

## Evaluative survey on supervision practice of adult basic literacy programme in Borno state, Nigeria

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### Abstract

The study was conducted to evaluate the supervision practices of adult basic literacy programme in Borno state, with particular emphasis on adequacy of funding and provision of facilities/materials for the supervision of literacy programme. The study was guided by two (2) research objectives and (2) two research question, evaluation research design was used, 600 six hundred instructors and supervisors form the part of the population in which 300 three hundred samples was drawn. Data were generated from respondents through self-designed questionnaire, the data was analyzed using descriptive and inferential statistics of frequency count, percentage and chi-square respectively. Results disclosed that funding of the supervision practices is inadequate and provision of facilities/materials is also not adequate. Hence, the supervision of the adult basic literacy programme was characterized by low funding and inadequate facilities/materials which affect the achievement of the programme. Finally, suggestion and recommendation were offered to all stakeholders.

**Keywords:** Adult basic literacy, Supervision, Evaluation, Instructors

### 1. Introduction

The development of a country is to a great extent determined by the level of literacy of its citizenry. Europe and America recorded high success in economic, political and social development due to high levels of literacy among a great deal of their citizenry (Larduma, 2005) [13].

The concept literacy has been defined and describe simply as the ability to read, write and compute in a given language. According to Omolewa (1985) [18] "literacy is not only the process of learning the skills of reading, writing and computing but a means of contributing to the liberation of man from ignorance and to his full development". UNESCO (1995) [20] reported that literacy as a fundamental human right with political and social instrumentality and an essential foundation for the development. It is considered as a prerequisite for the development of skills and competency for better work and employment, control of fertility, reduction of mortality rate, and posturing improved quality of life and increase life expectancy. The National commission for mass literacy (NMEC) puts the illiterate population in Nigeria at 51 percent. This was a surprise considering the efforts put over the years to establish institutions and other relevant infrastructures to combat illiteracy, if the above figure is correct, then the country has an obvious crisis of enormous proportion (Ahmed, 2002) [3]. Furthermore, the United Nations Literacy Decade (UNLD) 2003-2012 has reached its climax and with initiations and policy stiff which provide a stronger basis for action on literacy now and in the future, the rise in global adult literacy rate from 76 to 83.6 percent over the last two decades shows steady progress, with the rate in developing countries showing an even sharper rise from 69 to 76 percent. The literacy initiative for empowerment (LIFE) has given new impetus to efforts in countries of high literacy needs. However, progress overall is not enough to meet the 2015 Education for all goals for halving illiteracy rates Sub-Saharan Africa the Arab States region and south and west Asia demonstrate the largest literacy needs. In addressing the challenge that globally almost

one adult in five is without literacy skills. The relative neglect of adult literacy documented in the EFA Global monitoring reports of 2006, 2007, 2008 underpin UNESCO's concern that co-ordination of UNLD should support and be supported by other educational commitment (UNESCO 2008) [22]. The above situation in its stickiest sense calls for the evaluation of adult basic literacy programme with emphasis to the supervision practice.

In fact it, no country can aspire to achieve complete development potentials unless all of its people become full participants in the process (Larduma, 2005) [13]. This shows that illiteracy breeds ignorance, dependency, underdevelopment, malnutrition and so on. As vital as literacy is to development, the federal Government (FGN) established the National Commission for Mass Literacy and Non-formal education. The commission has since its creation taken charge of mass literacy promotion in Nigeria at the federal level. Its strategy at Each One Teach One or Fund the Teaching of One" and Open One literacy Centre or fund One" are intended to promote non-governmental funding of literacy education in the country. State agencies for mass literacy have also been established in all states of the federation among which are the Borno State Agency for Mass literacy. The aim is to implement and supervise mass literacy programmes aimed at reducing the illiteracy rate in the country among others. For instance, the 2006 population and housing census, puts the national literacy status at 72%, that of Borno State is less than 40% (NPC, 2006) [15]. The situation would have changed in recent time.

In realization of the challenges, the state Agency for Mass Literacy was established in 1987 by Edict No 10 and took off in January 1988, to implement literacy programmes and policies, it has 6 zones with headquarter in Maiduguri, Biu, Bama, Askira/Uba, Monguno, and Kukawa local government areas. The 27 area offices are established and subdivided into (97) ninety seven supervisory areas and in all supervisory areas, literacy centers are located with at least 25 adult

learners at both basic and post literacy levels (Borno State Agency for Mass Literacy 2009). The large increase in the number of literacy centers across the state brings about the need for effective coordination of their activities. If the programme is to achieve its objectives it might not out of place to say supervision is necessary, since supervision is a quality control mechanism through regular and continuous exercise of instructional and educational services.

