

**COMMUNITY EDUCATION NEEDS OF COMMUNITY BASED  
ORGANIZATIONS LEADERS IN ANAMBRA STATE, NIGERIA.**

**BY**

**EWELUM, JOHNSON NNADI  
PG/Ph.D/02/32708**

**BEING**

**A Ph.D DISSERTATION SUBMITTED TO THE DEPARTMENT OF  
ADULT EDUCATION AND EXTRA-MURAL STUDIES,  
UNIVERSITY OF NIGERIA, NSUKKA**

**FOR THE**

**DEGREE OF DOCTOR OF PHILOSOPHY IN ADULT  
EDUCATION/COMMUNITY DEVELOPMENT**

**JANUARY, 2014.**

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ADULT EDUCATION/COMMUNITY DEVELOPMENT.**

**SUPERVISOR: PROF. P. N. C. NGWU**

**JANUARY, 2014.**

## **APPROVAL PAGE**

This thesis has been approved for the Department of Adult Education and Extra-mural studies, University of Nigeria, Nsukka.

**By**

---

**Prof. P.N.C. Ngwu**  
Supervisor

---

**Ass. Prof. F.O. Mbagwu**  
Internal Examiner

---

**Prof. Evawoma Enuke Usiwoma**  
External Examiner

---

**Prof. P.N.C. Ngwu**  
Head of Department

---

**Prof. I.C. Ifelumni**  
Dean of Faculty

## **CERTIFICATION**

EWELUM, JOHNSON NNADI, a postgraduate student in the Department of Adult Education and Extra-mural studies with Registration number PG/Ph.D./02/32708, has satisfactorily completed the requirements for the course work and research for the degree of Doctor of Philosophy in Community Development Studies. The work embodied in this thesis is original and has not been submitted in parts or in full for any other diploma or degree of this university or any other university.

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**Ewelum Johnson Nnadi**  
Candidate

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**Prof. P.N.C. Ngwu**  
Supervisor

## **DEDICATION**

This work is dedicated to all the lovers of community development.

## **ACKNOWLEDGEMENTS**

The researcher wishes to acknowledge all those who contributed in various ways to the successful completion of this work. First, he is sincerely grateful to his lecturer and supervisor, Prof. PNC. Ngwu for his guidance, moral support, and interest in supervising all aspects of this work. His sincere appreciation also goes to Dr. (Mrs.) F.O. Mbagwu who was his source of inspiration and motivation to see that the work is transformed to reality. Equally, the researcher appreciates the wonderful contributions of other lecturers in the department, Prof. (Mrs.) C.I. Oreh, Prof. S.C. Nwizu, Dr. A.U. Nwobi, Dr. N.O. Nwakaire, Dr. L.O. Nwabuko, and Dr. E. Obetta to see that the work scales through.

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**Ewelum, Johnson Nnadi**

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## **Abstract**

The central focus of this study was to ascertain the community education needs of community based organizations leaders in Anambra State of Nigeria. To guide this study, five research questions were posed and three null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a descriptive survey design. The population for the study comprised 1,701 executive members of the 189 registered community based organizations in the 21 local government areas that make up the three senatorial zones of Anambra State. The sample consisted of 1071 executive members of community based organizations selected through stratified random sampling. The internal consistency reliability coefficient obtained for each of the clusters I-V were 0.89, 0.88, 0.87, 0.86 and 0.92 respectively while the overall reliability coefficient was 0.88. Questionnaire was the instrument used for data collection. Mean was used to analyze the research questions while t-test was used to test the null hypotheses. Among the major findings of the study were that the respondents agreed that they need basic, social, political, economic, and cultural education to improve or further lead as required, there was no significant difference in the mean ratings of the literate and non-literate; respondents on the basic education needs there was significant difference in the mean ratings of married and single respondents on social education needs; and there was no significant difference in the mean ratings of the urban based and rural based respondents on political education needs. It was recommended that the Agency for Mass Literacy, Adult and Non-formal Education in Anambra State should mount campaign in the rural communities on the need for community education programmes, that community education centres should be established in the rural areas and qualified adult educators employed to facilitate the programmes, policy makers and other administrators in mass literacy, adult and non-formal education should reflect the needs of the community in policy formulation.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Within the community framework, there is need for people to be educated. It is vital because without it, people may not function effectively. Community education is one form of education that will bring about positive change among the people in the community. Ezumah (2004) sees community education as a process aimed at raising consciousness, spreading understanding, and providing the necessary skills, including the human and material resources for the social, economic, political and cultural development. Findsen (2006) defined community education as an organized learning activity that groups or individuals undertake for the personal, community, cultural or economic development. It touches all other areas of learning but its primary focus is the adult as learner and the community as the context. Akande (2007) sees community education as the type of education needed to engender self-confidence, self-respect, and personal independence as well as to safeguard human rights and achieve social equality.

Contextually, community education is the education that promotes the integrated involvement of community members in the effort to bring about desirable social change. It is education for peoples empowerment to take control over their own lives. In other words, it is an educational process whereby people, collectively

learn to help themselves and improve their lives. It is the need for improving the quality of life in the community that brought about the activities of community education.

According to Anyanwu (2002), community education is not a new phenomenon of human living. For example, in Nigeria traditional communities, people had been practising indigenous community education before the advent of the early missionaries and the colonial administration. The traditional apprenticeship programmes were plausible forms of community education. Such programmes were run in the areas of health, agriculture, arts and crafts and constituted a recognized way of inducing enlightenment. In the area of health, community education tends to emphasize better sanitation and water supply, proper hygiene and housing, and improved infant and maternal welfare. In the field of agriculture, community education was in the area of sensitizing people on the methods of farming to improve their productivity, better care of livestock. Anyanwu further stated that with the introduction and general acceptance of the Western system of education and culture, there was a gradual decline in enthusiasm for erstwhile indigenous community education with corollary problems of illiteracy, unemployment, underdevelopment, poverty, armed robbery, kidnapping, and youth restiveness in Nigeria. This indicates the inadequacy of formal school system of Western Education alone to meet the socio-economic and cultural needs of the Nigerian society.

Formal education having been unable to address most community concerns alone, policy makers came up with the idea of non-formal education. Non-formal education according to Ngwu (2003:41) can be defined as:

any planned and consciously organized general education and /or training activity outside the formal school in a particular society for illiterates, school leavers, dropouts or other adults, as individuals or in groups, for the purpose of raising their consciousness of their social situation and their standard of living, improving their individual or collective efficiency in their jobs or preparing them for self-employment, wage employment or further training within the existing education/training system.

Non-formal education is focusing on teaching people to improve their basic level of subsistence, as well as their standards of nutrition and general health, participate in determining the nature and content of programmes of community education, and acquire knowledge and skills which can immediately be put into practice to solve community problems. In these ways, non-formal education becomes an important tool for community education to provide social change for better living in the community. Non-formal education provides the viable educational alternatives that will enable different categories of completers to further their education.

In 2004, the Mass Literacy, Adult and Non-formal Education came up with strong emphasis on all forms of functional education such as community education that was enshrined in the National Policy on Education (Federal Republic of Nigeria, 2004). In the document, it was clearly stated that efforts shall be made to relate education to overall community needs. To realize this objective locally and globally, the fifth World Conference on Community

Education was convened in 1987 in Nairobi, Kenya where the proponents and practitioners of community education from 40 countries in all continents affirmed their commitment to the goal of community education: to raise the consciousness and enhance the initiative of people in solving their problems in the spirit of self-reliance and self determination (Akande, 2007).

