

The Availability of Physical and Human Resources on the Implementation of Adult Education Programmes in Cross River State, Nigeria

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ABSTRACT: *This study investigated the availability of physical and human resources on the implementation of adult education programmes in Cross River State, Nigeria. Two research questions were formulated. Descriptive survey research design was adopted for the study. A sample of 600 respondents were selected from eighteen local government areas using stratified and simple random sampling techniques. The instrument used for data collection was 20 items, modified rating scale questionnaire titled “Availability of Physical and Human Resources and Implementation of Adult Education programmes Rating Scale (APHRIAEPRS)” was used for data collection. The instrument was dully validated by experts and its reliability estimate was established at .84 using Chronbach Alpha reliability method. Data collected were analysed using simple percentages. The findings from the results revealed that availability of physical resources on the implementation of adult education programmes was inadequate while availability of human resources for the implementation of adult education programmes was 50% average in the study area. Based on the findings, it was recommended among others that there should be adequate provision of physical resources to boost the implementation of adult education programmes*

KEYWORDS: availability, physical resources, human resources, implementation, adult education, programmes.

INTRODUCTION

Education remains the key to human development. It is seen as the driving force for meaningful developments in every human society. The goal of any educational system is to provide or develop a balanced individual capable of surviving in his environment and contributing meaningfully towards the survival of that society to which he belongs. Adult education is one of the principal professions that can take adequate care of socio-economic, cultural, political and environmental problems of the adult (Onyenemezu, 2012). Adult education, as an internal aspect of education is a learning process whether formal, informal and non-formal which the adult person engages in for

better information, self and national development (Onyenemezu, 2012). Adult education emphasizes all form of functional education programmes for youths and adults outside the formal school system. Such educational programmes include basic literacy programmes, post literacy programme, continuing education programme and vocational education programme (FRN, 2008).

Education is an instrument for nation-building and national development. According to Federal Republic of Nigeria (2014), Education is an instrument ‘par excellence’ which equips an individual with the right skills knowledge, abilities, competence, attitudes, behaviour and values in order to function effectively in the society. Education is equally a means to an end, which assists citizens of a nation to develop their full potentials and capacity to function effectively in their society as well as attain sustainable livelihoods.

Owing to the roles and importance of education in the human society, nations, including Nigeria, various forms of education have been adopted to serve as a means of capacity building through the Human Development Index. (HDI). The various forms of education include formal learning, informal learning and non-formal learning (Olaye & Onajite, 2015). Formal learning refers to learning through a programme of instruction in an educational institution, adult training centres or in the workplace, which is generally recognized for a qualification or a certificate. According to Bakare (2011), formal learning is organized, guided by a formal curriculum, which leads to a formally recognized qualification or a certificate. Informal learning refers to learning resulting from daily work related, family or leisure activities. Bryson (2013) defined informal learning as undertaken on one’s own, either individually or collectively without either external imposed criteria or the presence of an institutionally authorized instructor. On the other hand, non-formal learning refers to learning through a programme which is not usually evaluated and does not lead to certification. Non-formal learning is organized and may or may not be guided by a formal curriculum (Richardo, 2014).

Adult Education is an example of non-formal education. Non-formal education refers to education that occurs outside the formal school system. It is a learning that has been acquired in addition or alternatively to formal learning. Non-formal education is highly enriching and builds an individual skills and capacities, To achieve a nation’s national goal(s), build a world of true democracy, attain high level of living for citizen of a country and develop all citizenry in various capacities, non-formal education need to be given special attention. Obidiegwu and Obiozor (2013) see adult education as all organized and purposeful educational activities designed for adults for their personal fulfillment in or out of school which enable them to adapt to global requirements. Adult Education is imperative because formal education which is embedded within the principles of formal school system cannot achieve these alone (Olaye & Onajite, 2015).

