
MANAGEMENT PRACTICES FOR ACTUALIZING POLICY STRATEGIES OF ADULT AND NON-FORMAL EDUCATION IN ENUGU STATE, NIGERIA

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Abstract

This study examined the extent to which management practices can help actualize the strategic policy objectives of adult learning in Enugu State, Nigeria. Two specific purposes, research questions and null hypotheses guided the study. The population for the study was 794 respondents, comprising 116 Centre-Based Management Committee (CBMC) members and 678 adult educators in the 116 adult learning centres of the State. There was no sampling due to the manageable size of the population. An 18-item Researchers' designed instrument "Management Practices for Actualizing Policy Strategies of Adult Learning Questionnaire" (MPAPSALQ) validated by three experts was used for data collection. The instrument's overall reliability co-efficient score of 0.83 determined through Cronbach Alpha method was an indication of its reliability. The collected data from the study was analyzed with descriptive statistic. The research questions were answered using mean and standard deviation while the null-hypotheses were tested at 0.05 level of significance using t-test statistic. The results portrayed among others that training adult education personnel on principles of andragogy, content/programme development, needs assessment techniques/methods, current developmental trends in adult education, philosophical foundations, psychology of adult learning, teaching methods and counseling tips on classroom management practices to a high extent can help in actualizing the policy strategic objectives of adult learning in Enugu State, Nigeria. Based on the findings, it was recommended among others that there should be a strong synergy between the government and non-governmental organizations in sponsoring adult education personnel to training/development programmes so as to equip and keep them updated on the recent happenings and developments in the field of adult learning.

Keywords: Management Practices; Policy Strategies; Adult Education

Introduction

Management is concerned with accomplishment of pre-determined or set aside objectives. It is geared towards harmonious and judicious utilization of human and material resources in most effective and efficient manner. Management involves being able to accomplish the desired goal by using available resources (both human and materials) efficiently and effectively (Obidiegwu, 2014). They further remarked that it involves acting on the available resources carefully and skillfully to achieve the best value and/or return. Obikeze and Obi (2004) defined management as the conscious, rational and deliberate application of prudent behaviours based on rational principles of directing, coordinating, controlling, motivation and channeling the activities of others to attain a particular goal. It is concerned with promoting effectiveness in people than they could have otherwise done. In the context of this study, management practices refer to all the processes and activities aimed at ensuring effective and efficient use of human resource (adult educators) in a bid to actualize the goal of successful adult teaching/learning process. It is an effort geared towards enabling them to derive optimum psychological and material benefits from their work through motivation and personnel training/development exercises.

Motivating and training of adult educators will better equip them to discharge their duties with utmost care, preparedness and satisfactions which will translate into improved living standard for the adults and their society generally. This because, the importance of adult education programmes to the individuals and their societal wellbeing cannot be overemphasized. According to Obiozor and Obidiegwu (2015), adult education is a range of experiences undertaken by an individual for personal, work and societal improvement throughout life. It cuts across disciplines and is diverse with regards to many variables such as learners, target groups, providers, contents and methods, duration of programmes, strategies and approaches to its provision. Thus, the policy strategic objectives for adult and non-formal education as stipulated in the policy guidelines for Mass literacy, Adult and Non-Formal Education are to: ensure mass education for Nigerian people to significantly increase literacies in all its forms; ensure proportionate distribution of adult and non-formal educational opportunities and resources across the country; ensure flexible development and delivery of curriculum modules and

programmes to serve specific populations such as street people, nomads, vulnerable children and adolescents, prison inmates and people with special needs, so that adults and out-of-school youth learners can meet their goals for vocational skill training, apprenticeship, wage employment or self employment; provide opportunities for early school leavers to return to formal schooling; provide non-formal education programmes specific to the needs of women and parents, so that they can be effective mothers and members of the society to which they contribute and from which they should derive optimum equal social, economic and political benefits and provide public enlightenment programmes in tune with contemporary times, popular demands/needs and circumstances (NMEC, 2017).

