
RELATIONSHIP BETWEEN EDUCATIONAL LEVEL OF COMMUNITY DEVELOPMENT OFFICERS AND PARTICIPATION IN ADULT EDUCATION PROGRAMME IN BORNO STATE.

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ABSTRACT

The study examined community development officers' educational level and community participation in adult literacy programme. One objective was generated for the study. One research question was formulated and analyzed. The target population of the study is one thousand five hundred and fifty-two (1552) community development officers and Adult Basic literacy learners. The sample of the study covered three hundred and ten (310) community development officers and Adult literacy learners. The data collected was analyzed using descriptive and inferential statistic. The finding of the study shows that the educational qualification has significant relationship with community participation in adult literacy programme in Borno state. Based on the finding a recommendation was proffered that the effort of the community development officers should be encouraged in sustaining the high community participation recorded.

INTRODUCTION

The level of education acquired at the disposal of the participating group or individuals determines to a large extent the degree or rate of their participation in developmental activities. If such groups of people are illiterate, they can only depend on contact change or they may only participate in the state of manipulation and therapy. Another way in which educational level can be seen to determine the extent of participation is that apathy epitomizes low level of educational awareness. The higher the educational levels and awareness, the more an individual or group indicates interest and enthusiasm in a programme or project (Ahmed 1988).

Educated and literate people are better equipped to know how to get the benefits of governments. Ayobade, (1987) opined that owing to being illiterates, rural people are limited in their capacity to widen their horizon, and their ability to make the social contacts or create the political impact required to obtain the benefits, which others enjoy. Ganiyu (2008); in Aujara (2014) asserted

that education as a pre-requisite for participation when he says a pre-requisite for participation in group decision making is that individuals must have knowledge, experience and or expertise needed to contribute to group decision. Several studies have also stressed the role played by socio-economic status and education in promoting the political and social engagement of people (Brady, Henry E.Verba, Sidney, and Schlozman, Kay Lehman 1995). According to Usman (2011), the nature and level of education received or acquired by the community development officers determine their rate of participation in making their clients participate. He further asserts that educational level is highly significant in the extent, intensity and pattern of participation. Ahmed (1988) opined that the higher the educational attainment and awareness, the higher the extent to which one identifies his problem and design programs activities which will be geared towards solving such problems. If the community is illiterate, they can only rely on contact change or they may only

participate in the state of manipulation and therapy. The literate ones know what to do so such occurs without attempts from outside the community to stimulate it.

In a study conducted by Victoria in Okwute (2014) titled factors that determines citizen participation in community development in Indonesia; three variables were considered and the result revealed that having no education is negatively associated with women's knowledge of civil society organization. This reflects the fact that such organization required reading and writing especially the women's organization. Involuntary participation on the other hand is stimulated or enforced by the development agents or other specialist. This form of participation happens as a result of external agents or factors that motivate these people. The degree of participation depends on the size of the participating group and their level of education.

Ayobade, (1987) stated that the rural people being illiterate they are limited in their capacity to widen their horizon and their ability to make the social contacts or create the political impact required to obtain the benefits, which others enjoy. This means the more intense the activity, the greater the cost to participants so it need some level of education. In line with the above, Ganiyu (2008) looked at education as pre-requisite for participation in group decision making that individual must have the knowledge, experience and expertise needed to contribute to group decision. It is noted that intensity of participation varies inversely with the size of the participating group. The more intense the activity, the higher the cost to participants in terms of money and literacy hence fewer people participate. The smaller the participating group, the lesser the representative of the affected population these could be that they lack the required knowledge. In a study of individual determinants of participation in community development in Indonesia, Beard, (2005) asserted that it is hypothesized that individuals would need a minimal level of education in order to know about civil society organizations and to

participate actively in many of their activities. Also, individuals of higher socio-economic status are better placed to bear the costs of participation and hence tend to be over represented when participation is intensive (Singer 1995).

According Ahmed (1988) the higher the level of educational attainment and awareness, the higher will be the extent to which one identifies his problems and design programs and activities geared towards solving of the problems. He continued that if the people are illiterate, they can only depend on contact change or they may participate in the state of manipulation and therapy.

