

**APPRAISING THE LEVEL OF RESOURCES PROVISION AND MOBILISATION
FOR LANGUAGE CURRICULUM IMPLEMENTATION IN
LITERACY PROGRAMME, SOUTHWEST, NIGERIA.**

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Abstract

Nigeria has not achieved acceptable literacy level, thus, necessitated, the implementation of literacy programme for acquisition of the basic language skills of reading, writing, listening and speaking which are the global targets of literacy programmes. Descriptive survey research design was adopted for the study. The population of the study comprised, facilitators of literacy programme in South West, Nigeria. The sample size of the study was One hundred and eighty (180) respondents, selected through a simple random sampling technique. Fifteen (15) respondents were selected from two centers with high numerical strength of facilitators and clientele from the six states in Southwest, Nigeria. (Ogun, Ondo, Osun, Oyo, Ekiti and Lagos). Self-developed research instruments by the researchers, titled, "Rating scale on Appraising the level of Resources Provision and Mobilisation on Language Curriculum Implementation of Literacy Programme in Southwest, Nigeria." It was fashioned on four Likert rating scale; Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The research instrument was validated by an expert in test and measurement, while its reliability was determined, through test-retest method at an interval of two weeks. 0.64 coefficient reliability was obtained. The findings of the study revealed that there were adequate provision and mobilisation of resources (human and non-human) for the teaching and learning of language skills. Based on the conclusions, recommendations were made that more resources should be provided and mobilised for the teaching of language skills. Also, human resources (personnel) employed to teach language skills should be professionals, and so on.

Keywords: Resources, Provision, Mobilization, Curriculum, Literacy programme.

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Background to the Study

Literacy is fundamental to the development of any nation as it becomes the pillar of developmental strides in all areas. Thus, the inability of nations to curb illiteracy will lead to developmental stagnation, social ills, and poor governance (Mangwat and Meshak, 2022). Nigeria as a nation has put in several mechanisms through policy implementation at

combating illiteracy and ensuring that literacy programmes achieve their purpose. It has been argued that a nation may not rise over and above the quality of its education because the greatest asset of a nation is its manpower who possess the wherewithal for productive enterprise (Ajibade, 2000). The literacy level of a country affects all facets of life in the country because illiterates will find it difficult to even understand the policy direction of the government and will be faced with personal encumbrances that will make it difficult for them to contribute meaningfully to national development. The illiterates lack the capacity to read, write and carry out a simple arithmetic

computation for daily survival (Aderinoye, 1997).

Nations that take development seriously will take the issue of literacy seriously. Thus, literacy does not happen by accident, it is a deliberate effort on the part of government that enhances literacy development. Nigeria is one of the countries that has a large percentage of its population to be illiterates despite efforts of government at reducing illiteracy to the lowest level. From the avalanche of extant sectorial reports, statistics and findings of researchers, literacy level in Nigeria is still very appalling and discouraging. UNESCO survey in 2015 revealed that 65 million

Nigerians are illiterates while Varrella (2021) reported that 62% of adult Nigerians are literates. The figure given above was in addition to over 20 million children who are out of school (UNESCO, 2022). Erinsakin (2012), observes that majority of women in the country lack literacy education, which is attributed to several factors, most importantly, particularly in Africa and by extension, Nigeria. The preference for a male child’s education is at the detriment of female child’s education.

In Nigeria, illiteracy is a common issue affecting all regions of the country, although with slight differences.

Fig 1: Literacy rate in Nigeria in 2018 by Zone and Gender

REGION	MALE	FEMALE
North Central	72.9%	49.6%
North East	50.5 %	31.8%
North West	59%	29%
South East	86.7%	79.3%
South South	88.5%	79%
South West	89%	80.6%

Source: Sasu (2022)

The table above presents the literacy rates based on zones or regions in Nigeria, showing the disparity in literacy level in Nigeria. In the southern zones, the literacy level is better or higher than the Northern regions. This is attributed to the activities of the Christian missionaries who started literacy programmes in the region for the purpose of evangelism. The Northern region has also stepped-up campaign aimed at eradication illiteracy, but the efforts have not produced significant result because of unavailability of personnel and financial resources to successfully drive the efforts. Education For All (EFA) is a global campaign aimed at making every person, child, youth, and

adult benefit from educational opportunities designed to meet the basic learning needs.

These needs comprise both essential learning skills like literacy oral expression, numeracy and problem solving and the basic learning contents, such as knowledge, skills, values, and attitudes required by human beings to be able to survive, develop their full capacities, live and work in dignity, improve the quality of their lives, make informed decisions and continue learning. Today, many Nigerians do not have literacy skills, and this is worrisome as it stands as an impediment to socialization and developmental strides.

