

Assessing Monitoring Strategy for Promoting Quality Assurance in Adult Education Programmes in South-South, Nigeria

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Abstract

This study assessed monitoring 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 respondents (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) was drawn for the study using proportionate stratified sampling technique. The instrument for data collection was the structured questionnaire developed by the researchers titled “Assessing Monitoring Strategy for Promoting Quality Assurance in Adult Education Programmes Questionnaire” (AMSPQAAEPQ). Three experts validated the instruments, two from the Department of Adult Education and Extra-Mural 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 0.84 was established as a measure of internal consistency using Cronbach Alpha statistic. 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 the inadequacies of monitoring strategy were numerous and spanned across the monitoring strategy in South-South, Nigeria. Based on the findings, it was recommended among others that monitoring officials should regularly monitor the teaching and learning in mass literacy, adult and non-

formal education centres to enhance the effective implementation of adult education programmes

Keywords: Monitoring, 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 (Akin-Fakorede et al. 2025). 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 (Anyadike et al. 2024). 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.

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). 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). 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 (Bessong et al. 2023).

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 (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 & Ibok et al. 2025). 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 (Oroka et al. 2024). Quality assurance practices are facilitated by requisite monitoring strategy.

Monitoring strategy deals with a systematic way of keeping records of project or programme of activities in development process in adult education programmes. Onah (2012) defined the concept of monitoring strategy as a way of checking how a development programme is developing for the purpose of ensuring that everything is working as it should in a development programme of adult education in order to achieve target dates in putting things right in the concerned programme. Essentially, this strategy affords people an opportunity to put things right as soon as a mistake is identified in programme development. Ibok et al. (2025), submitted that monitoring strategy can also be defined as a process of checking periodically the progress of work in the implementation of adult education programmes for

the purpose of appropriate intervention in the concerned development programme in the Agency for Mass Literacy, Adult and Non-Formal Education. Imhabekhai (2019) perceived this strategy as a process which involves seeing periodically the progress of development of adult education programmes in order to ascertain the appropriate measures to take in implementation of development programmes in the society.

Consequently, the purpose of monitoring is to stimulate efficient and effective service delivery of implementation in learning centres, regularly assess learners' learning outcomes, establish a regular schedule for monitoring, communicate monitoring findings to organizers of the programmes, outline specific steps for enhancing programmes' quality, use monitoring reports for improvements and embark on periodic monitoring of adult education programmes for quality. It is also important to note that provision has been made to have joint monitoring as well as individual monitoring by the different tiers of governments based on the following frequencies:

- a) Joint Monitoring: This should be carried out by a team of joint and relevant stakeholders at least two times in a year;
- b) At Local Government Area (L.G.A) Level: Monitoring should be carried out by supervisors within the LGA weekly and forward report to the SAME,
- c) At State Level: SAME should monitor monthly and forward report to the zonal office,
- d) NMEC Zonal Offices: Zonal Offices of NMEC should monitor the States within their jurisdiction quarterly and forward reports to NMEC Headquarters, and
- e) National: NMEC Headquarters should carry out nationwide monitoring of adult education centres not less than twice in a year. Annual/status reports should be written and forwarded to Federal Ministry of Education (FME) (NMEC, 2017).

Monitoring reports have shown that more illiterate women than men are taking advantage of these adult basic education classes that have been established in various parts of the country (Federal Ministry of Education, 2013). The national blueprint for adult and non-formal education recognizes the need for regular monitoring and periodic evaluation as critical factors for the implementation of the blueprint. Monitoring anchors on the short, medium- and long-term goals as set in the implementation plan (Bessong et al. 2018). The blueprint mentioned the things to be monitored which include training programmes provided for facilitators and programme managers, adequacy of learning materials provided, number of instructors and the regularity of payment (Nwabuko, 2014). The author called for a better avenue of monitoring and overseeing adult education programmes. The author further buttressed that efficient tracking and overseeing of adult education programmes must partner governments, non-governmental organizations and donor agencies that are critical players in

adult education provision. The impact of the plan must reflect in the content, strategies, and teaching aids adopted.

