

Extent of Management of Adult Education Programmes for Sustainable Development in Delta State

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Abstract

This study examined the extent of management of adult education programmes for sustainable development in Delta State. Three research questions guided the study. The descriptive survey research design was employed for the study. The population of the study comprised 559 facilitators in the 67 adult literacy centres in Delta State. Sample size for the study consisted of 391 respondents from 50 adult education programmes in Delta State selected through the proportionate stratified random sampling technique. A 20-item questionnaire developed by the researchers titled “Extent of Management of Adult Education Programmes for Sustainable Development Questionnaire (EMAEPDQ)” served as the instrument for data collection. The response options on the questionnaire was structured on a 4-point scale of Very High Extent (VHE) – 4, High Extent (HE) – 3, Low Extent (LE) – 2 and Very Low Extent (VLE) – 1. The questionnaire was face validated by three experts from the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Edo State including a Measurement and Evaluation expert in the same department. Reliability of the instrument was established through a pilot test using a sample of 25 facilitators from 5 adult education programmes outside the sample in Edo State. Data obtained from the sample after the pilot test were computed using the Cronbach Alpha statistics which gave reliability coefficient values of 0.73, 0.71 and 0.79 for each of the three clusters respectively; which were all added up to give an overall internal consistency reliability value of 0.74. This result showed that the instrument was reliable and dependable to conduct the study. Method of data collection was through a physical, hand-delivery and face to face contact with the respondents using the help of three (3) research assistants. Mean and standard deviation scores were used to answer the research questions. Findings from the study revealed among others that the extent of the management of adult education programmes for sustainable development through the accessibility of various educational resources, programme supervision and use of effective human resources development strategies in Delta State were all to a low extent. From the findings of the study recommendations were proffered. Among them are that the Delta State government through the Delta State Agency for Mass Literacy, Adult and Non-Formal Education likewise in collaboration with other stakeholders such as private sector, individuals, financial institutions and non-governmental organizations, should constantly make provisions of adequate funds that will aid the accessibility of educational resources for effective management of adult education programmes for sustainable development in Delta State to a high extent.

Keywords: Management, adult, development

Introduction

Quality education is a veritable instrument for sustainable development of any society. Education is an instrument ‘par excellence’ for effecting social change, national reconstruction and environmental development as identified by the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education (NPE). No wonder educational programmes such as adult education has been provided in the Nigerian education system for human empowerment and nation-building. Adult education offers many programmes in the literacy centres, vocational centres and other non-formal education centres so as to equip individuals with the rightful skills and competences that will enable them participate in sustainable development of their society. According to Nzeneri (2010) and Obidiegwu (2013), adult education has been conceived as any activity for adults designed to bring about learning. Its programmes embraces all literacy and educational programmes, experiences and information acquired by the individual through the senses in order to gain knowledge or new ideas, develop his intellect and strengthen his will. Adult education programmes however, incorporates basic literacy and post literacy programmes, continuing education, remedial studies, environmental education, extension service programmes, women education, nomadic education, political and civic education programmes, prison education, computer education, extra-mural studies, vocational and technical training programmes, family life programmes, liberal education, entrepreneurship education, among others, for both human and the society’s development (Nzeneri, 2010; Right to Education Initiative, 2021). The main objective of the process of adult education programmes and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour for their societies development (Ewuzie, 2012). Seya (2014) stated that the relevance of adult education programmes in sustainable development is multi-dimensional. Indeed, they are of the building blocks of human development, and the foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. Adult education has socio-economic, cultural, political and environmental relevance which is important for sustainable development in the human society. Thus, the goals and objectives of adult education programmes as indicated by the Federal Republic of Nigeria (FRN, 2014: 30) in the National Policy on Education (NPE) are as follows;

- i. to provide functional literacy and continuing education for adults who have never had advantage of any formal education or who did not complete their primary education, which includes the nomads, migrant families, the disable and other categories or groups, especially the disadvantaged gender;
- ii. to provide functional and remedial education for those young people who prematurely dropped out of the formal school system or people who did not complete secondary education;
- iii. to provide in-service and on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills;
- iv. to provide further education for different categories of completers of the formal education system in order to improve basic knowledge and skills; and
- v. to give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