Dodd (1968) [7] perceives supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving and over-seeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Consequently supervision as administrative tools will provide information on the worth of the programme from stages of design down to implementation, its provides information on deviation from programme objectives, on challenges encounter and provide solutions to literacy programme managers.

The Borno State literacy figure is still below 50% NPC (2006) [15]. Literacy rate in Nigeria was slightly high as 72 percent literacy was achieved (UIS 2008) [22], despite apparent early commencement of literacy programme in Borno state especially by the past Islamic missionaries, couple with colonial government effort high illiteracy rate still persist in the State, while policy makers and implementers are planning programme supervisors and organizers are expected to carry out their functions effectively, there could be many factors responsible for the state high illiteracy rate; supervision practice could be one of the factors for the state's illiteracy rate. It is therefore against this illiteracy rate in the state, which the study intended to evaluate the supervisory practices of adult basic literacy programme in Borno State.

**2. Objectives**

The objectives of this study were to determine;

- 1) The adequacy of funding adult basic literacy supervision in Borno State;
- 2) The adequacy in provision of facilities for adult basic literacy supervision;

**3. Research Question**

The following research questions were answered;

- 1) How adequate are funding of adult basic literacy supervision practice in Borno State?
- 2) How adequate are facilities provided for adult basic literacy programme supervision in Borno State?

**5.1 Result**

**Research question 1:** How adequate are the findings of adult basic literacy supervision practice in Borno State?

Item	Statement	SA (%)	A (%)	D (%)	SD (%)	Total (%)	Chi-Square (X <sup>2</sup> )
1.	The fund provided for Adult Basic Literacy Supervision is adequate	55 20.37%	70 25.93%	81 30.00%	64 23.70%	270 100%	The calculated X <sup>2</sup> value is 29.0358 at df 12 significant level of 0.05 in the critical value of 21.03 calculated X <sup>2</sup> = or > tabulated. Hence is significant
2.	Contingency funds are provided for unforeseen and urgent supervisory financial demands	35 12.96%	75 27.78%	81 30.00%	79 29.26%	270 100%	
3.	Supervisory duty allowances and other claims are paid regularly	64 23.70%	61 22.59%	87 32.22%	58 21.49%	270 100%	
4.	Supervisors are well paid on attending seminars, workshops or refresher courses	58 21.48%	62 22.96%	103 38.15%	47 17.41%	270 100%	
5.	Supervisors are provided with money for transport maintenance	60 22.22%	72 26.67%	94 34.81%	44 16.30%	270 100%	
		272	340	446	292	1350	

Source: Field work (2012)

**4. Methodology**

An evaluation research design was adopted for this study. Evaluation design is basically considered as a process directed towards determining the extent to which programme, project or social intervention have achieved a set goals (Fajonyomi, 2003) [8]. Hence the study is to evaluate the supervision practice of adult basic literacy programme.

The population of this study comprised of all the instructors and supervisors who are permanent employees of Borno State Agency for Mass Literacy, which stood at 600 at the time of compilation, 300 instructors and supervisors were selected through balloting techniques to form the sample of the study, in each zones every other instructors and supervisors are picked, hence 50% was selected, this is regarded as a fair representation of a large number samples (Anderson 1980) [4]. A self-designed of four point Likert scale questionnaire was used which consist of two sections. The four point Likert scale ranges from Strongly Agreed (SA) weighed 4 points, Agreed (A) weighted 3 points, Disagreed (D) weighted 2 points and Strongly Disagreed (SD) weighted 1 points. Section A consist of bio-data of the respondents, while section B consist of items relating to the adequacy of funding adult basic literacy supervision and adequacy of facilities provided for the supervision of adult basic literacy programme. In order to ascertain the validity and reliability of the instrument, the copies of questionnaire was given to experts in the study area for vetting, the face value assessment was carried out by the experts split half reliability technique was also used in measuring the reliability of the questionnaire. The split half reliability test was conducted using statistical package for social science (SPSS). The questionnaire has a reliability of 0.72.

The researchers administered the questionnaire with the help of two (2) research assistant, after receiving due permission from the agency headquarters and it took the researchers two (2) weeks to administer and retrieved the questionnaire from the respondent in all the 6 administrative zones, 270 questionnaires were retrieved and all are valid for analysis.

**5. Data Analysis, Result and Discussion**

Descriptive and inferential statistic was used to analyze the data, descriptive statistic of frequency count and percentages were computed and chi-square was used to examine the basic difference in their responses.

A look at the (Table 4.1.1) having analyzed under the subheadings using chi-square, the calculated chi-square was 29.0358. At a degree of freedom of 12 and a significant level of 0.05 with critical value of 21.03, the calculated chi-square value is greater than or equal to the tabulated chi-square value. Hence the distribution is significant.

