

REVITALIZING ADULT EDUCATION PROGRAMMES IN COLLEGES OF EDUCATION FOR PRODUCTION OF QUALITY ADULT EDUCATORS

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Abstract

Adult education is very vital to addressing societal problems. The survey research design study was adopted to investigate ways of revitalizing adult education programmes in colleges of education for the production of quality adult educators in Anambra state, Nigeria. The population comprised all the 13 adult education teachers in Federal College of Education (Tech), Umuze, Anambra state. They were not sampled. Three research questions guided the study. A 16-item structured questionnaire was used to collect data from the respondents. Data were analyzed using mean. The findings indicated that revitalizing adult education through the use of a transformative learning approach; constant training and re-training free-training of adult education teachers and constant monitoring and supervision of adult education programmes lead to the production of quality adult educators in Anambra state. It was recommended that adult education teachers should strive to use transformative learning in teaching and learning of adult education for the production of quality adult educators, among others.

Introduction

Adult education is very vital to addressing societal problems because it provides adults with the necessary skills, attitudes, knowledge, values, and beliefs required to trigger the social and economic development of any society. It is important to target adults because they, rather than children hold the destiny of modern society in their hands. In support of this, Betiang, Andong & Eyam (2022) maintained that adults are those who are already working and participating in development efforts. Betiang, Andong and Eyam further emphasized that adult education programmes unlike education for children and adolescents, centre on the immediate needs and problems of the adults in their homes, social and occupational roles, and civic and economic interests and therefore have immediate direct positive relationship with development objectives. Since adults are those already participating in development efforts, there is a need to develop a skilled and informed population of adults who would be capable of understanding national problems and needs and can channel their activities towards the fulfilment of national goals. A skilled and informed adult population is very necessary both for the advancement of social and economic development as well as the promotion of internal unity. Betiang, Andong and Eyam (2022) elucidated that adult education produces people who work for international unity, who promote social development, promote sustainable and inclusive economic growth, protect the environment and contribute to the eradication of poverty and hunger both locally and internationally. Erasmus Mundus in Betiang,

Andong and Eyam (2022) noted that adult education is a critical element in addressing challenges about employment, research and innovation, climate change and energy education and combating poverty. It is acknowledged universally to contribute to making the world safer, promoting gender equality, reducing the unproductive world population and mitigating global changes. According to Piotrowski, Brzezińska, and Luyckx (2020), adult education is designed with both short- and long-term expectations. In the short run, it is expected that adult education should be able to develop people's ability to think critically, act autonomously and responsibly; strengthen the ability to shape and face developments in a given economy and the world of work; contribute to the creation of a knowledge economy, in which every individual has the opportunity to learn and participate fully in the processes of sustainable development and to strengthen solidarity between people and communities; promote peaceful coexistence and human rights; foster resilience in young and older adults and raising awareness of environmental protection. whereas there is hope that in the long-run, adult education should equip adults with the skills they need to practice, realize their rights and take charge of their destiny; promote personal and professional development, thus supporting a more active adult engagement in their societies, communities and working environments; promotes sustainable and inclusive economic growth and decent work opportunities for people. Therefore, becoming a crucial tool to alleviate poverty, improve health and well-being,

and contribute to sustainable learning societies (UNESCO, 2015). It follows that the adult education students in schools who would graduate and become adult educators and who would teach this all-important course must be effectively trained to be able to discharge their duties well as adult educators. Adult educators provide a critical conduit to adults looking for literacy and high school equivalency diploma classes. The adult educator in order to teach well must determine the specifics of the classes to be taught and plan the course, gather or create materials for the class. The educator helps learners who left school at an early age in order to support their family, get a job, complete their high school programmes, help those also working in vocational fields like mechanics, electrical etc. earn professional certification so they may move into senior roles or bigger businesses and so on.

Despite the laudable potentials and aims of adult education programmes, it is currently faced with many challenges of quality control, inadequate funding, lack of learner-centred approach to teaching, non-professional adult education teachers teaching the course, lack of regular teacher professional development among others. There is a need to revitalize the programme and ameliorate these challenges to ensure that the adult education students, on graduation, will be well-equipped for their work as adult educators. The task of the adult educator is to help adult learners re-examine the foundations of their wrong perceptions and to doubt those which have proven to be dysfunctional, so they can form a more experiential image of the world and their place within it (Piotrowski, Brzezińska & Luyckx, 2020). This means that the adult educator helps trainees develop sound perceptions about life issues and their roles as functional members of the society in which they live. Furthermore, the content of adult education should be relevant to life by connecting what is being taught to real-world issues, dilemmas and contexts outside a particular learning environment. Adult education is life-relevant when it is pitched towards solving the problem of injustice, deprivation and oppression which in turn will bring peace and harmony among adult members of the country (Georgios, Besas, Christos & Vasilios, 2015). It is expected that such education will serve as a tool for solving current problems of kidnapping, youth restiveness, indiscriminate bombings in the country, reduction of stereotyping and prejudices within the populace, contributing to cultural exchange, language learning and generally improving the quality of life. This implies that adult education should be re-vitalized to equip adult learners with skills and knowledge needed in different educational, professional and social contexts.