All the above goals and objectives of adult education can never be effectively achieved without management of adult programmes for sustainable development. Sustainable development, as observed by Rabie (2016) therefore, involves the simultaneous pursuit of environmental quality, economic prosperity, human development, social equity, freedom, human values, and cultural diversity. If pursued as such, sustainable development would be able to protect the environment, enable all people to meet their basic needs, achieve social justice and peace, and liberate women and men from political and cultural chains that undermine their potentials. It should also undermine the capacity of corporations to use the sustainability issue to protect their interests while preventing poor nations from developing their economies. Therefore, the way to achieve sustainability is to integrate economic, cultural, environmental, and social policies, including the development of human resources and the issue of population growth. Management of adult education programmes on the other hand, can be described as appropriate coordination, mobilisation and supervision of adult education programmes together with the utilisation of resources for achievement of educational goals and objectives (Akpakwu, 2012). Sethy (2022) affirmed that effective management can be defined as the creation and maintenance of an internal environment in an enterprise where individuals working together in groups, can perform efficiently and effectively towards the attainment of group-goals.

Effective management is equally the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. It can be defined as the process by which a co-operative group directs actions towards common goals. It is coordinated activities (forecasting, planning, organising, deciding, commanding) to direct and control an organisation (Kaehler & Grundei, 2019). Management when effective is therefore, a social activity involving coordination between material resources and humans through the functions of organising, planning, leading, staffing and controlling as such to get the stated objectives. From the definitions of effective management, adult education programmes, when effectively managed, this would lead to achievement of desired educational goals and objectives. This will entail adequate funding, resource mobilisation (both human & material), facility maintenance, improvement in quality control system and regular programmes supervision, constant training and retraining of facilitators and instructors, effective policy implementation and ICT deployment in adult education programmes by respective bodies and agencies which includes the government (Sethy, 2022). However, effective management of adult education programmes for sustainable development in Delta State will entail employing several strategies by stakeholders through adequate accessibility of various educational resources, constant programme supervision and use of effective human resource development strategies, among others. Given the relevance of adult education in the society, investment in the development of human capital, through adult education, is crucial for developing a labour force and managerial know-how, able to compete in today's global economy. This warrants effective adult education programmes management for sustainable development (Seya, 2014).

Common observations from adult education programmes in Delta State showcases that there is a serious problem in effective management of adult education programmes in the State which negatively affects programmes sustainability. Many of the literacy centres including adult education

programmes in Delta State are no longer functioning as a result of poor management. Hence, the present bad state and ugly situation of things has warranted the present study to determine the extent of management of adult education programmes for sustainable development in Delta State through the accessibility of various educational resources such as the technological resources, physical plant facilities, among others, constant programme supervision using various techniques such as the emergency visits, clinical supervision, survey visit, classroom observation and visits, routine supervision, full supervision, among other (Nwaham, 2011), and likewise, the use of effective human resource development strategies through motivation, active team building and collaborations, staff in-service training and retraining, among others. Aruma and Okorie (2020) in their study observed that adult education programmes are faced with management problems which is usually caused by poor funding such as inadequate data, challenge of appropriate interpretation of data, poor utilisation of feedback from monitoring, manpower (that is, facilitators/instructors) training and development problem, poor monitoring of adult education projects and programmes, among others. Ugwuanyi (2013) and Wanjiku (2013) observed in their studies that one of the problems which hindered the management of educational programmes and adult education programmes inclusive, includes such challenges as mobilising adequate human and material resources. For the above mentioned researchers (Eze, 2010; Ugwuanyi, 2013; Wanjiku, 2013), they have come to terms and the realisation that both human and material resources are very crucial for all round development of individual competences within the classroom environment – example includes the teaching staff, resource persons, finance, physical resources, projected and non-projected materials, electronic materials, among others. Educational resources which also includes the physical, material, human and financial inputs in the teaching-learning process whenever they are lacking and inadequate hinders effective management and functionality of educational programmes (Ezugoh, 2017; Ugwuanyi, 2013; Wanjiku, 2013). Therefore, they are requisite towards promoting effective management of the adult education programmes for sustainable development of the society. Okafor and Arikawei (2020) in their study equally observed that the management problem affecting adult education programmes includes such issues like poor enrolment and high rate of dropouts from the programmes, literacy instructors not properly trained in facilitation skills and gender awareness, poor access to adult education programmes to reach communities, such as nomads, fishermen, and pastoralists, and failure to sustain literacy rates due to poor resources. All these issues are responsible by poor management of adult education by respective agencies and the government as observed by (Okafor & Arikawei, 2020). Okafor and Arikawei study further indicated government failure towards active and adequate management of adult education programmes in the country. The previous studies of Akor (2008) and Umezulike (2006) indicated that with adequate funding of adult education programmes by the government, this will lead to effective management of these programmes for sustainable development in the society. For effective management of adult education programmes leading to sustainable development in the society, government should enforce and actively respond to the implementation of its policies as contained in the national policy guidelines through adequate funding, resources provision, constant supervision and human resource management in adult education programmes, among others (Umezulike, 2006). Thus, the poor

