
7. To determine the suitability of the programme to other levels of Adults learning.
8. To find out whether there is a need for improvement or a change.

1.6 Significance of the Study

Social Studies programme for Post-Literacy learners in Adult Education was designed by the researcher since 1985. However,f this programme has not been evaluated to established whether the objectives were being achieved or not. Therefore, this study was designed to evaluate the social studies component in Adult Education programme.

It is difficult to claim that the programme is doing what it is supposed to do . Research-based data is needed to determine the effectiveness of the programme and to ensure in strong terms whether the objectives and goals are being achieved or not. The finding would help to improve the programme.

Programme evaluation is an essential element in the delivery of high quality Adult Education, bearing in mind the characteristics of adults in relation to learning. The use of feedback from all who are involved in the programme is of

significant value for Adult Education administrators and instructors in identifying the needs of adult learners.

One of the major problems facing Agencies for Mass Education in the country today has been lack of research reports, particularly as it concerns social studies. It is a new subject and has been recently included in Adult Education programme for post-literacy. It is therefore hoped that the findings of this study will provide first-hand information from the participants regarding their views and needs. This study was conducted to confirm that effectiveness of Social Studies programme in Adult Education and to detect the need for improvement and change. The findings of this study would provide useful guidelines to instructors for teaching and learning processes.

This study would provide useful information in terms of evaluation techniques that could; be used by instructor to asses adults performance. It has been observed that the pencil-paper tests generate anxiety which does not augur well to the free atmosphere related to adult-learning. Finally, the procedure, devices, and findings of this study, could be basis for future research area.

1.7 The Scope of The Study

This study is delimited to the Social Studies component in Adult Education Programme for Post-Literacy learners. The programme was based in Kaduna township and its seven Educational Zones.

Feedback was sought from five hundred Adult Post-Literacy learners and twenty instructors. The procedure included designing and delivering, in a classroom situation Social Studies programme using post-literacy syllabus of Kano State Agency for Mass Education. This programme was delivered in twenty Adult Literacy classes by twenty instructors including the researcher.

The study assessed the actual knowledge of the subject matter. The knowledge of the learners was measured employing various forms of evaluation to evaluate their performances in Social Studies programme which in turn would assess the effectiveness and the achievement of ;the goals and objectives of the programmes

1.8 Limitation of the study

This study was to evaluate social studies component in Adult Education programme in Kaduna State.

This evaluation was carried out to determine the effectiveness of the social studies for post literacy learners. To find whether the stated objectives were achieved, whether the learning activities were adequate, whether the contents, methodology and evaluation techniques were appropriate for the easy understanding of these adults. Also, to find out whether the teaching materials were available and suitable.

During the exercise, two major problems were encountered. One of the problems was unqualified instructors who would teach social studies to these adult learners. However, this problems

was partially solved by organising a two-day work shop for the instructor involved in the evaluation. The workshop acquainted the instructors with the contents, objectives, learning activities inquiry methods and evaluation techniques that were to be employed in teaching-learning process.

The second problem was lack of materials for both instructor and adult learners particularly text books for instructors. The efforts by the researcher to produce simple methodology book earlier was thwarted by exorbitant cost of printing materials. Nevertheless, pastels and primers were supplied by the zonal office for both instructors and adult learners.

Summary

This study is concerned with the evaluation of social Studies component in Adult Education programmes for post-literacy adult learners. The introduction revealed the concern people have in the alarming number of illiterate adults despite concerted efforts by governments educational institutions and individuals to wipe out adult illiteracy from our society.

The objectives of Adult Education as continued in the Nigerian National Policy on Education (1981) were listed. These objectives clearly showed that Adult Education is limitless - it is life-long. Since Social Studies is concerned not only with knowledge but also with attitudes and values, it will give the adults opportunity for possessing important social and moral questions. Social studies also touches on the crucial aspects of

our society that adults must address themselves to our moral living, our cultural values, our economic development, our social cohesion, our political survival and our personal adjustment. The adults have to be aware and study the content of the social studies so as to be well prepared to face and meet the numerous problems of our present advancement.

In view of this six questions were raised which were stated under the statement of the problems. Among the basic assumption, it was assumed that evaluation of social studies component in Adult Education programme could determine its effectiveness. The null hypotheses which tried to answer the questions raised were stated. The significance of this study could not be over emphasised as the study will help detect the need for improvement and change. The study was limited to the social studies component in Adult Education programme for post-literacy learners. The programme was based in Kaduna township and seven educational zone.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literature available on Adult Education, Social Studies and evaluation. The review is divided into two major parts: (a) Theoretical studies in Adult Education and Social Studies, Curriculum Evaluation and (b) Empirical Studies in Social relating to evaluation. The use and limitation of evaluation in educational programmes the models of evaluation programme evaluation, post literacy programmes and self-evaluation.

2.1.2 Theoretical studies In Adult Education, Social Studies And Curriculum Evaluation

2.1.3 The Growth of Adult Education in Nigeria

The art of reading and writing was an innovation which was brought by muslim traders and teachers into parts of Northern Nigeria much earlier than the proteges priests into parts of Southern Nigeria in the 15th Century. The skills attracted Nigerian rules who began to employ those with the necessary expertise as secretaries, councillors and emissaries. When the opportunities to acquire literacy came about, most Nigerians took advantage of the new openings for social, personal and economic emancipation.

Research in the history of literacy shows that Borno state possessed expert historians, one of who completed the; history of the reign of Mai Idris Alooma (1571-1603). Al Ghaji (1472-1504) founder of the Second Kanuri Empire was renowned for his interest in the reading of the Koran while N'gazargamu town remained throughout the 17th Century "a Centre of Learning and Culture". Mai Akbar Ibn Air (1793-1810) was described as "a learned prince

In Hausa,land, Koranic education involving the learning of the Koran by rote was supplemented by the learning of arabic scripts, Islamic thought and Culture. The Islamic Jihad of the early nineteenth century also had an educational component as Islamic learning was further advanced.

Meanwhile, along the coast, the portuguese were active. By 1592, the Portuguese King John III had instructed his emissary Estevao de Gama "to take special care to command the sons of the Negroes living in the village to learn to read and write and how it sing and pray while administering to the Church" Omolewa,3wa, (1982:30). Further educational work came with the evangelization undertaken by the English, French and Succotash Ministers and teachers.

In 1841, the German Priest, Rev. Schon and the Nigerian Missionary, Samuel Ajayi Crowther, led an expedition up the River Niger. One year later, two other Missionaries, Freeman and Townsend, began to plant mission stations in Western Nigeria. These Missionaries had with them works on the grammar and vocabulary of both Hausa and Yoruba languages. There aim was to incorporate these into their teaching of the Gospel. Between

1845 and 1846, the Church Missionary Society (C.M.S.) Mission in Badagry was able to establish a literacy class for the youths and adults. By 1900, however, some towns in the West, and almost the whole of North Nigeria was dominated by Islamic influence. It is recorded 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 Muhammad Bello.

The literacy education introduced by the Muslim teachers in Northern Nigeria and missionaries in the Southern parts was bound up with religion. The Koran was the centre of the Muslim literacy education while the Bible was the focus of the Christian Literacy Education.

Indeed the beginning of adult literacy education can be traced to the establishment of literacy classes for adults who after work retired to these learning centres. By the first half of the 19th Century, more of such classes were established following the literacy revolution which accompanied the Jihad movement led by Usman Dan Fodio. About the same time, the missionaries had begun to found evening classes and Sunday Schools for the teaching of adult converts in part of Southern Nigeria and the then Middle Belt.

Adult literacy education promoted by these religious bodies was not limited to literacy. It embraced the learning's of moral ethics, spiritual values, catechism for Christians, Hadith and the dictates of Islam in the case of Muslims. Education, in general was geared towards the salvation of the soul.

The colonial administration recognised the need to train men as clerks, interpreters, cooks, stewards and messengers, but the formal schools could not provide an adequate number of such men. Therefore, evening schools were established. Such schools embraced various categories of Nigerians, like for example, those who dropped out of the formal school, those, who for financial and family reasons were unable to get to the formal schools very early and who now took advantage of the evening schools to obtain the advantages of learning.

Mass literacy took off in 1940. The Department of Education in collaboration with the District Officers (D.O), school teachers of various religious leaders and traditional rulers carefully planned the campaign. Many centres were established all over the country Teachers were recruited from the village and town schools. Ex-service-men joined the teachers as from 1945. The instructors exposed the adults, first to literacy in the Nigerian language of ;their respective areas.

There was success in most centres as curriculum was expanded and enrolment increased. By 1961, it was estimated that about five million people has benefited from the campaign. Despite the huge success of the campaign, it failed to eradicate illiteracy. This was due to many problems like decline of the adult interest; inadequate funding; couple with the lack of the will to compel the nation to invest its time and energy in the execution of the campaign.

The eradication of illiteracy is a bold programme which should involve the Federal, State and Local Government, Islamic

and Christian Religions, Private Businesses, International Agencies And Voluntary Associations. Adequate planning and funding are as essential as the organisation administration are imperative for a successful take-off of literacy programmes.

For Adult Education to be relevant in the Nigerian context, it must seek to serve not only the individual but the wider society as well. It was in appreciation of this objective that the Third National Development plan (1975-1980) drew the attention of the Nation to the five national goals of the country, namely the establishment of:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant nation;
4. a great and dynamic economy; and
5. a land of bright and full opportunities for all citizens.

It is clear from these goals that adult education would make itself relevant only when it addresses itself to the priorities established by the government as guidelines for development. Literacy education must therefore be problem solving, functional, development-oriented and related to the tastes of the society and to the attainment of the national objectives.

2.1.4 Methods for Teaching Adults

Various methods are used to help illiterate adults to attain the mastery of the 3RS (Reading, writing, Arithmetic). Gidado Bello (1980-48) in his paper, "Literacy Methods",

presented to the conference of Heads of Adult Education Department, advance four methods, known to but widely in use. These methods are:

(a) Traditional - which is known as phonic method. In this method adults are taught phonemes that is, sounds representing individual letters of the English alphabets. Adults are told and made to pronounce the actual sounds these letters represent.

For example, "K" is not called 'K' but (K) as one would say in the word "milk"; 'C' has the same sound as (K) as in the word "Cat"; 'P' as (P) at the end of the word "jump". This is done through the alphabet.

This method has been in use since the late 1940s. The main problems of this method is that of subjecting Adult learners to producing sounds they have never used and will normally not use in their daily lives. sometimes a mispronunciation evokes laughter from the class which embarrasses or annoys the pronounced, especially if he or she is among the oldest in the class.

In extreme cases, an adult may leave the class in anger never to return. Because of this problem, this method was improved upon by using what is usually used in teaching children how to read.

(b) 'whole-word'method' where sight' words are written with the associated object (real or picture) or action. Words like chair, table, eat, sit, drink for instance. It was like a progression from the letters learnt earlier being put into a word.

(c) Sentence method in this case, a whole sentence is read put by the instructor after which the sentence is repeated by the learners several times until mastered.

These methods after evaluation, were consider to have yielded little success. Experts adduced many reasons for this failure-one of these reasons was that, none of these methods was geared towards any economic gain nor was able to solve their daily problems. Because of this, a new idea was then thought of which was to tie literacy up with economically gainful occupations. This brought about the functional literacy method.

(d) Functional Literacy. This method gives prominence to any organised actively whose purposes is to foster in the adult the development of attitudes, knowledge and skills and the development of values which will equip him to perform his role in the society in a creative fashion. Also this method is established on the relationship between both man and his work, and man and his environment. It thus links the development of the working individual with the general development of the community to which he belongs. In this way, it reconciles the interests of individual with those of the society.

The main application of this method is in the form of identifying a gainful occupation of adults in a given area and structuring and integrated programme where skills, knowledge, attitudes and literacy are taught at the same time. The basic thing there is that, by setting an economic goal for adults, they

will be enticed, and using words and pharisees already familiar to them, they will learn literacy faster through this, the individual is fulfilled within the framework of his society and thereby develop his personality as an individual, while at the same time he brings a measure of reputation to his society as a whole. For example, a local tanner working on the skin of cattle produced locally, will be able to understand the correct chemicals and the quantity necessary for their application in order to produce finished leather. The local leather worker, may use such leather for the manufacture of such works as shoes or bags which may compare with known high standards. Such production coming from craftsmen, can enhance the economy of their community in a great measure. at the same time, the education acquired by these local workers in the development of their skills, places; them in the position of recognition as top craftsmen in the community, and imbues them with confidence in assuming an invisible role as agents in the development of their society. The point is that, those who are functionally literate in whatever work they do, whether they are farmers, technicians, civil servants, petty traders, are capable of improving their daily lives and increasing their income through additional abilities and new knowledge.

This method was tried in countries like Tanzania with the aid of UNESCO. It was later adopted in many countries including Nigeria. The situation in Nigeria is that too many occupations are individualistic and are practised by isolated small groups. It is difficult therefor, to form viable classes, say, of motor

mechanics, cobblers or market women. Even with farmers, the variety of their crops makes it difficult to choose one and write a primer on it. But with the establishment of Agencies for Mass literacy nation-wide, this method is successfully employed now with different occupational groups.

Also, this method has been successful in sustaining the interest of adults throughout the process of the programmes-unlike other methods where one starts with thirty (30) adult students and end up with five-the rest having deserted. The success of this method, whereby literacy is integrated with vocational skills can be seen in the agency for Mass Education in Kano and Bauchi States for example.

It is very interesting to note that the writer adopted this method to test Social studies learning activities in Post literacy classes in adult education programme. Aboki (1985); in a project for Master Education, curriculum and instructions. Also, this method has been adopted by the National Directorate for Employment in its apprenticeship programme for adults. The success of this method is tremendous and it is hoped that the problem of methodology for teaching adults has been partially solved.

The major problem now facing Adult Education is the question of evaluation. How to evaluate any programme meant for adult learners. The form of evaluation to be employed should be based on a specific model of evaluation.

2.1.5 Adult Education Programme For Post Literacy Classes

Adult Education programme proceeds on gradual systematic stages. It starts with basic literacy which eventually leads adults to be able to read and write in their mother tongue. The duration of this programme is twelve months divided into two stages. In the first three months, subjects taught are usually Reading, Writing and simple calculations. The major language spoken by the majority of the people of the area is usually used.

After this stage. comes the second stage. at this stage English language is introduced and it is taught along with Reading, Writing and simple calculations. This stage lasts for nine months. It is important to note that at the end of this stage, participants are examined in order to ensure that only those who are competent are issued with certificates or allowed to proceed to the next stage.

Those who completed the second stage successfully, are exposed to more subjects and further learning activities in the previous subjects at the advanced levels. Subjects taught at this stage are: English Language, Mathematics, Domestic Science for Women, Social studies and Islamic/Christian religious Knowledge. This programme lasts for two years after which the participants are examined and awarded post literacy certificates. Posliteracy certificate are regarded and recognised as an equivalent of the first school leaving certificate. It is awarded by the state ministry of education, now agency for mass lunacy.

At the end of this programme opportunities are crated by the agency for mass literacy and the divisions of adult education

in the various state ministries for the adults who successfully completed their post-literacy to enrol into junior secondary schools and teachers colleges. Also, our universities, notably Ahmadu Bello university, Zaria, have designed and implemented as from the 1984/85 session, a three year adult Secondary Education Programme run by the adult education Extension Services, which on completion, is a equivalent to the Junior Secondary School (JSS) certificate (Aliyu Musa, 1989). University of Ibadan also runs a similar programme. Some of the State Agencies have started the Adult Secondary School Programme.

At present, the sky is the limit for any adult who wants to widen his horizon in his pursuit of knowledge in our educational system. This work concentrates on the post -literacy stage of adult education programmes in which social studies is taught. At present, social studies programme for adult education was designed and was used by the writer in post-literacy classes in Kaduna. It was this programme that the writer evaluated in order to establish its effectiveness and to see whether the stated objectives were being achieved.

Before any evaluation in adult learning is carried out,some basic considerations for adult learning must be borne in mind so that these could help in deciding whether the achievement of the stated objectives were attained.

One of the considerations is maturity - an adult's mind is matured from experience over many years. An adult generally likes learning about things that are within his experiences. He likes to be treated in a way that shows respect and recognition

of the fact that he has had these experiences. Because the adult learner has a wealth of varied experiences behind his and has developed an independence of spirit, he will also have self-respect and would have built a place for himself within his family and social group. As such, an illiterate adult should not be criticised or embarrassed in any way - either publicly or within a group.

Another consideration for adult learning is Time. This is a very important factor in the life of an adult for many of them have too much to do at the same time. When an adult attends a class, he is giving up some other activities because he wishes to learn. Every minute of an adult class must be made to count and he should fell that he is learning something new in relation to his daily activities and that something must be gained or valuable to him.

The most sensitive consideration for adult learning is problems and responsibilities. This is sensitive because most adults would not like to discuss their problems no matter how serious. He has responsibilities not only to himself but also to his family. He may be a leading member of his community and so has added responsibilities. Thus an adult learner may have many things in his mind which will distract him from his learning. People do not learn well when half of their mind is occupied by cares, problems and worries. As such, an adult should be fully involved while learning. Practically participation and imaginative activities which will help adults in their responsibilities and solve their problems with little effort should be emphasised.

The last consideration for an adult is Language. Problems of arise from the use of language in adult classes. The adult educator must be fluent in the local language spoken by the adults so as to be able to explain foreign words, new concepts and social issues. All the above considerations for adult learning should always be borne in mind by educators so as to employ the best methods and forms of evaluation, if the best results are to be obtained.

2.1.6 Social Studies For Adults

Social Studies is no longer seen as a new organisation of knowledge but as an established and comprehensive knowledge disseminated at all levels of our educational system. It is centred around man. That is, on how man manipulates and is manipulated by the various environments in which he finds himself. The subject matter includes knowledge, skills, concepts, attitudes and values, drawn from the social science disciplines. It aims at selecting and incorporating relevant content materials related to men, society and their interrelationships. It involves applying information to solve social problems affecting man, and using responsible and intellectual processes to resolve these problems. Thus, it is loaded with attitudes and value judgements as a way of aiding the decision-making process about the problems that confront man in his endeavour for social fulfilment.

Sine the launching of the National Mass Literacy Campaign in 1982, many new dedevelopment have taken place. First,

in1984, War Against Indiscipline (WAI) was launched by the Buhari - Idiagbon government. The central themes of War Against Indiscipline are attitudes and values which Social Studies is out to inculate in both the young and old. Th e War principles for children and adults are promoted by the Social Studies taught in schools. This avails the students with a great sense of value, grater efficiency in their daily activities, orderliness in their attitudes towards one another fairness and justice, great sense of responsibility, critical consciousness, reflection and contemplation. The Social sTudies leads the way to more democratic society in which adult citizen are conscious of ;their rights and responsibilities.

After the war against Indiscipline, came the era of Directorates-Directorate of Foods, Roads and Rural Infrastructure (DFRRI); National Directorate for Employment (NDE); and Mass Mobilisation for Social and Economic Recovery (MAMSER).

All these revolve around developing man (an adult). This adult must be great, he needs to be developed and be mobilizesd in order to build a great nation - Nigeria. How does an adult attain this, when modern concept of development emphasises not only the distribution of wealth but embraces the problem of distribution of education, leisure, decision making, political and social responsibilities? A majority of these adults are illiterates? social studies taught under the MAMSER programme - using the inquiry method seeks to raise the political and social awareness of the illiterate adults.

2.1.7 The Concept Evaluation

The need for evaluation is widely recognised by the Social studies specialists and adult educators. Both admit that evaluation is very important and should be encouraged. In order that the actual outcome of instruction can be properly compared with the anticipated results, methods of evaluation should be determined at the same time as objectives and teaching procedures established. The comparison not only enables one to assess how well the adults have learnt, but also helps to determine their next class procedures after which objectives may have to be changed, learning activities altered or the evaluative instruments may have to be re-placed. For the purpose of this study evaluation is defined as a process of implementing, participating and interpreting evidence to judge the worth or effectiveness of an entity. The entity being referred to here, is an educational programme which is a Social studies programme, for a particular level of learning endeavour which is the post-literacy level. It should be noted that when evaluation is defined in this way it tends to be inclusive in the sense that it connotes several meanings.

It ought to be emphasized here that for evaluation to be meaningful, especially in the field of Adult Education, Legesse, (1983) course EDSO 602.

(i) a continuous process using a wide range of suitable methods and techniques;

(ii) a built-in programme, so that it becomes an integral part of both the programme and the learning process;

(iii) a change, improve improvement and development-oriented;

(iv) an objective, which is useful and relevant to the participants' daily needs.

Evaluation as it is normally practised in the schools does not fully meet the various needs of the different types of adult learners as it is examination-oriented,, inflexible and demotivating to the adult learners. According to different educationist, "the ordinary tests and examinations will not suffice to determine success and failure in adult. This is because adult education is wholly lacking in compulsory elements. In Adult Education, methods of evaluation must exemplify that sense of freedom which characterises the learning process itself" Lindeman (1970-82).

Experience and research in adult learning have shown that adults resent examinations. Instead of promoting effective learning, examination tends to create all kinds of anxiety and psychic pressures so any mention of examination scares them. This shortcoming of ;the formal evaluation practitioners and social studies specialists to try to seek for alternatives.

Given the above definition of evaluation and the limitation of formal evaluation-what are the appropriate forms of evaluation that could be employed for social studies programme

for adult learners? could self-evaluation in relation to other forms of evaluation determine the effectiveness of the social studies programme to adult learners? What are potential benefits? These are some of the questions that need some kind of investigation. This study attempts to evaluate the social studies programme for post-literacy classes in Adult Education.

The term evaluation means different things to different people. The literature on evaluation contains numerous definitions each with its own purpose and suggesting a different approach. Some of the meanings of evaluation advanced by people like Huge Scokett (1973:2) who defined evaluation as "the putting on trial and validation of our techniques, the qualitative and quantitative description of trainee's achievements as well as those techniques employed in he programme with a view to obtaining useful information for reaching the best decision alternatives". Tyler (1930's), Bloom (1973), Block (1971), Peterson, (1972), Suchman (1972) and numerous others defined evaluation as the process of determining the extent to which objectives have been achieved.. They also agree that evaluation includes details about the students, particularly, the amount of knowledge they have, and what they can do, the teachers and the resources for teaching. Methods of teaching, students' attitudes and values are also measured. The results enable administrators, planners and teachers to take appropriate decisions regarding the appropriateness of the objectives of teaching, the content and the method, as well as the devices used' for measured learning.

