

**Influence of Training of Facilitators in Enhancing Quality Assurance in Adult
Education
Programmes in South-South, Nigeria**

By

Bessong Napoleon Osang

Bessong Columbus Deku

&

Olofu Paul Agbade

Department of Continuing Education and Development Studies,
University of Calabar, Calabar
Email: bessonnapoleon88@gmail.com

Abstract

This study examined the influence of training of facilitators in enhancing quality assurance in adult education programmes in South-South, Nigeria. One research question and one hypothesis guided the study. Descriptive survey research design was adopted for the study. The population of the study consisted of 1926 respondents (36 directors; 360 supervisors; and 1530 facilitators of State Agencies for Mass Literacy Adult and Non-Formal Education in South-South, Nigeria. A sample of 702 respondents (36 directors, 360 supervisors and 306 facilitators) was drawn for the study using proportionate stratified sampling technique. The instrument for data collection was the structured questionnaire developed by the researchers titled “Influence of Training of Facilitators in Enhancing Quality Assurance in Adult Education Programmes Questionnaire” (ITFEQAAEPQ). 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 0.74 was established as a measure of internal consistency using Cronbach Alpha statistics. Data collected were analyzed using mean and standard deviation in testing research questions while ANOVA was used in testing hypothesis at 0.05 level of significance. The findings of the study showed among others that training of facilitators has been used to enhance quality assurance in adult education programmes in South-South, Nigeria to a low extent. From the findings of this study, it was recommended among others that facilitators of mass literacy, adult and non-

formal education centres should be regularly trained to enhance quality assurance in adult education programmes

Keywords: Training, facilitators, Quality Assurance, Adult Education Programmes

Introduction

One central indicator of the overall development of any nation is education. It is undoubtedly an indispensable instrument and catalyst for individual, social and national development. This, therefore, implies that all levels of education (primary, secondary and tertiary) need to respond to these changes globally. The dynamic nature of education, adult education inclusive helps in meeting the rapid changes in the society (Ibiang et al., 2014). Adult education is flexibly designed to break the barriers posed by the formal school system in providing education for all categories of citizens. Adult education is an educative process with flexible curricular and methodologies that adapt to the needs and work pace of the adult learners (Melnic & Botez, 2014). Adult education is the development of self-reliant, autonomous adults, building and rebuilding their lives in complex and rapidly changing cultures, societies and economies at work, in the family, community and social life (UNESCO, 2015). Adult education 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. Unlike the conventional schools that educate younger people for mainly future purposes, adult education programmes are very focused in solving immediate problems that beset a nation (Onocha, 2018; Oroka et al., 2024).

More so, adult education programmes are multifaceted and all embracing. Adult education programmes are educational activities designed to enlighten/sensitize, empower/enhance, update/promote the development of the adults and their society in general (Onwuadi, 2018; Akin-Fakorede et al., 2025). In other words, adult education programmes have been viewed as a collective name for all forms of educational activities and learning programmes through which youths and adults acquired (Bessong, et al., 2018). This implies that all these forms of programmes are beneficial to the target groups. According to Agboeze, et al. (2021), these types of programmes include: literacy education, continuing education, vocational education, workers' education, peace education, community education, community development, environmental education, consumer education, prison education, women education, distance education, agricultural education, professional education, cultural, aesthetic and recreational education among others.

All these educational programmes listed above are targeted at realizing the laudable goals of adult education as stipulated by Federal Republic of Nigeria (2014) in her National Policy on Education which include, to:

1. Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who left school too early but are willing to come back and continue schooling;
2. Provide functional and remedial education for those young people who did not complete secondary education;
3. Provide further education for different categories of workers in order to improve their basic knowledge and skills;
4. Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and
5. Give the adult citizens of the country the necessary aesthetic, civic and cultural education for public enlightenment.

