

COMMUNITY-BASED ORGANIZATIONS' ROLES IN THE ADMINISTRATION OF ADULT EDUCATION PROGRAMMES IN ENUGU NORTH DISTRICT OF ENUGU STATE, NIGERIA

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ABSTRACT

Community-based organizations (CBOs) are voluntary, non-profit, non-governmental and highly localized institutions that work with other community members and agencies to directly manage and implement programmes. One of such programmes that is managed and implemented is the administration of adult education programmes. CBOs' roles in administration of adult education programmes include planning, recruitment and training of facilitators, and monitoring and supervision of adult education programmes. However, considering cases of grossly inadequate provision of facilities and adult learners' high drop-out rate, there is a need to assess CBOs' roles in the planning, recruitment and training of facilitators and monitoring and supervision of adult education programmes in Enugu North District of Enugu State, Nigeria. The research design adopted for the study was descriptive survey design. 310 CBO members were given the instrument. Means, standard deviations, and t-test were used to present the data. The study revealed that CBOs' roles in the planning of adult education programmes were low, while CBOs' roles in the recruitment and training of facilitators, and monitoring and supervision of adult education programmes in Enugu North District were moderate. The study recommended, among others, that adult education stakeholders should ensure that recruited facilitators receive substantial initial training and regular refresher training.

Keywords: community-based organizations; administration; adult education programmes; planning; recruitment and training; monitoring and supervision; Enugu North District.

1. INTRODUCTION

Community-based organizations (CBOs) have a very important role to play in the administration of adult education programmes (AEPs) in developing countries, such as Nigeria. This is because the AEPs, particularly in Nigeria, has not received desired attention due to inadequate infrastructural facilities and technical equipment, poor planning, implementing and recruitment of inadequate trained facilitators, poor communication system, poor training of facilitators, over emphasis on tertiary education and poor administration among others (Ukwuaba, 2015). As such, there is no way the Nigerian government alone can achieve task of administering AEPs effectively without the help of other Nigerians like individuals, corporate bodies, non-governmental organizations, as well as community-based organizations.

Moreover, from the earliest period of human history, people have banded together to seek in common, the development of their communities. It is said that no man is an Island and that every individual needs the company of others for meaningful survival within their community (Obetta & Oreh, 2017). This calls for dependability and group formation in the various communities for the enhancement of community development. Therefore, community development involves the articulation of the people's felt-need and their participation in the

development process. It is also a process through which community members come together to plan an action, define their shared and individual needs, devise plans to satisfy those needs, and carry out those plans with great reliance on the resources of the community. (Obetta & Oreh, 2017). A well-executed community development project leaves the community, and all of its citizens, better off than before it was begun (Ude, 2018). This is because; community development empowers individuals and group of people with the skills they need to effect change within their communities. These skills are often created through the formation of social groups working for a common agenda (Chigbu, 2015). One of such social groups that work for a common agenda is community-based organization.

Community-based organizations (CBOs) are voluntary, non-profit, non-governmental and highly localized institutions. The membership of CBOs is placed on equal level and their main goal is the improvement of social and economic well-being of community members (Abegunde, 2004). According to Bamiwuye, and Adisa (2013), CBOs are involved in the raising of fund for project execution, planning of programmes, financing of projects, and liaising with government to bring about initiation of new projects, socialization, and economic empowerment. They provide infrastructure, mobilize members, partner with other organizations, protect community's image and provide security for community or government projects. CBOs have the felt-needs and hope that their aspirations will be achieved through participation among members with that of the local authorities like the Igwe-in-council, towns unions, youth associations, age-grades and others whose action are collectively directed (Bamiwuye & Adisa, 2013).

CBOs therefore partner with other community members and other agencies to directly manage and implement programmes. Abionas (2009) affirms that CBOs promote management and operation systems locally through communities, and provide communities with sustainable self-reliant development. One of such sustainable self-reliant developmental projects is the provision of educational programmes particularly, adult education programmes (Obetta, 2016). Adult education programmes (AEPs) are necessary because education is an important tool for the implementing the socio-economic reform programmes of the government aimed at improving the economy's productivity and competitiveness. AEPs, according to Obetta and Egwuekwe (2018), refer to an educational programme that provides opportunity for persons who no longer attend school on regular and fulltime basis to undertake sequential and organized educational activities with the intent of bringing about changes in knowledge, skills, understanding and appreciation. AEPs also increase employment, greater mobility of the labour force and social cohesion; reduces poverty and social marginalization, and protects environment and achieves sustainable development (Obetta, 2019).

