
ASSESSMENT OF THE IMPLEMENTATION OF POLICY STRATEGIC OBJECTIVES OF ENSURING MASS EDUCATION AND DISTRIBUTION OF RESOURCES FOR ADULT AND NON-FORMAL EDUCATION IN IMO STATE, NIGERIA

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Abstract

The study assessed the implementation of policy strategic objectives of ensuring mass education and distribution of resources for adult and non-formal education in Imo State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised 18,138 respondents (18,129 adult learners and 9 staff of agency for ANFE) in Imo State. The sample for the study was 920 respondents made up of 911 adult learners and 9 staff of agency for ANFE drawn using multistage sampling procedure. A researcher-developed instrument titled ‘Implementation of Policy Strategic Objectives of ensuring Mass Education and Distribution of Resources Questionnaire (IPSOMEDRQ)’ was used for data collection. The instrument was validated by three experts, one in the Department of Adult and Continuing Education and one in Measurement and Evaluation in the Department of Educational Foundations, all in the Faculty of Education, Nnamdi Azikiwe University, Awka and third is the Director of Imo State Agency for Adult and Non-Formal Education. Cronbach alpha was used for a test of internal consistency of the instrument which yielded reliability coefficients of 0.81 and 0.79 for Clusters I and II respectively with an overall coefficient of 0.80. Mean and standard deviation were used to answer the research questions, while t-test was used to test the null hypotheses. The findings of the study revealed among others that policy strategic objectives on ensuring mass education and distribution of resources were implemented to a high extent in Imo State. Also there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the implementation of all dimensions of policy strategic objectives for adult and non-formal education in Imo State. Based on the findings, it was recommended among others that the Federal Government should increase budgetary allocation to the education sector and facilitators in centres should engage in school-community partnerships to solicit funds to improve the procurement and distribution of resources in learning centres.

Keywords: Assessment, Implementation, Policy Strategic Objectives, Mass Education, Resources, Adult, Non-Formal Education

Introduction

Education is means of equipping individuals with right skills and sound knowledge to make them function effectively and contribute to the development of the society. It is also a key to unlocking potentials, inculcating values and building the character of individuals. Ayantunji (2023) opined that education is a vital instrument for social, economic, technological and political development of any society through imparting knowledge and skills that prepare individuals to make meaningful contributions and fit into the social system in which they live. Youths who never had the opportunity to receive education or left school before completion are offered learning opportunities outside the formal school system through adult and non-formal education.

Adult and formal education is the form of learning opportunities made available to youths outside the formal school system to enrich their knowledge, improve their skills and develop their potentials. Akande and Aina (2023) noted that adult and non-formal education remains a form of literacy programme organized and designed to accommodate any educational activities for categories of people who deem it fit to enrich their knowledge, develop their skills and abilities to bring about the desired changes in cultural, political and socio-economic development. Adult and formal education is designed to meet the varied learning needs of different segments of youth who left formal education prematurely and prepare them for further studies, work life and useful living in the society. According to Odenigbo (2023), adult and non-formal education is education is meant for adults who were not able to attend normal school system to help them acquire new knowledge, skills, attitude, and values. Furthermore, Odenigbo posited that adult and non-formal education concentrates more on programmes and strategies that will help to reduce illiteracy, poverty and facilitate social development. Thus, adult and non-formal education is geared towards equipping young people with skills for tackling social, political and economic problems in the society. Oyebamiji, and Ezeala (2024) noted that adult and non-formal education accommodates all categories of learners whether those that are out of school early leavers and those who do not have the ability to see the four-walls of the classroom to develop their abilities, enrich their knowledge, improve their technical qualifications. They added that adult education is given to adults to remedy their deficiencies such as illiterate, unskilled, semi-skilled or semi-professional competencies. Contextually, adult and non-formal is a literacy programme organised in outside the formal learning institution for youths regardless of their educational status to improve their skills, enrich their knowledge and satisfy their needs and aspirations.

