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**GUIDELINES FOR SUSTAINABLE ADMINISTRATION OF ADULT  
EDUCATION PROGRAMMES IN ENUGU STATE, NIGERIA**

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**Abstract**

The study focused on the strategies for sustainable administration of adult education programme in Enugu State. The study identified strategies for sustainable planning funding and evaluation of adult education programmes in Enugu State. Three research questions and two hypotheses guided the study. Descriptive survey design was adopted. A total of 569 respondents comprising 552 facilitators and 17 supervisors formed the population for the study. There was no sample size as the population was manageable. A 26-item structured questionnaire titled “Strategies for Sustainable Administration of Adult Education Programmes” (SSAAEP), validated by three experts Cronbach Alpha was used to determine the instrument’s reliability. A reliability coefficient of 0.89 was obtained. Data collected were analyzed using mean and t-test analyses. The results showed that a paradigm shift in administrative tasks is necessary to ensure that a successful adult education programme is maintained. Item statements numbers 1-3 and 5-10 had mean scores above 2.50. This indicates that some of the ways of ensuring a sustainable administration of Adult education programme as identified by the respondents are by setting up of measurable and quantifiable goals, specifying means of achieving the set goals and setting up timelines for achieving set goals. All the item statements as regards ways fund can be sourced were all identified by the respondents with mean scores above 2.50. Table 5, shows that item statements 1-8 were identified by respondents as ways evaluation activities can be carried out to ensure a sustainable administration of Adult education programmes in Enugu State. The researchers recommended among other things that administrators should design a plan that outlines workable strategies that details the long-term viability of adult education programmes.

**Key words:** Strategies, Sustainable, Administration, Adult Education.

**Introduction**

The administration of adult education is often plagued with a lot of challenges ranging from improper planning, insufficient funding, poor payment of facilitators, lack of adequate instructional materials, poor monitoring and evaluation techniques, lack of training and retraining of staff and facilitators, inadequate advocacy, poor mobilization and sensitization of key stakeholders, and poor establishment and maintenance of non-formal

education centres (Hussain, 2021; Ozoemena, 2013). Researchers linked the shortfall of the adult education programme in Nigeria to managerial issues such as lack of accountability, non-regular meetings of the commission, misappropriation of funds, lack of accurate data, and poor planning, among others (Babalola, 2021; Acha, 2022). Administration determines the achievement of the goals and objectives of adult educational programmes. Ukwuaba (2015) noted that most of the setbacks faced by adult education programmes in Nigeria are not unconnected to administration. Ekpiken and Ifere (2015) also observed that the poor state of the Nigerian education system is largely due to poor administration.

The administration of adult education shares the basic activities of administration, which includes activities like planning, decision-making, funding, supervision, evaluation, controlling, organizing, leading and directing people towards achieving predetermined goals and objectives. Administrative activities may require a paradigm shift from the usual practices to one that aligns with sustainable development. Funfgeld (2017) describes this type of administrative activity as a type of public policy that is concerned with the application of the sustainable development paradigm to administrative structures, processes, and institutions. This means that a sustainable administration of an adult education programme is concerned with administrative processes that accommodate the ever-changing needs of man in the society. McNamara (2021) opined that the sustainable administration of adult education is a long term management and operation of adult education programmes in a manner that ensures their continuous effectiveness, impact and relevance.

Adult education remains a driving force for personal growth, social progress and economic prosperity. It is a process by which men and women in groups or institutional settings seek to improve themselves or their society by increasing their skills or knowledge, encompasses a wide range of learning opportunities tailored for the adults which include literacy programs, vocational training, skill development and continuing education to meet the specific needs and interests of adult learners (Ashton 2019). Adult literacy programmes enlighten adults who are in remote areas, who probably would not have had access to formal education.

