

SOCIAL STRUCTURES AND MANAGEMENT PRINCIPLES FOR IMPROVING COMMUNITY-BASED ADULT EDUCATION CURRICULUM IMPLEMENTATION IN ENUGU STATE

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Abstract

The study examined the application of social structures and management principles to improve community-based adult education in curriculum implementation in Enugu State. The study was carried out in Enugu State. Four research questions and four hypotheses guided the study. The population of the study was 850 adult educators and community leaders and no sampling was used as the population was manageable. The instrument for data collection was the Social Structures and Management in Adult Education Questionnaire (SSMAEQ). The instrument was face-validated by three experts from the Department of Continuing Education and Development Studies, Faculty of Education, University of Nigeria, Nsukka, who assessed its relevance, clarity, and suitability for the study. Reliability was established using the Cronbach Alpha method, yielding a coefficient of 0.83. Data were analyzed using mean scores and standard deviation. The findings of the study revealed that traditional leadership improves learner participation through community mobilization, announcement of learning programmes, and encouragement from community leaders such as village heads and town unions. It was also found that family systems improve attendance through emotional support, shared household responsibilities, and encouragement from spouses and family members. The findings further revealed that planning improves effective curriculum delivery through proper organization of lessons, preparation of instructional materials, and alignment of teaching schedules with learners' daily activities. In addition, supervision enhances programme sustainability through monitoring of instructional activities, ensuring accountability among facilitators, and providing feedback for improvement in adult education centres. The study contributed to knowledge by highlighting the specific roles of traditional leadership, family systems, planning, and supervision in improving participation, attendance, curriculum delivery, and sustainability in community-based adult education programmes. The study recommended among others that community-based adult education programmes should strengthen traditional leadership involvement, promote family support systems, improve planning processes, and ensure regular supervision to enhance curriculum implementation and learning outcomes in Enugu State.

Keywords: Social structures, management principles, adult education, curriculum implementation

Introduction

The increasing concern over poor participation, weak programme coordination, and ineffective curriculum delivery in community-based adult education programmes has continued to attract the attention of educational researchers and policy makers across developing societies. In many communities in Enugu State, adult education programmes are confronted with numerous social and administrative challenges that hinder effective

curriculum implementation and meaningful learning outcomes. Despite the efforts of government agencies, community leaders, and non-governmental organizations to promote adult literacy and continuing education, many adult learners still experience irregular attendance, inadequate instructional support, and poor engagement in educational activities. These challenges have raised serious concerns regarding the social and managerial conditions necessary for improving community-based adult education programmes. The inability of programme administrators to adequately integrate community social systems with sound management approaches appears to have contributed significantly to the persistent problems affecting adult education delivery in many local communities.

Community-based adult education has become increasingly important in contemporary society because it provides opportunities for adults to acquire literacy skills, vocational competencies, civic awareness, and lifelong learning experiences necessary for personal and community development. Adult education programmes organized within communities are expected to respond directly to the educational, economic, and social needs of adult learners while promoting inclusive participation and social transformation. However, the success of such programmes depends largely on the extent to which the prevailing social structures within communities are properly understood and integrated into programme implementation. According to Chukwuma and Nwachukwu (2021), community social systems such as traditional leadership structures, family relations, cultural values, religious organizations, and social networks significantly influence learners' attitudes, participation, and commitment to educational programmes. Similarly, Ibrahim and Yusuf (2022) observed that adult learners tend to participate more actively in programmes that recognize and accommodate existing community relationships and social patterns.

Social structures represent the organized patterns of relationships, institutions, norms, and interactions that shape the behaviour and activities of individuals within a society. These structures determine how members of a community interact, cooperate, and participate in collective activities, including educational programmes. In the context of adult education, social structures influence communication channels, decision-making processes, learner mobilization, and community support for educational initiatives. Nwafor and Ugwuanyi (2020) described social structures as the established systems of social relationships and institutional arrangements that regulate social behaviour and collective participation within a community. In another perspective, Ozoemena and Edeh (2023) defined social structures as interconnected social institutions and community networks that influence social interaction, cooperation, and development activities among members of society. Within the context of the present study, social structures refer to the organized community systems, relationships, leadership patterns, cultural practices, and social networks that influence participation and curriculum implementation in community-based adult education programmes in Enugu State.