Adult and non-formal education gives opportunity to young people to continue their education and catch up with literacy level of their educated counterparts. Ekpo, Umoh and Udoaka (2024) pointed out that the essence of adult and non-formal education is to improve mass literacy and limit illiteracy in the society through teachings, mass literacy campaign and vocational training for increase self- reliance and improved economic productivity in the society. Obiozor and Uba (2023) asserted that adult education may be analyzed or assessed in terms of the individuals and groups of people served (clientele), agencies and institutions offering programmes, methods and techniques used, subject matter or content covered, functions, skills and competencies taught. Salisu and Wonder-Kachidi (2024) maintained that adult and non-formal education is not formal even though semi-structured in nature and modes of operation. The operation of adult and non-formal education in Nigeria is coordinated by the National Mass Literacy, Adult and Non-formal Education (NMEC). The National Mass Literacy, Adult and Non-formal Education (NMEC) was established in 1990 with responsibility of organizing, monitoring and evaluation of the adult and non-formal

education to curb high rate of illiteracy in Nigeria (Ekpo, Umoh & Udoaka, 2024). Every state in Nigeria is expected to establish Adult and Non-formal Education Agencies. The fulfilment of this clarion call led to the establishment of Imo State Agency for Adult and Non-formal Education to coordinate the activities of adult education in Imo State.

Imo State Agency for Adult and Non-formal Education has some strategic objectives to achieve in the course of their operations. Uradi and Kumar (2016) defined strategic objectives as broad and clearly defined statements of 'end goals' that an organization aspires to achieve within a defined period. The authors added that it is the board sets of programmes to achieve set goals within planned timeframe. Strategic objectives enable managers of adult learning centres to plan steps that help to make a reality of the vision of adult and non-formal education programmes. Operationally, strategic objectives are purposeful statements that guide the realization of the visions and missions of adult and non-formal education programmes. The policy strategic objectives for assessing implementation of adult and non-formal education, as captured by National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) (2017) are to:

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

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

Mass education is learning programme designed to create general awareness of problems and solution to the socio-politico-economic issues of the society. According to Ali, Ojuola and Oke (2020), mass education is all form of educational programme intended at creating awareness on specific issues in a given area of socio-economic or cultural life in order to facilitate the transformation of the peoples' consciousness in order to adopt. It is also designed to enable adults acquire basic skills of reading, writing and carrying out mathematical operations. Similar to this, Dada, Gabadeen and Zaifada (2019) opined that the programme of mass education is closely related to literacy which involves the ability to read, write and compete for informed and organized competence meant to aid the development of active citizenship, improved health and livelihood. NMEC (2017) asserted that mass education is ensured by creating access opportunities through siting learning centres close to learners, building learner-friendly environment to encourage enrolment, recruitment of

facilitators within the immediate environment for the familiarity with the norms of the learning environment and ensuring men and women are given equal right to education. Mass education is delivered to adult learners using the available resources distributed to learning centres.

Distribution of resources is the supply of materials, inputs and facilities that support the execution of tasks or programmes for attainment of predetermined goals and objectives. Ajala and Ojo (2018) noted that distribution of resources is allocation of those materials used by instructors and learners to create conducive learning environment and concretize instructional contents. It is the sharing of productive factors required to carry out an activity. Resources required for adult and non formal education could include relevant text books, laboratory apparatus, workshops equipment, computers, maps and charts among others. Okoye and Juweto (2015) identified resources for adult and non-formal education to include projectors, textbooks written to specification, posters, charts, handbook and journal. Other resources for adult and non-formal education include chalkboards, furniture, classroom blocks, sanitary and recreational facilities. Tulia, Ndijuye and Abdon (2022) highlighted essential resources require for adult and non-formal education to include pictures, real objects, tailoring machines, books, plane, saw, tap measure, magazines and newspapers, computers, radio, vaccine, tool box, cotton seed cake, wires, chicks, beehives, honey and wax and hammer. The distribution of sufficient resources plays essential roles towards the delivery of curriculum module.

