**AN ASSESSMENT OF GOVERNMENT INVOLVEMENT IN ADULT LITERACY PROGRAMMES**

**ABSTRACT**

This project investigated the involvement of government in adult literacy programme sin Ikpoba-Okha Local Government Area. The introductory aspect of this project deals with background of the study, statement of problem, purpose of the study, research questions, significance of the study, delimitation, limitations and definition of terms. The researcher reviewed some related literature and project work related to adult education, concept of adult literacy, literacy rate in Nigeria, organization of adult literacy education in Ikpoba-Okha Local Government Area and problems and constraints of adult literacy in Nigeria, in order to provide views of what other scholars have written in this report. Fourty (40) questionnaires were administered to collect relevant information to the study. All questionnaires were collected back and analysed with the use of percentages.

The following research questions were used.

What effort has the government put into adult literacy programme in Ikpoba-Okha Local Government Area?

Is Edo State Government actually involved in adult literacy education?

What is the response of the Ikpoba-Okha populace toward adult literacy programme?

What innovation has the government initiated since the inception o adult literacy programme in Edo state?

What are the resultant effects of the implementation of adult literacy programmes on the indigenes of Ikpoba-Okha Local Government Area?

The following result were obtained as a result of the data analysis:

The government puts in low effort into adult literacy programme in Ikpoba-Okha Local Government Area.

The government is not involved in adult literacy programmes.

There is poor response by the Ikpoba-Okha populace towards adult literacy programmes.

The government has not initiated developmental innovations that would help to improve the programme, since its inception. Adult literacy programmes has had tremendous developmental impact on the few adults who participate in Ikpoba-Okha Local Government Area.

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**CHAPTER ONE**

**INTRODUCTION**

**BACKGROUND OF THE STUDY**

Nigeria as a developing country has evolved from stage to stage since the period of Colonialism. A major tool for the attainment of certain height in education by our heroes past who after being enlightened in the share of Europe, could demand for a free state from the colonialist, who bluntly gave up power to a set of educated few, with the exception that the mass of the populace would follow suit.

Having established this, we should be able to deduce that for the under development plagues like poverty, unemployment, bad health conduction etc, therefore in a bid to establish the essence and usefulness of this research work. It would be of paramount importance to get acquainted with the history and development of adult education in the country.

Adult education in Nigeria has a long history. As far back as the fourteen (14) century, itinerant Islamic scholars and traders in the Muslim North of the country taught Arabic literacy through the study of Koran. Later, Christian Missionaries brought Western education to part of Southern and Central Nigeria. This education however was essentially selective and designed with the specific goal of becoming literate in order to study the scriptures. In the 20th century, deliberate efforts were made by the British Colonial Government to provide some adult education in Nigeria. In its 1925 memorandum on Education policy in British Tropical Africa, the British Colonial Office recommended the implantation of an adult education programme in African Countries. Actual implementation of adult education in Nigeria started in 1944 (Omelewa 1981) and by 1941 a national literacy programme was well under way, although due to poor implementation it had limited success. In his book titled Literacy Education in Nigeria, Aderinaye wrote on page 7 that Holy Trinity Anglican School started evening classes in Kano in 1940. Continuing, he informed us that experiments in Community development and literacy began in Udi in 1942 with Chadwick E. R. as the organizer, he also wrote that as far back as 1958 before our Independence in 1960, an association known as Adult education Student Association had been formed. The Association constituted what was called an interior committee. In their conference at the University of Nigeria Nsukaa, the committee was charged with the preparation for launching of a national body and a constitution to be examined.

Nigeria attained Independence in 1960 and literacy efforts in Nigeria received a boost when unesco supported the establishment of an Adult Literacy Institute in Ibadan in 1965. In 1971, the Nigerian National Council for Adult Education (UNCAE) was set up becoming a “Voice” for adult education practice in Nigeria. It recorded dramatic achievements within a shorts span of time, becoming a Force to reckon within terms of the planning, implementation and evaluation of adult and non-formal education programmes in particular, the UNCAE played a leading role in driving aggressive campaigns and advocacy at government and University levels in order to ensure that Adult Education programmes were included at all levels of the education system.

Since its inception the UNCAE has worked in collaboration with government and non-government agencies in Nigeria to:-

* Establish Adult and Non-formal Education Agencies in all the States of the Federation from 1950.
* Establish Adult and Non-formal Education Agencies in all the States of the Federation from 1950.
* Establish the Adult and Non-formal Education unit in the Federal Ministry of Education in 1974.
* Establish the National mass Education Commission (NME)in 1990.
* Establish departments of Adult Education in Federal Universities.
* Develop a human resource base of experts in adult and non-formal education

A great wind of change came in 1990, when the Federal Military Government

established the National Commission for mass Education (NMEC), responsible for the organization, monitoring and assessment of adult literacy practices in the country. The commissions activities are decentralized, with offices in the six geo-political zones of the country. The 36 States and all 774 local government areas. Co-ordination and supervision of literacy classes are the sole responsibility of the local adult education officers, supervisors and literacy instructions. The minimum number of literacy classes expected in any local government is ten, with additional classes managed and funded by NGO’s Examinations are conducted on the basic competencies, reading, writing and numecracy. Life skills, which are central to all the literacy programmes, are also tested.