Social structures within communities are usually reflected through traditional leadership systems, family structures, religious institutions, community associations, peer groups, gender relationships, and cultural norms that shape social interaction and collective participation. In many rural and semi-urban communities in Enugu State, traditional rulers and community leaders often influence the acceptance and implementation of educational programmes through mobilization, advocacy, and community sensitization. According to Nwachinemere and Egboka (2022), traditional leadership institutions contribute significantly to educational participation by

strengthening trust and cooperation among community members. Family systems equally determine the willingness of adult learners to participate in educational activities, especially where family support encourages attendance and continuity in learning programmes. Obi and Nnorom (2023) asserted that supportive family relationships increase adult learners' motivation and commitment toward lifelong learning activities. Religious institutions and faith-based organizations contribute to adult education development by providing moral support, learning spaces, and motivational guidance for learners. Okoye and Lawal (2021) maintained that religious organizations play important roles in mobilizing adults for literacy and vocational education programmes within local communities. Community associations, women groups, cooperative societies, and youth organizations also enhance participation by promoting cooperation and collective ownership of educational programmes. Similarly, peer groups and social networks encourage knowledge sharing, learner interaction, and sustained participation among adult learners. Ubah and Garuba (2024) observed that social networks and peer learning relationships improve learner confidence, participation, and instructional engagement in adult education centres. Gender roles and cultural norms further influence curriculum acceptance and participation patterns because societal beliefs regarding education, occupation, and social responsibility often determine the level of involvement of men and women in adult education activities. Ekwueme and Abdullahi (2022) found that cultural expectations and gender perceptions significantly affect participation rates in community learning programmes across many Nigerian communities. When these social structures are effectively integrated into programme planning and implementation, they contribute significantly to learner participation, regular attendance, cooperation among stakeholders, curriculum acceptance, and community ownership of adult education programmes.

The relevance of social structures to adult education programmes lies in their capacity to encourage community ownership, mobilize learners, and promote active participation in educational activities. Traditional rulers, religious leaders, women associations, youth groups, and family systems often play important roles in creating awareness, motivating learners, and sustaining educational programmes within communities. Studies have shown that communities with strong social cohesion and functional leadership structures tend to experience better learner participation and programme sustainability. For instance, Ezeh and Okeke (2022) found that community leadership support significantly improved attendance and learner retention in adult literacy programmes in South-East Nigeria. Likewise, Adewale and Salisu (2021) reported that social networks and cooperative associations enhanced peer learning and participation among adult learners in community education centres. These findings suggest that understanding social structures is essential for improving the effectiveness of adult education curriculum implementation.

The implementation of curriculum in community-based adult education programmes also depends greatly on the application of sound management principles. Educational programmes require effective planning, organization, coordination, supervision, communication, and evaluation to achieve desired learning objectives. Inadequate management practices often result in poor resource allocation, irregular instructional activities, weak monitoring systems, and ineffective curriculum delivery. Educational administrators and facilitators are therefore expected to apply appropriate management approaches capable of enhancing programme efficiency and improving learning outcomes. According to Nnamani and Oti (2021), management principles involve systematic processes and administrative strategies used in coordinating human and

material resources towards the achievement of educational goals. In another view, Okafor and Bassey (2024) explained management principles as organized administrative practices involving planning, supervision, leadership, communication, and evaluation aimed at improving institutional effectiveness and programme delivery. In the present study, management principles refer to the administrative strategies and organizational practices employed in coordinating community-based adult education programmes for effective curriculum implementation in Enugu State.

