

## Human Resource Management Practices for Quality Assurance in Adult Education Programmes in Southeast, Nigeria

Charles Chibuike Onwuadi, Stella Chioma Nwizu, Ruphina Ukamaka Nwachukwu, Ngozi Justina Igwe, Chibuike Darl Ochiagha, Inemesit Essiet Umofia and Onyinyechi Elizabeth Okoye  
*Department of Adult Education and Extra-Mural Studies, University of Nigeria, Nsukka, Enugu State, Nigeria*

**Key words:** Human resource management, quality assurance, adult education programmes, multi-stage, facilitators

**Abstract:** The study investigated human resource management practices for quality assurance in adult education programmes in South-East, Nigeria. The study was guided by two specific purposes, two research questions and two corresponding null hypothesis. A descriptive survey design was adopted for the study while the population of the study consisted 4,140 respondents comprising five directors, 95 unit coordinators and 4,040 facilitators of adult education programmes in the five South-East states of Nigeria. The sample size for the study was 755 respondents in selecting the sample composition, the entire population of five directors and 95 unit coordinators were used due to their manageable size while multi-stage sampling techniques were adopted to select 655 facilitators from the total population of 4,040. The instrument for data collection was researcher's 18-item structured questionnaire titled "Human Resource Management Practices for Quality Assurance Questionnaire" (HRMPQAQ). The instrument was facevalidated by three experts and its reliability coefficient ascertained using Cronbach's alpha method. The research questions were answered using mean and standard deviation while the hypothesis were tested at 0.05 level of significance using Analysis of Variance (ANOVA). The data analyses revealed among others that: personnel recruitment and selection practices for quality assurance in adult education programmes include: advertising widely job vacancies in various media to attract sufficient suitable applicants; subjecting successful candidates to oral and written interviews to ascertain their competencies and short-listing candidates for various vacant positions objectively without fear or favour. The study also revealed that team teaching; continuous training through workshops; seminars; refresher courses; job rotation exercises among others were the personnel training and

**Corresponding Author:**

Ruphina Ukamaka Nwachukwu  
*Department of Adult Education and Extra-Mural Studies,  
University of Nigeria, Nsukka, Enugu State, Nigeria*

Page No.: 2643-2652

Volume: 15, Issue 13, 2020

ISSN: 1816-949x

Journal of Engineering and Applied Sciences

Copy Right: Medwell Publications

development practices for quality assurance in adult education programmes. It also revealed that, there were significant differences in mean ratings of the directors, unit coordinators and adult education facilitators as regards the two null hypothesis that guided the study. Based on the findings of the study, some

recommendations were made amongst which were that the governments, NGOs and other stakeholders in the field of education should promote transparency, meritocracy and impartiality in the employment of adult education personnel, so as to promote quality assurance in adult education programmes.

---

## INTRODUCTION

Adult education programmes are inevitable instruments for the achievement of growth and development. In the 21st century, it has become associated with every life-long learning initiative for the adults. Adult education is all-embracing as it brings about change in information, knowledge, understanding or skills, appreciation and attitude. It enables individuals to become more useful to their society socially, economically, morally and politically. Adult education in its ramifications accommodates all forms of education formal, non-formal and informal aspects of education. It is in adult education that greatest emphasis is placed on life-long education, education as a process and agent of liberation, tool for adjustment for self and national development, for cultural awareness and integration, for conscientization and for group dynamism<sup>[1]</sup>.

The vital role of adult education programmes in every society cannot be over-emphasized. It caters for the educational needs of adults who incidentally hold the destiny of their society. Since, adults are those already participating in development efforts, there is need to develop a skilled and informed population of adults who would be capable of understanding national problems and needs and are able to channel their activities towards the fulfilment of those national goals<sup>[2]</sup>. Therefore, adult education enables adults, to live well and equally participate actively in the affairs that concern them. Nzeneri<sup>[1]</sup> defined adult education as any form of education (formal, informal and non-formal) given to adults based on their felt social, economic, political and cultural needs to enable them to adjust fully to life's challenges. The goals of mass literacy, adult and non-formal education in Nigeria include: to provide functional literacy and continuing education for the adults and youths; functional and remedial education for the young drop-outs; further education for different categories of completers of formal schools; in-service, on the job, vocational and professional training for different categories of workers and the necessary aesthetic, cultural and civic education for public enlightenment<sup>[3]</sup>. The achievement of the above laudable goals of mass literacy, adult and non-formal education depends to a great extent on the availability of human resource and their proper management.

In relation to this study, human resource of adult education comprises the directors, unit coordinators and facilitators of adult education programmes whose professional and innovative skills needs to be harnessed and managed for quality assurance in adult education programmes. The adult education directors are responsible for coordinating and monitoring adult education programmes and activities at the state levels while unit coordinators are individuals who in some cases double-up as facilitators that are charged with the responsibility of coordinating all activities and learning programmes of the adults at various adult education centres within their local government areas. According to Nzeneri<sup>[1]</sup>, a facilitator is a person who consciously or systematically administers the teaching/learning activities, programmes and processes with the aim of assisting others to learn or attain their desired learning goals.

