

**SERVICE DELIVERY FOR ADULT LITERACY PROGRAMME:
FOCUS ON RESOURCE UTILIZATION, ENTREPRENEURSHIP
DEVELOPMENT AND WEALTH CREATION**

Ofoegbu, Theresa (PhD)

Department of Arts Education
(Educational Technology Unit)
University of Nigeria Nsukka
08063291700

Agboeze, Matthias Ugwu

Department of Adult Education and Extramural Studies
University of Nigeria Nsukka.
08065127050

ABSTRACT: *The study investigated service delivery for adult literacy programme with focus on resource utilization, entrepreneurship development and wealth creation. The design of the study was survey research design. The sample consists of 400 facilitators of adult education programme in South-East geopolitical zone randomly sampled. A 31 – item questionnaire was used to collect data from the facilitators. The validity of the instrument was assessed and found to be adequate based on the assessment of three experts. Cronbach Alpha was used to determine the reliability of the instrument which was .79. Four research questions which guided the study were analyzed using mean. The findings of the study show that the qualifications of these facilitators range from PhD to FSLC. Again these facilitators involve other human resources to a low extent. With regard to material resources; all those investigated are being used but none of them is being used to a very high extent. Moreover the extent of usage varies among the various categories of the facilitators. Based on the findings, some recommendations were made which include that Government should get more involved in the employment and screening of facilitators to make sure that the right calibers of personnel are involved.*

KEYWORDS: Service Delivery, Adult Literacy, Resource Utilization, Entrepreneurship Development, Wealth Creation

INTRODUCTION

The worthy development of an individual for self comfort and control to some extent is a function of education. Both developed and developing nations have acknowledged that education empowers and engages the mind for the development of human and natural resources. Hence education is an inevitable instruments that catalyses national development.

Access to education is an important concern to nations all over the world. In Nigeria, it is observed that many sections of the population have no access to literacy education or the life skills necessary for their economic and social well-being (NFE policy guidelines 2012). The policy guideline went further to state that with such worrisome situation, the Nigerian

Government has realized that unless aggressive measures are taken to scale up literacy, the Education for All (EFA) goals III and IV relating to learning and life-skills for all young people and 50% reduction of youth and adult illiteracy by 2015 will not be achieved. This has made the Federal Ministry of Education to launch the revitalization of youth and adult literacy programmes in March 2011 in order to help increase the literacy rate and ultimately contribute towards the achievement of EFA and Millennium Development Goals as well as the national development goals of empowering the people on wealth creation and economic growth.

Among the various interest groups that have continued to advocate for and support the universalization of access to education is Nigerian, National Council for Adult Education (NNCAE). Adult education was defined by UNESCO (United Nations Educational, Scientific and Cultural Organization) in Nzeneri (2008 p.9) as

“ the entire body of organized educational process, 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, whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development ”

From the definition, adult education is an aspect of basic education.

The National Policy on Education (NPE , 2004: 19) specifies the goals for the promotion of mass literacy, adult and non-formal education in Nigeria to include the provision of functional basic education, lifelong education, in-service, vocational, professional, aesthetic, cultural and civic education for adults and youths who have never had the advantage of formal education or who left school too early. Basic education which includes literacy and non-formal Education is a universal fundamental right. This is generally taken to mean the minimum education requirements for individuals and families to satisfy basic needs such as food, shelter, clothing, and the ability to earn a decent living, and to participate in community affairs (Lind 2008).

Nigeria has an adult literacy rate of 56.9% and adult illiteracy rate of 43% (NFE Policy Guideline 2012). This represents about 40 million Nigerians. For effective organization and implementation of adult literacy programmes teaching and learning resources are critical.