This is the main reason why educators and psychologists would wide, have been, are now, and will continue to be concerned with evaluating the progress of their students, the value and relevance of the curriculum and the effectiveness of their teaching. Some of them have somewhat negative feelings towards evaluation. While God, in the beginning, evaluated his work and saw that it was "very good", (Genesis 1:1-31), the critics of evaluation may prefer another Biblical quotation which says, "Do not criticise one another ..... who do you think you are, to judge your fellow man?" (James 4:11 and 12.)

In response to critics, Glass (1975:22-23) discussed the paradox that, "people may be opposed to evaluation, yet favour excellence, where that excellence is facilitated by evaluation". To point out the paradox, Glass posed the following two questions to his colleagues:

> "Would you show a judgmental evaluative attitude towards a person whom you were counselling?"
>
> "Would you show a judgmental evaluative attitude toward a person if you sought to improve his performance as a professional or an employer?"

The typical answer to the first question is "NO" and the second is "YES". Yet counsellors as well as other educators seek to improve others performances.

When Glass asked his colleagues if they sensed an inconsistency, they admitted that they did. Paul Dressel, in William and Lehman, (1979:424) when he was talking about the importance and relationship between class instruction and evaluation, pointed out that, "some teachers feel that evaluation is the antithesis

Instruction.	Evaluation
3. No behavioural patterns can be more efficiently developed by teachers who know the existing behavioural patterns of individuals and the reasons for them	3. Evaluation is conducive to good instruction when it reveals major types of inadequate behavioural and the contributory causes
4. Learning is encouraged by problems and activities that require thought and or action by each individual student	4. Evaluation is most significant in learning when it permits and encourages the exercise of individual initiative.
5. Activities that provide the basis for the teaching-learning of specified behaviour are also the most suitable activities for evoking and evaluating the adequacy of that behaviour.	5. Activities or exercises developed for the purpose of evaluating specified behaviour are also useful for the teaching-learning of that behaviour.

Parnell, (1973:26-28) stated it well - when he discussed the relationship between instruction and evaluation: ..... Without evaluation, there cannot be feedback. without feedback, there cannot be good knowledge of results. Without knowledge of results there cannot be systematic improvement in learning." The means we employ to help students realise the objectives constitute instruction. The evaluation procedures are the means of determining the extent to which instruction has been

effective.

Evaluation, as far as education of adults is concerned, must have a strong relationship with decision making - as such evaluation in form of needs assessment, must serve as an instrument for deciding what instructional materials and methods are satisfactory and where change is needed. Decisions about individuals helps in identifying the needs of the trainees for the sake of planning their instruction, judging trainees merit for purpose of selecting and grouping and acquainting the trainee with his own progress and deficiencies.

To support this Gronbach, quoted by Nlewedim (1979:8) emphasised that, "self-evaluation carried out by the learner himself gives him satisfaction in his work, personal commitment to the educational activity and a desire to continue in certain areas offered by the literacy activity".

A study carried out by Denis O'Sullivan (1987) on individualised Qualitative Evaluation, fond that, adults of over thirty-one years, experience more difficulty in examinations than the young ones, and married ones experience more difficulty than the single ones. It was also discovered that thirty percent (30%) of the adults were unhappy with the formal essay type of examinations for evaluation. As a result of this, in 1988, this study recommended that a change be made from normative evaluation whereby students are assessed according to an agreed standard or norm, to qualitative evaluation, where the concern is with the individual student's conceptual mastery in relation to his achievements.

Also, the Ireland Primary School Curriculum (1971) view evaluation as individualised feedback towards personal development and learning rather than a form of peer competition. The idea of competing with one's self is a key component of this approach.

This means that, evaluation at this level and with professional and vocational dimensions of the adult, is concerned with the formal assertion that individual adults have mastered an acceptable amount of knowledge, skill and sensitivity to an agreed level of competence. No such constraint exists in many adult literacy programmes, where certification is a testimony of personal achievement rather than professional standing.

Furthermore, the desirability of responding to adults in the light of their varied experiences, needs and personalities; and of recognising their adult status is we4well articulated.

Again, this type of evaluation differs in three ways from formal evaluation. First, it begins with the student and evaluation is in terms of personal progress rather than according to a norm deemed to be appropriate to the course of study. That is, it is student-centred rather than system oriented.

Secondly, it makes explicit the levels of awareness to be aimed for and uses these as challenges irrespective of an individual students level of performance. Thirdly, it is continuous rather than terminal. The importance of this form of evaluation is that it helps to provide information that could be

of tremendous use to the adults themselves as they are anxious to see a change in their personal attitudes, behaviour and productivity as a result of a programme.

According to Tuckman (1979:21) on evaluation, argues that: "Evaluation connotes some judgement concerning the effects of planned change and represents a measurement of effectiveness in reaching some predetermined goal."

Tuckman, (1979:67-78) went further to say that, "the purpose of evaluation is mainly to ascertain the effectiveness with which the objectives of the programme is being achieved.

It helps us to answer the question - "how well are we doing in achieving the general and the more specific goals of the programme?" Such an evaluation almost always takes place in one form or another. He gave examples of such forms of evaluation as follows:

First, the built-in evaluation component in an ordinary classroom situation. This is saying that, in most adult education classes, there should be a continuous dialogue or, at least, an occasional question form the instructor or leader to the class. The answer to such questions helps him to assess quite readily how well he is doing in putting across his materials or in achieving his basic objective. The sort of answers he obtains should enable him to readjust or modify his approach in the right direction. This is an ongoing evaluation as the class proceeds.

Secondly, one's casual observation. This assessment is often made by those who have some knowledge of what the course is about. One might hear them say, "your course is going very well, isn't it? They may continue to explain their basis for their judgement thus: "I passed there and I saw for myself what was going on". This causal evaluation could lead to a more formal evaluation abased on an interview administered by the instructor himself immediately after the course.

Thirdly, the survey - that is, extensive information could be obtained through a more elaborate survey technique. By this, information would be obtained from the participants through an exploratory questionnaire. The questions would seek the learner,s opinions

about what they considered the strengths and weaknesses of the courser, the merits and demerits, areas for improvement in the future, the overall degree of success or satisfaction.

They are often allowed to complete such a questionnaire anonymously in order to increase the chances of objectivity. Frothily, field study-an intensive investigation of the dynamic of the processes in a smaller group rather than surveying a larger population as could be done in a questionnaire. Jack Reynolds, in Bown and okedara (1981:14) identified six forms of evaluation in adult education as follows:

First, Evaluation of need - thus, felt needs of the adults. He said that this form of evaluation is to determine whether their felt needs have been taken care of.

Secondly, Evaluation of design - This is to determine whether a proposed programme meets the needs of the adults it proposed to serve.

Third, Evaluation of operations - that is, observation, description and judgement of the processes.

Fourth, Evaluation of materials - whether the materials employed in the programme were appropriate for adult learning.

Fifth, Evaluation of learning gains, discovering the learning gains of the adults. Here, pre and post tests are given. The success or failure of a programme is often estimated on these bases.

Sixth, Evaluation of impact - to examine the overall effect of a programme on a population. It may include the measure of improvement of many variables, for example, attitudes, aptitudes, socio-economic status via survey, tests and observations.

What is to be understood here is that, programmes meant for adults are broad-aimed, that is, the programme is not only concerned with developing certain skills but also seeking to improve their overall ability to cope with their problems.

2.1.8 Educational Models of Evaluation

Most of the educational activities stem out from a base - this base may be some sort of established theory(ies) or model (s) on which other activities are built or improved upon. To evaluate any educational activities or programme(s), some of the

established theories or models should be reviewed in order to find the one that is most relevant to the form of evaluation to be suggested for use in a particular situation, programme or learning activities.

Some educational curriculum experts such as Tyler (1930,-156) in his classical model, suggested the following steps to be followed when evaluating educational curriculum:

(i) Formulation and definition of the objectives of the programme. These objectives should be defined in behavioural terms.

(ii) Find the situations in which the objectives can be seen being achieved.

(iii) Select or develop techniques to be used

(iv) Collect data of the students performance

(v) Compare with the one that is established.

Critically looking at this model, one discovers that it is much appreciated for the classroom situation. Education, using functional literacy methods has very little to do with the classroom, it is work-oriented. Its evaluation therefore, begins where the adult is. Evaluation here is in terms of personal progress rather than according to a norm deemed to be appropriate to the course of study. That is, it is student-centred than system oriented.

This model can only be suitable in literacy acquisition without the many and varied educational activities for adult. criticising this model, Taba (1962) said that, "before any objectives are formulated, the needs have to be identified and by identifying these needs there is a sort of evaluation of the needs going on".

He gave as an example the need for change, or developing new material - this comes because some sort of evaluation has been done and one feels that there is a need for change or improvement or developing materials. Here, Taba is emphasising the identification of needs before any objectives are formulated. He only agrees with Tyler in defining these objectives in terms of achieving or satisfying these needs.

Due to the restricted aspect of Tyler's model of evaluation, proves (1971) came up with the discrepancy model - similar to Tyler's but can be used to evaluate a programme, the cost of that programme and the number of teacher. In this case, a standard is needed and a test to measure the performance is selected or developed. Collection and analysis of data is done in order to establish discrepancy. With this, a report is made and decision taken on whether the programme should be established or not.

Proves model can be relevant if one wants to evaluate a new programme that is not yet established. In case of Adult Education programme and Social Studies, components are already established after being evaluated in different ways by different scholars.

Stuffle beam's content input-process product (CIPP) model is very comprehensive. One of the writer's assumptions is actually based on this model-"the evaluation of any educational activities should be comprehensive". For the educational outcome to meet many variables, it must have adequate information. As such, the content input, process and product must; be evaluated. Stuffle beam stressed that, when one evaluates the content, one asks questions such as

(i) Is there any need for this kind of curriculum?

(ii) Who is going to benefit form this educational programme?

(iii) What will be the objectives and who will infer from this curriculum?

For this, a research must be conducted to find out whether there is a need - also, a need assessment using questionnaires to gather data.

Input evaluation focuses on whether the resources, materials and equipment needed for the programme and teachers are available. Experts have to determine the relevance of the materials to the programme.

Process evaluation - here, teaching must ;take place and test given to find out t whether the learners are gaining form the programme or not.

Product evaluation - which is the end product - this manifests itself with the learners actually making use of the skills acquired from the programme in their different fields of work-this, practical aspect of the skills and knowledge acquired.

Scriven (1967:6) Goalfree Evaluation model - advocated that, when evaluation, there should be no specification of any objectives - that one should go freely to gather information related to the programme or project or institution that there should; be no standard. Scriven suspects that if there is a standard, there is going to be prejudice, that is, one shall only get what one is looking for - and forgetting other side consequences.

In the above models, there is need for a sort of standard instrument for gathering data. a report has to be made to policy makers and a decision has to be taken. The process of evaluation does not lean heavily on one type of model but incorporates all of them and comes out with a standard one like the one below:

(i) have a plan of what to evaluate
(ii) establish a standard against which you want to measure
(iii) time-how long will it take to evaluate?
(iv) instruments - tools like tests, questionnaires etc.
(v) make a decision
(vi) collect data (information and analysis)
(vii) report to policy makers
(viii) recommendation, implementation.

Wandt (1957) was of the view that evaluation; should ;be conducted in the classroom for the purpose of:

(i) revealing the stage at which learners have arrived
(ii) determining the effectiveness of instruction and planned activities

(iii) serving as a basis for summarising and reporting learners' progress, and

(iv) throwing light on the feasibility. He further state that an evaluator has to raise four questions. These questions determine the steps to be taken during the evaluation process.

These questions are as follows:

(i) What would he see if the objectives were realised?

(ii) What and in what situations would he see the evidence?

(iii) How can he get a record of ;the evidence?

(iv) How would he appraise the evidence, or what is its significance?

It is however seen that wandt was stressing the position that evaluation an also be perceived as a product of the processes he suggested.

Taba, (1962:314) termed evaluation as a process which includes a careful gathering of evidence on the attainment of objectives, a forming of judgements on the basis of that evidence, and weighing of that perhaps the most central and least used function of evaluation is to validate the hypotheses upon which the curriculum is based. These views about the parameters of evaluation and its role in curriculum development are realistic because they reflect the focus of this study by way of the testing of some stated hypotheses based on empirical data from a developed social studies programme for post-literacy learners in Adult Education.

Scriven (1972:123"), after this definition of evaluation, delineates two roles for evaluation: (1) formative and (2) summative. Formative evaluation produces information that is fed back during the development of an educational programme in order to improve it.

Summative evaluation provided information for a final judgement. One might suggest that scriven would have simply stated that evaluation is a continuous process of enquiry into the development, implementation and the certification of an educational programme. This inquiry however, has to be perceived as more than a technical procedure. It is a social process with social, political and economic implication.

Popham's (1975:21), Goal-attainment models of evaluation, among others, perceived the main focus of educational evaluation as detecting the degree to which a programmes objectives had been achieved. His models are firmly rooted in Tyler's position (1930), as reflecting an instructional programmes essence to be one of achieving some clearly stated measurable behavioural objectives.

2.2 Programme Evaluation

Educationists are always involved in curriculum ;and instructional decision making and to make these decisions programme evaluation is necessary. The need for such evaluation has increased tremendously. for this reason, chase et.al. (1978:35) gave out some guidelines, in the question form which

can be used to evaluate any Social Studies programme. such questions are as follows:

(a) are the major goals of the programme clearly stated in terms of learners behaviour realistically attainable?

(b) dose the programme show evidence of providing for balance in it s attention to congnitive, affective, psychomotor objectives?

(c) is the programme of instruction related to the lives of the learners? (learning activities, subject matter, skills and resources make sense to the learners and do they regard them as vital)?

(d) is the scope of the programme realistic in terms of the contemporary world and the background of the learners?

(e) is the programme such that the teachers will understand and be able to implement and support?

(f) are the curriculum documents efficiently structured to provide teachers with direction, yet flexible enough to allow individual teachers initiative and creativity?

(g) is it possible to evaluate the programme in order to establish with some degree of confidence the extent to which major goals, objectives have been achieved?

As seen above, programme evaluation is very broad, because it involves determining whether the state goal are appropriate and why the learners goals were or were not achieved the evaluation of goals themselves; the need to be particularly alert to unattended outcomes; the impact the curriculum has on persons other than the learners and obtaining measures of cost effectiveness.

As Scriven (1967:52) pointed out, "it is obvious that if the goals aren't worth achieving then it is uninteresting how well they are achieved". The evaluation of the goals must take into account their realism and relevance. The needs of the learners as well as the community and society as a whole must be considered.

Evaluation in Adult Education programme has often consisted only of counting counting heads to determine the number of participants and drop-outs, awarding printed certificates to new literates after a simple examination. Though the award of a certificate gives an incentive of prestige, and the very fact of its award gives an aid to a more objective evaluation of the number of learners who have been taught to a certain level, the certificate may have its own disadvantages. Apart from adult literacy certificate been jeered at as worthless by the more educated persons in the community, they were regarded as an end product in themselves. Once they were proudly hung on the wall as evidence of achievement, further effort in reading and writing cease.

Luckily, with the Nigerian Policy of Education (1987) Adult Education is given it s proper place and the certificates obtained at the successful completion of its programme, are equated with any other certificate in the educational system. As such, periodical evaluation of any programme meant for adults is needed sot that the quantitative basis for better quality in performance can be achieved and goals obtained.

2.3 Evaluation Of Post - Literacy Programme

On post-literacy education, Okeem, (1988:8) emphasises that the great danger of the lack of effective post literacy education is "a relapse into illiteracy". This relapse can be worse than the original situation of illiteracy because the original routine has been disrupted through literacy education, only for the literacy education itself to be forgotten. This is why a continuity of learning through post literacy is needed to maintain the permanence of what is learnt.

Literates can, through post-literacy education, practice their newly acquired art of literacy. They can experiment with their new skills of communication and make their education functional. The art of practice is both demanding and exacting. It involves thought, time, energy and discipline.

The end product of this investment is most rewarding. It produces permanent mastery of literacy and eliminates the possibility of loss of skills. Once the skills acquired is retained and functional, all agencies involved in developing the literacy programme is always encouraged to make further investments in the appreciation of the useful returns.

Another reason why adults should undergo post-literacy programme is that, literacy itself is only the beginning of unlimited openings to knowledge, advancement, information and related opportunities. Once acquire, it can be used to develop programmes, promote further learning and open the door to the mysteries of life and living for the whole community.

In searching for information and related opportunities, this will lead adults to make use of the village libraries, borrow books, use the reading rooms, listen to music, watch films and listen to recorded speeches and lectures. It is known that many adults have gloom, dullness and boredom - these are dispelled by the post - literacy materials available in libraries.

Apart form libraries, Okeem (1988:5) suggested other post-literacy activities which could be used to sustain the literacy skills in adults. These activities can include "jingles over the radio and television, columns of Newspapers where their own simple letters or short stories can be published.

As effort must be made to determine the tastes, preferences and priorities of various adult groups. Specialists must provide suitable programmes to meet the needs and the expectations of various categories of interests. For example, adult farmers may have a desire to read stories and accounts of the successes, failures, problems and efforts of farmers in states other than theirs. New farming skills and techniques may prove to be topical issues that could be provided in bulletins and newsletters. similarly, road side mechanics, repairers, taxi drives, traders, and cattle rearers should be provided with suitable programmes that would ;be at one informative, entertaining and educational. Adult farmers who benefited from post-literacy programmes may share their farming experiences in newsletter. There should be intelligent debates on issues that border on morals. Post-literacy education can be used to promote

appreciation of moral and religious education, arts, languages, literature and grater understanding of the world in general. Science and technology can also be promoted in adults by a careful use of post-literacy education.

Thomas and Kondo (1978:10-12) suggested some ways in which literacy can be use to promote scientific thought and knowledge they said that, "information on heat, wind, rivers and electricity as sources of energy can be supplied to beginners who may then proceed to examine the combustion cylinder, spark-plug, piston and other aspects of an internal combustion engine. The principles of electricity can be learnt and adults may perform experiments on batteries and electric torches".

Post-literacy education must provide adequate opportunities for adults to continue their education leading to qualifications in elementary, secondary and higher education states. Leisure and recreations, hobbies such as gardening, sports and games are encouraged in post-literacy education programmes.

Let us look, again, at the disadvantages of tests and examinations as instruments used to evaluate students performance. It is evident that students attempt to learn skills, abilities and subject content that they believe will be emphasised in the evaluation procedures they will be judged on their abilities to use the ideas and processes in new situations, they will learn and prepare to demonstrate such abilities. Personal experience has shown that students attempt to learn what they anticipate will be emphasised in the

evaluation instruments on which they expect to be judged, graded and certified. also, when evaluation is used to determine the relative effectiveness of the different approaches to instruction and learning, evaluation used n this way has been to determine whether alternative 'A' is in terms of student learning, more effective than alternative 'B', 'C' 'D'. Alternatives may be programmes, courses, curriculum, teaching methods, instructional strategies.

In most of the research using this evaluation approach, it has been found that the opportunity to learn particular content and objectives in particular alternative is highly related to the evaluation results for that alternative. That is, if students are taught X,Y and Z, they tend to learn X,Y, and Z while if thy are taught only X and Z, they learn accordingly. This seems so obvious that one wonders why evaluation is necessary.

This made Bloom (1974) to say that, "if an educational programme is designed to produce a particular set of results, we must ensure that the appropriate use of the programme actually take place in the classroom before we can be certain that we are really evaluating the effectiveness of the programme or alternative". Evaluation is used to determine not only which alternatives are superior but also in what respect they can be further improved.

The success of mastery learning strategies lies in the extent to which adults can be motivated and helped to correct their learning difficulties at the appropriate points in the learning process. a very important difference between formal and

self-evaluation is that, in self-evaluation, the adult is not measured against other adults but instead he is measured against himself. This is because we want him to change, improve his already acquired skills, knowledge, attitudes and values to modern and better ones which will help him fit and be able to function well in his changing social environment and also enable him to solve his every day problem

2.4 Self Evaluation

It is important to mention that the Adult Education and evaluation literature are somewhat lacking in procedural models. It is hoped that ;the work of the United Nations Educational as Scientific Organisation (UNESCO) for Education, Hamburg, on ;the development of procedures and techniques of self-evaluation will provide more help in this respect. But what is the significance and implication of self-evaluation on Social studies programme for post literacy in Adult Education?

The significance, according to John Mkichaelis, (1963:578), in his book, Social Studies for Children in A Democracy Recent Trends and Development: stressed that, "self-evaluation leading to increasing self-direction is an essential aspect of evaluation in the Social studies. It is a mode of appraisal used throughout life. Through self-evaluation, the learners gain increasing ability in analysing their own skills, attitudes, behaviours, strengths, needs and success in achieving purposes. They develop feelings of personal responsibility as they appraises the effectiveness of individual and group efforts".

In the above Michaelis was saying that using self-evaluation, the adults learn how to face squarely the competences needed in various taste and to assess their own potentialities and contributions. Their role in group processes can be clarified as they check themselves on co-operatively made criteria. Social learning is sharpended and enriched through self-evaluation because the adult himself is participating more extensively in the learning process.

For adults to be capable of self-evaluation, they must be guided in the development of a clear conception of purposes to guide their evaluative efforts. This may be done through group discussion based on needs that are significant to the group. Attention also must be given to the preparation of checklists, charts and rating devices. This is an essential aspect of self-evaluation because adults must understand the evaluation devices they use, or little value will be derived form their use.

Another significance, according to Kanwengo (1986), is that, in self-evaluation, "the adults are expected to evaluate their performance. This makes it necessary for the adults to be involved in the needs identification, programme implementation and evaluation".

This shows that, when adults are involved in identifying their needs, plan, implement and evaluate their own development programmes, they gain competencies necessary to make them more self-reliant in programme designing, implementation and evaluation. One of the most important aspects of self-evaluation

is that the learners have to make decisions about what action to take to regulate their learning activities. Once they know ;how well they are doing, they must decide whether their performance is satisfactory, and if not they then decide what kind of action to take to improve their performance.