Adult Education includes any organized systematic educational activities carried on outside the framework of the formal school system to provide selected type of learning to particular subgroup in the population, adults as well as children. According to Ezele & Ebeye (2014), Adult Education

encompasses all education and training activities undertaken by adults for professional or personal reasons. It includes general, vocational and enterprises based training within a lifelong perspective. Hussain (2016) stated that adult education is a transmission of process of general, technical or vocational knowledge as well as skills, values and attitudes, which takes place out of the formal education system. Adult Education is a developmental education which embraces all forms of educational experiences needed by men and women according to their varying interests and needs. According to Ukwuaba (2015), Adult Education has limitless scope, it covers almost, all Educational and Developmental Activities for the improvement of man and his environment. In line with the above, Ncheta (2017) stated that the term Adult Education denotes the entire body of organized educational processes whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship.

Adult Education in Nigeria remains one of the most important foundations on which development can be built. There is need for efficient implementation of adult education programmes for rapid expansion in adult learning and national development. Efficient implementation of Adult Education programmes in Nigeria, especially in Cross River State, Nigeria will enhance the realization of national objectives as provided in the functional literacy for adults who have never had advantage of any formal education and to the people who prematurely dropped out of school. Other objectives include, provision of further education, in-service on-the-job, vocational and professional training. Moreso, another objective of adult education programme is to give the adult citizens of a country necessary aesthetic, cultural and civic education for public enlightenment. There are so many adult education programmes meant to upgrade Nigerians into higher academic, cultural, social, economic and moral levels.

These programmes, according to Ukwuaba (2015), include mass literacy programmes, functional literacy, extramural programmes, correspondence courses, Open University, distance education, lifelong education, remedial education, women education, preretirement education, internship programme, vocational Extension services and so on. These programmes seem to cover at mast all the areas of human endeavour. Effective implementation of these Adult Education programmes in Cross River State, Nigeria is dependent on the availability of resources.

Resources are economic or productive factors required accomplishing an activity. Resources, according to Hussain (2016), are actions or strategies which may be adopted in adverse circumstances. Ncheta (2017) stated that resources are inputs that are used in the process of creating new goods. Ncheta further stated that resources for effective implementation of Adult Education programmes are categorized into human resources, information and communication technology resources, material resources and financial resources.

Physical resources are equipment, materials, supplies, facilities, and infrastructure that are utilized by your project, or become a part example of physical resources such as raw material, buildings,

vehicles, transportation, storage facility, machines and factory. These resources are important in adult education programmes in the knowledge, intensive and creative sectors. Physical resources are resources that are available to business organisations in form of buildings, and other machineries needed for day to day operation. In educational system, physical resources would include classrooms/lecture rooms, staff offices, vehicles, health centers, library, laboratory. Human resources refer generally to people that staff and operate an organization as contrasted with the financial and material resources of a organization. According to Mba (2015), human resources are the organizational functions that deal with the people basically in form of compensation, hiring, performance, management and training. Human resources deal with knowledge, skills and motivation of people within an occupational setting. In the context of this study, human resources refers to Adult facilitators and other facilitators who are agents of adult education programmes implementation.

The Adult facilitator is generally anyone who is involved in the business of helping adult learners. It can also be referred to as people who are also involved in planning and operating many programmes with Adult Educational content. According to Hussain (2016), Adult facilitators are those who plan, initiate, administer and evaluate Adult Education programmes, among others. Others who fall into the category are Community leaders, Teachers, Lecturers, Training Officers, among others. Adult facilitators work directly with adult learners.

Adult facilitator is expected to have certain attributes. Many of the Adult facilitators' good qualities are developed over time like preparedness, patience, concern and hard work. The effective Adult facilitator is expected to have a set of 'core qualities' that are easily recognized in good teachers, along with a set of specific skills like knowledge, good interpersonal relations, interest and other skills that can be learnt over time (Olaye & Onajite, 2015). This multitasking ability is even more necessary in consideration of the adult learners' peculiar situation of often conflicting roles and responsibilities, fear of failure, ambivalence, and deteriorating senses, among others. Adult facilitators must work at having the patience to explain things, stay in control while dealing with adult learners.

