# Personnel Motivational and Supervisory Practices for Quality Assurance in Adult Education Programmes in South-East, Nigeria

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**Abstract:** The study investigated personnel motivational and supervisory 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 was adopted to select 655 facilitators from the total population of 4.040. The instrument for data collection was a researcher's 16-item structured questionnaire titled "Personnel motivational and Supervisory Practices for Quality Assurance Questionnaire" (PMSPQAQ). The instrument was face validated 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: the personnel motivational and supervisory practices for quality assurance are prompt payment of salaries and allowances of adult education personnel; provision of adequate personnel and job security measures; provision of instructional materials to the facilitators; conducive working environment; continuous in-service training; fairness in the promotion of adult education personnel and setting up favorable personnel policies which will promote job satisfaction. It also

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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; NMEC and SAME should partner with international organizations and NGOs in enhancing the working conditions of adult education personnel. They should commit more funds towards the improvement of adult education personnel welfare, so as to attract as well as retain the services of the right caliber of individuals in the field. Their salaries and other welfare packages should at least be commensurable to the ones received by their counterparts in other governmental parastatals.

## INTRODUCTION

Adult education is a range of experiences undertaken by an individual for personal, work and societal improvement throughout life. It cuts across disciplines and is diverse with regards to many variables such as learners, target groups, providers, contents and methods, duration of programmes, strategies and approaches to its provision. Adult education aims to equip individuals with the necessary capabilities to exercise and realize their rights and take control of their destinies. They further stated that adult education covers broad range of content general issues, vocational matters, family literacy and family education, citizenship and many other areas with priorities depending on specific needs of individual countries. Consequent on the above, the contents of the Nigerian adult and non-formal education covered basic literacy, post literacy, functional literacy, vocational education/work related skills, liberal education, civic education, continuing education and workplace basic skills[1].

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[2]. Therefore, adult education enables adults, to live well and equally participate actively in the affairs that concern them. Nzeneri[3] 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 adjust fully to life's challenges. The goals of mass literacy, adult and non-formal education in Nigeria includes: 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[4]. The achievement of the above laudable goals of mass literacy, adult and non-formal education in South East Nigeria depends to a great extent on the availability of highly motivated and committed adult education personnel.

In relation to this study, adult education personnel comprise the directors, unit coordinators and facilitators of adult education programmes that need to be properly motivated and supervised for quality assurance in adult education programmes. Directors of adult education are individuals who are responsible for coordinating and monitoring adult education programmes and activities at the state levels. Operationally, directors of adult education are individuals who initiate and implement policies in liaison with the directives of the National Commission for Mass Literacy, Adult and Non-Formal Education. They preside over the State Agency for Mass Literacy, Adult and Non-Formal Education (SAME) and all the activities pertaining to teaching/learning process of adults at the state level. In the same vein, unit coordinators are individuals who are charged with the responsibility of coordinating all activities and learning programmes of the adults within their local government areas. They liaise with the state directors in monitoring and proper supervision of adult education delivery at the local government levels[5].

Operationally, unit coordinators of adult education programmes are individuals whose responsibility it is to systematically administer and consciously oversee all the activities pertaining to adult learning centres, adult education facilitators and adult education programmes at the local government level. On the other hand, Obi[6] defined facilitators as "change agents" and people performing helping roles. They are those who have the responsibility for helping adults to learn. Operationally, facilitators are individuals whose responsibility it is to consciously assist adult learners at various adult learning centres to realize their desired learning objectives. Hence, these categories of personnel are vital in generating information relevant for this study because of their pivotal roles in quality assurance in adult education programmes. Quality assurance according to Alaba[7] is a mechanism used to evaluate the efficiency and appropriateness of teaching and learning experiences, so as to ensure the delivery of high-quality education. It involves the process

of monitoring, assessing and evaluating according to set standards and communicating the outcomes to all concerned in order to ensure quality with integrity, public accountability and consistent improvement[8]. In this study, quality assurance is defined as those activities carried out by the National Mass Literacy, Adult and Non-Formal Education Commission (NMEC) and the State Agency for Mass Literacy Adult and Non-Formal Education Commission (SAME) to ensure that they provide required standard of learning to adults which will yield a well-informed, innovative and enterprising adult citizenry. Paramount to those activities are personnel motivation and supervision.

