

**HINDRANCES TO THE ACQUISITION OF BASIC COMPUTER LITERACY  
SKILLS IN ADULT LITERACY CENTERS AND ECONOMIC  
DEVELOPMENT IN POST COVID-19 IN  
YAKURR LOCAL GOVERNMENT AREA**

**BY**

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**Abstract**

This study aimed at identifying the bottleneck, which adversely militates against acquisition of practical basic computer literacy skills in literacy class in Post Covid-19 and how it affect capacity building, sustenance and retention possibility and all other fundamentals. Yakurr Local Government Area of Cross River State, Nigeria. The instrument used for data collection was a structured five points rating scale like the likert-type scale. Percentage, mean, standard deviation and t-test were used in analyzing the data collected. Three research questions and one hypothesis were asked and tested respectively. The finding revealed that, the acquisition of practical basic computer literacy skills in various centres is being hindered by inadequate funding, inadequate learning tools and materials, inadequate qualified computer instructor's poor learning environment and poor learning attitude towards the programme.

**Introduction**

Basic computer literacy skills acquisition in Nigeria is no more a private enterprise but a huge venture that has witnessed evolution from everyone e.g., Government groups and spirited individual's complete and dynamic support and participation. With the awareness of goals, objectives and philosophy basic computer literacy skills acquisition has been showcased as an instrument per excellence for effective technological development to enable people catch-up with what is going on in the global market.

Consequent on the above quest Dorayi (2001) established that research findings have contributed significantly to a rethink on the contextualization of literacy education generally in Nigeria as literacy education has accentuated a refocus on:

1. Application of information communication technologies (ICT) in the advancement of literacy.
2. The capacity building potential of computer literacy as it is a core of the human capital formation in Post Covid-19.
3. Access to computer literacy for quality and equality.
4. Gender equality-elimination of the male/female accessibility gap and
5. Sustenance and retention possibility.

## **Hindrances to the Acquisition of Basic Computer Literacy Skills In Adult Literacy**

Asor, L. J. & Andong H. A.

Considering the above stated thoughts, it now behoves on the implementers to re-appraise its financial commitment, level of instructors, learning environment, level of materials or equipment's.

Infrastructure and level of students admitted in the centres. Before this time, (the quest of effecting technological development), the government of Nigeria adopted vocational-technical education training as an instrument per excellence for such (Fafunwa, 1974). The Federal Government of Nigeria had also slated that the benefit of all its citizens, the country's vocational-technical education goals in terms of its relevance to the needs of the individual as well as the desires of the society in relation to the environment and the realities of the world and rapid social changes should be clearly set out. These were among the factors that led the emphasis on Science and Technology (NPE), 1981 Revised).

### **Suggested strategies for achieving basic computer skills.**

1. Developing a model-based on foreign technological or computer skills acquisition centres with sufficient effort to give attention to the need for the development of skills in computer which are for economic involvement.
2. The bedrock of acquisition of computer skills of any sort depends on the existence of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in the society is a dynamic instrument of change.
3. Promotion of innovative approaches to basic computer literacy delivery and promotion.
4. Organic practical classes activities which should include contest, competitions, awards given...
5. Adequate funding should be encouraged.
6. A well-designed curriculum should be emphasized.
7. The teaching and learning content should be well spelt out.
8. The policies about the programme should be favourable.
9. The learners admitted into the programme should be suitable, qualified and computer friendly.

### **Problems of computer skills acquisition centres**

- i. Lack of collaboration with either community, government, agencies and non-governmental organization or international bodies that could promote identification of sustainable basic computer literacy skills acquisition.
- ii. Lack of adequate finance, the centres are subsisted on donations, especially from participants. This has decreased due to pandemic and it's still same till now.
- iii. The economies of running such a programme under the present sagging economy couple with so much insecurity, promptness in attending to tasks, devotion to duty and commitment makes it advisable to channel more funds to the centre.
- iv. The problem of class schedule considering the category of learners or participants, calls for a flexible class schedule to accommodate every learner. Some learners are agitating

- for two or three times a week, some are for very early two or three hours before office work. While some are of the opinion that it should be after work, farm, and market.
- v. Location of class centers and conflict in occupation... this is a serious problem because of the distance to computer centres, the level of trekking involved couple with the clash in the little jobs they do to keep body, soul, and spirit.
  - vi. Lack of a conducive learning environment, electricity and number in a particular class is not encouraging especially in a time like this where congested or populated areas are not healthy today.