These adult education personnel systematically, administer and/or monitor all the processes and activities of facilitators, so as to enable participants of adult education programme to attain their desired learning goals. Operationally, directors, unit coordinators and facilitators are defined as individuals whose responsibility it is to consciously and systematically assist adult learners to learn and/or realize their desired learning objectives and in the process promote quality assurance in adult education programmes. These categories of personnel are vital in generating information relevant for the study because of their roles. They are the adult education personnel directly involved in the management and quality assurance process in adult education programmes. Quality assurance in education implies those actions that an educational institution undertakes to ensure that they provide the required standard of education in order to produce quality manpower for national development<sup>[4]</sup>. This implies that quality assurance are measures set aside for attainment of national development goals as it makes it possible for education participants to possess requisite life-skills, attitude and knowledge with which to tackle national issues and challenges. Quality assurances are those strategies that will enable adult education personnel to possess the required knowledge and skills with which to enhance effective teaching and learning in adult education<sup>[5]</sup>. In this study, quality assurance is defined as those activities and strategies set aside by the National Mass Literacy, Adult and Non-Formal Education

Commission (NMEC) and her state counterparts; State Agency for Mass Literacy Adult and Non-Formal Education Commission (SAME) to ensure that they provide required standard of learning for the adults which will yield a well-informed, innovative and enterprising adult citizenry who will champion the course for national development.

Consequently, effective human resource management is invariably a holistic process that plays a catalytic role in the promotion of quality assurance in adult programmes. According to Okeke and Onyia<sup>[6]</sup>, the expected human resource management practices for quality assurance are staff recruitment and selection; training and development; motivation; discipline and control and performance appraisal. Thus, the expected human resource management practices for quality assurance in adult education programmes include personnel recruitment and selection; training and development.

Personnel recruitment and selection are indispensable human resource management practices required in adult education centres if quality assurance is to be achieved in the entire adult education programme process. Recruitment consists of any activity that focuses on attracting the appropriate candidates to fulfil job openings in an organization. Once candidates are identified, the next step is the selection process which identifies the best employees for the organization<sup>[7]</sup>. In the view of Oboegbulem, recruitment is concerned with the selection of the required number of people to be screened for a job, measuring their quality and attempting to predict their future behaviour while selection, on the other hand, is assessing the candidates by various means, making a choice and finally, making an offer of employment.

The essence of the personnel recruitment and selection is to find/identify, employ and assign qualified staff to jobs which can contribute optimally in promoting quality assurance in adult learning. Thus, activities that will justify quality assurance in personnel recruitment and selection in adult education programmes includes; advertising vacancies widely in the media to attract sufficient suitable applicants, basing recruitment and selection exercises on merits, use of both oral and written tests on applicants, so as to ascertain their competencies prior to offer of employment etc. Regrettably, like in other governmental parastatals in Nigeria, recruitment and selection of adult education personnel seems to be marred by political interferences and non-recourse to due processes. Worse still, Nwabuko<sup>[8]</sup> alleged that the conditions of service for them leave much to be desired as majority of them are volunteers employed on part-time basis. More so, these recruited personnel are often not trained in the principles and practice of andragogy.

Personnel training and development on the other hand are equally human resource management practices that are pivotal for the attainment of the goals of quality assurance in adult education programmes. Cole<sup>[9]</sup> defined personnel training as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Conversely, Vingil defined personnel development as a process which deals with activities undertaken to expose an employee to perform duties and assume positions of importance in the organization's hierarchy. Based on these definitions by Cole and Vingil, respectively, one can infer that personnel training and development covers all the process and activities geared towards enhancing the knowledge, competence, expertise and confidence of adult education personnel for quality assurance in adult education programmes.

These processes include; mentoring newly recruited personnel, organizing seminars, refresher courses for adult education personnel, sponsoring them to conferences, workshops, etc., so as to keep them updated in the recent development and best practices in adult education. However, there have been allegations that the training and development of adult education personnel have not been given the attention it deserves<sup>[10]</sup>. In the same vein, Onwuadi<sup>[11]</sup> claimed that most adult education personnel in the South-East, Nigeria were inadequately trained in the principles and methods of teaching adults as most of them had no exposure to any form of basic training in adult education. More so, Ominyi and Opa<sup>[12]</sup> had earlier alleged that those who teach in adult education in Ebonyi state, Nigeria are mainly secondary school teachers. Thus, the fact that many educators come to the field of adult education from a variety of backgrounds makes it more imperative to induct the newcomers in the principles and practices of adult education. This is important because the teaching of children is quite different from that of adults. Knowles<sup>[13]</sup> buttressed this distinction by defining andragogy as the art and science of helping adults to learn and pedagogy as art and science of teaching children.