From the fore-going, AEPs enhance the value of human capital, productivity and efficiency, as well as the goals related to environment protection and sustainable development. The creation of a wide-ranging network of institutions and organizations for AEPs by community-based organizations (CBOs) is aimed at widening the realistic possibilities for learning and education (Ugwunnadi & Obetta, 2020). It also aimed at creating a well-organized market of educational programmes and services where institutions would provide and offer educational and training programmes to organizations under equal conditions and adopted standards (Obetta & Egwuekwe, 2018). The promotion of AEPs is in accordance with the objectives of National Commission for Mass Literacy, Adult and Non-formal Education (NMEC), which Federal Republic of Nigeria (FRN, 2013) states to include providing functional basic education for adults and youths who have never had the advantage of formal education or who left school too early; providing remedial/lifelong education for youths and adults who did not complete secondary school; and providing further education for different categories of completers of the formal education system in order to improve their

basic knowledge and skills. Other objectives of NMEC are to provide in-service, vocational and professional training for different categories of workers and professionals in order to improve their skills; and to give the adult citizens of the country necessary aesthetic, cultural and civil education for public enlightenment.

All these objectives are geared towards providing an opportunity for the adults to embrace change and attain their desirable level in life (Obetta, 2019). CBOs are co-opted into the entire process of adult education administration so as to ensure the successful attainment of the stated goals of AEPs. Therefore, community-based organization (CBO) is aimed at widening the realistic possibilities for learning and education through adult education programmes. CBOs' roles in the administration of AEPs include planning, recruitment and training of facilitators, and monitoring and supervision of AEPs among others (Ude, 2018). Planning is the process of deciding in advance what to do, how to do it, when to do it, and who should do it, it maps the path from where the organization is to where it wants to be (Van Vliet, 2011). The planning function involves establishing goals and arranging them in a logical order. Administrators engage in both short and long-range planning. CBOs ensure adequate planning of AEPs through understanding the nature and function of the planning, identification of the problems and needs, setting facts about them, deciding on significant objectives to pursue and formulating means and wise courses of action so as to attain the stated objectives (Ude, 2018).

There are many planning models that community-based organizations (CBOs) can use in administering AEPs. According to Nzeneri (2008), CBOs, while planning for AEPs, have to consider the target group; community needs, written language to be used, literacy map of the area, mobilization and sensitization of communities, establishment of objective curriculum, funding, and programme evaluation. Other important planning details that CBOs need to consider for effective administration of adult education programme include tutoring rooms, resource partners, and programme promotion (Dan, 2015). The planning of AEPs also involves discerning the context for the adult learning; developing programme objectives, designing instructional plans, formulating evaluation plans, selecting format, schedules and staff needs, and considering best time of day and week to hold lesson that allows for greatest participation of adult learners (Laura, 2012).

Another role of CBOs in the administration of adult education programmes is the recruitment and training of facilitators. Recruitment and training of facilitators means filling job positions with the right people at the right time. Van Vliet (2011) emphasizes that recruiting and training facilitators involves determining staffing needs, writing job descriptions, recruiting and screening people to fill the positions. The effectiveness of any educational programme, including adult education, depends, to a large extent, on the experience of the facilitators implementing the programme. Therefore, CBOs demand that the trained facilitators to be recruited will be humble, compassionate, patient, social, confident, flexible and valuable among others (Ude, 2018). Moreover, CBOs ensure that the facilitators are trained and well-remunerated so as to be motivated to be more effective. Again, CBOs help facilitators to do their job well by providing them with some supportive materials; for examples, giving them a written description of the overall project- its sponsors, its goals, and its scope (Obetta, 2019). The description of the overall project also includes important information such as date, time, and location of the kickoff, and action forum.

Moreover, CBOs partake in the monitoring and supervision of AEPs. As monitor and supervisor of teaching learning process, they prevent all deviations in the quantity and quality of programme inputs, process and outcomes. In AEPs, the CBOs monitor and supervise the resource inputs (human and materials), processes (method, techniques and devices) and outputs (performance or competency indicators (Ugwunnadi & Obetta, 2020). They monitor the on-going teaching learning processes to ensure attainment of programme goals. CBOs

help in monitoring and supervising the processes which cover the areas of programme setting, learners, teaching logistics and outputs (Ude, 2018). CBOs also help in monitoring the programme through a learning-feedback diary which is principally an essay detailing the learning experiences, and suggesting ways of improving the programme (Ramon, 2009). CBOs also monitor the participation of community members and agencies in the funding of AEPs as well as the payment of facilitators' monthly remuneration (Ugwunnadi & Obetta, 2020).

In addition, they equally supervise the facilitators for continuous development of AEPs, and also the learning environment/learning centres. CBOs monitor facilitators' attendance and absenteeism; examination results; over-seeing the inventory of materials in the learning centres. They equally monitor and supervise facilitators, ensuring that they arrive at learning centres on time and perform effectively in the teaching and learning process (Ugwunnadi & Obetta, 2020). Again, CBOs monitor and supervise the decisions made about the centre location, schedules and factors that contribute to educational problems (low enrollment and high drop-out rate). They help in monitoring and supervising of the programme resources and budget example personnel costs (salaries and wages, fringe benefits, consultants), training, space, equipment purchase or rental, travel, copier, telephone, and general office supplies among others.

