



## **Effectiveness of Implementation Strategy for Promoting Quality Assurance in Adult Education Programmes in South-South, Nigeria**

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### **Abstract**

This study examined the effectiveness of implementation strategy for promoting quality assurance in adult education programmes in South-South, Nigeria. One research question and one hypothesis were formulated for the study. The study adopted the descriptive survey research design. The population of the study comprised 1926 (36 directors; 360 supervisors; and 1530 facilitators of State Agencies for Mass Education (SAMEs) in South-South, Nigeria. A sample of 702 respondents (36 directors, 360 supervisors and 306 facilitators) were drawn for the study using proportionate stratified sampling technique. The instrument for data collection was the structured questionnaire developed by the researchers titled “Effectiveness of Implementation Strategy for Promoting Quality Assurance in Adult Education Programmes Questionnaire” (EISPQAAEPQ). Three experts validated the instruments, two from the Department of Continuing Education and Development Studies and one from the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. A reliability coefficient of 0.71 was established as a measure of internal consistency using Cronbach Alpha reliability index. Data collected were analyzed using mean and standard deviation in testing research questions while ANOVA was used in testing the hypothesis at 0.05 level of significance. The findings of the study showed among others that the inadequacies of implementation strategy were numerous and spanned across the implementation strategy in South-South, Nigeria. Based on the findings, it was recommended among others that governments at all levels should make sure that adult education programmes are adequately implemented in state agencies for mass education centres.

**Keywords:** *Effectiveness, Implementation Strategy, Quality Assurance, Adult Education Programmes*

### **Introduction**

Adult education as a concept has been viewed in different ways by so many people across nations and continents. Advocates of the concept have always advanced meanings and explanations according to how they feel about the concept. Some attach the meaning of the concept to the characteristics of the adult, such as age, maturity, roles in society among others. According to Jinna and Maikano (2014), adult education is associated with any kind of learning process carried out by mature people outside a formal school setting. According to the authors, the major targets are

particularly seen as persons of a younger age brackets beyond 15years of age who are usually disadvantaged and vulnerable who have the desire to learn new skills (Akin-Fakorede, Ironbar, Inaku, Ekpo, Umoh, Nakanda, Olofu, Bessong, Bessong, Ojong, Odey, Odok, Arop, Odey, Eturky & Akomaye, 2025). Adult education is a programme for self-actualization and self-realization. According to Nwanguma (2019) adult education is a form of educational activities through which adults participate with the sole intent to acquire novel skills, attitudes and competencies. It is a kind of learning engaged by adults to receive all embracing basic education for self- realization as a life-long participant (Bessong, Bessong & Usua, 2025)

Adult education programmes deal precisely with the learning process to equip oneself with the skills and knowledge to improve technical capabilities, professional credentials, enhance knowledge upon completion of a given level of formal education (UNESCO-UNEVOC, 2013; Oroka, Bessong, Bessong, Ewuru & Olori, 2024). In the same vein, Onyenemezu (2012) defined adult education programmes as the education (informal, non-formal and formal,) secured by individuals recognized as adults by society with the objective of culturally, economically, socially and politically improving and arming themselves in order to meaningfully contribute to societal development. Similarly, adult education programmes have the total coverage of formal, non-formal, and informal learning activities, universally and vocationally carried out by adults on exiting first education and training (da Silva & Pinto, 2022; Anyadike,Ogiri, Agbo, Bessong, Bessong, Godwin, Nkmjike, Onyinye, Onyeodiri, Okengwu, Nwabuko, Otu, Victoria-Aigbodion & Ndile, 2024). Adult education programmes literally means in this study as a systematic body of knowledge and educational processes provided by facilitators for adults and youths of formal school age, in and out of formal school setting; formally, non-formally and informally for self-actualization and national development (Oboqua, Bessong & Bessong, 2017; Bessong, Bessong & Ubana, 2024).