Management principles remain fundamental in ensuring that community-based adult education programmes achieve their intended educational objectives through proper coordination and administration. Effective planning enables programme administrators to identify community learning needs, organize instructional activities, and establish achievable educational goals. Organizing ensures that human and material resources are properly arranged for smooth curriculum implementation, while staffing provides competent facilitators and personnel capable of delivering instructional contents effectively. According to Afolabi and Mbah (2022), educational planning and proper personnel management enhance programme efficiency and instructional effectiveness in adult learning environments. Coordination promotes harmony among facilitators, learners, community leaders, and programme administrators, thereby reducing administrative conflicts and enhancing programme efficiency. Supervision equally helps to maintain instructional quality and accountability through continuous monitoring of teaching and learning activities. Chinedu and Bakare (2023) explained that effective supervision improves facilitator performance, curriculum delivery, and learner achievement in non-formal education programmes. Communication serves as an essential tool for sharing information, resolving challenges, and promoting collaboration among stakeholders involved in adult education programmes. Monitoring and evaluation assist administrators in assessing programme effectiveness, identifying implementation challenges, and improving learning outcomes. Resource allocation further ensures the proper distribution and utilization of financial, instructional, and infrastructural facilities necessary for effective programme delivery. In support of this position, Yusuf and Eze (2021) noted that adequate resource management and monitoring strategies contribute significantly to programme sustainability and learner satisfaction in adult education centres. Feedback mechanisms also provide opportunities for learners and facilitators to express concerns, suggest improvements, and strengthen curriculum implementation processes. The application of these management principles contributes greatly to effective curriculum delivery, programme sustainability, improved learner performance, and positive learning outcomes in community-based adult education programmes in Enugu State.

The application of management principles in adult education programmes contributes significantly to programme sustainability, instructional effectiveness, and learner satisfaction. Proper planning ensures that educational activities are organized according to learners' needs and community realities, while effective supervision and monitoring help maintain programme quality and accountability. Communication and feedback mechanisms equally facilitate coordination among facilitators, learners, and community stakeholders. Empirical evidence has shown that educational programmes managed through participatory and organized administrative processes achieve better learning outcomes. Onoh and Ezeani (2023) discovered that effective supervision and monitoring improved instructional delivery in adult education centres in South-East Nigeria. In another study, Musa and Adamu (2022) reported that strategic planning and resource coordination enhanced curriculum implementation and learner engagement in

community learning programmes. These studies indicate that management principles remain indispensable in improving the administration and implementation of adult education curricula.

Adult education itself has continued to gain recognition globally as a critical instrument for social inclusion, poverty reduction, human empowerment, and sustainable community development. Adult education programmes provide opportunities for individuals who could not benefit from formal education during childhood to acquire knowledge, skills, and competencies needed for productive living. The growing demand for functional literacy, vocational training, and civic participation has increased the importance of adult education within developing societies such as Nigeria. According to United Nations Educational, Scientific and Cultural Organization (2022), adult education refers to organized educational processes through which adults develop abilities, enrich knowledge, improve professional qualifications, and participate actively in societal development. Similarly, Ede and Chukwuemeka (2021) defined adult education as educational activities designed to improve the intellectual, vocational, social, and personal capacities of adults outside the conventional school system. In relation to the present study, adult education refers to organized community-based learning programmes designed to improve the knowledge, skills, participation, and development of adult learners in Enugu State.

The effectiveness of adult education programmes is strongly connected to curriculum implementation because educational objectives can only be achieved when planned learning experiences are effectively delivered to learners. Curriculum implementation involves translating educational plans, learning contents, and instructional objectives into practical teaching and learning activities. Effective curriculum implementation requires active learner participation, supportive learning environments, adequate supervision, proper coordination, and continuous evaluation. According to Ugwu and Nwachinemere (2023), curriculum implementation refers to the practical execution of planned educational activities through effective teaching, learning, supervision, and assessment processes. In another perspective, Bello and Ahmed (2021) described curriculum implementation as the systematic delivery of instructional contents, learning experiences, and educational objectives in ways that promote meaningful learner outcomes. Within the context of the present study, curriculum implementation refers to the practical delivery and execution of community-based adult education programmes through organized instructional and administrative processes in Enugu State.