To revitalize means to give vitality or vigour to something. Re-vitalizing adult education is the process of improving and re-organizing the design of adult education programmes for the actualization of its goals (Georgios, Besas, Christos & Vasilios, 2015). It involves reviewing past performances of the programme with the view of identifying loopholes to address the same for improvement. Revitalizing adult education for the production of quality adult educators in the 21st century can be effectively realized through adequate funding, adoption of transformational learning, constant programme monitoring and supervision, and constant teacher training and re-training, among others. This means that if adult education is revitalized by such measures as constant programme monitoring and supervision, constant teacher training and re-training and adoption of a transformational learning approach, it will likely lead to the production of quality adult educators.

Transformational learning is a type of experience that causes a shift in an individual's perspective or attitude (Okoye, 2021). It is a process of making new interpretations based on the meaning derived from experience. Nwogbo (2023) explained that it is a shift of consciousness that irreversibly and dramatically alters our way of being in the world. This means that through the adoption of transformative learning, adult education students will begin to shape and change their ways of being in the world and learn better ways of protecting the earth, people and planet which will foster environmental, social and economic prosperity. Transformational learning can be fostered by asking learners open-ended questions to promote critical thinking skills that will help learners relate new knowledge to their own life experiences. Kaynes Kosnik, Tingle & Blanton (2013) submitted that learners learn best by acquiring new experiences and transforming those experiences into active and tacit knowledge. Transformative learning lays more emphasis on learners' ability to apply their knowledge to real-world setting by providing experimental learning experiences. Through this, learners are enabled to develop the knowledge values, and skills to participate in decisions about the ways they do things individually and collectively, locally and globally, that will improve their quality of life now without damaging the planet of their future (Okafor & Egenti, 2021). In the view of Trimmer (2015), transformative learning fosters critical self-reflection, reflective dialogue and reflective actions. Murphy, Malton, Kally, Pitsia and Sainz (2021) submitted that this approach transforms students' behaviours to be environmentally friendly for example changing daily habits to reduce wasteful consumption of

water and energy. Nwogbo (2023) elucidated that transformative learning will involve transforming teaching and learning through constant infrastructural development and facility maintenance. The 21st century is an information literacy era and as such, utilization of ICTs should be encouraged. Modern digital technologies like Zoom, whatsapp, google applications, internet etc should be use to present learning experiences. Nwokike, Ezeabi & Jim, (2018) posited that integration of new technologies in teaching and learning of adult education can lead to the production of quality adult educators. This means that through the use of transformational learning, adult education students on graduation, will be sound to teach adult learners competently. To ensure the attainment of these goals, adult education programmes need to be constantly monitored and supervised

Constant programme monitoring and supervision will boost effectiveness as well as efficiency in adult education programme to foster the production of quality adult educators. Oseni and Akhalumah in Nwogbo (2023) posited that monitoring and supervision is an age-long device for improving teachers' knowledge and skills to the attainment of stated educational goals. This means that through constant monitoring and supervision of adult education programmes, the educators' knowledge and skills will be improved which will translate to improved learners' skills and knowledge. Constant programme monitoring and supervision involves measuring progress in adult education programme attainments and comparing it to policy commitments, provisions, institutional support, resources etc with the aim of spotting areas of weakness for improvement (Ofei-Manu & Didham, 2013). It reveals gaps or issues which need to be addressed. This helps to make sure that students are not taught anything against sustainability. Constant programme monitoring and supervision if properly done will help to dictate and correct all anomalies in the system (Orupabo, 2021; Nwogbo, 2023). It will also help to determine the needs of learners for sustainable development and respond to their changing needs (Orah, 2019). Okoli (2021) submitted that constant monitoring and supervision stimulates teachers' professional growth and development; ensures proper selection of instructional, teaching methods, evaluation of instructions that lead to the attainment of stated educational goals and invariably sustainable development. Through constant programme monitoring and supervision, areas where improvements are needed are spotted, corrective measures are taken to ensure that adult education programmes inculcate in

learners, skills required to enable them become functional members of the society. For the goals of adult education programmes to be effectively achieved, those who teach adult education students in schools, who are the chief implementers of the curriculum need be constantly trained and re-trained.