From the fore-going, there are instances where CBOs perform tangible roles in the administration of adult education programmes. For instance, in Zimbabwe, community organizations developed programme's curriculum for adult education; provided allowances to facilitators; developed learning materials (modules); and monitored if standards are comparable to those of formal school among others (Matshalaga, 2000). Also, Murtagh (2012) asserts that in County Kildare of Dublin, community organizations being part of vocational education committee (VEC), have the responsibility of managing programme co-ordinators and delivery of adult education services. Their position requires both management and leadership skills in order to successfully accomplish responsibilities in the furtherance of adult education in County Kildare. Such responsibilities include strategic planning, staff development, policy development, curriculum development, inter-agency work, budget management, health and safety, buildings management, technology development, quality assurance programme and staff evaluation.

In Nigeria, adult education programmes (AEPs) were established nationwide by the federal, state and local governments for the different categories of illiterates. Such AEPs include adult education centres for adult nomads and migrant fishermen; the functional adult education centres for adult women, special schools for girls' literacy, and the educational needs of street children and other under-served children which have attracted increasing attention from governmental organizations (Ugwunnadi & Obetta, 2020). For instance, in Delta State, with the establishment of numerous adult education centres, community-based organizations assisted in the provision of funds, instructional materials and qualified facilitators (Okoye & Juweto, 2015).

It is pertinent to note that the six local government areas (LGAs) that make up Enugu North District of Enugu State, Nigeria have on-going adult education programmes (AEPs). It is the responsibility of agency for mass literacy, adult and non-formal education in each state to establish, monitor, supervise and regulate AEPs in the various LGAs (FRN, 2013). In order to achieve educational sustainability, CBOs' roles in the administration of AEPs became imperative. Members of CBOs comprising (both male and females) are involved in the planning, recruitment and training of facilitators, and monitoring and supervision of AEPs. However, there are still cases of grossly inadequate provision of facilities and poor or non-functional equipment, libraries, workshops and laboratories which were the main features of AEPs in many communities in Enugu North District of Enugu State. Also, there are many

anecdotal reports of collapse of many adult education centres, poor attendance of adult learners and high rate of drop-outs from AEPs in Enugu State (Obetta & Oreh, 2018). Therefore, there is the need to assess the extent of CBOs' roles in the planning, recruitment and training of facilitators, and monitoring and supervision of AEPs in Enugu North District of Enugu State. It is against this background that the study was carried out.

1.1 Purpose of the Study

Generally, the purpose of this study is to investigate CBOs' roles in the administration of AEPs in Enugu North District of Enugu State. The specific objectives are:

1. to ascertain the CBOs' roles in the planning of AEPs in Enugu North District.
2. to ascertain the CBOs' roles in the recruitment and training of facilitators for AEPs in Enugu North District.
3. to ascertain the CBOs' roles in the monitoring and supervision of AEPs in Enugu North District.

1.2 Research Questions

The following research questions were posed to guide study:

1. What are the CBOs' roles in the planning of AEPs in Enugu North District?
2. What are the CBOs' roles in the recruitment and training of facilitators for AEPs in Enugu North District?
3. What are the CBOs' roles in the monitoring and supervision of AEPs in Enugu North District?

1.3 Hypotheses

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

H0₁: There is statistically no significant difference in the mean ratings of male and female CBOs on the CBOs' roles in the planning of AEPs in Enugu North District of Enugu State.

H0₂: There is statistically no significant difference in the mean ratings of male and female CBOs on the CBOs' roles in the recruitment and training of facilitators for AEPs in Enugu North District of Enugu State.

H0₃: There is statistically no significant difference in the mean ratings of male and female CBOs on the CBOs' roles in the monitoring and supervision of AEPs in Enugu North District of Enugu State.

2. METHODOLOGY

The research design adopted for the study is descriptive survey design. The researcher used the information obtained from members of CBOs sampled in Enugu North District to elucidate the CBOs' roles in the planning, recruitment and training of facilitators, and monitoring and supervision of AEPs in Enugu North District of Enugu State, Nigeria.

Enugu North District is one of the three senatorial districts in Enugu State as shown of Fig 1 below.