2.5 Other Evaluation Studies

Most literature show that that there are very few documented evaluation studies in social studies and very rare in Adult Education. Hence, the views on evaluation studies from other areas will be looked into in addition to those of Social studies, and Adult Education.

Peter Lassa (1977) discovered that a systematic evaluation of he primary education improvement project was essential since it was a new comprehensive system of elementary education. Here, he wanted to identify problem areas, asses the availability of materials, find out the personnel involved in the project, and evaluate the effectiveness of each subject and its contribution to the total programme and correct any difficulties through feedback mechanism and appropriate management technique.

In his finding, he was able to ascertain that each subject made its unique contribution to the project as it was implemented in the school. In the following years, Brown (1978) evaluated the attainment of science objective in terms of the children's ability to practice process skills. He also measured children's interest, active participation and understanding of the lessons, as well as the availability of materials and ease of preparing

and teaching the lessons for the teachers. Questionnaires were use to gather information form the teachers while children were tested to measure the attainment of process skills. The findings showed that the teachers rated the programme as successful in terms of all the measured criteria. it was also noted that the children tested from the Primary Education Improvement Project Schools (PEIP) evaluated by Lassa (1977) indicated significant difference from non PEIP Schools after one year but not after two years and that girls seemed to profit more than the boys in terms of an improved ability to practice process skills. He recommended proper training of PEIP teachers and supplying adequate science materials to the schools.

Jegede (1981) evaluated the Nigerian integrated science project. The focus of the study was the achievement of the project's objectives as expressed by the teachers as well as the performance in, and attitude towards integrated science by the students.

His findings showed that the integrated science teachers are not favourably disposed towards the project due to lack of appropriate training. The cognitive objectives achieved were below expectations but the majority of the students have developed attitudes towards science through NISP. There was significant negative association between attitudes to science and achievement in integrated science.

In one of the seminar papers on the "Role of Evaluation in Primary school Social Studies Programme". Aboki (1983) stated that "Social sTudies programme may be regarded as a process of self-evaluation and as such must involve all the aspects and the details of the programme such as goals, teaching methods, objectives materials, evaluate techniques and selection of content". She stressed that, teachers and pupils should be involved in evaluation of attitudes, interests, feelings and values. Pupils, with the guidance of their teachers should prepare the tools for evaluation - e.g. tools like observation and attitudes scales, checklists, socio metric and charts. Their involvement will help them understand the tools and consequently ease their usage.

In evaluating citizenship education for Adults, Aliyu (1985), indicated the successful delivery and achievement of the experimental programmes objectives including the test scores of learners, the evaluation scores and commentaries of the specialist observers. He inferred that participants in the programme were able to acquire some additional knowledge, attitudes and skills. This knowledge, attitudes and skills could "enable the adults to participate more effectively in the affairs of our society", he affirmed. Aliyu (1985:113), however recommended that, for any programme meant for Adult Education to be more effective, various teaching methods and techniques should be employed. He also stressed the usefulness of self-evaluation as a most effective form of evaluation to be employed to evaluate adult learners performance.

In evaluating, N.C.E.. (National Certificate of Education) Social studies programme, Adekeye, R.B. (1985) found that, there were no significant problems militating against the achievement of the objectives of the programme. There was no aspect of the N.C.E. Social Studies programme which significantly needed revision. Experimenting in five college using social studies programme of the institute of Education, of Ahmadu Bello University, she however, discovered that the content of the programme was neither difficult nor easy but rather challenging. The performance of the students in the programme was not satisfactory, though the objectives were achieved.

2.6 Summary

In this chapter, the available pieces of literature in evaluation have been reviewed and the view of different experts agree that evaluation is the process of determining the extent to which objectives have been achieved. It includes all the procedures used to appraise outcomes of instructions, and it involves such steps as:

(i) formulating goals as behaviours;

(ii) securing evidence on the achievement of goals in selected situations;

(iii) summarising and recording evidence;

(iv) interpreting evidence, and

(v) using interpretations to improve instruction.

It is emphasised that evaluation has many functions and some of the functions among others are the clarifications and redefinition of the objectives as a result of the appraisal of learning - instructions activities. Through evaluation, teachers and instructors gain insights into learners progress, problems, strengths and weaknesses. Evaluative evidence is helpful in planning units, guiding learning activities, selecting materials of instruction, appraising methods of teaching, and revising the instructional programme. Also, evaluation is essential in gathering the evidence needed to interpret and report to the policy makers and in carrying out the public relations programme in the society.

Education Models of evaluation are reviewed and it is discovered that all have a sort of standard instrument for gathering data, a report to be made to policy makers and a decision to be taken. It is also seen that one of the writer's assumptions is based on stufflebeam's content-process-product (CIPP) model-which emphasises that evaluation of any educational activities must be comprehensive as adult learners need that kind of evaluation in order to be able to make decision about their many and varied daily activities.

On programme evaluation, the views are concerned with such things as why the students goals are or are not achieved; the evaluation of goals themselves, the need to be particularly at alert to unattended outcomes the impact the curriculum has on persons other than the students and obtaining measures of cost effectiveness, affirmative as well as summative evaluation. It is agreed that programme evaluation is broader than evaluating the degree to which we have achieved certain outcomes and why. It also involves determining whether the stated goals are appropriate.

The view on post literacy programme are that, there is danger of adult relapsing into illiteracy if post literacy programmes are not provided for a continuity of learning to maintain the permanency of what is learnt. Literates can, through post-literacy education, practice their newly acquired are of literacy. They can experiment with their new skills of communication, and make their education functional. Another reasons advanced adults should undergo post-literacy programme is

that, literacy itself is only the beginning of unlimited openings to knowledge, advancement, information and related opportunities. Once acquired, it can be used to develop programmes, promote further learning and open the door to the mysteries of life and living for the whole community.

The view on self-evaluation point out that evaluation as normally practised in the schools does not fully meet the many and varied needs of the different types of adult learners-as it is examination oriented, inflexible and demotivating to the adult learners. They emphasise that the ordinary tests and examinations are not sufficient to determine success and failure in adults - because Adult Education is wholly lacking in compulsory elements. in adult Education, methods of evaluation must exemplify that sense of freedom.

In adult learning, it is discovered that adults resent examinations -, that examinations tend to create all kinds of anxiety and psychic pressures. With the characteristics of adults in relation to learning, the adults, already with their problems and responsibilities have sorts of anxiety and psychic pressures and examinations will increase those pressures - hence the form of evaluation that will supplement other forms of evaluation.

The advantages of self-evaluation out weigh its disadvantages. The tools and techniques are varied and useful and include other tools like tests and written or oral questions that are typical of those used for formal evaluation.

In self-evaluation, adults are involved in designing these tools because adults must understand the evaluation devices they use, if not, little value will be derived from their use. Because of the full involvement of the adults both in the learning, instructions and evaluation processes encouraged by self-evaluation techniques, the adult educationists find it most favourable to be used in conjunction with other forms of evaluation for adult learners.

Certainly, adults, in their day-to-day activities employ self-evaluation techniques to evaluate themselves. a typical day in an adult's life starts as four-thirty in the morning and end at eight O'clock in the evening when he sits down after his evening meals to contemplate on what he has achieved or not achieved in the day. Here he points out his successes and failures. With these successes and failures he plans his next line of action. Since self-evaluation is already part of an adult's life, it is easy to incorporate in his efforts at learning how t use modern technology in his daily living and that of his society.

Chapter 3

RESEARCH PROCEDURES AND DESIGN

3.1 Introduction

This chapter presents the procedure and design for the study. The presentation is discussed under the following headings.

1. The Programme
2. The sample for the Study
3. The Instrument
4. The Workshop for Instructors
5. The Pilot Study

3.2 The Programme

The Social Studies Programme for post literacy learners in Adult Education was designed by the researcher using the Kano State Agency for Mass Education Post Literacy Syllabus (see Appendix B)

The general objectives of the programme were derived from Social studies objectives for primary education as stated by Dubey and Barth (1980:40. The learning activities for this programme were developed based on the experience the researcher who has taught the adult education instructions, organisers and inspectors for ten years. Some of these activities were developed by these students in the Department of Social Services, Kaduna Polytechnic under my supervision.

The activities were employed in learning-instructions during the student three months' practical attachment in eleven North States of Nigeria. These activities have been in practice since 1984 and the researcher personally supervised students using these activities in adult class in Kaduna, Kano, Borno, Benue and Kwara States.

The problem solving method and Teaching-people-how-to-do something, known as demonstration method were used in teaching Learning situations. The programme was delivered in twenty out of sixty classes of post literacy learners.

Stuffle beam's content-input) Process-product (CIPP) evaluation model which emphasises that, evaluation of any educational activities must be comprehensive was used as a base for this kind evaluation.

3.3 The Population for the study

When the programme was at the stage of testing and evaluating, there were a total of sixty post literacy classes in Kaduna state. In each class, there were twenty - five adult learners. This gave the total of one thousand five hundred adult learners.

3.4 The sample for the study

In order to obtain a representative sample for this study , Robert, (1970:610), Determining sample size for Research Activities was used. As a result, twenty out of sixty post literacy classes with five hundred adult learners were used.

There were twenty instructors - one for each class. These classes were selected from Kaduna township and its seven educational zones so divided for this purpose as follows:

In Kaduna township which has twenty Post Literacy classes, ten classes were selected from different sections. Those selected were, section one, Kurmin Mashi, Angwar Rimi, Badarawa, Anguwar Sarki, Anguwar Sanusi which are satellite communities within Kaduna township. from section two, the ministries as follows: Ministry of Commerce and Industry, Lands and Survey and Information. Section three: Kagoro Road and Maiduguri Road. From the educational zones, two Post Literacy classes each were selected from Zaria, Khachia and Jema'a while one post Literacy class each was selected from Saminaka, Birnin Gwari and Ikara: and one from Magajin Gari Centre.

These classes were selected by the zonal office because the classes had regular instructors.

These adult learners were those who successfully completed their Basic Literacy which lasted for nine months mentioned earlier. Basic Literacy is when reading, writing and little calculation are learned and retained temporarily, temporarily in that, if the adults do not proceed for post literacy, it has been discovered that these adults quickly revert to illiteracy, at the completion of Basic Literacy thus, opportunities are created for adult learners to proceed to post-literacy where the art of reading, writing and calculation is continued in order to ensure permanency.

The population sampling comprised two hundred and fifty (250) males and two hundred and fifty (250) females. The age range of these adults was between eighteen (18) and forty-five (45) years (see population sample 3.4.1).

Table 3.4.1: Post-Literacy Classes in Kaduna Township And its seven Education Zones.

Area	Centre	No. of Adults Male	Female	Total	Instructors
Kaduna township	K/Mashi	15	10	25	1
	U/Rimi	10	15	25	1
	U/Sarki	15	10	25	1
	Badarawa	10	15	25	1
	T/Wada	20	5	25	1
	Kagoro Rd.	0	25	25	1
	Maiduguri Rd.	15	10	25	1
Ministries	Commerece and Industries	15	10	25	1
	Lands & Survey	15	10	25	1
	Information	15	10	25	1
Seven Education Zones	Magajin Gari	10	15	25	1
	Zaria	15	10	25	1
	Zaria	15	10	25	1
	Kaciya	10	15	25	1
	Kaciya	10	15	25	1
	Jama'a	15	10	25	1
	Jama'a	10	15	25	1
	S/Naka	10	15	25	1
	B/Gwari	15	10	25	1
	Ikara	10	15	25	1
Grand Total	20	250	250	500	20

SEVEN EDUCATIONAL ZONES OF KADUNA STATE



Among the male adults, one hundred and twenty (120) of them were traders, fifty (50) of them were farmers, ten (10) were drivers of various vehicles; fifteen (15) were tailors; twenty (20) were artisants; ten (10) were preachers and twenty five (25) were civil servants.

The female adults had one hundred (100) of them engaged in petty trading in different markets within Kaduna township and respective areas with the educational zones fifty (50) were farmers five (5) were artisants twenty (20) were tailors twenty five (25) were civil servants and fifty (50) were house wives.

Table 3.4.2: Occupation of the Adult Learners

	Traders	Farmers	Artisants	Tailors	Driver	Preachers	Servants	Others
Males	120	50	20	15	10	10	25	-
Females	100	50	5	20	-	-	25	50
Total	220	100	25	35	10	10	50	50

The major motive for learning was to enable them become efficient in their various occupations.

3.5 The Instrument of The Study

For the purpose of this study, the following type of instruments were used:

(i) Questionnaire for adult learners

(ii) Questionnaire for instructors

(iii) Oral interview schedule for instructors

(iv) Observation

The practical teaching learning situation constituted the

major ground for this study. Literature reviewed and personal experience were the major sources of the materials and ideas used in the development of the questionnaire for both adult learners and their instructors.

The questionnaire for adult learners were divided into eight sections. Section A asked for personal data and opinion on what motivated them to enrol in post literacy class. Section B was meant for their opinions about social studies contents, the suitability of the course content with regards to the achievement of the stated objectives.

Section C called for their general opinions on whether the stated objectives of social studies have been achieved or not. Section D provided information on how often the instructor used the various methods in teaching Social Studies. Section E was formulated to determine how often techniques of evaluation were used by the instructors to evaluate the learners performances and whether the forms of evaluation have the element of freedom associated with Adult Education Programme or not. Section F - the availability of resource materials for learning instruction process. Section G - general opinion on the effectiveness of instructors. Section H - general rating of instructors according to their performances.

The questionnaire for instructors were divided into ten sections:

Section A was on personal data - their age range, qualification, specialisation as regards to teaching subjects.

Section B contained a workshop questionnaire. This workshop was organised by the researcher to acquaint the instructors with the use of inquiry method to teach social Studies and also to avail them with a variety of techniques for evaluation. The content and objectives and to rate the importance of the workshop as a background preparation for learning teaching processes with adult learners.

Section C Sought the general opinion of the instructors about the suitability of the course content with regards to the achievement of the stated objectives.

Section D Sought the general opinion of instructors on whether the stated objectives have been achieved or not.

Section E Was on the methods used for instruction and how frequent the specific method(s) was used.

Section F Was on the availability of resource materials used for learning instruction process.

Section G Was about the techniques of evaluation used to evaluate the learners performances.

Section H Sought the opinion of instructors about the adult learners in general.

Section I Rated the adult learners according to their performance.

Section J Determined the areas in Social Studies component in adult Education Programme that needed improvement.

The oral interview schedule for instructors was to evaluate the extent to which the objectives were achieved. To point out the major strengths of the social studies component in Adult Education programme as the best in helping adults become well informed and active citizens. Also, to point out major weaknesses and to suggest ways for improvement.

(See appendix B for the questions for interviews)

3.5.1 Validation Of Instruments

The instruments developed were validated by experts in both *Social Studies and Adult Education. Dr, Legesse of Ahmed Bello* validated that of social studies. While Professor Micheal Omolewa of of University of Ibadan and Bello Anchau of Agency for Mass Literacy, Kaduna State, did that of Adult Education. Their opinions and suggestions were used to produce ;the final forms of the instrument.

3.5.2 Reliability of Instrument

The instrument used for this study included questionnaire both for adult learners and instructors, oral interview schedule and participant observation. The standard methods for determining reliability such as protest, post-test, split test, etc. Could not be used in an evaluative study of this nature.

Tests, such t-test and spearman rank correlation coefficient to determined internal consistency participant observation and that of instructors were correlated.

3.6 The Workshop For Instructors

The workshop was organised to familiarise the instructors with the course contents, objectives, inquiry or functional literacy method for teaching adults, how to go about the learning activities and the teaching materials, also the various evaluation techniques to be employed to evaluate the adults performance.

For personnels including the researcher were involved. Twenty instructors were the participants in the workshop. Demonstrations were employed in practical teaching situation of the above mentioned areas. The workshop took two days and at the end of it questionnaires were given to the instructors to rate social studies components in Adult Education (see Section B for workshop questionnaire), and to what extent they thought that more change were need in the subject matter and to evaluate the extent to which the objectives were achieved. The oral interview schedule was also administered after the workshop.

3.7 The Pilot Study

If an educational programme is designed to produce a particular set of results, we must ensure that the appropriate use of the programme actually take place in the classroom situation before we can be certain that we are really looking

for its effectiveness and the achievement of its objectives. For this purpose, twenty classes of post literacy adult learners, comprising twenty-five adult learners in each class, were involved in this exercise. Twenty instructors were given the Social Studies Programme which they delivered using inquiry method and employing various forms of evaluation techniques such as traditional method, functional literacy method including self evaluation to evaluate adult performances. They started delivering this programme after a two-day intensive workshop which equipped them with the techniques and methodologies. After the exercise, questionnaire was given to them to seek their opinion about the adult learners in general, the suitability of the programme in terms of clarity, the adults interest, understanding of the subject contents and whether the stated objectives were achieved or not.

The learning teaching processes for the purpose of this study took three sessions - 1987-1989. IN 189-1990, the researcher personally took part as an instructor in two of the classes in Tudun-wada post literacy classes, Kaduna. This was to help the researcher compare her own experience with that of other instructors.

The classes were held in the evening from four O'clock to six O'clock daily for six days (Monday to Saturday). The duration of the programme was two or three years depending on the result of the uniform examination from the Agency for Mass Literacy at the end of every year. It is very important to note

the difference in the adults education calendar. Since the attendance is voluntary, their daily activities must be considered when planning any educational programme for them.

The learning - instruction was intensive and the interest of the adult was very high as the programme was covered within the two year period, hence, in my own conviction is sufficient for anybody to establish the effectiveness or not of any programme and the achievement of the objectives of that programme.

3.8 Data Collection

Data for this study was collected from two sources. These sources were (i)Questionnaire for adult learners (ii) Questionnaires and questions for oral interview for instructors. Collecting data occurring from questionnaire for adult learners responses were in eight sections:

(i) Section A - comprised the personal data - thus sex, age, level of literacy and occupation.

(ii) Section B contained course contents, the suitability of the course content with regards to the achievement of the stated objectives.

(iii) Section C - contained objectives - whether the stated objectives of just completed Social Studies course have been achieved or not.

(iv) Section D - comprised the methods - how often the instructions made use of any of the various method in teaching social studies.

(v) Section E comprised the evaluation techniques which were used to evaluate adult learners performances.

(vi) Section F contained the availability of the resource material for learning instruction process.

(vii) Section G had general opinions on the effectiveness of instructors.

(viii) Section H had the rating of the instructors according to their performances.

3.9 Data Analysis

Data collected from the questionnaires administered to the instructors during the workshop were tabulated and analysed. The number and their representative percentage were used to measure the extent of their agreement or disagreement to the questions.

Responses from the questionnaires for the instructors were as follows:

In term of the workshop helping them to become Social Studies Instructors, 18 representing 90% of the Instructors felt that, the workshop was excellent and it had equipped them to become social studies instructors. While 2 representing 10% were undecided.

All the instructors said that the workshop they had, made them quite aware of the objectives of the subject, responses were the same with regards to questions 5 and 6 which asked for the enough practice in methodologies and farmiliarisation with the course materials respectively.

With regards to question four which sought for the opinion concerning the demonstration of the methodologies in the subject area, 1 representing 5% said that the demonstration was inadequate 3 representing 15% were undecided while 16,representing 80% said that the demonstration were excellent.

Question seven which asked for the effectiveness of the form of evaluation, 18 representing 90% said that the form of evaluation was very effective. While (1) representing 5% said that it was not effective and was undecided. All agreed that they gained very much from the workshop. The response to the oral interview seemed to favourable pointing out the major strengths of the Social Studies components in Adult education programme as the best in helping adults become well informed and active citizens. Social Studies helps the adults to identify their problems and finding the ways to solve them. It also helps them to make their own decisions.

The major weakness included lack of qualified and dedicated instructors who were to handle the subject properly. The materials inform of textbooks for these category of the adult learners. The only improvement needed, was the training of the instructors and the production of Social Studies books and other materials for the adult learners.

With regards to questionnaire seeking the opinions for the instructors about the adult learners in general. The firs question pertaining to the suitability of programme in terms of clarity of representation, 19 representing 95% rated the

programme 'good' while 1, representing 5% was undecided. All the Instructors rated adult's interest in the subject 'very much' while 19, representing 95% said ;that the adult's understanding of the subject materials was 'very much', one was undecided.

With regards to the availability of materials, 10, representing 50% said that the materials were rarely available two (10%) was undecided, while 8 (40%) said that the materials were always available. Concerning Instructor's preparation time, 15 (75%) said, it was excessive, 1 (5%) was undecided, while 4 (20%) said that the time was reasonable.

On the question of class control, 19 (95%) said that it was easy, while 1 (5) was undecided. In terms of evaluation method, 19 (95) rated them encouraging while 1 (5%) was undecided. All the Instructors indicated that the Agency for Mass Literacy approved of the Social Studies learning activities, also all agreed that the programme objectives have been achieved.

Table 3.9.1: The Responses to the Questionnaire For Instructor

S/NO	Questions	NO%	Rating 1	2	3
1.	How would you rate the work shop have just participated to make you a social studies instructor?				
	1. inadequate	NO	-	2	218
	2. undecided	%	-	(10)	(90)
2.	To what extent has the work-shop provided you with subject knowledge				
	1. Nothing	NO	-	1	19
	2. Very much		-	(5)	(95)
3.	To what extent has the workshop made you aware of the objective in the subjective area?	%	1	-	20 (100)
4.	To what extent has work-shop included demonstrations of the methodologies in the subject area?	No %	1 (5)	3 (15)	16 (80)
5.	To what extent has work-shop provided you with practice in the methodologies	-	-	-	-
6.	To what extent has workshop familiarises you with the course materials	No	-	-	20 (100)
7.	To what extent is the form of evaluation effective?	No %	1 (5)	1 (5)	18 (90)
	1. No effective 2. undecided 3. very effective				
8.	To what extent have you gain from this workshop	No %	-	-	20 (100)
	1. Nothing 2. Very much				

3.10 Summary

This chapter presented the procedure of the study. The sample of the study consisted of twenty adults classes selected from sixty post literacy classes in kaduna state.