Constant training and re-training of adult education teachers in colleges of education is on-going learning opportunities to boost and update their skills, expertise, knowledge and other characteristics (Okeke, 2020). Such programmes increase the educators' skills and abilities and foster effectiveness. Through continuous training and retraining, adult educators are able to clarify what learners should know and be able to do in every learning interaction. They are able to clarify and extend the ability of students to think for themselves; encourage students to reflect and debate issues to enable them to form their own opinions; foster learning that emerges from discovery and is relevant to the learner's life experiences (Eneh, 2015). Training and retraining of adult education teachers in our colleges enables them use relevant technologies, andragogy, contents etc to impact meaningfully on learners to make them functional members of their society. Nwokike, Ezeabii and Jim (2018) submitted that workshops and conferences need to be organized for educators and students. Through such programmes, they learn better ways to teach students the skills, competencies etc required for industry, trade and commerce. Murphy, et al (2021) elucidated that teachers training and re-training affords students the opportunity to: deepen their understanding of key sustainability issues and the potential actions that may be undertaken; further develop positive attitudes towards sustainability and begin the early development of particular sustainability competencies.

Adult education allows learners to acquire attitudes, values, knowledge and skills necessary to achieve a sustainable future. Okoye (2021) enlightened that given the fact that the needs of adult learners are dynamic, constant training and retraining will make educators to always be current with innovative changes in the business world. Training and re-training in areas of technologies and entrepreneurship for example will help contend with the increasing changes in socio-economic and technological advances while providing meaning learning experiences to foster sustainable development.

Statement of the Problem

The current state of adult education programmes in colleges of education is facing challenges such as quality control issues, inadequate funding, lack of

learner-centered teaching approaches, and insufficient teacher professional development. These challenges hinder the effectiveness of adult education programmes in producing quality adult educators who can effectively teach and impact adult learners. Therefore, there is a pressing need to revitalize adult education programmes in colleges of education to ensure the production of competent and skilled adult educators who can meet the needs of adult learners in various settings.

Purpose of the Study

The main purpose of the study is to determine revitalizing adult education programmes in colleges of education for production of quality adult educators in Anambra state. Specifically, the study sought to determine ways:

1. Use of transformational learning approach in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state.
2. Constant monitoring and supervision of adult education programmes in colleges of education leads to production of quality adult educators in Anambra state
3. Constant training and re-training in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state

Research Questions

The following research questions guided the study:

1. In what ways does use of transformational learning approach in adult education programmes in colleges of education lead to production of quality adult educators in Anambra state?
2. What are the ways constant monitoring and supervision in adult education programmes in colleges of education lead to production of quality adult educators in Anambra state?
3. In what ways does constant training and re-training in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state?

Methodology

A descriptive survey design was adopted for the study. This was done by seeking the opinions of Business Educators on the problem of the study. The study was

carried out in Federal College of Education (Tech), Umuze (FCETU), being the only college of education that offers adult education as a course of study. The population is made up of 13 lecturers. The whole population was used because the size was manageable, hence, no sampling and sampling technique.

The instrument for data collection was a questionnaire constructed by the researcher based on the research questions. The questionnaire was made up of 16 items and was divided into three parts 1, 2 and 3. Part 1 with 6 items to elicit information on how transformative learning approach in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state. ; part 2 has 5 items which covered how constant monitoring and supervision of adult education programmes in colleges of education leads to production of quality adult educators in Anambra state. and part 3 covered ways constant training and re-training of teachers in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was pilot tested to ensure its reliability and the data collected was analyzed using cronbach alpha. This gave a coefficient reliability of 0.73 which was considered to be high. The questionnaire was administered by the researchers using direct administration method. All the 13 copies of questionnaires distributed were collected and duly filled. They were all used for analysis.

The data obtained were analyzed using mean based on the 4-point scale ranging from strongly agree of 4 points to strongly disagree of 1 point. Any item with a mean response of 2.50 and above was considered 'agreed' while anyone with a mean response below 2.50 was considered 'disagreed'.

Results

The results from research questions are presented in the tables below

Research Question 1: In what ways does use of transformational learning approach in adult education programmes in colleges of education lead to production of quality adult educators in Anambra state?

Table 1: Mean Ratings of Respondents on Ways Use of Transformational Learning Approach in Adult Education Programmes in Colleges of Education Lead to Production of Quality Adult Educators in Anambra State?

S/N	ITEMS	MEAN	SD	REMARK
1	By making trainees understand that some of their concessions are wrong and helping them make adjustments	3.17	0.75	Agreed
2	Promoting critical thinking skills to help learners take good decisions concerning humans and the world around	3.33	0.82	Agreed
3	By enabling learners develop the knowledge, values, and skills to participate in decisions about the ways they do things individually and collectively	3.33	0.52	Agreed
4	By enabling people learn to apply their knowledge to real world settings to solve problems	3.33	0.82	Agreed
5	Through the use of modern technologies which internalizes learning that equips one with requisite skills for work life	3.00	0.63	Agreed
6	By deepening students' understanding of key characteristics of adult learners	3.67	0.52	Agreed

In table 1, all the 6 items have mean ratings greater than or equal to 2.50, showing that use of

transformational learning approach in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state.