Ezumah (2004) stated that the non-formal nature of community education operational strategies determines its objectives. He went on to state that the primary objective of non-formal community education is to return education to the people in the community. Community Based Organization (CBO) leaders, therefore, need this type of education (community education). This is the type of education that will provide them with certain types of knowledge, skills, understanding, courage, perceptivity, and foresight in community leadership. The National Libraries of Medicine (2007) defined community based organizations as public or private non-profit organizations that are representatives of a community or a significant segment of a community, and are engaged in meeting human, educational, environmental, or public safety community need. Thus, community based organizations refer to all the organizations based in the community and set by the community for the purposes of enhancing the well-being of the community members. Each community based organization has its own leaders and the essence of the leadership is to direct activities and have enormous responsibility to direct what they are doing within CBOs.

Abiona (2009) sees community leaders as volunteers and agents of change that motivate and mobilize their people to

improve their communities. They are members of their community who are familiar with the culture, social organization, structure, and values of their community. In other words, community leaders are the leaders of different community based organizations set-up by the community who are often formed to improve the standard of living in their community. Because community leaders occupy this position, they need to be educated within the context of the community. In realization of this, successive Nigerian governments have intensified efforts in initiating national development programmes to promote community education. Such programmes include: Mass Mobilization, Social Justice, and Economic Recovery (MAMSER), Family Support Programme (FSP), Environmental Sanitation, population education, mass literacy campaign, political education, among others. These programmes were initiated to promote the life and meet learning needs of the people, community leaders inclusive. This is in line with the views of Alam (2004) who noted that one of the goals of Dakar Education for All (EFA) framework of action was ensuring equitable access to education to meet the learning needs of all.

Despite the efforts of the government in initiating community education programmes in the country, the results of the interview and observations made by the researcher show that community based organizations leaders in Anambra state have little or no idea of community education programmes to improve their lots. It is not clear if these community education programmes have been contributory in improving their expected roles. This is because, they have not been able to fill their position properly and hence, do not perform as desired in their area of jurisdictions. This is

evidenced from their poor leadership and accountability, disputes, ignorance of political rights, poor attitude to environmental sanitation, among others. For example, in Anambra State, community leaders shy away from political activities because of the activities of rigging, thuggery, and assassination that militate against their political rights and duties. This agrees with the views of Igbafe and Offiong (2007) that political assassination and other vices have become evils that work the streets of Nigeria not only unmolested, but aided and abated. This, they noted, is due to ineffectiveness and inefficiency of national security outfits, particularly the police that have failed to live up to its duties by apprehending the culprits and their collaborators.

Again, environmental sanitation exercise observed every last Saturday of the month now records very few community members' participation due to lack of mobilization from the leaders. This is in line with Ejikeme (2012) who opined that until recently when Anambra State Waste Management Agency (ASWAMA), which derived from the defunct Anambra State Environmental Protection Agency (ANSEPA) was formed, the issue of waste management in Anambra State was a big challenge. The peoples' attitude to environmental sanitation was very poor. Indiscriminate dumping of refuse was rule rather than exception. The state capital, Awka, was the most vulnerable in this undisciplined life style. Bins overflowed with dirt as flood channels were willfully blocked by privileged few in the society for purpose of reclaiming the land. For example, Iyiagu flood channel was blocked and built upon regardless of the danger it posed to life and properties.

In the same area, the leaders rather struggle for monthly allowance from the state government for community development activities including community education programmes and shy away from their expected roles of helping the community members to develop capacity to deal with their own problems through collective actions, enhanced self-chosen changes and development by community members. This includes developing people's capacity to learn the skills of democracy that will help move the community to the most desirable levels of conditions. This agrees with the views of Anyanwu (2002) who said that:

Community leaders are more interested in power sharing and the creation of positions than in the solution of community problems. Hence, with the lack of intelligent and imaginative of local leadership, the administration of a disorganized community can be frustrated by low morale, apathy, and outright neglect.

More still, some of the leaders divert community funds into their pocket due to their self aggrandizement. This is in line with Abiona (2009) who noted that the limited funds contributed by members of the communities may be embezzled by community leaders and other. This brings mistrust and kills the interest of the community members who are willing to participate in community development. The author further noted that the political class makes the matter worse by displaying influence after embezzling public funds.

The non-performance of these community leaders of their expected roles could be attributed to some gaps that need to be filled through community education programmes. The gap will be considered as the educational needs of these community based

organizations leaders. Knowles (1970) described educational need as something that a person has to learn for his own good, for the good of an organization, or for the good of the society. It can be regarded as the gap that exists between a person's present level of competencies and a higher level which is required for effective performance as defined by the individuals, his organization or his society. As a problem-centered activity, community education becomes a tool that will build the capacity of community leaders to satisfy the imbalance or lack of adjustment between the present condition in the life of the community and a new set of condition that will be more desirable.

In identifying those gaps, they could be basic education needs, social education needs, political education needs, economic education needs, and cultural education needs. These are important because, they will equip the individuals, including the community leaders with the desired knowledge and skills that will make them function effectively in their communities. Conceptually, basic education refers to all those programmes with fundamental education, as well as those programmes with alternative curricular, including areas such as basic health, nutrition, family planning, literacy, agriculture, and other vocational skills (Lynette & Babara, 2010). The community leaders need basic education because it is very important for human living. Acquisition of basic education will help community leaders have a focus on other areas of needs in the community. It is only when they achieve their basic education needs that other sets of needs come up in the hierarchy of needs. In addition to basic education, another education need that could be important to community leaders is social education.

Social education can be seen as education for sociality, education through social life, education as learning in society, and education for social relationships (Smith, 2002). Thus, it is the education that equips community leaders with knowledge and skills of establishing human relationship, love, peace and harmony, communication, improved family life, among others. Knowledge of social education will make community leaders gain access to full emotional, social, and intellectual development in relations to self, social institutions, and social issues.

Moreso, another education need that could be very important to community leaders to function effectively in their communities is political education. Political education is an activity aimed at achieving the largest numbers of citizens, who understand political process, independently and critically shape their own opinions and are prepared for public activity (European Youth for Media Network Association, 2012). Political education will help to raise the civic consciousness and increasing participation of community leaders in the community affairs and the mainstream political process. Acquisition of political education will make them exercise their franchise, know state ideology, strengthen their leadership structure, and have sound criticisms on state issues. In the same vein, such other need could be economic education. Economic education is the education provided to assist a rational man in organizing his different thoughts whenever he is faced with day-to-day economic issues and problems (Ibukunolu, 2010). Thus, economic education is the education that prepares one to become productive member of the workforce, prudent saver, investor, and wise decision maker on his available resources. There is, therefore,

the need for community based organizations leaders to acquire economic education to enable them identify their available resources in the community and make wise decision on the usage and reservation for the rainy days. It will equally equip them with knowledge and skills of dealing with their day-to-day economic issues and problems as they arise in their own areas of authority.

Finally, one other education need that could be vital for the performance of community based organization leaders in their communities is cultural education. Cultural education refers to education that enables the transmission of peoples' cultural heritage from one generation to another. It equips individuals with a wide variety of high quality cultural experiences that make them to function effectively in their communities. There is the need for community leaders to have in their finger tips, the values, norms, and traditions of their communities through cultural education. This will enable them to transmit the knowledge to new generation and for promotion of cultural development.