management of adult education programmes has motivated the researchers to conduct this present study.

Statement of the Problem

Adult education has played significant role in human capital development and empowerment which is necessary for sustainable development in the society. Rather observations from the poor state of many adult education programmes has raised a lot of doubts and questions concerning effective management of adult education programmes in both Delta State and beyond. Poor management of adult education programmes is visible when observed from the poor adult learners' enrolment, closure of many literacy centres and adult education programmes, poor learners' academic performances and low achievements, high rate of dropouts from the programmes, facilitators low commitment and poor attitude towards work, among others. All these poor situations which poses a lot of concern for effective management of adult education programmes for sustainable development in Delta State has really created a gap which needs to be filled by the present study. In a bid to improve upon the management of adult education programmes for achievement of sustainable development, this has become the problem of this present study.

Purpose of the Study

The purpose of this study was to examine the extent of management of adult education programmes for sustainable development in Delta State. Specific objectives of the study are to:

1. investigate extent of the accessibility of various educational resources for management of adult education programmes for sustainable development in Delta State.
2. ascertain extent of programme supervision for management of adult education programmes for sustainable development.
3. establish extent of the use of effective human resources development strategies for management of adult education programmes for sustainable development.

Research Questions

1. To what extent are various educational resources accessible for management of adult education programmes for sustainable development in Delta State?
2. To what extent are the programmes supervised for management of adult education programmes for sustainable development in Delta State?
3. To what extent are effective human resources development strategies used for management of adult education programmes for sustainable development?

Methods

The descriptive survey research design was employed in the study. The choice of adopting this design is in line with Nworgu (2015) who asserted that the descriptive survey design enables a researcher to collect data and describe them in a systematic manner of the characteristics, features or facts about a given population by sampling some elements. The population of the study comprised 559 facilitators in the 67 adult literacy centres in Delta State. Sample size for the study consisted of 391 facilitators from 50 adult education programmes in Delta State selected through the

proportionate stratified random sampling technique. The selection was done at 70%. Justification for selecting sample of the adult education programmes and the facilitators at 70% was in accordance with Nworgu (2015) who affirmed that whenever the population is large, certain elements can be drawn as sample for the study. A 20-item questionnaire developed by the researchers titled “Extent of Management of Adult Education Programmes for Sustainable Development Questionnaire (EMAEPDQ)” served as the instrument for data collection. The response options on the questionnaire was structured on a modified Likert 4-point scale of Very High Extent (VHE) – 4, High Extent (HE) – 3, Low Extent (LE) – 2 and Very Low Extent (VLE) – 1. The questionnaire was face validated by three experts from the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Edo State including a Measurement and Evaluation expert in the same department. These experts established both the face and content validity of the research instrument in terms of the items arrangement, sentence construction and clarity, and grammatical structure. After scrutinising the instrument, they made useful corrections on few items which were incorporated before the final production of the questionnaire. Reliability of the instrument was established through a pilot test using a sample of 25 facilitators from 5 adult education programmes outside the sample in Edo State. Data obtained from the sample after the pilot test were computed using the Cronbach Alpha statistics which gave reliability coefficient values of 0.73, 0.71 and 0.79 for each of the three clusters respectively; which were all added up to give an overall internal consistency reliability value of 0.74. This result showed that the instrument was reliable and dependable to conduct the study. Method of data collection was through a physical, hand-delivery and face to face contact with the respondents using the help of three (3) research assistants. These research assistants were instructed and directed on how to collect the necessary information (data) from the respondents. On-the-spot method was equally adopted in the distribution of all the copies of the questionnaire in order to ensure maximum recovery of the questionnaire administered. All the 391 copies of the questionnaire distributed to the respondents were retrieved and gathered at a 100% rate of return. Mean and standard deviation scores were used to answer the research questions. The rule for taking decisions on the items in the questionnaire was based on the mean score, which was benchmarked on 2.50. Only mean scores which rated 2.50 and above were regarded as indication of ‘high extent’. While mean scores that rated 2.49 and below were regarded as indication of ‘low extent’.