Consequent on the above objectives, the successful adult learning process depends in large measure on the availability of knowledgeable, skillful and socially committed educators of adults and centre based management committee members (National Commission for Mass Literacy, Adult and Non-Formal [NMEC], 2017). This implies that the realization of the policy strategic objectives for adult and non-formal education is dependent on the extent to which management practices (training/development and motivation) are skillfully and carefully provided as it is well known fact that no educational provision can rise above the quality of its educators. Adult educators are “change agents” and people performing helping roles. They are those who have the responsibility for helping adults to learn (Obi, 2015). In the context of this study, they are individuals whose responsibilities it is to consciously and systematically assist or help adult learners realize their desired learning objectives. While, Centre-Based Management Committee (CBMC) members work in concert with all related agencies and stakeholders on issues pertaining to resource mobilization, motivation, community mobilization, improvement planning and support to centre management. They are expected to provide the much needed management inputs in the guise of training/development and motivation that will prepare and spur adult educators towards actualizing the policy strategies of adult learning.

Training is concerned with teaching workers specific skills that will be of assistance to their immediate task, while personnel development is concerned with teaching workers more general skills that will assist them in career growth, thus equipping them for the future (Obi & Obikeze, 2004). In the same vein, Olaniyan and Ojo (2008) conceived training as a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. On the other hand, personnel motivation which is another management practice examined in this study is categorized into two parts; extrinsic and intrinsic (Ganta, 2014). He posited that extrinsic motivation comes from things or factors that are outside the individual, such as being motivated to work hard because you are looking for a promotion, social recognition, money, fame, and competition or material achievements. Intrinsic motivation on the other hand, is a motivation that comes from within. It comes from the personal enjoyment and educational achievement that one derives from doing a particular thing. However, there have been allegations that training and development of adult education personnel have not been given the attention it deserves (NMEC, 2008; Fasokun, 2008).

In the same vein, Onwuadi (2012) claimed that most adult education personnel in South-East States of Nigeria are inadequately trained in the principles and methods of teaching adults as most of them had no exposure to any form of basic training in adult education. Nwabuko (2014) also claimed that adult education personnel of Enugu State and South-East area of Nigeria were not trained or unqualified, poorly remunerated, funded and as such were not also motivated. It is against these worrying indictments that the researchers investigated the extent to which management practices can help in actualizing policy strategic objectives of adult education in Enugu State, Nigeria.

Statement of the Problem

Adult education programmes and adult educators’ place in enhancing the living standard of adult learners, and in equipping them with the necessary 21st century survival skills, and knowledge with which to address their constantly changing needs and that of their society cannot be overemphasized. Regrettably, despite the broad range of contents covered under the policy strategic objectives of adult education in Nigeria, the impact of the programmes are yet to be felt as poverty, insecurity, economic hardship, inflation, unemployment and under-employment have continued to escalate unabated. Consequent on the above premise, this study sought to address this lacuna by investigating the extent to which management practices can help in actualizing policy strategic objectives of adult learning in Enugu State Nigeria.

Purpose of Study

The general purpose of this study was to investigate the extent to which management practices can help in actualizing policy strategies of adult education in Enugu State Nigeria. Specifically, the study ascertained the extent to which:

1. personnel training/development can help in actualizing policy strategies of adult learning in Enugu State Nigeria

2. personnel motivation can help in actualizing policy strategies of adult learning in Enugu State Nigeria

Research Questions

The following research questions guided the study:

1. To what extent can personnel training/development help in actualizing policy strategies of adult learning in Enugu State Nigeria?
2. To what extent can personnel motivation help in actualizing policy strategies of adult learning in Enugu State Nigeria?