Community has been defined as a group of people living in a geographical area and are bound with common interest. This implies that in every community, the perception of the people is very important since there are various categories of people in the community, for example, married and single, educated and non-educated. It is very vital that the opinions of these categories of people should be collected to determine how related or diversified these opinions are in this study. Also community development is all about improving the well being of people in both rural and urban communities. This therefore, implies that, the importance of rural and urban aspects of the communities necessitates that the

opinions from both rural and urban leaders are necessary in this study.

Based on the foregoing, that the community based organization leaders do not function effectively as required, it is the intention of the researcher to identify the needs of the community based organizations leaders to enable them function effectively in their communities.

### **Statement of the Problem**

The non-performance of the community based organizations leaders has led to slow pace at which different communities in Anambra State are developing. The decline in their roles is more pervasive in rural communities than their urban counterparts. This can be evidenced by the high rate of illiteracy, poor leadership, embezzlement of public funds, disputes, and ignorance of community education programmes such as health, economic, political and environmental programmes. The truth remains that in spite of the numerous community education programmes that have been introduced by the government, the rural dwellers, including community leaders have not availed themselves of these educational opportunities to improve their lots. Could it be that the community education programmes did not receive adequate publicity or could it be that there were some educational deficiencies that deprived them of access to information about community education programmes?

Moreover, the irony is that, it is not even certain that community leaders know their basic education needs, social education needs, political education needs, economic education

needs, and cultural education needs. In fact, it is not clear if at all any community education programmes targeted at the rural populace have been contributory in improving the roles of community leaders in the area despite the rapid increase in their expected roles.

Therefore, since the community based organizations leaders do not perform their roles as expected in their areas of jurisdiction, there is need to identify their community education needs to enable them develop their leadership potentials and become more effective in their areas of authority. It is, therefore, the problem of this study to identify the community education needs of the community based organizations leaders.

### **Purpose of the Study**

The main purpose of this study was to ascertain the community education needs of community based organizations leaders in Anambra State. Specifically, the study sought to find out:

1. The extent to which community based organizations leaders need basic education.
2. The extent to which community based organizations leaders need social education.
3. The extent to which community based organizations leaders need political education.
4. The extent to which community based organizations leaders need economic education.
5. The extent to which community based organizations leaders need cultural education.

**Significance of the Study**

The findings of this study will be of great importance not only to the community leaders who are the pillars in community, particularly in this dynamic world of 21<sup>st</sup> century but also to adult educators and community development officers, policy makers and state government.

Firstly, the implementation of the findings will enable community leaders to identify the needs and problems of the community and means of satisfying them. It is only when they know what their needs are that they know how to tackle them. The findings will equally give the leaders clue on how to influence and direct the people in order to achieve communal goals be it social, political, economic, and otherwise.

Secondly, the findings of the study will serve as a guide for adult educators and community development officers on what programmes to be developed for community leaders. It will give them insight on the desired roles of the leaders and how to develop programme to reflect such roles that will bring about positive changes in the community.

Thirdly, the findings of the study will as well serve as a guide for policy makers in formulating policies that will guide the selection of leaders in different communities. The findings will also give the policy makers idea on how to reflect the expected roles of community leaders in their policies. This is to streamline the leadership pattern of the leaders in different communities.

Finally, the findings and recommendations of the study will serve as a reference point through which the state and local governments can address some developmental programme issues of rural communities. That is, it will serve as a data bank that can be used as guide by the government in dealing with developmental issues.

### **Research Questions**

The following research questions guided the study.

1. To what extent do community based organizations leaders need basic education?
2. To what extent do community based organizations leaders need social education?
3. To what extent do community based organizations leaders need political education?
4. To what extent do community based organizations leaders need economic education?
5. To what extent do community based organizations leaders need cultural education?

### **Hypotheses**

The following null hypotheses were formulated for the study and tested at  $P < 0.05$  level of significance.

H<sub>01</sub>: There is no significant difference between the mean scores of the literate and non-literate community based organizations leaders on the basic education needs.

H0<sub>2</sub>: There is no significant difference between the mean scores of the married and single community based organizations leaders on the social education needs.

H0<sub>3</sub>: There is no significant difference between the mean scores of urban based and rural based community based organizations leaders on the political education needs.

### **Scope of the Study**

The scope of the study was limited to determine the community education needs of community based organizations leaders in Anambra State. These community education needs include: basic education needs, social education needs, political education needs, economic education needs, and cultural education needs. The study was also limited to those community based organizations set up by the community.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter deals with the review of literature related to the present study. The review is organized under the following sub-headings:

#### **E. Conceptual Framework**

- Community
- Community education
- Educational needs of community leaders
- Community leadership
- Community based organizations

#### **F. Theoretical Framework**

- Maslow's theory of needs
- Functionalist theory
- Contingency theory of leadership
- Human capital theory
- Cultural theory

#### **G. Review of related empirical studies**

#### **H. Summary of Reviewed literature**

### **Conceptual Framework**

#### **Concept of Community**

Community according to Cox (1997) is viewed as place in which people live (villages, cities, etc); or reflecting a population group bearing similar characteristics (rural dwellers, urban residents, old people, children, and young adults); or as a trait or concern commonly shared by people (religious freedom, status of

women, status of the poor and down trodden, etc). Bensman (1994) viewed community as a relatively small isolated centres with a stable population, in which all economic and social services necessary to life can be maintained.

The term community according to Wikipedia (2011) has two distinct meanings: one confined to living organisms used in biology and the other referring to a group of human beings. In biological terms, a community is a group of interacting organisms sharing a populated environment with regard to humans, possibly living in close proximity, and often refers to a group that shares some common values, and is attributed with social cohesion within a shared geographical location generally in social units larger than a household. The word can also refer to the national community or international community. In human communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness.

Hegmon (2002) noted that community is used in two ways in archeology, paralleling usage in other areas. The first is an informal definition of community as a place where people used to live. In this sense, it is synonymous with the concept of an ancient settlement, whether a hamlet, village, town or city. The second meaning is similar to the usage of the term, in other social sciences. A community is a group of people living near one another who interact socially. Social interaction on a small scale can be difficult to identify with archeological data. Most reconstructions of social communities by archeologists rely on the principle that social interaction is conditioned by physical distance.

Anyanwu (1999:1) defined community as:

- A population living within a legally established area;
- A group of people who communicate;
- A group of people living in a given geographical environment.

Such groups may include: the family, the village, the town or clan, and the tribe, state or nation in which people share in common the basic conditions of life. Anyanwu further stated that, a community, therefore, is a social group, occupying a more or less defined geographical area, and based on the feelings people have for one another. Such feeling can accommodate the facility to identify a common sentiment, the ability to share a recognized way of life, and the possibility of living wholly within such group.