Adult and non-formal education which is designed to promote mass literacy tends to have failed to address the problem of illiteracy among adult members of Imo State. There are some adults who find it difficult to do simple arithmetic, read and write simple sentences which limit their participation in civic, cultural, political and economic affairs of Imo State. Okemakinde and Olajide (2023) noted that as above 40% illiteracy in every state in Nigeria still persists, some adults fall short of the necessary literacy skills to tackle their socio-economic problems. It is worrisome that the existing adult education centres seem to fall short of facilities which creates unfavourable learning environment. The absence of some resources tends to make some facilitators to make use of some irrelevant learning materials to illustrate concepts for adult learners which tend to create boredom, discourage adult learners to engage in learning activities and fail to retain what they have been taught. Nwabuko, Igwe, Okengwu, Nwabuko and Ekere (2020) observed the dearth of necessary materials that suit the learning needs of adult learners in adult education centres. The authors added that in many cases, adult education instructors make use of materials which have been designed for children in primary schools and in such cases, these materials do not meet the needs and interests of adult learners. The researcher observed that some adult education centres in Imo State tend to be uncomfortable. Some adults in Imo State appear to have insufficient knowledge, skills, and attitudes to live a productive life and solve problems of the immediate community. Salisu and Wonder-Kachidi (2024) noted that adult and non-formal is not positioned in the right place where it can achieve mass literacy which could account for the current high number of illiterates, out of school people, poor development and unfriendly social environment in Nigeria. The rate of illiteracy has slow down the pace of economic and political development of Imo State. If these issues remain unchecked, it could jeopardize the efforts of Imo State Government towards reducing illiteracy, unemployment, poverty and hunger. In the light of this problem, this study assessed the implementation of policy strategic objectives of ensuring mass education and distribution of resources for adult and non-formal education in Imo State.

Purpose of the Study

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

1. Ensuring mass education for adult and non-formal education in Imo State.
2. Distribution of resources for adult and non-formal education in Imo State.

Research Questions

The following research questions guided the study:

1. To what extent is the implementation of policy strategic objective on ensuring mass education for adult and non-formal education in Imo State?
2. To what extent is the implementation of policy strategic objective on distribution of resources for adult and non-formal education in Imo State?

Hypotheses

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

1. There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on ensuring mass education for adult and non-formal education in Imo State.
2. There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on distribution of resources for adult and non-formal education in Imo State.

Methods

Descriptive survey research design was adopted for this study. The study was carried out in Imo State. Imo State is one of the 36 states in Nigeria and has 27 Local Government Areas with the state capital at Owerri. The population of the study comprised 18,138 respondents (18,129 adult learners and 9 staff of agency for ANFE) in Imo State. The sample size for this study consisted of 920 respondents 911 adult learners and 9 staff of agency for ANFE representing 5% of the population was drawn using multistage sampling procedure.

A researcher-developed instrument titled “Implementation of Policy Strategic Objectives of ensuring Mass Education and Distribution of Resources Questionnaire (IPSOMEDRQ)” was used for data collection. The instrument was developed by the researcher based on review of NMEC Policy Guidelines, related literature and consultation of experts in adult and continuing education. Section B of IPSOANFEQ has two clusters namely: I and II. These clusters were based on the two areas of policy strategic objectives of agency of adult and non-formal education to be covered in the study. Cluster I which has seven items focuses on policy strategic objective on ensuring mass education and cluster II has 13 items on strategic objective of delivery of distribution of resources. The instrument therefore contains a total of 20 items which are structured on a four point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The instrument was subjected to face validation by three experts. The experts suggested among others that reworking of the instruction, rephrasing of the items and proper editorial should be done on the instrument Based on the suggestions, the instrument was properly edited and double-barrel items should be separated. Thus, their suggestions were used to produce the final version of the instrument. The instrument was subjected to test for internal consistency using Cronbach Alpha. The reliability indices of

0.81 and 0.79 were obtained for Cluster I and II irrespectively with overall coefficient of 0.80.

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

Results

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

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

S/N	ITEMS	Adult learners (n = 893)			Staff of agency for ANFE (n =9)		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
1	Promoting access to adult education through siting learning centre close to the learners	2.87	1.01	High Extent	2.91	0.97	High Extent
2	Creating learning-friendly environment that increase enrolment in adult education programmes	2.66	1.04	High Extent	2.76	1.10	High Extent
3	Recruiting facilitators from within the immediate environment to help adult learn to read and write	2.74	1.09	High Extent	2.69	1.11	High Extent
4	Creating learning spaces in places where adults with learning difficult circumstances reside to improve literacy among others	2.45	1.07	Low Extent	2.47	1.00	Low Extent
5	Putting in place mechanisms of timing to ensure Artisans/Apprentices have access to basic education	2.68	1.03	High Extent	2.70	1.04	High Extent
6	Reaching out to migrants communities to avail them with adult and non-formal education learning opportunity in their host communities	2.44	1.10	Low Extent	2.40	1.05	Low Extent
7	Ensuring equal learning opportunities to male and female learners	2.71	1.06	High Extent	2.75	0.94	High Extent
Cluster Mean and Standard Deviation		2.65	1.06	High Extent	2.67	1.03	High Extent

Table 1 revealed that the mean scores of adult learners and staff of agency for items 1, 2, 3, 5 and 7 fell within the mean range of 2.50-2.49 indicating high extent of implementation of policy strategic objective on ensuring mass education for adult and non-formal education with regards to the items. The mean scores of the respondents in both adult learners and staff

of agency for items 4 and 6 fell within the mean range of 1.50-2.49 indicating that there was low extent of implementation of policy strategic objective on ensuring mass education for adult and non-formal education with regards to the items.