Having laid this foundation, this research work would therefore seek to find out the involvement of government in the development of adult education in Edo State, with Ikpoba-Okha Local Government Areas as a case study, it would try to assess government’s involvement and developmental assistance to the organization in accordance with the National Commission for mass Education (NMEC).

**STATEMENT OF THE PROBLEM**

Following the background given above, there is a great concern over the illiteracy rate in the world population, although 3rd world countries have experienced increase in literacy rate over the past few decades.

Illiteracy is a great hindrance to the promotion of national development. It is not only an obstacle to the social-economical and political transformation of the country, but its eradication will also quicken the tempo of development. Due to illiteracy many adult Nigerians, especially the populace at the grass root level, like Ikpoba-Okha Local Government Area are unable to participate meaningfully in the development process of the country.

It has been proven over time that Adult Education is a major tool for eradicating illiteracy and its adverse consequences, this might have led to the consideration given to it by the National Policy on Education, but apart from this consideration, its major loophole has been the non-chalant attitude shown to its government.

It is therefore, of paramount importance to address the possible consequences that will occur if the government continues to show minimal attention to adult literacy programmes in the State.

Firstly, its major consequence which would eventually birth others is the problem of illiteracy. (Osunde and Omoruyi, 1977) said “***Illiteracy is undoubtedly a threat to progress and wellbeing of humanity”***

The rise of illiteracy in the society would undoubtedly lead to poverty, sickness, backwardness, economical instability, corruption and related vices etc. Thus, it has been empirically established that literacy can increase the people’s participation in governance, development oriented activities and creates greater desire for accelerated national local development, the health and nutrition of the people is greatly enhance.

Therefore seeing that Adult Education is a means of adapting to changing circumstances and meeting the challenges of the day and thus ensuring that the society survives and thrives. Through the knowledge of these consequences, government should therefore increase their involvement in Adult Literacy programmes in Ikpoba-Okha local government area.

**PURPOSE OF THE STUDY**

The main rationale for the study of this project is to assess the involvement of government in adult literacy programmes in Ikpoba-Okha local government area.

It is also to quantify the response of Ikpoba-Okha local government area, adult literacy programme and the effects of the programmes.

Furthermore, it studies the following:-

1. To ascertain, the effort that government has put into adult literacy programmes in Ikpoba-Okha local government area.
2. To measure the level of involvement of Edo State government in adult literacy education.
3. To identify the response rate of the Ikpoba-Okha local government areas populace towards adult literacy programme.
4. To find out the strategies and innovations that government has put in place since the inception of adult literacy programme in Edo State.
5. The impart of adult literacy education in the indigenes of Ikpob-Okha local government area.

**SIGNIFICANCE OF THE STUDY**

Adult education has put by Edward Hutchinson is a ***“organized provision to enable men and women to enlarge and interpret their own living experience”***

Also, in view of the research work, the concept of adult literacy as a basic component of adult education includes all the activities with educational purposes carried on by people engaged in the ordinary business of life. This branch of education thus stems directly from the people and it enables its recipients to grapple successfully with problem of life and contribute meaningful to community betterment. In view of the above, the researcher is of the view that the findings of the study will help, enlighten the government on the need for literacy of the adult in Ikpoba-Okha local government area and if improved efforts are provided, it will greatly contribute in promoting the social economical and political advancement of the State.

**RESEARCH QUESTIONS**

1. What effort have the government put into adult literacy programme in Ikpoba –Okha local government area?
2. Is Edo State government actually involved in adult literacy education?
3. What is the response of the Ikopba-Okha populace towards adult literacy programme?
4. What innovation has the government initiated since the inception of adult literacy programme in Edo State?
5. What are the resultant effects of the implementation of adult literacy programmes on the indigenes of Ikpoba-Okha local government area.

**DELIMITATION OF STUDY**

Bearing in mind the complexity of the issue which is “An assessment of Government involvement I adult literacy efforts in Ikpoba-Okha Local government area, this study focuses only on the efforts of the government towards the development of adult education and he involvement or interest shown by the people.

Othr areas include, the various innovations introduced by the government to boost the system and it’s resultant effects on the indigenes of the locality.

**LIMITATION OF THE STUDY**

This study is designed to investigate the involvement of government in adult literacy programmes in Ikpoba-Okha local government area. The constraints are specified to Ikpoba-Okha local government area, but since education problems are fairly general, the constraints can be taken as what obtained in other pails of Edo State.

Other limitation include lack of time, fund and transport problem.