Anyanwu (1999:3) further stated the six principal characteristics of community as:

- Shared territory: A community occupies a territorial area, within which its members live and develop the ways of life that give the community the unique features that tend to make its identity easily recognizable;
- Shared beliefs: These are the beliefs which are nurtured and cherished by the people in the development of their common ideals, objectives, attitudes, and values;
- Shared bond of fellowship: This is a feature that distinguishes one people from another. It may be typified by the demand of obligations from citizens and the conferment of benefits upon them;
- Set standards or pattern of behavior: The idea behind this characteristic is that a community arises from the living together of human beings. The psychological situation that

ensues from such living together is that people perform mutual actions and reactions towards one another. Such interaction is incessant; and no citizen can wholly cut himself off from such social relations;

- Common culture: This is the aggregate of the social, ethical, intellectual, artistic, governmental and industrial attainments of a community, and by which it can be distinguished from any other community. It includes the ideas, traditions, customs, usages, institutions, associations, and material objects characteristic of such community;
- Common administration: The preservation of the culture of a community necessitates the establishment of a common administration for running the affairs of the community. This connotes the formulations of process, involving responsibility and accountability, for the effective regulation of the operations of such a community. It presupposes effective leadership and the recognition of a chain of functionaries to get things done in the community.

Moreover, communities may be viewed as systems composed of individual members and sectors that have a variety of distinct characteristics and interrelationships (Thompson and Kinne, 1990). These sectors are populated by groups of individuals who represent specialized functions, activities, or interests within a community system. Each sector operates within specific boundaries to meet the needs of its members and those the sector is designed to benefit. For example, schools focus on student education, the transportation sector focuses on moving people and products, economic entities focus on enterprise and employment,

faith organizations focus on the spiritual and physical well-being of people, and health care agencies focus on prevention and treatment of diseases and injuries. In reality, these sectors are a few of the many elements that comprise the overall community system.

According to Kretzmann and Mcknight, [1993] a community can be likened to a well-oiled machine. For example, for the community to be successful, each part or group has its role to perform and failure to perform that role the machine will diminish its function. This could imply that in a systems view, healthy communities are those that have well-integrated, interdependent sectors that share responsibility to resolve problems and enhance the well being of the community.

From the foregoing, a community, therefore, is primarily a social group, occupying a more or less defined geographical area and based on the feeling that people have for one another. In some cases, the population of a community may be just a few hundreds; in some others, some thousands of people may be living and working in a village, clan or neighbourhood to which they have the feeling that they specially belong. A community can exist with or without a formal organization. Its essence, however, is the feeling of belonging to and sharing responsibility for the welfare of the whole group.

### **Concept of Community Education**

The concept of community education is not new. It may have had a clear, concise definition at one time, but that definition has been re-worked by the dynamic interpretations that have imbued it

as a result of the community education movement, over two decades. Community education has been created by people who wanted different ways of taking their place in the world, through generating knowledge by action and reflection (Connolly, 2003).

Ani (2003:121) also defined community education as educational process beyond schooling education that occurs outside the educational institution; education that takes place in a community school or community college; education that occurs for community development; or education for community action. It is that type of education that takes place in a community for the improvement of the community. Ani went further to state the six aspects of community education as:

- a supportive relationship between a community school and the community.
- a sharing of facilities between school and community
- a community oriented curriculum.
- Life long education.
- Community involvement in the management of the community school.
- Community development.

Anyanwu (2002) opined that since problems and needs are numerous and vary from one community to the other, the concept of community education is characterized by diversified interpretations. He submits that in developed countries, community education may be understood in terms of expanding existing services and resources such as those of a school, available for wider use by the local community. In developing countries on the other hand, it could be concerned with the growth in a

community of a political awareness that will encourage the people to press for educational or social change.

In Nigeria, for example, the incidence of mass education to promote environmental sanitation is a strong case to illustrate the peculiarity of community education. This is in line with the belief expressed in Dublin Declaration (1983:86) that “all people must practice community education according to their own history and experience and to the end that education for all will relate to the issues of everyday life and to the betterment of individual and social life”. In this view, emphasis in community education is usually on transformation of the citizens who will in turn transform the communities resulting in achievement of national development.

According to the Canadian Association for Community Education (1987:4):

Community education is a process whereby learning is used for individual, community, and global betterment. It is characterized by the integrated involvement of people of all ages, use of community learning resources and research to bring about community change and recognition that people can learn through, with, and from each other to create a better world.

This definition lays emphasis on the need for people to realize that they can and must play a part in the determination of the direction of their lives. The new trend in community education reveals clearly that it is no long a time when people can passively wait to cope with changes as they occur; they must take charge of their lives and help to improve their level of responsiveness and the quality of life in their community.

Fletcher (1980) suggests a definition of community education as a process of commitment to the education and leisure of all ages through local participation in setting priorities, sharing resources, and the study of circumstances. This shows that community education concerns itself with everything that affects the well-being of all citizens within a given community. Decker (2001) sees community education as education that offers a structured effective way to respond to the challenge of improving public education because of the way it expands school's traditional roles and creates a mutually interdependent relationship among home, school, and community.

It is, therefore, deduced from the various definitions examined above that community education is education for life in society. It is education for peoples' empowerment to take control over their own lives. In this vein, community education is education geared towards the articulation of community needs and problems. As a pre-requisite for community development and progress, community education is an educational process whereby people, individually and collectively, learn to help themselves and improve their lives.

### **Concept of Educational Needs**

Educational need can be looked upon as the difference between reality and what is expected (ie what should be). This is discussed under the following sub-headings.

- Basic education needs.
- Social education needs.
- Political education needs.

- Economic education needs.
- Cultural education needs.

### *Basic Education Needs*

Basic education refers to the whole range of educational activities taking place in various settings (formal, non-formal and informal), that aim to meet basic learning needs (Wikipedia, 2011). In other words, basic education is the formal and informal fundamental training or knowledge, skills, and experiences that people acquire or attain to enable them function effectively in their communities. It is the prerequisite to further education. Basic learning needs include literacy, family planning, nutritional values, vocational skill, to mention but a few.

According to the International Standard Classification of Education (ISCE, 1997), basic education comprises primary education and lower secondary education. For example, in developing countries in particular, basic education often includes pre-primary education and/or adult literacy programmes. Universal basic education is regarded as a priority for developing countries and is the focus of the Education For All (EFA) movement led by UNESCO. It is also included in the Millennium Development Goals (MDGs) as Goal number 2: Achieve Universal Primary Education by 2015. An extensive number of studies have proven its benefits on public health (lower spread of HIV/AIDS, better vaccination, prevention, lower materials, infant and child mortality), demography (longer life expectance, accelerated demographic transition through better birth control,...), and economy (increases of purchase power, increased demand on

service sectors...). Other benefits, although more difficult to measure, include impact on demography, human rights, governance and political stability through increasing understanding of non-violent ways to solve problems and mutual understanding between groups in conflict.

### *Social Education Needs*

Social education can be seen as the conscious attempt to help people to gain for themselves knowledge, feelings, and skills necessary to meet their own and others developmental needs (Smith, 1982). The above definition suggests that:

- All members of society have the right to a full emotional, social, and intellectual development.
- Society has an obligation to ensure that people gain access to the resources and opportunities that enable such development.
- The help given to people must be based on truth and reason and enhance human freedom and dignity.

Lee (1980:5) suggests that social education can be used to cover “all those teaching or informal activities which are planned by curriculum developers, teachers or other professionals to enhance the development of one or more of the following: knowledge, understanding, attitudes, sensitivities, competence, in relation to – the self and others, social institutions; structures; and organizations, and/or social issues”. Such a definition allows social education to subsume what has been described as social and life skills. It has the merit of focusing attention upon the different ways in which the curriculum is constructed and

recognizing that some teachers and workers may work in all three areas, while others may concentrate on one or two. On the other hand, it restricts usage to professionalized interventions as against the conscious attempt by, -say, parents or peers, to further the social and personal development of others.