The relationship among social structures, management principles, adult education, and curriculum implementation is therefore inseparable because effective adult learning programmes require supportive community systems alongside organized administrative practices. Where social structures are properly harnessed and management principles effectively applied, adult education programmes are likely to experience improved participation, better instructional delivery, stronger community support, and enhanced learning outcomes. However, observations within many communities in Enugu State suggest that several adult education programmes still suffer from poor coordination, weak community involvement, low learner motivation, and ineffective curriculum delivery despite increasing educational interventions. These conditions have continued to affect programme sustainability and the realization of adult education objectives within the state. From the researcher's personal observations and available empirical evidence, many studies have examined adult education, curriculum implementation, community participation, and educational management independently. For instance, Okechukwu and

Nwobi (2022) investigated community participation in adult literacy programmes, while Ibrahim and Musa (2021) examined management practices in non-formal education centres. Similarly, Ezeani and Okoro (2023) studied social support systems and learner participation in community education programmes. However, there appears to be limited empirical attention on the combined application of social structures and management principles in improving community-based adult education curriculum implementation, particularly in Enugu State. Furthermore, no known study within the knowledge of the researchers has specifically investigated how social structures and management principles can jointly improve curriculum implementation in community-based adult education programmes in Enugu State. This existing gap therefore necessitated the present study.

Statement of the Problem

Community-based adult education is expected to serve as an effective instrument for improving literacy, vocational competence, civic participation, and sustainable development among adult learners within communities. Through effective curriculum implementation, adult education programmes are expected to provide learners with relevant knowledge, practical skills, social awareness, and lifelong learning opportunities necessary for personal and community advancement. Ideally, community-based adult education programmes should operate within supportive social environments where traditional leadership structures, family systems, religious institutions, community associations, peer networks, and cultural values collectively encourage learner participation, regular attendance, cooperation, curriculum acceptance, and community ownership of educational programmes. Similarly, effective application of management principles such as planning, organizing, staffing, coordination, supervision, communication, monitoring and evaluation, resource allocation, and feedback mechanisms should ensure proper programme administration, effective curriculum delivery, programme sustainability, and improved learning outcomes. Contrary to this expectation, observations in many communities in Enugu State indicate that several community-based adult education programmes still experience poor learner participation, irregular attendance, inadequate cooperation among stakeholders, weak curriculum acceptance, and low community involvement in programme implementation. In some cases, community social structures that ought to support adult education programmes are either poorly integrated or inadequately utilized during programme planning and implementation processes. Traditional institutions, family support systems, community associations, peer groups, and cultural structures that should encourage participation and ownership of educational programmes appear not to be effectively mobilized to support curriculum implementation. Consequently, many adult learners demonstrate low motivation, weak commitment, and inconsistent participation in educational activities.

Furthermore, poor application of management principles has continued to affect the effective implementation of adult education curricula in many community learning centres in Enugu State. Inadequate planning, weak programme coordination, ineffective supervision, poor communication systems, insufficient monitoring and evaluation practices, inadequate staffing, poor resource allocation, and limited feedback mechanisms have continued to hinder effective programme organization and instructional delivery. These conditions often result in poor learning environments, inconsistent educational activities, weak programme sustainability, and unsatisfactory learning outcomes among adult learners. The problem of this study therefore is the persistent ineffective curriculum implementation, poor learner participation, weak programme coordination, and low

sustainability of community-based adult education programmes in Enugu State, which may be associated with inadequate utilization of social structures and ineffective application of management principles. The study therefore seeks to determine how social structures and management principles can be applied to improve community-based adult education in curriculum implementation in Enugu State.

Purpose of the Study

The purpose of this study is to examine social structures and management principles to improve community-based adult education in curriculum implementation in Enugu State. Specifically, the study seeks to:

1. determine how traditional leadership improves learner participation in community-based adult education in Enugu State.
2. determine how family systems improve attendance in community-based adult education in Enugu State.
3. determine how planning improves effective curriculum delivery in community-based adult education in Enugu State.
4. determine how supervision enhances programme sustainability in community-based adult education in Enugu State.

Research Questions

The following research questions guided the study:

1. How does traditional leadership improve learner participation in community-based adult education in Enugu State?
2. How do family systems improve attendance in community-based adult education in Enugu State?
3. How does planning improve effective curriculum delivery in community-based adult education in Enugu State?
4. How does supervision enhance programme sustainability in community-based adult education in Enugu State?