Motivation was defined by Vingil as that energizing force that induces or compels and maintains behaviour of employees in an organization. In similar vein, Ganta[9] categorized motivation into two separate parts; extrinsic and intrinsic. He defined extrinsic motivation as the motivation that comes from things or factors that are outside the individual, for example being motivated to work hard because of promotion, social recognition, money, fame and competition or material achievements. Intrinsic motivation on the other hand, is a motivation that comes from within. It comes from the personal enjoyment and educational achievement that one drive from doing a particular thing. Personnel motivation, therefore is the systematic process of inducing, enticing, gingering, encouraging and/or inspiring adult education personnel to actions that will culminate to quality assurance in the teaching/learning processes of the adults.

Personnel motivation, however have always been a central problem for leaders and managers as unmotivated employees are likely to spend little or no effort in their job, avoid the workplace as much as possible, exit the organization if given the opportunity and produce low quality work[9]. Unfortunately, Nwabuko[10] claimed that adult education personnel in South-East, Nigeria were poorly remunerated and as such were not motivated towards assuring quality in the programmes. Nnazor[11] also claimed that there have hardly been a sustainable virile and coherently comprehensive set of programmes demonstrating government commitment to adult education as a strategic priority in Nigeria's development. Consequently, low motivation or inadequate motivation of adult education personnel in Nigeria generally and South-East in particular, seems to be one of the most disincentives towards quality assurance in adult education programmes. Thus, motivation and supervision of adult education remains a panacea to poor teaching/learning outcomes in adult education programmes.

Personnel supervision is also an indispensable practice for assuring quality in adult education programmes. Supervision is divided into two different parts viz: instructional and personnel supervision. Instructional supervision is sets of activities which are carried out with the purpose of making the teaching/learning process better for the learner. While, personnel supervision involves the process of rendering service, coaching, guiding, mentoring, stimulating growth and over-seeing the action of a given group or individuals with the aim of seeking their cooperation in discharging of their duties[12]. Personnel supervision in this study covers all measures set aside by NMEC and SAME to ensure that facilitator's actions are in conformity with quality assurance practices. According to Baffour[13], supervision incorporates checking, inquiring, fact-finding, keeping watch, survey, correction, prevention, inspiration, guidance, direction, diagnosis and leadership which are all geared towards improving instruction. He further noted that, only a supervisory service can cater for the needed standard and quality in education. Unfortunately, Oluborede[14] alleged that the quest for quality assurance in adult education programmes are undermined as there are inadequate motivated adult education personnel to facilitate, monitor and supervise adult education programmes. Similarly, Okwo[15] also reported that public outcry for improved quality education, demands a holistic improvement in all the practices that surround instructional provision and accord high priority to instructional supervision.

Nonetheless, National Commission for Mass Literacy Adult and Non-Formal Education (NMEC) which is vested with the mandate to coordinate adult education activities in Nigeria in her previous reports berated the condition of service of adult education personnel and their commitment towards quality assurance[16]. Regrettably, Fasokun had earlier remarked that given the instability that characterizes the adult education sector in Nigeria, only a small number of facilitators enjoy secure employment which does not encourage the emergence of adult education specialist. Consequently, these facilitators are poorly motivated and supervised thereby thwarting efforts aimed at assuring quality in adult education programmes. More so, the programmes suffer from learner's low enrolment, high incidence of dropouts and generally poor teaching/learning outcomes. Could it be that poor motivation and supervision of adult education personnel were the major antithesis towards assuring quality in adult education programmes? Worried by seeming dearth of empirical knowledge on motivational and supervisory practices for quality assurance, informed the need for the present study.