Adult learner is considered mature in status and experience, that is in a formal or informal learning process. According to Ugwoegbu (2014) stated that adult learner is a person who is in a learning process interested in lifelong learning including personal, social and skill development. Adult learners are the participants in adult learning opportunities. They form a heterogeneous group of individuals with different educational biographies and diversified educational needs. Adult learners are matured and understanding (Kuhne, 2019). When they are engaged in learning, they need to augment their understanding in terms of number of activities and tasks. These include, completion of class assignments, homework assignments, projects, preparation for tests and competitions and so forth.

The role of the Adult facilitator is generally seen as simply successfully operating educational activities for matured individuals, measuring success by the attendance and enthusiasm level, as seen often in community as well as literacy programmes. The primary assignment of the Adult facilitator should be to help the learners satisfy their needs and achieve their goals. Adult facilitator makes his work easier by working towards making the adult a self-directed learner so that the learner can continue to learn on his own throughout his life (Ncheta, 2017).

The need for effective implementation of adult education programmes in Cross River State, Nigeria cannot be over emphasized if the relevant resources are available. Regrettably, there seem to be poor implementation of adult education programmes in the study area. The poor implementation of adult education programmes will lead to under development and low progress in the study area and also lead to non-acquisition of the necessary knowledge needed by the citizens for their work.

Adult education programmes are designed for the youths and adults of the country. Adult Education programmes aim at improving the situation of people by increasing their skills, knowledge and awareness. One of the major problems facing adult education programmes today is lack of proper implementation of the various programmes in Cross River State. The situation seemed to have led to high illiteracy rate in the study area and the society at large.

The poor implementation of adult education programmes may not be unconnected to the extent of availability of relevant human and physical resources. The inadequate material resources for the programmes seem to have led to non-acquisition of the necessary knowledge needed by the learners for their work thereby depriving them the opportunity to develop themselves. In spite of the effort made by governments and various non-governmental organizations for the implementation of adult education programmes in the study area, the situations still remain the same. These situations cause the researchers to ponder and decided to carry out the research to evaluate the availability of human and physical resources on the implementation of adult education programmes in Cross River State, Nigeria with the view to determine the level of implementation.

Purpose of the study

The purpose of the study was the availability of physical and human resources on the implementation of adult education programmes in Cross River State, Nigeria. Specifically, the study sought to:

1. Find out the level of availability of physical resources on the implementation of adult education programmes
2. Determine the level of availability of human resources on the implementation of adult education programmes.

Research questions

The following research questions were answered:

1. What is the level of availability of physical resources on the implementation of adult education programmes?
2. What is the level of availability of human resources on the implementation of adult education programmes?

METHODOLOGY

The study investigated the availability of physical and human resources on the implementation of adult education programmes in Cross River State, Nigeria. Two specific purposes and two research questions were used in the study. Descriptive survey research design was adopted for the study. This design was chosen because it allowed the researchers to collect data on the phenomena of interest as they are occurring in the population. The population of the study was 6,000 participants (instructors) at the various area offices across the state. Stratified random sampling techniques was applied into three strata. In each stratum, the simple random sampling technique was adopted in selecting 10% of the population. Consequently, a total of 600 respondents were randomly selected as the study's sample.

The instrument used for data collection was a questionnaire that was designed by the researchers and tagged; Availability of physical and human resources and implementation of Adult Education programmes Rating Scale (APHRIAEPRS). The instrument had two parts, A and B. Part A contained respondents' demographic information such as sex, age, and educational status; while part B had 20 items in the form of modified rating scale of "Yes" and "No". It was designed to elicit information from the subject to indicate their level of agreement or disagreement with the items. The instrument was dully validated by two experts in Adult and Continuing Education department and one expert in Measurement and Evaluation department. A trial test was conducted outside the study area and yielded a reliability coefficient of .84 using Cronbach Alpha reliability method. The copies of the questionnaire were administered personally by the researchers with three research assistants briefed on using simple percentages.