There were twenty five adult learners in each class totalling five hundred. There were twenty instructors one for each class.

The instrument of the study included questionnaires for instructors and adult learners. That of instructors was divided into nine sections. Section A, consisted of personal data, Section B - a workshop questionnaire which sought to know what they gained from the workshop, Section C wanted to get their opinions on course contents. Section D - the course objectives whether the objectives have been achieved or not. Section E - the methodology employed in teaching learning situation. Section F - the teaching materials available; the evaluation techniques in section G. Section H - consisted questions on the suitability of the programme; Section I - required instructors to rate adult learners performance and Section J - consisted their general suggestions.

There was also an oral interview for the instructors seeking their views about social studies to be included in Adult Education programme. The questionnaires for adult learners were divided into eight sections: Section A consisted the personal data - the age,occupation and level of literacy. Section 'B' and C required their opinions on the course contents and objectives respectively.

Section 'D','E' and 'F' required their opinions on methodology employed by the instructors,evaluation techniques and teaching materials available respectively. Section 'G' and 'H' required their general opinions on the effectiveness on the instructors and their general performance respectively.

The workshop was conducted for the instructors in order to acquaint them with the contents of the programme. At the and of the workshop, a questionnaire was administered to determine what they gained from the workshop. The data analysed from the information given by the instructors gave favourable position of social studies as a component of Adult Education programme. They all resolved that the agency for mass Literacy should employ permanent and qualified instructors and they gain very much from the workshop.

Pilot study was conducted,the real teaching and learning was carried out in classroom situation. This teaching and learning covered a period of eighteen calendar months (1988-1989). At the end of this, the rest of the questionnaire mentioned above were given out. The information analysed showed that, effective citizenship, easier problem solving and decision making are the major strengths of social for adult learners. While production of materials both for instructors and learners in term of textbooks are the major problems facing social studies for these category of learners. Text books and other materials for adult learners are not available in the market,said they were rarely taught as specified by the programme.

Chapter 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents and analysed the data collected for this study. The presentation and analysis were achieved into four sections. First, the information about the subjects of the study, the age, occupation and the level of their literacy.

The second part of the analysis was based on the opinions of the Instructors about the suitability of the contents of Social Studies component of Adult Education Programmes. The objectives of the programme whether they were achieved or not. The methods used for learning instruction process; the availability of teaching materials; the evaluation techniques and their general opinions on adult learners performances.

The third part of analysis was based on the opinions of the adult learners about the suitability of the contents of Social Studies component in Adult Education programme. The objectives of the programme whether they were being achieved or not, the methods for instruction employed by the Instructors in the teaching process.

The availability of the teaching materials; the evaluation techniques and their general opinions on the performances of the instructors. The fourth part was based on the null hypothesis as follows:

(i) that the age factor will have no significant effect on the performance of adult learners;

(ii) that there will be no significant difference between the performance of adult learners in the township and those in the rural areas.

(iii) that the occupation of adult learners will have no significant role to play in their performance.

(iv) that there will be no significant difference between the performance of male and female adult learners.

(v) that any form of evaluation employed, could have no significant impact on the effectiveness of Social Studies component for adult learners.

(vi) that there will be no significant problems anticipated from from the programme.

4.1.1. Data Analysis Based On The Subjects of Study:- Age, Occupation And Literacy Level

The former Adult Education Division of the Zonal Office of Ministry of Education (now Agency for Mass Literacy), Kaduna State, allocated twenty out of sixty post-literacy classes to the researcher for the purpose of presenting and evaluating social studies component.

Twenty out of sixty classes was distributed all over Kaduna State. Ten of them were located in Kaduna township and its satellite communities, while the remaining ten were located in seven educational zones (so divided for the purpose of this study).

The population of the adult learners in these sixty post literacy classes were one thousand, five hundred. The sample population for the study was five hundred adult learners. There were twenty five adult learners in each class and in the whole, there were two hundred and fifty males, two hundred and fifty females. The age range of these adults was between eighteen and forty-five years.

Among the male adults, one hundred and twenty of them were traders; fifty were farmers; ten were drivers of various commercial vehicles; fifteen were tailors; ten were evangelical preachers of Christian faith; twenty were artisants and twenty five were civil servants, (learners, messengers, gardeners) in their respective local government councils.

One hundred female adult were engaged in petty trading that is; buying and selling in different markets in their respective areas; fifty of them were farmers; five were artisants; twenty were tailors; twenty-five were civil servants and fifty were house wives. Pertaining to the literacy level, all the subjects had completed the basic literacy and have obtained their certificates. See Table 4.1.1 and 4.1.2 below

Table 4.1.1. Distribution of Adult Learners

Class	Frequency	Class Mark
43 - 45	5	44 220
40 - 42	16	21 656
37 - 39	59	38 2242
34 - 36	177	35 6195
31 - 33	130	32 4160
28 - 30	55	29 1595
25 - 27	26	26 676
22 - 24	25	23 575
19 - 21	5	20 100
16 - 18	2	17 34

Class Mean $({}^{x\ f}/_{f})$

Thus: ${}^{16453}/_{50}$ = 32.91 approx.

The popular age range is between 34 and 36, while the median is 30.5.

Table 4.1.2 = Occupation of the Adults Learning

	Traders	Far-mers	Artis-sants	Tai-lors	Dri-vers	Prea-cher	Civil servant	Others
Males	120	50	20	15	10	10	25	-
Female	100	50	5	20	-	-	25	50
Total	**220**	**100**	**15**	**35**	**10**	**10**	**50**	**50**

4.2 Data Analysis Based On The Opinions Of The Instructors About The Contents, Objectives, Methods, Materials And Evaluation Techniques

The questionnaire for Instructors were divided into ten sections: Section A was on personal data - their age range, qualifications, specialization in regards to teaching subjects. The information collected for this section was analysed as follows: All the twenty Instructors were male and their age ranges between thirty and thirty-six years.

Table 4.2.1. Age Distribution of Instructors:

Class	Frequency	Class Mark
34 - 36	12	35 420
31 - 33	4	32 128
28 - 39	4	29 116
Total	**20**	**664**

Class mean $= \frac{(xf)}{1}$

Thus: $\frac{664}{20} = 33.2$

The popular age range was between 34 and 36 which showed that any Instructor picked by change was above thirty-four years of age. Pertaining to their qualifications, all the twenty Instructors held Teachers Grade Two Certificates and they all taught in primary schools. They also taught all the subjects that make up the primary education syllabus.

Section B - which consisted workshop questionnaire was earlier analysed under Data Analysis in Chapter Three of this study. The workshop was organised to acquaint the instructors with the use of inquiry method to teach Social Studies and also to avail them with variety of techniques for evaluation. To identify the strengths and the problems of the subject matter.

In the analysis, the Instructors were of the opinion that, Social Studies should be included into Adult Education programme, effective citizenship, easier problems solving as strengths of Social Studies for adult learners. While lack of permanent and qualified instructors, production of materials both for the Instructors and the learners in terms of text books and primers were the major problems facing social studies for these categories of learners.

Section C - which sought the Instructors rating of course content with regards to the achievement of the stated objectives, the general rating showed that transportation and communications in our community; where our food comes from; our religious beliefs; our National Flag, National Anthem and the Pledge; current affairs - the important happening in the community were rated 'very important' by all the Instructors.

Economic Activities - what people do to earn a living (farming and fishing) describing the local community; people who work for us; social relations and customs were rated 'very important' by ninety-five per cent (95%); ninety per cent (90%); eighty-five per cent (85%); respectively. While the 'least

important' contents were cultural and living habit and behaviour; major features affecting out lives in the state which eight, out of twenty instructors considered 'very important'.

Most of them agreed that the course contents were challenging. On what were their suggestions; twelve, representing sixty per cent (60%} have no suggestions. While eight representing fourty per cent (40%) suggested that contents dealing with attitudes should be emphasized (see Appendix A for responses).

Section D - seeks the general opinions on whether the stated objectives of Social Studies course have been achieved or not.

With the exception of the first objective in lesson four which deals with habits and behaviours - that is, 'the adult learners will be also to emulate the essential characteristics of good members of the society', Lesson Six, objective three which says, '.....how to obtain loans for the purchase of their commodities...'; Lesson Twenty, objective 4 - which says that 'adult learning will be able to take care of the services and report any damage immediately to the appropriate quarters'; Lesson Twenty-two , objective four - which says, 'show the right type of attitudes and improve the spirit of hard and co-operation unity'. The other objectives, which were rated 'Not Achieved' and 'Partially Achieved' by 35% - 40%, 50%; 75% and 70% respectively. 90% of the total rating of the objectives were achieved.

With regard to the rating of the objectives, the Social Studies for Post Literacy education, fifteen representing 75% of the instructors rated the objectives 'excellent', four, representing 20% rated 'very good', while one, representing 5% rated 'good'.

Lack of qualified teachers, text books and lack of proper understanding of the subject matter are the problems militating against 100% achievement of the objective. (See Appendix A for the responses).

Section E - seeks to know the frequency of the use of specific methods for instruction. According to the responses, all the instructors often use the lecture method; discussion, grouping, assignment and field trip. Also, all of them sometimes use role play, case study, team teaching, debate and simultations. While project and survey are never used in the learning - instructions process.

Table 4.2.2. Methods used for Instructions

METHOD	FREQUENCY OF USE		
	OFTEN	SOMETIMES	NEVER
1. Lecture	20 (100)		
2. Discussion	20 (100)		
3. Questioning	20 (100)		
4. Assignment	20 (100)		
5. Grouping	20 (100)		
6. Project			20 (100)
7. Role play		20 (100)	
8. Case Study		20 (100)	
9. Team Teaching		20 (100)	
10. Debate		20 (100)	
11. Drama		20 (100)	
12. Survey		20 (100)	
13. Field Trip		20 (100)	
14. Simulation		20 (100)	

Section F - seeks to know the availability of resource materials used for learning-instruction. According to the responses in this section, all the Instructors indicated that, the text books, journals, magazines, slides and films and video recorder are not available. Maps, radio, television, tape recorders, flannel graphs, are limited. Also, all admitted that primers which serve as text books for these category of learners are available. While charts, postals and newspapers are highly available.

able 4.2.3 **Availability of Resource Materials**

	RATING			
	1	2	3	4
	None at	Limited	Available	Highly
1. Text Books	20 (100)			
2. Journals	20 (100)			
3. Magazines	20 (100)			
4. Maps		20 (100)		
5.				20 (100)
6. Postals				20 (100)
7. Primers			20 (100)	
8. Radio		20 (100)		
9. Television		20 (100)		
10. Tape Recorders		20 (100)		
11. Flannel Graphs		20 (100)		
12. Slides and films	20 (100)			
13. News papers	20 (100)			
14. Video Recorder				20 (100)

Section G - sought to know the evaluation techniques employed to evaluate the adult learners performances. In response to the questionnaire, all Instructors partially used essay test, project and quiz to evaluate the adult learners performances. Assignment, objective test, observation, class discussion and self-evaluation were intensively employed to evaluate the adults performances.

Table 4.2.4: Evaluations Techniques used to evaluate Adult Performances.

Evaluation	1 Not Used	2 Partially Used	3 Intensively Used
1. Easy Test	-	20(100)	-
2. Assignment	-	-	20(100)
3. Objectives Test	-	-	20(100)
4. Project	-	20(100)	-
5. Quiz	-	20(100)	-
6. Observation	-	-	20(100)
7. Class Discussion	-	-	20(100)
8. Other (Self-Evaluation)	-	-	20(100)

Section H - The questionnaire in this section sought the opinions of the instructors about adult learners in general.

The responses of the Instructors showed that the recommended lesson materials were rarely available. Fifteen of them, representing 75% found their preparation time excessive while five of them, representing 25% found their preparation time reasonable

All rated the suitability of the programme in terms of clarity of presentation 'good' and adults interest very high. While the adults understanding of the subject materials was enjoyable, evaluation techniques encouraging, objectives of the programme achieved and the Agency for Mass Literacy approved the Social Studies learning activities.

Table 4.2.5 Instructors views about adult learners in general

	QUESTIONS	RATING NO.%	1	2	3
1.	How would you rate the suitability of the programme in terms of the clarity of presentation? 1 = least 3 = good				20 (100)
2.	How would you rate the adilts interest in the Subjects? 1 = little 3 = very much				20 (100)
3.	How would you rate the adults understanding of the subjects materials?				20 (100)
4.	The recommended lesson materials are available 1 = rarely 3 = always		20 (100)		
5.	The Instructors' preparation time is 1 = excessive 3 = reasonable		15 (75)		5 (25)
6.	In general, the Instructors find class control - 1 = difficult 3 = easy				20 (100)
7.	The adults think that the teaching methods are - 1 = boring 3 = enjoyable				20 (100)
8.	Adults think that evaluation methods are - 1 = not at all 3 = encouraging				20 (100)

QUESTIONS	RATING			
	NO.%	1	2	3
9. The Agency for Mass Literacy approved of the Social Studies learning activities. 1 = not at all 3 = a great deal				20 (100)
10. The adults think that the objectives of the programme have been achieved. 1 = not achieved 3 = achieved.				20 (100)

Thank you.

Section I - This section required the Instructors to rate the adult learners according to their performance. In their responses, five Instructors representing 25% rated the adult learners performances 'excellent', eleven, representing 55% rated them 'very good', while four representing 20% rated them 'good'.

Table 4.2.6: Adult Learners Performance

Level of Performance	**No**	**%**
Excellent	5	25
Very good	11	55
Good	4	20
Fairly Good	-	-
Fair	-	-
Poor	-	-

Section J - This section required the Instructors to indicate the areas in Social Studies that needed improvement. In their responses, all the Instructors strongly said that there is a great need for improvement in the areas of provision of text books and other resource materials. There should also be regular organisation of seminars and workshops. There is also the need to employ permanent Social Studies specialists to teach Social Studies in Adult Education programme. They also suggested that instructors should be encouraged to attend in-service courses and finally that funds be made available for the purchase of materials and research work. Only two Instructors, representing 10% wanted the course contents to be revised.

Table 4.2.7: Areas in Social Studies, Component in Adult Education that need Improvement.

	Suggestions	Number	%
1.	Provision of textbooks and other resource materials	20	100
2.	Regular organisation of seminars and workshops by Social Studies experts	20	100
3.	Employment of permanent Social Studies specialists to teach Studies in Adult Education programme	20	100
4.	In-service courses for Adult Instructors	20	100
5.	Course contents to be revised	2	10
6.	Provision of funds to purchase materials and for research work.	20	100

4.3 Data Analysis Based On Adult Learners' View About Contents, Objectives, Methodology, Materials And Evaluation Techniques.

This section is divided into eight. The information collected was analysed accordingly. Also, the questionnaires were administered by the twenty instructors in a classroom situation. As such, there was a hundred per cent return of the questionnaires duly filled by the learners. In the analysis, Section A - which consisted of personal data, has earlier on been analysed. We have two hundred and fifty (250) males and two hundred and fifty (250) females making five hundred (500) out of one thousand, five hundred (1,500) total post literacy adult learners in Kaduna State.

The age range of these adults were between eighteen and forty five years. Concerning their qualifications, all of them had the Basic Literacy Certificate which qualified them for the Post Literacy Classes.

With regard to their occupation, one hundred and twenty (120) of them were traders; fifty (50) were farmers; ten (10) were drivers of various vehicles; fifteen (15) were tailors; twenty (20) were artisans; ten (10) preachers of the Christian faith and twenty-five (25 civil servants. One hundred (100) females were engaged in petty trading in the different markets in their respective local environments, while fifty (50) of them were artisants; twenty (20) tailors; twenty-five (25) civil servants and fifty (50) house wives. Their major reason for

learning was to enable them secure better jobs in the government and private institutions, and also, to help them become more efficient in their daily work and trades

Section B - sought their opinions on the suitability of the course contents with regard to the achievement of the stated objectives. The responses showed that, fifteen out of twenty-three contents were rated 'very important' by the adult learners. Seven were rated 'important', while five were rated 'not important' by the total of three hundred and ninety-five adult learners.

The adult learners agreed that the course content in general was challenging. They suggested that textbook should be provided, qualified Instructors appointed and funds made available for research work.

Section C - Solicited the adult learners opinion on whether the stated objectives of the just completed Social Studies course were achieved. In their responses, with the exception of twenty-nine out of ninety objectives, to which adult learners rated 'not achieved' and 'partially achieved', the remaining sixty-one objectives were rated 'achieved'.

With regard to problems militating against the enrichment of the objectives, all the adult learners unanymously agreed that lack of textbooks, permanent instructors and lack of funds to pay the Instructors' salaries were important. And to what their suggestions were - they suggested that the text books and other materials should be provided. Appointment of permanent and

qualified Instructors, making money available to pay Instructor's salaries and carry out research work.

What are the problems militating against the enrichment of the objectives?

(i) Lack of textbooks

(ii) Lack of permanent instructors;

(iii) Lack of funds to pay instructors salaries

What are your suggestions?

(i) Provision of textbooks and other materials

(ii) Appointment and qualified instructors

(iii) Provision of funds to pay instructors and research work.

In the information gathered from adult learners pertaining to the frequency of use of various methods by the instructors during the learning/instruction process, all the adult learners indicated that lecture method, discussion, grouping, field trip were often employed. Assignment, role play, case study, team teaching, debate, and simulations were 'sometimes' used while project and survey were never employed.

With regard to the use of evaluation techniques to evaluate adult learners performances, the adult learners responded that the instructors "often" used objective test, observation and class discussion to evaluate their performance. Also, they 'sometimes' used essay test, assignment, quiz and self-evaluation. But they 'never' used the project method to evaluate them.

TABLE 4.3.1 METHODS USED FOR INSTRUCTIONS

	METHODS	FREQUENCY FOR US		
		OFTEN	SOMETIMES	NEVER
1.	Lecture	500 (100)		
2.	Discussion	500 (100)		
3.	Assignment		500 (100)	
4.	Grouping	500 (100)		
5 .	Project			500 (100)
6.	Role play		500 (100)	
7.	Case study		500 (100)	
8.	Team teaching		500 (100)	
9.	Debate		500 (100)	
10.	Survey			500 (100)
11.	Filed trip	500 (100)		
12.	Simulations		500 (100)	

TABLE 4.3.2. USE OF EVALUATION TECHNIQUES

	Techniques	Frequency For Use Often	Sometimes	Never
1.	Essay Test	-	500 (100)	- -
2.	Assignment	-	500 (100)	-
3.	Objectives Test	500 (100)	-	-
4.	Project	-	-	500 (100)
5.	Quiz	-	500 (100)	-
6.	Observation	500 (100)	-	-
7.	Class Discussion	500 (100)	-	-
8.	Other (Self-Elevation)	500 (100)	-	-

With regard to the availability of learning/materials process, all the adult learners responded that, textbooks, journals, magazines, slides and films and video recorder are not at all available. Also, maps, television, tape recorders, flannel graphs, are limited. Charts, primers are available, while postals and newspapers are highly available.

TABLE 4.3.3: Availability of Resource Materials

Resources Materials	None Stall	Limited	Available	Highly Available
1. Textbooks	500 (100)	- -	- -	- -
2. Journals	500 (100)	-	-	-
3. Magazines	500 (100)	-	-	-
4. Maps	-	500 (100)	-	-
5. Charts	-	-	500 (100)	-
6. Postals	-	-	-	500 (100)
7. Primers	-	-	500 (100)	
8. Television	-	500 (100)		
9. Tape Recorder	-	500 (100)	-	-
10. Flannel Graphs	-	500 (100)	-	-
11. Slides and Films	500 (100)	-	-	-
12. Newspapers	-	-	-	500 (100)
13. Video Recorder	500 (100)	-	-	-

Pertaining to the effectiveness of the instructors, the adult learners responded that they were effective in teaching the Themes and sub-themes as specified by the programme. They have the background knowledge necessary for teaching the course effectively. There is a provision for extra activities for the

quick adults therefore the programme does not require any change. Also they responded that the language used for the presentation was simple.

TABLE 4.3.4: EFFECTIVENESS OF INSTRUCTORS

	QUESTIONS	RATING			
		NO%	1	2	3
1.	In general, the Theme and sub-themes are taught as specified by the programme 1 = rarely 2 = undecided 3 = always				500 (100)
2.	The instructors have enough background knowledge to teach the course effectively. 1 = rarely 2 = in all case				500 (100)
3.	In general, the materials enable the instructors to provide extra activities for the quick adults. 1 = never 2 = in all cases				500 (100)
4.	In general, the materials can be used effectively used effectively. 1 = Used effectively 2 = None 3 = All				500 (100)
5.	In general, the language and presentation concerning this subject is 1=simple, 3=difficult	500 (100)			
6.	To what extent do you think that more changes are needed in the programme? 1 = a lot more change 2 = not more change				500 (100)

With regard to rating the instructors according to their performances by the adult learners, fifty-five, representing

eleven per cent (11%) rated the instructors performances 'excellent'. Three hundred and forty-five, representing sixty-nine per cent (69) rated them ''very good'', while one hundred, representing twenty per cent (20%), rated them 'good'

TABLE 4.3.5: INSTRUCTORS PERFORMANCE

Level of Performance	No.	%
Excellent	55	11
Very good	345	69
Good	100	20
Fair	-	-
Poor	-	-

4.4: Data Analysed Based On Null Hypotheses

In the analysis of null hypotheses stated in chapter one of this study, the t-test was employed to test hypotheses one, two and four because, the researcher wanted to determine whether a significant difference existed between the performances of 'younger' and 'clear' adults; 'males' and 'females'; adults in 'rural' and 'urban' areas of the study.

The sample population was five hundred (500) adults, two hundred and fifty (250) males and two hundred and fifty (250) females. The total of six tests were administered at the period of the study. The value of Z, instead of t, was used because, the sample population was large.

HO 1:

"The age factor has no significant effect on the performance of adult learners."

Out of five hundred adult learners, two hundred and fifty of them whose ages ranged between thirty-seven to forty-five yearss old were categorised as 'older' adults. While two hundred and fifty's ages ranged between eighteen to thirty-six years old categorised as 'younger' adults.

