



## Adequacy of human resource requirements in the NCCE 2012 Nigerian certificate in education for adult and non-formal education

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### Abstract

The purpose of the study was to determine the adequacy of the human resource requirements in the NCCE 2012 minimum standards for adult and non-formal education in the colleges of education in Nigeria. The study was a descriptive survey design, guided by two research questions and one hypothesis. The population of the study was 220 lecturers in the colleges of education in Nigeria that offer adult and non-formal education courses. The entire population was used for the study. Questionnaire was the instrument used for data collection. The questionnaire was validated by three experts. The reliability of the instrument was determined using Cronbach alpha. A reliability coefficient 0.878 was obtained. Data collected were analyzed using mean statistics to answer research question one while percentage analysis was used to answer research question two. T-test was used to test the null hypothesis at 0.05 level of significance. The findings of the study showed that all the thirteen items in the human resource requirements in the NCCE 2012 were considered as adequate by the adult educators. However, the percentages analysis showed the seven suggestions proffered by the educators and the most frequent among the respondents suggestions were (1) raising the teaching qualifications in the colleges of education to Master's degree in adult and non-formal education. (2) Increase in the ratio of senior academics to junior academics for effective mentoring. Based on the findings, it was recommended that the National Commission for Colleges of Education (NCCE) in Nigeria should raise the minimum qualification for teaching in the colleges of education to master's degree in Adult and Non-formal education.

**Keywords:** human resources, NCCE 2012, minimum standards

### Introduction

Human resources can be referred to as people who make up the workforce of an organization. It is the people employed by a company or a department in a company. In line with this, Radhakrishna and Satjaraju (2015), stated that human resources are the people who make up a workforce of an organization. Human resource has a long history. Kaufman (2018) [4], submitted that human resource was first coined in 1893 by John R. Commons but he did not build upon it. Subsequently, during the 1910s to 1930s, the term human resources was used to promote the idea that human beings were object of worth that should be encouraged to realize human dignity. Human resource as a term, became more developed in the 19<sup>th</sup> century due to misunderstanding between employees and employers. In the 1950s, the term human resource, plays an important point in developing and making an organization due to the labour provided by employees (Kaufman, 2001) [3].

The conference board (2018) [2] chronicled six key human resource related activities to include (1) managing and using people effectively (2) Typing performance appraisal and compensation (3) Developing competence that enhance individual and organizational performance (4) Increasing the innovation, creativity and flexibility necessary to enhance competitiveness (5) Applying new approaches to work process design, succession planning, career development and inter-organizational mobility (6)

Managing the implementation and integration of technology through improved staffing, training and communication with employees. Radhakrishna and Raju (2015), added mediation of disputes internally, employees' motivation and ensuring of high performance as some of the activities covered by human resources. According to Susan and Health field (2018) [8], human resource is the most important aspect of an organization. The author further said that employees must be hired, satisfied, motivated, developed and retrained for them to give in their best.

National commission for colleges of education (NCCE) is the regulatory body for colleges of education in Nigeria. It is tasked with the responsibilities of setting up standards and quality of operations in the colleges of education in Nigeria to ensure that the best global procedure and practices are carried out (NCCE 2012). National Commission for College of Education (NCCE) was last updated in 2012, hence the name, Nigeria standards. NCCE 2012. According to the provision of NCCE 2012 for adult and non-formal education, Dean is the head of human resources, followed by Head of Department and then lecturers – 1 chief lecturer, 1 principal lecturer, 2 senior lecturers, 8 lecturers (I, II & III), 2 assistant lecturers. The non-teaching staff should include Dean's personal secretary, school academic secretary and one other administrative officer. There should also exist 2 support staff- a messenger and a cleaner.

**Dean's eligibility**

The Dean of a school shall normally be elected. To be eligible for this election, the officer shall not be below the rank of principal lecturer.

**Tenureship**

The Dean shall hold office for 2 years from the date of his election or until he resigns, but shall be eligible for re-election for a second and final term. He should leave office for at least two years before he/she can re-contest for the position.

**Head of department (HOD) eligibility**

The HOD shall normally be appointed. To be eligible for appointment, the officer shall not be below the rank of senior lecturer and must have a master's degree in adult and non-formal education. Where there are no qualified staff for this position, the most senior academic staff can be appointed in an acting capacity until a qualified person is available.