**DEFINITION OF TERMS**

* Adult: a grown up person, who has attained full maturity and is fully developed.
* Illiterate: An uneducated person, who lacks the ability to read or write.
* Literate: An educated person with competence in reading and writing.
* Adult education: This refers to the general enlightenment programme that is put together to develop the adults or matured citizens of the society.
* Assessment: to pry into, for the purpose of judging, deeding the amount, value, quality, or importance of a thing or placed on a thing.
* Government: A defined constitutional body that rules with authority and conducts the policy, actions and affairs of a state
* Effort: A great physical or mental activity needed achiev something.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**CONCEPT OF LITRACY**

**INTRODUCTION**

Adult literacy education is no a new field of study in Nigeria but this study is one to assess government involvement in Adult Literacy Education effort in Ikpoba-Okha Local Government Area.

This chapter therefore deals with some of the literature on adult literacy education. Attention will be focus on the following sub topic:-

* Concept of literacy.
* Concept of adult literacy.
* Literacy rate in Nigeria.
* The organization of adult literacy education in Ikpoba-Okha Local Government Area.
* Adult literacy as a tool for national development in Nigeria society.
* Problems and constraints of adult literacy in Nigeria.
* Summary of the review.

**CONCEPT OF LITERACY**

Literacy as a term has enjoyed rich and diverse definition from various scholars and researchers who seek to share their own opinion of the vast term. Various researcher have given different definitions and measurement of this concept, therefore since it looks impossible to review all the definition already put forward by scholars in the literature, it would be rewarded to have just a major few highlighted for the purpose of the study.

According to Merriam-Webster’s Collegiate dictionary online, literacy is the quality of state of being literate, according to this same source, derive from middle English and Latin terms meaning ***“Marked with letters” and “letters, literature”*** . Two definitions are provided:-

* “Able to read and write”, and
* “Versed in Literature or creative writing….. having knowledge or competence e.g Computer-literate, Political-literate.

This dictionary source also provides an entry for visual literacy define as “the ability to recognize and understand idea conveyed through visible action or images (as pictures).

The advanced learner’s dictionary of current English refers to literacy as an …….acquaintance with the alphabet and ability to read and write.

According to the National Institute for Literacy. The work force investment act of 1998 defines literacy as “***an individual’s ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and the society.”*** This is a broader view of literacy than just an individual’s ability to read, the more traditional concept of literacy. As information and technology have shaped our society, the skills we need to function successful have gone beyond reading and literacy and has come to include the skills listed in the current definition.

Paulo Freire (1970) based his influential theory of literacy education on the need to make literacy a resource for fundamental social transformation. In his view, effective literacy education creates a critical consciousness through which a committee can analyze its conditions of social existence and engage in affection of action for a just society. Not to be literate, according to Paulo Freire is a state of victimization.

Okedara (1981) believes that literacy concept should be separated analytically from specific vocational skills. An illiterate carpenter maybe able to saw wood skillfully more than a literate carpenter who lack the physical skills. However, potential of a literate person is greater than that of an illiterate person in his ability to measure accurately to keep records and to read relevant information.

Scriber (1973) is to the view that literacy is an outcome of cultural transmission, hence the individual adult does not extract the meaning of written symbols through personal interaction with the physical object that embody them.

The United Nations Population Commission (1948) puts literacy as the mere ability to both reading and writing in simple message in any language.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1962 defined literacy in this manner “

***A person is literate when he acquire the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and committee, and whose attainments in reading, writing and arithmetic makes it possible for him to continue to use these skills towards his own and the community’s Development.***.

UNESCO (1951) says that ***“a person who is literate can with understanding both read and write a short single statement on his everyday life”.*** This is too limited in scope both opened us to some element of literacy.

In the definition of UNESCO(1962) cited above, it is made clear that literacy is intimately involved with the individual’s own life and with his place in his community.

Hence it is pertinent to note here that for the development of any society, education for its people must not be taken second to any other thing. And most importantly is the education of adults.

Lastly, to round-up the concept of literacy, one more definition would be given:- NAAL (2003) defines literacy as both task-based definition of literacy, focuses on the everyday literacy tasks an adult can and cannot perform, while the skills-based definition of literacy focuses on the knowledge and skills an adult must possess in order to perform some tasks. These skills range from basic, word-level skills (such as drawing appropriate from continuous text)

**CONCEPT OF ADULT LITERACY**

Nzeneri in his handbook on Adult Education Principles and Practices described Adult as a person who is physical and psychologically mature and who is socially, economically and politically responsible. In his words, physical maturity implies that the adult is capable of being a parent, picking a life partner, raising a family and managing home.

As a follow up to this definition of who an adult is, we would now look at what UNESCO explained as adult education.

UNESCO (1990) defined Adult Education as the “entire body of organized educational processes whatever the content, level and methods, whether formal or otherwise, whether they prolong or replace initial education in the schools, colleges or universities as well in adult by the society, whereby persons regarded as adult by society to which they belong develop their abilities, enrich their knowledge, improved their technical or professional qualification and bring about changing in their attitude or behaviour in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

Based on the above presentations, we now posit adult education to mean a process by which a matured member of a society acquires knowledge and skills to make himself relevant in his community.

Adult literacy is therefore described as a process of acquiring skills and the effort of transmitting and receiving messages in a intelligible manner during the matured years i.e the voluntary study out of the formal school system.