More so, NMEC in its 2016 annual reports also revealed that majority of those who work as adult education facilitators in South-East, Nigeria are part-time personnel<sup>[14]</sup>. In the same vein, Fasokun had earlier noted that only a few of those working in adult education have received basic professional training in the field. He further remarked that one major limitation on the change in adult education is that the large majority of the instructional personnel are on part-time (including volunteers with high turnover). Hence, ways facilitators are educated, certified, trained, inducted into teaching and continue to learn and be rewarded for continuing professional development all are in need of reform. Similarly, Onwuadi<sup>[11]</sup> reported that

adult education personnel are inadequately trained in the principles and methods of teaching adults as the majority of them had no exposure to any form of basic training in adult education. Conversely, the voluntary nature of adult education personnel has made the field porous and accessible to various kinds of people practicing in it and as such adult education personnel has been relegated to the background in terms of status and remuneration.

The above allegations of the use of part-time (volunteer personnel), high staff turnover, inadequately trained facilitators and poor quality of teaching in adult education may be attributed to poor human resource management practices. Similarly, Ofoegbu and Agboeze<sup>[15]</sup> also noted that most adult education personnel in South-East, Nigeria with higher qualification are retirees while the young ones among them are those looking for jobs and as such use the adult education as waiting ground for their dream job elsewhere. The above allegation of Ofoegbu and Agboeze seems to greatly indict the state of affairs with regards to human resource management practices in adult education. Could it be that they are poorly managed? Worried by seeming dearth of empirical knowledge on ways in which human resource are managed in adult education and the problems encountered in their management, informed the need for the present study.

**Statement of the problem:** There have been divergent opinions' concerning the poor teaching/learning outcomes in adult education centres in South-East, Nigeria. These ugly developments, however are not unconnected to poor human resource management practices as regards personnel recruitment and selection as well as training and development practices as no educational provision can rise above the quality of its teachers. Nevertheless, evidence on ground suggested that quality assurance has not been attained in adult education programmes in South-East, Nigeria as manifested by perceived political interferences in personnel recruitment and selection exercises; use of inadequately trained personnel to facilitate, monitor and supervise adult education programmes as most of them had no exposure to any form of basic training in adult education; poor remuneration; high personnel turnover rates and generally poor teaching/learning outcomes.

All these negative developments in the area can be attributed to poor human resource management practices which at the moment lack empirical backing. Consequently, the problem of this study was to empirically, fill this knowledge gap of poor human resource management practices as regards personnel recruitment and selection as well as training and development practices which impede the quest for quality assurance in adult education programmes in South-East, Nigeria.

**General purpose:** The general purpose of this study was to investigate the human resource management practices for quality assurance in adult education programmes in South-East, Nigeria. Specifically, this study sought to:

- Ascertain the personnel recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria
- Determine the personnel training and development practices for quality assurance in adult education programmes in South-East, Nigeria

**Research questions:**

- What are the personnel recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria?
- What are the personnel training and development practices for quality assurance in adult education programmes in South-East, Nigeria?

**Research hypothesis:** The following null hypothesis were formulated to guide the study and were tested at 0.05 level of significance:

- H<sub>01</sub>: there are no significant differences in the mean ratings of directors of state agencies for mass literacy, adult and non-formal education; unit coordinators of adult education centres and adult education facilitators on the personnel recruitment and selection practices for quality assurance in adult education programmes in South East, Nigeria
- H<sub>02</sub>: there are no significant differences in the mean ratings of directors of state agencies for mass literacy, adult and non-formal education; unit coordinators of adult education centres and adult education facilitators on the personnel training and development practices for quality assurance in adult education programmes in South East, Nigeria

**Scope of the study:** Geographically, this study covered the five South-East states of Nigeria. Namely: Abia, Anambra, Ebonyi, Enugu and Imo states. It elicited data from adult education personnel (directors, unit coordinators and facilitators) in these areas. In the area of content, the study covered the personnel recruitment and selection as well as training and development practices for quality assurance in adult education programmes in south East, Nigeria.

## MATERIALS AND METHODS

This study adopted a descriptive survey design. According to Nworgu<sup>[16]</sup>, descriptive survey is a type of study aim at collecting data on and describing in a systematic manner the characteristics, features or facts

about a given population. Therefore, this design was deemed appropriate for this study by the researchers since this study collected and described systematically, data obtained from the directors, unit coordinators and facilitators of adult education programmes in order to investigate the human resource management practices for quality assurance in adult education programmes in South-East, Nigeria. The study was carried out in South-East Nigeria. South East Nigeria comprised five states, namely: Abia, Anambra, Ebonyi, Enugu and Imo states. The area is made up of 95 local government areas with 1.657 adult education centres.