To compare their performances, the raw scores were totalled, the means, standard deviation and Z - value were calculated. Z - critical value, with five (5) degrees of freedom and at .05 level of significant was obtained. It was discovered that the Z - values calculated were more than Z - critical values - hence, the hypothesis was rejected and the conclusion was that the age has significant effect on the performances of the 'adult' learners. This test agreed with O'Sulivan's (1987:68) test which discovered that the adults of over thirty-one years of age experience more difficulty in exams than the younger ones. As a result of this, in 1988, the study recommended that a change be made from normative evaluation whereby adults are assessed according to an agreed standard or norm, to qualitative evaluation, where the concern is with the individual adult's conceptional mastery in relation to his achievements. Table 4.4.1 shows the total scores, the mean, standard deviation, Z - values calculated and critical at .05 level of significance with 5 degrees of freedom.

Table 4.4.1: Performances of 'Older' and 'Younger' Adults

Older Adults	45,433	341.732	8.11	0.1504	.0288	0.159
Younger Adults	111,509	446.036	19.59	0.14147	.0288	0.136

z - calculated = 0.15040:0.14147
z - critical = .0288 : .0288
(Level of Sig. .05).

HO2:

"There will be no significant difference between the performance of adult learners in the township and those in the rural areas."

To analyse this hypothesis, the procedure used in analysing hypothesis one was employed

The analysis showed the Z-values calculated more than Z-values critical obtained at .05 level of significance with 5 degrees of freedom. Hence, the rejection of the hypothesis and concluded that there was a significant difference between the performance of the adult learners within Kaduna township annd its satellite communities and those of the seven educational zones of Kaduna State. See Table 4.4.2.

able 4.4.2: Performances of Rural and Urban Adult Learners.

Rural Adults	98,053	392.212	55.8	0.071394	.0288	.081
Urban Adults	98,589	394.356	54.6	0.0727165	.0288	.081

z - Calculated = 0.071394:0.0727165
z - Critical = .0288 : .0288
(Level of sig. .05).

HO3:

"The occupation of adult learners will have no significant role to play in their performance."

Using Spearman's rank-correcition coefficient, the analysis was carried out as follows:-

Table 4.4.3: The Occupation of Adult Learners

Occupations	Males	Females	d	d2
1. Traders	120	100	20	400
2. Farmers	50	50	0	0
3. Drivers	10	0	10	100
4. Tailors	15	20	-5	25
5. Artisants	20	5	15	225
6. Preachers	10	0	10	100
7. Civil Servants	25	25	0	0
8. Others	0	50	-50	2,500

$$r_s = \frac{d^2}{-/N - N} = 1 - 7\ \frac{3350}{512-8} = -455$$

r_s = -455 calculated
r_s = .643 critical
(at .05 level of significance)

The calculation of rs is shown in the above table. Since -455 is less than .643, the null hypothesis cannot be rejected. We conclude that at the .05 level, there is not a significant correlation between adults occupation and their performance.

HO4:

"There is not significant difference between the performance of male and female adult learners."

The procedure used to analyse hypotheses one and two was employed to analyse this hypothesis.

The analysis showed the Z-values calculated more than Z-values critical at .05 level of significance with 5 degrees of freedom. Hence, the rejection of the hypothesis and concluded that there was a significant difference between the performance of the male and female adult learners. See table 4.4.4.

Table 4.4.4: Performance of Malee and Female Adult Learners.

Males	98,539	394.156	55.60	.07200	.0289	.081
Female	97,964	391.856	61.94	.06767	.0288	.067

Z - Calculated = .7200 :.06767
Z - Critical = .0288 :.0288
(level of sig. .05)

HO5:

"Any form of evaluation employed could not have any significant difference in the effectiveness of Social Studies programme for adult learners."

In the analysis, formal evaluation techniques were employed to evaluate two hundred and fifty adult learners, while self-evaluation techniques were employed to evaluate the other two hundred and fifty adult learners. To compare the results, Z-value calculated were more than Z-value critical hence, the rejection of the hypothesis and concluded that the form of evaluation techniques employed to evaluate the performances of adult learners had significant impact.

This showed that the illiterate and semi-illiterate adult learners were special group that need definite alternative form of evaluation.

This also means that, evaluation at this level and with professional and vocational dimensions of adults, is concerned

with the formal assertion that individual adults have mastered an accepted amount of knowledge, skill and sensitivity to an agreed level of competences. No such constraint exist in many adults literacy programme where certification is a testimony of personal achievement, rather than professional standing. Furthermore, the desirability of responding to adults in the light of their varied experiences, needs and personalities and of recognizing their adult status is well articulated. See Table 4.4.5. below.

Table 4.4.5. Forms of Evaluation Techniques

Formal Evaluation Techniques	45,433	341.732	8.11	0.15040	.0288	0.159
Self-Evaluation	11,1509	446.036	19.59	0.14147	.0288	0.136

Z - Calculated = 0.15040:0.14147
Z - Critical = .0288 :0288 (Level of sig. .05)

The study, the evaluated Social Studies component in Adult Education in order to establish its effectiveness. Because of this, the researcher designed Social Studies programme and presented it to five hundred adult learners in twenty post literacy classes in Kaduna township and its satellite communities, also in seven educational zones of Kaduna State. Twenty instructors were used for the purpose. Three major problems were anticipated. One of them was unqualified adult instructors who were to be involved in teaching and learning and at the same time, evaluate the performances of these adults.

The intensive two days workshop earlier organised for the instructors by the researcher actually solved this problem. At the end of the programme, the instructors gained new knowledge, skills and methodology instead. The second problem also

anticipated was that of language. This too, did not arise because, just as Social Studies is a component in Adult Education, English, as a second language is a component too in Adult Education. At this level, English was intensively taught by well qualified instructors, as such, the adults did not encounter any problem in responding to some of the evaluation techniques - such as responding to oral or written questions, self-testing, self-assessment profile, administration of questionnaires and rating scales. Little direct interpretations had to be done to achieve success.

The third problem which was likely to be with the form of evaluation, particularly, self-evaluation techniques as instructors were familiar with formal evaluation which is characterised by examinations and tests, the adult learners seemed to find self-evaluation preferable. During the workshop and throughout the learning and instruction process, the instructors found self-evaluation techniques most favourable.

One of the most important aspect of self-evaluation is that the learners have to make decisions about what actions to take to regulate their learning activities. Once they know how well they are doing, they must decide whether their performance is satisfactory, and it not, they then decide what kind of action to take to improve their performance.

Because of this, Social Studies programme was practically delivered availing opportunity for every adult learner to participate fully in learning process. By learning co-operatively, this will raise their motivation and self-confidence - thus, rendering the use of self-evaluation techniques and other forms of evaluation easy and effective.

4.5 Summary

The chapter presented and analysed the data collected for this study. The data analysed was based on the subjects of the study, their age, occupation and literacy level. The opinions of the instructors and adult learners about the suitability of the Social Studies programmes contents, whether the stated objectives were achieved or not, their opinions on the methods of instruction, the availability of teaching materials, the effectiveness of evaluation techniques employed and general performance of the adult learners. The statistics employed for the analysis was percentages presented in tabular form (Lassa, 1977).

For the analysis of null hypotheses, the t-test was employed to test hypotheses one, two, four and five because, the researcher wanted to determine whether a significant difference existed between the performances of 'younger' and 'older' adults, 'males' and 'females', adults in 'rural' and 'urban' areas of the study; the use of formal and self-evaluation techniques to evaluate adults performances. The sample population was five hundred adults, two hundred and fifty males and two hundred and fifty females. The total of six tests were administered at the period of study. The value of 'Z', instead of 't', was used because the sample population was large.

Spearman's Rank-Correlation Coefficient was used to analyse the third hypothesis in order to determine whether there was a significant correlation between adults occupation and their performance. The hypotheses one, two, four and five were rejected

and the conclusion was that, the age, has significant effect on the performance of the adult learners. Also, there was a significant differences between the performances of male and female adults; between the adults within Kaduna township and those of the seven educational zones of Kaduna State, and between formal evaluation and self-evaluation.

The third hypothesis could not be rejected and the conclusion was that, there was no significant correlation between adult occupation and their performance.

Concerning the anticipated problems, it was discovered that three major problems - unqualified instructors, language and forms of evaluation did not arise because the two days intensive workshop acquainted the instructors with the methodologies to be employed for teaching the adult learners.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives a summary of the study. The conclusions reached as a result of conducting the study; recommendations to appropriate authorities and suggestions for further research.

5.2 Summary

The rationale for this study was to evaluate the Social Studies component for post literacy learners in Adult Education programme in order to determine its effectiveness.

Stufflebeam (1973) 'Content-Input Process - Product (C.I.P.P.) model of evaluation which emphasised that, evaluation of any educational programme must be comprehensive, was adopted by the research for this study. Thus, the Social Studies programme was designed by the researcher and then presented by twenty adult instructors to five hundred adult learners in post literacy clases of Kaduna State.

The study therefore, evaluated the contents and the objectives of the programme, the methodology employed by the instructors in teaching process, the available materials, the learning activities and the evaluation techniques used for evaluating adults performances. The related literature reviewed was mainly in the area of evaluation, hence available literature on the various forms of evaluation was reviewed.

The sample of this study was composed of five hundred adult learners. These adults have completed the first stage which is

known as Basic Literacy stage and were now undergoing the second stage, the post literacy stage. There were twenty instructors involved in teaching/learning situation.

Two instruments were developed for this study. The questionnaires for instructors after the workshop organised earlier by the researcher to acquaint them with the programmes, and at the end of the experiment. Questionnaires for the adult learners at the end of the experiment.

The second instrument was the interview schedule for the instructors. The responses obtained from the completed questionnaires and the interviews schedule were tabulated by the researcher through an electronic computer system using the Statistical Page for the Social Science (SPSS).

Three statistical tools were used to analyse the data collected. The frequencies were used to determine the mean, median and the mode of the age of the adult learners. Inter-rater scales were used to determine the weight of the instructors and adult learners opinions. The 't-test' was employed to determine the level of significance in teaching the first, second, forth, and fifth hypothesis of this study. Spearman's Rank-Correlation Coefficient was employed in analysing the third hypothesis.

The findings of this study were derived from the analysis of the data collected. Chapter four presented and analysed the data. It also provided the findings of this study according to each hypothesis.

Ho1: That the age factor will have no significant effect on the performance of adult learners. A significant difference of their performance was noted at .05 level of significance between

the 'older' adult learners and 'younger' adult learners. The above hypothesis was therefore rejected. Also, hypothesis two, four and five were rejected.

The three major problems that were anticipated - that is, the problems of unqualified instructors, language and form of evaluation did not arise because the two days workshop for the instructors solved the problems. At the completion of the experiment, the adult learners and instructors found self-evaluation techniques most favourable.

The findings of this study should be of particular importance to curriculum planners, educators and policy makers in Nigeria. In fact, Social Studies and Adult Education Curriculum Planners, Educators and Instructors who are interested in educating our unfortunate adults will find these findings of relevance to their teaching-learning activities. It is significant to note that these findings will contribute to the realization of the Nigerian Policy on Education discovering the desired and appropriate contents and methods for inculcating values and effective citizenship which Social Studies is made up with, on to the Nigerian adults can be considered a significant contribution towards the building of self-reliant individual adults who make up a unified strong nation.

Finally, this study has provided the researcher with an experience of the methodological aspects involved in, and the resources required for delivering and evaluating Social Studies component in Adult Education Programme.

5.3 Conclusion

The conclusions reached as a result of conducting this study, centred on the findings from the delivery and evaluation of Social Studies component for Adult Education programme. Indicators for the successful delivery and the achievement of the experimental programme's objectives includes the performances of the adult learners, the favourable responses and the performances of instructors throughout the teaching-learning process and the acceptance of the programme by the Agency of Mass Literacy, Kaduna State. It can therefore, be inferred that the adult learners have acquired some new knowledge, skills and attitudes. This knowledge, skills and attitudes could enable the adults to improve on their occupations and to participate more effectively in the affairs of our society.

Evaluation of the adult learners performances and the commentaries offered by their instructors verified that the delivered Social Studies component for Adult Education programme had significantly achieved its stated objectives. Also, facets of evaluation that can be adopted for greater awareness of those being evaluated is revealed. One can simply adduce that the contents, objectives, learning activities, methodology and techniques of evaluation for this programme were suitable and adequate for training individual or groups of adults to become useful, effective and self-reliant citizens of Nigeria.

5.4: Recommendations

Based on the findings, the researcher recommends the followings:

1. Social Studies should be included in Adult Education programme;
2. Self-evaluation techniques should supplement formal evaluation techniques employed for evaluating adult learners performances;
3. Similar programme should be developed reflecting other areas and levels of Adult Education, Basic, Post and Secondary literacy levels;
4. Studies of various dimensions of adults' learning is needed so as to come up with suitable tools and procedual models of evaluation.
5. Agencies for Mass Literacy should make use of the findings of this study for efficient organisation of literacy programmes for adults;
6. Governments should be encouraged to fund further research in this area.

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APPENDIX 'A'

QUESTIONNAIRE

AHMADU BELLO UNIVERSITY

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Dear Respondent,

An evaluation of Social Studies component for Post Literacy learners in Adult Education programme.

INSTRUCTOR'S EDITION

This questionnaire seeks your honest opinion regarding the effectiveness of Social Studies components in Adult Education programme.

The result of this study will be used to determine whether the contents are suitable and stated objectives are attainable. The suitability of methods used for instruction, the techniques, materials and the evaluation. The areas that need to be reviewed and modified in the programme.

Your response will be confidentially treated. Thank you for contributing to the development and success of the programme.

M. ABOKI (MRS)

SECTION A

PERSONAL DATA

The information required in this section will enable the researcher to determine the characteristics and position of the respondents. Do not write your name. Please check your responses.

1. SEX .....MALE.....FEMALE

2. Age Range:

   (a) Less than 20 years

   (b) ---------- 21-25

   (c) ---------- 26-30

   (d) ---------- 41-35

   (e) ---------- 36-40

   (f) ---------- 41 and above

3 Please tick your highest qualification.

   (a) Secondary school certificate ----------

   (b) Grade Two teachers' certificate ----------

   (c) Certificate in Adult Education ----------

   (d) Diplomas in Adult Education ----------

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

4.. At what level do you teach?

   a. Primary School ----------

   b. Secondary school ----------

   c. Adult Basic classes ----------

   d. Others ----------

5. List the subject(s) of specilization (your teaching subjects).

CONTENT Living in local community		NO. % RATING	
	1	2	3
	Not Important	Important	Very Important
Describing the local community		2 (10)	18 (90)
Its history, people and origin		4 (20)	16 (80)
Social relationship and customs		3 (15)	17 (85)
Cultural and living habit and behaviour	2 (10)	10 (50)	8 (40)
Economic activities - what people do to earn a living (farming and fishing)		1 (5)	19 (95)
Economic activities marketing and trading in our community		4 (20)	16 (80)
Economic activities manufacturing industries in our	1 (5)	6 (30)	13 (65)
Transportation in the community			20 (100)
Communication in our Community			20 (100)
10. People who work for us		2 (20)	18 (90)
11. Where our food comes from			20 (100)
12. Where our clothes comes from			20 (100)
13. Games, leisure, entertainment	8 (40)	2 (10)	10 (50)
14. Our Local heroes and heroines	5 (25)	5 (25)	10 (50)

15.	Our religious beliefs			20 (100)
16.	Knowing other people from the state, Historical political, social and cultural perspectives. Inter relationships and major features affecting our lives in the state.	1 (5)	9 (45)	10 (50)
17.	Major features affecting lives in the state	2 (10)	10 (50)	8 (45)
18.	The people of Nigeria	1 (50)	7 (35)	12 (60)
19.	How our district/division local government areas are administered		5 (25)	15 (75)
20.	Social services health, education and other amenities. The taxes we pay and why?		6 (30)	14 (70)
21.	Main occupation and local craft industry. The things produced, where they are produced, how they are distributed.		8 (40)	12 (60)
22.	Our National flag, National Anthem and the pledge			20 (100)
23.	Current affairs - the important happenings in the community			20 (100)

24. How would you rate the course content in general?

Very difficult Difficult

Challenging Easy

25. What are your suggestion?

No suggestions	More contents dealing with attitudes
12	8
60%	40%

LESSON 1: OBJECTIVES	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
After walking through a local community, the adults will be able to:-				
become familiar with the community and its environment				20 (100)
Know the names of the streets in the community				20 (100)
identify different types of houses and how they are built				20 (100)
Compare the size of the community in relation to other communities nearby.			10 (50)	10 (50)
Its location and population.				
draw the map of a local community.			8 (40)	12 (60)

LESSON 2: OBJECTIVES	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
Having conducted interview with community elders and collected information on the history of a community the adult learners will be able to:				

LESSON 2 CONTINUED

a.	classify the information into facts, fallacies and opinions.		9 45	11 (55)
b.	recall the order in which events took place, who founded the community.	5 (25)	5 (25)	10 (50)
c.	draw a ten year chart of the important changes in the village or town community			20 (100)
d.	discover the some communities	are		20 founded

(100)

by the hill side; river - side; in the middle of the forest; on the top of the hill or at the major road junctions.

LESSON 3:
After viewing a local film "Sauna Abokin Kowa" ("Sauna - as friend of every body"), the adult learners will be able to:-

a.	improve on their ability to communicate with each other.			20 (100)
b.	participate, and the same time benefit from the special work of others	6 (30)	4 (20)	10 (50)
c.	interact freely with their neighbours.	10 (50)	5 (25)	5 (25)
d.	develop social attitudes which will enable them to live better with themselves, with each other and with people all over the world		8 (40)	12 (60)

LESSON 4:

Having had an experience on how bad habits have led to a serious punishment, and at the same time how good behaviour had earned rewards for the individuals, the adult learners will be able to:

a.	emulate the essential characteristics of members of the society	7 (35)	8 (40)	5 (25)
b.	discarded the bad habit that some of them already formed and in their place form other certain habits that are necessary for their good living	9 (45)	2 (10)	9 (45)
C.	recall the occasions during which they or other adults have been rewarded for good behaviour			20 (100)

LESSON 5:

b. Having listened to a successful farmers,

to radio programmes on farming; and after paying as visit to a mechanised farm and fish pond, the adult learners will be able to:

a.	Use modern farming equipment	12 (60)	6 (30)	2 (10)
b.	classify different kinds of farms and what type of farming is carried out on them.			20 (100)
c.	carry out an experiment of modern farming on their own farmers.			20 (100)
d.	know the names, and be able to apply the kinds of fertilizers correctly.			20 (100)

LESSON 5 CONTINUED

e.	use different insecticides			
20				
	for pest control and chemicals for killing weeds.			(100)
f.	compare the harvest obtained from modern farm with that of traditional farm			20 (100)
g.	know different methods of storage		8 (40)	12 (60)
h.	describe different methods used for fishing, the tools and names some of the fish products.		12	8

LESSON 6:

After a visit to the market, the adult learners will be able to:				
a.	know different items sold in the market.			20 (100)
b.	know the factors involved in starting a successful market business what to trade on, and where to obtain commodities			20 (100)
c.	know the law of demand and supply	5	10	5
	demand and supply. keep account of their sales and how to obtain load for the purchase of their commodities.	(25)	(50)	(25)

LESSON 7:

After paying a visit to manufacturing company and a local small scale industry (in case of village), the adult learners will be able to:

a.	describe how things are manufactured.	4 (20)	10 (50)	6 (30)
b.	identify things that are made locally.			20 (100)
c.	tell the uses of these things made.			20 (100)
d.	establish as small scale industry	8 (40)	8 (40)	4 (20)

LESSON 8:
After a class discussion about

transport system in the country, the adult learners will be able to:

a.	identify major transport system in the country.			20 (100)
b.	and indicate with with work best and carry passenger to a nearby big market. Carrying bulky goods to port for export, and carrying passengers quickly to their destination.			20 (100)
C.	Judge the performance of the government "Mass transit" in the country.	15 (75)	3 (15)	2 (10)
d.	how to book and obtain air ticket to travel by air within the country and abroad.	10 (50)	5 (25)	5 (25)

LESSON 8 CONTINUED

e.	know the safety rule while in a train in an aeroplane.			**20** (100)

LESSON 9:

Having listened to the guest speaker from the Ministry of Information,

adult learners will

be able, through discussion to:

a.	identify major ways of communication.			20 (100)
b.	know how we send messages and contact each other in our community and other communities around us.			20 (100)
c.	know how to write letters, telegrams, use telephone and radio messages to contact people outside their communities	**8** (40)	6 (30)	**6** (30)

LESSON 10:

After class discussion people's activities

in the community, the adult learners will be able to:

a.	identify reasons why they need other people who are areas of specialization and the types of services that are expected of them.	20 (100)
b.	differentiate the people's arear of apecialisation and the type of services that are expected of them	

c.	realize that people cannot live by themselves they depend on each other for better living.			
LESSON 11				
	Having discussed about the food eaten in their homes, the adult learners will be able to:			
a.	name kinds of food stuff and tell how get them			20 (100)
b.	know the uses of various food to the body, the classes of food and their importance.	9 (45)	6 (30)	5 (25)
c.	describe how food is cooked in their homes and give the name of the things used for cooking			20 (100)
d.	know how to preserve food to avoid wastage.			20 (100)
LESSON 12:				
	Having visited a local loom and a modern			
	textile, the adults will be able to:			
a.	describe how our clothes are made and what they are made of:		7 (35)	13 (65)
b.	tell why different types of clothes are worn by the people in the different parts of our country.			20 (100)
c.	give the reasons why we were clothes and describe people by the way they dress.			20 (100)

LESSON 13:

After watching a cultural show, or a foot ball match or a local wrestling/boxing, the adults will be able to:

a.	Make good use of their leisure time.	12 (60)	6 (30)	2 (10)
b.	describe how their favourite games are played.			20 (100)
c.	contribute towards the development of games and sports in the community.	9 (45)	3 (15)	8 (40)

LESSON 14:

Having listened to a folk tale on one of our local heroes or heroines, the adults will be able to:

a.	Become aware of what some of our ancestors have contributed to our community.		11 (55)	9 (45)
b.	Know the names of some of the local heroes and heroines and what they did for the community.	5 (25)	9 (45)	6 (30)
c.	Emulate the deeds of some of those heroes and heroines.	15 (75)	3 (15)	2 (10)

LESSON 15

Having read about the life of Jesus Christ and prophet Muhammad or other prophets and adults will be able to:

LESSON 15 CONTINUED

a.	Learn about God and develop personal religious life that includes faith in God and basic religious goals.			20 (100)
b.	Tolerate other people's religious beliefs and avoid fanatism.	8 (40)	10 (50)	2 (10)

LESSON 16

Having read the history of Nigeria, the adults will be able to:

a.	Know the stages through which Nigeria became a country.		16 (80)	4 (20)
b.	List the historical kingdoms, empires and emirates in Nigeria and their geographical areas.			20 (100)
c.	The relationship between these kingdoms empires and emirates.			20 (100)
d.	Understand the effect of muslim Jihad in the country.			20 (100)
e.	Recall the role of the British in Nigeria			20 (100)

LESSON 17

Given blank map of Nigeria, adults will be able to:

a.	Fill in the rivers highlands, lowlands and the vegetation pattern.			20 (100)
b.	Describe the type of soil we have, the climate, seasons, vegetation and general relief.	10 (50)	4 (20)	6 (30)
c.	Name the major rivers and their uses, the high lands and the lowlands and their mineral deposits.	10 (50)	7 (35)	3 (15)

LESSON 18

After watching a local cultural festival, the adults will be able to:

a.	List the cultural differences and similarities among the groups.			20 (100)
b.	Give examples of how these groups are interdependent within the state.		18 (90)	2 (20)
c.	Realise that each culture is right within its own setting by learning not to make fun of the language, dress and other things of other ethnic groups.	6 (30)	10 (50)	4 (20)

LESSON 19

Having participated in a political campaign and election, the adults will be able to:

LESSON 19 CONTINUED

a.	describe the structure of authority in our community.			20 (100)
b.	differentiate the duties of the district, emirate and village heads from those of councillors and other officials.			20 (100)
c.	show example of good leaders and good citizen.	8 (40)	9 (45)	3 (15)
d.	define the functions individual person in government.			20 (100)
e.	vote and be vote for to represent the interest of his/her community.			20 (100)

LESSON 20:

Having experienced the black out from the NEPA water shortages and non-avoidability of drugs in our hospitals, the adult will be able to:

a.	make use of water, electricity and other amenities properly.			20 (100)
b.	know the importance of these amenities in our daily living.			20 (100)
c.	compare the various services in terms of advantages and dis-advantages.			20 (100)
b.	take care of these services and reports any damage immediately to the appropriate quarters.	15 (75)	3 (15)	20 (10)

LESSON 20 CONTINUED

e.	form the habit of going to the hospital anytime they are sick and also allow children to go to school.			