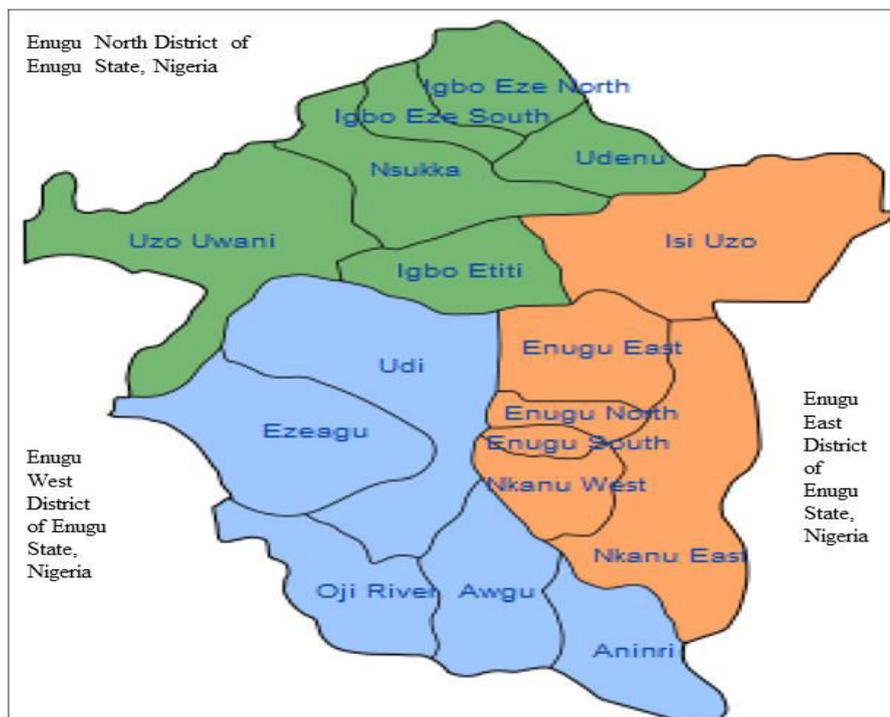


Fig. 1: Map of Enugu State, Nigeria showing the Three Senatorial Districts.

Enugu North District has six LGAs which include Igbo-Eze North, Igbo-Eze South, Nsukka, Udenu, Igbo-Etiti and Uzo-Uwani LGAs. Enugu North District is bounded on the North by Olamaboro LGA of Kogi State, on the East by Isi-Uzo LGA of Enugu East District, and on the North-East by Ogbadibo LGA of Benue State. On the West and North-West axis, the district is bounded by Igalamela/Odoru LGA of Kogi State respectively. On the South, Enugu North District has boundary with Udi LGA of Enugu West District. Also, Ezeagu LGA of Enugu West District of Enugu State bounds Enugu North District on the South-West axis. The occupation of the inhabitants of Enugu North District is predominantly agriculture and trading. Some belong to the civil service class. In terms of culture, there is heterogeneity in the traditional norms, values, belief and practices such as new yam festival, marriage and title-taking rites among others.

The population for the study was 495 members of registered CBOs from three local government areas that have formidable registered CBOs in Enugu North District. The LGAs are Igbo-Eze North LGA (with 135 CBO members), Nsukka LGA (with 195 CBO members) and Udenu LGA (165 CBO members). The study sample consisted of 315 members of registered CBOs in Enugu North District. The researcher used simple random sampling technique by balloting in choosing the sample from the population. Sampling was done in such a way that every respondent had an equal chance of being selected. In this case, the researcher used 63.64% of the entire population in the following order: Igbo-Eze LGA (with 90 CBO members), Nsukka LGA (with 120 CBO members) and Udenu LGA (with 105 CBO members).

The data collecting instrument was a researchers' structured questionnaire titled: *Community-Based Organizations' Roles in the Administration of Adult Education Programmes Questionnaire (CBORAAEPQ)*. The instrument elicited information on the CBOs' roles in the planning, recruitment and training of facilitators, and monitoring and supervision of AEPs in Enugu North District of Enugu State. It contained 22 items, grouped in three clusters based on the study's three research questions. The respondents' opinions were described using a 4-point rating scale, with 4-point numerical values.

The instrument was face validated by three experts in research methods, one expert from measurement and evaluation unit of the Department of Science Education and two experts from Department of Adult Education and Extra-Mural Studies, all from University of Nigeria, Nsukka. They changed the way the items were phrased, the language level, and their relevance to the study’s goals. Copies of the questionnaire were given to 25 CBO members in Ikem Nkwo Community of Isi-Uzo LGA in Enugu East District of Enugu State as it possesses similar characteristics with the study area in terms of historical and socio-cultural backgrounds. The trial-test was done to ensure the study instrument's dependability. The reliability co-efficient was calculated using the Cronbach alpha method. The overall reliability estimate obtained for instrument was 0.79 which showed that the result was high. Therefore, the instrument was considered reliable for the study.

The researcher, with the help of three research assistants, administered 315 copies of the questionnaire to respondents using on-the-spot delivery and retrieval technique during their monthly meetings. The researcher briefed the research assistants on the basis of knowledge of the local people and their ways of life as well as relevant knowledge of the study theme. The administration and collection of the instrument were carried out within two weeks. Out of 315 copies of the questionnaire distributed, only 310 of them were completed and returned, resulting in a 98.41% return rate. The data collected for this study, based on the three research questions, and corresponding null hypotheses were analyzed using SPSS version 20 to determine the mean and standard deviation, and Student t-test respectively.

3. RESULTS

3.1 Research Question One

What are the CBOs’ roles in the planning of AEPs in Enugu North District?