The strategy for sustainable adult education administration refers to a comprehensive and forward-looking plan designed to ensure the long-term success, effectiveness, and continued growth of adult education programmes and initiatives. Strategy focuses on creating a balance between meeting the current needs of adult learners and preserving resources and opportunities for future generations. It is a term adopted from the military and adapted for use in business and other spheres such as the education sector. This term has had several meanings, different in scale and complexity (Dess, Lumpkin, Henderson & Watkin, 2009; Fairholm & Card, 2009; Hakansson & Snehota, 2006), which can mean the general direction in which an organization chooses to move in order to meet goals to achieve its mission. It could also be referred as set of instructions, principles or recommendations that serve as a framework for decision making and actions in a particular field of interest (Karlsson et al., 2020). Strategy is borne out of the constraints faced by organizations (Žurga, 2016). Such constraints may include limited resources, nature of the organization, capabilities, culture, and so on. In the context of adult education

administration, strategy outlines the approaches to sustainable management and implementation of adult education programmes.

Strategies are tools that make it easier to direct policy and implement sustainable programmes (Kalli, Abba Aj, & Sakir, 2016), so that everyone involved in the administration process will be aware of the decisions, plans, and actions when implementing adult education programmes. The International Organization for Standardization (ISO) (2010) outlined a few strategies for the administration of public programmes that are sustainable. These strategies include administration that is provided through jointly developed plans and rules of conduct that are clearly defined and continually monitored, as well as (corrective) actions and measures that are adopted based on the measured outcomes of the checks conducted. The strategy incorporates continuous learning and organizational development as a feedback loop with the goal of ensuring continuous improvement of the system's individual components as well as the system as a whole, including effective resource use, planning, openness, transparency, and so on. (Zurga, 2016).

Among the administrative strategies, this research based its investigation on planning, funding, and evaluation as they will stand in best to represent the other ones and still produce the needed result. Planning is one of the most important components of administration. According to Filho, Pallantc, Eneted, Richtere, and Brandlif's (2018), planning sustainably is thought to be a crucial component in enabling educational settings to establish their objectives and make the commitment to take tangible steps and measures at all levels to achieve sustainability. Planning refers to the process of setting goals, and formulating strategies to guide the organizations activities in the most effective and efficient manner. At the planning stage, factors considered include setting up measurable, quantifiable goals, means for achieving these goals, timelines for achieving the set goals, and the setting up of new goals once previous goals are achieved. (Agency for Healthcare Research and Quality, 2014).

Funding of educational programmes in Nigeria depends so much on the government, and past accounts have shown that government funding has never been sufficient. This is evident in the poor allocation of funds to the Ministry of Education in the annual budget and the injudicious use of funds accruing to the sector. 6.3 percent of the 2021 annual budget was allocated to education, as against the United Nations Educational, Scientific, and Cultural Organization's (UNESCO's) global benchmark for the funding of education, which is 26% (Olufemi, 2020). Furthermore, Onuka (2011) and Acha (2022) suggested that even the little funding allocated to the sector is not being properly utilized and that there are many avenues for wastage and mismanagement in the system.

Evaluation on the other hand is to ensure the realization of the fundamental objectives of adult education. Evaluation is a crucial component of educational administration and a cornerstone that guarantees the fullest possible accomplishment of the programme's objectives and aims. Without planning, funding and evaluation, the effectiveness of adult education programme cannot be accurately measured leading to the perpetuation of ineffective practices. The absence of comprehensive planning in adult education has led to a multitude of issues like neglect in considering the uniqueness of adult learners, development of coherent curricula which limits learners' access to essential resources and opportunities. More so, insufficient funding severely restricts the capacity of

adult education programs in view of the fact that underfunded adult education programmes struggle to maintain qualified instructors, provide necessary learning materials, and implement technology for enhanced learning experiences. A study by Torres, C. A. (2020) highlights that without transparent evaluation mechanisms, it becomes challenging to allocate resources efficiently and demonstrate the impact of adult education programmes to stakeholders and policymakers. This study therefore was conceived on the bid to determine strategies for sustainable administration of adult education programmes in Enugu State.

