

NON-FORMAL EDUCATION INNOVATIVE INSTRUCTIONAL DELIVERY PRACTICES FOR PROMOTING ENTREPRENEURIAL SKILLS AMONG ADULT LEARNERS IN ENUGU STATE, NIGERIA

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Abstract

This study ascertained the extent non-formal education innovative practices can promote entrepreneurial skills among adult learners in Enugu State, Nigeria. The study was guided by two specific purposes, two research questions and corresponding hypotheses. The population for the study comprised 3391 adult learners while through simple random sampling technique using table of random numbers, 10 percent (339) respondents were selected for the study. The instrument used for data collection was researchers' designed questionnaire titled "Non-formal Education Innovative Practices for Entrepreneurial Skills Questionnaire (NFEIPESQ). The instrument was validated by three experts while its overall reliability co-efficient of .86 determined using Cronbach Alpha method was an indication that it was highly reliable. The data collected from the research questions were answered using mean and standard deviation while t-test statistic was used to test the formulated hypotheses at 0.05 level of significance. The findings from the study revealed that the current non-formal education has promoted entrepreneurial skills among adult learners as acquisition of business managerial skills, survival skills for self-reliance, accounting/financial skills amongst others have been provided to a low extent in the programmes. It further showed that the use of innovative instructional delivery practices like experiential learning; action learning, incorporation of income-generating activities amongst others in non-formal education programmes can promote the development of entrepreneurial skills among adult learners. Based on the findings, it was recommended amongst others that National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) and her state counterparts should collaborate with the Nigerian Educational Research and Development Council (NERDC), National Orientation Agency (NOA) and other providers of non-formal education programmes to ensure that the programme contents of non-formal education are diversified through qualitative curriculum development which will promote its recipients' entrepreneurial competencies for self-reliance.

Keywords: *Education; Non-Formal Education; Innovation and Entrepreneurial Skills*

Introduction

The importance of education as a critical factor in the overall national development has been recognized by the governments, civil societies and stakeholders since Nigerian attainment of political independence in the year 1960. Successive Nigerian governments have always recognized the special role of education as an instrument for social transformation (Adamu, 2017). However, education acquired in schools alone cannot take one throughout life journeys. Therefore, non-formal education cannot be regarded as an appendage when discussing issues of education but, should be seen as life-long effort for creating public awareness, training and sustainable development (Olagunju. 2008).

Non-formal education according to Obiozor and Obidiegwu (2015), refers to all educational activities which takes place outside the school system. It covers all educational activities and training which is aimed at improving knowledge, skills, attitude and values of different groups of people, children, youths and adults out-of-school. They further noted that non-formal education offers its recipients' life-long experiences needed to meet their present individual and societal needs, as well as make them able to envision the needs of the future. In the same vein, Obiozor (2018) defined non-formal education as any form of organized educational activities for people outside the formal system as a result of some social, psychological, economic, religious and political circumstances. In the context of this study non-formal education is defined as any organized educational provisions outside the formal school system which cater for the educational and societal needs of its recipients (adult learners) due to its flexible nature thereby, enriching them with entrepreneurial skills and innovative mindsets with which to improve their living standard and that of their society in general.

Innovation is an invaluable element towards the growth and development of any society as it makes it possible for individuals to explore, exploit and creatively utilize their latent potentials in addressing their constantly societal developmental demands/challenges. Innovation help to cause the necessary changes in existing ideals, products, methods and services which is invaluable for individual's welfare and that of their society in general. Harkema and Popescu (2015) defined innovation as the ability of a company to renew itself, adapt to changing circumstances and in that process alter its procedures and structures to create a dynamic environment in which to work. Noting the importance of both innovation and entrepreneurship, Harkema and Popescu (2015) further remarked that entrepreneurship has to do with the capacity of usually the entrepreneur to see opportunities and to transform them in an interesting proposition while, innovation is the act of materializing that opportunities in a change of some sort: which can be a product, service, an organizational change or a new process. Innovation in the context of this study refers to the ability of non-formal education programmes to respond effectively to the changing developmental

demands/challenges of its recipients by equipping them with the relevant entrepreneurial skills with which to become gainfully employed or self-reliant.