The overall standard deviation scores of 1.06 and 1.03 for adult learners and staff of agency respectively indicated that their responses are close to the mean, implying that the respondents are homogenous in their responses amongst cluster. The cluster mean of 2.65 and 2.67 obtained for adult learners and staff of agency respectively fell within the range 2.50-3.49. Thus, the policy strategic objective on ensuring mass education for adult and non-formal education was implemented to a high extent.

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

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

Group	N	\bar{X}	SD	p-value	Df	Alpha	Remark
Adult Learners	893	2.65	1.06	0.11	900	0.05	Not Significant
Staff of Agency	9	2.67	1.03				

Table 2 revealed that the p-value of 0.11 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on ensuring mass education for adult and non-formal education in Imo State.

Research Question 2: To what extent is the implementation of policy strategic objective on distribution of resources for adult and non-formal education in Imo State?

Table 3: Mean Ratings and Standard Deviation Scores on the Implementation of Policy Strategic Objective on Distribution of Resources for Adult and Non-Formal Education

S/N	ITEMS	Adult learners (n = 893)			Staff of agency for ANFE (n =9)		
		\bar{x}	SD	Remark	\bar{x}	SD	Remark
8	Making available primer for different subjects	2.81	1.03	High Extent	2.90	1.10	High Extent
9	Providing exercise books	2.87	1.04	High Extent	2.93	1.09	High Extent
10	Supplying rulers	2.65	1.00	High Extent	2.60	1.07	High Extent
11	Making available erasers	2.76	0.97	High Extent	2.69	1.02	High Extent
12	Providing chalk/marker in the classroom	2.53	1.11	High Extent	2.57	1.04	High Extent
13	Making available chalkboard/white board for teaching and learning aids	2.55	1.08	High Extent	2.53	1.00	High Extent
14	Supplying information and communication technology equipment such as projectors to support learning	2.42	1.12	Low Extent	2.37	0.94	Low Extent
15	Providing HB pencils	2.71	1.05	High Extent	2.78	1.00	High Extent
16	Building classroom blocks for	2.45	1.02	Low Extent	2.51	1.06	High Extent

17	conductive instructional delivery Making learning modules available to facilitators and adult learners	2.47	1.07	Low Extent	2.45	1.10	Low Extent
18	Making available sharpeners	2.56	1.04	High Extent	2.54	1.09	High Extent
19	Providing furniture in the classrooms	2.41	1.03	Low Extent	2.43	1.05	Low Extent
20	There are at least two facilitators for each centre	2.65	1.01	High Extent	2.70	1.10	High Extent
Cluster Mean and Standard Deviation		2.60	1.04	High Extent	2.62	1.05	High Extent

Result in table 3 shows that the mean ratings of adult learners and staff of agency for items 8-13, 15, 18 and 20 were between 2.50 and 3.49 indicating that there was high extent of p implementation of policy strategic objective on distribution of resources for adult and non-formal education. The mean ratings of adult learners and staff of agency which were between 1.50 and 2.49 for items 14, 17 and 19 indicated that there was low extent of implementation of policy strategic objective on distribution of resources for adult and non-formal education. On the other hand, the mean score of adult learners for item 16 indicated low extent with regards to building classroom blocks for conducive instructional delivery, while that of staff of agency indicated high extent.

The pooled standard deviation scores which stood at 1.04 and 1.05 indicated that the mean scores of adult learners and staff of agency were clustered and this indicated that a little variation from their responses. The cluster mean values of 2.60 for adult learners and 2.62 for staff of agency which fell within the decision rule of 2.50-3.49 indicated policy strategic objective on distribution of resources for adult and non-formal education was implemented to a high extent in Imo State

Ho₂: There is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on distribution of resources for adult and non-formal education in Imo State.