Thus, adult literacy as a basic component of adult education includes all the activities with educational purposes carried on by people engaged in the ordinary business of life. This branch of education, thus stems directly from the people and it enables its recipients to grapple successfully with the problems of life and contribute meaningful to communities betterment. In view of the above, the researcher is of the view that the literacy of adult in Ikpoba-Okha local government area will go a long way in promoting the socio-economic and political advancement of the State. Hence, the study of the problem that are likely to hinder the progress of the programme with recommendation is concerned to be very essential.

**LITERACY RATE IN NIGERIA**

The literacy rate in Nigeria is presently estimated to be below 52 percent (Babalola, 2000). Data from the federal ministry of education in 1996, shows that only 14.1 million children of school age are enrolled in primary school our of the 21 million children of school age. UNDP (1998) notes that only 40 percent of all heads of households in Nigeria had any education at all, 21 percent had only primary education, 14 percent had up to secondary education while only 5 percent had post-secondary education.

The launching of the universal basic education (UBE) on September 30, 1999 by the federal government of Nigeria, marked the fourth major attempt by successive administrations at universalizing basic (primary) education in Nigeria. Beginning with the 1955 and 1957 western and eastern regions provision of free and compulsory primary education (in the case of western region) through the 1976 launching of the universal free (but not compulsory) primary education by the federal government, as concerted efforts at making education accessible to all Nigerians irrespective of age, sex, religion, occupation and location was established. The initial gains of improved school enrolment by school age children, also came with considerable pains. As Denage observed.

*“The overwhelming unanticipated results of this sudden educational expansion evidenced a profound shortage of learning facilities including space, a severe dearth of teachers and funds to implement the system.. Nigerians began to lose faith in the UPE scheme, disparaging the government’s effort to finance the system which many concluded was a nightmare”. (Denga 2000)*

Indeed, previous efforts suffered from problems of incessant political changes, inadequate funding, hurried plans (without accurate data), lack of proper monitoring and evaluation of the project and programme and lack of accountability (Eyg 2000)

More than 40 percent of those enrolled dropped out (at one point or the other in the programme) without having any hope or opportunity of dropping in later-since there was no such arrangement in the programme. Thus, government in launching the UBE programme promised that “vigorous effort will be made to counter the factors which are known to have hindered the achievement of the goals of the universal primary education \*UPE), tried two decades age”.

One of the major factors that hindered the attainment of mass education in previous programmes is the fact that these programme failed to provide a safe haven (drop-in-center) for those who for one reason or the other did not benefit from the formal arrangements put in place: it is perharps in recognition of this fact that the universal basic education (UBE) unlike the previous efforts made provision for three main components.

* Formal basic education encompassing six years of primary schooling and three years of junior secondary education for all children between age 6 and 15 years. Making it a 9 years free and compulsory education.
* Nomadic education for all school age children of pastoral nomads and migrant Fishermen and
* Literacy and non-formal education for out of school children, youths and illiterate adults

This development is a complete departure from earlier programmes which excluded literacy and non-formal education in its provisions. One is therefore tempted to accept this inclusion as capable of helping address the recurring problem of mass literacy once and for all Kazeem (2005), retrospective survey of Adult and Non-formal Education Efforts in Nigeria: Lessons for Universal Basic Education programme.

From the foregoing, it is obvious that government recognition and belief in the transformation of the populace from illiteracy to literacy is a mirage, since only in 1999 that the establishment of adult and non-formal education was appended to the universal basic education (UBE), as the last option to be propagated. It therefore follows that, the desire of adult illiterates in the society to become literate has a long way to go.

**THE ORGANIZATION OF ADULT LITERACY EDUCATION IN IKPOBA-OKHA LOCAL GOVERNMENT AREA**

Edo state adult literacy education programmes is organized through the agency. For adult and non-formal education. This agency is serving as an instrument for the eradication of illiteracy among adults and as source of rural and continuing education for adults for this purpose. The agency is funded by the federal, state and local government. There is also a governing body of the agency known as he board of the agency. The board is responsible for the formulation of policies and strategies for the effective management of the agency.

At the local level, which is our point of emphasis, there are organizers, supervisors and instructors. They prepare the scheme of work, syllables, textbooks etc. they also admit adult learners

* Purely illiterate adults who missed the opportunity of going to school.
* The drop-out who did not complete their education either in primary or secondary school.
* Adults who want to enrich their knowledge or skills in specialized areas.

Although apart from these organizations, adult literacy centers are also operated by private individuals, the bulk of adult education activities is usually managed by these private facilitators, example include: pioneer educational center, legend educational center.

**ADULT LITERACY AS A TOOL FOR NATIONAL DEVELOPMENT IN THE NIGERIA SOCIETY**

It is globally acknowledge that poverty and illiteracy are linked together. Effectors at various level by both government and non-governmental organizations and religious bodies to reduce and eliminate illiteracy are quite familiar in the Nigeria environment.

The United Nations education and cultural organizations (UNESCO) (2006) observed that individuals with literacy and numeracy skills are more productive, understand family planning and enjoy better quality of life.