Innovation and entrepreneurial skills promotion therefore, constitute an important foundation of any quality educational programmes. Hence, non-formal education programmes need to be designed and delivered in such a way that it will promote the acquisition of entrepreneurial skills for self-reliance among its recipients (adult learners). Umunadi, (2014) defined entrepreneurship as the willingness and ability to find out an investment opportunity; apply energy towards the creation of an enterprise and to convert new idea into a successful innovation. Entrepreneurship is concerned with identifying gaps in the community and bringing together the resources in an innovative and profitable way to fill these gaps. An entrepreneur therefore, is an individual who takes an idea and opportunity as well as turns them into profitable enterprises by providing the necessary entrepreneurial skills and resources required to manage all the risks involved in it. Umunadi further identified managerial; accounting and financial competence/skills; sales and general business competition as entrepreneurial skills required for successful ventures.

Non-formal education innovative practices refer to those potential ways through which non-formal programmes can be creatively utilized to meet the non-cognitive learning needs and to enhance entrepreneurial skills among adult learners. This is because adult learners unlike the children are experienced learners, need-oriented and learn for immediate application in a bid to adjust to their societal ever-changing developmental demands and challenges. According to National Commission for Mass literacy, Adult and Non-Formal Education (2017), the current non-formal education curriculum covered four major areas which were basic literacy (reading, writing and numeracy), post literacy, continuing and vocational education. Non-formal education programmes are flexible and purpose driven; designed to meet with the changing circumstances; learning needs of each successive phase of life and to equip its recipients with entrepreneurial skills aimed at self-reliance, self-employment, creativity and innovation (Obiozor & Obidiegwu, 2015). Consequent upon the views of Obiozor and Obidiegwu, if non-formal education is effectively projected and utilized as a necessary developmental avenue for youths and adults, it will surely help bring about the desired entrepreneurial skills promotion which is invaluable for self-employment/reliance and national development in general.

Regrettably, Ngwu (2014) alleged that Nigeria's development indicators and education sector profile are replete with statistics that conjure up images of stubborn underdevelopment, poverty, uncontrollable corruption, insatiable social demands for education but an unbelievable deterioration in education access, quality and standard. Based on the above allegations, could it then mean that non-formal education has not lived up to expectations? Could it be that, innovative participatory instructional delivery like the use of experiential, demonstrative, discussion and corroborative instructional delivery methods; problem solving skills; business

management skills, survival skills and income generating activities which will make its recipients self-reliant have not been incorporated in the programme?

Consequent upon the above unverified claims, UNESCO (2001) had earlier warned that nothing will be gained by focusing adult and non-formal education programmes on skills of reading, writing and calculation as adult learners are not in desperate need of such skills but are in desperate need for practical lucrative skills that will help them play active part in their societal affairs. Nonetheless, evidence on ground seems to suggest that non-formal education curriculum contents do not promote the acquisition of necessary entrepreneurial skills for self-reliance in its recipients. Consequently, social problems such as unemployment, under-employment, dwindling per capita income, crimes and kidnapping continue to flourish unabated which could be as a result of poor non-formal education curriculum contents. More so, Obi and Okide (2010) had earlier alleged that the current adult and non-formal education programmes in Enugu State is narrow in focus and content. Thus, it is against this background that this study sought to ascertain the non-formal education innovative instructional delivery practices for promoting entrepreneurial skills among adult learners in Enugu State, Nigeria.