LESSON 21

Having visited a local craft industry carpentry,metal work, pottery, black smithing etc.), the adult will be able to:

a.	identify the local crafts that we use in our houses. How they are made and where we get them.			20 (100)
b.	tell the uses of these local crafts and the contribution they make to the economy of the community.			20 (100)

LESSON 22

Having sung our National Anthem and recited the pledge the adults will be able to:

a.	show respect and pride of our nation.			20 (100)
b.	interpret the meaning and know the reason why we sing it.	2 (10)	8 (40)	10 (50)
c.	Say correctly the pledge at the opening and closing of the school hours and at any public occasions.			20 (100)

d.	show the right type of attitudes and improve the spirit of hard work and co-op-ration, honesty and good behaviour which will promote our national unity.	14 (70)	2 (10)	4 (20)
	LESSON 23			
	Having attended the opening ceremony of a community school or a clinic, the adults will be able to:			
a.	know the importance and the usefulness of the taxes or rates or levies they are asked to pay.			20 (100)
b.	have pride and willingness to work together for better condition of living.	8 (40)	10 (50)	2 (10)

LESSON 24:	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
After listening to a 'hot' news over the radio, the adults will be able to:				
a. have interest in every day events and activities that have significance for thier day to day living.				20 (100)
b. seek information by asking questions and not just accepting what comes their way.		2 (10)	8 (40)	10 (50)
c. improve their ability to observe every day activities and current events; comprehend simple straight forward events and freedom for self expression.		2 (20)	10 (50)	6 (30)

88. How would you rate the objectives of the Social Studies for post literacy education?

Excellence /15/ Very Good /4/ Good /1/ Fair /0/ Poor /0/

89. What are the problems militating against the achievement of the objectives?

Lack of qualified teachers

Lack of text books

Lack of proper understanding of the subject matter.

CONTENT Living in local community	NO. %	R A T I N G 1 Not Important	 2 Important	 3 Very Important
1. Describing the local community		50 (10)	200 (40)	250 (50)
2. Its history, people and origin			75 (15)	425 (80)
3. Social relationship and customs		10 (2)	250 (50)	240 (48)
4. Cultural and living habit and behaviour				500 (100)
5. Economic activities - what people do to earn a living (farming and fishing)				500 (100)
6. Economic activities marketing and trading in our community				500 (100)
7. Economic activities manufacturing industries in our			300 (60)	200 (40)
8. Transportation in the community				500 (100)
9. Communication in our Community				500 (100)
10. People who work for us		85 (17)	115 (23)	(300) (60)

	CONTENT	NO. %	RATING		
	Living in local community		1 Not Important	2 Important	3 Very Important
11.	Where our food comes from				500 (100)
12.	Where our clothes comes from				500 (100)
13.	Games, leisure, entertainment		100 (20)	250 (50)	150 (30)
14.	Our Local heroes and heroines		150 (30)	280 (56)	70 (14)
15.	Our religious beliefs				500 (100)
16.	Knowing other people from the state, Historical political, social and cultural perspectives. Inter relationships and major features affecting our lives in the state.				500 (100)
17.	Major features affecting lives in the state				500 (100)
18.	The people of Nigeria			150 (30)	350 (70)
19.	How our district/division local government areas are administered				500 (100)
20.	Social services health, education and other amenities. The taxes we pay and why?				500 (100)
21.	Main occupation and local craft industry. The things produced, where they are produced, how they are distributed.				500 (100)
22.	Our National flag, National Anthem and the pledge				500 (100)
23.	Current affairs - the important happenings in the community				500 (100)

How would you rate the course content in general?

Very difficult /___/ Difficult /___/

Challenging /___/ Easy /___/

What are your suggestions

Text books to be provided

Qualified Instructors appointed

Funds made available for research work
---

24. How would you rate the course content in general?

Very difficult Difficult

Challenging Easy

25. What are your suggestion?

No suggestions 12 60%

More contents dealing with attitudes 8 40%

Course Objective - Achieved or not

LESSON 1: OBJECTIVES	NO. %	RATING 1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
After walking through a local community, the adults will be able to:-				
1. become familiar with the community and its environment				500 (100)
2. Know the names of the streets in the community				500 (100)
3. identify different types of houses and how they are built				500 (100)
4. Compare the size of the community in relation to other communities nearby. Its location and population.				500 (100)
5. draw the map of a local community.			350 (70)	150 (30)
LESSON 2: OBJECTIVES				
Having conducted interview with community elders and collected information on the history of a community the adult learners will be able to:				
a. classify the information into facts, fallacies and opinions.		200	200 (40)	300 (60)
b. recall the order in which events took place, who founded the community.				500 (100)
c. draw a ten year chart of the important changes in the village or town community				500 (100)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 2 CONTINUED				
d. discover the some communities are founded by the hill side; river - side; in the middle of the forest; on the top of the hill or at the major road junctions.				500 (100)
LESSON 3: After viewing a local film "Sauna Abokin Kowa" ("Sauna - as friend of every body"), the adult learners will be able to:-				
a. improve on their ability to communicate with each other.				500 (100)
b. participate, and the same time benefit from the special work of others				500 (100)
c. interact freely with their neighbours.				500 (100)
d. develop social attitudes which will enable them to live better with themselves, with each other and with people all over the world				500 (100)
LESSON 4: Having had an experience on how bad habits have led to a serious punishment, and at the same time how good behaviour had earned rewards for the individuals, the adult learners will be able to:				
a. emulate the essential characteristics of members of the society		200 (40)	220 (44)	80 (16)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 4 CONTUNUED				
	discarded the bad habit that some of them already formed and in their place form other certain habits that are necessary for their good living	20 (4)	120 (24)	360 (72)
c.	recall the occasions during which they or other adults have been rewarded for good behaviour			500 (100)
LESSON 5:				
b.	Having listened to a successful farmers, to radio programmes on farming; and after paying as visit to a mechanised farm and fish pond, the adult learners will be able to:			
a.	Use modern farming equipment	200 (40)	300 (60)	
b.	classify different kinds of farms and what type of farming is carried out on them.			500 (100)
c.	carry out an experiment of modern farming on their own farmers.			500 (100)
d.	know the names, and be able to apply the kinds of fertilizers correctly.			500 (100)
e.	use different insecticides for pest control and chemicals for killing weeds.			500 (100)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 5 CONTINUED				
f. compare the harvest obtained from modern farm with that of traditional farm				500 (100)
g. know different methods of storage				500 (100)
h. describe different methods used for fishing, the tools and names some of the fish products.				500 (100)
LESSON 6:				
After a visit to the market, the adult learners will be able to:				
a. know different items sold in the market.				500 (100)
b. know the factors involved in starting a successful market business what to trade on, and where to obtain commodities				500 (100)
c. know the law of demand and supply demand and supply. keep account of their sales and how to obtain load for the purchase of their commodities.	65 (13)	200 (40)	235 (47)	
LESSON 7:				
After paying a visit to manufacturing company and a local small scale industry (in case of village), the adult learners will be able to:				

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 7 CONTINUED				
a.	describe how things are manufactured.			500 (100)
b.	identify things that are made locally.			20 (100)
c.	tell the uses of these things made.			20 (100)
d.	establish as small scale industry	50 (10)	350 (70)	100 (20)
LESSON 8:				
After a class discussion about transport system in the country, the adult learners will be able to:				
a.	identify major transport system in the country.			500 (100)
b.	and indicate with with work best and carry passenger to a nearby big market. Carrying bulky goods to port for export, and carrying passengers quickly to their destination.			500 (100)
C.	Judge the performance of the government "Mass transit" in the country.	250 (50)	150 (30)	100 (20)
d.	how to book and obtain air ticket to travel by air within the country and abroad.			500 (100)
e.	know the safety rule while in a train in an aeroplane.			500 (100)

		RATING		
		1	2	3
NO.		NOT	PARTIALLY	ACHIEVED
%		ACHIEVED	ACHIEVED	
LESSON 9:				
Having listened to the guest speaker from the Ministry of Information,				
adult learners will				
be able, through discussion to:				
a.	identify major ways of communication.			500 (100)
b.	know how we send messages and contact each other in our community and other communities around us.			500 (100)
c.	know how to write letters, telegrams, use telephone and radio messages to contact people outside their communities	50 (10)	320 (64)	130 (26)
LESSON 10:				
After class discussion people's activities				
in the community, the adult learners will be able to:				
a.	identify reasons why they need other people who are areas of specialization and the types of services that are expected of them.			500 (100)
b.	differentiate the people's areas of apecialization and the type of service that are expected of them			500 (100)
c.	realize that people cannot live by themselves they depend on each other for better living.			500 (100)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 11				
Having discussed about the food eaten in their homes, the adult learners will be able to:				
a. name kinds of food stuff and tell how get them				20 (100)
b. know the uses of various food to the body, the classes of food and their importance.				500 (100)
c. describe how food is cooked in their homes and give the name of the things used for cooking				500 (100)
d. know how to preserve food to avoid wastage.				500 (100)
LESSON 12:				
Having visited a local loom and a modern				
textile, the adults will be able to:				
a. describe how our clothes are made and what they are made of:				500 (100)
b. tell why different types of clothes are worn by the people in the different parts of our country.				500 (100)
c. give the reasons why we were clothes and describe people by the way they dress.				500 (100)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 13:				
After watching a cultural show, or a foot ball match or a local wrestling/boxing, the adults will be able to:				
a. Make good use of their leisure time.		60 (12)	315 (63)	125 (25)
b. describe how their favourite games are played.				500 (100)
c. contribute towards the development of games and sports in the community.		180 (36)	220 (44)	100 (20)
LESSON 14:				
Having listened to a folk tale on one of our local heroes or heroines, the adults will be able to:				
a. Become aware of what some of our ancestors have contributed to our community.				500 (100)
b. Know the names of some of the local heroes and heroines and what they did for the community.				500 (100)
c. Emulate the deeds of some of those heroes and heroines.		50 (10)	300 (60)	150 (30)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
	LESSON 15			
	Having read about the life of Jesus Christ and prophet Muhammad or other prophets and adults will be able to:			
a.	Learn about God and develop personal religious life that includes faith in God and basic religious goals.			500 (100)
b.	Tolerate other people's religious beliefs and avoid fanatism.	140 (28)	305 (61)	55 (11)
	LESSON 16			
	Having read the history of Nigeria, the adults will be able to:			
a.	Know the stages through which Nigeria became a country.			500 (100)
b.	List the historical kingdoms, empires and emirates in Nigeria and their geographical areas.			500 (100)
c.	The relationship between these kingdoms empires and emirates.			500 (100)
d.	Understand the effect of muslim Jihad in the country.			500 (100)
e.	Recall the role of the British in Nigeria			500 (100)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
	LESSON 17			
	Given blank map of Nigeria, adults will be able to:			
a.	Fill in the rivers highlands, lowlands and the vegetation pattern.			500 (100)
b.	Describe the type of soil we have, the climate, seasons, vegetation and general relief.	200 (40)	170 (34)	130 (26)
c.	Name the major rivers and their uses, the high lands and the lowlands and their mineral deposits.			500 (100)
	LESSON 18			
	After watching a local cultural festival, the adults will be able to:			
a.	List the cultural differences and similarities among the groups.			500 (100)
b.	Give examples of how these groups are interdependent within the state.			500 (100)
c.	Realise that each culture is right within its own setting by learning not to make fun of the language, dress and other things of other ethnic groups.	350 (70)		150 (30)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
	LESSON 19			
	Having participated in a political campaign and election, the adults will be able to:			
a.	describe the structure of authority in our community.			500 (100)
b.	differentiate the duties of the district, emirate and village heads from those of councillors and other officials.			500 (100)
c.	show example of good leaders and good citizen.			500 (100)
d.	define the functions individual person in government.			500 (100)
e.	vote and be vote for to represent the interest of his/her community.			500 (100)
	LESSON 20:			
	Having experienced the black out from the NEPA water shortages and non-avoidability of drugs in our hospitals, the adult will be able to:			
a.	make use of water, electricity and other amenities properly.			500 (100)
b.	know the importance of these amenities in our daily living.			500 (100)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 20 CONTINUED				
c. compare the various services in terms of advantages and dis-advantages.				500 (100)
d. take care of these services and reports any damage immediately to the appropriate quarters.		85 (17)	310 (62)	105 (21)
e. form the habit of going to the hospital anytime they are sick and also allow children to go to school.				500 (100)
LESSON 21 Having visited a local craft industry carpentry,metal work, pottery, black smithing etc.), the adult will be able to:				
a. identify the local crafts that we use in our houses. How they are made and where we get them.				500 (100)
b. tell the uses of these local crafts and the contribution they make to the economy of the community.				500 (100)
LESSON 22 Having sung our National Anthem and recited the pledge the adults will be able to:				
a. show respect and pride of our nation.				500 (100)

LIBRARY

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 22 CONTINUED				
b.	interpret the meaning and know the reason why we sing it.			500 (100)
c.	Say correctly the pledge at the opening and closing of the school hours and at any public occasions.			500 (100)
d.	show the right type of attitudes and improve the spirit of hard work and co-opration, honesty and good behaviour which will promote our national unity.	90 (18)	310 (62)	100 (20)
LESSON 23				
	Having attended the opening ceremony of a community school or a clinic, the adults will be able to:			
a.	know the importance and the usefulness of the taxes or rates or levies they are asked to pay.			500 (100)
b.	have pride and willingness to work together for better condition of living.			500 (100)

		RATING		
	NO. %	1 NOT ACHIEVED	2 PARTIALLY ACHIEVED	3 ACHIEVED
LESSON 24:				
After listening to a 'hot' news over the radio, the adults will be able to:				
a. have interest in every day events and activities that have significance for thier day to day living.				500 (100)
b. seek information by asking questions and not just accepting what comes their way.				500 (100)
c. improve their ability to observe every day activities and current events; comprehend simple straight forward events and freedom for self expression.				500 (100)

How would you rate the objectives of the social studies component for post literacy in Adult Education ?

	57%			40%	
Excellent	/285/		Very good	/200/	
	30%				
Good	/15 /	Fiar	/ /	Poor	/ /

APPENDIX B

ORAL INTERVIEW SCHEDULE FOR ADULT INSTRUCTORS

1. Why should social studies be included in adult education programme?

2. Do you think it is necessary to emphasise citizenship training in adult Education?

3. Are stated objectives of social studies attainable?

4. Are the learning activities of the programme adequate?

5. Comment freely on the acquisition of the skills from this programme.

6. Are the teaching materials adequate?

7. (a) What are your views about the inquiry method used for programme?

   (b) What are your views about method of evaluating adults performance?

8. Does this programme adequately help adult learners in their different fields of work?

9. What are the major strengths of the social studies component in Adult Education programme?

10. What are major weaknesses?

11. Will the programme produce better adult citizens at the end?

12. Identify the areas that need improvement..

Thank you.

(See responses under date Analysis).

APPENDIX C

SOCIAL STUDIES PROGRAMME FOR POST LITERACY CLASS IN ADULT EDUCATION

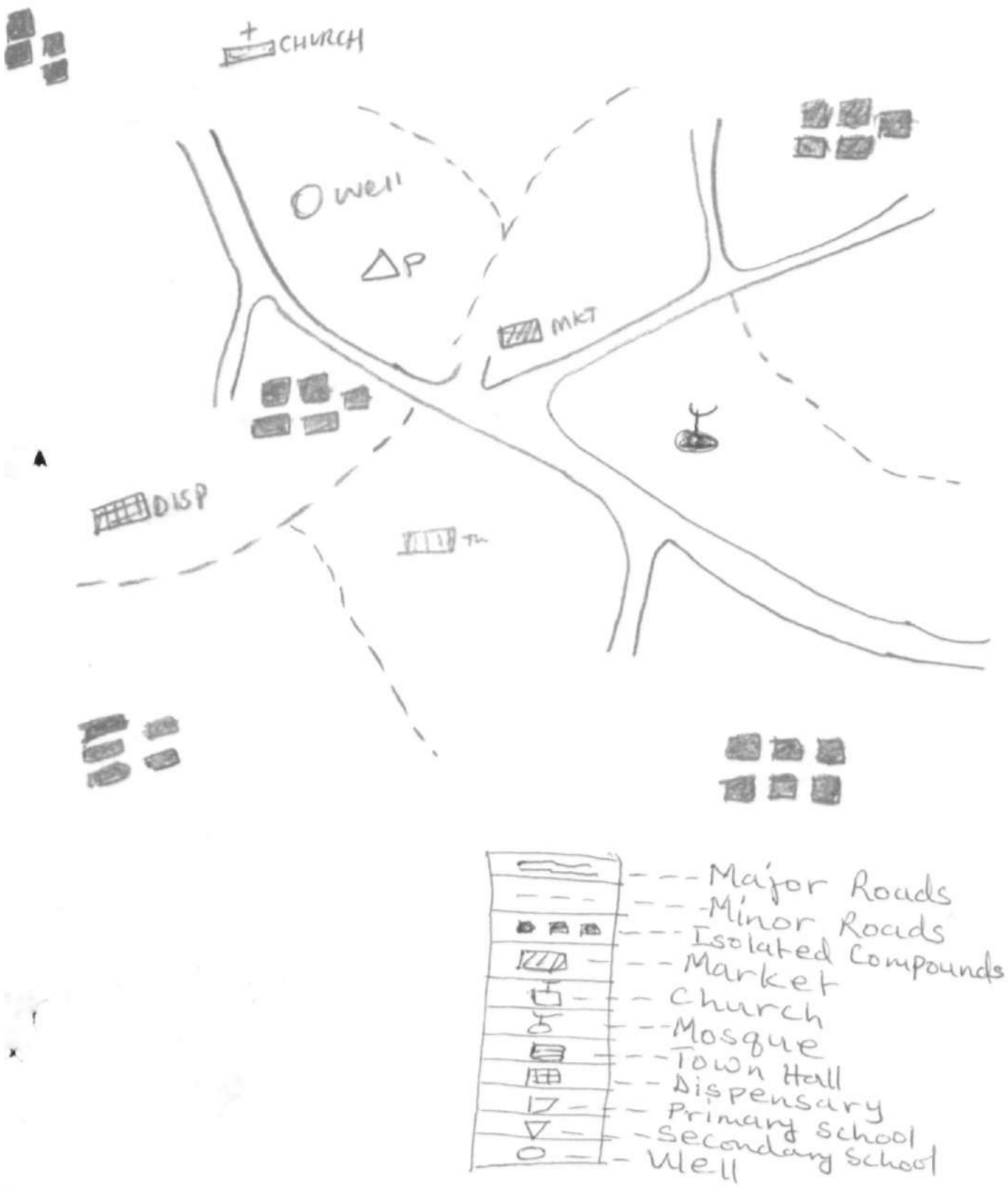
THEME 1: Living in the Local Community

SUB-THEME: Describing the local community

OBJECTIVES:- After walking through a local community, the adults will be able to:

1. Become familiar with the community and its environment .
2. Know the name of the streets in the community
3. Identify different types of houses and how they are built.
4. Compare the size of the community in relation to other communities nearby.3858HIts location and population.
5. Draw the map of a local community.

A MAP OF A VILLAGE



- Major Roads
- Minor Roads
- Isolated Compounds
- Market
- Church
- Mosque
- Town Hall
- Dispensary
- Primary School
- Secondary School
- Well

LEARNING ACTIVITIES

1. The adults have a class discussion about their local communities. Why the town communities have more families that he local ones.

2. Adults walk through the community identifying and writing the names of the streets.

3. Observe and take notes of the types of houses, how they are built and whether they are numbered.

   Is the community divided into clean or cultural groups.

