STRATEGIES FOR EFFECTIVE MANAGEMENT OF ADULT EDUCATION PROGRAMME IN AWKA-NORTH LOCAL GOVERNMENT AREA

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ABSTRACT

The study focused on examining the strategies for effective management of adult education programmes in Awka-North Local Government Area. Two research questions guided the study. Conceptual, theoretical and empirical studies were reviewed. The study adopted descriptive research design. The population of the study was made up of thirty-eight (38) adult educators in the twelve (12) adult literacy centres in the area of the study. No sampling was done as the population was limited and manageable. The instruments developed by the researcher titled, "Strategies for Effective Management of Adult Education Programmes (SEMAEP)" was used for data collection. The researcher distributed 38 copies of questionnaires to the respondents which were properly filled and returned. Measures of central tendency (mean scores) and dispersion (standard deviations) was used to analyze the research objectives. From the study, it was revealed that supervision of enrollment and retention improve enrolment and retention in the programme and supervision of staff and students, as effective management strategy of adult education programmes, determines the success of the programme. It was recommended that employment of adequate number of staff at all levels to meet the ever increasing demands of learners in the programmes should be paramount, among others.

Keywords: Management, effective, adult education, programmes, strategies

Introduction

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. In view of the above, Ibeh (2007) asserted that any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Nzeneri (as stated in Vyada, 2017) defined an adult as one who is physically and psychologically matured and is socially, economically and politically responsible. Adult education is an inevitable instrument for the achievement of growth and development. Adult education is all-embracing as it brings about changes in information, knowledge, understanding or skill, appreciation and attitude.

Adult education, as an integral aspect of education, is a learning process whether formal, informal and non-formal which the adult person engages in for better information, self and national development (Onyenemezu, 2012). Adult education emphasizes all forms of functional education programmes for youths and adults outside the formal school system. Such educational programmes include basic literacy programme, post literacy programme, continuing education programme and vocational education programme (F.R.N.; Vyda 2017). These adult education programmes are geared towards human and national development.

Thus, Onyenemezu (2012) submitted that adult education exerts enormous influence on the larger society in terms of national development. Fasokun as cited in Onyenemezu (2012) observed that, adult education is concerned not merely with preparing people for life, but rather, with helping/assisting people (adults) to live more successfully as useful and acceptable members of their societies that can contribute meaningfully to the development of those societies. The many benefits of adult education cannot be over emphasized. Hence, there is need to adequately and appropriately manage adult education programmes.

Management involves the coordination of human, material, technological and financial resources needed for an organization to reach its goals. In addition, management is the attainment of organizational goals in an effective and efficient manner through planning, organizing, staffing, directing, and controlling organizational resources, (Siciliano in Vyda, 2017). From these two definitions area of the study can be seen that management provides both a functional role (planning, organizing, staffing, and so on) and a synthesizing role (coordinating the various organizational resources). In Nigeria, according to Vyda (2017), the importance of managing and educating adult was felt as far back as 1949 when the Department of Education in Lagos circulated a memorandum on fundamental education for adults employed in commerce and industry. In adult education programmes, the managers are mainly concerned with the offering of quality educational services that meet the needs of their (adult) students. The way adult education managers treat their main customers 'the learners' will determine their success in the provision and promotion of adult education.

In the management of adult education programmes some managerial duties are to be carried out such as ensuring vast enrollment and retention in the programme, ensuring adequate and appropriate staffing, ensuring adequate and appropriate teaching and learning facilities, ensuring appropriate supervision of the staff and learners of the programme. Effective management of adult education programmes enables the programmes administrators to find out how some of these managerial functions are carried out and also detect problems being faced by the staff and students and find out possible solution to these identified problems. Additionally, it aids curriculum upgrading by board members of the programme in order to align with modern ways of learning and also blend with not just the individual unit of adult education programme but the nation at large.

Enrolment is the total number of students or learners that properly registered and/or attending class at a school (Wikipedia, 2012). Adequate and appropriate enrollment depends on the process of the programme, thus, the need for enrolment management. Enrolment management according to Vyada (2017) is a comprehensive process designed to help achieve and maintain optimum student enrolment through recruitment, retention and graduation rates. Vyada (2017) further mentioned that Enrolment management goal is to manage the overall size and shape of the university, stimulate future enrolment growth and support the development of students, using a coherent and well-planned participation strategy that supports the university's mission, ethos and strategic academic, financial, student development and equity.

Thus, Vyada (2017) mentioned that the essence of supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Since it is internally arranged by the head

of departments, units and at times assisted by other school authority, agencies and stakeholders, it should be done to enhance instruction that is supportive, assisting, explanative, encouraging, guiding, advisory, improving and sharing rather than directing.