In another study, Shittu (1999) studied the scope of participation of local organization in community development activities in rural areas with a total of sixty private voluntary organizations selected from forty-four local governments. Data were collected through questionnaire; field observations and focus group discussion and descriptive statistic was used to analysed the data involving mainly tables and percentages and the kollogrou-smiron test was used in testing differences in level of participation in community sponsored and government-sponsored projects. The finding revealed that participation of the people especially in project implementation was very high. It also showed that fifty one percent (51%) of the private voluntary organizations were involved in decision making regarding community based project activities in rural communities of the state. People's participation in private voluntary organizations is higher than government initiated and sponsored projects.

The implication of this is that people's participation in learning programme normally takes place at various places and levels. It includes resources identification and goals setting, financial participation and decision making. However, individuals, group or organizations could be mobilized to participate in learning, skill acquisition and their participation is a major tool for the

attainment of popular enthusiasm, group motivation and community mobilization for the improvement of the welfare of people in their communities.

Community participation is sometimes stated in practical terms just as presented by youth from Burkina Faso in a collective action. The youth of Burkina Faso worked with organizations in their communities to improve adolescent reproductive and sexual health (Cheethan 2001). Participation always gain ground when the benefit is open/practical to the participants as revealed by James, Jacob, and Boniface (2008) study conducted on factors that determine community participation in a forest project in Kenya. The researcher looked at relationship between community participation in socio-cultural, economic and environmental factors. He used a sample of one hundred and fifty (150) out of a population of eleven thousand, two hundred and eighty households. Interview and questionnaire were used as instrument for data collection. To analyze the data, he use descriptive statistic and it indicate that relationship exist between two variables (community participation and benefit). The relationship not only exists but strong and when the also indicate that when the community members are aware of the benefit to gain from any programme, they will participate. The result of the study revealed that the people participate in the project due to economic and environmental degradation.

There is high consensus among development experts that development can easily be accelerated if the energies and resources of the benefiting communities are mobilized and the poor have a basic human right to take part in making a decision that affects their lives and livelihoods. In view of the importance of participation in development, the United Nation (UN) economics and social council recommended that "government should adopt popular participation as a basic policy measure in national strategy". So, action participation should be encouraged by every individual and nongovernmental body such as clubs, trade union,

and youth and women organization in the development process.

In a study conducted by Olamukoro (2005) on psych-socio determinant of workers in professional continuing education in Benin-City, Edo State of Nigeria; the researcher adopted survey research design with a sample population of 150 respondents randomly chosen from three continuing education institute in Benin City. The data collected using the psycho-social questionnaire was analysed with the use of simple frequency percentage count and t-test at 0.05 levels significance. It shows that workers participated in continuing education programmes because of professional advancement, followed by external expectation, social relationship and cognitive interest. This indicates that adult learners participate in basic literacy programmes with the aim of achieving objective or goals, self-reliance since objectives are desired outcomes of an educational experience.

Yusuf (2014) conducted a study titled Socio-Demographic characteristics, motivational factors and participation of Adult Learners in Adult Basic literacy education in Borno State. Survey design was used for the study. The researcher use a sample of 300 from a population of 4,850 adult learners, the selection was based on Morgan (1970) sample size determinant. Questionnaire was used for collection of data and four research assistants were used. The researcher use descriptive statistic to analysis the demographic data and multiple correlation to test the hypotheses.

Harrison (1980) said Mass participations are of immerse benefits and emphasized that "participation in implementing projects reduce their cost by mobilizing un-used local resources and free human energy". He further said that participation in decision making provides planners with much better information on people's likes and dislikes and also avoid the kind of disastrous errors. Failures are associated with white elephant projects because the supposed beneficiaries

were not adequately consulted. However, in order to make participation effective its relationship to power should be considered. Bryant and White (1982) said that "the basic point is that unless the public has power to back up its performance and demands, these demands are likely not to be met". Therefore, for participation to be effective the people should be well organized and informed.