Results

Research Question 1: To what extent are various educational resources accessible for management of adult education programmes for sustainable development in Delta State?

Table 1: Mean Scores and SD Ratings of Respondents on the Extent of Accessibility of Various Educational Resources for Management of Adult Education Programmes for Sustainable development in Delta State

N = 391 Respondents

S/N	Please indicate the extent accessibility of various under listed educational resources for management of adult education programmes for sustainable development. Accessibility of;	Vhe	He	Le	Vle	X	SD	Decision
1.	Information technological (it) resources such as computers, projectors, smart television, dvd, video players, printers, scanners, computer-assisted instructions of disc and cds, different software packages, etc, for efficient management of adult education programmes for sustainable development	9	24	115	243	1.49	0.71	Low extent
2.	Storage resources such as flash drives, cd-rom, external hard disc, drives, etc, for management of adult education programmes for sustainable development	12	30	174	175	1.69	0.74	Low extent
3.	Printed resources such as updated textbooks, manuals, reading materials, journals, writing materials, cartoons, pictures, diagrams, comics, charts, graphs, maps, etc for management of adult education programmes for sustainable development	23	46	146	176	1.79	0.87	Low extent
4.	Objects for teaching such as specimens, real objects, two and three dimensional objects, etc, for management of adult education programmes for sustainable development	31	67	188	105	2.06	0.87	Low extent
5.	Graphic materials for management of adult education programmes for sustainable development	18	49	140	184	1.75	0.85	Low extent
6.	Internet resources including various online applications for management of adult education programmes for sustainable development	17	37	191	146	1.81	0.78	Low extent
7.	Physical plant resources such as laboratories, library, workshops, art studios, etc which are necessary for management of adult education programmes for sustainable development	21	51	185	134	1.90	0.82	Low extent
Overall Mean Score & SD =						1.78	0.82	Low extent

Table 1 shows that respondents rated all the items to low extents as the mean scores for all the items range between 1.49 to 2.06 and were all below 2.50, the mean score for accepting a mean value as high extent. The grand mean and standard deviation (SD) is 1.78 and 0.82 respectively, showing that there was no deviation in the respondents' responses. By this analysis, the respondents reacted negatively to all the statements. The result revealed that the extent of accessibility of the various

educational resources for management of adult education programmes for sustainable development in Delta State was to a low extent.

Research Question 2: To what extent are the programmes supervised for management of adult education programmes for sustainable development in Delta State?

Table 2: Mean Scores and SD Ratings of Respondents on the Extent of Programme Supervision for Management of Adult Education Programmes for Sustainable development in Delta State.

N = 391 Respondents

S/N	Please indicate the extent to which programmes are constantly supervised for management of adult education programmes for sustainable development. Supervision of adult education programmes through the use of;	Vhe	He	Le	Vle	X	SD	Decision
8.	Intra/inter-visitation of centres for management of adult education programmes for sustainable development	38	73	103	177	1.93	1.01	Low extent
9.	Routine supervision for the management of adult education programmes for sustainable development	53	101	133	104	2.26	1.00	Low extent
10.	Emergency visit for the management of adult education programmes for sustainable development	50	109	122	110	2.25	1.00	Low extent
11.	Causal visit for management of adult education programmes for sustainable development	54	77	115	145	2.10	1.05	Low extent
12.	Clinical supervision for management of adult education programmes for sustainable development	62	90	103	136	2.20	1.08	Low extent
13.	Classroom observation and visit for management of adult education programmes for sustainable development	59	72	136	124	2.17	1.04	Low extent
14.	Micro teaching supervision for management of adult education programmes for sustainable development	60	88	119	124	2.21	1.05	Low extent
Overall Mean Score & SD =						2.16	1.04	Low extent

