

## EXPLORING CURRICULUM CONTENT DESIGN STRATEGY FOR PROMOTING QUALITY ASSURANCE IN ADULT EDUCATION PROGRAMMES IN SOUTH-SOUTH, NIGERIA

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### Abstract

This study explored curriculum content design strategy for promoting quality assurance in adult education programmes in South-South, Nigeria. One research question and one hypothesis were formulated for the study. The study adopted the descriptive survey research design. The population of the study comprised 1926 respondents (36 directors; 360 supervisors; and 1530 facilitators of State Agencies for Mass Education (SAMEs) in South-South, Nigeria. A sample of 702 respondents (36 directors, 360 supervisors and 306 facilitators) was drawn for the study using proportionate stratified sampling technique. The instrument for data collection was the structured questionnaire developed by the researchers titled “Exploring Curriculum Content Design Strategy for Promoting Quality Assurance in Adult Education Programmes Questionnaire” (ECCDSPQAAEPQ). Three experts validated the instruments, two from the Department of Adult Education and Extra-Mural Studies and one from the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. A reliability coefficient of 0. 0.75 was established as a measure of internal consistency using Cronbach Alpha statistics. Data collected were analyzed using mean and standard deviation in testing research questions while ANOVA was used in testing hypothesis at 0.05 level of significance. The findings of the study showed among others that the inadequacies of curriculum content design strategy were numerous and spanned across the curriculum content design strategy in South-South, Nigeria. Based on the findings, it was recommended among others that curriculum designers/planners should develop curriculum contents that meet the needs, aspirations and objectives of adult learners in their learning centres.

**Keywords:** *Curriculum Content Design Strategy, Quality Assurance, Adult Education Programmes*



### Introduction

Adult education as a concept has been viewed in different ways by so many people across nations and continents. Advocates of the concept have always advanced meanings and explanations according to how they feel about the concept. Some attach the meaning of the concept to the characteristics of the adult, such as age, maturity, roles in society among others. According to Jinna and Maikano (2014) and Bessong, etal (2025), adult education is associated with any kind of learning process carried out by mature people outside a formal school setting. According to the authors, the major targets are particularly seen as persons of

a younger age brackets beyond 15 years of age who are usually disadvantaged and vulnerable who have the desire to learn new skills. Adult education is a programme for self-actualization and self-realization. According to Nwanguma (2019) adult education is a form of educational activities through which adults participate with the sole intent to acquire novel skills, attitudes and competencies. It is a kind of learning engaged by adults to receive all embracing basic education for self-realization as a life-long participant (Akin-Fakorede, et al 2025 & Bessong, et al 2025).

Adult education programmes deal precisely with the learning process to equip oneself with the skills and knowledge to improve technical capabilities, professional credentials, enhance knowledge upon completion of a given level of formal education (UNESCO-UNEVOC, 2013). In the same vein, Onyenemezu (2012) defined adult education programmes as the education (informal, non-formal and formal,) secured by individuals recognized as adults by society with the objective of culturally, economically, socially and politically improving and arming themselves in order to meaningfully contribute to societal development. Similarly, adult education programmes have the total coverage of formal, non-formal, and informal learning activities, universally and vocationally carried out by adults on exiting first education and training (Da Silva & Pinto, 2022). Adult education programmes literally means a systematic body of knowledge and educational processes provided by facilitators for adults and youths of formal school age, in and out of formal school setting; formally, non-formally and informally for self-actualization and national development (Oboquo, et al 2018 & Bessong, et al 2023).