### **Purpose of the study**

Based on the above stated militating issues, the purpose of the study were to;

1. Ascertain whether the provision of adequate funding and basic computer literacy skill acquisition relate to economic development.
2. Determine whether availability of qualified instructors, would be effective in basic computer literacy skill acquisition and economic development.
3. Ascertain whether the environment is conducive for basic computer literacy skill question in relation to economic development.

### **Research questions**

The study is anchored under the following research questions.

1. Are the skills acquisition activities adequately funded?
2. Are the instructors or educators qualified?
3. Are the training centers conducive for such skill acquisition activities?

### **Hypothesis**

The following hypothesis were formulated to guide the study.

1. There is no significant difference in the mean responses of the two groups of respondents in the degree of practical skills attainment by the learners in these literacy acquisition centres.

### **Data collection and analysis**

The instrument, administered by the help of the educators or instructors, learners and students comprise 185 copies of questionnaire from which 180 were responded to and retrieved. Which represented 97%.

The data collected were analyzed using the frequency, percentage, mean, standard deviation and the t-test.

### **Literature view**

The achievement of the stated objective of basic computer literacy skills by Federal Ministry of Education is quite sensitive to the nature and enormity of the task in providing this.

## **Hindrances to the Acquisition of Basic Computer Literacy Skills In Adult Literacy**

Asor, L. J. & Andong H. A.

Notwithstanding, the activities are not given the attention required or could be the general irrelevant status to which adult education programme is accorded has affected basic computer literacy coupled with Covid-19 pandemic, because good health is a critical skill to what we do. Basic computer literacy skill is a method of leading people out of the old path, ignorance and a means of socializing globally. Its acquisition is very critical to development as it helps to develop the human resources for better exploitation of the globe. Unfortunately, acquisition of this skills in Nigeria is faced with so many hindrances such as:

- i) Funding – the funding of education of all sorts can hardly be given a pass mark. The poor funding of the education system is compounded more by the nation’s problems of political instability, economic depression, and hyperinflation. Funding is the monetary inputs made available for and expended on the education cost. In the view of Obasi (2000), funding is the sum of all real resources used up in the production of human capital assets in the form of educated manpower. It’s inadequacy hinders the success of the programme.
- ii) Qualified human resources – refers to the human aspect of the system which include the skilled and unskilled. Qualified or adequate human resources are very critical to skill acquisition since quality output depends on quality input. Therefore, the success and quality of any education system depends on adequacy in quality and quantity as well as level of devotion of its work force and the material resources.
- iii) Tools and material resources – these are physical facilities and/or items in different categories that used for a conducive learning outcome. They are the tools and equipment useful; for impacting the desired skills. Hence, availability and adequacy in quantity and quality is very imperative and enhances effective teaching and acquisition of skills. Very relevant to is good health as some blamed the issue to Covid-19 where people are exposed to unhealthy working environment and at risk of contracting the virus.

It must be reiterated that centres full of outdated, obsolete equipment can never give any new knowledge to learners. Unfortunately, some of these centres are under-dilapidated structures with no electricity or epileptic power supply. The inadequacy effect on the process negatively. More so, many of the learners’ trek for over hours too far from their homes to the centres. During this horrible Covid-19 era or in fears they even miss classes. Reason being that means of public transportation is not too common in rural era or lockdown. This problem of Covid-19 for these categories of learners is discouraging indeed. The learners must struggle each time with their slim resources in this sagging economy.

Another issue could be that of emphasizing on the importance of the curriculum, which is a set of planned or unplanned activities which are provided by the school, and which sometimes is carried on at home, with the sole aim of ensuring the total skill acquisition. Our collective intelligence, experience and insight have revealed that our curricular provisions are faulty in so many areas. Poor coordination and inadequate curriculum development for basic computer skills acquisition – poor schedule of practical lesson – work exercise in the curriculum content,

syllabi, and scheme of work for such skills acquisition in these centres. All these are inadequate for graduands ready to compete with other students from other parts of the world.

