EVALUATION OF STAKEHOLDERS CONTRIBUTION TOWARDS MANAGEMENT OF ADULT LITERACY CENTERS IN NSUKKA LOCAL GOVERNMENT AREA OF ENUGU STATE

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Abstract - The study evaluated stakeholders' contributions towards the management of adult literacy centers in Nsukka Local Government Area of Enugu State. The study was guided by two research questions. Descriptive survey research design was used for the study. The population of the study comprised 300 respondents derived from 16 registered adult literacy centers consisting of 192 male and 108 female members in Nsukka Local Government area of Enugu state. No sampling was conducted because the population constituted the sample size for the study. A 10-item questionnaire titled "stakeholders contributions towards management of adult literacy centers (SCMALCQ) was used for data collection. The reliability coefficient obtained from cluster 1-2 are 0.97,and 0.89 and its overall co-efficient value was 0.89 respectively using Cronbach Alpha statistical tool. The data collected was analyzed using weighted mean while independent sample t-test analysis was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that stakeholders contribute in (funding and creation of instructional materials) for effective management of adult literacy centers. Based on the discussion of the findings, it was recommended that the government should allocate sufficient funds and resources, also ensure the integration of adult literacy programmes into national educational frameworks to ensure standardized quality and sustainability. It was also recommended that educational experts should conduct research to identify effective teaching methods and curricula, provide training and professional development opportunities for educators. The study concludes that stakeholders contribute funding and creation/provision of instructional materials to a high extent for effective management of adult literacy centers in Nsukka Local Government Area, Enugu State.

Keywords: evaluation, stakeholder, management and adult literacy

Introduction

Stakeholders play a crucial role in the effective management of adult literacy centers, influencing programme outcomes and societal development. Stakeholders may include government agencies, educators, community leaders, and learners themselves. Stakeholders are individuals, groups or organizations that has an interest in making processes or activities of an organization. Shalley and Roundy (2022) views stakeholder as a person who has an interest or concern in the organization at hand. In terms of education therefore, Smith, (2020) defined a stakeholder as someone who has vested interest in the success and welfare of school or education system, this includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected. The above definition of stakeholder indicate that a stakeholder is a literate person, who sees to the success of its involvement in any system. No wonder, Adedokun (2017) reiterated that literacy is a powerful weapon that will give the power to confront, express and triumph over the inevitable challenges of human life.

Therefore, adult literacy is concerned with the education of adults. Adult literacy refers to the ability of adults to read, write, and comprehend information in various forms, enabling them to participate effectively in society, achieve personal goals, and engage in lifelong learning. Many authors and organizations defined adult literacy based on their orientations, understanding and needs. James (2020) agreed that adult literacy is a whole branch of education dedicated to adults learning in the classroom. This sounds good because many adults that dropped out of formal education at different levels, might as well want to enroll into adult education programmes as a second chance. Therefore, literacy is a veritable tool for solving societal problems and achieving societal aspirations and goals. Literacy is not just conceptualized as the ability to read and write. It involves listening and speaking, reading, writing, being able to complete mathematical tasks and using everyday technology to communicate, access services and make informed choices. Furthermore, Nwafor and Agi (2013), sees all forms of literacy as geared towards making the recipients functional and self-reliant individuals, who will equally contribute meaningfully to societal development.

