

# Challenges of Niger Delta Development Commission (NDDC) in the Delivery of Adult Education for Participation in Community Development in Bayelsa and Rivers States, Nigeria

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## Abstract

The study investigated challenges confronting NDDC in the delivery of adult education for participation in community development in Bayelsa and Rivers States, Nigeria. The NDDC is expected to within 15 years of the implementation of her regional master plan; produce a vivid picture of what the people of the Niger Delta region desire irrespective of challenges. Challenges are like road blocks and knowledge of them will help the NDDC and other stakeholders; adult education instructors and adult learners seek steps to forge a better output in the delivery of adult education. The investigation was carried out with 1,020 adult learners (40% of the entire population). A questionnaire and an interview were used for data collection. Data gathered in the study were analyzed with descriptive and inferential statistics. The descriptive statistics utilized mean to answer the research question. Inferential statistics of Pearson Product Moment Correlation Coefficient was used in testing the null hypothesis at 0.05 level of significance. A major finding of the research is that, there are challenges confronting NDDC in the provision of adult education however, to a high extent, she still provides opportunity to adult learners to acquire adult education for participation in community development in Bayelsa and Rivers States. The study recommends that NDDC should endeavour to eliminate the challenges confronting her in the delivery of adult education for a better out-put. This will further positively influence adult learners perception on the extent she has provided training opportunities for them to acquire adult education because for their perception to be that NDDC has provided training opportunities for adult learners to a very high extent, such opportunities should be hitch free and fully maximized by adult learners.

**Key Words:** Challenges, Delivery, Adult Education, Participation, Community Development

## 1. Introduction

Since 1992 when the first formal acknowledgement on the need to develop adult education alongside schooling was made stated in a report titled: 'Education for Africa'; a report which emphasized the development and the institutionalization of a policy on adult education, the task of educating adults has been existing in Nigeria. Adult education has existed in the pre colonial era. This was related to survival and individual livelihood. (Mba, 2006). To Omolewa (2011), there is a growing recognition that formal education cannot adequately serve the bulk of the Nigerian population as it cannot solve all the problems now facing African societies. This has thus far authenticated the need for lifelong education. Omolewa in same vein believe that the problems facing African societies cannot be solved by formal education alone however he argues that illiteracy which is a major hindrance and handicap of our world's progress; a major problem to be tackled by adult education is challenging in Nigeria. Among these challenges are individual views on the subject, where they place their value and the attitudes of our legislators which is highly evident in their poor promotion of adult education. Sharma (2008) also believe that adult education has challenges among which is a most elementary question: what should be the subject matter of adult education? In answering this, she responded that materials chosen for adult education should be chosen for its actual present usefulness. Perhaps that is why today adult education programmes are structured to satisfy a need of the adult engaging in an adult education activity. "Usefulness" is termed as the sacred formula as an adult will more likely engage in a study which relates to his roles in life.

Mba (2006) in a discuss opined that many government sponsored adult education activities have been chronically anaemic due to inadequate funding as a result of historical lack of passion. According to him, irrespective of the fact that the commission for Mass Literacy and Adult and Non-Formal Education was set up

to monitor, co-ordinate and carry out researches, adult education programmes in Nigeria continue to operate mainly as disparate, place meal activities. According to Omolewa (1981) the myriads of definitions and conceptions of adult education leaves one without a focus and thus poses a challenge to individual definitions of the concept as prejudice, exposure and personal values will influence perception of the concept. To Omolewa (2011) the subject of adult education is yet topical and challenging in Nigeria. This means that the Challenges of adult education in practice and as a concept are not alien in Nigeria. Mba however believe that the challenge of inadequate commitment to the development of adult education is not unique to Nigeria alone but typical in most African countries. Irrespective of these challenges adult education is expected to bring about personal growth and development, social, improvement, organizational effectiveness, intellectual growth and social transformation. According to Youngman (2000), since the 1970s a key idea on adult education is that it should contribute to social change in favour of the poor and oppressed. This was also exposed in Freire's work which views adult education as a force either for reproducing social domination through conscientization or for emancipation (liberation). Adult education thus brings about technical, vocational, cultural, political and social skills in the life of an individual which in turn results in personal fulfillment, worth-wholeness, happiness, improved quality of life and daily living. As contained in the National Policy on Education (2004), Adult Education is also expected to cover all forms of functional education outside the formal school system more especially in a terrain like the Niger Delta where there is a high rate of illiteracy, unemployment, poverty and underdevelopment evident in the lack of social and basic amenities like potable water, electricity, medical facilities, good roads, housing etc (Alamieyeseigha 2005). Thus, the value, need and place of adult education in a developing country like Nigeria cannot be over emphasized.