However, monitoring strategy measures progress toward results by collecting information on inputs and outputs of adult education programmes. Monitoring Officers are responsible for monitoring the various programmes to ensure proper implementation. As a result of the peculiar characteristics of adult education programmes, the monitoring and evaluation system that will check this form of education must be all-encompassing (Oboqua et al. 2018). It must take into consideration the peculiarities of youths and adults. Monitoring officers exist at all levels. Other stakeholders, including parents, community leaders and the learners themselves could participate in the monitoring exercises. Monitoring officers are expected to monitor the learner's performances, the performance of the personnel involved, the learning facilities, adequacy and use of teaching/learning/materials/equipment, the methodology in use among others (FRN, 2014).

Monitoring of performance of on-going programmes is very crucial for promoting quality assurance in adult education programmes in South-South, Nigeria. These include: Monitoring officers in the local government (LG) areas should visit a centre at least once a week; Officers at the headquarters to go at least once in a month, to each LG; External bodies, i.e. Federal Inspectorate Division of the Ministry of Education, National Commission for Mass Literacy, Adult and Non-Formal Education to go for monitoring at least twice a year; The LGs should report to the state agencies on monthly basis; The state agencies should report to NMEC zonal office quarterly; The zonal NMEC director to report to NMEC headquarter twice a year while NMEC to report to Federal Ministry of Education yearly; International development partners (IDPs) are free to monitor as they wish; Monitoring vehicles be provided at least 3 per state including federal capital territory; Engine powered speed boat should be provided to the states in riverine areas in addition to vehicles; The newly developed mass literacy, adult and non-formal education instrument for monitoring be implemented (NMEC, 2017).

The NMEC policy guidelines for mass literacy, adult and non-formal education is quite elaborate in giving direction for administration of adult education programmes. Adherence to monitoring strategy will go a long way to promote quality assurance in adult education programmes. However, the funding expected from the Local Government Councils and the State Government often fall short of what is required of the guidelines in South-South, Nigeria (Oboqua et al. 2017 & Bessong et al. 2024). Although, monitoring of adult education programmes is an important strategy with which to promote quality assurance but individuals, employers and institutions can further benefit from more in-depth information on quality of the education and training offering provided by monitoring adults' outcomes (OECD, 2019).

One of the major challenges of quality assurance monitoring procedures is to assess their impact on adult learners' experience and on adult learners' outcomes. In fact, one of the areas in which quality assurance at different educational levels may have less impact than intended is that of its impact on the core processes of learning (Stensaker, 2014 & Bessong et al. 2025). Nevertheless, the interest in learning outcomes is being integrated internationally into existing quality assurance procedures, opening up for yet another set of criteria for quality assurance bodies to use in their monitoring processes (Harvey & Williams, 2010).

Regrettably, there are claims that monitoring system of adult education programmes in South-South, Nigeria, is bedeviled with challenges such as inadequate data, inadequate technical knowledge and poor utilization of feedback (Aruma, & Okorie, 2019). Also, inadequate participation of critical personnel in monitoring implementation, poor monitoring of funding and inconsistent assessment of parameters among others are factors identified as militating against the promotion of quality assurance in adult education programmes in South-South, Nigeria (Oboqua et al. 2017 & Bessong et al. 2025).

Purpose of the Study

1. The main purpose of this study was to assess extent monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

Research Question

One research question guided the study.

1. To what extent has monitoring strategy been used to promote 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 monitoring strategy has been used to promote 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 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 Bayalsas 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 “Assessing Monitoring Strategy for Promoting Quality Assurance in Adult Education Programmes Questionnaire” (AMSPQAAEPQ). The questionnaire was grouped into two sections; A and B. Section “A” elicited information on respondents’ demographic characteristics on an eight (8)-item research questions. The instruments were validated by three experts, two from the Department of Adult Education and Extra-mural 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 0.84 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. 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.

Results

Research Question One: To what extent has monitoring strategy been used to promote quality assurance in adult education programmes in South-South, Nigeria?