#### **Purpose of the study**

The purpose of the study is to determine ways for sustainable administration of Adult education programmes in Enugu State, Nigeria. Specifically, the study sought to determine:

1. Ways planning can be carried out to ensure sustainable administration of Adult education programme in Enugu State;
2. ways funds can be sourced for sustainable administration of Adult education programme in Enugu State;
3. Ways through which evaluation activities can be carried out to ensure a sustainable administration of Adult education programme in Enugu State

#### **Research questions**

1. In what ways could planning be carried out to ensure sustainable administration of Adult education programmes in Enugu State?
2. In what ways could funds be sourced for sustainable administration of Adult education programmes in Enugu State?
3. In what ways could evaluation be carried out for sustainable administration of Adult education programmes in Enugu State?

#### **Research hypotheses**

**Ho<sub>1</sub>:** There is no significant difference between the mean responses of supervisors and facilitators of Adult education programmes in the ways planning can be carried out for sustainable administration of Adult education programme in Enugu State.

**Ho<sub>2</sub>:** There is no significant difference between the mean responses of supervisors and facilitators of Adult education programme in the ways funds can be sourced in the administration of Adult education programme in Enugu State

**Ho<sub>3</sub>:** There is no significant difference between the mean responses of supervisors and facilitators of adult education programme in the ways evaluation can be carried out for sustainable administration of adult education programme in Enugu State.

#### **Methodology**

The study adopted the descriptive survey design. This design aims at collecting data on, and describing in a systematic manner the characteristic features or facts about a given population. (Nworgu, 2015) It was considered appropriate for this study as it will help to elicit proper response from the respondents regarding the strategies for Sustainable Administration of Adult Education Programmes carried out in Enugu State. The population

of the study consists of 569 respondents, comprising of 552 facilitators and 17 supervisors. There was no sample size due to the manageable size of the population.

A 26-item questionnaire titled “Strategies for Sustainable Administration of Adult Education Programmes” (SSAAEP) was the instrument used for data collection. The instrument was developed by the researchers and it was divided. Personal information of the respondents was supplied in section one, while the objectives and research questions were divided in tables in section two. The instrument was based on a Four-Point Likert rating scale, with Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point), and was validated by three experts, two from Adult Education Department and one from Science Education unit all from the University of Nigeria, Nsukka. To ensure the reliability of the instruments, a pilot study was carried out using 30 respondents comprising of 18 supervisors and 12 facilitators in Ebonyi State, South-East Nigeria. Data obtained from the pilot study was subjected through Cronbach alpha analysis to determine the internal consistency of the instrument. A grand reliability coefficient of 0.89 was determined for the 26 items using the Cronbach Alpha reliability test. This suggested that the instrument demonstrated extremely high dependability.

The researchers and one research assistant distributed and collected the questionnaire from the respondents at the respective adult literacy centres in Enugu State. The research assistant was briefed on the modalities for distributing and collecting the questionnaire from the respondents on the spot. This ensured that the questionnaire was appropriately completed by the respondents. Thus, there was a 100% return of the questionnaire, and it was duly used for data analysis.

Descriptive and Inferential data analysis was employed. Mean and Standard Deviation were used to answer research questions raised in the study. A criterion mean of 2.50 was used as a benchmark for decision-making. Thus, any item with a mean of 2.50 and above was accepted, while item with a mean below 2.50 was unaccepted by the respondents. An independent sample t-test was used to test the differences between the mean responses of supervisors and facilitators at  $p < 0.05$  level of significance.