The myriads of socio-economic problems, experiencing in the nation in the last few decades, can be partially attributed to lack of literacy skills. Poverty, unemployment, destitution, prostitution, thuggery and host of others are to some extents indirect manifestation of the literacy level of most Nigerians. Illiteracy is a bane to human resources development. An illiterate will find it easy to take irrational decisions. An illiterate will not be able to exploit available opportunities in his or her environment for self-development and wealth creation and generation. In the last few decades, national efforts have been geared towards having a literate nation in Nigeria, culmination into several programmes, policies, and sectorial efforts to achieve a literate nation. One of such is the implementation of literacy education programmes.

Literacy education has a long history in Nigeria. Sarumi (2001), states that two religious' groups, Islam and Christianity, started literacy programme in Nigeria. Literacy was introduced for Nigerians for the purpose of propagating religious beliefs and doctrines. Literacy, in global parlance, is a right and this has been well amplified in several international conferences, where declarations on eradication of illiteracy were made. The Persepolis Declaration of 1975, the Vienna Declaration of 1993, the Hamburg Declaration of 1997 all attested to the attention given globally to literacy programmes. Internationally, literacy is seen as a potent weapon and social instrument useful in the pursuit of rights for social and national development. However, despite frantic efforts at promoting literacy, the number of people that are unable to read and write continue to increase. Nigeria has not yet attained or transform to a full

literate nation because of several factors that militating against it.

Observable, from the few available research, most of the studies or research were self- reported without much empirical studies on level of resources provision and mobilisation for language curriculum implementation in literacy education programme in Southwest, Nigeria. This observed gap, thus, motivated the researchers to carry out the study.

Statement of the Problem

Since Nigeria has been categorised as one of the nations with high level of illiteracy, the implementation of literacy education programme is one of the pro-active strategies to combat illiteracy. Also, the United Nations has classified literacy as a human right which all countries must give to their citizens irrespective of gender, race or economic status. Achieving this in Nigeria remains a myriad. It is against this background that this study was carried out to appraise the level of resources provision and mobilization in the implementation of the literacy programme in Southwest, Nigeria.

Research Questions

Two research questions were raised to guide the conduct of the study.

1. Are there enough and quality facilitators for the teachings of language skills in literacy Programmes in Southwest, Nigeria?
2. Are the literacy Programme centers well equipped with materials and facilities for the teaching of languages skills in Southwest, Nigeria?

Purpose of the Study

The broad purpose of the study was an appraisal of the level of resources provision and mobilization in language curriculum implementation of literacy programme in South West, Nigeria. The specific purposes were to:

1. Ascertain quality of facilitators for teaching of language skills in literacy Programmes in Southwest, Nigeria; and
2. Determine whether, literacy programme centers were well equipped with materials and facilities to teach language skills in Southwest, Nigeria.

Significance of the Study

The findings of the study are significant to stakeholders in literacy programme because it will reveal the quality and availability of human and non-human resources available for the teaching of language skills in literacy centers in Southwest, Nigeria. The findings of the study will also establish whether there is positive relationship among availability of resources, mobilisation of resources and effective teaching of language contents in literacy programme centers in Nigeria.

Literature Review

What are Resources?

Resources have arrays of explanations and definitions, since it can be used in different contexts and fields of study. Brown (2022), defines resources as materials, money, energy, assets, services, staff knowledge or other assets that are transformed to produce benefits and in the process made be consumed or made unavailable. Further, Brown (2022), states that resource is any means of support or anything a man or a country uses to take care or support himself/herself. Resources refers to all the materials available in our

environment which, are technologically accessible, economically feasible and culturally sustainable and help us to satisfy our need and want.

In the context of meaning in education, Oyekan (2004), explains it to mean educational resources in a learning environment to help and assist with people's development and learning. They are designed to assist both the learners and teachers in the learning situation. Effective educational resources make positive connections with learners' knowledge, experience, and identity. Educational resources in education can be categorized into two namely; human and non-human resources. Akingunsoye and Erinsakin (2017), state that human resources within the educational sector covers personnel, while non-human resources are facilities and materials. These, include classrooms, laboratories, library, vehicles, instructional materials (print and electronics). Educational resources in teaching are crucial to success of students' achievement. Teaching and learning resources are components of lesson plan which depend on selection of teaching materials. They support students' learning and increase student success in their academic. Facilitators, tutors, teachers and other personnel are teaching resources, and they are different from teaching materials, such as: chalkboards, classrooms, computer set, radio, television plane board, flashcard, and so on. Oyekan, (2004), states that educational resources increase learners' motivation, promotes critical and creative thinking, and so on.