Answers to research question one are presented in Table 1 below:

Table 1: Mean ratings and standard deviation of the respondents on the CBOs’ roles in the planning of AEPs

S/No.	CBOs’ roles in the planning of AEPs	Female (143)		Male (167)		Total (310)		Decision
		Mean	SD	Mean	SD	Mean	SD	
1.	Creating awareness on the importance of adult education programmes.	1.00	.00	2.00	.00	1.54	.50	Disagree
2.	Assessing the most urgent literacy education needs.	3.18	.91	3.23	.87	3.20	.89	Agree
3.	Providing strategies for more reliable sources of funding adult education programmes.	1.00	.00	2.00	.00	1.54	.50	Disagree
4.	Assisting in the provision of trained facilitators.	3.05	1.06	2.96	1.06	3.00	1.06	Agree
5.	Providing strategies for learning material production.	1.00	.00	2.00	.00	1.54	.50	Disagree
6.	Providing strategies for the payment of remuneration of facilitators.	1.48	.85	1.95	.37	1.73	.68	Disagree
7.	Creating understanding on the use of existing educational facilities.	3.08	.92	3.01	.93	3.05	.92	Agree
8.	Stimulating interest of adult learners in the educational process in which they are involved.	1.00	.00	2.00	.00	1.54	.50	Disagree
Grand Mean						2.14	.40	Disagree

* SD = Standard Deviation

Table 1 shows the CBO members’ mean scores and standard deviations based on the CBOs’ roles in the planning of AEPs in Enugu North District of Enugu State. Data in Table 1 showed that items 1, 3, 5, 6 and 8, respectively, had mean scores of 1.54, 1.54, 1.54, 1.73 and 1.54. Their mean scores ranged from 1.54 – 1.73, as indicated in the data. Each of these scores was within 1.50 – 2.49 real limit; indicating that CBOs’ roles on the five items were rated low as respondents disagreed on the five items. The standard deviations for each of the mean scores were 0.50, 0.50, 0.50, 0.68, and 0.50, respectively. Standard deviations ranged from 0.50 to 0.68, suggesting that responses were concentrated around the mean. The data further showed that items 2, 4 and 7, respectively, had mean scores of 3.20, 3.00 and 3.05. Their mean scores ranged from 3.00 to 3.20, as shown in the data. Each of these scores was within 2.50 – 3.49 real limit; indicating that CBOs’ roles on the three items were rated moderate as respondents agreed on the three items. The standard deviations for the mean scores were 0.89, 1.06, and 0.92, respectively. Standard deviations ranged from 0.89 to 1.06, suggesting that responses were concentrated around the mean. The grand mean (2.14 ± 0.40) revealed that the CBOs’ roles in the planning of AEPs is low.

To investigate the differences in reactions between male and female CBOs, hypothesis one was tested:

H₀₁: There is statistically no significant difference in the mean ratings of male and female CBOs on the CBOs’ roles in the planning of AEPs in Enugu North District of Enugu State.

The results of the Student t-test on the discrepancy between male and female CBOs were used to test hypothesis one, and they are shown in Table 2 below:

Table 2: t-test of significant difference in the mean ratings of male and female CBOs on the CBOs’ roles in the planning of AEPs.

Sex of the Respondents	N	Mean	SD	t	df	Sig. (2-tailed)	t-Critical = 1.960
							Decision
Female CBOs	143	1.85	.30	-16.20	308	.00	S
Male CBOs	167	2.39	.29				

* S = Significant; N = Number of Respondents, SD = Standard Deviation, t = t-test, Sig. = Level of Significance, df = Degree of Freedom

The t-test analysis for null hypothesis one (H₀₁) is shown in Table 2. The test revealed a t-Cal of 16.20. At a 0.00 level of significance, the t-Cal exceeds the t-Critical value of 1.96. The hypothesis was rejected as there was significant difference between the mean ratings of male and female CBOs on the CBOs’ roles in the planning of AEPs in Enugu North District of Enugu State.

3.2 Research Question Two

What are the CBOs’ roles in the recruitment and training of facilitators for AEPs in Enugu North District?

Answers to research question two are presented in Table 3 below:

Table 3: Mean ratings and standard deviation of the respondents on the CBOs’ roles in the recruitment and training of facilitators for AEPs

S/No.	CBOs’ roles in the recruitment and training of facilitators for AEPs	Female (143)		Male (167)		Total (310)		Decision
		Mean	SD	Mean	SD	Mean	SD	
1.	Providing special training to facilitators to improve on their competency.	3.20	.76	3.08	.82	3.14	.80	Agree
2.	Engaging the facilitators in continuous dialogue to improve on their potential activities.	3.20	.87	3.19	.93	3.23	.90	Agree
3.	Motivating the facilitators to work	3.47	.84	3.32	.94	3.39	.90	Agree

	effectively by ensuring that they are well remunerated.							
4.	Ensuring that facilitators are well equipped with teaching and learning skills and materials.	3.15	.74	3.15	.82	3.15	.78	Agree
5.	Ensuring that facilitators use the knowledge and understanding of different backgrounds, ethnicity, cultures and languages to promote effective interactions among learners.	3.09	.79	2.96	.83	3.02	.81	Agree
Grand Mean						3.19	.55	Agree