Teaching and learning resources are those resources that facilitate the achievement of the goals of education. According to Onyejemezi (1996), any established school curriculum calls for ways and means of implementing it in order to reach the goals and objectives at the various levels. These include human and non-human or material resources. Human resources are the different categories of personnel that provide different services in the teaching-learning process (Adewoyin 2007) Examples of human resources are the subject teachers, other professionals like doctors, lawyers, engineers, pupils, parents, donor agencies like non- governmental organizations (NGO), UNICEF, UNESCO etc (NTI 2010). Involvement of other human resources in teaching process is important, particularly for skill development. This is because skill development is vital in reducing unemployment, inequality and poverty, and promoting entrepreneurship and wealth

creation (EFA Global Monitoring Report 2012). The non-human or material resources include physical facilities and instructional materials (Ofoegbu 2008, Adewoyin 2007, Romiszowski, 1998). These include text books, charts, flat pictures, posters, cartoons, real objects, mockups, models, science and technology corner, science and technology resource centre, improvisation, chalkboard/white board, flannel board etc. Apart from these, there are also Information and communication technology resources (ICT). These include material resources like multimedia projector, instructional television, close circuit television, radio, tape recorder, video, computer assisted instruction, internet facilities etc. Researchers (Cloke and Sharif 2001, Kosakowski 2005 and Kainth & Kaur 2010 etc) have indicated the potentials of information and Communication Technology (ICT) to improve instruction.

Researchers are continuously advancing the need to gear learning towards the interest of the learners. This of course is embedded in the principles of constructivism. Roblyer and Doering (2013) insisted that according to constructivism, knowledge is considered to be socially as well as individually constructed; learning is the acquisition of meaningful competences in realistic context; learning is advanced through interactive and authentic experiences that match with the interest of the learners. This is of essence in adult education where emphasis is on skill acquisition and development of entrepreneurship for lifelong education.

The functionality of any curriculum lies in its implementation which essentially is a function of the quality of the teachers. Quality of teachers can be measured by their qualifications, experiences, skills and competencies they possess. Teachers are the major determinants of how other human resources and material resources can be involved in the teaching –learning process. In adult education setting, this applies to the facilitators.

Purpose of the study

The purpose of this study is to investigate the service delivery for adult literacy programme, with focus on resource utilization, entrepreneurship development and wealth creation. Specifically the study investigated

1. Teaching qualifications of those who deliver the adult literacy programme in Nigeria.
2. The extent of utilization of human resources among these facilitators.
3. The extent of utilization of material resource among these facilitators.
4. The extent of utilization of ICT material resources by these facilitators.

Research Questions

1. What are the qualifications of the facilitators who deliver the adult literacy programme in Nigeria
2. To what extent are other human resources involved in teaching the adult learners.
3. To what extent are various material resources used for the programme.
4. To what extent are basic ICT materials used by the different categories of facilitators

METHODOLOGY

The study is a survey of the service delivery for adult literacy programme in south eastern states in Nigeria with emphasis on resource utilization, entrepreneurship development and wealth creation.

The population consists of all the facilitators in adult education learning centres in the area of the study. Accidental random sampling technique was used to sample 400 facilitators. The sample consists of 279 males and 314 females. The instrument for the study named Resources for Adult Literacy Programme (RALP) consists of a 31-item questionnaire. Each of the items is provided with a four point rating scale of Very high extent(VHE)(4pionts), High extent (HE)(3pionts), Low extent (LE)(2pionts) and Not Applied (NA)(1piont).Three experts from Educational technology, Adult education and Vocational Teacher Education validated the instrument. The reliability of RALP was established using Crombach Alpha and it came up to 0.79. The instruments were distributed to the respondents by the researchers and research assistants and retrieved immediately on completion. Means and standard deviation were used to answer the research questions and were calculated item by item. The interpretations of the means were based on the limit of the real numbers: 3.50-4.00 (Very High extent), 2.50-3.49(High extent), 1.50-2.49 (Low extent), and 0.50-1.49 (Not Applied).