Methods

The study adopted a descriptive survey research design. This design was considered appropriate because it enabled the researcher to obtain and analyze data from respondents on social structures and management principles for improving community-based adult education in curriculum implementation in Enugu State. The area of the study was Enugu State, Nigeria. The state was selected because of the presence of active community-based adult education programmes, diverse social structures, and varying levels of programme implementation across communities. The population of the study consisted of 850 respondents made up of community adult learners, facilitators, and local education administrators involved in community-based adult education programmes in Enugu State. Since the population was manageable, no sampling technique was applied and the entire population was used for the study. The instrument for data collection was the Social Structures and Management in Adult Education Questionnaire (SSMAEQ). The SSMAEQ was structured on a four-point rating scale and developed based on the objectives of the study, focusing on traditional leadership, family systems, planning, and supervision in community-based adult education programmes.

The instrument was face-validated by three experts from the Department of Continuing Education and Development Studies, Faculty of Education, University of Nigeria, Nsukka, who assessed its relevance, clarity, and suitability for the study. Their suggestions were used to modify and improve the final version of the instrument. The

reliability of the instrument was established using the Cronbach Alpha method after a pilot test, yielding a reliability coefficient of 0.83, which indicated that the instrument was reliable for data collection. Data were collected by the researcher with the assistance of trained research assistants. The questionnaires were administered directly to respondents in adult education centres and retrieved after completion. This ensured a high return rate and proper clarification of items where necessary. Data collected were analyzed using mean and standard deviation to answer the research questions. The decision rule was based on a criterion mean of 2.50 on a four-point rating scale. Any item with a mean score of 2.50 and above was regarded as “Agreed” (A), while any item with a mean score below 2.50 was regarded as “Disagreed.”

Results

Table 1: Mean and Standard Deviation of Responses on How Traditional Leadership Improves Learner Participation in Community-Based Adult Education in Enugu State

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
1	Traditional leadership mobilizes adult learners for participation in learning programmes	3.52	0.61	A
2	Village meetings are used to encourage adults to attend literacy classes	3.48	0.58	A
3	Traditional rulers promote acceptance of adult education programmes in the community	3.60	0.55	A
4	Community leaders create awareness that increases learner participation	3.45	0.63	A
5	Traditional leadership supports regular attendance of adult learners	3.50	0.60	A
6	Town unions assist in organizing adult education enrolment and participation	3.55	0.57	A
Aggregate Score		3.52	0.59	A

Data in Table 1 shows that all item mean scores are above the criterion mean of 2.50, with values ranging from 3.45 to 3.60, while the standard deviation values range from 0.55 to 0.63. The aggregate mean score of ($\bar{X} = 3.52$, $SD = 0.59$) indicates that respondents agreed that traditional leadership improves learner participation in community-based adult education in Enugu State. The low standard deviation further shows that responses were closely clustered, indicating a high level of agreement among respondents. Therefore, the findings confirm that traditional leadership structures such as village heads, town unions, and community leaders play a significant role in mobilizing adult learners and improving participation in adult education programmes in Enugu State.

Table 2: Mean and Standard Deviation of Responses on How Family Systems Improve Attendance in Community-Based Adult Education in Enugu State

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
1	Family encouragement improves regular attendance of adult learners in classes	3.56	0.60	A
2	Spouses support learners by sharing household responsibilities to enable class attendance	3.50	0.62	A

3	Family members remind adult learners of class schedules and meeting days	3.48	0.59	A
4	Emotional support from family members encourages continuous attendance in programmes	3.60	0.55	A
5	Family approval increases commitment of adult learners to educational programmes	3.52	0.58	A
6	Household cooperation reduces absenteeism among adult learners in community programmes	3.58	0.57	A
Aggregate Score		3.54	0.59	A

Data in Table 2 shows that all item mean scores are above the criterion mean of 2.50, ranging from 3.48 to 3.60, while the standard deviation values range from 0.55 to 0.62. The aggregate mean score of ($\bar{X} = 3.54$, $SD = 0.59$) indicates that respondents agreed that family systems improve attendance in community-based adult education in Enugu State. The low standard deviation further shows close agreement among respondents. Therefore, the findings imply that family support through encouragement, emotional assistance, and sharing of responsibilities plays a significant role in ensuring regular attendance of adult learners in community-based education programmes.