Adult literacy programmes has achieved series of development in Nigeria since independence which include among others the establishment of the Nigerian National Council of Adult Education in 1971, an establishment of the National Commission of Mass Literacy Adult and Non-formal Education, the 1982 Mass Literacy Campaign, the Mass Literacy Campaign of 1990 and Education for All by the year 2000, the use of computer to promote literacy (Sarumi, 2010). National Commission for Mass Literacy, Adult and Non-Formal Education was established in 1990 by Decree No. 17. The Commission was given the responsibility of providing strategies for carrying out adult literacy programmes in conjunction with the commission's zonal and state offices located across the states of the country (Obi, 2006). Consequently, historically, the State Agency for Mass Literacy, Adult and Non-formal Education, Enugu was established in 1991 with the mandate to promote mass literacy, adult and non-formal education (NFE) for the people of the state. In the 17 local government areas, there were people who coordinate these programmes and give situation reports to the agency (SAME Enugu 2014). There are the stakeholders which includes the facilitators, coordinators and supervisors who monitors activities in literacy centres. The agency has the following adult education programmes: basic literacy, post-basic literacy, continuing education, non-formal education, literacy by radio, women education, training of artisans and market association group (SAME Enugu, 2014). In spite of the efforts achieved in literacy education, most communities in particular Nsukka is yet to operate within the context for adult literacy programmes. Among these are: inadequate funds, lack of community engagement, poor resources, including equipment, instructional materials and teachers, poor management, donor dependency and a negative perceived value of education (Fasokun & Pwol, 2008).

Management processes could be regarded as an effective and systematic way of achieving organizational goals through planning, organizing, coordinating, staffing, directing, supervising, controlling, budgeting and evaluating human and material resources in an organization, (State Agency for Mass Literacy Adult and Non-formal Education Enugu, 2014). Therefore, management processes of adult literacy centers in Nsukka include the following: planning of the agency's programmes, organizing the programmes, controlling of human and material resources, implementation of the programmes, evaluation of the programmes, staffing, financing and supervision, among others. Accordingly, Mansur and Tukur (2021) noted that stakeholders contributes in the effective management of adult literacy centers through funding, planning, staff retention, providing

instructional materials and supervisory strategies among others. But for the sake of this work, the researchers will dwell on funding and creation of instructional materials.

Funding is a means by which money is provided for the development and maintenance of the entire education system. All activities that are geared towards the process of sourcing, allocating and managing public school revenues in the production of educational services for the attainment of educational objectives constitute education finance. Government agencies allocate budgets and grants to adult literacy centers for the procurement of instructional materials, governments establish policies and initiatives to ensure the availability and accessibility of instructional materials for adult literacy programmes (Olatunji, & Adebola, 2020). Some resource centers or libraries are situated where learners in adult literacy centers can access a variety of instructional materials (United Nations, 2016). Some of the educational publishers and suppliers often offer discounted pricing or special arrangements for adult literacy centers to purchase instructional materials (Smith, 2019). Publishers and suppliers may partner with the stakeholders to provide free or subsidized instructional materials for adult literacy programmes. Individuals and community organizations donate books, educational materials, and volunteer their time to support adult literacy centers. Community members participate in fund raising events or campaigns to raise funds for the procurement of instructional materials (Clark, 2019). Foundations and donors provide project-specific funding to support the development, adaptation, or purchase of instructional materials for adult literacy programmes (McCarter, 2016). Foundations offer capacity-building grants to help adult literacy centers build their capacity to create, adapt, and use instructional materials effectively. By leveraging the support and resources of these stakeholders, adult literacy centers can ensure access to high-quality instructional materials, enhancing the learning experience for adult learners.

Government agencies often budgets for education, including adult literacy programmes. Additionally, non-profit organizations and foundations may provide grants or donations to support these centers. Private businesses and local communities may also contribute by sponsoring literacy initiatives, organizing fundraisers, or offering in-kind support (Fingeret, 2015). Stakeholders contribute to providing instructional materials for effective management of adult literacy centers through collaboration, funding, and resource sharing. Government stakeholders allocate budgets for educational materials and support initiatives that promote the development and distribution of quality instructional resources (U.S. Department of Education, 2014). Non-profit organizations often collaborate with literacy centers to offer grants, develop curriculum materials, and provide access to educational content. Community stakeholders, including local businesses and volunteers, may contribute by donating materials, sponsoring programmes, or participating in literacy initiatives. Engaging the community in the provision of instructional materials enhances the center's resource pool (International Literacy Association, 2016). In addition, Smith (2020) opined that educators, government agencies, and community organizations contribute significantly to the effective management of these centers. Therefore, there is need to investigate the extent stakeholders has contributed towards management of adult literacy centres in Nsukka local government area of Enugu State.