It is noteworthy that these adult education centres have human resource that is being managed for quality assurance. This essentially necessitated the choice of the area for the study with the view to ascertain the human resource management practices for quality assurance in adult education programmes in the South-East, Nigeria.

The population of the study was 4.140 respondents comprising five directors (one director from each of the five South-East states), 95 unit coordinators (17 from Abia state, 21 from Anambra state, 13 from Ebonyi state, 17 from Enugu state and 27 from Imo state) and 4.040 facilitators (Abia state, 563 facilitators; Anambra state, 752 facilitators; Ebonyi state, 855 facilitators; Enugu state, 678 facilitators and Imo state 1192 facilitators) in the 1.675 adult education centres in the five states of the South East, Nigeria.

The choice of this population was justified by the fact that it was this category of people (human resource) that has the responsibility of facilitating the effective teaching/learning process in any adult education learning centres. Therefore, they need to be managed properly if the quality is to be assured in adult education programmes. The sample size for this study was 755 respondents, comprising five directors, 95 unit coordinators and 655 facilitators in the 248 adult education centres in the five states of South-East Nigeria. In selecting the sample, the entire directors (five) and 95 unit coordinators were used due to their manageable size while a multi-stage sampling procedure was adopted in selecting the facilitators used for the study. In the first stage of the sampling process was the stratification of the facilitators using the variable of location that is according to the local government areas and states where they are located. In the second stage of the sampling process, the population of facilitators was further stratified into education zones which yielded a total of 21 education zones in the five South-East states.

In the third stage of the sampling process, simple random sampling technique was adopted to select three education zones from Anambra and Enugu states which have six education zones each while all the education zones in Abia, Ebonyi and Imo states which have three

zones each were used for the study which yielded a total of 15 education zones. In this case, serial numbers were assigned to each of the local government areas selected from the education zones used for the study which gave a total of 15 local government areas. Finally, a table of random numbers was used to draw out 16% of the total population of facilitators using all the facilitators in the 15 local government areas selected for the study which gave a sample population of 655 facilitators. The selection of 16% of the total population of facilitators was based on the recommendation of Ezeh<sup>[17]</sup> that a sample size of 10% is a representative sample for a population of few thousands. Thus, a sample size of 655 facilitators generated from the sampling process as well as director's population of five and unit coordinators' population of 95 was used for the study. This, therefore, yielded a total sample size of 755 respondents used for the study. The instrument for data collection was a researcher-designed questionnaire titled "Human Resource Management Practices for Quality Assurance Questionnaire" (HRMPQAQ).

The instrument comprised two sections (A and B). Section "A" with five items elicited information on the demographic characteristics of the respondents, while section "B" comprised 18 items arranged in two clusters (A-B) in line with the two research questions. Cluster A comprised eight items while cluster B comprised 10 items. The response mode of the instrument was based on a four-point rating scale of: Strongly Agree (SA) = 4 points; Agree (A) = 3 Points; Disagree (D) = 2 Points and Strongly Disagree (SD) = 1 Point. The instrument (HRMPQAQ) was face validated by three experts, one in the department of Adult Education and Extra-Mural Studies (Administration), one in Educational Foundations (Administration and Planning) and another one in Science Education (Measurement and Evaluation) Departments, all from the University of Nigeria, Nsukka. These experts examined the items on the draft questionnaire in terms of clarity of statements, relevance of the content and suitability of the rating scale adopted. Based on their expert observations and recommendations, the instrument was modified by the researchers prior to its final production. The reliability of the instrument was determined through trial testing was done using 20 adult education personnel in the neighbouring Delta state. The Cronbach's alpha method of reliability estimate was used to determine the internal consistency of the instrument. According to Nworgu<sup>[16]</sup>, the Cronbach's alpha method of reliability estimate are used for instruments that are multiple scored with no preferred responses and in which every response attracts a score. The reliability coefficient obtained for cluster A and B was 0.76 and 0.70, respectively while the overall reliability coefficient of the instrument was 0.73. This is an indication that the instrument is highly reliable for collecting the required

data for the study. A total 755 copies of the was administered by the researchers and three research assistants. These research assistants were instructed and they assisted the researchers in both the administration and collection of the questionnaire as they were completed by the respondents. The data collected from the respondents were analysed using inferential statistics. Mean scores and standard deviation were used to answer the two research questions. The four-point rating scale was used while the decision rule for accepting or rejecting any item was based on the mid-point or criterion mean of 2.50. The criterion mean was derived by the sum of the values of all the weights assigned to each response mode divided by the number of the response categories. Mathematically expressed as follows:

$$\frac{4+3+2+1}{4} = 2.50$$

Therefore, mean scores within the criterion mean of 2.50 and above were indicators of agree; while mean scores below the criterion mean of 2.50 were indicators of disagree.