Purpose of Study

The general purpose of this study is to ascertain the extent non-formal education innovative practices can promote entrepreneurial skills among adult learners in Enugu State, Nigeria. Specifically, the study ascertained:

1. the extent to which the current non-formal education programmes have promoted entrepreneurial skills among adult learners in Enugu State?
2. the extent to which the use of innovative instructional delivery practices in non-formal education programmes can promote the development of entrepreneurial skills among adult learners in Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent has the current non-formal education programmes promoted entrepreneurial skills among adult learners in Enugu State?
2. To what extent can the use of innovative instructional delivery practices in non-formal education programmes promote the development of entrepreneurial skills among adult learners in Enugu State?

Hypotheses

The following two null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

1. There are no significant differences in the mean ratings of male and female adult learners on the extent to which the current non-formal education programmes have promoted entrepreneurial skills in Enugu State.
2. There are no significant differences in the mean ratings of male and female adult learners on the extent to which the use of innovative instructional delivery practices in non-formal education programmes can promote development of entrepreneurial skills in Enugu State.

Research Method

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 it collected and described in a systematic manner, data obtained from adult learners in order to ascertain the non-formal education innovative practices for promoting entrepreneurial skills among adult learners. The population of the study was 3391 respondents comprising 720 male and 2671 female adult learners in Enugu State, Nigeria. Through simple random sampling technique using table of random numbers, 10 percent (339) adult learners were selected and used for the study. The instrument for data collection was researchers-structured questionnaire titled "Non-formal Education Innovative Practices for Entrepreneurial Skills Questionnaire (NFEIPESQ). The instrument was structured on four-point rating scale of Very High Extent (VHE) = 4; High Extent (HE) =3; Low Extent (LE) =2 and Very Low Extent (VLE) =1 respectively and was validated by three experts from the Faculty of Education of the University of Nigeria, Nsukka. The reliability of the instrument was determined using Cronbach Alpha method.

The reliability co-efficient of .89, and .83 were obtained from the two clusters of the instrument while the overall reliability coefficient of .86 is an indication that the instrument was highly reliable in measuring what it was designed to measure. Direct Administration and Retrieval Technique (DART) was adopted to administer 339 copies of the instrument to the respondents during their learning sessions which ensured its prompt administration and retrieval. The results from the research questions were answered using mean scores and standard deviation while the hypotheses were tested at 0.05 level of significance using t-test statistic. More so, the real limit of numbers was the decision rule for the research questions. This was classified under the following decision rules: Very High Extent (VHE) = 4.00-3.50; High Extent (H) = 3.49-2.50; Low Extent (LE) = 2.49-1.50 and Very Low Extent (VLE) =1.49-1.00 respectively. Conversely, the decision rule for the hypotheses was based on the 0.05 level of significance. Thus, any hypothesis whose associate probability value was equal or less than the 0.05 level of significance were not rejected while those that were above the 0.05 level were not accepted.

Results**Table 1: Mean Ratings of the Respondents on the Extent the Current Non-Formal Education Programmes Has Promoted Entrepreneurial Skills among Adult Learners in Enugu State**

SN	Item statement	Male adult learners			Female Adult Learners		
		\bar{X}	SD	Dec	\bar{X}	SD	Dec.
1	Business managerial skills for income-generation are provided in non-formal education programmes	1.83	1.09	LE	1.80	1.81	LE
2	Life-skills/survival skills for self-reliance are provided in non-formal education programmes	2.30	0.87	LE	2.25	0.84	LE
3	Accounting/financial competencies/skills are incorporated in non-formal education teaching/learning process	2.11	0.90	LE	2.00	0.87	LE
4	Human relations/interpersonal skills for self-employment are provided in non-formal education programmes	2.32	0.88	LE	2.35	0.89	LE
5	Necessary sales/marketing skills for wealth generation are provided in non-formal education programmes	1.85	1.12	LE	2.00	0.95	LE
6	Basic literacy skills (reading, writing and calculation) for business activities are provided in non-formal education programmes	3.51	0.43	VHE	3.90	0.36	VHE

KEY: \bar{X} =Mean Scores; SD= Standard Deviation and Dec.= Decision

The data from table one showed that both male and female adult learners accepted that the current non-formal education programmes has promoted entrepreneurial skills to a low extent with mean scores of 1.83 to 2.32 for male adult learners and 1.80 to 2.35 for female adult learners for items 1 to 5 while they accepted that basic literacy skills for business activities has been provided to a high extent with mean scores of 3.51 for male adult learners and 3.90 for female adult learners. The low standard deviations of the responses on each of the item showed that the respondents had similar opinions on each item as the extent current non-formal education programmes has promoted their entrepreneurial skills.