## 2. NDDC Adult Education Programmes

As contained in the NDDC Master plan, for which satellite mapping has been completed, the NDDC is expected to solve problems on: Demography, Environmental and hydrology, Agriculture and aquaculture (with focus on economic activities), Biodiversity, Transport (infrastructure), Rural, urban, regional planning and housing, Community Development, Governance and capacity development, Health, Small and Medium Enterprises, Water supply, Energy (electricity), Telecommunication, Vocational training (with focus on employment generation), Waste management and sanitation, Large-scale industry, Solid minerals, Tourism, Social welfare, Arts, Sports and Culture, Women and Youth employment, Conflict Prevention, Financial instruments and access and Investment promotion. The NDDC in order to tackle some of these problems has through adult education embarked on several adult training programmes which are:

1. Basic Computer Training and Information Technology Programme
2. General Vocational Skills
3. International Welding Programme
4. Graduate Computer Training Programme
5. Maritime Training Programme
6. Entrepreneurship Training Programme
7. Solar Power Training Programme
8. Petroleum Engineering Training Programme
9. Local Welding Fabrication Training Programme
10. The NDDC Technical Aid Corps Scheme
11. NDDC/ESI Automobile Training Programme
12. National Power Sector Apprenticeship Scheme
13. Training on Building Skills Technology
14. Adult Literacy Programme/Awareness Campaign (Source: Field Survey from the NDDC Headquarters)

### 2.1 Statement of the Problem

Since inception till date, the NDDC has embarked on several programmes in Bayelsa and Rivers States known as capacity building and empowerment programmes. However, the relationship between challenges confronting NDDC in the delivery of Adult Education and the extent to which she has provided opportunities for adult learners to acquire Adult Education has not been determined. It is against the aforementioned that this study aimed at finding out if there is a relationship between challenges confronting NDDC in the delivery of Adult Education and the extent to which she has provided opportunities for adult learners to acquire Adult Education. Finding solution to this statement is the problem of this study.

### 2.2 Research Questions

The following research questions guided the study.

RQ1. What is the extent to which the NDDC provides opportunities to adult learners to acquire adult education for participation in community development in Bayelsa and Rivers States?

RQ2. What are the challenges confronting NDDC in the delivery of adult education for participation in community development in Bayelsa and Rivers States?

### 2.3 Hypothesis

HO<sub>1</sub>: There is no significant relationship between challenges confronting NDDC in the delivery of adult education and the extent to which it has provided opportunity for adult learners to acquire adult education for participation in community development in Bayelsa and Rivers states.

### 3. Methodology

Bayelsa and Rivers States were purposively selected for the study as they occupy a central position in the Niger Delta. The research design adopted for the study was the correlational and survey design. The Population of the study comprised 2550 Adult learners from 22 skills acquisition centres of Bayelsa and Rivers States.10 (Ten) staff of NDDC who participated in an interview also comprised the study. Being a descriptive study, sample was selected through the proportionate random sampling technique and a representative of about 40% of the entire population was used for the research which gives a total sample of 1,017. Qualitative and Quantitative data were collected for the study through a questionnaire titled “Niger Delta Development Commission’s Adult Education Programmes Questionnaire”, an interview and a desktop document review. Responses were structured using a modified Likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE). The questionnaire was complemented with an interview where information was acquired on first hand basis on challenges confronting the NDDC in the delivery of Adult Education and the extent she has provided opportunity for adult learners to acquire adult education. Although, only 1005 questionnaires were retrieved. Test–retest with Pearson Product Moment Correlation Coefficient (PPMC) was used to establish the reliability coefficient of the instrument which yielded a value of 0.72. Data gathered in the study were analysed with descriptive and inferential statistics. The descriptive statistics utilized mean to answer the research question while inferential statistics of Pearson Product Moment Correlation Coefficient was used in testing the null hypothesis at 0.05 level of significance.