Ezimah (2004) emphasized that literacy is an essential ingredient for obtaining personal, community and societal development and growth. ILO (1994) while working on income generating activities for woman in health development in Nigeria recommended that functional literacy should be utilized to increase impact of training in new skills and technologies.

Adult literacy remains the most important weapon with which national development plan can help men and women to develop themselves. Skill in literacy enables the people make meaningful contributions towards the national development of their country. They represent the labour force, managerial skill and expertise required for rapid development.

The National Policy on Education (1981) states “in character and content that all mass literacy programmes will be adapted in each case to local, cultural and sociological conditions and each will also contain basic civics instruction aimed at generating qualities of good citizenship and active involvement by all in the national development process.

In view of the above, it is sufficiently clear that literacy cannot be divorced from national development. It is even more important as stated in the National policy on education that for a nation to be great, its citizens must be literate and be conscious of their rights, be aware of the expected norms of the society, their duties and socio – political state of their country.

**THE IMPORTANCE OF ADULT LITERACY IN NIGERIA**

In a developing nation such as Nigeria, education is very important for all its citizens. This is to enhance the continuous proper growth of the society. Nigeria aims at eliminating illiteracy within the next few years by providing equal opportunities to all its citizens regardless of age or sex.

No society can achieve mass literacy without effective programme for her adult members since it is literate adults who are in the best position to educate and advise children in ways of conforming to society values and issues.

Adult literacy is also an important tool in the government realizing the approach of an adult towards learning, portrays itself literacy scheme as a means of self improvement.

Lowe (1970) affirms that “the recognition of adult education in developing countries amounts to an important recipe for material survival. This is in view of the fact that the developing countries increasingly appreciate that the promotion of social and economic development dependents largely on their ability to produce a skilled and informed adult population capable of understanding national problems and needs and able to channel their activities towards the fulfillment of national goals.

**PROBLEMS AND CONSTRAINTS OF ADULT LITERACY EDUCATION IN NIGERIA**

The development and growth of adult literacy in the country, has been hindered by so many factors that are peculiar to the terrain of the Nigerian environment, but for clarity and appropriateness, these factors would be discussed in three different major headings socio-cultural, political and economical constraints.

**Socio-Cultural Constraints**

These are problems emanating from societal and cultural hindrances, the socio-cultural constants include the multiplicity of indigenous languages in the country. The problems posed by the multiplicity of language in Nigeria are not only a matter of literature of competent authors in those languages but also the difficulty of the learners themselves sometimes not wishing to learn to read and write their matter-tongues.

Another problem is the existence on some parts of the country of the purdah which does not allow married women to participate in literacy classes. The general attitude of some families towards the education of girls posses a further problem.

**Political constraints**.

These are from the federal system of government some of the otherwise good projects which were in progress had to be discontinued because of the division of the country in a federation of states. Education generally has become a political issue in Nigeria since the re-emergence of a civilian regime in 1979. While some people advocate all – out mass education, some still hold to be idea that educational standards will fall if the numbers being taught are increased drastically.

**Economic Constraints**

Among the economic constraint militating against adult literacy education in Nigeria are those imposed by limited resources, both human and financial.

Infrastructure is another problem; there are no good class rooms and other infrastructures for adult learners since primary schools are used as literacy centres. There is also the problem of shortage of printing materials such as paper, duplicating machine printing ink et.c

**SUMMARY OF THE REVIEW**

Literacy has been described as a situation whereby an individual acquired the essential knowledge and skills which enables hi, to engage in all those activities in which literacy is required for effective functioning in his group and community, and whose attainments in reading, writing and arithmetic makes it possible for him to continue to sue these skills towards his own and the community’s development. Literacy has also been described as a tool for individual development and the nations development.

The government has shown a little effort towards literacy in Nigeria, for example, government institutions organized evening classes before Nigeria gained independence, among such classes listed are, the holy trinity Anglican school evening classes in kano in 1940, Mr. Camron’s local evening school in 1962, as well as experiments in community development and literacy which were started in udi by E.R. Chad wick in 1942.

The objective of these literacy programmes of efforts was to assist illiterate citizens to communicate with others especially in their own language and thus enrich their minds so that they will take active part in social, economic, cultural and political development of the society to which they belong. The literacy programmes were also aimed at laying the foundation on which to teach vocational skills and develop the hidden talent of the individual according to the institute of education, university of Ibadan. It was also aimed at opening people’s minds and it includes such activities as political education, functional education, home craft and home economics, health education, co-operative education, agricultural education and community development education.

However, there are some constraints and problems facing adult literacy education which has hindered the expansion of literacy programmes. They are political, economic and socio-cultural constraints on post-literacy activities and it is very important to overcome these problems in order to increase he literacy rate in adults.

Adult literacy remains the most important weapon with which nation development plan can help men and women to develop themselves because skills in literacy enables the people. Make meaningful contributions towards the national development of the country. Therefore there is the need for the government to increase their commitment towards adult literacy programmes.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

This study is designed to assess government involvement in adult literacy education in Ikpoba-Okha local Government Area. This chapter describes the procedure employed in the study

The elements of the research methodology are:

Research design

Population for the study

Sample and sampling techniques

Instrumentation

Validity of the instrument

Reliability of the instrument

Method of data collection

Method of data analysis.

