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ASSESSMENT OF THE IMPLEMENTATION OF POLICY STRATEGIC OBJECTIVES OF AGENCY FOR ADULT AND NON-FORMAL EDUCATION IN IMO STATE, NIGERIA

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Abstract

The study assessed the implementation of policy strategic objectives of agency for adult and non-formal education in Imo State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 18,138 respondents (18,129 adult learners and 9 staff of agency for ANFE) in Imo State. The sample for the study was 920 respondents made up of 911 adult learners and 9 staff of agency for ANFE drawn using multistage sampling procedure. A researcher-developed instrument titled “Implementation of Policy Strategic Objectives of Agency for Adult and Non-Formal Education Questionnaire (IPSOAANFEQ)” was used for data collection. The instrument was validated by three experts, one in the Department of Adult and Continuing Education and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, NnamdiAzikiwe University, Awka and third is the Director of Imo State Agency for Adult and Non-Formal Education. Cronbach alpha was used for a test of internal consistency of the instrument which yielded reliability coefficients of 0.77, 0.80 and 0.79 for Clusters I, II and III respectively with an overall coefficient of 0.79. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses. The findings of the study revealed among others that policy strategic objective on providing education programmes specific to the needs of adult learners was implemented to a high extent in Imo State. Further result indicated that the implementation of policy strategic objectives on delivery of curriculum modules and provision of public enlightenment programmes for adult and non-formal education were to a low extent in Imo State. Also, there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the implementation of all dimensions of policy strategic objectives for adult and non-formal education in Imo State. Based on the findings, it was recommended among others that National Commission for Mass Literacy, Adult and Non- Formal Education should embark on quarterly publicity through mass media and rallies to create awareness on the existence of adult and non-formal adult programmes across states in the country.

Keywords

Assessment, Implementation, Policy, Strategic Objectives, Specific Needs, Curriculum Modules, Public Enlightenment, Adult, Non-Formal Education



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Introduction

Education is a crucial tool for equipping individuals with skills and knowledge to make them self-reliant and actively participate in the development of the society. Uzoagu (2023) opined that education is a powerful instrument for social change, tackling social and economic issues like poverty, hunger, crime, unemployment, social inequalities and diseases as well as providing opportunities for individuals to live fulfilled life. Education is an inevitable right of every citizen irrespective of gender, social status and age. Individuals who lost the opportunities to be educated through formal institution of learning in earlier years are provided another chance of being educated through adult and non-formal education.

Adult and non-formal education is the type of learning programme organised for individuals who may no longer attend school on a regular or part-time basis. According to Ekpenyong and Aniekwu (2022), adult and non-formal education is any organized systematic educational activities undertaken outside the framework of the formal school system to provide selected type of learning to particular subgroup in the population. Adult and non-formal education is a learning programme which takes place out of the formal education system to cater for deficiencies in skills and knowledge of people who never attained formal learning institution. Ogwudire, Ogbuagu and Okwuchi (2017) noted that adult and non-formal education covers aspects of Nigerian educational enterprise which is neither confined to a classroom. The authors added that major target groups include illiterate youths and adults, rural dwellers and nomads and farmers. Adult and non-formal education provides opportunity for young people to be educated. Seya cited in Ngwaka and Obiekwe (2021) defined adult education as a transmission process of general, technical or vocational knowledge, as well as skills, values and attitudes, which takes place out of the formal institution of learning with a view to remedying early educational inadequacies of matured people for their self-fulfilment and active participation in the social, economic and political life of their societies. The authors added that adult education is an empowerment strategy through which adults can uplift themselves socially and economically to enable them participate fully in the development of their communities. Operationally, adult and non-formal education is the form of instruction delivered to illiterate youths or adults outside the four walls of the school system.