Conversely, the inferential statistics which include Analysis of Variance (ANOVA) statistic were used to test the corresponding two null hypothesis at 0.05 level of significance. The decision rules for the hypothesis were based on the 0.05 level of significance. Thus, any hypothesis whose associate probability values was >0.05

level were accepted while those whose associate probability values was less or equal to 0.05 level were rejected.

## RESULTS AND DISCUSSION

Table 1 presents the total mean ratings and the standard deviation of the respondents on the personnel recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria. Table 1 shows that the total mean ratings of the respondents for items 1-8 are 3.72, 3.18, 3.25, 3.27, 3.38, 3.16, 3.32 and 3.52, respectively. These mean scores have standard deviation of 0.52, 0.48, 0.69, 0.71, 0.76, 0.74, 0.65 and 0.53, respectively. The data shows that the respondents agree that all the 8 items in the cluster “A” of the instrument are the personnel recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria. The respondent’s agreement with the listed items are reflected in their mean ratings for these items which were all above the criterion mean of 2.50.

The standard deviation which falls between 0.48 and 0.76 revealed that the responses were not far from the mean scores which indicated that the responses clustered around the mean. The data also showed that the overall mean score of the respondents is 3.35 while the overall standard deviation is 0.36 which is an indication that all the items (1-8) are the personnel

Table 1: Mean ratings and standard deviation of the respondents on personnel recruitment and selection practices for quality assurance in adult education programmes

Items statement	Directors (n = 5)		Unit coordinators (n = 95)		Facilitators (n = 652)		Total mean	Total SD	DEC
	Mean	SD	Mean	SD	Mean	SD			
1. Advertising widely the job vacancies in adult education in various media to attract sufficient suitable applicants	4.00	0.00	3.51	0.76	3.74	0.47	3.72	0.52	A
2. Personnel recruitment exercise in adult education programmes being based on the areas of personnel needs	3.20	0.84	2.98	0.96	3.20	0.48	3.18	0.48	A
3. Using personnel audit exercise to identify personnel needs in various adult education programmes	2.80	0.45	3.12	0.92	3.27	0.64	3.25	0.69	A
4. Personnel selection exercise in the field of adult education being based solely on merits and not favoritism	3.40	1.34	3.33	0.88	3.27	0.68	3.27	0.71	A
5. Short listing candidates for various vacant positions in adult education programmes objectively without fear or favour	2.80	1.10	3.11	1.02	3.42	0.71	3.38	0.76	A
6. Subjecting shortlisted candidates for different positions in adult education programmes to written examinations to test their capability	2.80	0.84	3.12	0.90	3.12	0.90	3.16	0.74	A
7. Subjecting successful candidates for various adult education jobs through oral interview exercise to ascertain their competencies	3.20	0.84	3.41	0.61	3.41	0.61	3.32	0.65	A
8. Placing candidates on areas of jobs where they have the requisite competencies, skills and knowledge to perform optimally	3.20	0.45	3.51	0.62	3.51	0.62	3.52	0.53	A
<b>Overall Mean</b>	<b>3.18</b>	<b>0.53</b>	<b>3.27</b>	<b>0.51</b>	<b>3.27</b>	<b>0.51</b>	<b>3.35</b>	<b>0.36</b>	<b>A</b>

A = Accepted; SD = Standard Deviation; DEC = Decision

Table 2: Summary of the ANOVA ratings of respondents on the personnel recruitment and selection practices for quality assurance in adult education programmes

Source (Groups)	Sum of squares	df	Mean square	F-value	Significant	Decision
Between	0.953	2	0.477	3.723	0.025	Rejected
Within	95.854	749	0.128			
Total	96.8	751				

Df = Degree of Freedom; F = Frequency ratio

Table 3: Post hoc tests multiple comparisons on personnel recruitment and selection practices

(I, J) Group	Mean difference (I-J)	SE	Sig.	Lower bound 95%
<b>Directors</b>				
Unit coordinators	-0.08947	0.16414	0.862	-0.4921
Facilitators	-0.18773	0.16060	0.505	-0.5816
<b>Unit coordinators</b>				
Director	0.8947	0.16414	0.862	-0.3131
Facilitators	-0.09826	0.03929	0.044	-0.1946
<b>Facilitators</b>				
Directors	0.18773	0.16060	0.505	-0.2062
Unit coordinators	0.09826	0.03929	0.044	0.0019

recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria.

The result in Table 2 shows that f-ratio of 3.723 with associated exact probability value of 0.025 was obtained. The exact probability value of 0.025 was less than the significant value of 0.05 level of significance set as the benchmark and as such, it was found to be significant. Therefore, the hypothesis was rejected as there were significant differences in the mean ratings of the respondents on the personnel recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria. The observed differences were further explored in Table 3 in the post hoc test comparisons.