**Statement of the problem:** Poor motivational and supervisory practices seem to be the bane of quality assurance in adult education programmes in South East, Nigeria. Evidence on ground suggested that poor remuneration; high personnel turnover rates, poor working conditions and generally poor teaching/learning outcomes. More so, mutual exchange of ideas among

adult education personnel and counseling facilitators on various classroom management practices have been relegated to the background. Thus, there are increasing public outcry for improvement in the quality of adult education programmes, especially, in all the practices that surround instructional provision and accord high priority to instructional supervision.

All these points to the undeniable fact that personnel motivation and supervision have not received the necessary backings it deserves from the providers of adult education programmes. Consequently, the problem of this study was to empirically, fill this knowledge gap by ascertaining the motivational and supervisory practices for quality assurance in adult education programmes in South-East, Nigeria.

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

- Ascertain the personnel motivational practices for quality assurance in adult education programmes in South-East, Nigeria
- Determine the personnel supervisory practices for quality assurance in adult education programmes in South-East, Nigeria

**Research questions:**
- What are the personnel motivational practices for quality assurance in adult education programmes in South-East, Nigeria?
- What are the personnel supervisory 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:

- $H_{O1}$: 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 motivational practices for quality assurance in adult education programmes in South East, Nigeria
- $H_{O2}$: 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 supervisory 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 motivational and supervisory practices for quality assurance in adult education programmes in south East, Nigeria.

## MATERIALS AND METHODS

This study adopteda descriptive survey design. According to Nworgu[17], 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 in a systematic manner, data obtained from the directors, unit coordinators and facilitators of adult education programmes in order to ascertain the motivational and supervisory 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 personnel (directors, unit coordinators and facilitators) that should be motivated and supervised for quality assurance. This essentially necessitated the choice of the area for the study. 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 that has the responsibility of assuring quality in any adult education learning programme. 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, Ebonyiand 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[18] 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 coordinator's 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 "Personnel Motivational and Supervisory Practices for Quality Assurance Questionnaire" (PMSPQAQ).

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 16 items arranged in two clusters (A and B) in line with the two research questions. Cluster A comprised 8 items while cluster B comprised 8 items. The response mode of the instrument was based on 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 (PMSPQAQ) 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 using 20 adult education personnel in the neighboring Delta state. The Cronbach's alpha method of reliability estimate was used to determine the internal consistency of the instrument. According to Nworgu[17], 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 0.88 and 0.86 respectively while the overall reliability coefficient of the instrument was 0.87. 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 analyzed 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 motivational 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 19-26 are 3.66, 3.48, 3.52, 3.45, 3.57, 3.45, 3.48 and 3.43, respectively. These mean scores have standard deviation of 0.48, 0.53, 0.57, 0.50, 0.50, 0.56, 0.56 and 0.53, respectively. The data shows that the respondents agree that all the items (19-26) as contained in cluster "A" are the personnel motivational practices for quality

Table 1: Mean ratings and standard deviation of the respondents on personnel motivational 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 | | | |
| Prompt payment of salaries and allowances of adult education personnel | 3.40 | 1.34 | 3.44 | 0.86 | 3.66 | 0.48 | 3.63 | 0.55 | A |
| Provision of conducive working environment for adult education personnel | 3.20 | 0.84 | 3.31 | 0.73 | 3.48 | 0.53 | 3.48 | 0.53 | A |
| Adequate provision of instructional materials for the facilitators to enhance the quality of their teachings | 3.20 | 0.45 | 3.29 | 0.82 | 3.52 | 0.57 | 3.50 | 0.61 | A |
| Fairness in the promotion of adult education personnel as and at when due to enhance their job satisfaction | 3.40 | 0.89 | 3.27 | 0.80 | 3.45 | 0.50 | 3.43 | 0.55 | A |
| Provision of adequate personnel and job security measures in adult learning centres so as to heighten adult education personnel job performances | 3.20 | 1.30 | 3.12 | 0.94 | 3.57 | 0.50 | 3.41 | 0.54 | A |
| Giving considerable workloads to facilitators so as to enhance their teaching proficiency | 2.80 | 1.09 | 3.24 | 0.82 | 3.45 | 0.56 | 3.42 | 0.60 | A |
| Provision of continuous in-service training programmes for adult education personnel so as to raise their teaching proficiency | 3.00 | 1.00 | 3.34 | 0.78 | 3.48 | 0.56 | 3.46 | 0.60 | A |
| Setting up favorable personnel policies which will promote job satisfaction among adult education personnel | 3.40 | 0.55 | 3.24 | 0.72 | 3.43 | 0.53 | 3.41 | 0.56 | A |
| Overall mean | 3.20 | 0.75 | 3.28 | 0.57 | 3.51 | 0.28 | 3.48 | 0.40 | A |