Adult education is geared towards providing mass literacy to all segments of citizens of a nation. Uduma (2022) pointed out that adult and non formal education is designed to help people acquire skills and attitudes that prepare them to contend with the challenges of democracy, insecurity, and modern life. Adult and non-formal education provides individuals with the opportunity to acquire desirable attitudes, knowledge and skills to improve their lives and that of those around them. Zuofa (2017) noted that adult education is geared towards liberating mind of adults from the shackles of fear, prejudice, ignorance, superstition and suspicion in order to develop into a free independent, responsible, active and positive participator in personal, local and national matters. Adult and non-formal education programme is geared towards reducing illiterate in the society. The progress of adult education programme is known through assessment.

Assessment is a process of gathering, analysing and interpreting data to form the basis for judging the implementation of a programme. Okeke and Ikediugwu (2021) defined assessment as a process which systematically and objectively attempts to determine the relevance, efficiency, effectiveness and impact of project activities in the light of set objectives. Furthermore, the authors highlighted that assessment is a control system, allowing for determination of progress in the

implementation of a programme. Assessment is the evaluation of the outcome of a programme. Assessment reveals the degree to which a programme is implemented.

Implementation is the transition of the objectives of the written policy or programmes to action. Abbas and Kasim (2022) defined implementation as a specified set of activities designed to put into practice an activity or programme of known dimensions. Contextually, implementation is the act of putting into practice the policy and programmes of adult and non-formal education. Implementation of any programme demands concerted efforts and supports of every stakeholder in attaining the policy strategic objectives of adult and non-formal education.

The policy strategic objectives for assessing implementation of adult and non-formal education, as captured by National Commission for Mass Literacy, Adult and Non- Formal Education (NMEC) (2017) are to:

- a. Ensure mass education for the Nigerian people to significantly increase literacies in all its forms,
- b. Ensure proportionate distribution of adult and non-formal educational opportunities and resources across the country,
- c. Ensure flexible development and delivery of curriculum modules and programmes to serve specific population such as street people, nomads, vulnerable children and adolescents, prison inmates and people with special needs, so that adults and out-of-school youth learners can meet their goals, for vocational skills training, apprenticeship, wage employment or self-employment,
- d. Provide opportunities for early school leavers to return to formal schooling,
- e. Provide Non-Formal Education programmes specific to the needs of women and parents, so that they can be effective mothers and members of the society to which they contribute and from which they should drive optimum equal social, economic and political benefits, and
- f. Provide public enlightenment programmes in tune with contemporary times, popular demand/needs and circumstances.

The focus of this study was on development and delivery of curriculum modules, provision of education programmes specific to the needs of adult learners and public enlightenment programmes. The justification for the choice of these components of the adult and non-formal education programmes is the existence of peculiar problems of adults who cannot read and write in the area.

Curriculum module is all the contents and subjects designed for a given programme. Wordu and Peple (2019) defined curriculum module as a programme of learning planned for a target group of learners for a specific period of time in order to achieve certain predetermined goals. Furthermore, the authors stressed that curriculum modules show syllabus, scheme of work and lessons to be delivered to learners. Curriculum modules specifies topics to be taught, objectives to be achieved, time to be spent in teaching and techniques to be employed in assessment of learners in adult and non-formal education. Nnamani as cited in Mohammed, Garba and Muhammad (2020) pointed out that the curriculum modules of adult and non-formal education include vocational education, environmental protection education, computer literacy, women education, child welfare and child protection education, entrepreneurial skill, population education, family planning education, functional literacy education, remedial education, aesthetic, cultural and civic education. The idea of curriculum modules is to guide facilitators in organising learning content and ensuring what is being taught to adult learners is appropriate to them. Dada, Gabadeen and Zaifada (2019) asserted that the curriculum modules of adult and non-formal education cover training of food vendors for better food preparation, learning carpentry or the art of sewing. The delivery of curriculum modules could be promoted through public enlightenment programme on the mode of teaching the contents.