## Result

**Research question 1:** *In what ways could planning be carried out for sustainable administration of Adult education programmes in Enugu State?*

**Table 1:** Mean with standard deviation responses on ways planning can be carried out to ensure a sustainable administration of Adult education programmes in Enugu State

S/N	Items:	x	SD	Decision
1	By setting measurable and quantifiable goals	2.98	0.99	Agreed
2	By specifying means of achieving set goals	3.02	0.99	Agreed
3	By setting timelines for achieving set goals	2.89	0.94	Disagreed
4	By setting new goals once previous ones are achieved	2.42	0.99	Agreed
5	By taking into consideration funding opportunities	2.92	1.17	Agreed
6	By taking into consideration staff recruitment,	2.86	0.98	Agreed

	retention and development			
7	By identifying ways for building partnerships and sustaining them	2.96	0.99	Agreed
8	By recognizing and maximizing the capabilities of each Adult education programme	2.84	1.02	Agreed
9	By setting measures that will be used to assess the progress of the programme	2.85	0.99	Agreed
10	By taking into consideration, factors that can influence programme implementation and how to handle them	2.81	1.01	Agreed

Note:  $\bar{X}$  = Mean, SD = Standard Deviation, N = Number of Respondents = 569

Table 1 showed the Mean with standard deviation responses of the respondents on the ways planning can be carried out to ensure a sustainable administration of Adult education programmes in Enugu State. The results showed that item statements numbers 1-3 and 5-10 had mean scores above 2.50. This indicates that some of the ways of ensuring a sustainable administration of Adult education programme as identified by the respondents are by setting up of measurable and quantifiable goals, specifying means of achieving the set goals and setting up timelines for achieving set goals. Other ways include taking into consideration funding opportunities, staff recruitment, retention and development, factors that can influence programme implementation and how to handle them, setting up measures that will be used to assess the progress of the programme, identifying ways for building partnerships and sustaining them, and by recognizing and maximizing the capabilities of each Adult education programme. However, respondents did not identify setting of new goals once previous ones has been achieved as ways of ensuring a sustainable administration of Adult education programme ( $\bar{x} < 2.50$ ).

**H<sub>01</sub>:** There is no significant difference between the mean responses of supervisors and facilitators of Adult education programme, in the ways planning can be carried out to ensure a sustainable administration of Adult education programme in Enugu State

**Table 2:** T-test analysis of difference between the mean of supervisors and facilitators of adult education programmes in the ways planning can be carried out to ensure a sustainable administration of Adult education programme in Enugu State.

Respondents	N	$\bar{X}$	SD	t-cal	Df	P-value	Decision
Facilitators	552	2.85	0.60	2.42	567	0.02	Sig.
Supervisors	17	3.22	0.99				

$\bar{x}$  = Mean; SD = Standard Deviation; t-critical = 1.96; t-cal = t- calculated value; N = Number of respondents for each category; df = Degrees of freedom; Sig = Significant at 0.05 level; NS = Not significant.

Hypothesis number one was subjected to independent sample t-test so as to ascertain the difference between the mean responses of supervisors and facilitators of Adult education programmes in the ways planning can be carried out so as to ensure a sustainable administration of Adult education programme in Enugu State. There was a

significant difference in the mean response of facilitators ( $X = 2.85$ ,  $SD = 0.60$ ) and supervisors ( $X = 3.22$ ,  $SD = 0.99$ ),  $t\text{-cal} (567) = 2.42$ ,  $p = 0.02$  at 0.05 level of significance. Following this result, the null hypothesis was rejected. Hence, respondents' responses in the ways planning can be carried out for sustainable administration of Adult education programme in Enugu State differ significantly by the various respondents.

**Research question 2:** In what ways could funds be sourced in the administration of Adult education programmes in Enugu State?