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

Table 2: ANOVA ratings of respondent on the personnel motivational practices for quality assurance in adult education programmes

| Source | Sum of squares | df | Mean square | F-value | Significant | Decision |
|---|---|---|---|---|---|---|
| Between groups | 4.6280 | 2 | 2.314 | 21.189 | 0.000 | Rejected |
| Within groups | 81.795 | 749 | 0.109 | | | |
| Total | 86.423 | 751 | | | | |

df = Degree of freedom; F = Frequency ratio

Table 3: Post hoc tests multiple comparisons on personnel motivational practices

| (I, J) Group | Mean difference (I-J) | SE | Sig. | Lower bound 95% |
|---|---|---|---|---|
| **Directors** | | | | |
| Unit coordinators | -0.08026 | 0.15163 | 0.869 | -0.4521 |
| Facilitators | -0.30652 | 0.14835 | 0.119 | -0.6704 |
| **Unit coordinators** | | | | |
| Directors | 0.08026 | 0.15163 | 0.869 | -0.2916 |
| Facilitators | -0.22626 | 0.3629 | 0.000 | -0.3153 |
| **Facilitators** | | | | |
| Directors | 0.30652 | 0.14835 | 0.119 | -0.0573 |
| Unit coordinators | 0.22626 | 0.03629 | 0.000 | 0.1372 |

assurance in adult education programmes in South-East, Nigeria with mean scores of 3.48, 3.45, 3.45, 3.48 and 3.43, respectively. The respondent's agreement with all the items are reflected in their mean ratings which are all above the criterion mean of 2.50.

The standard deviation which falls between 0.53 and 0.61 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 3.48 while the overall standard deviation is 0.40 which is an indication that all the items (1-8) are the motivational practices for quality assurance in adult education programmes in South-East, Nigeria.

The result in Table 2 shows that f-ratio of 21.189 with associated exact probability value of 0.000 was obtained. The exact probability value of 0.000 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 motivational practices for quality assurance in adult education programmes in South-East, Nigeria. The observed differences were further explored in Table 3 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

Table 4: Mean ratings and standard deviation of the respondents on personnel supervisory 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 | | | |
| Providing adult education personnel with detailed responsibilities in advance so as to guide them on their expected responsibilities | 3.00 | 0.71 | 3.37 | 0.77 | 3.50 | 0.57 | 3.48 | 0.60 | A |
| Promoting mutual exchange of ideas among adult education personnel on how best to facilitate adult teaching/learning process | 3.00 | 1.00 | 3.36 | 0.63 | 3.40 | 0.62 | 3.40 | 0.62 | A |
| Portraying supervision processes as problem-solving as against fault-finding exercise | 3.20 | 0.84 | 3.23 | 0.84 | 3.54 | 0.60 | 3.51 | 0.64 | A |
| Guiding adult education facilitators on how to manage adult learners' problems in the centres | 2.80 | 1.00 | 3.54 | 0.62 | 3.59 | 0.55 | 3.58 | 0.56 | A |
| Enhancing facilitators` level of preparedness in adult education teaching/learning contents through adequate counseling exercises | 3.40 | 0.55 | 3.20 | 0.78 | 3.37 | 0.51 | 3.35 | 0.55 | A |
| Encouraging innovation as regards various teaching methods for enhancing adult learning | 3.20 | 0.84 | 3.51 | 0.54 | 3.50 | 0.60 | 3.50 | 0.59 | A |
| Counseling adult education personnel on various classroom management practices for enhancing adult learning | 2.80 | 1.00 | 3.46 | 0.63 | 3.38 | 0.51 | 3.38 | 0.51 | A |
| Regular instructional supervision of facilitator's teaching/learning activities as a means for updating their knowledge and skills | 3.20 | 0.84 | 3.33 | 0.76 | 3.37 | 0.58 | 3.36 | 0.61 | A |
| Overall mean | 3.10 | 0.55 | 3.37 | 0.46 | 3.50 | 0.31 | 3.44 | 0.34 | A |