**Tenureship**

The HOD shall hold office for 2 years from the date of his appointment or until he resigns, but shall be eligible for re-appointment for a second term and then some eligible ones be considered. In the event that there is no other one eligible, the incumbent HOD shall hold office in an acting capacity until a substantive HOD is appointed (NCCE 2012).

In the Nigerian university system, a dean of a faculty must be a Professor. Professorship is the highest promotion an academic staff must strive to attain. A person being a professor before he is elected a Dean of a faculty in the university demonstrated that he has gathered a lot of experience to run the affairs of the faculty very well. In the same vein, the researcher is of the view that a Dean of school of adult and non-formal education in the colleges of education in Nigeria must have attained the highest rank in the colleges of education which is chief lecturer. By this time, it is assumed that he/she has accumulated a lot of experience, partly because of the number of years he has served as a public servant and partly, because of the experience he has gathered from his day-to-day activities. Similarly, the minimum qualification for becoming an academic staff in the colleges of education in Nigeria is a Bachelor's degree (not less than a second-class lower division) and/or HND holder (NCCE 2012). The Nigerian society is evolving and advancing, and its children need to be well taught to meet up with the development of the society and the world best practices in education. It takes a sound academic to produce a sound student.

The educational system in Nigeria cannot grow beyond the quality of its teachers. For a teacher to teach well and be effective, he must possess the necessary educational qualifications to be able to impart positively, knowledge, skills, attitudes and values to his audience. Chieke (2021) <sup>[1]</sup> posited that there is a direct relationship between the quality of teaching personnel and the quality of an educational process. The author attributed part of the defects in Nigerian educational system to poor teaching. Therefore, professional qualification is a sine qua non to the success of an educational process. To this end, the researcher believes that Bachelor's degree as a minimum qualification to teach in the colleges of education in Nigeria is inadequate. To his

opinion, Master's degree in adult and non-formal education should be the benchmark. However, there is the need to find out from the opinion of experts (lecturers) the adequacy or otherwise of human resources as enshrined in the National Commission for Colleges of Education NCCE 2012 in Nigeria Certificate in Education Minimum Standards for Adult and Non Formal Education in the Colleges of Education in Nigeria.

The adult educators (Lecturers) were the respondents in this study. Some were experienced (9 years and above) while others were not as much experienced (9 years and below). These two categories of lecturers were used for the study because they may differ in their views due to their years of service experience. Years of service experience implies the number of years an individual has spent in a particular or chosen career. In this study lecturers with long years of service experience (experienced lecturers) were those who have spent 10 years and above while those with fewer years of service experience (less experienced) were those who have spent only 9 years and below, as academic staff in the colleges of education in Nigeria that offer courses on adult and non-formal education. They could as well offer useful insights and suggestions as to the adequacy of human resource requirements in the NCCE 2012 minimum standards.

**Statement of the problem**

The human resource requirement in the NCCE 2012 for adult and non-formal education in the colleges of education in Nigeria has lasted for over 10 years now. It, therefore, needs to be reviewed and revisited. The idea of Bachelor's degree as a bench mark for teaching in the colleges of education should be revisited, and possibly, the bench mark upgraded to Master's degree to ensure quality teaching. This will as well help promote and ensure academic excellence in the colleges of education in Nigeria. Therefore, there is every need determine the adequacy of human resource requirements in the NCCE 2012 minimum standards to ensure that it is in line with the best global procedure and practices in education.

**Research question**

Two research questions guided the study.

1. How do adult educators (lecturers) in the colleges of education in Nigeria rate the adequacy of human resource requirements in the NCCE 2012 minimum standard for adult and non-formal education?
2. What suggestions or inputs could be proffered to improve the human resource requirements in the NCCE 2012 minimum standards for adult and non-academic education?

**Hypothesis**

A null hypothesis was tested at 0.05 level of significance.

**HO:** There is no significant difference between adult educators (lecturers) who have long years of service experience (10 years above) and those who have fewer years of service experience (9 years and below) in their mean rating on the adequacy of human resource requirements as enshrined in the NCCE 2012 minimum standard for adult and non-formal education in the colleges of education in Nigeria.