Table 3 shows the CBO members’ mean scores and standard deviations based on the CBOs’ roles in the recruitment and training of facilitators for AEPs in Enugu North District of Enugu State. Data in Table 3 showed that all the five items (items 1, 2, 3, 4 and 5) respectively scored 3.14, 3.23, 3.39, 3.15 and 3.02 as mean. Their mean scores ranged from 3.02 – 3.39, as indicated in the data. Each of these scores was within 2.50 - 3.49 real limit; indicating that CBOs’ roles on all the items were moderate as respondents agreed on all the five items. The standard deviations for each of the mean scores were 0.80, 0.90, 0.90, 0.78 and 0.81. Standard deviations ranged from 0.80 to 0.90, suggesting that responses were concentrated around the mean. The overall grand mean (3.19 ± 0.55) showed that the CBOs’ role in the recruitment and training of facilitators for AEPs is moderate.

To investigate the differences in reactions between male and female CBOs, hypothesis two was tested:

H0₂: There is statistically no significant difference in the mean ratings of male and female CBOs on the CBOs’ roles in the recruitment and training of facilitators for AEPs in Enugu North District.

The results of the Student t-test on the discrepancy between male and female CBOs were used to test hypothesis two, and they are shown in Table 4 below:

Table 4: t-test of significant difference in the mean ratings of male and female CBOs on the CBOs’ roles in the recruitment and training of facilitators for AEPs.

t-Critical = 1.960							
Sex of the Respondents	N	Mean	SD	t	df	Sig. (2-tailed)	Decision
Female CBOs	143	3.24	.53	1.52	308	.13	NS
Male CBOs	167	3.14	.57				

* NS = Not Significant

The t-test analysis for null hypothesis two (H0₂) is shown in Table 4. The test revealed a t-Cal of 1.52. At 0.13 level of significance, the t-Cal exceeds the t-Critical value of 1.96. The hypothesis was accepted as there was statistically no significant difference in the mean ratings of male and female CBOs on the CBOs’ roles in the recruitment and training of facilitators for AEPs in Enugu North District of Enugu State.

3.3 Research Question Three

What are the CBOs’ roles in the monitoring and supervision of AEPs in Enugu North District?

Answers to research question three are presented in Table 5 below:

Table 5: Mean ratings and standard deviation of the respondents on CBOs’ roles in the monitoring and supervision of AEPs

S/No.	CBOs’ roles in the monitoring	Female (143)	Male (167)	Total (310)	Decision
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and supervision of AEPs		Mean	SD	Mean	SD	Mean	SD	
1.	Ensuring regular payment of stipend/remuneration of facilitators.	3.10	.89	2.93	.81	3.01	.85	Agree
2.	Ensuring adequate provision of teaching and learning facilities in the learning centres.	3.10	.84	2.98	.90	3.03	.87	Agree
3.	Ensuring proper and timely execution of activities by facilitators.	3.06	.82	3.02	.83	3.04	.83	Agree
4.	Ensuring adequate utilization of inputs in the adult education programmes.	2.97	.83	3.01	.84	2.99	.83	Agree
5.	Ensuring that solutions to the identified problems facing the adult education programmes are proffered.	1.00	.00	2.00	.00	1.54	.50	Disagree
6.	Ensuring adequate class conduct according to plan.	3.18	.91	3.23	.87	3.20	.89	Agree
7.	Ensuring proper implementation of the adult education programmes.	1.00	.00	2.00	.00	1.54	.50	Disagree
8.	Ensuring proper performance of facilitators' duties as scheduled.	3.40	.95	3.32	1.05	3.36	1.00	Agree
9.	Ensuring the provision of facilitators' guide for training and development.	3.11	.83	3.11	.87	3.11	.85	Agree
Grand Mean						2.76	.45	Agree

Table 5 shows the CBO members' mean scores and standard deviations based on the CBOs' roles in the monitoring and supervision of AEPs in Enugu North District of Enugu State. In Table 5, items 1, 2, 3, 4, 6, 8, and 9, respectively scored 3.01, 3.03, 3.04, 2.99, 3.20, 3.36, and 3.11 as mean. Their mean scores ranged from 2.99 – 3.36, as indicated in the data. Each of these scores was within 2.50 - 3.49 real limit; indicating that CBOs' roles on the seven items were moderate as respondents agreed on the seven items. The standard deviations for each of the mean scores were 0.85, 0.87, 0.83, 0.83, 0.89, 1.00 and 0.85. Standard deviations ranged from 0.83 to 1.00, suggesting that responses were concentrated around the mean. The data further showed that items 5 and 7 had mean scores of 1.54 each. The data indicated that their mean scores were within 1.50 - 2.49 real limit; indicating that CBOs' roles on the two items were lowly rated as respondents disagreed on the items. Each mean score had a standard deviation of 0.50, suggesting that the responses of the respondents were concentrated around the mean. However, the role of CBOs in the monitoring and supervision of AEPs is modest, according to the grand mean (2.76 ± 0.45).