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

significance differences in the mean ratings of the respondents on the personnel motivational practices for quality assurance in adult education programmes in South-East, Nigeria.

**Research question two:** What are the personnel supervisory 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 personnel supervisory practices for quality assurance in adult education programmes in South-East, Nigeria. Table 4 shows that the total mean ratings of the respondents for items 9-16 are 3.48, 3.40, 3.51, 3.58, 3.35, 3.50, 3.38 and 3.36, respectively. These mean scores have standard deviation of 0.60, 0.62, 0.64, 0.56, 0.55, 0.59, 0.51 and 0.61, respectively. The data shows that the respondents agree that items (27-34) as contained in cluster "B" are the personnel supervisory practices for quality assurance in adult education programmes in South-East, Nigeria. The respondent's agreement with all the items are reflected in their mean ratings which are all above the criterion mean of 2.50.

The standard deviation which falls between 0.51 and 0.64 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 3.44 while their overall standard deviation is 0.34 which is an indication that all the items (9-16) are the personnel supervisory practices for quality assurance in adult education programmes in South-East, Nigeria.

The result in Table 5 shows that f-ratio of 5.672 with associated exact probability value of 0.004 was obtained. The exact probability value of 0.004 was <0.05 level of significance set as benchmark and as such 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 supervisory practices for quality assurance in adult education programmes in South-East, Nigeria. The observed differences were further explored in Table 6 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 significance differences in the mean ratings of the respondents on the personnel supervisory practices for quality assurance in adult education programmes in South-East, Nigeria.

It was the opinion of the respondents regarding research question one that the personnel motivation practices for quality assurance in adult education programmes are prompt payment of salaries and allowances of adult education personnel; provision of adequate personnel and job security measures; provision of instructional materials to the facilitators; conducive working environment; continuous in-service training programmes; fairness in the promotion of adult education

Table 5: ANOVA ratings of respondent on the personnel supervisory practices for quality assurance in adult education programmes

| Source | Sum of squares | df | Mean square | F-value | Significant | Decision |
|---|---|---|---|---|---|---|
| Between groups | 1.2580 | 2 | 0.629 | 5.672 | 0.004 | Rejected |
| Within groups | 83.087 | 749 | 0.111 | | | |
| Total | 84.345 | 751 | | | | |

df = Degree of freedom; F = Frequency ratio

Table 6: Post hoc tests multiple comparisons on personnel supervisory practices

| (I, J) Group | Mean difference (I-J) | SE | Sig. | Lower bound 95% |
|---|---|---|---|---|
| **Directors** | | | | |
| Unit coordinators | -0.29868 | 0.15282 | 0.149 | -0.6735 |
| Facilitators | -0.38186 | 0.14952 | 0.039 | -0.7486 |
| **Unit coordinators** | | | | |
| Director | 0.029868 | 0.15282 | 0.149 | -0.0761 |
| Facilitator | -0.08318 | 0.03658 | 0.076 | -0.1729 |
| **Facilitators** | | | | |
| Directors | 0.38186 | 0.14952 | 0.039 | 0.0151 |
| Unit coordinators | 0.08318 | 0.03658 | 0.076 | -0.0065 |

personnel and setting up favorable personnel policies which will promote job satisfaction among adult education personnel. These findings are in line with Nnachi[19] findings which revealed that adequate and prompt payment of salaries and allowances, adequate supply of working materials, availability of fringe benefits, availability of training and development scheme, promoting staff as at and when due, maintaining cordial relationship with and among staff, giving considerable workload to the staff and providing for their welfare needs are the strategies for motivating them. This implied that any concerted effort at promoting quality assurance in adult education programmes must take into consideration the welfare and generally, the motivation of adult education personnel.