Public enlightenment programme is a means of creating awareness and sensitizing the populace on the need for adult education. It entails clarifying and informing uneducated adults about the benefits of adult education programme. The degree of public enlightenment on adult education programmes could determine the level of their participation in the programme. Omemu (2015) noted that the public enlightenment programme involves the use of public lectures, seminars, open symposiums, display of posters, and the involvement of the print and electronic media to create awareness of a programme. Public enlightenment programmes are ways of disseminating information about adult education. Denwigwe, Eke and Ngwu (2022) asserted that public enlightenment programmes involves dissemination of information about a programme through conferences, workshops, life skill training and town hall meetings among others. Adults who are enlightened about adult education could enrol in the centres to satisfy their learning needs.

Learning needs refers to the wants or what is deemed necessary by every learner undertaking any educational programme. Owusu-Agyeman, Fourie-Malherbe and Frick (2018) asserted that adult learners have unique educational needs that require attention from facilitators and adult educators. The provision of education programmes specific to the needs of adult learners could include offering varieties of programmes, use of varied instructional strategies, motivation and use of appropriate teaching aids in presenting lessons to them. Tulia, Ndijuye and Abdon (2022) noted that adult educators' use of real objects as instructional materials in teaching process boost the interest of adult learners to actively involve in instructional activities.

Adult learners are matured persons who engage in learning activities outside the formal school settings to enable them acquire requisite skills, knowledge and desirable attitude. According to Madu and Okechukwu (2022), adult learners are adults who engage in any learning activities in order to improve and increase his or her knowledge, attitudes values, skills and potentials. Adult learners are grown-up persons who undertake any educational programme out formal institution of learning to improve their literacy. According to Ezudike and Obiozor (2021), adult learners are people who engage themselves in one form of adult education programme to improve their productivity, professional knowledge and skills. In the context of this study, adult learners are matured persons who never attend formal school, those who dropped out of school and the ones that completed their initial education and want to continue with their education through non-formal learning programmes.

There seems to be persistent high rate of illiteracy among adults which may indicate unsuccessful implementation of policy strategic objectives of adult and non-formal education programmes in Imo State. This is shown by Imo State Agency for Adult and Non-formal Education (2023) which indicated that adult education illiteracy rate in Imo State is 40%. Furthermore, Okemakinde and Olajide (2023) noted that there is above 40% illiteracy in every state in Nigeria still persists as some adults fall short of the necessary literacy skills to tackle their socio-economic problems. In the same vein, Wami (2022) noted that every state in Nigeria is still witnessing lots of illiterates among adults. The possible explanation for illiteracy among adults in Imo State could be probably due to their unawareness of the existence of adult education programme. Similarly, Hussain (2013) noted that many interesting learners are not aware of the existence of the adult education centres in every state in Nigeria and even the programmes they are supposed to enroll. Continuing, the author stressed that even there are some philanthropists who are willing to contribute their own quota but due to lack of advocacy and mobilization they cannot do so. Ekpenyong and Aniekwu (2022) pointed out that the shortages of relevant human and physical resources tend to adversely affect the implementation of adult education programmes in Nigeria. It is based on this background that this

study assessed the implementation of policy strategic objectives of agency for adult and non-formal education in Imo State.

Statement of the Problem

It is established by the Imo State Agency for Adult and Non-Formal Education Reports of 2023 that there are 40% of adult illiteracy in Imo State. Some adults find it difficult to read, write and communicate in English language. There are some adults that could rarely carry out basic mathematical computation in Imo State. Perhaps, some of these adults are probably unaware of the existence of the various programmes at adult education centres in the state possibly due to insufficient advocacy, sensitization and mobilization.

Some adults in Imo State appear to have insufficient knowledge, skills, and attitudes to live a productive life and solve problems of the immediate community. This makes one wonders if the policy strategic objectives of agency for adult and non-formal education is implemented as some adults are yet to improve intellectually, socially, economically and also become politically relevant. This has slow down the pace of economic and political development of Imo State. If these issues remain unchecked, it could jeopardize the efforts of Imo State Government towards reducing illiteracy, unemployment, poverty and hunger. In the light of this problem, this study assessed the implementation of policy strategic objectives of agency for adult and non-formal education in Imo State.