To investigate the differences in reactions between male and female CBOs, hypothesis three was tested:

H0₃: There is statistically no significant difference in the mean ratings of male and female CBOs on CBOs' roles in the monitoring and supervision of AEPs in Enugu North District.

The results of the Student t-test on the discrepancy between male and female CBOs were used to test hypothesis three, and they are shown in Table 6 below:

Table 6: t-test of significant difference in the mean ratings of male and female CBOs on the CBOs' roles in the monitoring and supervision of AEPs.

							t-Critical = 1.960
Sex of the Respondents	N	Mean	SD	t	df	Sig. (2-tailed)	Decision
Female CBOs	143	2.66	.43				
				-3.77	308	.00	S
Male CBOs	167	2.84	.45				

The t-test analysis for null hypothesis three (H_{03}) is shown in Table 6. The test revealed a t-Cal of 3.77. At a 0.00 level of significance, the t-Cal exceeds the t-Critical value of 1.96. As the mean evaluations of male and female CBOs differed significantly, the hypothesis was not accepted on the CBOs' roles in the monitoring and supervision of AEPs in Enugu North District of Enugu State.

4. DISCUSSION OF THE RESULTS

The results were discussed under the following sub-headings:

4.1 *The community-based organizations' roles in the planning of adult education programmes*

The findings of the study showed that the CBOs' roles in the planning of AEPs is generally low. The roles that were rated low include providing strategies for the payment of remuneration of facilitators, and providing strategies for more reliable sources of funding adult education programmes. Other roles that were ranked low are providing strategies for learning material production, and stimulating interest of adult learners in the educational process in which they are involved. The findings of the study were contrary to the assertions of Nzeneri (2008) and Dan (2015) who maintained that CBOs are involved in the mobilization and sensitization of communities, establishment of objective curriculum, funding, and programme evaluation and promotion. However, the findings of the study showed that the areas where CBOs' roles in the planning of AEPs were moderate are assisting in the assessment of the most urgent literacy education needs, assisting in the creation of understanding on the use of existing educational facilities, and assisting in the creation of understanding on the use of existing educational facilities. These were in line with the findings of Laura (2012) which state that the planning of AEPs involves discerning the context for the adult learning; developing programme objectives, designing instructional plans, formulating evaluation plans, selecting format, schedules and staff needs, and considering best time of day and week to hold lesson that allows for greatest participation of adult learners.

The first hypothesis (H_{01}) was rejected showing that male and female CBOs disagreed on the CBOs' roles in the planning of AEPs in Enugu North District of Enugu State. The significant difference may be attributed to the fact that the female CBOs are not conversant with the planning of AEPs.

4.2 *The community-based organizations' roles in the recruitment and training of facilitators for adult education programmes*

On recruitment and training of facilitators for AEPs, the findings of the study showed that CBOs' roles in the recruitment and training of facilitators for AEPs were moderate. The findings showed that the roles of CBOs include motivating the facilitators to work effectively by ensuring that they are well remunerated, engaging the facilitators in continuous dialogue to improve on their potential activities, and ensuring that facilitators are well equipped with teaching and learning skills and materials. Other roles are providing special training to facilitators to improve on their competency, and ensuring that facilitators use the knowledge and understanding of different backgrounds, ethnicity, cultures and languages to promote effective interactions among learners. In line with the findings, Van Vliet (2011) affirms that CBOs' roles in recruiting and training facilitators for AEPs involve determining staffing needs, writing job descriptions, recruiting and screening people to fill the positions. CBOs

assist in training facilitators, ensure that the facilitators are well-remunerated so as to be motivated to work more effectively, and help facilitators to do their job well by providing them with some supportive materials; for examples, giving them a written description of the overall project (Ude, 2018; Obeta, 2019).

The second hypothesis (H₀₂) was accepted showing that male and female CBOs agreed on equal basis on the CBOs' roles in the recruitment and training of facilitators for AEPs in Enugu North District of Enugu State.

4.3 The community-based organizations' roles in the monitoring and supervision of adult education programmes

The findings of the study further showed that the CBOs' roles in the monitoring and supervision of AEPs were moderate. The findings showed that the CBOs' roles include ensuring proper performance of facilitators' duties as scheduled, ensuring adequate class conduct according to plan, ensuring the provision of facilitators' guide for training and development, ensuring proper and timely execution of activities by facilitators, and ensuring adequate provision of teaching and learning facilities in the learning centres. Other CBOs' roles in the monitoring and supervision of AEPs include ensuring regular payment of remuneration of facilitators, and ensuring adequate utilization of inputs in the adult education programmes. Supporting the findings of the study on the CBOs' roles in monitoring and supervision of AEPs, Ugwunnadi and Obeta (2020) attested that CBOs assisted in monitoring and supervising facilitators, ensuring that they arrive at learning centres on time and perform effectively in the teaching and learning process, and ensuring that decisions made about the centre location, schedules and factors that contribute to educational problems are implemented. CBOs also monitor the participation of community members and agencies in the funding of AEPs as well as the payment of facilitators' monthly remuneration, and equally supervise the facilitators for training and continuous development of AEPs and the teaching and learning of the environment/learning centres (Ramon, 2009; Ude, 2018; Ugwunnadi & Obeta, 2020).

