Assessment of Resources Utilisation for the Delivery of Adult Education Programme during Covid-19 at the University of Ilorin, Nigeria

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Abstract

Quality education is a function of the provision of resources, their maximum utilisation *and management. The objectives of this study, among others, are to find out the availability and utilisation of resources for the delivery of adult education programmes during Covid-19 at the University of Ilorin. The total population of the study comprised 600 adult education students and 8 lecturers in the Department of Adult and Primary Education, University of Ilorin, Ilorin, Kwara state. A simple random sampling technique was adopted to select 340 from the total population of 600 adult education students and 8 Adult Education lecturers also participated in the study. Two instruments were for the study titled Assessment of Resource Availability and Utilization in the Delivery of Adult Education Programme Questionnaire (ARAUDAEPQ r= 0.78) and Assessment of Resource Availability and Utilization in the Delivery of Adult Education Programme by Lecturers' questionnaire (ARAUDAEPLQ r = 0.75). The checklist and questionnaires were validated by experts in the field of Measurement and Evaluation. Descriptive statistics of mean was used to answer the research question while hypotheses were tested with independent t-test and Analysis of Variance (ANOVA) at 0.05 alpha level. The results showed that there was no statistically significant difference in the availability of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of University of Ilorin ($t_{\{348\}}$ = 1.291, p>0.05). There was a statistically significant difference in the utilisation of resources in the delivery of Adult Education programmes as assessed by lecturers and students of the University of Ilorin ($t_{\{348\}}$ = 2.471, p<0.05); there was a statistically significant difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on gender ($t_{\{8\}}$ = 0.783, p>0.05); and there was no statistically significant difference in the lecturers' utilisation of resources during Covid-19 in the delivery of adult education based on lecturing status (F $_{\{3, 6\}}$ = 0.449, p>0.05). Thus, it was recommended that school management should be ready to cooperate with Adult Education lecturers in the provision and improvisation of visual instructional materials for better delivery of adult education programmes and instructional delivery at the University* of Ilorin.

Keywords: Delivery, e-learning, electronic-library, library and resources utilization

Introduction

Accessibility and utilisation of resources in an organisation are imperative in the accomplishment of its objectives and destinations. Students' learning result is impacted by the utilisation of school resources. Resources make an indispensable contribution to bringing about improvements in the system of education. Improvement in the system of education is enhanced through the provision, maximum utilisation and management of resources. The advancements that take place in science and technology enable school authorities and educators to implement modern and innovative techniques and methods that influence teaching-learning methods. In educational institutions, the stakeholders need to understand the impact of resources in enriching the system of education. Utilisation is the primary technique wherein success and performance efficiency are determined – it is the action of making practical and effective use of teachers. Human resource utilisation is about harnessing job expertise. Effective utilisation of teachers translates into effective teaching and learning. One of the results of this will be high academic output in the education sector. Human resources are the people, who constitute the workforce inside the organization. The people and their information, abilities and capacities are the ones that constitute human resources. Teachers, therefore, must secure polished skills in specialised, mechanical, administrative, and social tasks. They ought to stay updated in terms of cutting-edge, logical and inventive strategies within the framework of instruction.

Literature Review

Inside the classroom environment at all levels of educational institutions, the instructors make use of different sorts of advances and cutting-edge, logical and innovative strategies. The commonly utilised innovative strategy is the use of information and communication systems and the library. Although, the library has shifted from its conventional method to meet the world of the 21st Century which is the electronic library (e-library). This does not mean that the conventional library is unused or useless. Within the display presence, the teachers, as well as the students, are making use of information and communication systems and the library for the adult education programme.

Edoka (2000) defined a library as a life expository of the cultural past and sustainers of intellectual activities that anticipate the future. The library is the agency devoted solely to the purpose of collecting, preserving, transmitting and securing the widest and most effective use of the record of civilisation by society. Its awareness as part of a social, political, economic or administrative setup cannot be over-emphasized. The tremendous increase in the volume of publications as well as the resulting complexity of libraries and the methods by which literature is organized and disseminated, coupled with the unprecedented rise in admission to institutions of higher learning in Nigeria made academic libraries give priority to user education programmes.