Pursuant to monitoring and controlling functions of The National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), the policy guidelines for mass literacy, adult and non-formal education in Nigeria were established to provide minimum standards expected from

adult education practitioners. NMEC was established under decree No. 17 of 1990 of the Federal Republic of Nigeria. These policy guidelines enumerated the functions expected of the 36 state agencies for mass literacy, adult and non-formal education (SAMEs) as to: develop and implement relevant literacy and adult education programmes in line with national specification with particular reference to the local environment; create a conducive learning environment to develop literacy skills among the non-literates in various communities; provide access by setting up literacy centres (classes) and provide infrastructural facilities, including furnishing, equipment and supply of training materials for mass literacy, adult and non-formal education programmes; establish vocational craft centres and functional literacy centres; enroll adult learners and facilitate learning; recruit and pay adult education, vocational and literacy facilitators in collaboration with local government councils through the instrumentality of quality assurance (National Commission for Mass Literacy, Adult and Non-Formal Education, NMEC 2017).

Quality assurance (QA) is a proactive measure of ensuring standard in any organization. It is a process of maintaining standard of programmes. By consistently following through the process of programme design and implementation and keeping records of progress, issues and challenges (monitoring) and using the records for evidence-based decisions on further programme interventions (evaluation), it becomes easier to take appropriate steps to ensure that the value-added goals of a programme do not get derailed (quality assurance) (NMEC, 2017). Quality assurance addresses matters that increase quality of adult education programmes. Quality assurance in adult education programmes is viewed as the standard that should be in conformity to a given level of excellence which represents standards or specification (Adewale, 2016). In addition to this, Quality assurance is also seen as a process which involves the process of monitoring, assessing and evaluating as objectively as possible all aspects of school life and communicating the outcome to all concerned with the aim of improving standard (FRN, 2014). Similarly, Quality assurance deals with collaborative activities which institutions of higher learning apply to ensure that quality of adult

education programmes meets its standard requirements (Adewale, 2016; Bessong, Bessong, & Ubana, 2024).

The following are the detailed routines that make up the Quality assurance system of adult education programmes in Nigeria (NMEC, 2017). They include: Quality Assurance Coordinating Committees - These committees include: Monitoring and evaluation committees for Mass Literacy, Adult and Non-Formal Education set up at different levels of adult education programmes to operate and coordinate quality assurance activities. The various coordinating committees are as follows: National Quality Assurance Coordinating Committee, Zonal Quality Assurance Coordinating Committee, SAMEs (State Agencies for Mass Education), Quality Assurance Coordinating committee, Local Government Quality Assurance Coordinating Committee, and District/Ward Quality Assurance Coordinating Committee.

Zonal Quality Assurance Coordinating Committee: The following functions of the Zonal Quality Assurance Coordinating Committee shall include the following: embark on periodic visitations to adult education centres throughout their respective Zonal Offices with the aim of ensuring the quality of implementation of adult education programmes at the centres under the zone. Others are complete the necessary forms in respect of the centre during the visit, interact with the officials and facilitators working in the centre and discuss the problems of the centre and proffer solutions to the problems. More so, submit the completed forms and report of their visitation to the Executive Secretary through the State Director, Quality Assurance of the Commission, conduct follow up visits to ensure implementation of the suggested solutions. And other remedial measures have been appropriately done and keep records of quality assurance forms arising from the visitations using implementation strategy.

Implementation strategy is the process of realizing adult education programmes. Ategwu, (2010); Ibiang, Tawo, & Bessong, 2014) stated that implementation strategy is a process of performing a task, an activity or an objective of adult education programmes. It can also be described as a process of executing adult education programmes. In other words, it has to do with

putting the curriculum document into action. This aspect of the curriculum involves the joint efforts of the facilitator, learners and adult education administrators (Oboqua et al. 2017). Implementation strategy is the stage during learning activities where teachers/facilitators and learners are involved in discussions aimed at promoting quality learning. Similarly, Offorma (2014) describes implementation strategy as the translation of or the putting of curriculum plan into practice. To successfully implement the curriculum, the following factors that can affect curriculum negatively and positively are considered from the beginning: adult educator, adult learner, the curriculum recipients, curriculum implementers, the society (culture), and philosophy of adult education programmes (Bessong, Bessong & Oboqua (2023). Others are psychology of learning, the body of knowledge for efficient instructions and techniques, funding, resources, norms and community of mainstream of adult education programmes.