Thus, actualizing the country's adult education goals require the adoption and promotion of quality assurance practices by adult education administrators. Quality assurance is an interdisciplinary and a multidisciplinary concept (Bessong et al., 2023). Quality assurance in adult education denotes the administration, plans, designs, curriculums and programmes from the input stage, through processes, to the output stage of productivity aimed at abolishing quality obstacles and to ensure that only products that meet the set standard get to the adult learners (Anyadike, et al., 2024). Quality assurance is carried out through a systematic monitoring and evaluation of programmes/projects. Quality assurance is also defined as the total quality management which will ensure that every progress and activity is implemented right in time and appropriately in adult education programmes (Bessong et al., 2024). It encompasses how learning of adult education programmes is organized and managed, what the content of learning is, what level of learning is achieved, what it leads to in terms of outcomes and what goes on in the teaching and learning environment (Oboqua, et al., 2017). Quality assurance stresses excellence in adult education programmes for the purpose of meeting or conforming to generally accepted standards as defined by the relevant authority or adult education administrators (Bessong et al., 2025).

Quality assurance functions of State Agencies for Mass Education (SAMEs) shall include the following: embark on periodic visitations to mass literacy, adult and non-formal education as well as the women centres under the SAMEs with the aim of ensuring that quality is built in the implementation of adult education programmes; 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; submit the completed forms and report of their visitation to the Executive Secretary through the State Director, Quality Assurance of the Commission; supervise guidance services offered to participants; conduct follow up visits to ensure that implementation of the suggestions and other remedial measures have been appropriately done; and keep records of quality assurance forms arising from the visitations (NMEC, 2017). These functions of quality assurance in adult education are realized by adequate facilitators' training.

Training of facilitators is the engine room of any educational institution. This is so because facilitators are the core implementers of the adult education programmes (Akpama et al., 2017). Training of facilitators as viewed by Ezeani and Oladele, (2013) is the development of specific skills and attitudes needed to perform a job or series of jobs to maximize the productivity of the individual and improve the overall organizational efficiency. Ibok et al. (2025) added that it is a continuous assistance or coaching, given to an employee in order to make them have current knowledge of the job content, scope and relationship within the organization. Training of facilitators in the view of Bessong et al. (2025) provides them with the knowledge, skills and abilities that are relevant to the professional life of a facilitator of adult education programmes. Going further, the authors remarked that it molds the personality of the instructors such that their attitudes are reshaped, their habits are reformed, and their personality is reconstituted to enhance quality.

Training strategy is a very important aspect of staff development. This is essential especially with the frequent policy changes in education, adult education inclusive and in the evolving new knowledge and technology-based society. Training of facilitators can be done in the following ways: in-service training, conferences, workshops, seminars and demonstrations (Organization for Economic Co-operation and Development [OECD] 2019). The author added that the purpose of training is to update, develop and broaden the knowledge that adult education facilitators had acquired during the initial training programmes. Training was a vehicle to improve on facilitators' teaching effectiveness. The functions of in-service training include increased productivity, improvement of quality of work, improved skills, knowledge, understanding and attitudes (Ojiemhenkele, 2014). The benefit of training to both the adult education facilitators and the school system cannot be overstated. Mwesigwa and Kemigisha (2010) noted that training has a positive effect on facilitators' work behaviour. The effect is observed through facilitators' working as a team and assisting each other where they are conversant, sharing ideas for effective and efficient teaching and learning. The importance of training and retraining facilitators is basically to better their output in the demanding

profession of teaching, especially in this rapid changing world which has in turn influenced the review of several curricular in adult education programmes.

Training and retraining strategy equips facilitators with the required technical skills needed to effectively drive the contemporary modifications in the teaching-learning process. In the same vein, (Oboqua, et al., 2017) found a statistically positive relationship between facilitators training and students' achievements. Training and retraining can help facilitators improve their teaching which in turn affects learners' quality or performance. The authors further noted that training and retraining of facilitators provides them with the knowledge, skills and abilities that are relevant to their professional life. In the words of Ibok et al. (2025), it molds the personality of the facilitators such that their attitudes are reshaped, their habits are reformed and their personality is reconstituted through organizing workshops for adult educators on effective communication skills, upgrading skills through training and retraining by adult educators, adult educators attending training and retraining on effective classroom management, learning new skills through professional training among others. More so, Harris and Svensson (2014) affirmed that when facilitators are productive, it enhances adult learners' learning.