**Materials and methods**

The design adopted for the study was the descriptive survey design. The area of the study was Nigeria. The population of the study was 220 lecturers in the colleges of education in Nigeria. The entire population was studied because the population was small and manageable. The instrument used for the study was a researcher-made questionnaire, titled, Adequacy of Human Resource Requirements in the NCCE 2012 Minimum Standard Scale (AHRRNMSS). The AHRRNMSS has 13 items structured on a 5-point rating scale of very Adequate (VA) 5 points, Adequate (A) 4 points, Fairly Adequate (FA) 3 points, Inadequate (INAD) 2 points; Very Inadequate (VINAD) 1 point. The respondents were asked to indicate their level of agreement or otherwise of the items by ticking on the weighted five points scale. The instrument was validated by three experts from the Department of Adult and Continuing Education, Science Education and Vocational Education all in Nnamdi Azikiwe University, Awka. Cronbach alpha coefficient formula was used to determine the reliability coefficient of AHRRNMSS which is 0.78.

A total of 220 copies of questionnaire were produced and distributed to the respondents. Only 203 copies were

completed and returned, representing 92.2%. The data analysis was, therefore, based on the 203 completed and returned copies of the questionnaire. Mean statistics, frequency tables and percentages were used to analyze research questions 1 and 2 respectively, while t-test was used to test the null hypothesis at 0.05 level of significance. Nworgu (2015) [6] affirmed the use of t-test to test hypothesis about the difference between two population means. Therefore, the used of t-test for this study is deemed fit. The decision rule for research questions were determined using true limits of numbers in a five-point rating scale response category. As concerns the decision rule, 3.50 mean points and above were regarded as adequate while 3.49 and below were interpreted as inadequate. The null hypothesis was accepted at 0.05 level of significance if the calculated value of ‘t’ is less than the critical or table value, otherwise, the null hypothesis was rejected.

**Research question one**

How do adult educators in the colleges of education in Nigeria rate the adequacy of human resource requirements on the NCCE 2012 Minimum standards for Adult and Non-formal education.

**Table 1:** Mean ratings of adult educators on the adequacy of human resource requirements in the NCCE 2012 minimum standards (N = 203)

S/N	Items on the Human Resource Requirement	$\bar{X}$	SD	Remarks
1	A Dean	4.42	0.83	Adequate
2	Personal secretary to the Dean	4.25	0.79	Adequate
3	Secretarial staff	4.20	0.73	Adequate
4	School Academic secretary	4.19	0.82	Adequate
5	One Administrative Officer	4.20	0.88	Adequate
6	HOD who is not below senior Lecturer and must have Master’s degree in Adult and Non-formal education	4.21	0.94	Adequate
7	A secretary and senatorial staff	4.07	0.84	Adequate
8	One Chief Lecturer	4.00	1.02	Adequate
9	One Principals Lecturer	4.00	1.06	Adequate
10	Two Senior Lecturers	3.98	1.00	Adequate
11	8 lecturers (I, II & III)	4.19	.085	Adequate
12	Two Assistant Lecturers	4.00	1.00	Adequate
13	Two support staff (a messenger and a cleaner)	3.84	1.11	Adequate

Table 1 shows that the educators rated the thirteen items in the human resource requirements as adequate.

**Research question two:** What suggestions could be proffered to improve the human resource requirements in

the NCCE 2012 Minimum standards for Adult and Non-formal Education?

**Table 2:** Percentage Analysis of Suggestions by Adult Educators to Improve the Requirements in the Section of Human Resource N=12

S/N	Suggestions by educators on Human Resource Requirement	Frequency	Percentage%
1	Minimum qualification for teaching should be master’s degree in adult education	3	25.00%
2	Resource officer and school librarian	1	8.33%
3	Two chief lecturers	1	8.33%
4	Employment of special education facilitators	1	8.33%
5	Increase in the ratio of senior academics to junior academics	3	25.00%
6	Typist/Computer Analyst	2	16.67%
7	Administrative Position should be reserved for senior and chief lecturer	1	8.33%
	Total	12	100%

Table 2 shows percentage responses of the suggestions by the adult educators on human resource requirements. Out of 203 lecturers, only 12 made suggestions in this section. The most frequent among the respondents are the provision of minimum qualification for teaching to be master’s degree and that there should be an increase in the ratio of senior academics, to junior academics for effective mentoring.