Importance of Resources in the Teaching and Learning of Language Skills

Language is central to learning and without it, one cannot make sense or

communicate and understand a subject. Acquisition of language skill is the heart of effective learning (Borkala, 2022). According to Borkala (2022), "language connects humans. It is a means of conveying and understanding emotions". Without language, communication cannot take place. Therefore, a great importance is attached to teaching language to students to ensure the survival of a society. The basic four language skills are writing, reading, listening, and speaking (Aderinoye, 1997). The four basic language skills are important. Good language skill to some extent, implies good communication skill (Borkala, 2022).

However, effective teaching of language skills require using resources adequately both human and non-human. Teacher is the guide and observer in a language teaching classroom. Teacher guides and directs teaching and learning process. A teacher ensures the task and activities are well carried out at the language classroom. Teacher ensures that students learn the basic skills of the language: writing, reading, listening, and speaking. They are also responsible for developing a lesson plan that will teach the students the skills they need. Teachers play a significant role in engrossing the students' attention. Teachers are also playing diverse roles such as facilitators, manager, director, evaluator, assessor, and guide (Archaua and Kurubakonaun, 2016).

Effectiveness of teaching and learning of a language skill is a function of many factors, which include: materials and facilities availability. Materials like instructional aids makes lesson, learning easy and enable teachers to easily express concepts. Oyekan (2004), states that materials availability add important

structure to lesson planning and the delivery of instruction.

In conclusion, resources availability are the tools, through which objectives of teaching language skills can be realized. Therefore, its provision and mobilization are necessary for the teaching and learning in language skills setting.

Methodology

Descriptive survey research design was adopted for the study. The population of the study comprised, facilitators at literacy programme centers in South West Nigeria. The sample size of the study was one hundred and eighty (180). Thirty (30) facilitators from two centers that had large numbers for clientele for literacy programme in southwestern states in Nigeria (Osun, Ogun, Oyo, Ekiti and Lagos) from each center A simple sampling technique was used to select the respondents using ballot paper.

A self-developed research instrument, titled: 'Rating Scale Questionnaire on Appraising Level of Resources Provision and Mobilization on Language Curriculum Implementation of Literacy Programme in Southwest, Nigeria'. It was fashioned on four Likert rating scale of Strongly Agreed (SA); Agreed(A); Disagreed(D); and Strongly Agreed (SD).

The research instrument was validated by an expert in Test and Measurement, while its reliability was determined through test, re-test method at two week's interval. 0.64 coefficient reliability was obtained. Data generated was analyzed using Descriptive statistics (frequency counts, simple percentages and mean).

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Question One: Are there enough and quality facilitators for the teaching of language skills in literacy Programmes in Southwest, Nigeria?

Table 1: Showing frequency counts, simple percentages and mean on are there enough and quality facilitator for the teaching of language skills in literacy programs in South-West, Nigeria.

S/N	ITEMS	SD	D	A	SA	MEAN	DECISION
1	Facilitators teaching language skills are professionals	11 6.11	21 11.66	25 13.88	123 68.33	3.44	Accepted
2	Language skills are not taught by unprofessional facilitators	133 73.88	22 12.22	15 8.33	10 5.55	1.45	Rejected
3	There are enough facilitators to teaching language skill at the center	10 5.55	12 6.66	26 14.44	132 73.33	3.55	Accepted
4	Ravity of facilitators are affecting teaching of language skills at the center	139 77.22	30 16.66	6 3.33	5 2.77	1.31	Rejected
5	Facilitators teaching language skills do not have the required educational certificates	134 74.44	27 15	8 4.44	11 6.11	1.42	Rejected
	TOTAL	428 39.62	123 11.38	101 9.35	428 39.62	2.5	Accepted

Table 1 presents the findings on research question one on item (1); 123 (68.33); 25 (13.88); 21 (11.66) and 11 (6.11) responses were obtained for strongly agreed, agreed, disagreed, and strongly disagreed. On item 2 the following responses were obtained 10 (5.55); 15 (8.33); 22 (12.22) and 133 (73.88) for strongly agreed, agreed, disagreed and strongly disagreed. On item (3), responses obtained indicate 132 (73.33); 26 (14.44); 12 (6.66) and 10 (5.55) for strongly agreed, agreed, disagreed and strongly disagreed.

For item (4), responses obtained were; 5 (2.77); 6 (3.33); 30 (16.66) and 139 (77.22) for strongly agreed, agreed, disagreed and strongly disagreed. On item (5), the following responses were obtained;

147 (81.66); 21 (11.66); 11 (6.11) and 1 (0.55) for strongly agreed, agreed, disagreed and strongly disagreed. Finally, findings obtained reveal 11 (6.11); 8 (4.44); 27 (5) and 134 (74.44) for strongly agreed, agreed, disagreed and strongly disagreed respectively.