Pursuant to monitoring and controlling functions of The National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), the policy guidelines for mass literacy, adult and non-formal education in Nigeria were established to provide minimum standards expected from adult education practitioners. NMEC was established under decree No. 17 of 1990 of the Federal Republic of Nigeria. These policy guidelines enumerated the functions expected of the 36 state agencies for mass literacy, adult and non-formal education (SAMEs) as to: develop and implement relevant literacy and adult education programmes in line with national specification with particular reference to the local environment; create a conducive learning environment to develop literacy skills among the non-literates in various communities; provide access by setting up literacy centres (classes) and provide infrastructural facilities, including furnishing, equipment and supply of training materials for mass literacy, adult and non-formal education programmes; establish vocational craft centres and functional literacy centres; enroll adult learners and facilitate learning; recruit and pay adult education, vocational and literacy facilitators in collaboration with local government councils through the instrumentality of quality assurance (NMEC, 2017).

Quality assurance (QA) is a proactive measure of ensuring standard in any organization. It is a process of maintaining standard of programmes. By consistently following through the process of programme design and implementation and keeping records of progress, issues and challenges (monitoring) and using the records for evidence-based decisions on further programme interventions (evaluation), it becomes easier to take appropriate steps to ensure that the value-added goals of a programme do not get derailed (quality assurance) (NMEC, 2017). Quality assurance addresses matters that increase quality of adult education programmes. Quality assurance in adult education programmes is viewed as the standard that should be in conformity to a given level of excellence which represents standards or specification (Adewale, 2016 & Oboqua, et al 2017). In addition to this, quality assurance is also seen as a process which involves the process of monitoring, assessing and evaluating as objectively as possible all aspects of school life and communicating the outcome to all concerned with the aim of improving standard (FRN, 2014). Similarly, quality assurance deals with collaborative activities which institutions of higher learning apply to

ensure that quality of adult education programmes meets its standard requirements ((Ibok, etal 2025). These programmes are coordinated by zonal quality assurance committee.

The following functions of the zonal quality assurance coordinating committee shall include the following: embark on periodic visitations to adult education centres throughout their respective Zonal Offices with the aim of ensuring the quality of implementation of adult education programmes at the centres under the zone, complete the necessary forms in respect of the centre during the visit, interact with the officials and facilitators working in the centre and discuss the problems of the centre and proffer solutions to the problems, submit the completed forms and report of their visitation to the Executive Secretary through the State Director, Quality Assurance of the Commission, conduct follow up visits to ensure that implementation of the suggested solutions and other remedial measures have been appropriately done, and keep records of quality assurance forms arising from the visitations (NMEC, 2017; Akeh et. al 2026; Inyang et. al 2022; Igyu et. al, Obi et. al 2020). The functions of quality assurance are facilitated by requisite curriculum content design strategy.

Curriculum content design strategy is also good for promoting quality assurance in adult education programmes. Curriculum content design strategy is a programme of studies and activities designed so that learners will attain, as far as possible, certain educational goals and objectives. Offorma, Ikonta and Ogunleye (2019) defined curriculum content design strategy as a planned and sequenced body of knowledge and experiences organized in adult education programmes for learners to be functional members of the society. Curriculum content design strategy is the planned and guided learning experiences and intended learning outcomes, formulated and provided under the auspices of the state agencies for mass education (SAMEs) for learners' continued and willful growth in cognitive, affective and psychomotor competences to promote QA in adult education programmes (Ivowi, 2019; Agbor et. al 2026). Curriculum content design strategy refers to the totality of adult education programmes, policies and designs executed by critical stakeholders for the benefit of the target groups.

Curriculum content design strategy is associated with all teaching and learning experiences that are undertaken in school. Curriculum content design strategy is a holistic design for adult education institutions of learning to provide quality workforce to fulfil the increasing needs of a dynamic world. It is the blueprint or design for the teaching technique adopted for the purpose of bringing about quality transformation of adult learners' character (Offorma, 2014). Curriculum content design is a programme of studies and activities designed so that learners will attain, as far as possible, certain educational goals and objectives. According to Olibie and Ehiamentalor (2011), curriculum content comprises the courses and subjects and their contents to be studied by learners at all levels of adult education programmes. Prescriptive view of curriculum content is an action or written document that includes strategies for achieving desired goals or ends (Oboqua etal 2017). It is a form of specified teaching. It is not a package of materials or syllabus of ground to be covered rather it is a way of translating any educational idea into a hypothesis testable in practice and invites critical testing rather than acceptance (Stenhouse, 2015).