Table 2 shows that respondents rated all the items to low extents as the mean scores for all the items range between 1.93 to 2.26 and were all below 2.50, the mean score for accepting a mean value as high extent. The grand mean and standard deviation (SD) is 2.16 and 1.04 respectively, showing that there was no deviation in the respondents' responses. By this analysis, the respondents reacted negatively to all the statements. The result revealed that the extent to which programmes were

supervised for management of adult education programmes for sustainable development in Delta State was to a low extent.

Research Question 3: To what extent are effective human resources development strategies used for management of adult education programmes for sustainable development?

Table 3: Mean Scores and SD Ratings of Respondents on the Extent of Use of Effective Human Resources Development Strategies for Management of Adult Education Programmes for Sustainable development in Delta State.

N = 391 Respondents

S/N	Please indicate the extent of the use of effective human resources development strategies for management of adult education programmes for sustainable development. Effective human resources development strategies through the use of:	Vhe	He	Le	Vle	X	SD	Decision
15.	Constant in-service training and retraining of facilitators for management of adult education programmes for sustainable development	45	124	99	123	2.23	1.02	Low extent
16.	Collaborations in order to establish efficient teamwork for management of adult education programmes for sustainable development	49	113	129	100	2.28	0.98	Low extent
17.	Promotion of staff freedom and autonomy in decision making for management of adult education programmes for sustainable development	52	100	131	108	2.25	1.00	Low extent
18.	Staff motivation such as rewards, welfare packages, promotions, good remunerations/pay, fringe benefits, etc for management of adult education programmes for sustainable development	60	93	140	98	2.29	1.01	Low extent
19.	Adequate job security for management of adult education programmes for sustainable development	58	81	127	125	2.18	1.04	Low extent
20.	Standard rules or policies for management of adult education programmes for sustainable development	63	63	152	113	2.19	1.03	Low extent
OVERALL MEAN SCORE & SD =								Low extent
						2.24	1.01	Low extent

Table 3 shows that respondents rated all the items to low extents as the mean scores for all the items range between 2.18 to 2.29 and were all below 2.50, the mean score for accepting a mean value as high extent. The grand mean and standard deviation (SD) is 2.24 and 1.01 respectively, showing that there was no deviation in the respondents' responses. By this analysis, the respondents reacted

negatively to all the statements. This result revealed the extent of the use of effective human development strategies for management of adult education programmes for sustainable development was to a low extent.

Discussion of Findings

Findings from the study generally revealed that the extent of the management of adult education programmes for sustainable development through the accessibility of various educational resources, programme supervision and use of effective human resource development strategies in Delta State were all to a low extent. It was discovered through the finding of this present study that the extent of accessibility of the various educational resources for management of adult education programmes for sustainable development in Delta State was to a low extent. This finding further revealed that information Technological (IT) resources such as computers, projectors, smart television, DVD, video players, printers, scanners, computer-assisted instructions of disc and CDs, different software packages, etc, for efficient management of adult education programmes for sustainable development, were accessible to a low extent. Storage resources such as flash drives, CD-ROM, external hard disc, drives, etc, for management of adult education programmes for sustainable development, were accessible to a low extent. Printed resources such as updated textbooks, manuals, reading materials, journals, writing materials, cartoons, pictures, diagrams, comics, charts, graphs, maps, etc for management of adult education programmes for sustainable development, were accessible to a low extent. Objects for teaching such as specimens, real objects, two and three dimensional objects, etc, for management of adult education programmes for sustainable development, were accessible to a low extent. Graphic materials for management of adult education programmes for sustainable development, were accessible to a low extent. Internet resources including various online applications for management of adult education programmes for sustainable development, were accessible to a low extent. Physical plant resources such as laboratories, library, workshops, art studios, etc which are necessary for management of adult education programmes for sustainable development, were accessible to a low extent. This finding corroborates with the studies of Eze (2010), Ugwuanyi (2013) and Wanjiku (2013) which found out that one of the problems which hindered the management of educational programmes included challenges of mobilising adequate human and material resources. For the above mentioned studies (Eze, 2010; Ugwuanyi, 2013; Wanjiku, 2013), they have come to terms and the realisation that both human and material resources are very crucial for all round development of individual competences within the classroom environment – example includes the teaching staff, resource persons, finance, physical resources, projected and non-projected materials, electronic materials, among others. Educational resources which also includes the physical, material, human and financial inputs in the teaching-learning process whenever they are lacking and inadequate hinders effective management and functionality of educational programmes (Ezugoh, 2017; Ugwuanyi, 2013; Wanjiku, 2013). Hence, effective management of adult education programmes for sustainable development, highly depends on accessibility of educational resources which was found lacking to a low extent in Delta State.