Table 1: Qualification of Facilitators and the extent to which The involve other human resources.

| Qual. | O.T | A.L. | Parents | C.M. | C.L. | NGO | CBO | UNICEF | UNESCO | OTHERS |
|------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|----------------------|----------------------|---------------------|---------------------|
| Ph.D \bar{X} N SD | 2.50 16 1.16 | 2.25 16 1.13 | 2.50 16 .89 | 2.75 16 1.13 | 1.75 16 .86 | 2.25 16 1.34 | 1.50 16 .52 | 2.50 16 1.13 | 2.75 16 1.12 | 1.25 16 .447 |
| M.Sc \bar{X} N SD | 3.00 4 .000 | 1.00 4 .000 | 4.00 4 .000 | 3.00 4 .000 | 1.00 4 .000 | 4.00 4 .000 | 2.00 4 .000 | 4.00 4 .000 | 2.00 4 .000 | 3.00 4 .000 |
| M.Ed \bar{X} N SD | 3.75 16 .447 | 3.75 16 .447 | 3.00 16 .000 | 3.00 16 .730 | 3.00 16 .730 | 3.25 16 .856 | 3.00 16 1.033 | 2.25 16 .856 | 1.50 16 .8516 | 3.50 16 .894 |
| B.Sc \bar{X} N SD | 3.00 12 .853 | 3.00 12 .853 | 2.67 12 .985 | 2.67 12 .492 | 2.67 12 .985 | 3.00 12 .853 | 2.67 12 1.303 | 2.67 12 .985 | 2.67 12 1.492 | 1.00 12 .000 |
| B.ED \bar{X} N SD | 3.00 8 .000 | 3.00 8 1.069 | 3.00 8 .000 | 4.00 8 .000 | 2.50 8 1.604 | 2.50 8 .535 | 2.00 8 .000 | 3.00 8 .000 | 2.00 8 .000 | 1.00 8 .000 |
| HND \bar{X} N SD | 3.44 36 .695 | 3.33 36 .828 | 3.33 36 .478 | 2.11 36 .747 | 2.00 36 .828 | 2.33 36 1.171 | 2.67 36 1.171 | 1.89 36 .8887 | 1.33 36 .478 | 1.44 36 .504 |
| OND \bar{X} N SD | 3.23 156 .802 | 3.13 156 .793 | 2.77 156 .834 | 2.85 156 .951 | 2.69 156 .884 | 2.15 156 .866 | 2.10 156 .931 | 2.08 156 1.000 | 1.95 156 .962 | 2.33 156 .999 |
| NCE \bar{X} N SD | 2.57 84 .960 | 3.00 84 .821 | 2.71 84 .769 | 2.48 84 1.058 | 2.33 84 .896 | 1.95 84 1.052 | 1.90 84 1.071 | 2.38 84 1.140 | 2.48 84 .857 | 2.00 84 .931 |
| WAEC \bar{X} N SD | 2.67 60 .877 | 2.67 60 .795 | 2.87 60 .892 | 2.67 60 .795 | 2.60 60 .718 | 2.13 60 .892 | 2.27 60 1.079 | 1.67 60 .705 | 1.67 60 .1020 | 2.00 60 .902 |
| FSLC \bar{X} N SD | 3.00 8 .000 | 3.50 8 .535 | 3.00 8 .000 | 3.00 8 1.069 | 2.50 8 .535 | 3.00 8 1.069 | 2.00 8 1.069 | 1.50 8 .535 | 1.50 8 .535 | 2.00 8 .000 |
| Total | 3.00 400 .896 | 2.95 400 .866 | 2.84 400 .797 | 2.70 400 .955 | 2.49 400 .912 | 2.24 400 1.012 | 2.16 400 1.038 | 2.13 400 1.037 | 1.99 400 .955 | 2.07 400 .994 |

OT=other teachers/facilitators, AL= Adult Learners, CM= Community members, CL= Community Leaders, NGO= Nongovernmental organization, CBO=Community based organizations

Table :The extent to which the facilitators use non –ICT maresources.