In the areas of infrastructures and tool or materials, there is no community where these centres are located that is not blessed with natural, human, financial, institutional, organization and material resources that can be tapped to augment for what is not available. Asor, Akpama, Erim (2014), lends credence to this opinion as they stated that the resources in the community can be used. Stressing further, they enumerated this resource to be natural, human, financial, institutional, organization and materials resources.

**Result presentation**

**Table 1**

Availability of tools and materials in the centre

<b>Availability of tools and practice materials</b>	<b>Respondent</b>	<b>Frequency</b>	<b>%</b>
Regularity available	Instructor	-	-
Regularity available	Learner	-	-
Not regularly available	Instructor	15	31.90
Not regularly available	Learner	18	14
Never provided	Instructor	32	68
Never provided	Learner	110	85.90

**Table 2:**

State of equipment and infrastructure in the centre

<b>State of equipment and infrastructure</b>	<b>Respondent</b>	<b>Frequency</b>	<b>%</b>
Not equipped	Instructor	5	10.60
Not equipped	Learner	10	7.80
Under equipped	Instructor	15	31.9078.70
Under equipped	Learner	18	83.50
Fairly equipped	Instructor	32	10.60
Fairly equipped	Learner	110	8.50
Well equipped	Instructor	-	-
Well equipped	Learner	-	-

Results from Table 1 and 2 indicate that, training tools, materials and equipment are not provided adequately hence, it is a hindrance to the acquisition of basic literacy skills.

## Hindrances to the Acquisition of Basic Computer Literacy Skills In Adult Literacy

Asor, L. J. & Andong H. A.

**Table 3:**

Computer educators' qualifications in the sample centers

Type	Qualification	Frequency	%
Professional	M.Sc./M.Ed	2	4.20
	B.Sc./B.Ed	5	10.60
	NCE/GCPE	10	21.20
	NCE (Tech)	20	42.50
Engineering/Technical	M.Sc./M.Tech	3	6.30
	B.Sc./B.Eng./B. Tech.	3	6.30
	H.N.D/	20	42.50
	FTC/ C&G	20	42.50

The results from Table 3 revealed that, the number of qualified technical instructors educators in the centres is inadequate.

**Table 4**

T-test values of attainable practical skills in the centres

S/N	Groups No.	SS	X	SD	DF	t-cal.	Table val.	Sig. level	Decision
1	15	472	49.2	5.6	28	19.	1.71	00.	*5
			7	1		7		5	
2	15	422	32.1						
			3						

\*Significant at  $P < 0.05$

### Result of data analysis

From the results in Table 4, it could be deduced that, there is significant different in the mean responses of the respondents in the degree of practical skills attainable in the computer basic literacy centers. Hence, reject  $H_0$  and Accept  $H_A$ .

### Discussion of findings

Result from the above tables about basic computer literacy skills acquisition reveals that, there is depth of professional computer skills instructors for the skill training in the centres. The non-availability of qualified facilitators will result in the production of half-baked computer literate graduates for the state. The finding also indicates that, students in the experimental groups of the selected four literacy centres is played remarkable interest in the practical session with

enthusiasm and fascination. This therefore show that the lack of instructors in the centres which supposed to enhance the acquisition of relevant skills is also responsible for the poor quality of the present graduates from these centres. Skills can only be acquired from day-to-day practice and experience. Moreso, in such learning situation, adequate funding would also go a long way to help and the absence of it will lead to going after in-equipped resources and the products of course will be ill-equipped graduates.

### **Conclusion**

Based on the findings, it is therefore concluded that, the provision of adequate funding as well as qualified instructors, conducive learning environment, provision of tools and materials and learners with positive attitude for acquisition of this skills is mandatory to enhance practical skills acquisition in this centre. From the results of the analysis and the discussions of the findings, students and adult learners in basic computer skill acquisition centres in Cross River State, Nigeria in general do not acquire practical needed skills. The need for such qualified facilities cannot be overemphasized.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Government and other relevant agencies shall pay detail attention to aspect of literacy acquisition activities if we must be catch-up with what is going on in the global market.
2. Government priority, interest and adequate funding should be made available to them.
3. Government should employ qualified computer professional, not half-baked instructors to such centres.
4. The in-take of the learners should be based on their abilities, tendencies, and flare.

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## **Hindrances to the Acquisition of Basic Computer Literacy Skills In Adult Literacy**

Asor, L. J. & Andong H. A.

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