4. Take note of the important place - such as markets, schools, mosques and community centres.

5. Adults draw a sketch map of the community, showing the streets, foot paths and important places such as markets, schools, churches, mosques, dispensaries or clinics. The streets should be named.

EVALUATION: Adult discuss freely among the themselves comparing their sketch maps and judging maps and judging one another.

THEME 1: Living in the local community

SUB-THEME: Its history, people and origin

OBJECTIVES: Having conducted interview with community elders and collected information on the history of a community, the adult learners will be able to:

1. Classify the information into facts, fallacies and options.
2. Recall the order in which events took place, who founded the community.
3. Draw a ten year chart of the important changes in the village or town community.
4. Discover why some communities are founded by the hillside, riverside, in the middle of the forest, on the top of a hill or at the major road junctions.

LEARNING ACTIVITIES

1. Adults tell a brief history of their village or town or community.
2. Adults go into the village/community to interview and collect information from the elders on its history.
3. Invite an elderly person in the village/town/community to come and talk to the adults about the village/town/community. Who founded it and the important people remembered. What are the new changes and developments that have taken place.

4. Adults try to recall the order in which events in village/town/community history took place.

5. Adults give the names of the villages/towns/communities they know that are by the riverside top of the hill or at the road junctions. They should tell why these villages/towns/communities are developed where they are for fishing protection or trading?

6. Let individual adults draw a ten year time chart of the important changes in their village or town or community.

7. They should write down the history of their village/ town/community.

EVALUATION:

The adults, through discussion, compare their time charts and the history of their village/town/community.

A chart of the important changes in the community.

1980	Construction of major roads
1981	Construction of community secondary school
1982	Building of a clinic
1983	Construction of market stalls
1984	Formation of W.A.I Brigade
1985	Sanitation campaign
1986	Formation of co-operative society
1987	Farmers Brigade
1988	Opening of post literacy class
1989	Small scale industry.

Theme 1:- Living in the Local Community

Sub-Theme:- Social relationship and customs.

Objectives: After viewing a local film "Sauna Abokin Kowa". (Sauna - a friend of everybody). The adult learners will be able:

1. Improve on their ability to communicate with each others.
2. Participate, and at the same time, benefit from the special work of theirs.
3. Interest freely with their neighbours.
4. Develop social attitudes which will enable them to live better with themselves, with each other and with people all over the world.
5. Have sense of belonging and feel equal with others.

LEARNING ACTIVITIES:

1. Dramatise sauna - a friend of everybody
2. Describe the variety of customs and greetings which form part of our everyday life. Tell the differences between customs relating to birth, naming of the child, marriage, death or burial.
3. Classify the customs and tell why some of the old customs should be discarded and why new ones should be emphasised.
4. Adult discuss t;he qualities of a good friend. In the discussion let them say whether they are one of such a good friend. What are their attitudes towards their neighbours and that of their neighbours towards them.

5. Play a tape on a programme "Jibadau Kayan Nauyi" which features different customs related to choosing a girl for marriage, all customs involved in court-ship, marriage, birth and after.

EVALUATION: Class news-where adults tell you about variou customs and greetings, how marriages are performed, any other occasions like naming ceremonies, funerals, religious celebrations.

Theme 1: Living in Local Community.

Sub-theme:- Cultural and living habits and behaviour objectives. Having had and experience on how bad habits have led to a serious punishment, and at the same time how good behaviours had earn regards for the individuals. The adult learners will be able to:

1. Emulate the essential characteristics of good numbers of the society.
2. Discard the bad habits that some of them already formed and in their place form certain habits that are necessary for their good living.
3. Recall the occasions during which they or other adults have been rewarded for good behaviour.

LEARNING ACTIVITIES

1. Adults have a debate on a controversial issue that giving a person "Kola or 'gift' in appreciation of what that person has done for you is a tradition or bribery".

2. The instructor lists the points on the board - those for "tradition and those for bribery" After the debate, the judgement is made.

3. Adults recall the occasions when a person they know was involved in such a controversy of a 'gift' meant to be traditional way of life which was interpreted as a bribery and the giver punished accordingly.

4. Find out from the adults whether anyone of them have ever been involved in such situation through out their life experiences.

5. Adults discuss extensively on Ethical Revolution of Shagari administration and that of WAI of Buhari's administration, compare the two.

EVALUATION:- Adult listen to Radio programme "Don Matasa" (for young ones) in which bad habits of some young men are highlighted and a group of adults, say four or six air their own views. The bad habits are discouraged in strong terms. After listening, let the adults give their own opinions.

Theme 1: Living in the local community

Sub-theme: Economic Activities what people do to earn a living (farming and fishing).

Objectives:- Having listened to a successful farmers; to radio programmes on (Noma Kankara; Noma Yakn Talauci; Noma, Tsofon ciniki); and after paying a visit to a mechanised farm and fish pond, the adult learners will; be able to:

1. Use modern farming equipment
2. Classify different kinds of farms and what type of farming is carried out on them.
3. Carry out an experiment of modern farming on their own farms.
4. Know the names, and be able to apply the kinds of fertilisers correctly.
5. Use different insecticides for pest control and chemicals for killing weeds.
6. Compare the harvest obtained from modern farm with that of traditional farm.
7. Know different methods of storage
8. Describe different methods used for fishing, the tools and name some of the fish products.

LEARNING ACTIVITIES

1. Find out how many farmers are among the adult learners, let them tell the kind of farms they maintain - when and how they are prepared for which crops.

2. Let the adult tell how to grow yams, guinea corn, millet, maize cotton, ground nuts - on the ridges, heaps in the fertile land. Vegetables, cocoyams and rice along the bank of the river/stream or where there is water always. Vegetables are grown in gardens, while rice, sugar cane, cocoyams are grown where there is plenty water in the soil - thus (fadama farming). Cocoa, kolanut, rubber, palm - oil trees, coconut trees, and the like are grown where there is plenty shade from other trees (plantation); keeping animals

(animals rearing or life stock farming) keeping chickens, (poultry)

3. The adults give the names of kinds of fertilisers used in their farms and the insecticides used for pest control. They tell how and where these are obtained.

4. Invite an agriculturist in the area to come and give a talk on different ways of processing and storing different kinds of crops. Also, on how to obtain loan from the bank or government financial houses for farming. Where to market their crops for maximum profits.

Evaluation:- Take a trip to a nearby modern mechanised farm to see what is being carried on. The farmer staff shows them different sections of the farm and the types of crops grown in these sections. Let them try their hands to operate any of the modern farming equipment (some of the adults might have already known how to operate them).

Them 1: - Living in the local community.

sub - Theme:- Economic activities - marketing and trading in our community.

Objectives:- After a visit to the market the adult learners will be able to:-

1. Know different items sold in the market
2. Know the factors involved in starting a successful market business. What to trade on and where to obtain the commodities.

3. Know the simple law of demand and supply. Keep account of their sales and how to obtain loans for the purchases of their commodities.

LEARNING ACTIVITIES:

1. Find out how many adults are traders. What they trade on and where - (market, shops/store,open table).

Where they obtain the commodities they trade on.

The capital money they started with and the gain they make. What they do with the profits.

2. Adults discuss how prices of commodities are determined,who determine the prices and why there are differences in the prices of goods sold in the shops/stores.

3. Invite a bank manager to talk to the adults on how to apply and obtain a loan for marketing.

4. Discuss with the adults on how to carry out a simple research on how to "capture"customers and how to avoid loss.

Evaluation: Adults go into the market to see different commodities sold in the market. They interview traders to find out where they obtain the commodities and how their prices that are obtained locally and those that come from other states. They can classify them into food and non-food item.

Theme 1: Living in the Local Community

Sub-theme: Economic activities - manufacturing industries in our community.

Objectives: After paying a visit to manufacturing company and a local small - scale industry (in case of a village), the adult learners will be able to:-

1. Describe how things are manufactured.
2. Identify things that are made locally
3. Tell the uses of these things made
4. Establish a small scale industry.

Learning Activities:

1. Ask whether any of the adults work in industry r a factory. If so, they should name the industry or factory they work. Whether they work as messengers, cleaners, drivers, painters or as what?

2. Name the goods produced in the industry or a factory they work. Where does this factory or industry get its raw materials and what happened to the finished products?

3. Visit a local industry or factory near by if available to see what and how things are produced. They should be shown all section of an industry or factory while they make notes on what they see. Time should be given them for questions.

4. If possible, they should visit a big and modern industry/factory to see the differences between local and modern ones.

5. Invite an officer to talk to them on how to establish a small scale industry. If any of the adults already has a small scale industry, he will be able to improve on it.

Evaluation: Adults should write a report on their visit to any of the factories or industries visited.

Sub-theme: Transportation in the community.

Objectives: After a class discussion about transport system in the country, the adult learners will be able to:-

1. Identify major transport system in the country and indicate which system works best in carrying goods and passengers to a nearby big markets. Carrying bulky goods to the port for export, and carrying passengers weekly to their destination.

2. Judge the performance of the government "Mass transit" in the country.

3. How to book and obtain air ticket to travel by air within the country and abroad.

4. know the safety rules while in a train or an aeroplane

Learning Activitieies:

1: Ask the following questions on how people move from one place to the other.

a: how do you come to the class every day ?

b. how do you carry your farm products to a big market ?

c. how can a person travel from Kaduna to Lagos ? can a person go by road, rail or air?

d. how does a person travel to any outside countries? by air, sea, road or rail?

2. Discuss in details the type of goods carried by each of the transports mentioned earlier.

3. Organise a traffic census of a town/village. Community. The adults should prepare a sheet of paper with a title "Transport and Travelling, Under the title they should write Lorry, Car, man walking, Cart, bicycle, motor cycle, man on horse, or donkey or camel.

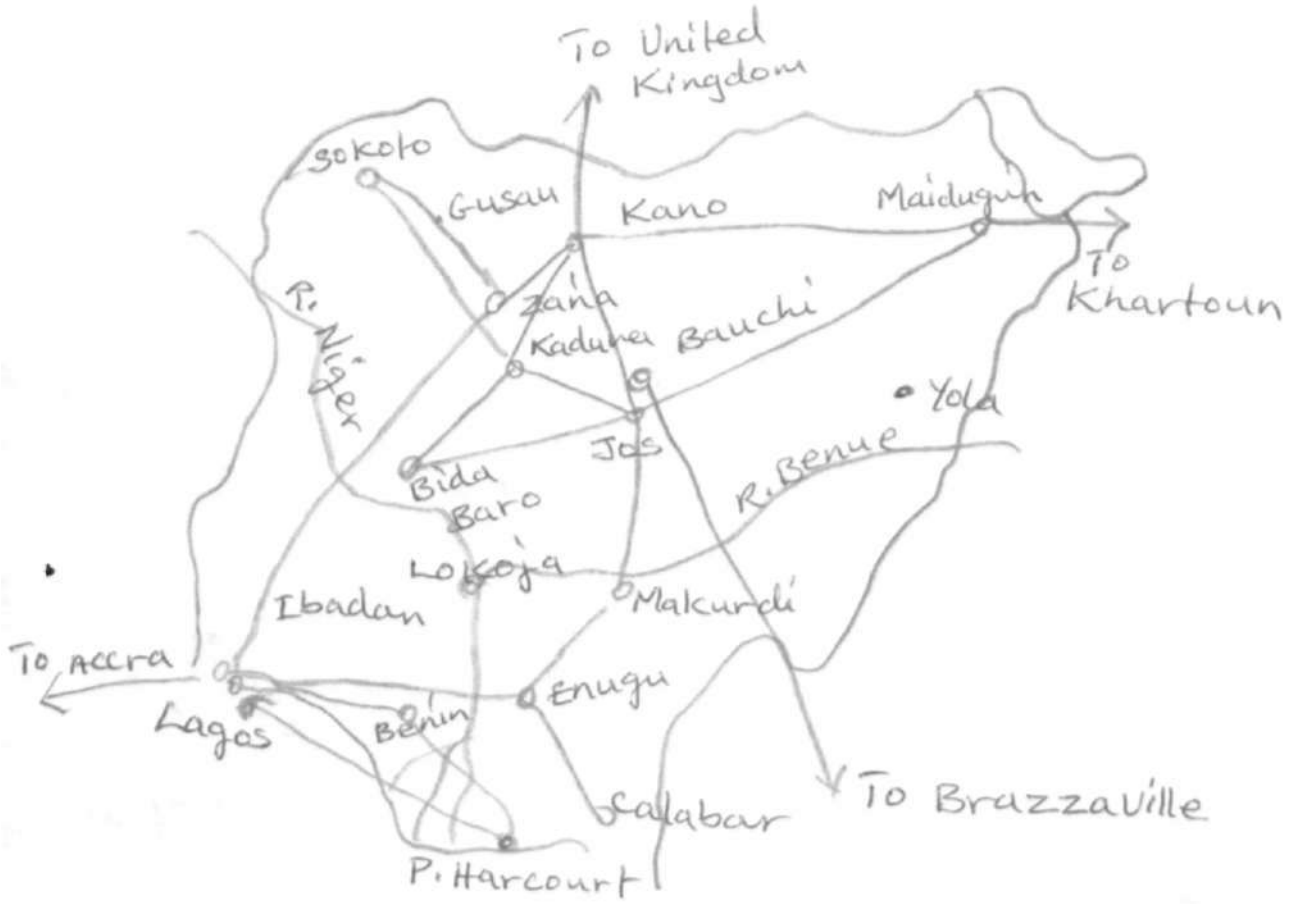
Take the adults to one end of the road entering the town/village/community. Guide them to put a mark against any transport on the list that enters the town/village/community/

After one hour, they should count the numbers and record their observations.

4. With the help of a map of Nigeria, the adults identify major roads, railways, airports and sea ports in the country (see map over leaf)

5. Pa y a visit to motor garage/railway station/airport (any of these available) to see how movement of both people and goods are handled, the time schedule and the fares.

Evaluation: The adult write the report on their visit Also, they should draw the map of Nigeria and locate sea ports, major roads, railways and airports.



NIGERIAN WATER AND AIR TRANSPORT

Sub-theme:- Communication.

Objectives: Having listen to the gust speaker from the Ministry of information, the adult learners will be able through discussion to:-

1. Identify major ways of communication in our community.
2. know how we send measengers and contact each other in our community and other communities around us.
3. know how to write letters, telegrams, use telephone and radio messages to contact people outside their communities.

Learning Activities:

1. A class discussion on how we send message to each other in the community. The use of a drum or town crier to deliver messages from the village head to his subjects.
2. Adults should write letters to their friends to tell them their progress in learning Social Studies.
3. Invite an information officers from the Ministry of information to talk to the adults about the Ministry's activities.
4. Adults learn how to write a telegram, how to operate a telephone and how to send a radio message.

5. Adults should tell how we communicate through the newspapers and television.
6. Visit a post office or postal Agency to discuss with the post master the main functions of a post office.

Evaluation: Adults write a letter to their friends.

Sub-theme: People who work for us

Objectives: After class discussion on people's activities in the community, the adult learners will be able to:

1. Identify reasons why they need other people who are expert in their work to help them.
2. Differenciate the people's areas of appcialization and the types of services that are expected of them.
3. To realize that people cannot live by themselves but depend on each other for better living.

Learning Activities

1. Let the adults tell you how do the following people help us; doctors, teachers, lawyers, technicians, sanitary inspectors, policemen, soldiers, Administrators and farmers. They should tell you the position of a common citizen and his relationship with all these people.

Learning Activities:

1. Adults give the names of food stuff eaten in their homes. List them on the board for them to see.
2. They should name other food stuffs not commonly eaten and tell why they are not common.
3. Discussed with the adults the uses of food in our body.
4. Write the classes of food on the board as follows:-
   a. Carbogydrates - yams, rice, maize, guinea corn cassava, cocoyam, millet, sweet pototoes etc.
   b. Proteins: Meat, beans, milk, eggs, fish, groundnuts, some oil.
   c. Vitamins: various fruits and some seeds.
   e. Minerals: salt, potash and water.
5. Invite a dietition to give them a talk on a "balanced diet". The various diseases associated with lack of any classes of food listed above.
6. Select one type of food and ask the adults to give the steps to follow in cooking the particular food. List these steps on the board and the materials used in cooking.

Evaluation: Adult prepare a balanced diet for six people.



YAM



MAIZE

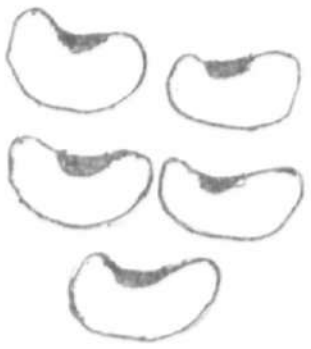


MILLET

ENERGY FOODS



MEAT



BEANS



FISH

BODY BUILDING FOODS



PINEAPPLE



PAWPAW



FRUITS

BODY REGULATING AND PROTECTIVE FOODS

LOCAL STORAGE



BARN FOR CORN

Sub-theme: Where our clothes come from

Objectives: Having visited a local loom and a modern textile, the adults will be able to:-

1. Describe how our clothes are made and what they are made of.
2. Tell why different types of clothes are worn by the peoplt in the different parts of our country. .
3. Give the reasons why we wear clothes and describe people by the way they dress.

Learning Activities:

1. Adults describe the types of clothes they are wearing What they are made of and where they are made. If they are made of cotton - where cotton comes from. Do they grow cotton in their farms ? If they do, when and how do they prepare the farm for growing and when do they harvest the cotton ? How and where do they market the cotton?
2. They should describe how cotton is made into thread and how thread is moven into cloth.
3. Visit a local loom used by either men or women and watch the weavers at work. Find out whether any adult can weave. Let them try their hands on the loom. They should see the finished cloth as well.

4. Discuss with the adults other thread used for weaving clothes, such as wool, silk, nylon, fibre, jute, polythene etc.
5. Pay a visit to modern textile if possible to see how cloth is woven. Let them compare the process with that of local loom.
6. Point out the factors that determine the types of clothes to be worm by any person.
7. Show adults cut-out pictures of clothes in other countries and let the adult tell why the people of these countries wear such clothes.

Evaluation: Adults write a report on their visit to a textile.

Sub-theme: Games, leisure, entertainment.

Objectives: After watching a cultural show, or a football match or a local wrestling/boxing, the adults will be able to:

1. Make good use of their leisure time.
2. Describe how their favourite games are played
3. Contribute towards the development of games and sports in the community.

Learning Activities:

1. Let the adults tell how they spend their free time at home, what their favourite game are and describe how these games are played.
2. Let the adults tell whether they have ever taken part in a cultural show or any foot ball match or any other sporting activities.
3. They should name types of games and sporting activities they know and would like to take part.
4. Adults form groups, use the materials available to play any indoor game. Take time to teach them the one you discover that they don't know hot to play.
5. Many adults spend their free time reading. Ask them the types of books they read and why. You would also discover that some adults spend their evening watching television. What is their favourite programme ? Why do they like such programme ?

Evaluation: Adults play a game of their choice for enjoyment.

Sub-theme: Our local heroes and heroines

Objectives: Having listen to a folktale on one of our local heroes or heroines, the adults will be able to:-

1. Become aware of what some of our encestors have contributed to our community.
2. know the names of some of the local heroes and heroines and what they did for the community.
3. Emulate the deeds of some of these heroes and heroines.

Learning Activities:

1. Adults give the names of their local heroes and heroines that they know and tell what they did and why they are remembered.
2. Play a video tape, if available on the history of Bayajida or Sarauniya Amina of Zazzau. Adults point out the deeds of this hero or heroine which made them to be taken by the community as heroes or heroines.
3. Organise a visit to a museum to see the symbols used by great men and women. For example, the statu of Queen Amina on her horse; Kusuku well at Daura and Bayajida Sword used in killing the snake in the Kusuku well.
4. Invite an elderly person or a well known historian to talk to the adults on the life history of some of the other heroes and heroines - such as, Usman Danfodio. M̌hammed El-Kanemi, Jaja of Opobo, Kanta of Kebbi, Timubi of Eko, Ekpini of Igala - land etc.

Evaluation:- Adults have free discussion on whether we have hores or horeines in our community at present.

Sub-theme:- Our religious beliefs.

Objectives: Having read about the life of Jesus Christ or prophet M$_o$hammed or other prophets, the adults will be able to:-

1. Learn about God and develop personal religious life that includes faith in God and basic religious goals.
2. Tolerate other people' s religious beliefs and avoid fanatism.

Learning Activities:

1. Find out from the adults where moslems and who are Christians among them. Let each group tell briefly the life history of either Jesus or Mohammed or any other prophet. The period they lived in the world and=were= where they did their activities.
2. Discuss with the adults about the great religious festivals celebrated in the community (Christmas, Id-el-fitir, Good Friday, Id-el-Kabir, Id-el Maulud, Easter). Let adults tell the significance of these festivals.
3. Both Christian and Moslem adult demonstrate how they say their prayers.

4. Find out if any adult can tell the rest about a shrine and how worship is done in such a shrine.

5. In the class, the adult compare the three major religious beliefs in the community.

(Islam, Christianity, Traditional) emphasis the similarities, in them. They can mention any other religious beliefs that they know in the community.

Evaluation:- Adults write out a short poem in praise of God's love for us.

Theme 2: Social, political and Industrial Development of our states.

Sub-theme: Knowing other people from the state, Historical, political social and cultural perspectives, Inter relationships and major features affecting our lives in the state.

Objectives: Having read the history of Nigeria, the adult learners will be able to:

1. Know the stage through which Nigeria become a country.
2. List the historical kingdoms, empires and emirates in Nigeria and their geographical areas.
3. The relationships between these kingdoms, empires and emirates.
4. Undergtand the effect of Moslem Jihad in the country
5. Recall the role of the British in Nigeria.

Learning Activities

1. Lead a class discussion about the Hausa state. How they were created, who created them.
   Recall the history of Bayajida and his son Gawo.
   How Gawo's seven sons became seven Hausa states.
   (Kano, Rano, Gobir, Hiram, Katsina, Daura Zazzau).

2. Tell the similar story about Benin, Oyo, Borno empires and Arochuku kingdom.

3. Discuss with the adults on the advantages and disadvantages of Fulani Jihad, led by Usman Danfodio and how their chiefs became emires and their states became emirates.