RESULTS

Research question I

Research question one examined what is the level of availability of physical resources on the implementation of adult education programmes. The major variable for the research question was availability of physical resources measured using item 1-7 in section "B"

Table I: Summary of simple percentage for the availability of physical resources on the implementation of adult education programmes in Cross River State, Nigeria.

S/N	Item statement	Yes (%)	No (%)	Total (%)	Observed mean	Expected mean	Observation
1	Demonstration buildings	230 (38.3)	370 (61.7)	600 (100.0)	1.38	1.50	Not available
2	Typing rooms	432 (72.0)	168 (28.0)	600 (100.0)	1.72	1.50	Available
3	Plant house	168 (28.0)	432 (72.0)	600 (100.0)	1.28	1.50	Not available
4	Library house	532 (88.7)	68 (11.3)	600 (100.0)	1.89	1.50	Available
5	Model office buildings	176 (29.4)	424 (70.6)	600 (100.0)	1.99	1.50	Not available
6	Laboratory house	275 (45.8)	325 (54.2)	600 (100.0)	1.48	1.50	Not available
7	Vocational centres buildings	289 (48.2)	311 (51.8)	600 (100.0)	1.48	1.50	Not available

Research question one

What is the level of availability of physical resources on the implementation of adult education programmes? The proportionate and percentile analysis as presented in Table I above is for availability of physical resources on the implementation of adult education programmes. From the table, the following proportion of respondents that said “Yes” for the respective indicators were item one, 230(38.3%), item two, 431(72.0%), item three, 168(28.0%), item four, 532(88.7%), item five 176(29.4%), item six, 275(45.8%) and item seven, 289(48.2%). While the proportion of respondents that said “NO” for the respective indicators were item one, 370(61.7%), item two, 168(28.0%), item three, 432(72.0%), item four 68(11.3%), item five, 424(70.6%), item six, 325(54.2%) and item seven, 311(51.8%). The table I presented above display for the level of availability of physical resources for the implementation on adult education programmes in Cross River State, Nigeria. It reveals that percentages that fall below 50% show low availability of physical resources. But on the whole there was no significant improvement on the level of availability of physical resources on the implementation of adult education programmes is inadequate.

Research question two

Research question one examined what is the level of availability of human resources on the implementation of adult education programmes? The major variable for the research question was availability of human resources measured using item 8-20 in section “B”.

Table 2: Summary of simple percentages for the availability of human resources on the implementation of adult education programmes in Cross River State, Nigeria.

S/N	Item statement	Yes (%)	No (%)	Total (%)	Observed mean	Expected mean	Observation
8	Facilitators	432 (72.0)	168 (28.0)	600 (100.0)	1.72	1.50	Available
9	Supervisors	504 (84.0)	96 (16.0)	600 (100.0)	1.84	1.50	Available
10	Change agents	456 (76.0)	144 (24.0)	600 (100.0)	1.76	1.50	Available
11	Trainers	324 (54.0)	276 (46.0)	600 (100.0)	1.54	1.50	Available
12	Leaners	529 (88.2)	71 (11.8)	600 (100.0)	1.88	1.50	Available
13	Librarian	540 (90.0)	60 (10.0)	600 (100.0)	1.90	1.50	Available
14	Computer operator	278 (46.3)	322 (53.7)	600 (100.0)	1.46	1.50	Not available
15	Laboratory operator	444 (74.0)	156 (26.0)	600 (100.0)	1.74	1.50	Available
16	Plant operator	516 (86.0)	84 (14.0)	600 (100.0)	1.86	1.50	Available
17	Administrative officer	432 (72.0)	168 (28.0)	600 (100.0)	1.72	1.50	Available
18	Typist	192 (32.0)	408 (68.0)	600 (100.0)	1.50	1.50	Not available
19	Cleaner	313 (52.2)	287 (47.8)	600 (100.0)	1.52	1.50	Available
20	Messenger	330 (55.0)	270 (45.0)	600 (100.0)	1.55	1.50	Available