**Test of hypothesis**

**Ho:** There is no significant difference between adult educators who have long years of service experience (10 years & above) and those who have fewer years of service experience (9 years & below) in their mean ratings on the adequacy of human resource requirements as enshrined in the NCCE 2012 minimum standard for adult and non-formal education

**Table 3:** t-test of significant difference between inexperienced and experienced lecturers on the adequacy of human resource requirements.

Lecturers	N	X	SD	DE	t-cal	t-crit	LS	Decision
Inexperienced	61	4.16	0.60	199	0.77	1.96	0.05	Not Significant
Experienced	142	4.09	0.59					

Table 3 shows that at 0.05 level of significance and 199 degrees of freedom, t-cal (0.77) is less than t-crit (1.96). Therefore, the hypothesis which states that there is no significant difference between the mean ratings of adult educators who have long years of service experience (10 years & above) and those who have fewer years of service experience (9 years & below) on the adequacy of human resource requirements was not rejected.

**Discussion of the findings**

The result of the study on the adequacy of human resource requirements NCCE 2012 Minimum standards was considered as adequate by the adult educators. This implies that the NCCE 2012 minimum standards provide for enough manpower, both, teaching and non-teaching staff in the Department of Adult and Non-formal education. Human resources constitute the people who make up the workforce in any organization. It is sine qua non in both formal and non-formal organizations. This perspective was corroborated by Susan and Health Field (2018) who remarked that human resources is the most important aspect of an organization. Similarly, Kaufman (2001) stressed that human resource plays very important role in making and developing an organization because of the labour provided by the employees. For the employees in the colleges of education to do their job very well, they must be competent. This means that they must be qualified for the job because as a saying goes, one cannot give what he does not have. For the learners, equally, to learn adequately, the human resource must be competent and their capacity regularly developed. Lecturers must be exposed to regular training and re-training by way of study leave with pay, seminars, workshops and conferences. This view was supported by Susan and Health field (2018) who reiterated that employees must be satisfied, motivated, developed and re-trained for them to be productive and efficient in their areas of work. However, seven other items emerged as suggestions proffered by the educators to improve the prescriptions in the section of human resource requirements in the NCCE 2012 minimum standards. One of such suggestions include that minimum qualification for teaching in the Department of Adult and non-formal education should be master’s degree in adult education. This is in line with Chieke (2021) <sup>[1]</sup> who argued that there is a direct relationship between the quality of teachers and the quality of an education process. To maintain high academic standards in schools, teachers must possess high academic qualifications. The test of the null hypothesis showed that there is no significant difference between the lecturers with long years of service experience and those with fewer years of service experience on the adequacy of human resource requirements. This entails that the provision of human resources in the NCCE 2012 minimum standards are adequate as rated by adult educators in the colleges of education in Nigeria, both, with long and fewer years’ service experience lecturers. The agreement and alignment of both groups of lecturers on the

adequacy of human resource requirements in the standard document may be due to the fact that both groups are the real implementers of the NCCE 2012 minimum standards. They know where the shoe pinches them or otherwise.

**Conclusion**

Based on the findings of the study, it was concluded that the adult educators in the colleges of education in Nigeria rated human resource requirements in the NCCE 2012 minimum standards as adequate. However, this could be improved upon by raising the benchmark for teaching qualification in the colleges of education to master’s degree in adult and non-formal education instead of Bachelor’s degree. The human resource requirements in the NCCE 2012 could also be improved upon as attested by the lecturers, by increasing the ratio of senior lecturers to junior ones in the colleges of education for effective mentoring.

**Recommendations**

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

1. Teaching qualifications in the colleges of education in Nigeria should be raised from bachelor’s degree to Master’s degree in adult and non-formal education. This is to ensure and maintain standards in the colleges of education in Nigeria.
2. There should be increase in the ratio of senior academics to junior academics for effective mentoring. This implies that more junior academics should be employed into the system. Hitherto, percentage of junior academics are very low compared to their senior counterparts.
3. Chief lecturers in adult and non-formal education in the collages of education should be increased to two as revealed by this study.

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