4. Watch a film on "coming of the Europeans to the North" Adult take note on how Europeans established their rule in each of the Hausa states.

5. Adults have a comparative discussion on the activities of Christian missionaries and Islamic Mallams:- pointing out the roles of Western education and Islamic education in their area.

6. Adults should tell the reason why the British decided to administer North and Southern Nigeria together. They should tell how economic, cultural and political cooperation existed among the states, empires and kingdom. The advantages of various trading activities. The effect of Hausa culture on the monorities within the Hausa state.

7. Organise a class discussion on the constitutional developments in Nigeria. The struggle for independence and the formation of political parties. The independence and after, some political problems and the military take over.

The Army rule and the Federal system of Government
The creation of states and the Nigerian Civil War.
The thirteen years of Military rule and the second republic. The four years of the Civilian Government and the present military Government.
Lastly the preparation for the third Republic.

Evaluation:-
Adults draw map of Nigeria showing the twenty one states and Abuja Federal Capital.

STATES of NIGERIA.



Sub-theme: Major features effecting our lives in the states.

Objectives:- Given a blank map of Nigeria, adult learners will be able to:

1. Fill in the rivers, highlands, lowlands and the vegetation patterns.
2. Describe the types of soil we have the climate, season vegetation and general relief
3. Name the major rivers and their uses, the highlands and the lowlands and their mineral deposits.

Learning Activities

1. Ask adults to give the names of the rivers they know in our country. List these names on the board. They should also name the mountains and highlands they know.
2. Adults tell the differences in the soils found in Sokoto, Borno, Kano and Katsina. Let them tell why the soil of these places are different, why Plateau, Bauchi and Gongola are unique states with regards to soil, vegetation and climate.
3. They should point out the uses of forests, grasslands, deserts, lowlands, highlands and rivers.
4. Using a blank map of Nigeria, the adults should locate all these on the map.

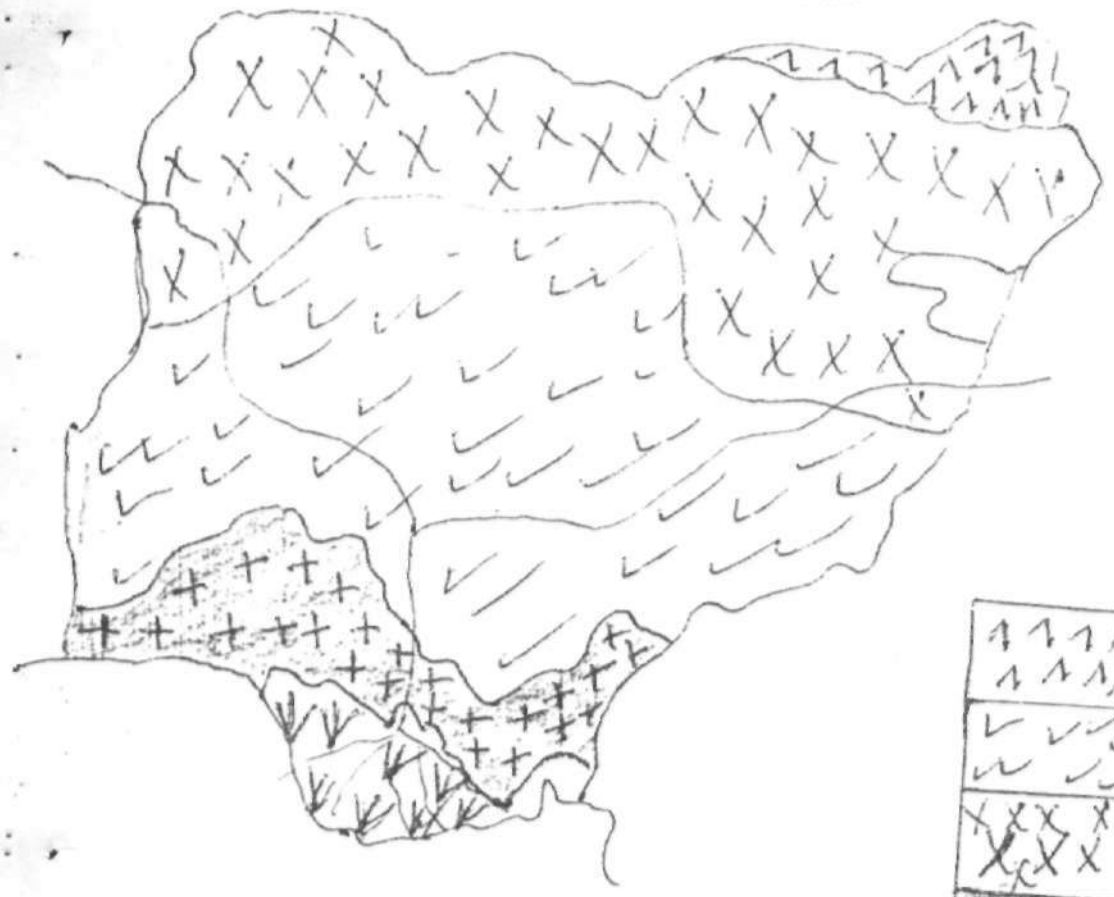
Evaluation : Adults draw the map of Nigeria and fill in the rivers, highlands and vegetation zones.

RIVERS AND HIGHLANDS OF NIGERIA



1. YORUBA PLATEAU
2. JOS PLATEAU
3. BAMENDA HIGHLAND
4. CAMEROUN MOUNTAINS

NIGERIA - VEGETATION



Sub-theme : The people of Nigeria.

Objectives:- After watching a local cultural festival, the adult learners will be able to:-

1. List the cultural differences and similarities among the groups.
2. Cite examples of how these groups are interdependent within the sta te.
3. Realize that each culture is right within its own setting by learning not to make fun of the language, dress and other things of other ethnic groups.

Learning Activities:

1. Adults name some major languages spoken in their area
   What is the common language spoken by all these.
   How many languages each one can speak fluently.
2. Adults should point out some words or phrases borrowed from other languages into their own .
   Let them say why this happens.
3. Select a common phenomenon say counting and greetings. Ask the adults either to count for greet in their own language while you write this on the board.
4. Encourage adults to learn each others language.
5. The adults should tell why English is used as an official language in our country. This activity will make adults realize why English is still the official language even though other languages have been developed and are widely in use all over the country.

Evaluation:- Adults draw a map of Nigeria and fill in the areas occupied by various ethnic groups.

LOCATION OF SOME NIGERIAN ETHNIC GROUPS



Sub-theme:- How our district/division/local government area is administered.

Objectives: Having participated in a political campaign and having participated in election, the adults will be able to:-

1. Describe the structure of authority in our community.
2. Differentiate the duties of the district, emirate and village heads from those of councillors and other officials.
3. Show examples of good leaders and good citizens.
4. Define the functions of individual person in the government.
5. Vote and be voted for to represent the interest of his/her community.

Learning Activities:

1. Lead a discussion on how our district emirate, division, local government as administered. The Chief being the head of community. In the community we have ward heads and other officials which make up the chief's council.

2. Adults should tell the duties of the village or community heads for example, the duties of the head of community include: Tax collection, judge/ minor cases, confers people with some titles, gives instructions to his subjects for any community project to be undertaken, presides in all community meetings, festivals and rituals.

3. Adults dramatise the chief in his palace - settling a case of divorce, or watch a film on "Kuliya Manta sabo", in which the chief and his councillors are shown settling one case or another.

4. Adults role play a political party campaign. How they can elect their village council through voting by secret ballot.

Evaluation

Adults pay a visit to local government council or attend a community's meeting if in process and participate in deliberating issues affecting their well being.



A. Community Head settling minor cases



GENERAL ELECTIONS

Sub-theme:- Social service (health, education and other amenities). The taxes we pay and why ?

Objectives:- Having experienced the black out from the NEPA; water shortages and non availability of drugs in our hospitals, the adults will be able to:-

1. Make use of water, electricity and other amenities properly.
2. know the importance of these amenities in our daily living.
3. Compare the various services in terms of advantages and disadvantages.
4. Take care of the these services and report any damage immediately to the appropriate quarters.
5. Form the habit of going to the hospitals anytimes they are ill and also allow their children to go to school.

Learning Activities:

1. Discuss with the adults about the existing social amenities in the community, i.e schools, hospitals, clinics and maternity centres, bore holes or taps for water, post office or postal Agency and electric power stations.

Discuss their uses and how to use and care for them. What they consider to be the advantages of education and why they left their other duties to come to post literacy class to learn.

2. Organise a first aid programme in the class and let adults show how to treat those that are supposely wounded with bruises, sprains and fractures. Let them discuss the important of the hospital.

3. Organise some bank transactions with the adults. Explain the use of deposit and withdrawal forms, the need for clear writing and stable signatures. How to find out the balance of your money and how interest is calculated.

4. Invite an electrician to talk to the adults about electricity and how to take safety precautions to avoid electricution and fire outbreak.

5. Visit a water works if any, to see how water is treated and pumped through many pipes to the taps for our consumption. They should take note of the chemicals used for treating our drinking water.

Evaluation: Adults practice how to filter water locally before drinking.

Sub-theme:- Main occupation and local craft industry.

The things produced, where they are produced how they are distributed.

Objectives:- Having visited a local craft industry (carpentry, metal work, pottery, black smithing etc) the adults will be able to:

1. Identify the local crafts that we use in our homes How they are made and where we get them.
2. Tell the uses of these local crafts and the contribution they make to the economy of the community.

Learning Activities

1. Find out from the adults how many of them are craftsmen if any, they should tell what they produce.
2. Pay a visit to a local craftsmen nearby to see him or her at work. The person should talk to the adults on where he/she obtains the materials and the steps to follow in making the craft.
3. Visit to the market to see the local crafts sold. List those that are made in the locality and those that come from other areas. They should tell why some of the crafts are not made locally.

Evaluation:- Adults choose any local craft and learn how to make it.

Theme 3 : Nigerian as a nation

Sub-theme: Our National flag, national anthem and the pledge.

Our duties to nation.

Objectives: Having sung our national anthem and reciting the pledge, the adults will be able to:-

1. Show respect and be proud of our nation
2. Interpret the meaning and know the reason why we sing it.
3. Say correctly the pledge at the opening and closing of the school hours and at any public occasions.
4. Show the right type of attitudes and improve the spirit of hard work and cooperation, honesty and good behaviour which will promote our national unity.

Learning Activities:

1. Discuss with the adults why we are proud of our national flag. The flag is the symbole of our nation. Adults tell the meaning of the colours of our flag. Green represent the greenese and the fertility of our land. White stands for peace and tranquility. The flag shows our most important goals, peace, tranquality and prosperity. Adults name the colours of flags of other countries.

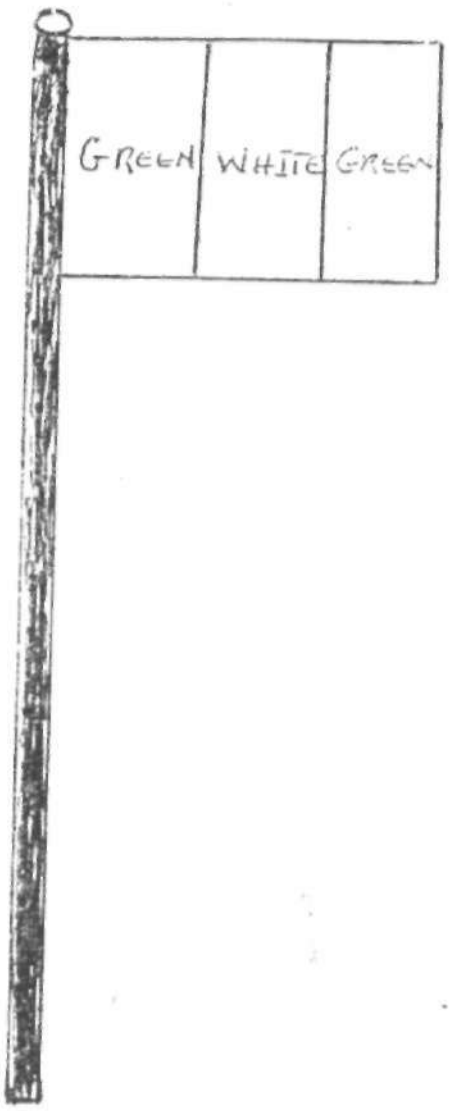
2. Find out from adults whether they have ever participated in building a community school or a clinic or a town hall.

3. Show the adults the coat-of-Arms and ask them to interprete it. For example, the red eagle stands for a strength; the horses stand for dignity; the black shield stands for our rich soil; the aliver 'Y' stands for our great givers Niger and Benue; the flowers at the bottom grow in all part of our country. Shwó adults coat-of-Arms of some of the states and ask the adults to interprete them.

4. A dults draw and colour the national flag; coat-of-Arms in their notebooks.

Evaluation:

Adults write the National Anthem and National pledge.



THE NATIONAL FLAG



NATIONAL COAT OF ARMS

Theme 4: Using and paying for social services.

Objectives: Having attended the opening ceremony of a community school or a clinic, the adults will be able to:

1. know the importance and the usefulness of the taxes or rates or levies they are asked to pay.
2. Have pride and willingness to work together for better condition of living.

Learning Activities

Learning Activities :

1. Find out from the adults whether they have ever participated in building a community school or a clinic or a town hall. If they have, how was it started - who initiated it, where did they get money and other materials ?
2. Organise a debate on "community tax should be abolished" Write down the points for and against. Read out the points at the end of the debated and let the adults declare the winning side.
3. Adults act out a scence in which tax collection is in progress and the defaulters arrested and brought to judgement.
4. Adults make a chart showing different uses of taxation in the community.

Evaluation:

They should write in their note books the uses of taxation.

Theme 5: - Current Afairs - the important happenings in the community.

Objectives: After listening to a 'hot' news over the radio the adults will be able to:

1. Have interest in everyday events and activities that have significance for their day to day living.
2. Seek for information by asking questions and not just accepting what comes their way.
3. Improve their ability to observe everuday activities and current events; comprehend simple straight forward events and freedom for self expression.

Learning Activities

1. Adults deliberate on current happenings in their community.
2. Discuss with the adults how we get the news or information by either asking questions or readings from the newspapers, magazines, bulletins, journals, or listening to radio, watching television or from the government press release.

3. Help the adults to prepare a bulletin board, divide it into three sections.

i. News about our homes

ii. What happens in our community

iii. What happens in our country. The adults bring paper cuttings of different current events and clip them on to the bulletin board.

4. Adults point out any current national event that is presently taking place.
Encourage them to pursuit the event as it develops day by day and be reporting in the class-let them give their own opinions and suggestions.

Evaluation:
Guide adults to produce a local newspaper for their community. They decide the name of the paper and how the news would be presented in the paper.

APPENDIX D

SOCIAL STUDIES SYLLABUS

POST LITERACY ADULT CLASS I

Theme 1: Living in the local community.

Sub-theme:-

(a) Describting the local community

(b) Its history, people and origin

(c) social relationships and customs

(d) (noting differences in customs and why)

(e) cultural and living habits and behaviour

(f) Economic activities what people do to ear a living.

(g) Games , leisure, entertainment.

(h) Transportation in the community

(i) Communication

(j) People who work for us (government official etc)

(k) Our local heroes and herolines

(l) Where our food comes from

(m) Where our clothes come from

(n) Our religious belief - (mosques, churches, chrines).

Theme II : Social, political and industrial development of our states.

Sub-themes: (a) knowing other people from the state Historical, political, social and cultural per-spectives, The inter-relations and major features effecting our lives in the state.

(b) How our district/emirate/division is administered. Ward heads, village heads, district head, emirs, administrators councillors council officials.

(c) Social services (head Education, Law and other finances). The taxes we pay and why.

(d) Main occupations and local crafts. Industry. The things produced, where they are produced, how they are produced and ho' they a re distributed.

Theme III : (a) Nigeria as a nation

(b) Our national Anthem

(c) Our duties to Nation.

Theme vi - Using and paying for social services (hospitals, Schools, Post Offices, Banks,etc)

Theme v: Current affairs - important hapenings in the country.

APPENDIX E

KADUNA STATE POST LITERACY PROGRAMME

FINAL EXAMINATION GENERAL PAPER 1984

TIME ALLOWED (1 HOUR) ANSWER ALL QUESTIONS:

1. Write briefly 4 of the following:
   a. Major general Ibrahim Babangida
   b. Lt. Col. Abubakar Umar
   c. Alhaji Aminu Kano
   d. Lord Lugard
   e. Alh. Abubakar Tafawa Balewa
   f. William Wilbur Force

2. a. When did Nigeria become Republic?
   b. W hich colonial government ruled Nigeria before its independence?
   c. Write only the first 1 ne of the first Stanza and the first line of the 2nd stanza of Nigeria National Anthem.
   d. What is the last line of the National Pledge ?

3. a. How many seasons are there in Nigeria
   b. What is harmattan ?
   c. Name the town where rivers Niger and Benue meet
   d. Why do we have think forests in southern Nigeria?

4. Name five indigenous languages in Nigeria

5. a. Give 2 importance of National census
   b. Name only two countries that share in common International boundries with Nigeria.

MAXIMUM OF 20 MARKS ARE AWARDED TO EVERY QUESTION)

KADUNA STATE POST LITERACY PROGRAMME

END OF 1ST SESSION EXAMINATION JUNE 1988

SOCIAL STUDIES

TIME 1½ HOURS

INSTRUCTIONS: Answer all questions.

Choose appropriate road or group words from the bracket to complete the following statements.

1(a) A state is identified by its (size boundary, mountains people and government)

(b) Government is a group of (people, Youth, women) who are chosen by the (police, soldiers, people in the society) and given (instructions rules and regulations power and authority) to formulate and carry out the policies.

2(a) In any government there is (ministry, democracy, state, civil, (service) commission.

(b) This commission is responsible for (salary clerks, appointments, inerements) of all civil servants in the government.

(b) Promotions of civil servants is done by the recommendation of (Senior officer, head of department, permanent sercretary to the commission.

(d) Direct appointment civil service is made on recruitment, transfer, probation, secondment) in a pensionable post.

Write true or false if the following statements are correct

4 (a) As from 1st January, 1988, women officers are not entitled to maternity leave.

(b) All the allowance of civil servants have been cancelled.

5(a) Disciplinary action taken against any senior officer in the civil service invested in the civil service commission.

(b) The officer is not allowed to defened himself when allegation are spelt out to him.

B (a) Lateness to work is not among the service misconduct is civil service.

(b) Wearing a WAI badge is compulsory in civil service.

KADUNA STATE POST LITERACY PROGRAMME

END OF 1ST SESSION EXAMINATION JUNE 1988

TIME: 1½ HOURS

INSTRUCTIONS: Answer question 1 and any other 2 questions.

Q1. (a) As a Nigerian, state your duties to the society as contained in the constitution.

(b) Outline the various acts of economic subotage in our society.

(c) Mention and explain at least five desirable attitudes to work.

(d) Outline the problem confronting the implementation of W.A.I in our society.

(e) Enumerate the steps taken so far by the Nigerian government to promote National Integration.

Q2. What are the major changes in the traditional Nigerian family today ?

Q3. State and explain three main types of leadership style. Discuss the advantages and disadvantages of any one of them.

Q4. Wrtie short notes of any three of the following;

a. material and non material culture

b. polyandry exogamy

c. The meaning of law

d. O.A.U council of Ministers.

KADUNA STATE POST LITERACY PROGRAMME

END OF SESSION EXAMINATION NOV. 1988

TIME: 1½ HOURS

INSTRUCTIONS: Answer any three question

Q1. Write the name of your village or town and describe briefly how it was founded

Q2. List and explain three important changes in your village/town since 1978 to date.

Q3. Name different kinds of farming activities carried out in Kaduna state, which type of farming carried out along Kaduna rivers ?

Q4. What are the other uses of Kaduna river to the people of Kaduna town ?

Q5. Name three crops, three vegetables and three fruits sold in Kaduna Main Market.
Describe how yams are produced.

JARRABAWAR AJIƁUAN YAKI DA JAHLICI

1987 (KASHI NA UKU)

KASHI NA DAYA:

1. Rubuta sunanka/ki da akabinka/ki (5 marks)
2. Rubuta wasika zuwa ga mahaifanka/ki ka shaida mashi anfanin yaki da Jahilci (20 marks
3. Rubuta wasika zuwa
3. Rubuta sunan garinka da suna maigarinku (5 marks)

KASHI NA BIYU

1. Wace shekara sojoji suka fara kwace mulki a hannun farar hula a Nigeria? (20 marks)
2. Wane dan Nigeria ne ya fara zama Gwamna Jamar? (5 marks)
3. Gwamnoni nawa aka yi a jihar kaduna daga shekara 1967 - 1987 ? (5 marks)
4. Menene amfanin tagogi a daki ? (5 marks)
5. Rubuta sunaye abinci audu (4) da ake nomawa a fadama (5 marks)
6. Rubuta sunye abinci hudu (4) da ake nomawa a tudu (5marks)

KASHI NA UKU . LISSAFI:

10. Rubuta da alkaluma
    (a) sabain da tara (5 marks)
    (b) Dari uku da sittin da shida (5 marks)
11. Rubuta cikin kalmoni
    a. 206 (5 marks)
    b. 784 "

    a. 651
    + 20
    12
    (5 marks)

    (b) 343
    - 67

(a) A maida kobo (347k) zuwa naura da kobo (marks)

(b) Idan kudin buhu gishiri daya ₦12.50 ne nawa ne

No. 001590

MINISTRY OF EDUCATION
ADULT EDUCATION DIVISION
KADUNA STATE

POST LITERACY CERTIFICATE

This is to certify that

.....

has completed Post Literacy studies organised and conducted by :

.....
(Name of School or Organisation)

from.....to.....

And he/she has been awarded this Certificate in respect of his/her satisfactory performances in the following subjects:

1. English
2. Arithmetic
3. History SOCIAL STUDIES *
4. Geography
5. General Knowledge

Signed.....
Chief Adult Education Officer

Date.....

Signed.....
Officer i/c

Date.....

Signed.....
Proprietors

Date.....

Signed.....
Student

Date.....