Quality curriculum content design involves planning, implementation, and evaluation. It is frequently revised to meet the country's values, promoting pragmatic and fundamental programmes in consort with world best practices. Curriculum content design strategy is developed to meet the needs and pressing problems of a society in areas such as socio-economic, poverty alleviation, job creation, and sustainable development (Akhtar, 2014). Curriculum development is targeted at meeting up with frequent changes that occur in a society that can be influenced by the economy, human resources development, politics, and culture. In developing quality curriculum content, quality strategies and models are deployed to organize curriculum content and activities acceptable to the learner. The steps of

curriculum development include selection and organization of learning experiences and objectives. It is the most dependable instrument for information transformation pertaining values, cultures and societal beliefs of learners. According to (Makaran, 2015 and Bessong, et al 2025), the curriculum can be formal/written and hidden/covert curriculum;

Formal curriculum content design: The formal curriculum content design is also referred to as the written curriculum. Formal curriculum is a design for teaching framework which outlines the objectives, methods, and how it is to be achieved. Formal curriculum content design is a document that forms part of the written instructions of institutional learning outcomes. It guarantees the objectives of adult education programmes, the instructors' function, learning principles, the philosophy of the curriculum, teaching strategies and classroom management (Makaran, 2015 & Bessong, et al 2018). On the other hand, hidden curriculum content design is also regarded as covert curriculum content design which refers to the kind of instruction the learner receives from the agency's plan and nature, attitudes and norms of adult educators (Pillai, 2015 & Anyadike, et al 2024). It is also a term that deals with the recognition that the participants understand the situation in the learning environment that is not part of the written content.

More so, the objective of change is to improve the standard of living of the adults. The adult education curriculum content design in South-South States continues to change periodically but hardly can adults notice any positive changes in them (Birabil & Ogeh, 2020). Additionally, the Delta State Government has established numerous literacy centres with quality curriculum content across the state to cater for her citizens, but unfortunately these adult literacy centres have been marred with outdated instructional materials (Okoye, & Juweto, 2015). The Agency for Adult and Non-Formal Education (AANFE) has also established a few adult education centres and encouraged Deltans to enroll in these centres (Oroka, et al 2024). The authors revealed that despite all the efforts of the Delta State Government, illiteracy is still perceived to be high. This strategy requires a careful selection of the learning objectives to be acquired by the adult learners which if well implemented will help assure quality in adult education programmes (Bessong, et al. 2024).

### **Purpose of the Study**

The main purpose of this study was to examine curriculum content design strategy to promote quality assurance in adult education programmes in South-South, Nigeria.

### **Research Question**

One research question guided the study.

To what extent has curriculum content design strategy been used to promote quality assurance in adult education programmes in South-South, Nigeria?

### **Hypothesis**

One formulated null hypothesis guided the study and was tested at 0.05 level of significance.

**H<sub>01</sub>:** There are no significant differences among the mean ratings of directors, supervisors and facilitators on extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

### **Methodology**

Descriptive survey research design was adopted for this study. The population for this study consisted of 1926 respondents comprising 36 directors, 360 supervisors and 1530 facilitators of SAMEs in South-South, Nigeria. The sample for this study was 702 respondents comprising all the directors and supervisors in the six South-South states of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers as well as 306 (20%) population of the