Involving community members in decision taking about a programme make such to have a wider acceptance. According to Eburn and Ifediti (2012) engaging community members in development will in small measure make the process and outcome more permanent and empower the people while furthering their own development. In support of this, Anyanwu (2002); and Omerayi (2010) opined that the engagement of community members in the development process gives them full control of the process. Communities engage in the process of the design and implementations of the programme are likely to understand and support the needed changes brought about by the programme. When such is done it reduces the risks and costs of executing the programme (Herbertson, Ballesteros, Goodland, & Munilla, 2009).

The area under study which is Borno State has a population of 4,171,104 people having 2,163,358 male and 2,007,746 female (National population commission 2010) estimates. Government contribution in community development in the area of vocational activities, education, community projects and technical works are noticeable. Majority (70%) of this population are farmers. Crops cultivated by these people include maize, cassava, wheat, millet, groundnuts, gum arabic, rice, soya beans, cotton and guinea corn among others. There is a high rate of unemployment as the small and medium enterprise programme is weak however, under the present government the situation has improved due to the creation of Ministry for Poverty Alleviation which introduced skills such as brick molding, carpentry work,

welding work and valkanizing. The state is prone to erosion, flood, waste management, deforestation, pollution, land degradation and desertification which make availability and access to arable land cumbersome. Majority of the people in Borno State live in rural areas and are exposed to health hazard (Borno State Government 2005). The example of such is the health sector which experiences maternal mortality ratio of 8/1000, infant mortality ratio of 91/1000, immunization coverage is 70%. The ratio of medical Doctor to the population is 1:16908; Nurse to population ratio is 1:2158.

As for the literacy centres in the State, there is indication that it is dwindling and this may be as a result of the insecurity situation in the state. In 2012, the state has an enrolment of 9171 with break down as 5314 male and 3857 female, and in 2013 it has 1552 with break down as 857 male and 695 female in basic literacy (Agency for Mass Literacy 2013).

Based on 2006 census and 2010 census estimate of the National Population Commission put the percentage of adult literacy level of Borno State at 32.59% in other languages and adult literacy in English is 25% which falls below the UNESCO declaration that for a country to have meaningful development, their literacy level must reach 40%. This implies that there is need to step up efforts concerning one of the development programmes such as literacy participation in Adult education.

The Borno State Agency for Mass Literacy enrolment is showing that participation in literacy programme is becoming too low to a level that it becomes unsatisfactory based on the Agency's enrolment as it is contained in paragraph below.

The enrolment of Borno State Agency for Mass Literacy is indicating decrease by year which shows that the enrolment of 2009 has a total enrolment of 23,085, 2010 has 22,296, 2011 has 9,171, 2012 has 10,213 and 2013 has 1,553. The enrolment is reducing as shown in the table to an extent that it is worrisome and this could be

either as a result of the insurgency issues, the propagators of the programme, inadequate infrastructure or lack of interest on the side of the participants. It could also be that those assigned with the responsibility of enlightening people to participate are either not doing their job or they are not competent in terms of either qualification or experience.

Community development officers have role to play in making community members participate actively in developmental programmes. Participation comes to be when a group organizes itself and take the responsibility of carrying out a task that attempts to solve the community's problems. Taking such responsibility include identifying problems, developing actions, implementing them and this is true that literacy is accepted and considered to have raised quality of human existence in and before the 20th century. It is also disturbing that with the importance of adult basic literacy education to development, the level of participation in adult basic literacy programmes in Borno State is still low. The National Population Commission (2006) census and 2010 population projection put Borno State literacy level at 32.59 as against the UNESCO declaration level of 40% for meaningful development to take place. Participation in the Borno state agency for mass literacy as shown by their enrolment indicates low enrolment as indicated by this drop. In 2009, the enrolment was 23,085; 22,296 in 2010, 9,171 in 2011; 10,213 in 2012; and 1,553 in 2013 (Borno state Agency for mass literacy 2013). The level of participation of the community members in adult basic literacy puts a question mark on the quality of the community development officers in charge. This is because the Community development officers are expected to use the experiences, knowledge, awareness and their qualification to mobilize the community to participate in Adult Basic Literacy programmes in the state. This draws the attention of the researcher to examine the qualities of community development officers

in terms of educational level. The question, therefore, is to what extent do educational level of the Community development officers' efficiency relates to community participation in Adult Basic literacy programmes in Borno State?