The concept of the library as a storehouse of knowledge for educational programmes as embodied in books has been altered greatly by trends in Information and Communication Technology (ICT) utilisation in libraries, especially academic libraries. This has continued

to revolutionise the pattern and scope of library services with the introduction of the use of ICT into library user education programmes. ICT is a generic term that refers to technologies that are being used for collection, storing, editing and passing on information in various forms. Tinio (2002) defined ICT as a diverse set of technological tools and resources such as computers, the Internet, and broadcasting technologies (radio and television) that communicate, create, disseminate, store and manage information while ICT-based resources encompass any medium for recording information such as magnetic disk, tape, optical disks, flash and using communication through voice and sound or images, microphones, cameras, loudspeakers, telephone to cellular phones. Agabi (2011) highlighted the effectiveness, availability, accessibility and use of library and information resources in a study. He explained that, for an effective learning process, learners must have access to necessary information materials and resources.

Information and communication technology-based resources are electronic gadgets or appliances that process data (Ormes and Dempsey 2007). They include a wide variety of computing hardware such as desktop computers, laptops, servers and mainframes. Library users can achieve success when their awareness of ICT-based resources is adequate. The traditional responsibility of academic libraries is to provide access to relevant, high quality and up-to-date information resources to support teaching, learning and research, amongst other responsibilities. An academic library, as a matter of policy, is saddled with the responsibilities of acquiring, organising, preserving, and making accessible library resources and services for use by the clientele of the library (Aina, 2004). Aramide, Olaojo and Ola (2009) regarded library resources as the lifeblood of successful teaching, learning and research activities. Library resources, basically print, non-print, electronic and web-based resources play critical roles in university students' academic achievement.

Information and communication technologies provide access to information through telecommunication. It is similar to Information Technology (IT) but focuses primarily on all aspects of life. This includes the internet, wireless networks, cell phones and other communication mediums. Tinio (2002) states that the potential of ICTs in increasing access and improving relevance and quality of education in developing countries is enormous. Tinio further pointed out that ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation, and execution and widen the range of educational opportunities. One of the greatest hardships endured by students and teachers is that they live in isolation, and ICTs can open access to knowledge in ways unimaginable. As of late, the advancement of ICT continuously replaces the conventional teaching instructional method. Face-to-face classroom interaction is getting supplanted by online communication, and conventional white or slate is getting supplanted by an intelligent whiteboard, and books. ICT allows all the human components of schools: the principals, administrators, teachers, IT coordinators, and the students to get involved in collaborative learning.

The most important learning aspect of collaborative learning that will be achieved using ICT is interactivity and communication. As mentioned by Rodrigues (2002), effective learning happens when students are interactively engaged in a learning task. Learning using ICT is more than learning through memorization. It allows the learners to experience their

learning processes, be interactive, enjoy and have fun with technology. Driver (2019) asserted that the Web-based learning context allows students to interact with teachers or other students mediated by machines under information and communication technology (ICT) is blended learning and e-learning. Blended learning refers to learning models that combine face-to-face classroom practice with e-learning solutions. For example, teachers may facilitate students learning in class contact and use a model such as a modular object-oriented dynamic learning environment to facilitate out-of-class learning. E-learning is a type of learning programme that makes use of an information network such as the internet, an intranet (LAN) or an extranet (WAN) whether wholly or in part, for course delivery. Web-based learning is a subset of e-learning and refers to learning using an internet browser.

The importance of ICT is quite evident from the educational perspective. Though the chalkboard, textbooks, radio/television and film have been used for educational purposes over the years, none has quite impacted the educational process like the computer (Ololube, 2014). While television and film impact only the audio-visual faculties of users, the computer is capable of activating the senses of sight, hearing and touch of the users. ICT can provide a higher interactive potential for users to develop their individual, intellectual and creative abilities (Shavinina, 2001).