Training of facilitators is very imperative for those coming outside the field of adult education. A newly recruited adult educator will need to have the knowledge of adults' needs (including those of youths), their methods of learning, and knowledge of record keeping, know how to operate the curriculum, the primers and other teaching aids, among others (Akintola, 2013). Training of adult educators and non-formal education practitioners can take the form of seminars, workshops, conferences, in-service trainings as well as on-the-job sort of training. The programme content for the training should lay emphases on adult teaching philosophy and methodology/learning strategies, programme design, supervision, accreditation/evaluation, and management techniques, programme development and methods of data collection and interpretation (Ivowi, 2019). It is on this note that there is need for more effort to be channelled towards realizing the objectives of facilitators' training for adult education programmes accompanied by quality monitoring.

Worrisomely, in South-South, Nigeria, the training reports of quality assurance in adult education programmes are inadequately supplied as well as quality of trained facilitators. The trained facilitators, equipment, facilities and their infrastructural developments leading to quality adult education programmes are in short supply (Oboqua, et al., 2017). The author buttressed further that the governments, NGOs and other proprietors of adult education programmes are aware of these challenges plaguing the South-South, Nigeria, but regrettably,

in Nigeria, politics is more important than education. There are further claims that due to inadequate qualification and training of facilitators, numerous adult education programmes have recorded failures in Edo State (Ogu, Osaru, & Yahaya, 2019). Thus, when the facilitators are adequately trained, the reflection will be on the adult learners and this will go a long way to promote *quality assurance* in adult education programmes especially when these trained facilitators are well monitored in the discharge of their functions of facilitating adult learning (Oboqua, et al., 2018).

Purpose of the Study

1. The main purpose of this study was to determine influence of training of facilitators in enhancing quality assurance in adult education programmes in South-South, Nigeria.

Research Question

One research question guided the study.

1. To what extent has influence of training of facilitators enhanced quality assurance in adult education programmes in South-South, Nigeria?

Hypothesis

One null hypothesis guided the study and was tested at 0.05 level of significance.

HO₁:

There are no significant differences among the mean ratings of directors, supervisors and facilitators on extent influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria.

Methodology

Descriptive survey research design was adopted for this study. The population for this study consisted of 1926 respondents comprising 36 directors, 360 supervisors and 1530 facilitators of Mass Literacy, Adult and Non-formal Education 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 “Influence of Training of Facilitators in Enhancing Quality Assurance in Adult Education Programmes Questionnaire” (ITFEQAAEPQ). 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 0.74 was established as measure of internal consistency using Crombach Alpha procedure. The instruments were personally administered by the researchers with three research assistants trained for the purpose. The data collected were analyzed using mean, standard deviation and descriptive statistics to test the null hypotheses at 0.05 level of significance.

Results

Research Question One: To what extent has influence of training of facilitators enhanced quality assurance in adult education programmes in South-South, Nigeria?

Table 1: Mean Ratings and Standard Deviations of the Respondents on Extent Influence of Training of Facilitators has Enhanced Quality Assurance in Adult Education Programmes in South-South, Nigeria (n = 702)

S/No.	Item Statements	Directors (n = 36)		Supervisor s (n = 360)		Facilitators (n = 306)		Overall (702)		Decision
		Mean	SD.	Mean	SD.	Mean	SD.	Mean	SD.	
1	Organizing workshops for facilitators on effective classroom management skills.	2.45	.84	2.43	.94	2.41	.94	2.43	.93	LE

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2	Sponsoring facilitators to conferences as a way of keeping them abreast with recent developments in the field of adult learning.	2.22	.76	2.19	.64	2.17	.62	2.19	.64	LE
3	Creating professional seminar platforms on andragogical foundations of adult education for adult education personnel.	2.44	.65	2.31	.56	2.29	.54	2.31	.56	LE
4	Professional development of adult education personnel through regular timely on-the-job trainings.	2.00	.89	2.03	.83	1.98	.81	2.01	.82	LE
5	Training facilitators on the innovative methods of using literacy materials for effective teaching delivery.	1.52	.55	1.68	.70	1.71	.68	1.69	.69	LE
6	Training facilitators on how to improvise instructional materials for teaching/learning process.	1.16	.37	1.23	.42	1.26	.44	1.24	.43	VLE
7	Providing continuous in-service training programmes for adult education personnel to raise their teaching proficiency.	1.54	.50	1.57	.49	1.60	.49	1.57	.49	LE
8	Helping to develop content of training programmes to the needs of the relevant target groups.	1.51	.50	1.56	.49	1.58	.49	1.56	.49	LE
Cluster Mean		1.84	.27	1.87	.23	1.88	.22	1.87	.23	LE

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).