Statement of the Problem

Stakeholders collectively contribute towards the management of adult literacy centers by providing resources, expertise and support among others to adult learners. In Enugu State, the objectives of adult education have not yet been achieved, especially where the majority

of the populations, especially the adult who are in the production sectors of the economy, are illiterates. Many adults dropped out of formal education at different levels. These people may want to enroll into adult education programmes as a second chance. Regrettably, the contributions stakeholders do make are swept under the carpet and as such it looke as if the stakeholders did not contribute to the management of adult literacy centres. Therefore it is pertinent to investigate the extent stakeholders' contributed towards the management of adult literacy centres in Nsukka L.G.A of Enugu State.

Purpose of the Study

The purpose of the study was to investigate the extent to which stakeholders has contributed towards the management of adult literacy centers in Nsukka L.G.A of Enugu State. The objectives of the study are specifically to:

1. Determined the extent stakeholders has contributed funding towards the management of adult literacy centers in Nsukka L.G.A of Enugu State.
2. Ascertained the extent stakeholders has contributed creation of instructional materials towards the management of adult literacy centers in Nsukka L.G.A of Enugu State.

Research Questions

The following research questions were developed to guide the study:

1. To what extent has stakeholders contributed funding towards the management of adult literacy centers in Nsukka LGA of Enugu State?
2. To what extent has stakeholders contributed creation of instructional materials towards the management of adult literacy centers in Nsukka LGA of Enugu State?

Methodology

The descriptive survey research design was adopted for the study. This design was considered appropriate for this study because according to Nworgu (2015), descriptive survey design as studies which aim to collect data and to describe such data in a systematic manner so as to ascertain the characteristics, features or facts about a given population. This study was conducted in Nsukka Local Government of Enugu State. The target population of this study comprised all 300 Stakeholders of the registered adult literacy centers in Nsukka local government area. The population is restricted to the registered adult literacy centers as at the time of the study. The population was derived from the sixteen (16) registered adult literacy centers consisting of 192 male and 108 female members in Nsukka Local Government area of Enugu state. The instrument used for data collection for this study is structured questionnaire developed by the researchers based on the purpose of the study titled Stakeholders contributions towards Management of Adult Literacy Centers Questionnaire (SCMALCQ). The instrument was validated by three experts. Two of the experts were from Continuing Education and Development Studies and Evaluation Unit of Department of Science Education, University of Nigeria, Nsukka. The reliability coefficient obtained for the clusters include 0.85 and 0.87 while the overall reliability coefficient estimate of 0.89 was obtained using Cronbach Alpha statistical tool. The data collected was analyzed using weighted mean.

Results

Research Question One: To what extent has stakeholders contributed to funding towards the management of adult literacy centers in Nsukka LGA, Enugu State?

Table 1: Mean Responses of Respondents on the extent stakeholders has contributed funding towards the management of Adult literacy centers (n=300).

S/N	Item statement	4	3	2	1	Mean score	Decision
1	Providing grants for effective management of adult literacy centers	77	57	121	45	2.55	High Extent
2	Engaging in fundraising efforts for effective management of adult literacy centers	101	92	42	65	2.76	High Extent
3	Establishing skill acquisition centres for effective management of adult literacy centers	163	70	41	26	2.78	High Extent
4	Engaging in corporate sponsorship for effective management of adult literacy centers	95	104	73	28	2.89	High Extent
5	Assist in funding for effective management of adult literacy centers	180	59	47	14	3.35	High Extent
	Grand Mean					**2.9**	**High Extent**

Table 1 above presents the mean ratings of male and female Adult facilitators on extent stakeholders has contributed funding towards the management of Adult literacy centers in Nsukka LGA of Enugu State. The five items are rated above the cut-off point of 2.50 on the four point rating scale and to a great extent as indicated by items 1, 2, 3, 4 and 5. It is seen then that the extent stakeholders contribute in funding of adult literacy centers in Nsukka Local Government Area of Enugu State is high.