However, the findings showed that the CBOs' roles in monitoring and supervision of AEPs were low on the issues of ensuring that solutions to the identified problems facing the adult education programmes are proffered, and ensuring proper implementation of the adult education programmes. On this, Ugwunnadi and Obeta (2020) attest that CBOs monitor and supervise the resource inputs (human and materials), processes (method, techniques and devices) and outputs (performance or competency indicators, as well as monitor the on-going teaching learning processes to ensure attainment of programme goals. Through these roles, monitoring and supervision of the provision of reading and writing materials to the adult learners can be achieved.

The third hypothesis (H₀₃) was rejected as male and female CBOs did not agree on equal parameter on the CBOs' roles in the monitoring and supervision of AEPs in Enugu North District of Enugu State. This might be as a result of female CBOs being actively involved in domestic chores, which inadvertently prevent them from possessing basic monitoring and supervision skills in the administration of adult education programmes in Enugu North District of Enugu State, Nigeria.

5. Conclusion

The study's findings have a number of implications for the administration of adult education programmes. Community-based organizations (CBOs) have roles to perform in the administration of AEPs such as planning, recruiting and training facilitators, and monitoring and supervising AEPs. The study found that providing strategies for the payment of facilitators' remuneration, for more reliable sources of funding, for learning material production, and for stimulating interest of adult learners in the educational process as important aspects of the planning phase were lowly performed. The implication is that the

resulting education and political empowerment of the members of CBOs can stimulate the existing community leadership. The empowerment can also expose them to the basic training skills on administration of AEPs to enable them apply it in the various stages of life. This will lead to the general improvement of the living standard of the people. The findings will guide the government at all levels to properly disseminate information and provide technical and administrative help to CBOs on AEP planning.

On the recruitment and training of facilitators' phase, the study showed that AEPs are moderately administered through motivating the facilitators to work effectively by ensuring that they are well remunerated, engaging them in continuous dialogue to improve on their potential activities, and ensuring that they are well equipped with teaching and learning skills and materials, among others. The implication is that adult education as a process and agent of liberation, a tool for adjustment, self and national development, cultural awareness and integration, is complex involving series of activities, goals and process of meeting the goals. The findings will guide the governments (both state and local) on the need to assist CBOs by training them on the proper strategies for recruitment of trained facilitators for AEPs.

Finally, on the monitoring and supervision phase, the study further revealed that the CBOs' roles in the monitoring and supervision of AEPs is not encouraging. This is made manifest on the CBOs' roles in ensuring that solutions to the identified problems facing the adult education programmes are proffered, and proper implementation of the adult education programmes is ensured. This implies that CBOs need to improve on the monitoring and supervising strategies by providing guides for facilitators' training and development and providing adequate of teaching and learning facilities in the learning centres. The findings will guide the adult education policy-makers to have insight on the various functions and activities carried out by CBOs, especially, the female members.

6. Recommendations

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

1. Adult education stakeholders including community-based organizations should ensure that recruited facilitators receive substantial initial training and regular refresher training. This will go a long way in expanding the community-based organizations and recruited facilitators' managerial competences such as public relations and communication, public policy analysis and lobbying.
2. Enugu State Government in conjunction with various local government councils should put in place a framework for the professional development of the adult education through workshops, seminars, and symposium for community-based organizations and adult education facilitators. This will go a long way in ensuring proper implementation of the adult education programmes by creating awareness on the importance of adult education programmes and stimulating adult learners' interest in the educational process. It will also strengthen the CBOs and adult education facilitators' knowledge and skills in developmental programmes especially when they realize that they are partners in educational progress.
3. The policy makers and administrators of adult education programmes should reflect the felt-needs of communities in policy formulation. This will make the community-based organizations see the educational programmes as their own and this will make them to participate more effectively in the learning exercise and be able to provide strategies for more reliable sources of funding the programmes and production of learning materials.
4. Enugu State Government in conjunction with various local government councils should ensure that facilitators are paid at least the equivalent of the minimum wage of a primary school teacher. On this, adequate strategies for the sourcing and payment of remuneration of facilitators should be provided so as to retain the facilitators.

5. Government should provide incentives that would help in improving the adult education programmes by stimulating the market for production and distribution of a wide variety of materials that are suitable for teaching and learning in adult education programmes. This should be balanced with funding for the local production of materials.

Competing Interests Statement

The authors hereby declare that there are no competing or potential conflicts of interest.

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