It was also found out that the extent to which programmes were supervised for management of adult education programmes for sustainable development in Delta State was to a low extent. This finding included that the extent to which adult education programmes were supervised using various

supervisory techniques such as the intra/inter-visitation of centres, routine supervision, emergency visit, causal visit, clinical supervision, classroom observation and visit, and micro teaching supervision for management of adult education programmes for sustainable development, were all to a low extent. This finding corresponds with Aruma and Okorie (2020) study which found out the problems and challenges affecting the management of adult education includes poor constant programme monitoring and supervision. Okafor and Arikawei (2020) equally confirmed in their study that the major problem associated with the management of adult education programmes is caused by poor constant supervision of adult education by respective agencies and the government. Whereby adult education programmes are not consistently been supervised, this has great consequence on effective management of these programmes for sustainable development in the society.

The finding of this study further indicated that the extent of the use of effective human development strategies for management of adult education programmes for sustainable development was to a low extent. This finding confirmed that such effective human development strategies by the use constant in-service training and retraining of facilitators, collaborations in order to establish efficient teamwork, promotion of staff freedom and autonomy in decision making, staff motivation such as rewards, welfare packages, promotions, good remunerations/pay, fringe benefits, etc, adequate job security, and standard rules or policies for management of adult education programmes for sustainable development; were all provided to a low extent. This finding agrees with the findings of Akor (2008), Okafor and Arikawei (2020), and Umezulike (2006) studies, which discovered that the management problem affecting adult education programmes includes literacy instructors not properly trained in facilitation skills and lack of motivation for such human resources like the facilitators. Aruma and Okorie (2020) confirmed that the problem of poor management of adult education programmes is usually challenged and caused by poor utilisation of effective human resources management strategies such as constant monitoring of manpower (that is, facilitators/instructors) in the programmes. There is always the issue of training and development problem, which makes it difficult for the management of adult education programmes (Aruma & Okorie, 2020).

Conclusion

Adult education cannot be used as a functional programme for sustainable development of the society without being effectively and adequately managed through constant provision and accessibility of educational resources and supervision including the deployment of effective human resources management strategies. Therefore, the present study concludes and submits that the extent to which adult education programmes are managed for sustainable development in Delta State using various means through constant accessibility of educational resources, active programme supervision and monitoring including effective human resources development strategies, were all to a low extent. This poor situation makes it difficult for the achievement of both educational goals and national goals in Delta State and beyond. For quality education to triumph in adult learning leading to sustainable development in the society, this calls for effective management of adult education programmes. Upon this premise, several recommendations have been made below.

Recommendations

From the findings of this study, the following recommendations are proffered:

1. The Delta State government through the adult education agency, that is, Delta State Agency for Mass Literacy, Adult and Non-Formal Education likewise in collaboration with other stakeholders such as private sector, individuals, financial institutions and non-governmental organizations, should constantly make provisions of adequate funds that will aid the accessibility of educational resources to a high extent for effective management of adult education programmes for sustainable development in Delta State.
2. The centre coordinators and supervisors should employ the different techniques in supervising the adult education programmes to a high extent for their effective management for sustainable development in Delta State.
3. The Delta State government, adult education agency and centre coordinators should ensure that effective human development strategies are utilised in the adult education programmes which is necessary for effective management of these programmes for sustainable development in Delta State.

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