**Table 3:** Mean with standard deviation responses on the ways funds can be sourced in the administration of Adult education programmes in Enugu State

S/N	Items	X	SD	Decision
1	Increase non-governmental source of income	2.97	0.99	Agreed
2	Find ways of reducing cost	3.06	0.92	Agreed
3	Create research projects that will attract funding	2.88	0.97	Agreed
4	From government	2.90	0.90	Agreed
5	By setting up fund utilization committees in all the sub-system of the sector	3.08	0.89	Agreed
6	By establishing fund utilization monitoring committees	2.94	0.98	Agreed
7	Regular publication of fund inflow and outflow as a means of ensuring accountability	2.89	0.92	
8	By encouraging honest and transparent whistle blowing, the misappropriation of funds would be minimized.	2.90	0.89	Agreed

*Note:*  $\bar{X}$  = Mean,  $SD$  = Standard Deviation,  $N$  = Number of Respondents = 569

From Table 3, it can be seen that all items had mean scores above 2.50 indicating that all the item statements were identified by respondents as the ways funds can be continually sourced and utilized in the administration of Adult education programmes in Enugu State.

**H0<sub>2</sub>:** There is no significant difference between the mean responses of supervisors and facilitators of Adult education programme in the ways funds can be made available continuously in the administration of Adult education programme in Enugu State

**Table 4:** t-test analysis of difference in respondents' responses in the ways funds can be made available continuously in the administration of Adult education programme in Enugu State

Respondents	N	$\bar{X}$	SD	t-cal	Df	P-value	Decision
Facilitators	552	2.94	0.74	1.89	567	0.61	NS
Supervisors	17	3.24	1.16				

$\bar{X}$  = Mean;  $SD$  = Standard Deviation;  $t\text{-critical} = 1.96$ ;  $t\text{-cal}$  =  $t$ -calculated value;  $N$  = Number of respondents for each category;  $df$  = Degrees of freedom;  $Sig$  = Significant at 0.05 level;  $NS$  = Not significant.

The second hypothesis was tested by carrying out an independent sample t-test by comparing respondents' opinions on the methods funds can be made available continuously in the administration of Adult education programme in Enugu State. There was no significant difference in the mean response for facilitators ( $\bar{X} = 2.94$ ,  $SD = 0.74$ ) and supervisors ( $\bar{X} = 3.24$ ,  $SD = 1.16$ ),  $t\text{-cal}(567) = 1.89$ ,  $p = 0.61$  at 0.05 level of significance. Following this result, the null hypothesis was not rejected. Hence, respondents' responses in the ways funds can be made available continuously in the administration of Adult education programme in Enugu State does not differ between respondents.

**Research Question 3:** In what ways can evaluation activities be carried out to ensure a sustainable administration of Adult education programmes in Enugu State.

**Table 5:** Mean with standard deviation responses of the respondents on the ways evaluation activities can be carried out to ensure a sustainable administration of Adult education programmes in Enugu State

S/ N	Items:	$\bar{X}$	SD	Decision
1	By clearly defining programmes and expected outcomes	3.16	0.86	SA
2	Develop a set of measurable evaluation questions that pertains on programme implementation, improvement and impact	3.05	0.99	SA
3	Identify evaluation design(s) that is suitable for the programme	2.99	0.92	SA
4	Determine which participants/subjects and how many to include in the evaluation process	3.04	0.89	SA
5	Identify available data and its quality as regards to addressing evaluation questions	3.05	0.98	SA
6	Develop instrument for data collection	3.16	0.99	SA
7	Analyze data and make recommendations	2.91	0.88	SA
8	Use findings of data to make adjustment in programme	2.74	0.92	SA

Note:  $\bar{X}$  = Mean, SD = Standard Deviation, N = Number of Respondents = 605

Result in Table 5, shows that item statements 1-8 were identified by respondents as ways evaluation activities can be carried out to ensure a sustainable administration of Adult education programmes in Enugu State ( $\bar{X} > 2.50$ ).