Another prominent area of concern is staff and students' supervision. Managers of adult education programmes should be concerned with supervising the improvement in teaching and teaching environment in order to promote effective teacher performance and learners' academic performance in the programme. In most educational programmes, supervision focuses on changing the behaviour of staff for an improved performance, a situation which does more harm than good. In agreement, it pays more attention to staff and instructional delivery more than the learners' performance in most adult educational programmes in institutions, a scenario that leads to high drop out in the programmes. A bid to correct this misconception gives birth to modern supervision. Hence, Vyada (2017) agreed that modern supervision is cooperative and is focused on the aims and objectives of education, instructional materials, methods of teaching, staff and students and the entire school environment. It involves all those who are involved and engaged in the task of solving the problems in the school and improving instruction.

The managers of adult education programmes should harness all avenues within the ability of their institutions to exert more systematic influence over the number and characteristics of new students, as well as influence the persistence of students to continue their enrolment from the time of their matriculation to their graduation. To achieve adequate and appropriate enrollment number, comprehensive process designed to help achieve and maintain optimum enrollment (recruitment, retention and graduation rates) managers of adult education programmes must ensure effective and efficient supervision.

Notwithstanding the achievement of effective management of adult education programmes, adult learners' interest and dropout is on the increase. In line with this, Bunyi as stated in Onyenemezu (2012) mentioned that support for the programme has steadily decreased and attendance and dropout rates have increased. In the light of the above, this study set out to examine supervision of learners' enrollment and retention and supervision of the staff and learners as effective management strategies of adult education programme in Awka-North LGA. The following objectives have been formulated to:
1.   Examine supervision of learners' enrollment and retention as an effective management strategy of adult education programme.
2.   Examine supervision of the staff and learners as an effective management strategy of adult education programme.
       From the objectives above, two research questions were formulated:
1.   How does supervision of enrollment and retention ensure effective management of adult education programme in Awka-North LGA?
2.   How does supervision of staff and students ensure effective management of adult education programme in Awka-North LGA?

Research Method
This study uses descriptive survey. Thirty-eight (38) adult educators in the twelve (12) adult literacy centres (Central Primary School in St. Mary's Catholic Church, Community Primary School Adult Education Centre, Unity Primary School Adult Education Centre, Egede Primary School Adult Education Centre, Vocational Educational Centre Achalla, Central Primary

School Adult Education Centre, Community Primary School, Central Primary School Adult Education Centre, Union Primary School, Abogu Primary School Adult Education Centre, Community Primary School Adult Education Centre and Igwebudu Primary School Adult Education Centre) in Awka-North Local Government Area as at the time of the study, made up the population of the study. No sampling was done since the population was limited and manageable. The instrument for collecting data is a questionnaire on management strategies of adult education programmes in the study area. Content and face validity was used to validate the research instrument. Measures of central tendency (mean scores) and dispersion (standard deviations) was used to analyze the research objectives.

Results

Research Question 1: How does supervision of enrollment and retention ensure effective management of adult education programme in Awka-North LGA?

Table 1: Computation of mean responses of adult educators on how supervision enrollment and retention ensure effective management of adult education programme

S/N	Items on Supervision of enrollment and retention	N	Mean	Std. Deviation
1	Improve the level enrollment and retention of adult education programme	38	3.39	.64
2	Is used to determine the success of adult education programme	38	3.21	.91
3	Enhances programme policy and procedure that will suit the learners for them to continue	38	3.11	.92
4	Ensures retention of learners which pays tremendous dividend to the programme administrators	38	3.05	.93
5	Ensures proper knowledge of the staff and students ratio	38	2.95	.89
	Valid N (list wise)	38		

Source: field survey (2024)

Table 1 reveals that adult educators agree on all the items on how supervision of enrollment and retention ensure effective management of adult education programme in Awka-North LGA with Mean responses that ranged from 2.95 to 3.39. From the table, it was reveals that in item one, respondents agreed with a mean score of 3.39 and standard deviation of 0.64 that supervision of enrollment and retention improve the level of enrollment and retention of adult education programme, item two reveals that respondents agreed with a mean score of 3.21 and standard deviation of 0.91 that it is used to determine the success of adult education programme, item three reveals that respondents agreed with a mean score of 3.11 and standard deviation of 0.92 that it enhances programme policy and procedure that will suit the learners for them to continue, item four reveals that the respondents agreed with a mean score of 3.05 and standard deviation of 0.93 that it ensures retention of learners which pays tremendous dividend to the programme administrators and item five reveals that the respondents agreed with a mean score of 2.95 and standard deviation of 0.89 that it ensures proper knowledge of the staff and students ratio.