**RESEARCH DESIGN**

The study made use of survey research method. This was considered appropriate because the study was involved in finding people’s opinion on the issues of the study. The design is fitting to a situation where the variables cannot easily be manipulated by the researcher.

**POPULATION**

The population of the study concerned are adults males and females which are both learners and instructors respectively.

Fourty (40) people were used in participating of adult literacy programmes on four of the selected centres, out of the seven centres in Ikpoba-Okha local government area, and these centres are:

* Pioneer education center
* Pre-Gce examiner school or reading and writing
* Fortune adult literacy cnetre.
* Adult department, Ikpoba-Okpoba local government secretariat, Idugbo

**SAMPLE AND SAMPLING TECHNIQUE**

Four centres were selected out of the seven literacy centre in Ikpoba-Okha local Government are and the centres were randomly selected for the purpose of the study.

Fourty people were used of the sampling, consisting of two organizers in each of the centres making eight organizers.

Two instructors in each centres making eight and twenty-four students were sued and were carefully selected from the ministry of education and community development where these centres are located.

**INSTRUMENT**

In gathering the data for this study, the questionnaire was the main research instrument used.

The instrument is made up of two sections (A and B) section A deals with the demographic data of respondents and section B deals with the assessment of government involvement in adult literacy education efforts in Ikpoba-Okha local Government area

**VALIDITY OF THE INSTRUMENT**

The researcher made use of the questionnaire as the instrument for gathering data, bearing in mind its relevance to the purpose of the study. The instrument will therefore be validated by the research supervisor who feels that the questionnaires will be able to elicit the desired information from the respondents to the purpose of study.

**RELIABILITY OF THE INSTRUMENT**

To establish, the reliability of the instrument, the test re-test method was carried out by first administering the questionnaire to the fourty participants and re-administered two weeks later.

**METHOD OF DATA COLLECTION**

The means of collecting the data was with the use of questionnaire. The instrument was personally administered with the assistance of instructors, who covered the four selected centres in Ikpoba-Okha local government area.

**METHOD OF DATA ANALYSIS**

The data collected were analysed by using sample percentage frequency to answer specific questions in the questions. Each item of the questionnaires was directed to provide responses specific research question. Thus a number of questions could be analyzed to answer a research question.

**CHAPTER FOUR**

**DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS**

This chapter gives a detailed analysis of the data collected from the questionnaires, a total of fourty questionnaires was administered and collected after completion by the researcher.

Hence this chapter will analyze the data gathered through the methods outline in chapter three on methodology. The first is for personnal data, while the other is based on the research question examined. Presentation and interpretation f data.

**Table 1: Respondents according to age**

|  |  |  |
| --- | --- | --- |
| **Option** | **No of respondent** | **Percentage of respondent** |
| 18-25 | 11 | 27.5% |
| 26-33 | 25 | 62.5% |
| 34 and above | 4 | 10% |
| Total | 40 | 100% |

Table 1: shows that the age of respondents range from 18 years to 34 years and above. The table revealed that 27.5% of them were within the age of 18-25, 62.5% were within the age of 26-33 and 10% were within the age of 34 and above. The finding shows that the highest participants of all are between the ages of 26-33 which represents 62.5%

**Table 2: Respondents according to sex**

|  |  |  |
| --- | --- | --- |
| **Sex** | **No of respondents** | **Percentage** |
| Male | 18 | 45% |
| Female | 22 | 55% |
| Total | 40 | 100% |

Table 2: shows that distribution of respondents by sex out of the respondents interviewed 18 were males while 22 females. These represented 45% and 55% respectively of the entire respondents.

From the above analysis it can be concluded that more females participated in the study than the makes.

**Table 3: Distribution of respondents by marital status**

|  |  |  |
| --- | --- | --- |
| **Marital status** | **No of respondents** | **Percentage** |
| Single | 30 | 75% |
| Married | 10 | 25% |
| Divorced | - | - |
| Total | 40 | 100% |

This table shows that 30 of the respondents were single and 10 of them were married, showing 75% and 25% respectively.

**Table 4: Distribution of respondent by Occupation**

|  |  |  |
| --- | --- | --- |
| **Occupation** | **No of respondents** | **Percentage** |
| Applicant | - | - |
| Worker | 35 | 87.5% |
| Self-employed | 5 | 12.5% |
| Total | 40 | 100% |

This table shows the occupation of the target audience, varying from applicant, worker and self-employed. The table reveals that 87.5% were workers, while 12.5% were self-employed. This finding shows that the highest participants wore employed workers.