Table 4: The Summary of t-test Analysis no Significant Difference in the Mean Ratings of Adult Learners and Staff of Agency of ANFE on the Extent of Implementation of Policy Strategic Objective on Distribution of Resources for Adult and Non-Formal Education

Group	N	\bar{X}	SD	p-value	Df	Alpha	Remark
Adult Learners	893	2.60	1.04	0.09	900	0.05	Not Significant
Staff of Agency	9	2.62	1.05				

As shown in table 4, the p-value of 0.09 is greater than 0.05 level of significance. Thus, the null hypothesis is accepted. Therefore, there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on distribution of resources for adult and non-formal education in Imo State.

Discussion of the Findings

The finding of the study indicated that policy strategic objective on ensuring mass education for adult and non-formal education was implemented to a high extent in Imo State. This is in line with the finding of Ademu (2021) which indicated that adult mass education programme had been implemented to a high extent to increase the literacy level of non-literate adults in Benue State. This also agreed with the finding of Soyele and Egunyomi

(2020) mass education (literacy) programme was to a high extent delivered. The agreement with the findings could be attributed to the fact that they studies were conducted in the same country where operation of adult and non-formal education is guided by the same policy. This shows that the policy strategic objective on ensuring mass education for adult and non-formal education was implemented to a high extent with regards to promoting access to adult education through siting learning centre close to the learners, creating learning-friendly environment that increase enrolment in adult education programmes, recruiting facilitators from within the immediate environment, putting in place mechanisms of timing to ensure Artisans/Apprentices have access to basic education and ensuring equal learning opportunities to male and female learners. The mass education programmes is probably implemented to a high extent to enable adults acquires literacy and numeracy skills to reach their full potentials in Imo State. Educational opportunities are offered to high extent to adult who never attended formal schooling or wish to continue their education in Imo State.

It was also found that there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on ensuring mass education for adult and non-formal education in Imo State. This affirmed the finding of Oluch, Sika and Aurah (2016) which indicated that there was no significant difference between adult learners and staff of agency on the extent of implementation of mass education in adult programme. The agreement with the finding could be explained by the fact the studies were conducted in Africa continent with similar level of development in adult and non-formal education.

The result of the study showed that policy strategic objective on distribution of resources for adult and non-formal education was implemented to a high extent in Imo State. This supported the finding of Shuaibu (2023) which showed that there was a high extent to which resources are available and distributed for the teaching and learning of adult non-formal education programmes. The similarity in time span could be responsible for the agreement with the finding. This is contrary to the finding of Ekpenyong and Aniekwu (2022) which revealed that availability and distribution of physical resources on the implementation of adult education programmes was to a low extent. This also disagreed with the finding of Ofoegbu and Agboeze (2014) which indicated low extent to which resources are distributed in adult education learning centres. The difference in time span and geographical location could account for the agreement with the finding. This finding indicated that primer for different subjects, exercise books, rulers, erasers, chalk/marker, chalkboard/white board, HB pencils, sharpeners and at least two facilitators are to a high extent distributed to learning centres in Imo State. The possible explanation for the distribution of these resources for adult and non-formal education is probably to encourage enrolment and increase the desire of adult learners to engage in learning activities. The high extent to which resources are distributed to learning centres create conducive atmosphere that facilitate smooth implementation of adult and non-formal education programmes in Imo State.

It was also revealed that there is no significant difference in the mean ratings of adult learners and staff of agency of ANFE on the extent of implementation of policy strategic objective on distribution of resources for adult and non-formal education in Imo State. This is in consonance with the finding of Nwabuko, Igwe, Okengwu, Nwabuko and Ekere (2020) which indicated that there was no significant difference in the mean scores of adult learners and staff of state agencies on human and material resources distribution for Adult Education Programmes. The agreement with the finding could be connected to the fact that the study was conducted in South East, Nigeria in which Imo State is part of.

Conclusion

Based on the findings of this study, it was concluded that policy strategic objectives of ensuring mass education, distribution of resources for adult and non-formal education was implemented to a high extent in Imo State. The segment of the population that have no access to literacy and education are encouraged to receive adult and non-formal education through the implementation of most aspects of these policy strategic objectives. The implementation of most aspects of policy strategic objectives of agency for adult and non-formal education have increased adult literacy rate in Imo State.

Recommendations

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

1. Imo State Agency for Mass Literacy, Adult and Non- Formal Education should engage on periodic monitoring of the activities of learning centres to make recommendations that can improve the implementation of strategic objective of ensuring mass education.
2. The Federal Government should increase budgetary allocation to the education sector and facilitators in centres should engage in school-community partnerships to solicit funds to improve the procurement and distribution of resources in learning centres.

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