The students' learning outcome in Adult Education was observed largely to be dependent on the availability and utilization of the teaching resources and also students are trained to acquire saleable skills using these resources (Uhomoibhi, 2006). There are many important resources to be utilized in achieving a set goal and objective, resources such as ICT, Library, and human resources. In order to develop these resources, professional and technical know-how is needed, and more professional facilitators of all kinds must be trained. Ayeni (2005) identifies some factors that are responsible for the poor learning outcome of students in Adult Education. These include inappropriate planning of educational programmes, insufficiently qualified adult educators in the field, insufficient material resources for training, lack of recognition and encouragement of adult education graduates, inadequate funding, and lack of adult education researchers. Olaitan (2003) states the following factors to be the probable causes of poor learning outcomes: the poor utilization of resources, poor teaching methods, students' attitude toward Adult Education, and societal negative attitude towards the subject.

The computer is a technological improvement and innovation designed under the control of the set of stored programs that is capable of performing a set of intellectual traits of the users. It is an innovative-driven gadget outfitted with a command interface, electronic digital circuitry, storage departments, and microscopic semiconductor recording devices for the quick logical execution of wired commands or operations. Reith (1993) defined Personal Computer (PC) as an electronic device that stores information on magnetic tapes or disks; scrutinize it and produces information as required from the data on the tape E-learning is a means of education that incorporates self-motivation, communication, efficiency, and technology. The isolation intrinsic to e-learning requires students to communicate with each other and the instructor frequently to accomplish their assigned tasks. Distance is eliminated because the e-learning content is designed with media that can be accessed from properly equipped computer terminals, and other means of Internet-

accessible technology. Nowadays, the higher education system is in a continuous process of change, with universities having to keep pace with the needs, desires, and requirements of students. Thus, information technologies and E-learning systems are seen as essential factors in carrying out learning activities in higher institutions.

However, in the technology era, one of the main challenges of universities is the integration of innovative E-learning systems to reinforce and support both teaching and learning. Falade (2006) describes E-learning as a concept that uses electronic media represented by the Internet, CDs, mobile phones, or even television, to provide distance learning and teaching. E-learning refers to transferring knowledge and education by utilizing various electronic devices, and the concept can be better understood when integrated into a context in which technology is used to meet peoples' need to learn.

According to Becker (2013), human resources refer to the personnel who need to augment their knowledge, competencies and abilities, which are needed to carry out their job duties in a well-organized manner, achieve the desired outcomes and upgrade the overall system of education. Human resource constitutes a vital vein of any institution. The human resource in the school system includes facilitators, support staff in the school, students, parents, community members and a host of other interest and social groups. Human resources are responsible for planning, organising, coordinating, controlling, manipulating, and maintaining other forms of resources, its administrative and forecasting ability placed it ahead of other forms of resources. The availability of human resources is not only required in school administration but their quality and quantity must be considered if effective and efficient administration is to be guaranteed.

This study is guided by the constructivist theory. Formalisation of the theory of constructivism is for the most part credited to Jean Piaget, a Swiss psychologist who enunciated components by which information is internalised by learners. Constructivism, according to Floden (1994), is based on observation and scientific study of how people learn. People build their understanding and knowledge of the world by observing and reflecting on their surroundings. This theory was used in the study because a constructivist approach to learning can lead to a variety of different teaching methods. In the broadest sense, it usually entails encouraging students to create more knowledge through active techniques such as experiments, real-world, and problem-solving, and then to reflect on and discuss what they're doing and how their understanding is changing. The facilitator checks to see whether the students have any preconceived notions and then guides the activity to address and expand on them. Constructivist theories underpin a variety of teaching and learning methodologies, and they frequently advise that hands-on learning is the most effective way to learn. Learners learn by experimentation rather than being taught what will happen, and they are left to draw their conclusions, judgments, and findings. According to Glasersfeld (1989), the learner's responsibility for learning should become increasingly essential, emphasising the role of teaching-learning resources in the learner's surroundings. Learners develop their understanding rather than just reflecting and mirroring what they read. The constructivist paradigm considers the learning context to be crucial to the learning process (Maicibi and Nkata, 2015). In addition, the learning environment should be tailored to encourage and challenge the learner's thinking (Usman, 2017).