Generally, speaking the average rating scale of four ($\bar{x}=2.5$) is not greater nor lesser than the mean of rating scale of four. This implies that there are enough and quality facilitators for the teaching of language skills at literacy programme centers in Southwest, Nigeria.

Research Questions Two: Are literacy centers well equipped with materials and facilities for the teaching of language skills Southwest, Nigeria?

Table 2: Showing frequency counts, simple percentages and mean on are literacy centers well equipped with materials and facilities for the teaching of language skills in South West, Nigeria.

S/N	ITEMS	SD	D	A	SA	MEAN	DECISION
7	There is language laboratory at the center	132 73.33	26 14.44	14 7.77	8 4.44	1.43	Rejected
8	The center has no language laboratory	6 3.33	8 4.44	22 12.22	144 80	3.68	Accepted
9	There are enough classrooms for the teaching of language skills	125 69.44	36 20	1 0.55	18 10	1.51	Rejected
10	The classrooms at the center are not enough for the teaching of language skills	8 4.44	3 1.66	21 11.66	148 82.22	3.71	Accepted
11	There are adequate electronics instructional gadgets for the teaching of language skills	152 84.44	16 8.88	9 5	3 1.66	1.23	Rejected
12	There is no single electronics instructional gadgets for the teaching of language skills	8 4.44	15 8.33	24 13.33	133 73.88	3.56	Accepted
	TOTAL	431 39.90	104 9.62	91 8.42	454 42.03	2.52	Accepted

The findings on research questions two show for item (7) the following responses: 8 (4.44); 14 (7.77); 26 (14.44) and 132 (73.33) for strongly agreed, agreed, disagreed, and strongly disagreed. On item (8) responses obtained reveal 144 (80); 22 (12.22); 8 (4.44) and 6 (3.33) for strongly agreed, agreed, disagreed and strongly disagreed. On item (9), the following responses were obtained; 18 (10); 1 (0.55); 36 (20); 125 (69.44) for strongly agreed, agreed, disagreed and strongly disagreed.

On items (10), responses obtained indicate; 148 (82.22); 21 (11.66); 3 (1.66) and 8 (4.44) for strongly agreed, agreed, disagreed and strongly disagreed. On item (11), the following responses were gotten; 3 (1.66); 9 (5); 6 (8.88) and 152 (84.44) for strongly agreed, agreed, disagreed and strongly disagreed.

Finally, on item (12), responses obtained show 133 (73.88); 24 (13.33); 15 (8.33) and 8 (4.44) for strongly agreed, agreed, disagreed and strongly disagreed. Generally speaking the average of rating scale of four ($x=2.5$) is greater than the mean of average rating scale of four ($x=2.5$). This implies that there is adequate supply of materials and facilities for the teaching of language skills in literacy center in Southwest, Nigeria.

Discussion of Results

The findings on research questions show that human resources were enough for teaching of language skills in literacy programme in south-west, Nigeria. The findings are in consonance with the view of Oyekan (2004), that human resources in both quantity and quality determine the level of student achievement in their academic. Also, that human resources are

crucial to the success of students' achievements. This implies that effective teaching of language skills whether in the formal and non-formal education system demands adequate mobilization and provision of human resources both in quality and quantity.

Also, the results on research questions two indicate that non-human resources, such as both print and electronic gadgets, are very necessary for teaching of language skills. Erinsakin (2016), contends that in the teaching and learning of language skills, instructional materials like; laboratory, word chats, radio, television necessary instructional materials must be on ground to facilitate effective teaching and learning process. Thus, lends credence to the adequacy of non-human resources in the teaching of language skills (writings, reading, speaking, and listening) in literacy programme centers in Southwest, Nigeria.

Conclusion

Based on the findings of the study, there are adequate provision and mobilization of resources (human and non-human) at literacy programme centers of Southwest, Nigeria.

Recommendations

The following recommendations were therefore made, based on the conclusions of the study:

1. The providers of literacy programme in South West, Nigeria should ensure that there is a continual provision and mobilization of resources (human and non-human) to enhance effective teaching and learning of languages skills.
2. Human resources provided at the literacy programme center in Southwest, Nigeria should be

experts and professionally certificated to teach language skills and allied language contents.

3. There should be training and retraining of personnel on the use of teaching materials and maintenance of facilities at literacy programme centers in Southwest, Nigeria.
4. Much emphasis should be stressed on the importance of teaching clientele language skills and so on.

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