Hypotheses

The following null hypotheses tested at 0.05 level of significance guided the study:

- H01:** There will be no significant differences in the mean ratings of CBMC members and Adult educators on the extent personnel training/development can help in actualizing policy strategies of adult learning.
- H02:** There will be no significant differences in the mean ratings of CBMC members and Adult educators on the extent personnel motivation can help in actualizing policy strategies of adult learning.

Methodology

Descriptive survey design was adopted for the study. Nworgu (2015) defined descriptive survey design as studies which aim to collect data and to describe such data in a systematic manner so as to ascertain the characteristics, features or facts about a given population. This design was considered appropriate for this study as the researchers collected and described in a systematic manner, data obtained from CBMC members and adult educators to ascertain the extent to which management practices can help in actualizing the policy strategies of adult learning. The population of the study was 794 respondents comprising 116 CBMC members and 678 adult educators from the 116 adult learning centres of the State. There was no sampling due to the manageable size of the population. "Management Practices for Actualizing Policy Strategies of Adult Learning Questionnaire" (MPAPSALQ) designed by the researchers which was validated by three experts was used for data collection. It was based on four-point rating scale of 4, 3, 2 and 1 for Very High Extent (VHE); High Extent (HE); Low Extent (LE) and Very Low Extent (VLE). Cronbach Alpha method was employed to arrive at the instrument's reliability co-efficient scores of 0.84, and 0.81 for the two clusters and 0.83 overall co-efficient which is a testament of its reliability. The research questions were answered with mean and standard deviation while real limit of numbers of 4.00-3.50 (VHE); 3.49-2.50 (H); 2.49-2.00 (LE) and 1.99-1.00 (VLE) was used as its decision rule. The t-test statistic was used to test the two null hypotheses at 0.05 level of significance. Meaning that, hypothesis with associated probability value of equal or less than 0.05 were not rejected while those above it were not accepted.

Results

Table 1: To what Extent can Training of Adult Education Personnel help Actualize Policy Strategies of Adult Learning

SN	Item statement	CBMC Members (N=116)			Adult Educators (N=678)		
		Mean	SD	D	Mean	SD	D
1	Organizing periodic refresher courses for adult education personnel on the principles of Andragogy	3.43	.60	HE	3.43	.66	HE
2	Organizing workshops for adult educators on adult education content/programme development	3.33	.80	HE	2.91	1.1	HE
3	Training adult educators on needs assessment techniques/methods	3.21	.83	HE	2.81	1.3	HE
4	Organizing seminars for adult educators on current developmental trends in adult education	3.44	.63	HE	3.00	.99	HE
5	Organizing on-the-job training exercises for adult educators on the philosophical foundations of adult education	3.23	.81	HE	3.38	.71	HE
6	Improving adult educators knowledge on the psychology of adult learning for them to use learners' experiences as resource for further teaching	3.37	.79	HE	3.18	.81	HE
7	Improving the competencies of adult educators on the benefits of utilizing more than one teaching methods in order to cater for learners' uniqueness	3.41	.62	HE	3.31	.77	HE
8	Sponsoring adult educators to conferences to keep them	3.24	.81	HE	3.11	.91	HE

	abreast with current issues in adult learning							
9	Providing adult educators with required counseling tips on classroom management practices	3.40	.62	HE	3.41	.70	HE	
	Cluster Mean	3.34	.72	HE	3.17	.88	HE	

N= Number of Respondents; SD= Standard Deviation; D= Decision and HE= High Extent

The data in table 1 reveals that CBMC members have mean scores of 3.43, 3.33, 3.21, 3.44, 3.23, 3.37, 3.41, 3.24 and 3.40 with a cluster mean of 3.34. While, adult educators have mean scores of 3.43, 2.91, 2.81, 3.00, 3.38, 3.18, 3.31, 3.11 and 3.41 with a cluster mean of 3.17. More so, CBMC members' and adult educators' standard deviations ranged from .62-.83, and .66-1.3 respectively portraying its convergence to the mean. This result therefore showed that both CBMC members and adult educators accepted that training adult education personnel to a high extent can help in actualizing the policy strategies of adult learning in Enugu State, Nigeria.