**Research Question One**

What efforts has the government put into adult literacy programme in Ikpoba-Okha local government area?

|  |  |  |
| --- | --- | --- |
| **Response** | **No of respondents** | **Percentage** |
| SA | 3 | 7.5% |
| A | - | 25% |
| D | 18 | 45% |
| SD | 19 | 47.5% |
| Total | 40 | 100 |

Analysis presented in the table above reveals that 3 respondents representing 7.5% are of the opinion that the government puts in great efforts into adult programme in Ikpoba-Okha local government area, while 18 representing 45% disagrees that the government has put in enough effort. Then 19 representing 47.5% strongly disagrees with the efforts put in by government into adult literacy programmes in Ikpoba-Okha local government area.

It is therefore concluded that the government put in limited effort into adult literacy programme in Ikpoba-Okha local government area.

**Research Question Two**

Is Edo State government actually involved in adult literacy education?

|  |  |  |
| --- | --- | --- |
| **Response** | **No of respondents** | **Percentage** |
| SA | 4 | 10% |
| A | 13 | 32.5% |
| D | 7 | 17.5% |
| SD | 16 | 40% |
| Total | 40 | 100% |

Analysis in the presentation above shows that distribution of responses concerning if Edo state government is actually involved in adult literacy education, out of the 40 respondents, 4 representing 10% strongly agrees, 13 representing 32.5% agrees, 7 representing 17.5% disagrees, while 16 representing 40% strongly disagrees.

From the above analysis, it is clear that the government is not involved in adult literacy education in Ikpoba-Okha local government area.

**Research question Three**

What is the response of the Ikpoba-Okha populace toward adult literacy programme?

|  |  |  |
| --- | --- | --- |
| **Response** | **No of respondents** | **Percentage** |
| SA | 1 | 2.5% |
| A | 3 | 7.5% |
| D | 30 | 75% |
| SD | 6 | 15% |
| Total | 40 | 100 |

Analysis presented above shows that response of the Ikpoba-Okha populace towards adult literacy programme. The table reveals that out of the 40 respondents, I respondent representing 2.5% strongly agree, 3 respondents representing 7.5% agrees, 30 respondents representing 75% disagrees, while 6 respondents representing 15% strongly disagrees.

From the above analysis, with the highest percentage disagreeing it shows that dew Ikpoba-Okha indigenes or populace participate in adult literacy programmes.

**Research Question Four**

What innovation has the government initiated since the inception of adult literacy programmes in Edo State?

|  |  |  |
| --- | --- | --- |
| **Response** | **No of respondents** | **Percentage** |
| SA | 3 | 7.5% |
| A | 5 | 12.5% |
| D | 18 | 45% |
| SD | 14 | 35% |
| Total | 40 | 100% |

Analysis presented above shows the response of various innovations initiated by the government since the inception of adult literacy programmes in Edo State. The table shows that out of 40 respondents, 3 respondents representing 7.5% strongly agrees, 5 respondents representing 12.5% agree, 18 respondents representing 45% disagrees, while 14 respondents representing 35 strongly disagrees.

It is therefore concluded, with the highest respondent disagreeing, it shows that there have been little innovations initiated by the government to help the adult literacy programmes in Ikpoba-Okha local government area since its inception.

**Research Question Five**

What are the resultant effects of the implementation of adult literacy programmes on the indigenes of Ikpob-Okha local government area?

|  |  |  |
| --- | --- | --- |
| **Response** | **No of respondents** | **Percentage** |
| SA | 17 | 42.5% |
| A | 15 | 37.5 |
| D | 4 | 10% |
| SD | 4 | 10% |
| Total | 40 | 100% |

Analysis presented above shows the response of the resultant effects or impact of adult literacy programmes on the indigenes of Ikpoba-Okha local government area.

The table shows that out of 40 respondents, 17 respondents representing 42.5% strongly agree, 15 respondents representing 37.5% agrees, 4 respondents representing 10% disagree, while 4 respondent representing 10% strongly disagrees.

With the response drawn from this question, it can therefore be concluded that adult literacy programmes have had tremendous impact on the lives of the few indigenes of Ikpoba-Okha local government area who actively participate in the programmes

**Discussion of Findings**

The result of the findings of this study shows the assessment of Edo State government involvement in adult literacy programmes in Ikpoba-Okha local government area, using various adult literacy centres in the local government area as a case study.

This research ahs a negative result, because it is shown that the government is not involved in adult literacy in Ikpoba-Okha local government area .

The findings of this research revealed that the government is not involved in adult literacy programmes.

The research findings further revealed that as a result of a poor involvement by the government, there is poor response of the Ikpoba-Okha populace towards adult literacy prgrammes. Thus it will be right to say that from the study the government has not initiated developmental innovations that would help to improve the programme since its inception.

Finally, the research reveals that the adult literacy programmes has had tremendous developmental effects on the indigenes of Ikpoba-Okha local government area

**CHAPTER FIVE**

**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

**INTRODUCTION**

This chapter attempts to give a comprehensive summary of the study. It will provide the conclusion as well as recommendations based on the findings of the study.

This study investigated the involvement of Edo state government on adult literacy programmes in Ikpoba-Okha local government area research comprises of five chapters, chapter one examines the background of study. The chapter also postulate five relevant research questions. They are as follow:

What effort ahs the government put into adult literacy programems in Ikpoba-Okha local government area?