facilitators. In selecting the sample, the entire population of directors (36) and supervisors (360) was used due to their manageable size while 20%, (306) of the facilitators was selected. Proportionate stratified random sampling technique was used to draw out the facilitators (20% or 306) from 1530 population for the study. In selecting this sample, 20% of the facilitators of adult education in the 31 Local Government Areas of Akwa-Ibom state was 66 facilitators. For the 8 LGAs in Bayelsa State, was 27 facilitators. Cross River State with 18 LGAs, was 29 facilitators. Delta State with 25 LGAs, was 70 facilitators. Edo state with 15 LGAs, was 77 facilitators as well as Rivers state with 23 LGAs, was 37 facilitators of adult education programmes. Therefore, the total sampled facilitators were 66, 27, 29, 70, 77, and 37 =306. The instrument for data collection was the structured questionnaire developed by the researchers. The questionnaire was titled “Exploring Curriculum Content Design Strategy for Promoting Quality Assurance in Adult Education Programmes Questionnaire” (ECCDSPQAAEPQ). The questionnaire was grouped into two sections; A and B. Section “A” elicited information on respondents’ demographic characteristics on an eight (8)-item research questions. The instruments were validated by three experts, two from the Department of Adult Education and Extra-mural Studies and one from the Department of Science Education (Measurement and Evaluation Unit), all in the Faculty of Education, University of Nigeria, Nsukka. A reliability coefficient of 0.75 was established as measure of internal consistency using Crombach Alpha procedure. The instruments were personally administered by the researchers with three research assistants trained for the purpose. Data collected were analyzed using mean and standard deviation in testing research questions while ANOVA was used in testing hypothesis at 0.05 level of significance.

## **Results and Findings**

**Research Question 1:** To what extent has curriculum content design strategy been used to promote quality assurance in adult education programmes in South-South, Nigeria?

Data in Table 1, Presents Data on the Mean Ratings and Standard Deviations of the Respondents on Extent Curriculum Content Design Strategy has been used to Promote Quality Assurance in Adult Education Programmes in South-South, Nigeria (n = 702)

S/No.	Item Statements	Directors (n = 36)		Supervisors (n = 360)		Facilitators (n = 306)		Overall (702)		Decision
		Mean	SD.	Mean	SD.	Mean	SD.	Mean	SD.	
1.	Selecting curriculum content is centred on teaching/learning materials.	2.55	.84	2.34	.95	2.35	.95	2.36	.95	LE
2	Expanding the scope of adult education programmes to include non-text materials.	2.11	.78	2.08	.68	2.07	.65	2.08	.67	LE
3	Ensuring that governments remain the major provider of teaching/learning contents.	2.19	.70	2.10	.65	2.13	.92	2.12	.64	LE
4	Maintaining curriculum plans for quality adult education.	2.16	.77	1.98	.67	2.06	.64	2.02	.66	LE
5	Learning materials are provided according to the needs of learners.	1.63	.86	1.72	.81	1.70	.78	1.71	.80	LE
6	Structuring the teaching/learning contents to facilitate immediate application of acquired knowledge.	1.38	.49	1.45	.60	1.52	.61	1.48	.60	VLE
7	Designing curriculum to complement the formal education system.	1.36	.72	1.61	.80	1.58	.76	1.58	.78	LE
8	Flexible curriculum contents for adult learners will cater for their pressing learning needs.	2.30	.70	2.19	.63	2.16	.61	2.18	.63	LE
<b>Cluster Mean</b>		<b>1.96</b>	<b>.36</b>	<b>1.93</b>	<b>.28</b>	<b>1.94</b>	<b>.27</b>	<b>1.94</b>	<b>.27</b>	<b>LE</b>

Note: n= number of respondents, Interpretation; Mean values ranging from 1.00-1.49 = very low extent (VLE), 1.50-2.49 = low extent (LE), 2.50-3.49 = high extent (HE), 3.50-4.00 = very high extent (VHE).

The result in Table 1 shows the respondents' mean ratings and standard deviations on extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria. Generally, the mean ratings for items (9-13, 15 & 16) were within the range of 1.50-2.49 which signifies to a low extent. However, the mean responses for directors was 2.55 which signifies high extent. Furthermore, the mean response for item 14 were 1.38, 1.45 and 1.52 for directors, supervisors and facilitators respectively. This result could be interpreted to mean very low extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria. Nonetheless, the result signifies that the curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. The standard deviation values for items (9-16) were within the range of .49-.95. The close nature of the standard deviation values implies that the responses were similar to each other. Furthermore, the overall mean ratings for all the items (9-13, 15 and 16) were also within the range (1.50-2.49) for low extent, except item 14 (Mean = 1.48, SD = .60) that depicted very low extent. Similarly, the cluster mean ratings for directors, supervisors and facilitators were 1.96, 1.93 and 1.94 with associated standard deviation values of .36, .28 and .27 respectively, which also depict low extent. The overall cluster mean rating of 1.94 and standard deviation of .27 also falls within the same range. Accordingly, the result can be interpreted that the curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent.