Purpose of the Study

The purpose of the study was to assess the implementation of policy strategic objectives of agency for adult and non-formal education in Imo State. Specifically, the study sought to find out the implementation of policy strategic objectives of:

1. Delivery of curriculum modules for adult and non-formal education in Imo State.
2. Providing education programmes specific to the needs of adult learners for adult and non-formal education in Imo State.
3. Providing public enlightenment programmes on adult and non-formal education in Imo State.

Research Questions

The following research questions guided the study:

1. To what extent is the implementation of policy strategic objective on delivery of curriculum modules for adult and non-formal education in Imo State?
2. To what extent is the implementation of policy strategic objective on education programmes specific to the needs of adult learners in Imo State?
3. To what extent is the implementation of policy strategic objective on provision of public enlightenment programmes for adult and non-formal education in Imo State?

1.7 Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on delivery of curriculum modules for adult and non-formal education in Imo State.

2. There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on providing education programmes specific to the needs of adult learners for adult and non-formal education in Imo State.
3. There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on providing public enlightenment programmes on adult and non-formal education in Imo State.

Methods

Descriptive survey research design was adopted for this study. According to Sharma, Jha, Koirala, Aryal and Bhattarai (2023), descriptive survey research design is the one that involves collection and analysis of data to describe the characteristics or opinions of a population or a phenomenon by studying a sample. This design is deemed appropriate for the study, since the researcher collected data that described the opinions of the given sample of the population on the assessment of the implementation of policy strategic objectives of agency for adult and non-formal education in Imo State. The study was carried out in Imo State located in South East, Nigeria. The justification for the choice of Imo State is that there are cases of adults who cannot read or write. The population of the study comprised 18,138 respondents (18,129 adult learners and 9 staff of agency for ANFE) in Imo State. The sample size for this study consisted of 920 respondents 911 adult learners and 9 staff of agency for ANFE representing 5% of the population was drawn using multistage sampling procedure.

In the first stage, census sampling technique was used to draw all the 9 staff of agency for ANFE. In the second stage, simple random sampling technique without replacement was used to draw 12 out of the 27 Local Government Areas in Imo State. In the third stage, proportionate stratified sampling technique was used to sample 911 adult learners from learning centres in each LGAs for the study.

A researcher-developed questionnaire titled “Implementation of Policy Strategic Objectives of Agency for Adult and Non-Formal Education Questionnaire (IPSOAANFEQ)” was used for data collection. The instrument was developed by the researcher based on review of NMEC Policy Guidelines, related literature and consultation of experts in adult and continuing education. The instrument has two sections A and B. Section A elicits personal information of respondents. Section B of IPSOAANFEQ has five clusters namely: I to VII. These clusters were based on the three areas of policy strategic objectives of agency of adult and non-formal education to be covered in the study. Cluster I has six items on strategic objective of delivery of curriculum modules, Cluster III has seven items on strategic objective of education programmes based on the needs of learners and Cluster III has 11 items on strategic objective of public enlightenment programme on adult and non-formal education. The instrument therefore contains a total of 24 items which are structured on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts, one in the Department of Adult and Continuing Education, and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, NnamdiAzikiwe University, Awka and third is the Director of Imo State Agency for Adult and Non-Formal Education. The experts suggested among others that reworking of the instruction, rephrasing of the items and proper editorial should be done on the instrument Based on the suggestions, the instrument was properly edited and double-barrel items should be separated. Thus, their suggestions were used to produce the final version of the instrument. The reliability of the instruments was

ascertained by administering copies of the two questionnaires to 40 respondents made up of 5 staff of agency of ANFE and 35 adult learners in learning centres in Abia State. Abia State is outside the area of study but contiguous to the area and also share similar practices in implementation of adult and non-formal education programmes. The data obtained were subjected to test for internal consistency using Cronbach Alpha. The reliability indices of 0.77, 0.80 and 0.79 were obtained for Cluster I-III irrespectively with overall coefficient of 0.79.