The findings of the study in respect of the fact that how adequate is the funding of Adult Basic Literacy supervision practice in Borno state supported the conclusion drawn by Bukar (2005) [6], who disclose that, under funding is reflected in the quality of certificates awarded to graduates. He stated that inadequate and decaying infrastructural facilities particularly academic facilities affect the quality of output. Furthermore, manifestation could also be seen in irregular maintenance of facilities, poor staff motivation which are in agreement with views expressed by Kadiri (2005) [10]. He also stressed that, it is an undisputed fact that the establishment of an elaborate administrative structure with a retinue of highly paid bureaucrats would take a sizeable amount of an agency’s recurrent budget, leaving very little amount of money for the actual basic literacy programme. This kind of development accordingly does not go far to hasten the fight against illiteracy in Borno state as whatever amount of money that is budgeted by government for literacy activities would first have to take care of the privileges and personal emoluments of the administrative officers of the agencies.

This findings is further strengthened by the Action Aid International/Global campaign for Educational *writing the wrongs* International Benchmarks on Adult Literacy (2007) [1]

stated that: “Government should dedicate at least 3 percent of their national education sector budgets to adult literacy programmes as conceived in these benchmarks with additional contribution being made from other relevant ministries (for examples, gender/women community or rural development, agriculture health, etc. However, this has yet to be put into practice in the vast majority of African countries, very few countries come anywhere near reaching a 3 percent benchmark or even a 1 percent benchmark for either literacy or adult education as a whole.

This is further buttressed by (UNESCO 2008) [22] synthesis regional report document which indicates that literacy is not adequately funded; both government and international aid agencies need to raise their level of investment if the UNLD goals and EFA target are to be met. Further work on the cost of literacy and illiteracy is needed to show what level of financing quality literacy really requires showing what socio-economic resources are currently lost through zero or low literacy levels. Hence the present study corroborates the work of Bukar 2005 [6], Kadiri 2005 [10], Action Aid International (2007) [1] and UNESCO (2008) [22], this is because evident of under-funding supervision practice manifested in the findings which has made it impossible to the supervisors to make regular visitations which is a benchmark of the supervision practice as enumerated. Therefore, the researcher’s findings might be considered. On the whole inadequate funding made supervision practice ineffective in the Borno State Agency for Mass Literacy.

**Research question 2:** How adequate are facilities provided for adult basic literacy programme supervision?

Item	Statement	SA (%)	A (%)	D (%)	SD (%)	Total (%)	Chi-Square (X <sup>2</sup> )
7.	Provision of facilities to the basic literacy centres are adequate	55 20.37%	77 28.52%	92 34.07%	46 17.04%	270 100%	The calculated X <sup>2</sup> value is 5.0709 at df 12 significant level of 0.05 in the critical value of 21.03 calculated X <sup>2</sup> = or > tabulated. Hence is significant
8.	Supervisors and instructors are involved in selection of relevant facilities and materials for adult basic literacy supervision	59 21.87%	66 24.44%	90 33.33%	55 20.37%	270 100%	
9.	Supervisors and instructors are satisfied with the quality of facilities provided	58 21.48%	75 27.78%	87 32.22%	50 18.52%	270 100%	
10	Materials provided for adult basic literacy delivery are judiciously distributed	52 19.26%	76 28.15%	99 36.67%	43 15.93%	270 100%	
11.	Facilities were provided free to adult basic literacy learners	50 18.52%	79 29.26%	90 33.33%	51 18.89%	270 100%	
		274	373	458	245	1350	

Source: Field work (2012)

The table above shows that, all the items analyzed under these subheadings using chi-square revealed that, the calculated chi-square value was 5.0709 at a degree at freedom of 12 and a significant level 0.05 with a critical value of 21.03. The calculate chi-square value is greater than or equal to tabulated chi-square value. Hence the distribution is significant. By implication it can be deduced that the finding on the adequacy in the provision of instructional facilities for Adult Basic literacy supervision is not effective. According to Tumba (2003) [19], for any school to function effectively and efficiently, there must be good supply of facilities i.e student reading and writing materials and laboratory equipment, he further concluded that, government is responsible for providing facilities and support the schools with enough funds

to enable the institutions accomplish their task. Similarly Modu (2005) [14] concluded that, students perceive the inadequacy of facilities is one of the paramount factors responsible for students’ low academic achievement. According to him, the perceived this as a major factor which will directly or indirectly affect their academic success in school.