Brown (1986:8) noted that in some schools, social education may entail:

Little more than short courses in career education or health education. Other courses are more elaborate and may incorporate....other topics such as moral education and political education. Alongside these courses, but not integrated with them, are likely to be courses in childcare and parentcraft which have sprung up as an extension of home economics for "less able". Even more elaborate is usually indicated when titles like "social education", "social studies" or "community studies" are used.

Such studies can often appear in the fourth and fifth years of secondary schooling and their teachers frequently experience difficulties as what is taught does not fit into the usual range of examination-oriented subject divisions

### *Political Education Needs*

Political education is the process of elevating human consciousness to be able to perceive and interpret phenomenon. So, participants can be conscientious actors in determining their economic, political, social, and spiritual reality. Political education like any legitimate form of education is for the upliftment of humanity and the greater development of the individual to serve

the collective. Political education speeds up the overall struggle by the masses against injustice and humiliation at the hands of the ruling class and African petty bourgeoisie. Without such education, the masses will continue to engage oppressive conditions but not have all the tools they need to plot a conclusion that liberates us from oppression (Abasi, 2011).

Indian American Forum for Political Education (2009) sees political education as the education that empowers Indian Americans politically by raising their civic consciousness and increasing participation in community affairs and the mainstream political process. The forum went further to state the objectives of political education as to:

- Enhance political awareness, involvement, and civic responsibility among Indian Americans.
- Promote voters registration and encourage Indian Americans to exercise their rights to vote and to run for public office.
- Identify issues of concern to Indian Americans and pursue solutions within the political system.
- Facilitate and promote ongoing Indo-us relations.

In the same vein, Wang (1994) claims that political education is one main approach of political socialization. The core matter of political socialization can be approached by education and media, with evenly distribution of the expanding cognition.

Political education in relation to party-polities can be explained as the activities a political party aimed at keeping the electorates well informed of their civic responsibilities (duties) on one hand, and party programmes on the other hand (Sklar, 1983). The definition shows that the task of political education for the

parties is dualistic in nature. One, the parties have the responsibility of arousing the interests of people in party politics. This is in view of the fact that some of them might have probably become apathetic due to the prevailing socio-economic and political situations in the country. Also, there may be low level of political participation when they are not properly educated of their responsibilities. However, the task of arousing people's interest in party politics is always associated with many problems in predominantly illiterate societies like African states. But on the other hand, parties have the responsibility of selling their programmes to the electorates as a way of winning many supporters.

Infact, the more articulate a party is in educating people, the greater its chances of getting more supporters. Sklar (1983:74) went further to say that parties usually adopt some strategies in educating their supporters. They include:

1. Political Campaigns: This has been discovered to be the most primitive and effective means of political education especially in the developing states of the world. Through this medium, party leaders address rallies and educate them on their programmes and their civic responsibilities.
2. Printings of manifestoes and occasional publications on sensitive national issues: This strategy works better in a literate society than an illiterate one. However, it has the advantage of reaching more people than political campaign at minimum costs.
3. Advertisement in electronic media and mass media: This strategy is usually adopted more in the developed states of

the world than developing countries. Its advantage is seen in the fact that parties can communicate with many people without necessarily going about places. However, the method of political education is quite expensive and perhaps this explains why many parties seldom adopt the strategy in African states. This method was adopted for the first time in Nigeria during the Third Republic.

4. Giving public lectures and organizing symposia: Parties may resort to this method of political education when it is discovered that they are not financially buoyant. The strategy is always adopted in literate societies and where it is used in developing states, it has been found that only youths of school age usually benefit more than the other sets of people in the society. In essence, the method is not so effective because the number of the audience is always very low.

### *Economic Education Needs*

Economic education is the education by somebody (a teacher or any other educated person) on different economic issues and problems. It is the education provided to assist a rational man in organizing his different thoughts whenever he is faced with day-to-day economic issues and problems (Ibukunolu, 2010). For example, one of the contemporary economic issues is the increase in the price of petrol in Nigeria. It will take an expert in the area of economics of education, some efforts to point out to people, the effect of this increase in petrol price on the economic activities at a given time.

Becker (2001) asserted that economic education is a field within economics that focuses on two main themes: (1) the current

state of, and efforts to improve, the economic curriculum, materials, and pedagogical techniques used to teach economics at all educational levels and (2) research into the effectiveness of alternative institutional techniques in economics, the level of economic literacy of various groups, and factors that influence the level of economic literacy.

Idaho council on Economic Education (2012) affirmed that economic education is the education that makes students become competent and responsible decision makers. The council went further to state the purposes of economic education as to prepare students to become: productive members of the workforce, knowledgeable consumers, prudent savers and investors, and wise lifelong decision makers. Nelson (1997) sees economic education of United States as the manifestations of the perennial issues regarding economic knowledge in the education of citizens and how best to provide teachers with a fund of economic knowledge and materials. It concentrates on the application of economic concepts to understanding and analyzing the economy of the United States.

### *Cultural Education Needs*

To understand cultural education, it is important to grasp the full meaning of the word “culture”. According to Chamberlin (2005:197), culture represents the value, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave, and make judgements about their world. In other words, peoples’ way of life.

The Parliamentary Assembly (2009) sees cultural education as the learning and practising the arts, as well as learning through

the arts, using transversal pedagogical means. It could also be understood as using the arts for the promotion of cultural and social objectives, in particular, mutual respect, understanding and tolerance, appreciation of diversity, team work and other social skills, as well as creativity, personal development, and the ability to innovate. Cultural education helps to create synergies beyond cultural diversity through positive and constructive dialogue. The promotion of creative and ability to innovative is indispensable for the development of a person's character as well as for meeting daily challenges. Self expression and experience of the arts develop basic co-ordination and core skills that assist the child's ability to learn from the earliest years.

Darren (2012) posits that cultural education is an attempt to ensure that every child experience a wide variety of high quality cultural experiences to help him/her function effectively in the society. According to Darren, all children can and should benefit from receiving a wide-range of adventurous and creative cultural education. This is because, school will inevitably form the most significant part of a child's cultural education. This is particularly the case with children who come from the most deprived backgrounds. In this instances, many of their parents and carers may themselves not have been lucky enough to benefit from a wide range of cultural education. There is, therefore, a gap in understanding and experience among the influential adults in these children's lives which needs to be bridged so that all children from whatever background, experience the richness of a varied cultural education.

In other words, cultural education is concerned with the transmission of a people's cultural heritage from one generation to another. This will help to transmit the attitudes, values, customs, and traditions of the people from old generation to new ones.

### **Concept of Community Leadership**

The idea of community leadership stems from the overall need to provide a directive force that can serve as a role model in the general process of development. According to Anyanwu (1999), community development relies heavily on local leadership to elicit the enthusiasm of the people. This is to ensure that it is not only the change agents, who are paid officials, but also the local leaders, who act as the agents of development in their communities. Community leaders are very often volunteers; and they are perhaps the very real agents of social change and improvement in their communities. This is why the community development agent, must endeavour, at the initial stage, to identify the structure and pattern of leadership in his client community. Continuing, community leadership fosters participation in decisions affecting the lives and welfare of people in the community. It creates faith in a number of factors that may generate community development. It creates faith in common understanding, faith in the philosophy of success, faith in the ultimate satisfaction of personal and community motives, faith in the integrity of objective authority, and faith in the superiority of community purpose.