The researcher together with the help of four research assistants who are facilitators in learning centres in Imo State administered copies of the questionnaires to the adult learners through a direct approach. A total of 920 copies of the questionnaire were distributed, 911 copies to adult learners and 9 copies to staff of agency for ANFE. Out of these, a total of 902 copies of questionnaire of which 893 copies were from adult learners and 9 copies from staff of agency for ANFE were properly filled and successfully retrieved, indicating 98% percent return. The copies of the questionnaire distributed, duly filled and successfully retrieved were used for data analysis. Mean and standard deviation were used to answer the research questions and one tailed independent t-test was used to test the hypotheses at .05 level of significance. The decision on the research questions was based on range of values obtained from mean scores. Thus, mean scores ranging 3.50-4.00 indicates VHE, 2.50-3.49 indicates HE, 1.50-2.49 indicate LE, and 1.00-1.49 indicates VLE respectively. For decisions on the hypotheses, where p-value is equal to or less than level of significant value of 0.05 ($P \leq .05$), the null hypothesis was rejected but where p-value is greater than level of significant value of 0.05 ($P > .05$), the null hypotheses was accepted.

Results

Research Question 1: To what extent is the implementation of policy strategic objective on delivery of curriculum modules for adult and non-formal education in Imo State?

Table 1: Mean Ratings and Standard Deviation Scores on the Implementation of Policy Strategic Objective on Delivery of Curriculum Modules for Adult and Non-Formal Education

S/ N	ITEMS	Adult learners (n = 893)			Staff of agency for ANFE (n =9)		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
21	Teaching contents in line with approved curriculum modules from National Commission for Mass Education	2.52	1.02	High Extent	2.53	1.10	High Extent
22	Organising learning contents in accordance with the immediate needs of the community	2.36	1.06	Low Extent	2.35	1.08	Low Extent
23	Integrating Igbo language in teaching the learners	2.54	1.11	High Extent	2.51	1.02	High Extent
24	Engaging in the weekly contact period of 78 hours with the learners	2.37	1.05	Low Extent	2.39	0.98	Low Extent
25	Complying with the nine months basic minimum requirement for delivery of learning programmes	2.40	1.00	Low Extent	2.41	1.10	Low Extent
26	Organising extra mural studies to cover scheme of work	2.43	1.05	Low Extent	2.40	1.12	Low Extent
Cluster Mean and Standard Deviation		2.44	1.05	Low Extent	2.43	1.07	Low Extent

Table 1 revealed that adult learners and staff of agency indicated high extent of implementation of policy strategic objective on delivery of curriculum modules for adult and non-formal education for items 21 and 23 as shown by their mean ratings between 2.50 and 3.49. The mean ratings of adult learners and staff of agency which were between 1.50 and 2.49 for items 14, 17 and 19 indicated that

there was low extent of implementation of policy strategic objective on delivery of curriculum modules for adult and non-formal education.

The overall standard deviation scores of 1.05 and 1.07 for adult learners and staff of agency respectively indicate convergence of their responses and thus their responses were little clustered around the mean. The cluster mean values of 2.44 for respondents in public schools and 2.43 for adult learners and staff of agency which fell within the decision rule of 1.50-2.49 indicated policy strategic objective on delivery of curriculum modules for adult and non-formal education was implemented to a low extent in Imo State.

Hypothesis 1

Ho₁: There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on delivery of curriculum module for adult and non-formal education in Imo State.

Table 2: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Adult Learners and Staff of Agency of ANFE on the Extent of Implementation of Policy Strategic Objective on Delivery of Curriculum Module for Adult and Non-Formal Education

Group	N	\bar{X}	SD	p-value	Df	Alpha	Remark
Adult Learners	893	2.44	1.05	0.14	900	0.05	Not Significant
Staff of Agency	9	2.43	1.07				

Result in 2 indicates that the p-value of 0.14 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on delivery of curriculum module for adult and non-formal education in Imo State.

Research Question 2: To what extent is the implementation of policy strategic objective on education programmes specific to the needs of adult learners in Imo State?