METHODOLOGY

A survey co-relational research design was adopted for the study. A survey research is a method of gathering data or information from a sample of individuals (American Statistical Association 1997) in: Sambo (2005). It is Co relational because the relationship between the variables of community development officers' quality and dependent variables of community participation is to be determined. According to Busha and Harter (1980) in: Fajonyomi and Fajonyomi (2003) "survey research allows the researcher to gather information without undertaking a complete enumeration". Also Aray, Jacob and Ragabiah (1979) stated that survey design sought to obtain information from people concerning current status or phenomenon or events over a period of one year.

The target population for this study comprised two categories of populations, first is the community development officers (300) who were employed by the Borno State government and the first two LGAs will be selected by lot from the Agency for mass literacy zonal area. Secondly, two villages from the list hosting a literacy centre were randomly selected from each district. Lastly, five house hold heads in each village were contacted using convenience sampling. For the first category, all the community development officers assigned to the district were used which The first two LGAs will be selected by lot from the Agency for mass literacy zonal area. Secondly, two villages from the list hosting a literacy centre were randomly selected from each district. Lastly, five house hold heads in each village were contacted using convenience sampling. For the first category, all the community development officers

assigned to the district were used which their population stands at (1552).

According to Krejcie and Morgan’s (2006) table for determining sample size which this study base its determinant of sample size shows that for a population 1600 its sample should 310 which is the closest to the first population of this study which is 1552. Also the

second population which is 300 going by Krejcie and Morgan’s (2006) for a population of this size its sample should be 169. So going the above presentation of the two populations the sample size is 479. See table below Table 3.1 Population and Sample based on Krejcie and Morgan’s (2006) sample size.

Table 1: Krejcie and Morgan’s (2006) Researchers’ population and sample

population	sample	population	Sample
1600	310	1552	310

The table 1 above was arrived at based on Krejcie and Morgan’s (2006) table for determining sample size. Going by the table, for a population of 300 the sample is 169 and for a population of 1552 the sample is 310. This study has two categories of populations totaling 1852 which gives a total sample of 479. For the second category of the sample, multi-stage sampling technique was used. The first two LGAs will be selected by lot from the Agency for mass literacy zonal area. Secondly, two villages from the list hosting a literacy centre were randomly selected from each district. Lastly, five house hold heads in each village were contacted using convenience sampling. For the first category, all the community development officers assigned to the district were used.

A set of questionnaires was developed by the researcher which has two parts. The first part of the questionnaire elicit information on the background of the respondents’ educational level. The second part is tagged community participation in Adult literacy questionnaire (CPAL) designed to elicit information on level of community participation in Adult literacy . According to DeRuyter, K.,Blomer, J., & Pascal, P. (1997), service quality should be treated as an antecedent of users’ satisfaction. Similarly, Sureshchandar, G.S., Rajendram, C., & Kamalanabhan, T.J. (2002) found that service quality and customer satisfaction were highly related. This is what informed the researcher to design

questionnaire for the community development officers educational level and participants.

Stan (1997) asserts that the advantage of using proxy variables is that it is possible to obtain data on a large population at a modest cost. The researchers in adult literacy as well have found that self-assessment measure of skills have produced results as good as in-depth skill test. Hence, questionnaire will be used as a major instrument appropriate for this study as it is capable of collecting the necessary data for analysis, easy and cheap to administer and done within a short-period of time.

The questionnaire was validated through pilot study involving representatives of the various community population categories and experts in the field of adult and community education. Level of reliability was also tested using Test re-test method. The instrument was administered on selected sample and after two weeks the same was administered again on the same group of sample. Then the score obtained was correlated using Pearson Product Moment Correlation method and the reliability co-efficient was calculated at $p < 0.05$ so as to know the level of reliability of the instrument. The result obtained was 0.68 which shows that the instrument is reliable for use.