Akintayo and Oghenekohwo (2004) noted that the idea of leadership varies from individual to individual, situation to

situation, and community to community. But whatever the degree of variation, certain functions, roles and responsibilities subsist, that is, to achieve the goals, objectives, and aspirations of the institution that the leader represents. Leadership in the words of Oghenekohwo (2003) is a dynamic process. According to him, the leader-follower relationship in the community development milieu is reciprocal and effective leadership is a two-way process, which influences both individual and community. Continuing, the author stressed that, certain assumptions about leadership require analysis. Thus, it is held that:

- Leaders are born and not made,
- Leadership is a factor of followership,
- Some are born great, some achieve greatness, and some have greatness trust upon them,
- Others purchase it, some win it by strength, force, or nepotism, and not a few marry into it.

In the same vein, Obi (2003) noted that leadership has many definitions as there are people who have defined it. This is because the phenomenon is too complex and too variable to be captured by any one definition. For example:

- Leadership is a relationship between those who aspire to lead and those who choose to follow (Kouzes & Posner, 2002).
- Leadership is a process whereby an individual influences a group of individuals to achieve a common goal (Northouse, 2004).
- “Leadership is the influencing process of leaders and followers to achieve organizational objectives through changes” (Lussier & Achua, 2004).

Allison (2012) sees community leadership as one that is made up of those in the community that take on leadership roles and how those individuals fulfill those roles. The leadership is very important to the well-being of the community. It is important that leaders are in touch with the needs of those in community. No matter what community is in question, leaders must be willing to look at the most important needs to be met and not come up with short-term plans to help facilitate these needs, but come up with long-term plans that will improve the community as a whole. In the same vein, Sieng (2012) affirmed that community leadership represents two very powerful words that bring people together to a common goal. Community which defines a network of stakeholders such as a town city. Leadership which is the act of supporting your words with actions and knowing how to utilize the resources around you. Community leadership is taking the “leadership model” and plugging it into a community and various stakeholders work together towards a mission and vision as a shared responsibility.

Hermosillo (2012), asserted that community leadership is the activities of a group who recognize specific issues or needs within a community (whether it be local, national or global) and not only resolve to find solutions; but also seek to understand all aspects of the situation which creates the issues and needs and their impacts on possible solutions. Community leaders need to be innovative solvers; lest they offer only temporary solutions that do not deal with the deeper issues within a community. Effective community leaders must be willing to determine the root causes of problems to overcome them and create thriving communities.

Finally, Stone (2012) maintains that leadership involves representing, guiding, and working with a community to bring about long-term change, success, and progress. A community leader can therefore be defined as someone who represents the community. It is someone working in the community, for the community with the overall aim of helping the community implement what it wants to achieve. A community leader leads the community by assisting it to develop and enhance its capacity so that even when the leader leaves, the community can still function. Community leadership does not necessarily refer only to someone holding the top position, but it involves everyone playing a role in ensuring the functionality and progression of the community as a unit. The role of the community leader is to help the community unleash its potentials, ensuring that the community identifies and comes up with solutions to its problems.

From the above conceptualization, it can be deduced that leadership is a process of influencing, directing, and coordinating the activities of an organized group towards goal setting, goal achievement, and problem solving. Leadership occurs whenever one wants to influence the behaviour of an individual or a group regardless of the reason. It always involves followership and the situation under which different groups and individuals will follow. Leadership is very necessary since community development relies heavily on local leadership to elicit legitimacy of the people to enhance quality of life.

### **Concept of Community Based Organizations**

Community based organizations are civil society non-profits that operate within a single local community. They are essentially

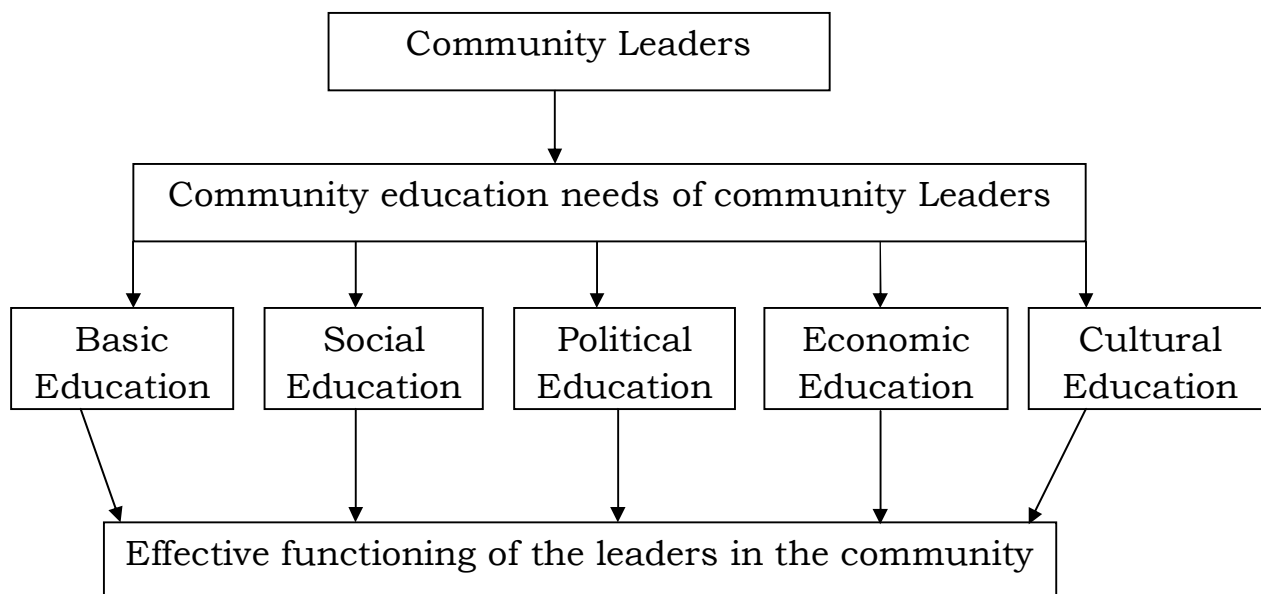
a subset of the wider group of non-profits. Like other non-profits, they are often run on a voluntary basis and are self-funded. Within community organizations, there are many variations in terms of size and organizational structure. Some are formally incorporated with a written constitution and a board of directors also known as a committee) while others are much smaller and are more informal (Wikipedia, 2012). In the same, the United States Legal Communications [2012] sees community based organization as public or private non-profit organization of demonstrated effectiveness that is a representative of a community or significant segment of a community and provides educational or related services to individuals in the community.

Knowledge based definition (2011) defined community based organizations as those organizations organized at a local level, within a community, as close as possible to the individuals they serve. For example those concerned with AIDS issues are also called AIDS ADVOCACY Organizations and AIDS Service Organizations (ASOs). They provide services to people with HIV infection, as well as education and prevention programmes for the whole community. The leaders of community based organizations are lay people, not doctors or government officials, although they may have physicians as advisers and have a paid professional staff as well as volunteers. Funding usually comes from state government, private donations, and local fund raising events.