Research Question Two: To what extent has stakeholders contributed in creation of instructional materials towards the management of adult literacy centers in Nsukka LGA of Enugu State?

Table 2: Mean Responses of Respondents on the extent stakeholders has contributed in creation of instructional materials towards the management of Adult literacy centers (n=300).

S/N	Item statement	4	3	2	1	Mean score	Decision
6	Developing customized instructional materials tailored to the needs and interests of adult learners for effective management of adult literacy centers	151	97	29	23	3.25	High Extent
7	Offering low-cost instructional materials to support adult literacy instruction for effective management of adult literacy centers	126	61	83	30	2.94	High Extent
8	Assisting with the creation of instructional materials for effective management of adult literacy centers	195	54	33	18	3.42	High Extent

9	Donating instructional materials for effective management of adult literacy centers	111	49	88	52	2.73	High Extent
10	Providing high-quality instructional materials for effective management of adult literacy centers	182	61	37	20	3.35	High Extent
	Grand mean					**3.1**	**High Extent**

Table 2 shows that the respondents agreed with all the five items in providing instructional materials by stakeholders for effective management of adult literacy centres as indicated by items 6, 7, 8, 9 and 10. Table 2 shows that the extent which stakeholders contribute in providing instructional materials for effective management of adult literacy centers is high.

Discussion

Findings in research question one show that stakeholders has contributed funding towards the management of Adult literacy centers in Nsukka Local Government Area of Enugu State to a great extent was high through providing grants, engaging in fundraising, establishing skill acquisition and engaging in corporate sponsorship for effective management of adult literacy centres. The above findings corroborates with Ojo (2017) that funding can greatly enhance the management of adult literacy centers by providing resources for qualified staff, updated educational materials, technology infrastructure, outreach programs, and professional development opportunities. With sufficient funding, centers can offer a wider range of services, improve the quality of instruction, and better meet the diverse needs of adult learners. The above findings also corroborates with Ojo and Adu (2012) that non-governmental organizations including the Literacy and Non-Formal Education Department of the National Commission for Mass Literacy, Adult, and Non-Formal Education, provides financial and material support to adult literacy centers. Thus, stakeholders actually do contribute to the management of adult literacy centres.

The findings in research question two revealed that stakeholders provide high-quality instructional materials for effective management of adult literacy centers. The above findings corroborates with Salami and Akinyemi, (2016) assertions that stakeholders design, publish, and distribute instructional materials tailored to the needs of adult learners, often based on research and feedback from educators. Also, Afolabi, (2019) noted that stakeholders provide valuable feedback, insights, and expertise to ensure that instructional materials are effective, relevant, and engaging for adult learners.

Conclusion

Adult literacy is also closely tied to lifelong learning and personal development. It is the invisible ingredient in any successful strategy for eradicating poverty and achieving gender equality". In order to realize this, adult literacy should be seen as a continuous process that requires regular and sustained learning. Therefore, stakeholders' contributions could extend to providing instructional materials for effective management of adult literacy centers through collaboration, funding, and resource sharing. Governments do allocate budgets for educational materials and support initiatives that promote the development and distribution of quality instructional resources. Stakeholders' have contributed immensely to the effective management of adult literacy centres in Nsukka Local Government Area to a high extent even though there are some challenges which

includes limited collaboration and resource-sharing among non-profit organizations, insufficient community engagement in shaping and supporting literacy initiatives e.t.c. hence, the following recommendations are hereby proffered.

Recommendations

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

1. Government should provide policy guidance and regulatory oversight, allocate sufficient funding and resources, also ensure the integration of adult literacy programmes into national education strategies. This ensures standardized quality, sustainability, and integration into national educational frameworks

2. Non-governmental organizations should offer technical expertise in program design and implementation, mobilize community support and participation and provide training for literacy educators and staff. It enhances programme effectiveness, community engagement, and educator capacity.

3. Educational experts should conduct research to identify effective teaching methods and curricula, provide training and professional development opportunities for educators and evaluate programme outcomes and recommend improvements. This helps to inform evidence-based practices, improves teaching quality, and ensures program relevance.

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