The post hoc analysis shows significant differences between the means of facilitators and other two corresponding groups (directors and unit-coordinators) and that the mean differences between facilitators and directors is the highest positive mean differences among others. Thus, this implies that the mean differences between facilitators and directors contributed most to the significant differences in the mean ratings of the respondents on the personnel recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria.

**Research question two:** What are the personnel training and development practices for quality assurance in adult education programmes in South-East, Nigeria?

Table 4 presents the total mean ratings and the standard deviation of the respondents on the training and development practices for quality assurance in adult education programmes in South-East, Nigeria. The table shows that the total mean ratings of the respondents for items 9-18 are 3.51, 3.40, 3.37, 3.39, 3.41, 3.40, 3.36, 3.57, 3.42 and 3.36, respectively. These mean scores have standard deviation of 0.52, 0.57, 0.55, 0.54, 0.54, 0.57, 0.63, 0.57 and 0.58, respectively. The data shows that the

respondents agree that all the items (9-18) as stated in the cluster “B” of the instrument are the personnel training and development practices for quality assurance in adult education programmes in South-East, Nigeria. The respondent’s agreement with the stated items are reflected in their mean ratings which are all above the criterion mean of 2.50.

The standard deviation which falls between 0.52 and 0.63 revealed that the responses were not far from the mean scores which indicated that the responses clustered around the mean. The data also showed that the overall mean score of the respondents is 3.42 while the overall standard deviation is 0.27 which is an indication that all the items (9-18) are the personnel training and development practices for quality assurance in adult education programmes in South-East, Nigeria.

Table 5 shows that f-ratio of 4.757 with an associated exact probability value of 0.009 was obtained. The exact probability value of 0.009 was <0.05 level of significance set as benchmark and as such it was found to be significant. Therefore, the hypothesis was rejected as there were significant differences in the mean ratings of the respondents on the personnel training and development practices for quality assurance in adult education programmes in South-East, Nigeria. The observed differences were further explored in Table 6 in the post hoc test comparisons.

The post hoc analysis shows significant differences between the means of facilitators and other two corresponding groups (directors and unit-coordinators) and that the mean differences between facilitators and directors is the highest positive mean differences among others. Thus, this implies that the mean differences between facilitators and other two corresponding groups (directors and unit-coordinators) contributed most to the significant differences in the mean ratings of the respondents on the personnel recruitment and selection practices for quality assurance in adult education programmes in South-East, Nigeria.

Table 4: Mean ratings and standard deviation of the respondents on personnel training and development practices for quality assurance in adult education programmes

Items statement	Directors (n = 5)		Unit coordinators (n = 95)		Facilitators (n = 652)		Total mean	Total SD	DEC
	Mean	SD	Mean	SD	Mean	SD			
9. Continuous training of adult education personnel through workshops on recent developments in adult education programmes	3.60	0.89	3.53	0.62	3.50	0.50	3.51	0.52	A
10. Mentoring of newly recruited adult education personnel by their experienced colleagues on the skilful combination of teaching methodologies in adult education	3.20	1.30	3.34	0.71	3.41	0.53	3.40	0.57	A
11. Coaching of newly engaged adult education personnel on the philosophical foundations of adult education programmes	2.80	0.45	3.28	0.65	3.39	0.53	3.37	0.55	A
12. Training adult education personnel through seminars on psychological principles guiding effective adult learning process	3.00	1.41	3.36	0.68	3.40	0.52	3.39	0.55	A
13. Organizing refresher courses for adult education personnel on recent developments in the field of adult education	3.60	0.89	3.38	0.60	3.42	0.53	3.41	0.54	A
14. Organizing regular in-service or on-the-job training programmes for adult education personnel on programme development	3.40	0.55	3.32	0.62	3.42	0.53	3.40	0.54	A
15. Promotion of job rotation exercise so as to enhance the overall competencies of adult education facilitators	3.00	0.71	3.21	0.77	3.39	0.53	3.36	0.57	A
16. Promotion of team teaching practices so as to enhance facilitator's teaching proficiency	3.20	0.45	3.26	0.90	3.62	0.57	3.57	0.63	A
17. Sponsoring adult education personnel to conferences as an avenue to keep them abreast with recent developments in the field of adult education	3.20	0.48	3.45	0.70	3.42	0.55	3.42	0.57	A
18. Training facilitators on problem identification techniques in the field of adult education	2.80	0.84	3.50	0.65	3.35	0.56	3.36	0.58	A
Overall mean	3.18	0.58	3.36	0.64	3.43	0.24	3.42	0.27	A

A = Accepted; SD = Standard Deviation; DEC = Decision

Table 5: Summary of the anova ratings of respondent on the personnel training and development practices for quality assurance in adult education programmes

Source (Groups)	Sum of squares	df	Mean square	F-value	Significant	Decision
Between	0.6680	2	0.334	4.757	0.009	Rejected
Within	52.614	749	0.070			
Total	53.283	751				