| Qual. | T/Books | Charts | F/Pictures | posters | Cartoons | Obj | M/Ups | Models | STC | STRC | Impr |
|------------------------------|---------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|----------------------|----------------------|----------------------|
| Ph.D \bar{X} N SD | 2.75 16 1.242 | 2.75 16 .856 | 2.00 16 .730 | 1.75 16 1.342 | 2.75 16 1.342 | 2.25 16 1.125 | 2.00 16 1.265 | 2.50 16 .894 | 1.25 16 .447 | 3.00 16 1.265 | 1.50 16 .516 |
| M.Sc \bar{X} N SD | 1.00 4 .000 | 4.00 4 .000 | 3.00 4 .000 | 2.00 4 .000 | 4.00 4 .000 | 2.00 4 .000 | 3.00 4 .000 | 1.00 4 .000 | 4.00 4 .000 | 2.00 4 .000 | 1.00 4 .000 |
| M.Ed \bar{X} N SD | 3.75 16 .447 | 2.50 16 1.155 | 2.00 16 .730 | 2.25 16 .856 | 2.25 16 .894 | 2.25 16 .447 | 1.75 16 .856 | 2.50 16 .516 | 2.50 16 .516 | 2.25 16 .447 | 3.00 16 1.033 |
| B.Sc \bar{X} N SD | 2.67 12 .985 | 2.00 12 .853 | 3.33 12 .492 | 2.00 12 .000 | 2.33 12 .490 | 2.33 12 1.303 | 3.00 12 .853 | 2.33 12 .985 | 1.33 12 .492 | 2.00 12 .853 | 2.67 12 1.303 |
| B.ED \bar{X} N SD | 4.00 8 .000 | 2.50 8 1.604 | 2.50 8 .535 | 2.50 8 .535 | 3.00 8 1.069 | 3.50 8 .535 | 1.00 8 .000 | 1.50 8 .535 | 2.50 8 .535 | 3.00 8 .000 | 1.50 8 .535 |
| HND \bar{X} N SD | 3.78 36 .637 | 2.67 36 1.069 | 4.22 36 6.774 | 2.00 36 .956 | 2.00 36 .956 | 4.56 36 6.45 | 1.56 36 .695 | 1.89 36 1.008 | 2.11 36 .747 | 2.33 36 .828 | 2.78 36 1.245 |
| OND \bar{X} N SD | 3.23 156 .802 | 2.67 156 1.024 | 2.90 156 .903 | 2.87 156 1.021 | 2.51 156 1.110 | 2.62 156 .980 | 2.36 156 1.077 | 2.54 156 .932 | 2.33 156 1.024 | 2.26 156 1.083 | 2.49 156 1.133 |
| NCE \bar{X} N SD | 3.33 84 .896 | 2.43 84 1.056 | 2.62 84 1.181 | 2.90 84 .977 | 2.00 84 .878 | 2.76 84 1.115 | 2.52 84 .911 | 2.52 84 .963 | 2.05 84 1.052 | 2.38 84 1.181 | 2.81 84 .857 |
| WAEC \bar{X} N SD | 3.13 60 .812 | 2.80 60 1.054 | 2.60 60 .960 | 2.40 16 .807 | 2.40 60 .887 | 2.73 60 .686 | 2.33 60 .877 | 2.27 60 .686 | 2.40 60 .807 | 1.87 60 .812 | 2.53 60 1.157 |
| FSLC \bar{X} N SD | 3.50 8 .535 | 3.00 8 .000 | 3.50 8 .535 | 3.00 8 .000 | 3.50 8 .535 | 3.50 8 .535 | 3.00 8 .000 | 2.50 8 .535 | 2.50 8 .535 | 2.50 8 .535 | 3.00 8 1.069 |
| Total | 3.27 400 .883 | 2.63 400 1.047 | 2.86 400 2.257 | 2.62 400 1.009 | 2.39 400 1.040 | 2.83 400 2.166 | 2.29 400 1.014 | 2.39 400 .917 | 2.22 400 .966 | 2.27 400 1.029 | 2.55 400 1.109 |

T/Books= Text books, F/Pictures= Flat pictures, Objs= objects, M/Ups=Mock ups, STC= Science and Technology Corner, STRC= Science and Technology Resource Centre, Impr. = Improvisation.