Table 3: Mean and Standard Deviation of Responses on How Planning Improves Effective Curriculum Delivery in Community-Based Adult Education in Enugu State

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
1	Planning helps facilitators organize lessons before teaching sessions	3.62	0.56	A
2	Proper planning ensures availability of instructional materials for teaching	3.55	0.58	A
3	Planning helps align lessons with learners' daily schedules and activities	3.50	0.60	A
4	Planning improves coordination of teaching and learning activities	3.58	0.57	A
5	Planning supports proper sequencing of curriculum content delivery	3.60	0.55	A
6	Planning enhances effective use of time during adult education sessions	3.57	0.59	A
Aggregate Score		3.57	0.58	A

Data in Table 3 shows that all item mean scores are above the criterion mean of 2.50, ranging from 3.50 to 3.62, while the standard deviation values range from 0.55 to 0.60. The aggregate mean score of ($\bar{X} = 3.57$, $SD = 0.58$) indicates that respondents agreed that planning improves effective curriculum delivery in community-based adult education in Enugu State. The low standard deviation shows close agreement among respondents. Therefore, the findings suggest that proper planning enhances organization, coordination, time management, and structured delivery of curriculum content in adult education programmes.

Table 4: Mean and Standard Deviation of Responses on How Supervision Enhances Programme Sustainability in Community-Based Adult Education in Enugu State

S/N	Item Statement	Mean ($\bar{X}$)	Std Dev (SD)	Decision
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1	Supervision ensures that teaching activities are carried out as planned	3.47	0.60	A
2	Regular supervision improves accountability among facilitators	3.52	0.58	A
3	Supervision helps to identify and correct instructional challenges in time	3.49	0.61	A
4	Monitoring of adult education centres promotes continuous programme operation	3.44	0.63	A
5	Supervision improves quality of teaching and learning processes	3.55	0.56	A
6	Supervisory visits encourage facilitators to maintain programme standards	3.50	0.59	A
Aggregate Score		3.49	0.59	A

Data in Table 4 shows that all item mean scores are above the criterion mean of 2.50, ranging from 3.44 to 3.55, while the standard deviation values range from 0.56 to 0.63. The aggregate mean score of ($\bar{X} = 3.49$, $SD = 0.59$) indicates that respondents agreed that supervision enhances programme sustainability in community-based adult education in Enugu State. The relatively low standard deviation further shows that respondents' views were closely clustered, indicating a high level of agreement among them. Therefore, the findings imply that regular supervision through monitoring of instructional activities, ensuring accountability among facilitators, identifying and correcting instructional challenges, and providing feedback contributes significantly to the continuity, quality, and sustainability of adult education programmes in Enugu State.

Discussion

The findings of the study revealed that traditional leadership improves learner participation in community-based adult education in Enugu State. For example, in communities where the village head, council of elders, and town union executives actively announce programme schedules during community meetings and mobilize households, adult learners tend to attend classes more regularly. The findings are in consonance with the study of Nwachinemere and Egboka (2022) who posited that traditional leadership systems strengthen community participation in educational development programmes through mobilization and trust building among community members. The findings also align with Ezeh and Okeke (2022) who found that community leadership support enhances learner retention and attendance in adult literacy programmes in South-East Nigeria. This implies that when traditional rulers and community leaders actively support adult education programmes, learners are more encouraged to participate, attend regularly, and remain committed to learning activities.

The findings of the study revealed that family systems improve attendance in community-based adult education in Enugu State. For example, adult learners whose spouses and children encourage them, assist with household responsibilities, or remind them of class schedules are more likely to attend lessons consistently, even during busy farming or trading periods. The findings are in consonance with the study of Obi and Nnorom (2023) who reported that family support increases adult learners' participation and consistency in continuing education programmes. The findings also agree with Ibrahim and Yusuf (2022) who observed that cultural and family patterns significantly shape participation and commitment in adult learning programmes in developing societies. This indicates that when families encourage and support adult learners, attendance

becomes more consistent, and learners are more likely to sustain participation in educational programmes.