Df = Degree of Freedom; F = Frequency ratio

Table 6: Post hoc tests multiple comparisons on personnel training and development practices

(I, J) Group	Mean difference (I-J)	SE	Sig.	Lower bound 95%
<b>Directors</b>				
Unit coordinators	-0.18211	0.16414	0.862	-0.4804
Facilitators	-0.24975	0.16060	0.505	-0.5416
<b>Unit coordinators</b>				
Directors	0.18211	0.16414	0.862	-0.1162
Facilitators	-0.06765	0.03929	0.044	-0.1390
<b>Facilitators</b>				
Directors	0.24975	0.16060	0.505	-0.0421
Unit coordinators	0.06765	0.03929	0.044	-0.0036

The findings in research question one is consistent with the findings of Igbokwe<sup>[18]</sup> which revealed that ascertaining vacancies, giving adequate publicity to jobs vacancies through advertisements in media; contacting short-listed candidates for interviews; selecting candidates based on merit and qualification are the recruitment and selection practices for engendering quality in personnel job performance and organizational effectiveness. The

results are also in agreement with Tambuwal<sup>[19]</sup> findings which revealed that advertising vacant positions in the media so as to enable qualified people to apply; transparent short-listing and inviting applicants for interview; selecting the most qualified applicants to fill the vacant positions in the institution and placing candidates on the jobs they have the required knowledge, skill and personality attributes to occupy are the perceived



modalities for staff recruitment and selection. More so, the findings are in consonance with the findings of Oboegbulem who noted that recruitment and selection practices ensure that the candidates that will be offered employment possess the requisite knowledge, skills, competencies and personality dimensions to successfully occupy the vacant positions and on the basis of which they can contribute significantly to organizational progress.

In respect of research hypothesis one, it was found out that there were significant differences in the mean ratings of the directors of state agencies for mass literacy, adult and non-formal education; unit coordinators of adult education centres and facilitators on the personnel recruitment and selection practices for quality assurance in adult education programmes. However, the post-hoc analysis using Scheffe's test shows that no two groups were significantly different at the 0.05 level of significance. The plausible reason for the observed differences could be attributed to differences inherent in the different group of respondents. This revealed that while directors were at some extent, involved by the Ministry of Education in personnel recruitment and selection exercises and as such are more administrative inclined towards recruitment and selection practices that will assure quality in adult education programmes than facilitators who are field agents whose main responsibility is to teach the adults in adult learning centres. Thus, the facilitator's work in line with the directives of their unit coordinators and the unit-coordinators on the other hand report directly to the directors, hence, the observed differences in their responses.

In relation to research question two, the research findings revealed that promotion of team teaching practices; continuous training of adult education personnel through workshops; training adult education personnel through seminars on psychological principles; organizing refresher courses for adult education personnel; promotion of job rotation exercise; sponsorship to conferences; mentoring of newly recruited personnel by the more experienced ones and training facilitators on problem identification techniques in the field of adult education are personnel training and development practices for quality assurance in adult education programmes. These findings are in agreement with Adewumi<sup>[20]</sup> findings which revealed that there is need to organize regular seminars, workshops and conferences for personnel in order to update their knowledge on current issues. Thus, personnel training and development remain an indispensable human resource management practice for quality assurance in adult education as it will equip adult education personnel with requisite skills, knowledge and competence for enhancing the teaching/learning of the adults.

The findings are also in agreement with Onuoha-Chidiebere *et al.*<sup>[21]</sup> findings which identified:

seminars, conferences, workshops, job enlargement, mentoring and coaching, team teaching, job rotation, self-directed training, job enrichment, study leave, sabbatical leave and in-service training as professional development practices for assuring quality in education delivery. On the other hand, research hypothesis two, reveals significant differences in the mean ratings of the directors of state agencies for mass literacy, adult and non-formal education; unit coordinators of adult education centres and facilitators on the personnel training and development practices for quality assurance in adult education programmes. However, the post-hoc analysis using Scheffe's test shows that no two groups were significantly different at the 0.05 level of significance. The plausible reason for the observed differences could be attributed to differences inherent in the different group of respondents. This revealed that while directors are involved in decision making regarding personnel training and development practices that will assure quality in adult education programmes. The facilitators on the other hand are not, rather they depend on the unit coordinators and directors for adequate representation in such decisions, hence, the observed differences in their responses.

## CONCLUSION

The following conclusions were drawn from the study. Human resource management practices such as personnel recruitment and selection as well as training and development practices are invaluable for quality assurance in adult education programmes. More so, adult education personnel competencies, knowledge, skills, remuneration, job security, welfare, conducive teaching/learning environment, regular appraisal, effective supervision and job satisfaction were identified as necessary foundations for quality assurance in adult education programmes. Unfortunately, the study revealed that political interferences in the recruitment and selection exercises; administrative apathy; poor retention of the few recruited personnel emanating from poor personnel remuneration practices and lack of trained adult education facilitators were the challenges militating against the effective human resource management practices for quality assurance in adult education programmes. However, based on the findings of the study, the following recommendations were proffered:

Personnel recruitment and selection exercises in adult education should follow due process without any political interferences and/or undue favouritism, so as to enthrone the employment of qualified facilitators. The governments, NGOs and other stakeholders in the field of education should promote transparency, meritocracy and impartiality in the employment of adult education personnel, so as to promote quality assurance in adult education programmes.