Research question I

What is the level of availability of human resources on the implementation of adult education programmes? The proportionate and percentile analysis as presented in table 2 above is for availability of human resources on the implementation of adult education programmes. From the table, the following proportion of respondents that said “Yes” for the respective indicators were item eight, 432(72.0), item nine, 504(84.0), item ten, 456(76.0), item eleven, 324(54.0), item twelve, 529(88.2), item thirteen, 540(90.0), item fourteen, 278(46.3) item fifteen, 444(74.0), item sixteen, 516(86.0), item seventeen, 432(72.0), item eighteen, 192(32.0), item nineteen, 313(52.2) and item twenty, 330(55.0). while the proportion of respondents that said “No” for the respective indicators were item eight, 168(28.0), item nine 96(16.0), item ten, 144(24.0), item eleven

276(46.0), item twelve, 71(11.8), item thirteen, 60(10.0), item fourteen, 322(53.7), item fifteen, 156(26.0), item sixteen, 84(14.0), item seventeen, 168(28.0), item eighteen, 408(68.0), item nineteen, 287(47.8) and item twenty, 270(45.0). The table I presented above displays for the level of availability of human resources on the implementation of adult education programmes in Cross River State, Nigeria. It reveals that percentages that fall above 50% shows high level of availability of human resources while percentages that fall below 50% show low availability of human resources. But on the whole there was a significant improvement on the level availability of human resources on the implementation of adult education programmes is adequate.

DISCUSSION OF FINDINGS

The result of research question one showed that the level of availability of physical resources on the implementation of adult education programmes was significantly inadequate in the study area. The finding of this research question one is in line with the view of Ezele & Ebeye (2014), Adult Education encompasses all education and training activities undertaken by adults for professional or personal reasons. It includes general, vocational and enterprises based training within a lifelong perspective. The finding of this research question one is in agreement with Hussain (2016) who stated that adult education is a transmission of process of general, technical or vocational knowledge as well as skills, values and attitudes, which takes place out of the formal education system. Adult Education is a developmental education which embraces all forms of educational experiences needed by men and women according to their varying interests and needs.

The result of research question two showed that the level of availability of human resources on the implementation of adult education programmes was significantly adequate in the study area. The finding of this research question one is in line with the view of Mba (2015) who stated that human resources are the organizational functions that deal with the people basically in form of compensation, hiring, performance, management and training. Human resources deal with knowledge, skills and motivation of people within an occupational setting. In the context of this study, human resources refers to Adult facilitators and other facilitators who are agents of adult education programmes implementation. The finding is also in support of Ugwoegbu (2014) who stated that adult learner is a person who is in a learning process interested in lifelong learning including personal, social and skill development. Adult learners are the participants in adult learning opportunities. They form a heterogeneous group of individuals with different educational biographies and diversified educational needs.

CONCLUSION

Based on the findings of the study, it was concluded that the level of availability of physical resources was significantly inadequate on the implementation of adult education programmes and so the programme may not be meeting the objectives for which it was established in Cross River State, so funds should be made available for the successful implementation of the programme.

Similarly, the level of availability of human resources were significantly adequate from the respondents response. This means that the programmes is meeting the objectives for which it was established in the study area in the aspect of human resources.

Recommendations

Based on the findings, the following recommendations were made:

1. There should be adequate budgeting allocation for effective provision of physical resources for proper implementation of adult education programmes.
2. Adult literacy centers should be provided with basic infrastructural facilities for effective teaching and learning. The facilities and infrastructures should be adequate and of quality in order to meet the minimum standard for enhancing teaching and learning.

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