The influence of constructivism in education today can be seen in a variety of published curricula as well as instructional practices. Social constructivist applications are commonly found in schools through the widespread use of cooperative and collaborative teaching strategies such as Teams-Games-Tournament, Student Teams' Achievement Division, Jigsaw, Numbered Heads Together, and Peer-Peer Tutoring (Zahorik, 2020). In each of these, the emphasis is on having students work together while sharing ideas and challenging each other's perspectives. This theory hypothesises that individuals will try to make sense of all information that they perceive and that each individual will, therefore, construct their meaning from that information. It is evident from this that constructivism will help this study to ascertain the fact that knowledge exists in the mind of the learner (adult education students); however, various resources need to be utilised to help the learner to learn better.

The availability and utilisation of human and material resources determine the efficiency of the school system. During the global pandemic (Covid-19) when the students and the facilitators could not meet physically, material resources such as information and communication technology under which we have a learning management system and other online platform was leveraged. This made instructions to be carried out online between the teachers and the students. However, this medium was not leveraged maximally which led to complaints from students, this is as a result of the facilitator s' inability to utilize resources maximally. Part of the reason for this failure was because the teachers do not have adequate knowledge and skills to effectively use ICT. During this period, hybrid learning was also introduced where students have to take their lectures both online and physically. Many students and teachers complained of network issues as they were unable to carry out instructions effectively. Effective utilization of resources is only possible when the individual can maximize resources at their disposal effectively. Library as a material resource provides lots of benefits to both the teachers and the students but this can only be possible if it is used consistently.

Osarenren-Osaghae and Irabor (2012) conducted a research on the availability and adequacy of human and material resources for the teaching and learning of skill-based courses in Nigerian public universities. The study was guided by three (3) objectives and research questions, while two (2) hypotheses were formulated. The population of this study comprised of academic staff and final year students of 2009/2010 academic session in Nigerian Public Universities. The instruments used to collect data were the questionnaire and checklist. Based on their findings, they recommended that stakeholders in the educational sector should ensure that the needed human and material resources should be provided to help in the production of skilled graduates for national development. Uchendu, Ekanem and Jonah (2013) examined resources maintenance for the provision of educational services in public and private secondary schools in Rivers state, Nigeria. Result obtained shows that maintenance culture in public and private secondary school was poor. They recommended that if physical resources in schools were properly maintained this would have positive impact on the academic performance of the students. Okoji (2013) studied the and utilisation of instructional facilities as correlates of adult learners' academic performance in Lead City University, Oyo State, Nigeria. Okoji concluded that the lecturers should be encouraged to use and try to improvise instructional materials for effective teaching in the University. Many scholars have carried out studies in the area of resources availability and utilization

in Primary, Secondary and Tertiary Institutions but none of these scholars carried out their research on the availability and utilization of resources for teaching tertiary institutions students during Covid-19 pandemic period.

The main purpose of this study is to assess resources availability and utilisation in the delivery of adult education programmes at the University of Ilorin. Other objectives of this study are to:

1. Find out the availability resources for the delivery of adult education programmes during Covid-19 at the University of Ilorin
2. determine the difference in the availability of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of the University of Ilorin
3. find out the difference in the utilisation of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of the University of Ilorin
4. determine the difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on gender
5. determine the difference in the lecturers' utilisation of resources in the delivery of adult education based on lecturing status

The following question was raised for this study:

RQ1: What were the resources available for the delivery of adult education programmes during Covid-19 at the University of Ilorin as assessed by lecturers and students?

Research Hypothesis

Ho$_1$: There is no significant difference in the availability of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of the University of Ilorin.

Ho$_2$: There is no significant difference in the utilisation of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of the University of Ilorin.

Ho$_3$: There is no significant difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on gender.

Ho$_4$: There is no significant difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on lecturing status.

Research Method

The study adopted a de facto survey research design. This study was conducted in the department of adult and primary education, University of Ilorin, Ilorin, Kwara state. The area was selected purposely to explore the use of resources for the delivery of adult education programmes during Covid-19. The total population of the adult education students in the Department of Adult and Primary Education was 600 and 8 adult education lecturers in the University of Ilorin, Ilorin, Kwara state. Simple random sampling technique was adopted to select 340 adult education students from the total population of 600 adult education students and 8 adult education lecturers in the department of adult and primary education, in the University of Ilorin also participated in the study. The two research