Table 1: Mean Ratings and Standard Deviations of the Respondents on Extent Monitoring Strategy has been used to Promote Quality Assurance in Adult Education Programmes in South-South, Nigeria (n = 702)

S/No	Item Statements	Directors (n = 36)	Supervisor s (n = 360)	Facilitator s (n = 306)	Overall (702)	Decisio n
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		Mea n	SD .	Mea n	SD. .	Mea n	SD .	Mea n	SD .	
1	Regularly assessing learners' learning outcomes.	1.58	.73	1.66	.70	1.60	.60	1.63	.66	LE
2	Establishing a regular schedule for monitoring	2.30	.57	2.27	.55	2.21	.53	2.25	.54	LE
3	Communicating monitoring findings to organizers of programmes	1.86	.89	1.88	.83	1.90	.81	1.89	.83	LE
4	Outlining specific steps for enhancing programmes' quality using monitoring reports.	2.22	.72	2.21	.60	2.18	.59	2.20	.60	LE
5	Using monitoring reports as a yardstick for personnel training.	1.38	.49	1.53	.49	1.54	.49	1.53	.49	LE
6	Embarking on periodic monitoring of adult education	1.02	.16	1.14	.34	1.16	.37	1.14	.35	VLE

	programmes for quality.									
7	Monitoring officers are expected to monitor learners' performance.	1.25	.43	1.48	.50	1.43	.49	1.45	.49	VLE
8	Getting feedback to address any weakness that may surface.	1.38	.49	1.53	.49	1.56	.49	1.53	.49	LE
Cluster Mean		1.62	.24	1.71	.21	1.70	.21	1.70	.22	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 the respondents' mean ratings and standard deviations on extent monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria. Generally, the mean ratings for items (33-37, & 40) were within the range of 1.50-2.49. The result signifies that monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. However, the mean values for directors for items 40 was 1.38 which signifies that getting feedback to address any weakness that may surface is done to a very low extent. Furthermore, the mean rating for item 38 and 39 ranged from 1.02 to 1.48. This signifies that embarking on periodic monitoring and monitoring officers are expected to monitor learners is done to a very low extent. The standard deviation values for items (33-40) were within the range of .16-83. The close nature of the standard deviation values implies that the responses of the respondents were similar to each other.

Furthermore, the overall mean ratings for almost all the items (33-37, and 40) were also within the range (1.50-2.49) for low extent, except items 38 (Mean = 1.14, SD = .35) and 39 (Mean = 1.45, SD = .49) that portrays very low extent (that is mean ranging from 1.00-1.49 respectively). Also, the cluster mean ratings for directors, supervisors and facilitators were 1.62, 1.71 and 1.70 with associated standard deviation values of .24, .21 and .21 respectively,

which also connotes low extent. Likewise, the overall cluster mean rating of 1.70 and standard deviation of .22 also falls within the same range for low extent. Hence, the result can be taken that monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent.

H0₁:

There are no significant differences among the mean ratings of directors, supervisors and facilitators on extent monitoring 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 Extent Monitoring Strategy has been used to Promote Quality Assurance in Adult Education Programmes in South-South, Nigeria.

	Sum of Squares	Df	Mean Square	F	Sig.	Dec.
Between Groups	.272	2	.136	2.933	.064	NS
Within Groups	32.379	699	.046			
Total	32.650	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 monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria are not significantly different ($F(2, 699) = 2.933, p = .064$). This is because the associated probability (Sig.) value of .064 was greater than the 0.05 level of significance at which the result is being tested. Hence, the null hypothesis five (H_{05}) 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 monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

Discussion of the Findings

The findings of the study showed that monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. This could mean that officers in-charge of monitoring adult education programmes irregularly embark

on monitoring. Furthermore, the test of corresponding hypothesis revealed that there is no significant difference among the mean ratings of directors, supervisors and facilitators on extent monitoring strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

The above findings corroborate previous findings by Barida (2014) who revealed that the highest factor that inhibits monitoring personnel management of adult education in universities in Rivers State was poor communication of new policies/plans before implementation by workers. The findings of the study further revealed that there have been incidences of inadequate monitoring systems in the funding of adult education programmes and redundancy of monitoring personnel in the universities. Furthermore, the findings validate that of Eze, et al. (2020) which revealed that there was lack of effective monitoring of adult education learners towards enhancing their academic performance. Further findings revealed that monitoring strategies in the study area were not maximally utilized in adult education programmes. This implies that quality control and monitoring strategies have not been well implemented in adult education programmes, hence, the need for improvement. All these, therefore, support the findings that monitoring 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 monitoring 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 monitoring strategy adversely affect the promotion of quality assurance in adult education programmes in South-South, Nigeria to a low extent. The findings further showed that the requisite monitoring strategy 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 that monitoring officials should regularly monitor the teaching and learning in mass literacy, adult and non-formal education centres to enhance the effective implementation of adult education programmes

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