Research Question 2: How does supervision of staff and students ensure effective management of adult education programme in Awka-North LGA?

Table 2: Computation of mean responses of adult educators on supervision of staff and learners ensure effective management of adult education programme

S/N	Items on Supervision of staff and Students	N	Mean	Std. Deviation
6	Ensures goal attainment in adult education programmes	38	2.92	.99
7	Is geared towards observation, modification correction and improvement in programme	38	3.29	.84
8	Is the process of stimulating professional growth	38	3.16	.86
9	Enhances teaching and learning performance	38	2.82	.96
10	Enhances process that is explanative and supportive	38	3.00	.90
	Mean of means	38		

Source: field survey (2024)

Table 2 reveals that adult educators agree on all the items how supervision of staff and students ensure effective management of adult education programme in Awka-North LGA with Mean responses that ranged from 2.82 to 3.29. From the table it was reveal that in item six, respondents agreed with a mean score of 2.92 and standard deviation of 0.99 that supervision of staff and students ensures goal attainment of adult education programme, item seven reveals that respondents agreed with a mean score of 3.29 and standard deviation of 0.84 that it is geared towards observation, modification correction and improvement in programme, item eight reveals that respondents agreed with a mean score of 3.16 and standard deviation of 0.86 that it the process of stimulating professional growth, item nine reveals that the respondents agreed with a mean score of 2.82 and standard deviation of 0.96 that it enhances teaching and learning performance and item ten reveals that the respondents agreed with a mean score of 3.00 and standard deviation of 0.90 that it enhances process that is explanative and supportive.

Discussion of Findings

Based on the analysis of research question one, the outcome of the finding reveals that supervision of enrollment and retention improve the level enrollment and retention of adult education programme, is used to determine the success of adult education programme, enhances programme policy and procedure that will suit the learners for them to continue, ensures retention of learners which pays tremendous dividend to the programme administrators ensures proper knowledge of staff and students ratio in Awka-North LGA. This finding is in conformity Vyada (2017) who concord that enrolment management is a comprehensive process designed to help achieve and maintain optimum student enrolment through recruitment, retention and graduation rates. The author further mentioned that its goal is to manage the overall size and shape of the educational programmes, stimulate future enrolment growth and support the development of students, using a coherent and well-planned participation strategy that supports the mission, ethos and strategic academic, financial, student development and equity.

In line with the above, Fennell and Miller, (2011) opine that further investigation into what motivates learners to persist until graduation is evident in the total employee commitment and involvement that makes the difference. In view of the above, managers of adult education programmes should take cognizance of certain factors that influence retention of the programme.

The analysis of research question two reveals the respondents agreed that supervision of staff and students is an effective management strategy of adult education programmes in Awka-

North LGA. The outcome of the findings reveals that supervision of staff and students ensures goal attainment of adult education programme, is geared towards observation, modification correction and improvement in programme, is the process of stimulating professional growth, enhances teaching and learning performance and enhances process that is explanative and supportive. This outcome is in consonance with the assertion of Vyada (2017) that the essence of supervision is the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. In the same vein, this finding is in agreement with Nakpodia as cited in Ibeh, (2007) that the task of supervision in adult programmes is geared towards the improvement, observation, modification, correction of adult education and their improvement of teaching and learning situations This suggests that supervision forms part of the overall quality monitoring and improvement of the adult educational programmes. By implication, managers of adult education programmes should bear in mind that supervision is the process of stimulating professional growth and a means of helping educators to grow on the job while achieving the goal of the programme.
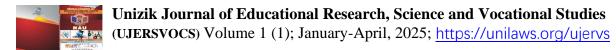
Conclusion

Based on the finding after critically analyzing the data, the study unequivocally reveals that supervision of enrolment and retention and supervision of staff and students are effective strategies of managing adult education programmes in Awka-North LGA. The practical implication of this is that, these management strategies is used to determine staff and students ration and further determine the success of adult education programme.

Recommendations

On the basis of the findings and conclusions, the following recommendations are made:

1. Adequate facilities such as allocation of fund, accommodation facilities, etc. should be provided by programme organisers in order to increase enrolment level and retain the enrolled students up to completion period.
2. Employment of adequate number of staff at all levels to meet the ever-increasing demand adult learners in the programmes.
3. There should be provision and supply of essential teaching and learning facilities to all adult education Programmes.
4. There should be regular supervision and monitoring of the programme to ensure that duties are perform effectively and efficiently and also supervisors should be equipped with the necessary facilities that will help them in carrying out the functions and responsibilities effectively.

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