instruments were used in the study, the questionnaires used for this study were tagged; Assessment of Resource Availability and Utilization in the Delivery of Adult Education Programme Questionnaire (ARAUDAEPQ) and Assessment of Resource Availability and Utilization in the Delivery of Adult Education Programme by Lecturers' questionnaire (ARAUDAEPLQ). The questionnaires contained statements that elicited responses on the availability and utilisation of resources in the delivery of adult education programmes during Covid-19 in University of Ilorin, Kwara State, Nigeria. The instruments were structured in the modified 4 point Likert scale ranging from Always, Sometimes, Rarely and Never. The checklist and questionnaires were validated by the experts in the field of Measurement and Evaluation. All the comments and suggestions pointed out were effected in the final draft of the questionnaire. To determine the reliability of the instrument test-re-test technique was conducted in the Department of Adult Education, University of Ibadan. The checklist also passed through pilot testing and Cronbach's alpha was used to test the reliability of the two instruments, the value obtained was 0.78 for ARAUDAEPQ and 0.75 for ARAUDAEPLQ. Descriptive statistics of mean was used to answer the research question while hypotheses were tested with independent t-test and Analysis of Variance (ANOVA) at 0.05 alpha level.

Data Analysis and Results
RQ1: What were the resources available for the delivery of adult education programmes during Covid-19 in the University of Ilorin as assessed by lecturers and students?

Table 1: *Availability of Instructional Resources for the delivery of adult education programmes during Covid-19 in University of Ilorin as assessed by lecturers and students*

SN	Items	Lecturers			Students			Total	Remark
		A	NA	Sub Total	A	NA	Sub Total		
1	Computer	10	-	10	340	-	340	350	Available
2	Library	10	-	10	340	-	340	350	Available
3	Electronic Library	10	-	10	340	-	340	350	Available
4	Resource person	10	-	10	340	-	340	350	Available
5	Internet Facilities	10	-	10	340	-	340	350	Available
6	Interactive white board	10	-	10	340	-	340	350	Available
7	Projector	10	-	10	340	-	340	350	Available
8	Text books	10	-	10	340	-	340	350	Available
9	Multimedia	10	-	10	213	127	340	350	Available
10	Video	10	-	10	241	99	340	350	Available
11	Audio tapes	10	-	10	340	-	340	350	Available
12	Television	4	6	10	149	191	340	350	Not Available
13	Slides and Transparencies	10	-	10	340	-	340	350	Available
14	Posters	10	-	10	340	-	340	350	Available
15	Models	10	-	10	340	-	340	350	Available
16	Real Object	10	-	10	340	-	340	350	Available
17	E-books	10	-	10	340	-	340	350	Available

18	Document Camera	3	7	10	87	253	340	350	Not Available
19	Word processing software	10	-	10	340	-	340	350	Available
20	Slide Projectors	10	-	10	340	-	340	350	Available
21	Presentation software	10	-	10	340	-	340	350	Available
22	Overhead Projector	10	-	10	340	-	340	350	Available
23	Community Resources	10	-	10	340	-	340	350	Available
24	Film Projector	10	-	10	340	-	340	350	Available
25	Google Classroom	10	-	10	340	-	340	350	Available

As revealed in Table 1, computers, libraries, electronic libraries, resource persons, internet facilities, interactive whiteboards, projectors textbooks, multimedia, video, audio tapes, slides and transparencies, posters, models, real objects, e-books, word processing software, slide projectors, presentation software, overhead projector, community resources, film projector and google classroom were assessed to be available by the majority of adult education lecturers and students while television and document camera were not available.

Research Hypotheses

Ho₁: There is no significant difference in the availability of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of the University of Ilorin.

Table 2: t-*test statistics showing the difference in the availability of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of University of Ilorin*

Participants	No	Mean	S. D.	Df	t-value	Sig	Remark
Lecturers	10	17.821	3.619				
				348	1.291	0.131	**NS**
Students	340	16.975	3.377				

*Insignificance at p>0.05

Table 2 showed that the t-value 1.291 was obtained with a p-value of 0.131 when computed at 0.05 alpha level. Since the p-value of 0.131 was greater than 0.05 level of significance, the null hypothesis one was retained. Therefore, there was no statistically significant difference in the availability of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of University of Ilorin ($t_{\{348\}} = 1.291$, p>0.05).