**HO<sub>1</sub>:** There are no significant differences among the mean ratings of directors, supervisors and facilitators on extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

Data in Table 2, Presents Data on the ANOVA Ratings of Directors, Supervisors and Facilitators on Extent Curriculum Content Design Strategy has been used to Promote Quality Assurance in Adult Education Programmes in South-South, Nigeria

	Sum of Squares	Df	Mean Square	F	Sig.	Dec.
Between Groups	.024	2	.012	.153	.858	NS
Within Groups	54.830	699	.078			
Total	54.854	701				

**Key:** df = degree of freedom, F = ANOVA test statistic, Sig. = Significant level/Exact probability value, Dec. = Decision, NS = Not Significant

Result in Table 2 shows that the mean ratings of directors, supervisors and facilitators on extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria does not differ significantly ( $F(2, 699) = .153, p = .858$ ). This is because the associated probability (Sig.) value of .858 was greater than the 0.05 level of significance at which the result is being tested. Hence, the null hypothesis two ( $H_{02}$ ) was not rejected, and the conclusion drawn is that there is no significant difference among the mean ratings of directors, supervisors and facilitators on extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria.

### Discussion of the Findings

The findings of the study showed that curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. Furthermore, the test of corresponding hypothesis revealed that directors, supervisors and facilitators do not differ significantly on their mean ratings on extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria. This finding implied that the responses of directors, supervisors and facilitators on extent curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria are similar. Any noticeable difference in their responses may be due to chance occurrence.

The findings lend credence to the findings of (Ibok, etal 2025; Meremikwu et. al 2022) which revealed that the elites and well-to-do indigenes of Zaria Local Government Area assist in funding adult literacy curriculum in the area to a low extent for its development and sustenance as well as government has not created more adult education centers for the adult learners. Furthermore, it was also revealed that government has not provided competent and qualified adult facilitators and ensured that adult education as a field of study is encouraged in the area. The finding aligns with that of Muhammad (2019) who revealed that the Sokoto State adult education curriculum has less or no effect on the economic/professional development of most of the participants. It asserted that the adult education curriculum has less effect on the political development of its participants, but it has an average effect on the social development of its participants. These were found to be based on the content of the adult education curriculum which has no effective practical and key adult developmental aspects and skills. It was further revealed that the method of instruction utilized by the facilitators was purely facilitator-centered instead of learner-centered. Hence, the findings of the present study are very possible.

### Conclusion

Based on the findings of this study, it was concluded that curriculum content design strategy has been used to promote quality assurance in adult education programmes in South-South, Nigeria to a low extent. However, this low extent/decline experienced for promoting quality assurance in adult education programmes in South-South, Nigeria was significant. It was concluded that the inadequacies of curriculum content design strategy are numerous and spanned across curriculum content design dimension; thus, adversely affecting the promotion of quality assurance in adult education programmes in South-South, Nigeria to a low extent. The findings further showed that the requisite curriculum content design strategy for reducing these inadequacies could serve as a recipe for curtailing these inadequacies. From the researcher's point of view, these inadequacies are cankerworms that need to be eradicated from the fabrics of the society in order to promote quality assurance in adult education programmes in South-South, Nigeria because of its predominant consequences.

### **Recommendation**

From the findings of this study, it was recommended that curriculum designers/planners should develop curriculum contents that meet the needs, aspirations and objectives of adult learners in their learning centres.

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