Table 2: Summary of t-test Ratings of the Respondents on Extent Training of Adult Education Personnel can help Actualize Policy Strategies of Adult Learning

Group	Respondents	Mean	SD	Df	t-Cal	Significance	Decision
CBMC Members	116	3.04	.87	790	1.09	0.001	Accepted
Adult Educators	678	3.12	.77				
Overall	794						

SD= Standard Deviation; Df= Degree of Freedom and t-Cal = Calculated t.

Table 2 portrays no significant difference between the mean ratings of CBMC members and adult educators on the extent to which training of adult education personnel can help in actualizing the policy strategies of adult learning. This was buttressed by 1.09 calculated t with associated probability value of 0.001 generated at 790 degree of freedom which was not significant at 0.05 level.

Table 3: To what Extent can Motivation of Adult Education Personnel help Actualize Policy Strategies of Adult Learning

SN	Item Statement	CBMC Members (N=389)			Adult Educators (N=1,702)		
		Mean	SD	D	Mean	SD	D
10	Providing adult educators with conducive teaching/working environment	3.40	.61	HE	3.40	.70	HE
11	Providing adult educators with adequate instructional materials with which to facilitate learning	3.43	.62	HE	3.20	.80	HE
12	Remunerating adult educators as and when due to motivate them	3.42	.61	HE	3.08	.95	HE
13	Ensuring adequate provision of job security for adult education personnel	3.26	.81	HE	3.10	.92	HE
14	Promoting job satisfaction among adult educators through favourable personnel policies	3.44	.63	HE	3.22	.78	HE
15	Providing for adequate personnel/learners' security measures in adult learning centres	3.37	.81	HE	3.33	.74	HE
16	Giving considerable workloads to adult educators so as to enhance their teaching proficiency	3.14	.86	HE	3.07	.96	HE
17	Promoting job satisfaction through periodic favourable promotion exercises	3.12	.87	VHE	3.19	.81	HE
18	Equipping adult educators with necessary communication skills for tackling learners' challenges	3.42	.45	HE	3.42	.69	HE
	Cluster Mean	3.33	.70	HE	3.22	.82	HE

N= Number of Respondents; SD= Standard Deviation; D= Decision; HE= High Extent

The data in table 3 reveals that CBMC members have mean scores of 3.40, 3.43, 3.42, 3.26, 3.44, 3.37, 3.14, 3.12 and 3.42 with a cluster mean of 3.33. While, adult educators have mean scores of 3.40, 3.20, 3.08, 3.10, 3.22, 3.33, 3.07, 3.19 and 3.42 with a cluster mean of 3.22. More so, CBMC members' and adult educators' standard deviations ranged from .45-.87, and .69-.96 respectively portraying its convergence to the mean. This result therefore showed that both CBMC members and adult educators accepted that motivation of adult education personnel to a high extent can help in actualizing the policy strategies of adult learning in Enugu State, Nigeria.

Table 4: Summary of t-test Ratings of the Respondents on Extent Motivation of Adult Education Personnel can help Actualize Policy Strategies of Adult Learning

Group	Respondents	Mean	SD	Df	t-Cal	Significance	Decision
CBMC Members	116	3.24	.86	790	1.04	0.03	
Adult Educators	768	3.21	.79				
Overall	794						

D= Standard Deviation; Df= Degree of Freedom and Cal-t = Calculated t.

Table 4 portrays no significant difference between the mean ratings of CBMC members and adult educators on the extent to which motivation of adult education personnel can help in actualizing the policy strategies of adult learning in Enugu State, Nigeria. This was buttressed by 1.04 calculated t with associated probability value of 0.03 generated at 790 degree of freedom which was not significant at 0.05 level.