Table 2: Summary of t-Test on the Extent the Current Non-Formal Education Programme Has Promoted Entrepreneurial Skills Among Adult Learners in Enugu State

Group	N	\bar{X}	SD	DF	Cal-t	Level of Sig	Dec
Male Adult Learners	169	3.73	.64				
Female Adult Learner	170	3.71	.62	33	-.76	1.03	NS
				7			
Overall	339						

KEY: N= Number of Respondents; \bar{X} = Mean; SD= Standard Deviation; DF= Degree of Freedom and Cal-t = Calculated t.

Table two revealed that there was no significant difference in the mean ratings of male and female adult learners on the extent the current non-formal education programmes has promoted entrepreneurial skills in Enugu State Nigeria. This is shown by the calculated t of -.76 with associated probability value of 1.03 which was not significant at 0.05 level. Thus, the null hypothesis was accepted as postulated

Table 3: Mean Ratings of the Respondents on the Extent the Use of Innovative Instructional Delivery Practices in Non-Formal Education Can Promote Development of Entrepreneurial Skills Among Adult Learners in Enugu State

SN	Item statement	Male adult learners			Female Adult Learners		
		\bar{X}	SD	Dec.	\bar{X}	SD	Dec.
7	Experiential learning instructional delivery will enhance learners` knowledge construction (learning by doing)	3.51	0.57	VHE	3.56	0.59	VHE
8	Action learning instructional delivery will enhance learners` creative potentials	3.50	0.56	VHE	3.52	0.56	VHE
9	Incorporation of income-generating activities in non-formal education will enhance learners` self-reliance	3.89	0.36	VHE	3.78	0.39	VHE
10	Project-based instructional delivery will enhance learners` critical thinking competencies for self-employment	3.53	0.54	VHE	3.57	0.50	VHE
11	Problem solving instructional delivery will enable learners`	3.60	0.48	VHE	3.58	0.49	VHE

	adjust to constantly changing societal demands						
12	Self-directed instructional delivery will enhance effective teaching/learning in the centres	3.55	0.46	VHE	3.81	0.38	VHE

KEY: \bar{X} = Mean Scores; SD= Standard Deviation and Dec.= Decision

Table three revealed that both male and female adult learners accepted that to a very high extent, the use of innovative instructional delivery practices in non-formal education can promote the development of entrepreneurial skills among adult learners in Enugu State with mean scores of 3.50 to 3.89 for male adult learners and 3.52 to 3.81 for female adult learners. More so, the low standard deviations of the responses on each of the item showed that the respondents had similar opinions on each item as the extent, the use of innovative instructional delivery practices in non-formal education can promote their development of entrepreneurial skills.

Table 4: Summary of t-Test on the Extent the Use of Innovative Instructional Delivery Practices in Non-Formal Education Can Promote Development of Entrepreneurial Skills Among Adult Learners

Group	N	\bar{X}	SD	DF	Cal-t	Level of Sig	Dec
Male Adult Learners	169	3.70	.69				
Female Adult Learners	170	3.69	.66	337	-.72	1.07	NS
Overall	339						

KEY: N= Number of Respondents; \bar{X} = Mean; SD= Standard Deviation; DF= Degree of Freedom and Cal-t = Calculated t.

Table four revealed that there was no significant difference in the mean ratings of male and female adult learners on the extent, the use of innovative instructional delivery practices in non-formal education can promote the development of entrepreneurial skills among adult learners in Enugu State. This is shown by the calculated t of -.72 with associated probability value of 1.07 which was not significant at 0.05 level. Thus, the null hypothesis was accepted as postulated.