Table 3: Mean Ratings and Standard Deviation Scores on the Implementation of Policy Strategic Objective on Education Programmes Specific to the Needs of Adult Learners

S/ N	ITEMS	Adult learners (n = 893)			Staff of agency for ANFE (n =9)		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
27	Organising basic literacy programme for adults who did not have an opportunity for formal education	2.76	1.01	High Extent	2.80	1.09	High Extent
28	offering post literacy programme for those who for one reason or the other dropped-out from formal school	2.72	1.06	High Extent	2.78	1.00	High Extent
29	Providing adult to functional literacy programme that familiarize them with a give profession or vocation	2.61	1.10	High Extent	2.58	1.11	High Extent
30	Offering vocation education (arts and crafts, exterior and interior decoration, fashion designs, auto electricity among others) to equip learners with work-related skills	2.43	1.07	Low Extent	2.39	1.08	Low Extent
31	Offering liberal education to prepare learners to play a more effective role in the democratic process	2.59	1.03	High Extent	2.54	1.03	High Extent
32	Providing continuing education for adult who want to write examination to acquire certificate	2.71	1.04	High Extent	2.77	1.07	High Extent

33	Offering workplace basic skills required for adults for promotion	2.42	1.00	Low Extent	2.45	1.10	Low Extent
Cluster Mean and Standard Deviation		2.61	1.04	High Extent	2.62	1.07	High Extent

Table 3 revealed that the mean ratings of adult learners and staff of agency for all with exception of items 30 and 33 were between 2.50 and 3.49 which indicated that there was high extent of implementation of policy strategic objective on education programmes specific to the needs of adult learners. The pooled standard deviation scores which stood at 1.04 and 1.07 for adult learners and staff of agency indicated that the mean ratings of the respondents were little clustered and this implies that there is just little variation from their responses. The cluster mean values of 2.61 for adult learners and 2.62 for staff of agency which fell within the decision rule of 2.50-3.49 indicated policy strategic objective on education programmes specific to the needs of adult learners was implemented to a high extent in Imo State

Hypothesis 4

H₀₂: There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on education programmes specific to the needs of adult learners in Imo State.

Table 4: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Adult Learners and Staff of Agency of ANFE on the Extent of Implementation of Policy Strategic Objective on Education Programmes Specific to the Needs of Adult Learners

Group	N	X	SD	p-value	Df	Alpha	Remark
Adult Learners	893	2.61	1.04	0.15	900	0.05	Not Significant
Staff of Agency	9	2.62	1.07				

Table 4 revealed that the p-value of 0.15 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on education programmes specific to the needs of adult learners in Imo State.

Research Question 3: To what extent is the implementation of policy strategic objective on provision of public enlightenment programmes for adult and non-formal education in Imo State?

Table 5: Mean Ratings and Standard Deviation Scores on the Implementation of Policy Strategic Objective on Provision of Public Enlightenment Programmes for Adult and Non-Formal Education

S/ N	ITEMS	Adult learners (n = 893)			Staff of agency for ANFE (n =9)		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
34	Organising town hall meeting to sensitize people on the need for adult education	2.41	1.04	Low Extent	2.43	1.05	Low Extent
35	Distributing fliers that promote adult education	2.55	1.03	High Extent	2.53	1.00	High Extent
36	Displaying posters that create awareness of adult education programme	2.51	1.01	High Extent	2.50	1.06	High Extent
37	Organising open symposiums to discuss adult education	2.47	0.91	Low Extent	2.44	1.01	Low Extent
38	Preparing radio jingles to advocate adult education programmes literacy by radio lessons	2.56	1.04	High Extent	2.52	1.10	High Extent

39	Using bill boards to carry out publicity of adult education programmes	2.46	1.08	Low Extent	2.40	1.04	Low Extent
40	Distributing sensitization materials (face caps, T/shirts and stickers) to people	2.41	1.00	Low Extent	2.35	1.07	Low Extent
41	Using Newspapers to advertise adult education programmes	2.48	1.01	Low Extent	2.52	1.11	High Extent
42	Organise road shows to promote adult education programmes	2.42	1.05	Low Extent	2.43	0.97	Low Extent
43	Organise rallies as a means of adult education awareness-raising campaigns	2.45	1.03	Low Extent	2.39	0.94	Low Extent
44	Participating in international literacy day celebration and exhibitions	2.57	1.01	High Extent	2.65	1.11	High Extent
Cluster Mean and Standard Deviation		2.48	1.02	Low Extent	2.47	1.04	Low Extent