Research Question 2: What are the ways constant monitoring and supervision in adult education programmes in colleges of education lead to production of quality adult educators in Anambra state?

Table 2: Mean Ratings of Respondents on Ways Constant Monitoring and Supervision in Adult Education Programmes in Colleges of Education Lead to Production of Quality Adult Educators in Anambra State

S/N	ITEMS	MEAN	SD	REMARK
1	Ensures that the programme equips people with the ability to teach adult learners	3.6	0.55	Agreed
2	Maintains the standard of training people to avoid uncontrolled or improper exploitation of resources in the environment	3.2	0.45	Agreed
3	Corrects all anomalies in the system in order improve learners' skills in practices and attitudes that foster adult learning	3.8	0.45	Agreed
4	Improves areas of weaknesses to work towards production of quality adult educators	3.4	0.55	Agreed
5	Helps to determine the needs of learners and meet such needs	3.2	0.45	Agreed

Table 2 above shows that all the 5 items are above 2.50 which is the cut-off point. This means that constant monitoring and supervision of adult education programmes in colleges of education leads to production of quality adult educators in Anambra state.

Research Question 3: In what ways does constant training and re-training in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state?

Table 3: Mean Ratings of Respondents on Ways Constant Training and Re-training in Adult education Programmes in Colleges of Education Lead to Production of Quality Adult Educators in Anambra State

S/N	ITEMS	MEAN	SD	REMARK
1	Teachers' are better informed on how to teach students with up-to-date technological equipment	3.4	0.55	Agreed
2	Through workshops and conferences, teachers learn current ways to teach students skills needed in the world of work	3.2	0.84	Agreed
3	Empowers people to relate new knowledge to their own life experiences	3.0	0.63	Agreed
4	Teachers are able to overcome their inadequacies and equipped to give learners meaningful learning experiences	3.2	0.71	Agreed
5	Better equipped with the right pedagogy to make learners have equal opportunities to live a better life	3.3	0.84	Agreed

From table 3, it is seen that all the 5 items have means above 2.50. It is therefore evidenced that constant training and re-training of teachers in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state.

Discussion

The results in table 1 show that use of transformational learning approach in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state. It enables learners develop the knowledge values, and skills to participate in decisions about the ways they do things individually and collectively. Also, use of modern technologies internalizes learning that equips one with requisite skills for work life. This is in line with Murphy, et al (2021) and Georgios, Besas, Christos, and Vasilios (2015) who submitted that this approach transforms students' behaviours and perceptions by encouraging discussion and participation of the learners. It also concurred with Nwogbo (2023) who elucidated that transformative learning will involve transforming teaching and learning through constant infrastructural development, facility maintenance, and the use of ICTs and other modern technologies in teaching and learning.

Research question two also revealed that constant monitoring and supervision of adult education programmes in colleges of education leads to production of quality adult educators in Anambra state. It ensures that adult education programmes maintain the standard of training people to avoid uncontrolled or improper exploitation of resources in the environment. It also improves areas of weaknesses to work towards sustainable development. This aligns with Orak (2019); Orupabo (2021) and Nwogbo (2023) who submitted that constant programme monitoring and supervision will help to dictate and also correct anomalies in the programme to ensure it meet the needs of learners for sustainable development.

Finding in research question three also revealed that constant training and re-training of teachers in adult education programmes in colleges of education leads to production of quality adult educators in Anambra state. Through workshops and conferences, teachers learn current ways to teach students skills needed in the world of work. This concurred with Ene (2015) who submitted that through constant training and re-training, Business Educator are able to foster learning that emerges from discovery and is relevant to the learner's life experiences. The finding also aligned with Nwokike, Ezeabi and Jim (2018) who noted that workshops and conferences need to be organized for educators and students to achieve the goals of adult education.

Conclusion

The study examined revitalizing adult education programmes in colleges of education for production of quality adult educators in Anambra state. Based on the research objectives, data were collected, analyzed and interpreted. The findings revealed that revitalizing adult education through adoption of transformative learning approach; constant training and re-training of adult education teachers and constant monitoring and supervision of adult education programmes in colleges of education leads to production of quality adult educators in Anambra state.

Recommendations

Based on the findings, the following are recommended:

1. Teachers should strive to adopt transformative learning in teaching and learning of adult education in colleges of education to ensure the production of quality adult educators in Anambra state.
2. Constant training and re-training programmes should be organized for adult education teachers by education stakeholders to enable them provide meaningful learning experiences

- to learners who would become adult educators and/or facilitators upon graduation.
3. Government and other responsible agencies should strive to organize constant programme monitoring and supervision to ensure that all the activities are geared towards producing quality adult educators.

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