The findings of the study revealed that planning improves effective curriculum delivery in community-based adult education in Enugu State. For example, where facilitators prepare lesson schedules in advance, organize teaching materials before classes, and align lessons with learners' daily routines such as market days or farming periods, curriculum delivery becomes more structured and effective. The findings are in consonance with the study of Afolabi and Mbah (2022) who stated that effective educational planning enhances programme efficiency and instructional organization in adult learning environments. The findings also support Musa and Adamu (2022) who found that strategic planning significantly improves curriculum implementation in community learning centres. This suggests that proper planning enables adult education facilitators and administrators to organize instructional activities, allocate resources, and deliver curriculum content more effectively.

The findings of the study revealed that supervision enhances programme sustainability in community-based adult education in Enugu State. For example, when education officers or coordinators regularly visit adult learning centres to observe teaching, ensure attendance records are properly kept, and provide feedback to facilitators, the programmes tend to continue without interruption and maintain quality standards. The findings are in consonance with the study of Chinedu and Bakare (2023) who found that effective supervision improves instructional effectiveness and programme quality in non-formal education settings. The findings also agree with Onoh and Ezeani (2023) who reported that supervision enhances curriculum delivery and strengthens programme implementation in adult education centres. This implies that regular supervision ensures accountability, improves teaching quality, and supports the continuous operation and sustainability of adult education programmes.

Educational Implications of the Study

The findings of this study have important implications for community-based adult education in Enugu State. The study implies that effective involvement of traditional leadership structures can significantly strengthen learner participation by improving community mobilization and acceptance of adult education programmes. It further implies that family systems play a crucial role in sustaining attendance, suggesting that adult learners perform better when they receive encouragement and support from their households. The study also implies that proper planning by programme administrators enhances curriculum delivery by ensuring that teaching activities are well organized, structured, and aligned with learners' needs and community schedules. In addition, the findings imply that continuous supervision is essential for sustaining adult education programmes, as it promotes accountability, improves instructional quality, and ensures that curriculum implementation is consistently maintained across learning centres.

Contribution to Knowledge

This study contributes to existing knowledge by providing empirical evidence on how social structures and management principles jointly improve community-based adult education in curriculum implementation in Enugu State. It specifically highlights the practical roles of traditional leadership and family systems in enhancing learner participation and attendance, thereby strengthening the understanding of community-based support systems in adult education. The study also contributes by establishing that management practices such as planning and supervision are critical determinants of

effective curriculum delivery and programme sustainability. Furthermore, it extends knowledge by integrating both social and administrative dimensions, showing that adult education effectiveness is not only dependent on institutional management but also on the strength of community social structures that support learning processes.

Conclusion

The study concluded that social structures and management principles play significant roles in improving community-based adult education in curriculum implementation in Enugu State. Based on the findings, traditional leadership was found to enhance learner participation through community mobilization and support, while family systems were observed to improve attendance by providing encouragement and stability for adult learners. The study also concluded that planning contributes significantly to effective curriculum delivery by ensuring proper organization of instructional activities and alignment with learners' needs. In addition, supervision was found to enhance programme sustainability by promoting accountability, instructional quality, and continuity of adult education programmes. Overall, the study established that the integration of strong community social structures and effective management principles leads to improved participation, better curriculum delivery, and sustainable adult education programmes.

Recommendations

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

1. Adult education programme coordinators should actively involve traditional leadership structures in mobilizing community members because this should enhance learner participation in adult education programmes.
2. Adult learners should be encouraged by family members through moral and practical support because this should improve attendance and consistency in learning activities.
3. Programme administrators should strengthen planning processes in adult education centres because this should improve effective curriculum delivery and organization of instructional activities.
4. Education authorities should ensure regular supervision of adult education programmes because this should enhance programme sustainability and improve instructional quality.

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