In the implementation of new curriculum content for adult learners, a variety of new concepts were introduced, while the scope was also widened to bring in a number of vital topics which are rooted in the following; religious understanding and tolerance, environmental sanitation and healthy living. Others are avoidance of drug abuse, issues of value orientation, poverty alleviation, decent job creation and fruitful and harmonious life based on peaceful co-existence with other people regardless of faith, gender and ethnic background (Deepa, 2014; Oboqua, Bessong & Bessong, 2018). Implementation is the actualization of curriculum plans. It is the process of translating curriculum plans into reality. The way a curriculum is implemented determines the success or otherwise of a curriculum plan (Asor, & Bessong, 2022). No matter how well the curriculum contents and objectives are articulated, if the implementation and its process are poorly carried out, the success of the curriculum may remain a mirage (Ben, 2018). Implementation is the vehicle for facilitating adult education programmes. Factors like adult educators, adult learners, educational philosophy, psychological learning outcomes, and societal values are perceived as elements that can make or mar curriculum implementation in Nigeria (Offorma, 2014). Implementation strategy in adult education programmes is a task that needs collective effort and not

only the effort of the government agencies or even private practitioners alone (Ubana, Asor, Acha, Aboukwen, & Bessong, 2023).

Nevertheless, there are allegations that adult education programmes have been defective by lack of focus on the implementation processes by the system, a lack of recognition that the core of change processes requires engaging people and the fact that implementation processes need to be revised to adapt to new complex governance systems in Cross River State (Arop, Owan & Ekpang 2018). In a similar manner, Qasim (2016) observed that curriculum implementation is still ineffective due to some factors which include over-loaded curriculum, lack of interest for the study and lack of curiosity and commitment to study. The authors further added that lack of proficient number of adult educators, inadequate facilities, variety of instructional materials, insufficient trained adult educators hampers effective implementation of adult education programmes. Also lack of administrative support from some administrators, lack of fund and some other issues higher adult education delivery. As a result of ineffective implementation of the curriculum content, teaching and learning is done in a hurry to meet the examination deadline without recognizing the level of mastery among the learners (Priyona 2017). It is against this background that this study sought to examine how effective implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

### **Purpose of the Study**

1. The main purpose of this study is to investigate effectiveness of the implementation strategy for promoting quality assurance in adult education programmes as perceived by directors, supervisors and facilitators in South-South, Nigeria.

### **Research Question**

One research question guided the study.

1. How effective is implementation strategy used to promote quality assurance in adult education programmes as perceived by directors, supervisors and facilitators in South-South, Nigeria?

## **Hypothesis**

A null hypothesis was formulated to guide the study and was tested at 0.05 level of significance.

H<sub>0</sub><sub>1</sub>: There are no significant differences among the mean ratings of directors, supervisors and facilitators on effectiveness of the implementation strategy for promoting quality assurance in adult education programmes in South-South, Nigeria.

## **Research Design and Methods**

Descriptive survey research design was adopted for this study. This study consisted of 1926 population comprising 36 directors, 360 supervisors and 1530 facilitators of SAMEs in South-South, Nigeria. The sample for this study was 702 respondents comprising all the directors and supervisors in the six South-South States of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers as well as 306 (20%) population of the facilitators. In selecting the sample, the entire population of directors (36) and supervisors (360) was used due to their manageable size while 20%, (306) of the facilitators was selected. Proportionate stratified random sampling technique was used to draw out the facilitators (20% or 306) from 1530 population for the study.

In selecting this sample, 20% of the facilitators of adult education in the 31 Local Government Areas of Akwa-Ibom state was 66 facilitators. For the 8 LGAs in Bayalsa State, was 27 facilitators. Cross River State with 18 LGAs, was 29 facilitators. Delta State with 25 LGAs, was 70 facilitators. Edo State with 15 LGAs, was 77 facilitators as well as Rivers State with 23 LGAs, was 37 facilitators of adult education programmes. Therefore, the total sampled facilitators were 66, 27, 29, 70, 77, and 37 =306. The instrument for data collection was the structured questionnaire developed by the researchers. The questionnaire was titled “Effectiveness of Implementation Strategy for Promoting Quality Assurance in Adult Education Programmes Questionnaire” (EISPQAAEPQ).