Accordingly Kwari (2006) [12] in a study titled Assessment of the Quantity and Quality of human and material resources for promotion of Adult Literacy Education in Borno State indicates that the state of facilities is generally assessed by the respondent to be inadequate and mostly in bad condition. When the volumes of primers and textbooks were compared to the number of learners, it was greatly inadequate. Going by

the observations made, available records indicated erratic supply of textbooks and primers to the agency. This assertion was further strengthened by (Aitchison & Alidou 2009)<sup>[2]</sup> the facilities in literacy provision are generally inadequate and, as there is little distance provision, there is very little course material available. Thus, the present study corroborates the works of Tumba (2003)<sup>[19]</sup>, Modu (2005)<sup>[14]</sup>, Kwari (2006)<sup>[12]</sup> and Aichison & Alidou (2009)<sup>[2]</sup>. This is because the provision of adequate facilities to adult basic literacy programme is one of the supervision benchmarks as enumerated earlier, where adequate facilities is not provided the supervision practice could not be effectively carried out. Therefore, the research finding might be considered. On the whole, inadequate provisions of facilities have affected the achievement of adult basic literacy objectives in the state.

## 5.2 Summary of Main Findings

The following are the major findings which recorded that;

- (i) The funding of adult basic literacy supervision is inadequate
- (ii) It also reveals that the provision of facilities, supervision of basic literacy programme is inadequate.

## 5.3 Discussion

Going by the statistics an attempt was made to determine the extent at which funding of adult basic literacy supervision is carried out. It can be viewed that in responding to the questionnaire items, the respondent largely disagreed with every item. This is evidenced due to the fact that the respondent who disagreed had the highest percentage rate with chi-square value to determine extent at disagreement of each item. Therefore the researchers conclude that the funding of adult basic literacy supervision was inadequate. This agreed with Obi (2006)<sup>[17]</sup> who stated that experience shows that in most developing countries, Nigeria inclusive, committed less than one percent of the national budget is expended on adult literacy projects which are for the masses, paradoxically such countries expend heavily on security gadgets and formal education sector. A review of the patterns of funding adult basic literacy programme in the developed industrialized countries where governments recognize the need for basic literacy skills for their citizens shows that such government make a meaningful financial contribution to basic literacy projects. There is no doubt that an adequate non-formal education programmes receive adequate financial support (Ahmad, 2002)<sup>[3]</sup>. Going by the above statements Kadiri (1992)<sup>[9]</sup> and Kalli (2006)<sup>[11]</sup> equally corroborates with the authors and disclose that funding of supervision is central in the implementation of basic literacy programme in Borno State.

The researchers view is consistent with the earlier researchers, that inadequate funding of the supervision practice of adult basic literacy programme in Borno state has contributed largely to the non-achievement of the basic literacy objectives in the state which is revealed in the finding. It is also believed today that, inadequate supervision facilities that has partly brought about falling standard in basic literacy delivery in Borno state, where right quality and quantity of such facilities are not provided for supervisors and instructors, the learners are at the receiving end and consequently the society (Kalli, 2006)<sup>[11]</sup>.

Moreover, Nwaogu (1980)<sup>[16]</sup>, is of the opinion that a

supervisor is generally expected to be familiar with variety of instructional materials/facilities and methods. This will help him to know and understand how to advice the instructors. He further stressed that, supervisors should be familiar with the usual items such as primers, workbook which can be utilized by the instructors for teaching and learning to be effective and equally ensures its adequate provision by authority concern. However, adult basic literacy services in Borno state, have problem of lack of instructional materials since 1980 when the National Mass Literacy Campaign was launched there is no adequate and regular provisions of facilities and materials for literacy centers across the state. In some cases the centers exist only in names and most facilities and materials are not conducive for adult literacy education (Larduma, 2005)<sup>[13]</sup>. He emphasized that at the moment what is in use are mostly primary school materials. These texts are not appropriate since they were not prepared with adults in mind".

Similarly UNESCO (2001)<sup>[21]</sup> maintain that, text and illustration materials used in literacy centres usually reflects the lifestyle and attitudes of the authors rather than those intended audience. Also the diagram, pictures and illustrations do not represent the reality of learners' environment. Consequently, such learners, who are taught using these materials, fail to acquire and retain the literacy skills. The above preceding statements agrees with the research findings which indicates that items that seek to disclose whether facilities for the supervision were adequate, disagree with all the statement in the questionnaire which recorded the highest disagreed level. This therefore grossly affects the standard and performance of adult basic literacy programme in Borno State.

## 6. Conclusion

For adult basic literacy programme to succeed regular supervisory services is critical, this is to ensure that the programme objective are fully implemented, and all weakness that may crept into the programme base on developed standard could be checked and detected to prevent failure.

## 7. Recommendation

In line with the findings of the research, the following recommendations were made:

- (i) The government should provide adequate and sufficient funds for the supervision of Adult Basic Literacy programme.
- (ii) Provide adequate facilities that met up with adult basic literacy standard in both quality and quantity to enhance teaching and learning activities in the literacy centres.

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