### 4. Results

#### 4.1 Research Question One

What is the extent to which the NDDC provides opportunity to adult learners to acquire adult education for participation in community development in Bayelsa and Rivers States?

**Table 1: Mean Score Responses on the Extent to Which NDDC Provides Opportunity to Adult Learners to Acquire Adult Education for Participation in Community Development**

S/N	Items	VHE (4)	HE (3)	LE (2)	VLE (1)	Total	Mean	Decision
	In your view state the extent to which NDDC has:							
1	Regularly organized literacy education programmes for adult learners’ in your community	566 (2284)	337 (1011)	88 (176)	14 (14)	1005 (3465)	3.45	High Extent
2	Regularly organized skills acquisition programmes for adult in your community	550 (2200)	305 (915)	116 (232)	34 (34)	1005 (3381)	3.36	High Extent
3	Provided physical structure for provision of adult education to the adults in your community	631 (2524)	265 (795)	90 (180)	19 (19)	1005 (3518)	3.50	Very High Extent
4	Provided instructional materials for provision of adult education in your community	439 (1756)	339 (1017)	170 (340)	57 (57)	1005 (3170)	3.15	High Extent
	<b>Grand Mean</b>						<b>3.37</b>	

The data presented in Table 1 shows that, all the item mean scores of 3.45, 3.36, 3.50 and 3.15 were greater than the criterion mean score of 2.5. The grand mean score of 3.37 was also greater than the criterion mean score of 2.5. This result is positive and means that, to a high extent, NDDC provides opportunities to adult learners’ to acquire adult education for participation in community development in Bayelsa and Rivers States. The

implication of this result is that NDDC provides these opportunities by regularly organizing basic adult literacy education programmes and various skills acquisition training programmes for adult learners in both states.

#### 4.2 Research Question Two

What are the challenges confronting NDDC in the delivery of adult education for adult learners' participation in community development in Bayelsa and Rivers States?

**Table 2: Mean Score Responses on the Challenges Confronting NDDC in the Delivery of Adult Education for Adult Learners' Participation in Community Development**

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Total	Mean	Decisio
5	Inadequate funding is one of the challenges confronting NDDC in the provision of adult education programmes	231 (924)	414 (1242)	262 (524)	98 (98)	1005 (2788)	2.77	Agree
6	Poor participation of adult learners' in NDDC adult education programmes is a challenge confronting NDDC in the delivery of adult education programmes	250 (1000)	314 (942)	325 (650)	116 (116)	1005 (2708)	2.69	Agree
7	Usage of non- professional adult educators is a problem facing NDDC adult education programmes	224 (896)	391 (1173)	318 (636)	72 (72)	1005 (2777)	2.76	Agree
8	Inconsistent policy is a problem confronting NDDC in the provision of adult education programmes	212 (848)	433 (1299)	302 (604)	58 (58)	1005 (2809)	2.80	Agree
9	Frequent change of NDDC management is a challenge confronting NDDC in the provision of adult education programmes	155 (620)	406 (1218)	373 (746)	71 (71)	1005 (2655)	2.64	Agree
10	Insecurity is a challenge confronting NDDC in the provision of adult education programmes	195 (780)	343 (1029)	345 (690)	122 (122)	1005 (2621)	2.61	Agree
11	Ignorance of the people on the importance of NDDC adult education programmes is a challenge confronting NDDC in the provision of adult education programmes	300 (1200)	385 (1155)	251 (502)	69 (69)	1005 (2926)	2.91	Agree
12	Corrupt practices are challenges facing NDDC adult education programmes	319 (1276)	354 (1062)	258 (516)	74 (74)	1005 (2928)	2.91	Agree
13	Poor monitoring and evaluation of NDDC adult education programmes is a challenge confronting NDDC in the provision of adult education programmes	324 (1296)	388 (1164)	223 (446)	70 (70)	1005 (2976)	2.96	Agree
14	Inadequate feedback is a challenge confronting NDDC in the provision of adult education programmes	362 (1448)	429 (1287)	181 (362)	33 (33)	1005 (3130)	3.11	Agree
	<b>Grand Mean</b>						<b>2.82</b>	