Discussion of the Findings

The result from research question one revealed that the current non-formal education has not promoted entrepreneurial skills among adult learners as business managerial skills for income-generation; life/survival skills for self-reliance; accounting/financial skills; human relations/interpersonal skills for wealth generation; necessary sales/marketing skills for self-employment have been provided to a low extent in the programmes. While, basic literacy skills (reading, writing and

calculation) for business activities have been provided to a high extent in non-formal education programmes. The findings corroborate with Bamber (2012) who noted the need to recognize and value non-formal learning in a creative and innovative way, in raising the visibility of skills acquired outside the formal system and in fostering complementarity between non-formal and formal learning, while at same time promoting equal opportunities. Similarly, the findings of this study are in agreement with Thompson (2001) findings which revealed that the quality and relevance of non-formal education programmes are affected by negative image, lack of clear transmission mechanisms, lack of quality assurance mechanisms and an un-coordinated large number of service providers. More so, hypothesis one revealed that there was no significant difference in the mean ratings of male and female adult learners on the extent the current non-formal education programmes have promoted entrepreneurial skills. This finding is in line with UNESCO (2001) recommendation which stressed that nothing will be gained by focusing adult and non-formal education programmes on skills of reading, writing and calculation as adult learners are not in desperate need of such skills but are in desperate need for practical lucrative skills that will help them play active part in their societal affairs. Thus, the affirmation of this undeniable fact by both male and female adult learners.

Finally, the result from research question two revealed that the use of innovative instructional delivery practices in non-formal education programmes like experiential learning; action learning; incorporation of income-generating activities in non-formal education programmes, use of project-based; problem solving and self-directed instructional delivery practices can promote the development of entrepreneurial skills among adult learners in Enugu State, Nigeria. These findings are in line with Obiozor and Obidiegwu (2015) which noted that non-formal education equips its recipients with practical and entrepreneurship skill which is aimed at self-reliance, self-employment, creativity and innovation. More so, the result from hypothesis two showed that there was no significant difference in the mean ratings of male and female adult learners on the extent, the use of innovative instructional delivery practices in non-formal education can promote the development of entrepreneurial skills among adult learners. This finding corroborates with earlier recommendation of Nwobi and Onwuadi (2010) which stressed that non-formal education curriculum be reformed to make its teaching/learning process more learner-centred, enable learners` acquire the necessary skills, knowledge, attitude, values and other general competencies requisite for diverse occupational and vocational interests. Thus, the affirmation of this undeniable fact by both male and female adult learners.

Conclusion

This study revealed that to low extent, business managerial skills for income-generation, life/survival skills for self-reliance, accounting/financial competencies/skills, human relations/interpersonal skills for wealth generation, necessary sales/marketing skills for self-employment were provided in non-formal education programmes. This is an indication that the current non-formal education has not really lived up to expectation as it has not promoted entrepreneurial skills among adult learners. The study further concluded that non-formal education has the potentials to enhance the living standards of its recipients and societal development generally. It stressed that the use of innovative instructional delivery practices in non-formal education programmes like experiential learning; action learning; incorporation of income-generating activities in non-formal education programmes, use of project-based; problem solving and self-directed instructional delivery practices can promote the development of entrepreneurial skills among adult learners of non-formal education programmes in Enugu State, Nigeria.

Recommendations

From the findings of the study, the following recommendations were proffered:

1. National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) and her state agencies should collaborate with the Nigerian Educational Research and Development Council (NERDC), National Orientation Agency (NOA) and other providers of non-formal education programmes to ensure that the programme contents of non-formal education are diversified through qualitative curriculum development which will promote its recipients` entrepreneurial competencies.
2. National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) and her state agencies should collaborate with other providers of non-formal education programmes should ensure that innovative instructional delivery practices are used in the programmes so as to enable it equip the recipients with entrepreneurial skills for self-reliance and national development.

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