Regrettably, despite the overwhelming agreement by the respondents on the importance of personnel motivation as inevitable practice for quality assurance. The findings of Oluoch[20] indicted the state of affairs with regard to motivation of adult education when he noted that the convergences of conditions that discourages able and motivated personnel like poor remuneration, lack of facilities, instructional materials amongst others which imposes a harsh burden on them need to be urgently addressed so as to promote quality assurance in adult education programmes.

In respect of research hypothesis one, 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 motivational 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. Consequently, the high self-ratings of facilitators who carry out the task of teaching/learning processes of the

adults and in most cases not adequately remunerated, work in poor learning environment and are poorly motivated generally, unlike the unit coordinators and directors who fare significantly better than them. This observed difference is in consonance with this Ekwealor and Okengwu[21] remarked that adult education facilitators be well remunerated and provided with other welfare packages, so as to make them put in their possible best for the success of the programme. Hence, the observed differences in their responses with that of the directors and unit coordinators.

In relation to research question two, the research findings showed that the personnel supervisory practices for quality assurance in adult education programmes includes: guiding adult education facilitators on how to manage adult learners problems; portraying supervision processes as problem-solving as against fault-finding exercise; providing adult education personnel with detailed responsibilities; encouraging innovation as regards various teaching methods; promoting mutual exchange of ideas among adult education personnel; counseling adult education personnel on various classroom management practices; enhancing facilitator's level of preparedness in adult education teaching/learning contents and regular instructional supervision of facilitator's teaching/learning activities as a means for updating their knowledge and skills.

The above findings are in consonance with the study of Modebelu[22] which revealed that teacher's perception of actual supervisory behavior includes: provisions of detailed responsibilities in advance, not fault finding, keeping them abreast of new development, problem-solving and encouragement of innovation among others. These findings are not surprising as supervision enables adult education personnel to become conversant with the recent development in the field of adult education as well as provide them with necessary platform for mutual exchange of ideas. In the same vein, the findings of the study corroborate with the findings of Nwite[23]

which remarked that instructional supervision aims at promoting quality and accountability in educational practice. This view point has been buttressed by Okwo[15] who also reported that the public outcry for improved quality education, demands a holistic improvement in all the practices that surround instructional provision and accord high priority to instructional supervision.

On the other hand, research hypothesis two, shows that significant differences exist 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 supervisory 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 observed differences could be attributed to the high self-ratings of the facilitators who perceived themselves as being at the receiving ends of every personnel supervision exercises by their superiors, hence, the observed differences in their responses with that of the directors and unit coordinators, respectively.

## CONCLUSION

The study investigated the motivational and supervisory practices for quality assurance in adult education programmes in South-East, Nigeria. It revealed that the personnel motivational and supervisory practices for quality assurance in adult education programmes. Adult education personnel (directors, unit coordinators and facilitators) competencies, knowledge, skills, remuneration, job security, welfare, conducive teaching/learning environment, effective supervision and job satisfaction were identified as necessary foundations for quality assurance in adult education programmes. Finally, considering the indispensable roles of adequate personnel motivation and supervision in quality assurance, it is germane that effective strategies such as adequate remuneration; good working environment; adequate provision of instructional materials be adopted for quality assurance in adult education programmes in South-East, Nigeria. the following recommendations were proffered from the conclusion:

NMEC and SAME should partner with International Organizations and NGOs in enhancing the working conditions of adult education personnel. They should commit more funds towards the improvement of adult education personnel welfare, so as to attract as well as retain the services of the right caliber of individuals in the field. Their salaries and other welfare packages should at least be commensurable to the ones received by their counterparts in other governmental parastatals.

Periodic personnel and instructional supervision should be carried out by NMEC and SAME so as to stimulate professional growth and development of adult education personnel towards quality assurance in adult education programmes. The supervisors should comprise professional adult educationists; notably, NNCAE members who are very conversant with international practices and benchmarks for effective adult education provisions.

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