Ho₂: There is no significant difference in the utilisation of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of University of Ilorin

Table 3: *t-test statistics showing the difference in the utilisation of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of University of Ilorin*

Participants	No	Mean	S. D.	Df	t-value	Sig	Remark
Lecturers	10	17.819	2.462				
				348	2.471	0.036	**S**
Students	340	15.227	3.349				

*significance at p<0.05

As revealed in Table 3, the t-value 2.471 was obtained with a p-value of 0.036 when computed at 0.05 alpha level. Since the p-value of 0.036 was less than 0.05 level of significance, the null hypothesis two was not retained. Therefore, there was a statistically significant difference in the utilisation of resources in the delivery of adult education programmes as assessed by lecturers and students of University of Ilorin ($t_{\{348\}}$ = 2.471, p<0.05). Thus, the difference noted by the lecturers with greater mean score signified that the resources were being more utilised for the delivery of adult education programmes during Covid-19 than as submitted by students.

Ho₃: There is no significant difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on gender

Table 4: *t-test statistics showing the difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on gender*

Gender	No	Mean	S. D.	Df	t-value	Sig	Remark
Male	7	17.311	3.211				
				8	0.783	0.149	**NS**
Female	3	16.424	3.427				

*insignificance at p>0.05

As revealed in Table 4, the t-value 0.783 was obtained with a p-value of 0.149 when computed at 0.05 alpha level. Since the p-value of 0.036 was less than 0.05 level of significance, the null hypothesis three was retained. Therefore, there was a statistically significant difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on gender ($t_{\{8\}}$ = 0.783, p>0.05).

Ho₄: There is no significant difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on lecturing status.

Table 5: *ANOVA Summary of the difference in the lecturers' utilisation of resources in the delivery of adult education during Covid-19 based on lecturing status*

Variables	Sum of Squares	df	Mean Square	F	Sig.	Remark
Between Groups	131.248	3	43.749			
Within Groups	584.345	6	97.391	0.449	0.69	NS
Total	715.593	9				

*Insignificance at p>0.05

As shown in Table 5, the F-value of 0.449 was obtained with a p-value of 0.69 when computed at 0.05 alpha level. Since the p-value of 0.69 obtained was greater than 0.05 level of significance, the null hypothesis four was retained. This implied that there was no statistically significant difference in the lecturers' utilisation of resources during Covid-19 in the delivery of adult education based on lecturing status (F $_{\{3, 6\}}$ = 0.449, p>0.05).

Discussion of the Findings

Findings from this study revealed that computer, library, electronic library, resource person, internet facilities, interactive white board, projector, text books, multimedia, video, audio tapes, slides and transparencies, posters, models, real object, e-books, word processing software, slide projectors, presentation software, overhead projector, community resources, film projector and google classroom were assessed to be available during Covid-19 by the majority of adult education lecturers and students while television and document camera were not available. This signifies that almost all the recommended or required resources for the effective delivery of adult education progammes were available in the University of Ilorin. The availability of school resources improved the efficacy of schools since they were essential elements that could help pupils achieve strong academic results. Therefore, teaching/learning Adult Education is an activity whose success is determined by a host of factors, among them being the nature and availability of necessary resources and the facilitator factor which is probably the most critical. This finding substantiates Chiriswa (2012) whose study found that textbooks, instructional charts, posters, flashcard, graphs, maps, slides, overhead projector, white board, flipchart, worksheet, newsletter, newspaper/magazines, instructional pictures, resource person, television, radio, field trip, art works and drawing, drama/songs and a script of play lets. However, this result disagrees with Olaniyan and Ojo (2018) who found that lack of textbooks and training manuals was one of the challenges facing successful implementation of educational programmes in Nigerian schools.