Discussion

The result from research question one revealed that CBMC members and adult educators accepted that training adult education personnel on principles of andragogy, content/programme development, needs assessment techniques/methods, current developmental trends in adult education, philosophical foundations, psychology of adult learning, teaching methods and counseling tips on classroom management practices to a high extent can help in actualizing the policy strategic objectives of adult learning in Enugu State, Nigeria. These findings are in agreement with Onah (2015) which noted that an untrained staff is a liability to a dynamic organization as he not only applies the wrong skills but also imparts the wrong knowledge to others coming after him and those he happens to be supervising. The findings from the study are also in consonance with that of Ebirim (2010) which revealed that adult educators require continuous training; that they need to be trained through workshops, seminars, conferences on how to use modern techniques of teaching and that training and retraining of adult educators on strategies for effective implementation of policies in adult education will bring about overall improvement in the teaching/learning situation. The findings will further help address the claim that most adult education personnel in South-East, Nigeria which Enugu State is among the five states in the area as revealed by Onwuadi (2018) were inadequately trained in the principles and methods of teaching adults as most of them had no exposure to any form of basic training in adult education.

Research question two result also portrayed that CBMC members and adult educators accepted that providing conducive teaching/working environment, adequate instructional materials, prompt remuneration, job security, favourable personnel policies, adequate personnel/learners' security measures, periodic favourable promotion exercises and equipping adult education personnel with communication skills for tackling learners' challenges to a high extent are ways for motivating them to help actualize the policy strategic objectives of adult learning. These findings validates the submission of Kochhar (2002) which revealed that motivational forces that propel behaviour towards action for goal attainment may be in forms of personnel needs, desires and motives that have been met by the organization. The findings are also in line with Nnachi (2010) findings which revealed that the strategies for motivating staff for maximum performance includes; adequate and prompt payment of their salaries and allowances, adequate supply of working materials, availability of fringe benefits, availability of training and development scheme, promoting staff as at and when due, maintaining a cordial relationship with and among staff, giving considerable workload to staff and providing for their welfare needs.

Conclusion

This study buttressed that training and motivation of adult education personnel to a high extent will help in actualizing the policy strategic objectives of adult learning in Enugu State, Nigeria. It reaffirms that training adult education personnel on principles of andragogy, content/programme development, needs assessment techniques/methods, current developmental trends in adult education, philosophical foundations, psychology of adult learning, teaching methods and counseling tips on classroom management and that providing conducive teaching/working environment, adequate instructional materials, prompt remuneration, job security, favourable personnel policies, adequate personnel/learners' security measures, periodic favourable promotion exercises and equipping adult education personnel with communication skills for tackling learners' challenges are essential administrative practices for actualizing the policy strategic objectives of adult learning in Enugu State, Nigeria.

Implications of the Study

State Agency for Mass literacy, Adult and Non-Formal Education, CBMC members and adult educators who are tasked with the responsibility of helping adult learners attain their learning needs; meet up with their constantly changing societal demands and to finally, actualize the policy strategic objectives of adult learning have to take the findings of this study into consideration. The implication of these findings is that the failure to provide training/development and to motivate adult education personnel through effective management practices will

result to their abysmal discharge of their duties thereby thwarting the quest of actualizing the policy strategies of adult learning. This is because no educational provision can rise above the quality of the educators and as such, CBMC members as well as adult educators training and motivation are paramount. Opportunities for training on needs assessment, programme development, andragogy principles, psychology of adult learning as well as personnel motivation will lead to better job performance and satisfaction among adult education personnel.

Recommendations

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

1. There should be a strong synergy between the government and non-governmental organizations in sponsoring adult education personnel to training/development programmes so as to equip and keep them updated on the recent happenings and developments in the field of adult learning.
2. State Agency for Mass Literacy, Adult and Non-Formal Education should ensure that adult education personnel are well motivated through adequate welfare provisions and favourable personnel policies that will promote their job satisfactions and security.

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