#### Discussion on findings

This study revealed that setting up measurable and quantifiable goals, specifying means of achieving the set goals, and setting up timelines for achieving the set goals are some of the ways to plan for a sustainable administration of adult education programme. Leal- Filho, Pallant, Enete, Richter and Brandli (2018) believed that setting measurable goals and making commitments at all levels in achieving the said goal is an important element for institutions that would want to implement sustainable administration. It



therefore becomes necessary that this document be made free of all ambiguity, rather containing a simple means of measuring events in the entire policy framework. Another way planning can be carried out to ensure a sustainable administration of Adult education programme is by partnerships with both government and non-government organizations and sustaining them. Considering this in the policy framework can create avenue for continued support most especially from the private sector which can become an added source for fund, educational materials etc. This finding supports earlier reports by Nwachukwu (2014), who claimed that international organizations like the World Bank, UNESCO, UNICEF, UNDP, and UNFPA, as well as community contributions, religious organizations, big businesses, and wealthy philanthropists, could provide financial support through bilateral agreements between Nigeria and other nations. The inclusion of staff development in the plan is another way to guarantee the sustainability of administration of the adult education programme. This aspect of planning is inevitable because it would require human expertise to be able to function efficiently in discharging administrative functions across levels of the administrative structure. Planning for unforeseen events that can interrupt programme progress is also a necessary arrangement that ought to be considered in the planning phase. The COVID-19 lockdown was a typical scenario of such factors disrupting the educational programme. Hence, while it is vital to consider all options during the planning stage of an adult education programme, it is also crucial to prepare for the unexpected and know how to handle it when it occurs.

Private sector is another alternative for raising funds. This finding aligns with the survey report made by UIL (2019). The survey reported that 63 countries have introduced new financing mechanisms for funding of adult education since 2015. The variety of funding sources includes inter-ministerial, public/private, council, agency, programme, and campaign collaborations. The need for the diversification of funding sources does not absolve the government of a range of responsibilities. The significance of adult education as a common good for people and their society emphasizes the necessity for the private sector to assist governments in gradually and sustainably raising income to adequately fund free, high-quality public education (Action-Aid, 2019). Further findings from the study shows that partnerships with the private sector can be sustained in the face of transparency in the utilization of funds at all levels of administration of adult education programmes. This finding is consistent with an earlier report by Onuka (2017), who stated that one way to sustainably fund education is through the appropriate utilization of funds in terms of the existence of facilities and pertinent infrastructures, as well as the well-being and satisfaction of those who sustain the system.

Lastly, a clear definition of the programme, its expected outcomes, and the deployment of quantitative means of measuring progress at every stage of the programme implementation can ensure a sustainable administration of the adult education programme. Independent sample t-test of respondents' responses in the ways planning can be carried out to ensure a sustainable administration of Adult education programme differ by group. Similarly, independent sample t-test of respondents' responses in the ways funds can be made available continuously in the administration of Adult education programme also differ by group. This indicates that supervisors are more in agreement to the concepts covered in this study than facilitators.

### Conclusion

The sustenance of a successful adult education programme depends so much on how both human and material resources are put to use in the administration of the programme. With limited material resources, especially funds, the conventional way of administration may not be sufficient. A paradigm shift in administrative tasks is necessary to ensure that a successful adult education programme is maintained. The goals and methods for achieving those goals must be clearly defined in the planning phase of an adult education programme. At the planning stage, consideration must also be given to factors that could make or mar the administration of the programme. Government funding for adult education programmes cannot be the only source. Diversification in the form of private sector partnerships and research projects are other channels for raising funds. Proper utilization and documentation of all expenses can sustain a partnership. The deployment of quantitative means of measuring progress at every stage of the programme implementation can ensure a sustainable administration of the adult education programme.

### Recommendations

The findings of the study prompted the researchers to make the following recommendations:

1. Administrators should design a plan that outlines workable strategies that marshal out the long-term viability of adult education programmes. This will assure donors that their financial contribution and services will be used wisely and will have a long lasting impact after their services have ended.
2. Establishing mechanisms to source, mobilize, and utilize funds should be done in a way that is led by all stakeholders, not the government.
3. A training and re-training programme on evaluation methods should be organised for administrators of adult education programme. That way, they will be well equipped on how to integrate quantitative evaluation methods into the planning scheme and how to apply them in evaluation.

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