The questionnaire was administered by the researcher and two research assistants who were trained before carrying out the work and each of the

research assistant were assigned areas to handle The research assistants were picked from the area of study to make communication during the administration of the questionnaire easier. The research assistants that were used are holders of Nigerian Certificate in Education (NCE) or Diploma. The questionnaire were administered and retrieved immediately by the researcher to insure maximum retrieval however, a good could not questionnaires were returned. The administration lasted for two weeks.

Objective: To determine the relationship between educational level of the community development officers and community participation in adult literacy programme in Borno State.

Data collected from the field was analyzed using descriptive and inferential statistic. Regression analysis was used because it has the ability to handle many number of independent variables; and one of the best methods of analysis of non experimental data (Fred N.K. and Elazar J.P. 1973). It can also be used for two or more independent variables for which this study is one. It helps in understanding a phenomenon by indicating the nature and magnitude of the relationship between one phenomenon and the other.

Hypothesis: there is no significant relationship between educational level of the Community development officers and community participation in adult literacy programme in Borno state.

Table 2: Educational Level of Community Development Officers in Borno State

Variable	Options	Frequency	Percentage	Mean+ SD
Educational Qualification	Primary	22	4.6	0.841±0.012
	Secondary	74	15.5	1.041±0.943
	Diploma	124	26.1	2.914±2.161
	NCE	134	28.1	2.181±1.416
	Degree	122	25.6	3.461±2.418

Table 2 above shows that only 22(4.6%) of the total respondents had primary Education and 74(15.5%) of the respondents have Secondary School education,

124(26.1%) had Diploma while 134(28.2%) and 122(25.6%) have NCE and Degree qualifications respectively.

Table 3: Regression Model Summary of the effect of Educational Level on community participation in adult literacy in Borno state

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	df	F	Sig. p<0.05	Regression Residual
Educational Qualification.	0.710 ^a	0.501	-.001	1.18331		.802	0.049 ^b	423.162
Participation	0.695 ^b	0.460	0.485					

Predictors: (Educational qualification), Participation in adult basic literacy programme

Table 3 above is a regression analysis used to answer hypothesis III (H_{03}) three variables on participation were subjected against educational qualification to regression analysis. These two variables in tables 4.2.3b above which were responsible to answering hypothesis III reveals that the Beta coefficients for the models are 0.710 and 0.695 the f – statistics value = $0.802 < 1.0$.

Considering the significant level at 0.05, the result yielded $p < 0.049$ which is less than $p < 0.05$. The model was 51.0% as it explained fits. From the p – value, it could be seen that $p < 0.049$ which is less than $p < 0.05$ at 95% confidence interval was not significant. The F – change which is (0.802<1) less than 1 has also shown that the relationship existing between the two variables, that is educational qualification and participation in adult literacy programme was significant. The result reveals that the null hypothesis which states that there is no significant relationship between educational level of the community development officers and community participation in adult literacy programme in Borno state is hereby not accepted; which implies that there is significant relationship between educational qualification of the community development officers and community participation in adult literacy programme in Borno state. The result further reveals that there is significant relationship between educational qualification of the community development officers and community participation in adult literacy programme in Borno state. The finding of this hypothesis was supported by Ahmed (1988) which reveals that the higher the level of educational attainment and awareness the better for identification of his problem and design programs and activities geared toward the resolution of the problems by it show that there is relationship between the two which agrees with this finding. He also said that literate people are better equipped to know how to get the benefits of government which enhances productivity. The finding of Aujara (2014) is also in support of this

hypothesis as he stated that education is a pre-requisite for participation and also pre-requisite for participation in group decision making as individuals must have knowledge, experience and or expertise needed to contribute. Also this is supported by Usman (2011) that says the nature and level of education received or acquired by the community development officers determine their rate of participation in making their clients participate. Victoria (2004)'s finding supports this finding as she reveals that the degree of participation depends on the size of the participating group and their level of education. To sustained this effort the authority should bear in mind that while recruiting Community development officers, the authority concerned should search for those with high qualifications and subject them to training before they are posted out.

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