The data presented in Table 2 indicates that, all the item mean scores of 2.77, 2.69, 2.76, 2.80, 2.64, 2.61, 2.91, 2.91, 2.96 and 3.11 were greater than the criterion mean score of 2.5. Also, the grand mean score of 2.82 was also greater than the criterion mean score of 2.5. This means that there are challenges confronting NDDC in the delivery of adult education for adult learners' participation in community development in Bayelsa and Rivers States. Such challenges like inadequate funding, poor participation of adult learners and use of non-professional adult educators, ignorance, insecurity and corrupt practices.

### 4.3 Hypothesis One

There is no significant relationship between challenges confronting NDDC in the delivery of adult education and the extent it has provided opportunity for adult learners' to acquire adult education for participation in community development in Bayelsa and Rivers States.

**Table 3: Pearson Product Moment Correlation Coefficient Analysis on the Relationship between Challenges Confronting NDDC in the Delivery of Adult Education and the Extent it has Provided Opportunity for Adult Learners' to Acquire Adult Education for Participation in Community Development**

Variables	$\Sigma X$	$\Sigma Y$	$\Sigma XY$	df	r.cal.	r.crit.		Decision
Challenges confronting NDDC	28318	509090	378588	1003	- 0.388	0.195	p < 0.05	Ho rejected
Provision of opportunity for adult learners' to acquire adult education	13535	186778						

The data presented in Table 3 reveals that, the calculated r-value of - 0.388 is greater than the critical r-value of - 0.195 at 0.05 alpha level with 1003 degrees of freedom. Therefore, the null hypothesis is rejected. The alternative hypothesis which states that, there is a significant relationship between challenges confronting NDDC in the delivery of adult education and the extent it has provided opportunity for adult learners' to acquire adult education in Bayelsa and Rivers state is upheld. This implies that there is significant relationship between challenges confronting NDDC in the delivery of adult education and the extent she has provided opportunity for adult learners to acquire adult education for participation in community development in both states.

### 5. Discussion

It is observed in Table 1 that the grand mean score of 3.37 was greater than the criterion mean score of 2.5. This implies that to a very high extent, the NDDC has provided opportunity to adult learners' to acquire adult education for participation in community development in Bayelsa and Rivers States. This finding is affirmed and authenticated by the findings from an interview held with staff of the NDDC. Qualitative data received on the various adult education programme embarked on by the NDDC included adult basic literacy, public enlightenment, apprenticeship, skills acquisition programmes, workshops and seminars. According to Youngman (2000) in citing the fifth national conference on adult education; adult education should serve as a powerful tool for fostering ecologically sustainable development, a tool for the promotion of democracy, justice, gender, equity, scientific, social and economic development. This is perceived as the strategy of the NDDC: to use adult education as a tool for building and developing the human and capital pillars of the Niger Delta. Mbgawu and Nwakaire (2007) corroborate this finding. According to them, Nigeria has been practicing adult and non- formal education in line with stipulations of the National Policy on Education (1998) however, since the inception of the Universal Basic Education (UBE); the concept on the "education for all" programme, the issue of embarking or engaging in a sustainable adult education programme cum UBE is rooted in knowing the key concepts. Although the NDDC has helped adult learners of Bayelsa and Rivers States in the acquisition of skills for self-reliance however, the finding of this research reveals that it is not to a very high extent. Imhabekhai and Onyeozu (2008) in line with this view noted that the implementation of adult and non-formal education in Nigeria has not yielded an impressive result; this is evident in the present rate of literacy. Also, not every adult who desires to learn have benefited from NDDC training programmes however, the reality that these training programmes exist (which is usually periodical) cannot be ignored and overlooked. It is true that adult learners through various training opportunities provided by the NDDC have acquired adult education however; the NDDC which has existed for over fifteen (15) years is still far from realising her mandate of sustainable development for Bayelsa and Rivers states and is yet to produce that vivid picture of what the people want the region to look like to a very high extent. According to the Wikipedia Free Encyclopaedia (2012), the NDDC is a response to the demands of the population of the Niger Delta Region aimed at facilitating a rapid, even and sustainable development with a major focus on human development; adult education inclusive; the NDDC serving as a tool for the people to actualise a common vision and build their future to the standard they desire yet according to the Community Defence Law Foundation (2007), the region is still termed as poor and backward.