Table 5 revealed that the mean scores of adult learners and staff of agency for items 34, 37, 39, 40 and 43 fell within the mean range of 1.50-2.49 indicating low extent of implementation of policy strategic objective on provision of public enlightenment programmes for adult and non-formal education. Further analysis indicated that the mean scores of adult learners and staff of agency for items 35, 36, 38 and 44 fell within the mean range of 2.50-3.49 indicating that there was high extent of implementation of policy strategic objective on provision of public enlightenment programmes for adult and non-formal education. On the other hand, the mean score of adult learners for item 41 indicated low extent with regards to using Newspapers to advertise adult education programmes, while that of staff of agency indicated high extent.

The overall standard deviation scores of 1.02 and 1.04 for adult learners and staff of agency respectively indicated that their responses are close to the mean, implying that the respondents are homogenous in their responses amongst cluster. The cluster mean of 2.48 and 2.47 obtained for respondents in public and private secondary schools respectively fell within the range 1.50-2.49. Thus, policy strategic objective on provision of public enlightenment programmes for adult and non-formal education was implemented to a low extent in Imo State.

Hypothesis 3

H₀₃: There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on public enlightenment programmes for adult and non-formal education in Imo State.

Table 6: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Adult Learners and Staff of Agency of ANFE on the Extent of Implementation of Policy Strategic Objective on Provision of Public Enlightenment Programmes for Adult and Non-Formal Education

Group	N	\bar{X}	SD	p-value	Df	Alpha	Remark
Adult Learners	893	2.48	1.02	0.14	900	0.05	Not Significant
Staff of Agency	9	2.47	1.04				

As revealed in table 6, the p-value of 0.14 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on provision of public enlightenment programmes for adult and non-formal education in Imo State.

Discussion of the Findings

The finding of the study revealed that the implementation of policy strategic objective on delivery of curriculum modules for adult and non-formal education was to a low extent in Imo State. This is in agreement with the finding of Tulia, Ndijue and Abdon (2022) which indicated that there was low implementation of curriculum modules used in adult and non-formal education programmes. This also supported the finding of Oruh (2021) which showed that there was low extent of implementation of adult education curriculum modules. This agreement with the finding could be connected to the fact that the study of Oruh was carried out in Abia State which has similar characteristics with Imo State with respect to delivery of curriculum modules. This finding shows that there was a low extent to which learning contents are organized in accordance with the immediate needs of the community, weekly contact period of 78 hours with the learners are adhered to, nine months basic minimum requirement for delivery of learning programmes are complied to and extra mural studies are organized to cover scheme of work. The possible explanation for the low implementation of curriculum modules could be attributed to insufficient facilitators and time constraints on the part of the adult learners owing to their other engagements to make ends meet.

Further result showed that there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on delivery of curriculum modules for adult and non-formal education in Imo State. This disagreed with the finding of Ebeye (2014) which showed that there was significant difference on the responses of adult learners and staff of agency on the level of implementation of adult and non-formal education programme curriculum for bridging the gap in education. The disagreement with the finding could be explained by difference in time space of 10 years which might bring major changes in modes of delivery of curriculum modules.