The questionnaire was grouped into two sections; A and B. Section “A” elicited information on respondents’ demographic characteristics while Section “B” consisted of one (1) cluster on an eight (8)-item research questions. The instruments were validated by three experts, two from the

Department of Continuing Education and Development Studies and one from the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. A reliability coefficient of 0.71 was established as measure of internal consistency using Crombach Alpha procedure. The instrument was personally administered by the researchers with three research assistants trained for the purpose. Data collected were analyzed using mean and standard deviation in testing research questions while ANOVA was used in testing the hypothesis at 0.05 level of significance.

## **Results and Discussion**

**Research Question One:** How effective is implementation strategy used to promote quality assurance in adult education programmes as perceived by directors, supervisors and facilitators in South-South, Nigeria?

The result on Table 1 shows the respondents' mean ratings and standard deviations on extent implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria. Generally, the mean ratings for all the items (17-24) were within the range of 1.50-2.49 with exception to directors' responses for items 17 and 19 which were 1.44 and 1.41 respectively. The result signifies that the implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. The standard deviation values for items (17-24) were within the range of .49-.91. The close nature of the standard deviation values implies that the responses of the respondents were similar to each other and close to the means.

Furthermore, the overall mean ratings for all the items (17-24) were also within the range (1.50-2.49) for low extent. Likewise, the cluster mean ratings for directors, supervisors and facilitators were 1.81, 1.82 and 1.81 respectively with associated standard deviation values of .27, .23 and .20, respectively, which also denotes low extent. Additionally, the overall cluster mean rating of 1.82 and standard deviation of .22 also falls within the same range (1.50-2.49) for low

extent, which therefore implies that the implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent.

**Table 1:** Mean Ratings and Standard Deviations of the Respondents on how Effective Implementation Strategy is used to Promote Quality Assurance in Adult Education Programmes as perceived by Directors, Supervisors and Facilitators in South-South, Nigeria (n = 702)

S/No	Item Statements	Directors (n = 36)		Supervisors (n = 360)		Facilitators (n = 306)		Overall (702)		Decision
		Mean	SD.	Mean	SD.	Mean	SD.	Mean	SD.	
1	Maintaining detailed documentation of adult education programmes' activities.	1.44	.50	1.53	.49	1.57	.49	1.54	.49	LE
2	Demonstrating commitment to quality standards of adult education programmes.	1.50	.50	1.58	.49	1.57	.49	1.57	.49	LE
3	Ensuring synergy between set objectives and actual teaching/learning in adult education centres.	1.41	.50	1.56	.49	1.58	.49	1.56	.49	LE
4	Appraising facilitators periodically so as to make them more committed to effective teaching/learning.	1.55	.87	1.70	.91	1.60	.70	1.65	.82	LE
5	Ensuring adequate implementation of the curriculum contents in the learning centres by the agency.	1.75	.73	1.67	.56	1.70	.53	1.68	.56	LE
6	Using data from previous learning experiences to improve current teaching/learning activities.	1.86	.89	1.88	.83	1.90	.81	1.89	.83	LE
7	Bringing curriculum contents of adult education programmes into fruition by the implementers of the programmes.	2.47	.77	2.30	.64	2.24	.61	2.28	.64	LE
8	Producing quality graduates determines the level of adult education programmes acquired at the learning centres.	2.42	.65	2.36	.59	2.33	.60	2.35	.60	LE
<b>Cluster Mean</b>		<b>1.81</b>	<b>.27</b>	<b>1.82</b>	<b>.23</b>	<b>1.81</b>	<b>.20</b>	<b>1.82</b>	<b>.22</b>	<b>LE</b>

**Note:** n= number of respondents, Interpretation; Mean values ranging from 1.00-1.49 = very low extent (VLE), 1.50-2.49 = low extent (LE), 2.50-3.49 = high extent (HE), 3.50-4.00 = very high extent (VHE).