Table 3: The extent to which the facilitators use ICT material resources.

| Qual. | Multimedia projector | Instrct.T/VI | CCTV | Radio | Tape Recorder | Video | CAI | Internet |
|---------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------|---------------------|---------------------|
| Ph.D \bar{X} N SD | 1.50 16 .894 | 2.25 16 1.342 | 2.00 16 .730 | 3.00 16 1.265 | 1.75 16 .856 | 2.75 16 1.342 | 1.50 16 .516 | 2.00 16 1.265 |
| M.Sc \bar{X} N SD | 2.00 4 .000 | 3.00 4 .000 | 1.00 4 .000 | 1.00 4 .000 | 3.00 4 .000 | 3.00 4 .000 | 2.00 4 .000 | 3.00 4 .000 |
| M.Ed \bar{X} N SD | 2.25 16 1.342 | 2.25 16 1.125 | 3.00 16 1.265 | 3.50 16 .894 | 2.75 16 1.342 | 2.25 16 1.125 | 2.75 16 .856 | 2.75 16 .856 |
| B.Sc \bar{X} N SD | 3.33 12 .492 | 1.33 12 .492 | 2.00 12 1.477 | 2.33 12 1.303 | 3.33 12 .985 | 2.27 12 .985 | 3.00 12 .000 | 2.67 12 1.303 |
| B.ED \bar{X} N SD | 2.00 8 1.069 | 3.00 8 1.069 | 1.50 8 .535 | 3.50 8 .535 | 4.00 8 .000 | 3.00 8 1.069 | 1.50 8 .535 | 3.00 8 .000 |
| HND \bar{X} N SD | 2.11 36 .887 | 2.33 36 .956 | 2.33 36 1.069 | 3.44 36 .969 | 3.44 36 .969 | 3.11 36 1.008 | 2.56 36 .504 | 2.56 36 .843 |
| OND \bar{X} N SD | 2.59 156 1.129 | 2.72 156 .989 | 2.49 156 1.013 | 3.08 156 .974 | 3.00 156 .964 | 2.59 156 .929 | 2.49 156 .905 | 2.05 156 .935 |
| NCE \bar{X} N SD | 2.86 84 1.043 | 2.14 84 .894 | 2.52 84 .963 | 2.76 84 1.158 | 2.86 84 .838 | 2.24 84 .926 | 2.24 84 .926 | 2.19 84 1.012 |
| WAEC \bar{X} N SD | 2.20 60 .988 | 2.07 60 .861 | 2.33 60 1.084 | 2.60 60 .807 | 2.60 60 1.092 | 2.33 60 .877 | 2.47 60 .812 | 1.87 60 .965 |
| FSLC \bar{X} N SD | 2.50 8 .535 | 3.50 8 .535 | 2.00 8 .000 | 2.00 8 .000 | 3.50 8 .535 | 2.50 8 .535 | 1.50 8 .535 | 1.50 8 .535 |
| Total | 2.49 400 1.092 | 2.41 400 1.012 | 2.40 400 1.041 | 2.94 400 1.044 | 2.93 400 1.014 | 2.53 400 .975 | 2.38 400 .870 | 2.16 400 .988 |

Inst. TV= Instructional Television, CCTV= Close Circuit Television, CAI= Computer Assisted Instruction.

DISCUSSION

The result of the study is discussed under the following: Qualifications of those who deliver the adult education programmes, utilization of other human resources by these facilitators, utilization of non-ICT and ICT material resources.

For qualification, the result showed that all categories of personnel from first school leaving certificate holders to PhD Holders are involved in the delivery of adult education programme. However, the population showed that ordinary National Diploma (OND) holders being the highest followed by National Certificate in Education (NCE) holders.

It was discovered that those with higher qualifications are retired personnel and are there to pass time or are even proprietors of the centres. Again some of them who are young are those looking for jobs and are using the centre as waiting grounds.

In terms of involvement of other human resources, the result showed that the facilitators involve all categories of other human resources in the delivery of adult education programmes. The total means indicated that other teachers/facilitators adult learners, parents and community members are used to a high extent while community leaders, non- governmental organizations (NGOs) community based organizations, UNICEF and UNESCO are used to a low extent.

Comparatively, those with M.Ed are highest in the involvement of other human resources in the delivery of adult education programme while those with PhD are the least.