Abiona (2009:74) defined community based organization as a local organized committee which is charged with the planning, coordinating, implementing, and evaluating community development activities at the grassroots. The main function is to

ensure citizen participation in community development programmes. The success in community based development projects depends to large extent, on leadership.

### **Schematic Representation of the Study**



The above schematic representation of this study shows that the community leaders are at the higher echelon of the community structure. This shows that the community leaders are agents of change that motivate and mobilize their people to improve their living standard and that of the communities. Because community leaders occupy this position, they need to be educated within the context of the community through community education such as basic education, social education, political education, economic education, and cultural education. This will enable them to strengthen the leadership structure of the community based

organizations that will enable them function effectively in their communities.

## **Theoretical Framework**

The practice of community education is premised on theories that provide basis for action. Theories are embedded in some truth, law or assumption which portrays some essential qualities or elements that determine some intrinsic nature or characteristics behavior. A theory, therefore, can be viewed as a comprehensive proposition from which orders are derived.

In the practice of community education, certain theories are subsumed as guides to action. These theories include: Maslow's Theory of Needs, Functionalist Theory, Contingency Theory of Leadership, Human Capital Theory, and Cultural Theory.

### *Maslow's Theory of Needs*

The proponent of this theory is Maslow (1943). According to Maslow, individuals are motivated by unsatisfied needs. As each of these needs is significantly satisfied, it drives and forces the next need to emerge. Maslow identified five types/sets of human needs arranged in a hierarchy of their importance and priority such as physiological needs, safety needs, love/belonging needs, esteem needs, and self-actualization needs. He concluded that when one set of needs is satisfied, it ceases to be a motivating factor. Thereafter, the next set of needs in the hierarchy order takes its place. These needs in hierarchy can be compared to a pyramid. At

the lowest level, there will be first set of needs which can be described as basic education needs and are universal in character. This will be followed by other sets of needs.

In another development, Alderfer (1969) presented the ERG theory of motivation in his article, "An empirical test of a new theory of human need". The ERG theory attempted to improve upon Maslow's needs hierarchy by allowing more flexibility of movement between needs. Alderfer decreased the number of levels and allowed the order of the needs to vary by the individual; he also allowed for different needs to be pursued simultaneously. Needs were separated into three separate categories:

1. Existence needs: Physiological and safety needs, the most concrete of needs such as food, shelter, and water.
2. Relatedness needs: Social relationships and external esteem (e.g. involvement with family, friends, co-worker).
3. Growth needs: Internal esteem and self-actualization, the most abstract of needs as they do not involve physical aspects (eg. Desire to be creative or productive).

While Maslow's theory was interpreted as portraying that satisfied needs are no longer a motivation, Alderfer's ERG theory clearly states that all categories of needs can become more important as they are satisfied. Additionally, individuals may place greater emphasis on any single category as opposed to the rigid hierarchy of moving from one need to the next.

In his own way words, Murray (1938) described a need as a potentiality or readiness to respond in a certain way under given circumstances. According to Murray, theories of personality based upon needs and motives suggest that our personalities are a

reflection of behaviour controlled by needs. While some needs are temporary and changing, other needs are more deeply seated in our nature. Murray further noted that these psychological needs function mostly on the unconscious level, but play a major role in our personality. He identified two types of needs: (1) Primary needs which are based upon biological demands such as the need for oxygen, food, and water and (2) Secondary needs which are generally psychological such as the need for nurturing, independence, and achievement.

This theory implies that people in the community including community leaders have their own needs which cannot be satisfied at once. The satisfaction of the needs should start with their basic needs of reading, writing, and calculation, health care, nutrition, among others. This has implication to community leaders who are catalysts and agents of change in their community to have the basic education that are needed for them to function effectively in their communities. It is only when the basic needs of the leaders are met that other sets of needs come up in the hierarchy.

### *Functionalist Theory*

This theory was propounded by Durkheim (1895). According to Durkheim, each part of society is interpreted in terms of how it contributes to the stability of the whole society. The different parts are primarily the institutions of society, each of which is organized to fill different needs and each of which has particular consequences for the form and shape of society. The parts all depend on each other. Social consensus, order, and integration are key beliefs of functionalism as this allows society to continue and

progress because there are shared norms and values that mean all individuals have a common goal and have a vested interest in conforming.

While Durkheim's work was peculiar to society, Spencer ( ) allude society to the analogy of human body. Just as the structural parts of the human body – the skeleton, muscles, and various internal organs – function independently to help the entire organism survive, social structures work together to preserve society. Spencer argued that all societies need to solve problems of control and co-ordination, promotion of goods and service, and finally find ways of distributing these resources. He recognized three needs or prerequisites that produce selection procedures; they are regulatory, operative (production), and distributive. Initially, in tribal society, these three needs were inseparable and the kinship system was the dominant structure that satisfied them. But, with increasing population, problems emerged with regard to feeding individuals, creating new forms of organization, co-ordinating and controlling various differentiated social units, and developing system of resources distribution.

Talcott (2011) believed that adaptability and cooperation in society are based on value consensus that is a general agreement by members of society concerning what is good and worthwhile. Stratification system derives from common values, it follows from the existence of values that individuals will be evaluated and therefore placed in some forms of rank order. Stratification is the ranking of units in a social system in accordance with the common value system. Those who perform successfully in terms of society's values will be ranked highly and they will be likely to receive a

variety of rewards and will be accorded high prestige since they exemplify and personify common value. All social system shared certain functional prerequisites which must be met if the system is to survive and operate efficiently and one such prerequisite is role allocation and performance. This means that all roles must be best able to perform them. The necessary training for them is undertaken and that the roles are performed conscientiously.

Merton (1968), another prominent functionalist, has proposed a number of important distinctions to avoid potential weakness and clarify ambiguities in the basic perspectives. First, he distinguishes between manifest and latent functions: respectively those which are recognized and intended by actors. Secondly, he distinguishes between consequences which are positively functional for a society, those which are dysfunctional for the society, and those which are neither. Third, he distinguishes between levels of society, that is, the specific social units for which regularized patterns of behaviour are functional or dysfunctional. Finally, he concedes that the particular social structures which satisfy functional needs of society are not indispensable, but that structural alternatives may exist which can also satisfy the same functional needs.

This theory is related to this study since the activities of community leaders will go a long way in integrating the activities of others towards achieving societal needs. For example, if community leaders organize political education for the people, there is every likelihood that the people will come out in mass during elections to vote for the popular candidate. Moreso, if the people are taught simple hygiene, healthy environment will be

maintained in the community. If community leaders intensify efforts in educating people in the areas of need such as basic, social, political, economic, and cultural education, there is every likelihood that the people will function effectively for the suitability of the whole society.

### *Contingency Theory of Leadership*

Contingency theory of leadership was propounded by Fielder (1967). This theory aims at suggesting the most appropriate organizational design and management style in a given circumstance. It rejects a universal one-test way's approach in favour of analysis of the internal factor and external environment of each organization, and the design of organizational and environment in a particular situation. In other words, an organization as suggested by this theorist must take into cognizance its external and internal environments and come up with what best suits the situation in which it finds itself in order to achieve its goals. He defines the situation in terms of three key elements.

1. Leadership-member relation: the degree to which group members trust and like the leader and are willing to follow him.
2. Task structure: How clearly the job is stated, various ways the job can be performed, how the job provides knowledge of result, and existence of optional solution to the task.
3. Position Power: the degree to which there exists vested authority in the relationship of leadership position giving the

leader the right to direct, evaluate, reward, and punish group members.