The finding of the study revealed that policy strategic objective on education programmes specific to the needs of adult learners was implemented to a high extent in Imo State. This is in conformity with the finding of Agboeze and Obetta (2019) which revealed that adult education programme was implemented to a high extent by ensuring that the programme is relevant to the learners. The agreement with the finding might be connected to the fact that the studies were done in south-east, Nigeria with similar adult and non-formal education programme owing to common overall coordinator for the zone. The finding could be explained by the fact that adult and non-formal education programmes incorporates multiple learning activities that met the diverse needs and abilities of adult learners in Imo State. These multiple learning activities include basic literacy programme for adults who did not have an opportunity for formal education, post literacy programme for those who for one reason or the other dropped-out from formal school, adult to functional literacy programme that familiarize them with a give profession or vocation, liberal education to prepare learners to play a more effective role in the democratic process and continuing education for adult who want to write examination to acquire certificate. The implementation of programmes specific to the needs of adult learners enables them to acquire value skills and improve their professional knowledge to expand their career prospects. Adult learners are exposed to programme that help them to acquire specialized skills that they can put into practice in the workplace.

It was also found that there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on providing education programmes specific to the needs of adult learners in Imo State. This agreed with the finding of Agboeze and Obetta (2019) which showed that there was no significant difference on the mean scores of adult learners and staff of agency on the implementation of adult education

programme by ensuring that the programme is relevant to the learners' needs. The similarity in the zone in which the studies were conducted could account for the agreement with the finding.

The result of the study indicated that policy strategic objective on provision of public enlightenment programmes for adult and non-formal education was implemented to a low extent in Imo State. This is in support of the finding of Zuofa (2017) which showed that the extent to which adult education is sustained through public enlightenment programmes were low. This is also in line with the finding of Murtala, Umar and Bawa (2023) which revealed low public enlightenment of non-formal adult education programmes. The agreement with this finding could be attributed to similarity in time span. The policy strategic objective on provision of public enlightenment programmes for adult and non-formal education was implemented to a low extent as regards to organising town hall meeting to sensitize people on the need for adult education, organising open symposiums to discuss adult education, using bill boards to carry out publicity of adult education programmes, using newspapers to advertise adult education programmes, organise road shows to promote adult education programmes and organise rallies as a means of adult education awareness-raising campaigns. This finding could be explained by poor funding of adult and non-formal education which could limit the capacity of the state agency to carry public enlightenment programmes. This indicated that there is low awareness of adults on the importance of participating in adult and non-formal education to improve their literacy level.

It was also showed that there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on providing public enlightenment programmes on adult and non-formal education in Imo State. This affirmed the finding of Zuofa (2017) which showed that there was no significance difference in the mean ratings of adult learners and staff of agency on the extent to which adult education is sustained through public enlightenment programmes. This agreement with the finding could be explained by the fact the studies were conducted in the Nigeria where the same commission plays crucial role in influencing public enlightenment programmes on adult and non-formal education. Public enlightenment programmes affect how adult learners view adult and non-formal education which can determine the success of the programme.

Conclusion

Based on the findings of this study, it was concluded that most aspects of policy strategic objectives of agency for adult and non-formal education was not implemented to a high extent in Imo State. The implementation of policy strategic objectives on providing education programmes specific to the needs of adult learners was to high extent, while the aspect of delivery of curriculum modules and providing public enlightenment programmes on adult and non-formal education were to low extent. The segment of the population that have no access to literacy and education are encouraged to receive adult and non-formal education through providing education programmes specific to the needs of adult learners. The low delivery of curriculum contents reduces literacy among adult learners. The awareness of the adult and non-formal education programme which is low could make adult illiterate may not have sufficient reason to engage in such learning activities. With absence of good publicity of adult education programmes, it will be difficult to overcome the stigma attached to illiterate. This implies that some illiterate adults who are respected in the society feel shy of attending adult and non-formal education classes for the fear of being tagged as illiterate.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Imo State Agency for Mass Literacy, Adult and Non- Formal Education should organize annual training programme for facilitators to enable upgrade their skills and knowledge for effective delivery of curriculum modules.
2. Imo State Agency for Mass Literacy, Adult and Non- Formal Education should organize annual interactive session with adult learners to form basis for constant modification of adult and non-formal education programmes to suit theirdynamic needs.
3. National Commission for Mass Literacy, Adult and Non- Formal Education should embark on quarterly publicity through mass media and rallies to create awareness on the existence of adult and non-formal adult programmes across states in the country.

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