Table 2 revealed several challenges confronting NDDC in the delivery of adult education among which are inadequate funding, poor participation of adult learners, inconsistency, poor monitoring and evaluation,

inadequate feed-back, usage of non-professional adult educators, ignorance, insecurity and corrupt practices. This finding is affirmed and authenticated by the findings from an interview held with staff of the NDDC. Qualitative data received on the challenges confronting NDDC in the delivery of adult education among others include lack of finance as adult education training programmes are usually conducted (annually or bi-annually) based on the commission's available budget and funds. The implication is that, the fact that trainings programmes will be conducted even though they have been scheduled is highly a function of funds available. The findings of hypothesis one revealed in Table 3 indicates that, there is a significant relationship between the challenges confronting NDDC in the delivery of adult education and the extent she has provided opportunity for adult learners' to acquire adult education for participation in community development in Bayelsa and Rivers States. The null hypothesis was therefore rejected. This is supported by the findings of research question one. This simply means that, the challenges confronting NDDC in the delivery of adult education negatively contribute to the opportunities for adult learners' to acquire adult education for participation in community development in Bayelsa and Rivers States. A significant relationship exist between challenges confronting NDDC in the delivery of adult education and the extent she has provided opportunity to adult learners to acquire adult education for participation in community development in Bayelsa and Rivers State. Although the findings of research question one clearly reveal that the NDDC has provided opportunities for adult learners to acquire adult education by regularly organizing literacy education programmes and skills acquisition programmes, the findings of research question two however, reveal several challenges confronting NDDC in the delivery of adult education among which are inadequate funding, poor participation of adult learners, inconsistency, poor monitoring and evaluation, inadequate feed-back, usage of non-professional adult educators, ignorance, insecurity and corrupt practices. This means that irrespective of the various opportunities provided by the NDDC for adult learner to acquire adult education, output can be hampered due to these challenges. This will further negatively influence adult learners perception on the extent NDDC has provided training opportunities for them to acquire adult education. According to Imhabekhai and Onyeozu (2006) the successful implementation of the programmes of any organization largely depends on the amount of funds available to the organization because funds are necessary to acquire the needed human and material resources required for the effective realization of such programmes. They however report that the funding of adult and non-formal education has not fared better than formal education but is even poorer.

## 6. Conclusion

Based on the findings of this study, the following conclusions reached are:

1. To a very high extent, the NDDC has provided opportunity to adult learners' to acquire adult education for participation in community development in Bayelsa and Rivers States.
2. The NDDC in the delivery of adult education is faced with challenges such as: inadequate funding, poor participation of adult learners, inconsistency, poor monitoring and evaluation, inadequate feed-back, usage of non-professional adult educators, ignorance, insecurity and corrupt practices.
3. Challenges confronting NDDC in the delivery of adult education has significant relationship with the extent it has provided opportunity for adult learners to acquire adult education for participation in community development in Bayelsa and Rivers States.
4. The challenges facing NDDC in the delivery of adult education will not only affect out-put but also influence adult learners perception on the extent opportunities have been provided for them to acquire adult education for participation in community development.

I suggest for further reading an assessment of Niger Delta Development Commission's financial policy with respect to funding various development programmes and projects. What clear cut funding policies are put in place to ensure the effective funding in adult education training programmes? This will reveal the quality of such policies and determine if a restructure will help tackle challenges confronting NDDC in the delivery of adult education.

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