Result in Table 1 shows respondents' mean ratings and standard deviations on extent influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria. Generally, the mean ratings for items (25-29; 31 & 32) were within the range of 1.50-2.49. The result signifies extent influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria to a low extent. However, the mean values for item 30 were 1.16, 1.23 and 1.26 for directors, supervisors and facilitators respectively. This indicates that training of facilitators on how to improvise instructional materials for teaching and learning process is done to a very low extent. Furthermore, the standard deviation values for items (25-32) were within the range of .37-.94. The close nature of the standard deviation values implies that the responses of the respondents were like each other and close to the mean. Moreover, the overall mean ratings for all the items (25-29, 31 and 32) were also within the range (1.50-2.49) for low extent, except item 30 (Mean = 1.24, SD = .43) that portrays very low extent. Likewise, the cluster mean ratings for directors, supervisors and facilitators were 1.84, 1.87 and 1.88 with associated standard deviation values of .27, .23 and .22 respectively, which also shows low extent. In addition, the overall cluster mean rating of 1.87 and standard deviation of .23 also falls within the same range for low extent. Thus, the result can be construed that influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria to a low extent.

HO2:

There are no significant differences among the mean ratings of directors, supervisors and facilitators on extent influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria.

Table 2: ANOVA Ratings of Directors, Supervisors and Facilitators on Extent Influence of Training of Facilitators has enhanced Quality Assurance in Adult Education Programmes in South-South, Nigeria.

	Sum of Squares	Df	Mean Square	F	Sig.	Dec.
Between Groups	.037	2	.018	.329	.719	NS
Within Groups	39.127	699	.056			
Total	39.164	701				

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

The result as presented in Table 2 shows that the mean ratings of directors, supervisors and facilitators on extent influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria are not significantly different ($F(2, 699) = .201$, $p = .329$). This is because the associated probability (Sig.) value of .329 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 influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria.

Discussion of the Findings

The findings of the study showed that training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria to a low extent. This implies that facilitators are not very often trained to enhance quality assurance in adult education programmes in South-South, Nigeria. The further test of corresponding hypothesis revealed that there is no significant difference among the mean ratings of directors, supervisors and facilitators on extent influence of training of facilitators has enhanced quality assurance in adult education programmes in South-South, Nigeria. Therefore, any differences in the ratings of the respondents could be due to chance occurrence.

The above findings agree with previous findings by Ochiagha et al. (2023) who revealed among others that environmental awareness creation among adults and training of environmental adult education facilitators has effect on the implementation of environmental adult education programmes. In the same vein, the findings are in consonance with that of Oyelami, (2019) who revealed that there was inadequate exposure to training opportunities and job performance of adult education facilitators. Similarly, the findings also revealed that facilitators who received same wages regularly were more likely to perform poorly than facilitators who received some incentives. Further findings reported that the poor funding of adult education significantly affects the job performance of adult education facilitators. This implies that training of personnel to enhance the quality of teaching and learning has not been properly done. This can be so because facilitators may be having limited access to professional development opportunities due to budget constraints or institutional priorities. Majority of the facilitators are yet to adequately undergo the training programmes to address the specific needs and challenges faced in adult education settings. Consequently, facilitators of adult education programmes have not been properly trained to enhance quality assurance in South-South, Nigeria.

Conclusion

Based on the findings of this study, it was concluded that training of facilitators has been used to enhance 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 training of facilitators 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 training of facilitators for reducing these inadequacies could serve as a recipe for curtailing these inadequacies. From the researcher's 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.

Recommendation

From the findings of this study, it was recommended among others that facilitators of mass literacy, adult and non-formal education centres should be regularly trained to promote quality assurance in adult education programmes.

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