Is Edo State Government actually involved in adult literacy education?

What is the response of the Ikpoba-Okha populace towards adult literacy programmes?

What innovation has the government initiated since the inception of adult literacy programme in Edo State.?

What are the resultant effects of the implementation of adult literacy programmes on the indigenes of Ikpoba-OKha local government area

The chapter two focuses on literature review on books and papers published on adult education and its development in the country and state.

The chapter three talks of the methodology used, the questionnaire is used to gather data for the research. The data collected was analysed with simple percentages.

The chapter four talks about data analysis and presentation of findings. After the analysis of data in chapter four, the research came out with the following

**SUMMARY OF FINDINGS**

This research work revealed the development of adult education in the country and the state. Based on the analysis of the available data collected one could conclude that Edo State Government pays minimal attention to adult literacy prgorammes in IKpoba-Okha local government area. This results in most of other conclusions reached in this research. The findings also revealed the lack of participation of adults, in the pgorammes as a result of poor involvement by the government, poor facilities and poor feedback services.

The findings also revealed to us the positive aspect of adult literacy pogrammes in Ikpoba-Okha local government area through its impact on the lives of the adult participants.

**CONCLUSION**

This project has been able to focus its attention on assessing government’s involvement in adult literacy programmes in Ikpoba-Okha local government area. It was revealed that the government places more emphasis on other levels of education more than adult education, this lack of commitment has results in:

* Poor awareness of adult education in the locality
* Poor level of participation by adults in the locality
* Use of inadequate facilities by the few private operators
* It could also be said that this has caused the reduced rate of development in the locality

In order to increase the impact of adult literacy programmes the government can improve on its involvement in the system and help in providing useful assistance to the growth and development of adult literacy programmes.

**RECOMMENDATION**

The following recommendations are thereby made based on the findings of this study. The government has a great role to play in the. Success of adult literacy programmes in Ikpoba-Okha local government area. The government can get involved by helping to plan and implement the structure of the system, syllables, provide instructional materials and facilities.

The government can helps in providing awareness in conjunction with adult literacy provides, through jingles, billboards, pamphlets etc that would help to enlighten the adult citizens about the benefits of the programmes.

Also seeing that most adults are not ready to enroll in programmes the government can provide incentives and vocational training centres that would helps in improving the skills of the adults.

Finally, as a follow-up to the impact of adult literacy programmes on the Ikpoba-Okha adults, the government can provide employment opportunities that would help to put their skill and knowledge to work and also encourage participation f other adults in adult literacy programmes.

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**APPENDIX**

**DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**BENIN CITY**

**QUESTIONNAIRE**

An assessment of government involvement in adult literacy programmes in Ikpoba-Okha local Government Area.

All information required in these questionnaires is confidential and would be treated as such. Tick against the appropriate option of your choice ( ) in the following

**SECTION A**

1. Age: 18-25 [ ] 26-33 [ ] 34 and above [ ]
2. Sex: Male [ ] Female [ ]
3. Marital status: Single [ ] married [ ] Divorced [ ]
4. Occupation: Applicant [ ] worker [ ] self-employed [ ]

**SECTION B**

Please tick against the appropriate option of your choice in the following statements that has the following options of:

1. SA - Strongly agree
2. A - Agree
3. D - Disagree
4. SD - Strongly disagree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ITEMS | SA | A | D | SD |
| 1 | Has the government been the major provider of adult literacy in Ikpoba-Okha L.G.A ? |  |  |  |  |
| 2 | Can the success of adult literacy education in Ikpoba-Okha L.G.A be attributed to the government? |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3 | Does the government place more emphasis on other level of education more than adult literacy programme in Ikpoba-Okha L.G.A? |  |  |  |  |
| 4 | Has the government provided any developmental innovations to improve adult literacy programme in Ikpoba-Okha L.G.A ? |  |  |  |  |
| 5 | Does adult literacy programme have developmental impact on the indigenes of Ikpoba-Okha L.G.A? |  |  |  |  |
| 6 | Is the government funding and disbursement policies towards the implementation of adult literacy programmes in Ikpoba-Okha L.G.A encouraging ? |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 7 | Does government provide facilities and educational aids for adult literacy programmes in Ikpoba. Okha L.G.A? |  |  |  |  |
| 8 | Is there any standard feedback between the government and adult literacy operators in Ikpoba-Okha L.G.A? |  |  |  |  |
| 9 | Does the government carry out training for adult doctors in Ikpoba-Okha L.G.A? |  |  |  |  |
| 10 | Has the government provided incentives that have helped to encourage adult learners to embank on adult literacy programme? |  |  |  |  |
| 11 | Government does not recognize the benefit of literate adults in the society? |  |  |  |  |
| 12 | The educational facilities provided are most times outdated? |  |  |  |  |
| 13 | The success of adult literacy education in Edo State can be attributed to government active involvement in literacy programme? |  |  |  |  |
| 14 | The Educational facilities provided are not promptly maintained and sustained? |  |  |  |  |