The Agencies for Mass Literacy, Adult and Non-Formal Education Commissions (NMEC and SAME) should organize and sponsor adult education facilitators to regular in-service training, seminars, conferences and refresher courses. More so, the professional and technical assistance of the Nigerian National Council for Adult Education (NNCAE) should be sought in any concerted efforts directed towards adult education personnel training and development.

### REFERENCES

01. Nzeneri, I.S., 2008. Handbook on Adult Education: Principles and Practices. Abigab Associates Ltd Publisher, Uyo, Nigeria.
02. Festus, M.O. and O.M. Adekola, 2015. Adult education for meaningful socio-economic development in Nigeria. *J. Social Sci. Stud.*, 2: 199-213.
03. Federal Republic of Nigeria, 2014. National Policy on Education. 7th Edn., NERDC Publisher, Lagos, Nigeria.
04. Nwizu, S.C., 2011. Implementing internal quality assurance strategies by distance education institutes of Nigerian universities: Perception of distance educators. *Int. J. Educ. Res.*, 11: 150-160.
05. Onwuadi, C.C., 2015. Training adult literacy instructors in development and effective use of instructional materials for quality assurance in adult literacy programme in Anambra State. *Int. J. Educ. Res. Off. J. Faculty Educ. Univ. Nigeria Nsukka*, 2015: 84-90.
06. Okeke, T.A. and M.J. Onyia, 2009. Resources Management: Principles and Practical Approaches. Cape Publishing, Owerri, Nigeria.
07. Noe, R.A., J.R. Hollenbeck, B. Gerhart and P.M. Wright, 2011. Fundamentals of Human Resource Management. 4th Edn., McGraw-Hill Education, New York, USA.
08. Nwabuko, L.O., 2010. Administrative issues in rethinking adult instructors quality in the 21st century. *Int. J. Educ. Res. Off. J. Faculty Univ. Nigeria Nsukka*, 11: 123-135.
09. Cole, G.A., 2002. Personnel and Human Resources Management. Biddles Books Limited, England, UK.
10. Anonymous, 2008. The development and state of the art of adult education (ALE). National Report of Nigeria 2008, National Commission for Literacy, Adult and Non-Formal Education, Nigeria.
11. Onwuadi, C.C., 2012. Rating of the training needs of adult education instructors in Anambra State, Nigeria. M.Ed. Thesis, Department of Adult Education and Extra-Mural Studies, University of Nigeria Nsukka, Nigeria.
12. Ominyi, C.N. and A.F. Opa, 2008. Status of adult education programmes in Ebonyi State, Nigeria. *J. Educ. Manage.*, 7: 248-262.
13. Knowles, M.S., 1980. The Modern Practice of Adult Education: From Pedagogy to Andragogy. Association Press, Chicago, IL.
14. Anonymous, 2017. NMEC policy guideline for mass literacy, adult and non-formal education in Nigeria. National Commission for Literacy, Adult and Non-Formal Education, Abuja, Nigeria.
15. Ofoegbu, T. and M.U. Agboeze, 2014. Service delivery for adult literacy programmes: Focus on resource utilization, entrepreneurship development and wealth generation. *Br. J. Educ. Eur. Centre Res. Train. Dev.*, 2: 22-30.
16. Nworgu, B.G. 2015. Educational Research: Basic Issues and Methodology. University Trust Publishers, Nsukka, Nigeria.
17. Ezeh, D.N., 2005. What to write and how to write: A step by step guide to educational research proposal and report. Institute of Education, University of Nigeria, Nsukka, Nigeria.
18. Igbokwe, F.U., 2007. Recruitment and selection practices for effective operation of state universities in South-East Nigeria. Ph.D. Thesis, Ebonyi State University, Abakaliki, Nigeria.
19. Tambuwal, B.M., 2007. Perceived modalities for staff recruitment and selection in tertiary institutions in Bornu state. *Educ. Res. Rev.*, 3: 65-78.
20. Adewumi, G.A., 2009. The imperatives of staff training and development programmes in secondary schools in Ekiti State. *J. Universal Basic Educ. Nigeria*, 3: 40-55.
21. Onuoha-Chidiebere, U., S.O.A. Obih and M.K.C. Nwokocha, 2015. Continuing professional development programmes among teaching staff in Abia and Imo State universities. *Int. J. Educ. Stud. (INJEDS.)*, 1: 130-138.