**H0<sub>1</sub>:** There are no significant differences among the mean ratings of directors, supervisors and facilitators on effectiveness of the implementation strategy for promoting quality assurance in adult education programmes in South-South, Nigeria.

The result as presented on Table 2 shows that the mean ratings of directors, supervisors and facilitators on the extent implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria does not differ significantly ( $F(2, 699) = .201, p = .818$ ). This is because the associated probability (Sig.) value of .818 was greater than the

0.05 level of significance at which the result is being tested. Hence, the null hypothesis one ( $H_{01}$ ) was not rejected, and the conclusion drawn is that there is no significant difference among the mean ratings of directors, supervisors and facilitators on extent implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

**Table 2:** ANOVA Ratings of Directors, Supervisors and Facilitators on Effectiveness of the Implementation Strategy for Promoting Quality Assurance in Adult Education Programmes in South-South, Nigeria.

	Sum of Squares	Df	Mean Square	F	Sig.	Dec.
Between Groups	.021	2	.010	.201	.818	NS
Within Groups	36.250	699	.052			
Total	36.271	701				

**Key:** df = degree of freedom, F = ANOVA test statistic, Sig. = Significant level/Exact probability value, Dec. = Decision, NS = Not Significant

### **Discussion of the Findings**

The findings of the study showed that implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. Further analysis of corresponding hypothesis revealed that there was no significant difference among the mean ratings of directors, supervisors and facilitators on extent implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria. This means that directors, supervisors and facilitators had similar ratings on extent implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria. Thus, any difference in their ratings may be due to error.

The findings validate previous findings by Bessong, Oboqua and Bessong, (2018) who revealed that funds and literacy materials for implementation of adult basic literacy programme were inadequately provided in Cross River State. It was also reported that effective speaking and listening skills, classroom management, innovative strategies, improvisation of literacy materials; and implementation of adult basic literacy programme were inadequately used in Cross River State. Furthermore, the findings support previous findings by Okoye and Juweto (2015) which discovered that adult literacy programme was poorly implemented in areas of organization of

seminars/workshops and symposia for facilitators and supervisors. The findings of the study also revealed that there was high shortage of electronic hardware and software instructional materials at the adult literacy centres. This agrees with Ezimah (2023) who remarked that overcrowded as well as unarranged classroom settings was a serious impediment to effective learning in South-South, Nigeria. The finding is also in consonance with Agba (2024) who reported that good instructional materials were inadequate to stimulate effective teaching and learning between adult facilitators and adult learners in Edo State. Rikichi (2021) had similar findings in his research which revealed that implementing adult literacy curriculum for effective citizenship is worrisome in Kaduna State. Hence, it is possible that the implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent.

### **Conclusion**

Based on the findings of this study, it was concluded that implementation strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. However, this low extent/decline experienced for promoting quality assurance in adult education programmes in South-South, Nigeria was significant. It was concluded that the inadequacies of implementation strategy are numerous and spanned across implementation dimension; thus, adversely affecting the promotion of quality assurance in adult education programmes in South-South, Nigeria to a low extent. The findings further showed that the requisite implementation strategy for reducing these inadequacies could serve as a recipe for curtailing these inadequacies. From the researchers' point of view, these inadequacies are cankerworms that need to be eradicated from the fabrics of the society in order to promote quality assurance in adult education programmes in South-South, Nigeria because of its predominant consequences.

### **Recommendations**

From the findings of this study, it was recommended that;

1. Governments at all levels should make sure that adult education programmes are adequately implemented in state agencies for mass education centres.

2. Adult facilitators should be encouraged to use primer/participatory approach, as this method was the least used for the programmes.
3. Government should provide audio-software such as radio-tapes, cassettes and record CDs for listening and oral activities in the adult education programmes to make the instructional materials appropriate.
4. The instructional environment should be made conducive by providing instructional and infrastructural facilities.
5. Adult facilitators should be sent on scholarship to attend in-service and regular workshops or seminars.
6. Other evaluation strategies beside examinations such as projects, quiz, interviews and periodic tests should be involved in measuring learners' competency.

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