Also, findings of this study showed that the majority of the adult education lecturers submitted that resources were being utilised to a large extent while the majority of the adult education students asserted that resources were being utilised to a moderate extent for the delivery of adult education programmes in University of Ilorin, Ilorin, Nigeria. Resource utilization is the process of managing and arranging resources. Since resources enhance students' learning while also inspiring them, their use in education results in productive learning outcomes. Analysing school spending is a popular approach to assess how educational resources are being used. Any Adult Education facilitator who intends to realize optimum results from the use of resources has to appreciate the principle of selecting appropriate resources. These results corroborate Raw (2003) whose study argued that the effective resource utilisation in schools reduces dropout rates, maintains student discipline, and keeps students interest for longer periods. Classrooms, desks, seats, computers, textbooks, instructors, principals, school operational expenditures, and other instructional materials are all important in improving teaching and learning. Students are less likely to be absent from schools that give them engaging, meaningful, and relevant activities, which helps to enhance access and educational results. In the same vein, this is in line with Olagunju and Abiola (2008) who asserted that utilization of resources in the

teaching brings about fruitful learning since it stimulates students' senses as well as motivating them.

In addition, results from this study indicated that there was no statistically significant difference in the availability of resources in the delivery of adult education programmes as assessed by lecturers and students of University of Ilorin. This showed that the assessment given by both the adult education lecturers and students is similar on the availability of resources for adult education programmes delivery. This finding is in congruence with Njoroge (2010) in a study on factors affecting availability, acquisition, and utilization of resources in the teaching of English in selected Kenyan secondary schools, he found out that unavailability of educational resources among other factors hinders effective utilization. Mapederun (2012) and Oni (2005) also emphasized that the availability and adequacy of educational resources affect academic performance positively. Similarly, Chiriswa (2002) notes that effective teaching and learning depends on the availability of suitable and adequate resources such as books, ICT, laboratories, library materials and a host of other visual and audio teaching aids which enhance good performance in the national examination.

Furthermore, findings from this study revealed that there was a statistically significant difference in the utilization of resources in the delivery of adult education programmes as assessed by lecturers and students of the University of Ilorin. Thus, the difference was noted by the lecturers with greater mean scores signified the resources were being more utilised for the delivery of adult education programmes than as submitted by students. This result is in line with (Olaitan and Agusiobo, 2012) whose study submitted that success in the skill and knowledge acquisition in an instructional situation depends on the suitability, adequacy and effective utilization of the available instructional resources. However, the outcome of this study negates Umeh (2006) who found that instructional aids such as computers and projectors were not utilized in schools due to lack of knowledge on the proper use of such resources in teaching. Akinsolu (2011) observed that the utilisation of instructional materials enhances effective teaching/learning activity and when this is so, there is higher educational attainment by students.

More so, the findings obtained from this study showed that there was a statistically significant difference in the lecturers' utilisation of resources in the delivery of adult education based on gender. This implies that no discrepancy exists in the usage of resources by male and female adult education lecturers in adult education programmes delivery. Lastly, the outcome of this study indicated that there was no statistically significant difference in the lecturers' utilisation of resources in the delivery of adult education based on lecturing status. This also signifies that the extent to which adult education lecturers utilise resources for the delivery of adult education programmes is similar regardless of their lecturing status in the University of Ilorin, Nigeria.

Conclusion
Based on the findings obtained from this study, it could be concluded that almost all the required resources such as computers, libraries, electronic libraries, resource persons, internet facilities, interactive whiteboards, projectors, textbooks, multimedia, video, audio tapes, slides and transparencies, posters, models, a real object, e-books, word processing software, slide projectors, presentation software, overhead projector, community

resources, film projector among others, for effective delivery of adult education programmes, were available during Covid-19 in the University of Ilorin. These resources were regularly being put into use for the effective and smooth running of adult education programmes through variance exists in the utilisation of resources in the delivery of adult education programmes during Covid-19 as assessed by lecturers and students of the University of Ilorin as the former submitted that resources were being utilised to a large extent while the later asserted that they were being put into usage to a moderate extent.

Recommendations
With respect to the findings of this study, the following recommendations were proffered.
1. Adult education lecturers should always endeavour to make use of available resources where necessary to make their adult education programmes more concrete and interesting to the students.
2. Adult education lecturers should be encouraged to utilise resources that can appeal to the senses of learners, arouse their interest, encourage their participation, make learning more meaningful and promote academic standards.
3. School management should be ready to cooperate with adult education lecturers in the provision and improvisation of visual instructional materials for better adult education programmes and instructional delivery at the University of Ilorin.
4. School management should continue to provide adult education lecturers and students with an enabling environment for the use of available resources to make learning more meaningful.

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