With regards to non-ICT material resources, the result showed that all the materials investigated are being used to some extent by the different categories of personnel. The total means showed that books, charts, flat pictures, posters, objects and improvisation are being utilized to a high extent. But cartoons, mock ups, models, science and technology corner, science and technology resource centre are being used to a low extent.

Comparatively those with FSLC are the highest in the use of non-ICT material resources while the PhD holders are the least.

For ICT material resources, the analysis showed that all the resources investigated are being used to some extent. The total mean showed that none of the ICT resources was being used to a very high extent. Only radio, tape recorder and video are being used to a high extent. Others are being used to a low extent. Comparatively holders of HND are the highest users of ICT material resources in the delivery of adult education programmes while the PhD holders are the least users.

IMPLICATIONS

The implications of the findings is that with all categories of personnel being involved in the delivery of adult education programme, the quality of the product ought to be high if these personnel put in their best.

Again the involvement of other human resources apart from the regular facilitators is one way through which adult learners can acquire new skills through the experiences of other human resources. This is vital to the realization of the policy goals for adult and non-formal education in Nigeria.

In line with the above, in the utilization of non-ICT and ICT material resources, none of these are being used to a very high extent. There is therefore need to re-visit the instructional design for adult education for effective and high utilization of these resources which will equally make room for acquisition of entrepreneurship skills, wealth creation and eventual lifelong education.

CONCLUSION

Resource utilization is critical for the achievement of any educational programme. Relationship between resource utilization and acquisition of entrepreneurship skills cannot be over-emphasized. Entrepreneurship skill is the bedrock of wealth creation. Hence the adult education programme in Nigeria particularly in South-east geo-political zone is gradually imbibing the culture of resource utilization. But there is need to monitor this aspect of education programme for better resource utilization

RECOMMENDATIONS

1. Government should get more involved in the employment and screening of facilitators to make sure that the right calibers of personnel are involved.
2. The facilitators need to be constantly trained so that they realize the need to involve other human resources in the delivery of instructions.
3. Adult education centres should be properly funded so that there will be enough material resources for the delivery of instruction.
4. Both the learners and the facilitators should be exposed to the wealth of ICT in the teaching and learning process.

REFERENCES

- Adewoyin, J.A. (2007). *Fundamentals of Educational Technology* Ota: Attitude Communications Inc.
- EFA Global Monitoring Report (2012). *Youth and skills: Putting education to work* France: UNESCO.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Abuja: Federal Ministry of Education.
- Lind, A (2008). *Literacy for all: Making a difference*. Paris: UNESCO.
- National Teachers Institute (2010). *A training Manual for Capacity Building of Teachers Under the Federal Teacher's Scheme (FTS): Basic Science Technology*. Kaduna: National Teachers Institute.
- NERDC (2006) 9- years Basic Education Curriculum: *Basic Science and Technology for Primary 1-3*. Abuja: NERDC
- NERDC (2007) 9-years Basic Education Curriculum: *Basic Science and Technology for Primary 4-6*
- NFE Policy Guideline (2012). *Policy Guidelines for Adult and Non-formal Education in Nigeria*. Abuja: National Commission for Mass Literacy.
- NTI-TESSA (2007) *Manual for the Re-training of Teachers. Basic Sciences and Technology Adopted Version*. Kaduna: NTI

- Nzeneri, I.S. (2008). *Handbook on Adult Education*. Principles and practices. Uyo: ABIGAB Associates Ltd.
- Ofoegbu, T. O. (2009). Teaching and Learning Resources. In Curriculum Organization of Nigeria(Ed). Curriculum Theory & Practice. (131-159). Abuja: Curriculum Organization of Nigeria.
- Onyejemezi, D.A. (1996). Curriculum Materials in U. Onwuka (ed) *Curriculum Develop for Africa*. U. Onwuka Onitsha: Africana Educational Publishers.
- Roblyer, M. O. & Doering (2013). *Integrating EducationalTechnology into Teaching* (6th ed). Boston: PEARSON
- Romiszowski, A. J. (1998). *The selection and use of instructional media: for improved classroom teaching and for interactive, individualized instruction* (2nd ed.). London : K. Page ; New York : Nichols Pub.