Contingency theory according to Luthans (1976) states that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leaders' style, personality, and approach fit the group. People become leaders not only because of the attributes of their personality but also because of various situational factors and the interaction between the leaders and the situation. This theory also adopts a diagnostic approach in understanding the characteristics of an organization with a view to determining which leadership practice will work best under given situation. It gives backing to the view that there is no one best way of managing organization. Bernard (1438), in his pilot study of leadership identifies three important factors: leadership, situation, and followership. Bernard explains that leadership in organization depends largely on the cooperative personal attitudes of the individuals in the organization on the one hand, and on the system of communications in the organization on the other hand.

This theory implies that community leaders should develop diagnostics skills to identify the characteristics of their communities and ensure the use of appropriate leadership practice that will work well under a given situation. This synthetic model acknowledges the importance of community leaders' abilities and capabilities in the scheme of leadership practice in the face of varying situation's and conditions. It also determines the level of legitimacy from the rank and files.

### *Human Capital Development Theory*

Human capital theory is a theory propounded by Schultz in 1961. The theory postulates that education or training rises the productivity of workers by imparting useful knowledge and skills; hence raising worker's future income by increasing their lifetime learning. It is the stock of knowledge and skills embodied in an individual as a result of education, training, and experiences that make him or her competent or more productive in the society.

In another development, Block (1990) has argued that human capital theory is a poor concept of capital. It is unable to understand human activity other than as the exchange of commodities and the notion of capital employed is purely a quantitative one. This misses the point that capital is an independent social force where the creation of social value comes about through its capital accumulation. Given this explanation, human capital is an abstract form of labour – a commodity and not capital. Commodities such as human capital are therefore part of the cycle of capitalism and for labour and not able to be exchanged independently of it.

In the same vein, Bowles (1975) observed that modern human capital theory has all but “eliminated class as a central economic concept”. Human capital theory has moved steadily away from attributing control of (classes) and toward a theory of every work is a capitalist. Bowles challenged the conventional economic assumption that people are motivated entirely by self interest. In Bowles view, wage structure, the individual attributes values in the labour market, and the social relations of educational process

can only be explained through an analysis of class and class structure.

Finally, Mahroun (2007) suggested that at the macro-level, human capital management is about three key capabilities, the capital to develop talent, the capital to deploy talent, and the capital to draw talent from elsewhere. Collectively, these three capacities form the backbone of any country's human capital competitiveness. Recent U.S. research shows that geographical regions that invest in the human capital and economic advancement of immigrants who are already living in their jurisdictions help boost their short-and long-term economic growth. There is also strong evidence that organizations that possess and cultivate their human capital outperform other organizations lacking human capital (Crook, Todd, Combs, Woehr, & Ketchen, 2011).

This theory is related to the present study since community leaders need education and training to improve their roles as change agents. This is because human capital stands out as the major factor among all factors in economic development which determines the manner in which all other resources are allocated for development purposes. It is an essential means for sustained economic growth and poverty alleviation in this technological era. Acquisition of the training will equip the community leaders with desired knowledge and skills that will help them create gap between what is and what ought to be in the community and work towards provision of the desired set of conditions. It will equally

enable them get jobs that will help improve their quality of life and that of community in general.

### *Cultural Theory*

Cultural theory was propounded by Schwartz and Thompson (1990). Cultural theory proposes that culture is an ecosystem inhabited by a finite number of ways of life. A way of life consists of a preferred pattern of social relations and a cultural bias or set of shared values and beliefs about human society and the natural world. Both cultural biases (cultural beliefs) and social relations (social structure) are considered to be reciprocal, interactive, and reinforcing. Adherence to a certain pattern of social relationships generates a distinctive way of looking at the world; adherence to a certain worldview legitimizes a corresponding type of social relationship. A way of life is viable only so long as its cultural bias and patterned social relationships are compatible and mutually reinforcing.

The work of Raymond (1961) and Thompson (1963) have been particularly influential in the development of post-war British cultural theory. Williams emphasized on culture as a “whole way of life, and Thompson emphasized on culture as the way in which groups “handle” the raw materials of social system and material existence which opened up new ways of thinking about culture – in particular, uncoupling the concept from a narrow literacy and esthetic reference. Both Williams and Thompson studied the lived dimension of culture and, the active and collective process of fashioning meaningful ways of life.

In the same vein, the so-called culturalist reading of the term developed by Thompson and Williams was challenged by other more obviously structuralist interpretations. These emphasized the external symbolic structures of culture as embodied in cultural languages and codes, rather than its lived forms. In this formulation, culture could be read as a signifying system through which the social world was mapped. The structuralists version of cultural theory was also strongly informed by Althusser (2013) version of Marxism. Althusser offered a reworking of Marxist theories of ideology which gave greater scope to the efficacy of the ideological realm. In particular, he emphasized the relative autonomy of the ideological or cultural domain whilst holding on to the principle of the ultimately determining character of economic relation and processes.

In line with the above, concern to recognize the efficiency of cultural practices in Althusser's writing was further developed within cultural theory by the appropriation of the ideas of Gramsci (2013). Gramsci's work opened up new ways of conceptualizing the role of culture and cultural practices in class formations and class alliances and, in particular, gave great weight to the role of culture in securing forms of political and moral leadership and authority (hegemony). The influence of Gramsci's ideas was particularly important in helping cultural theory move beyond the impasse created by the tensions between competing culturalist and structuralist perspectives.

Cultural theory has relationship with this study since cultural beliefs will be transmitted into the younger generation through cultural education. It is this type of education in the

community that will elicit behaviour that will make cultural beliefs and social relationships be compatible to ensure a viable way of life. Cultural harmful practices can be re-dressed in a compatible way of life in the community. As change agents and peace setters, community leaders can reconcile areas of conflicts or bias.

## **Review of Related Empirical Studies**

Empirical studies entail the work carried out by different researchers in different places that relate to the work under study.

Ademola (2007) investigated strategies for improving community education practice among community leaders in Oyo State. The study was guided by one research question. Descriptive survey was used in the study. The population of the study consisted of 300 community leaders. Questionnaire was the instrument used for data collection while weighted mean was used in data analysis. The result of the study revealed the following strategies: dissemination of information for people to understand the meaning and prospects of community education, promoting transformative research activities which operate within the community rather than on the community, involving the participation of local people especially the old community leaders experienced in culture and tradition, utilization of limited funds to support and strengthen community education; among others. Among the major recommendations were that government should mount campaign on the need for community education and develop an environment that fosters learning. For the fact that the community leaders do not perform as required, knowledge of the strategies for improving community education practice will inform

them on the meaning and prospect of the programmes, need for their popular participation in development programmes as agents of change, and how to utilize their available limited resources for human centred development and community development. Knowledge of the strategies will reposition them in the performance of their roles in desired direction.

Another survey study that was found to be relevant to the study was the one carried out by Okoye (2006) on political education needs of adults in rural communities of Ikwo Local Government Area of Ebonyi State. The main purpose of the study was to identify the various areas political education could be useful to adults in rural communities in the area. The study was guided by one research question. Descriptive survey was used in the study. The population of the study consisted of 2324 adults. Simple random sampling was used in composing a sample of 330 adults. The instrument for data collection was structured questionnaire. Data collected was analysed using weighted mean. The findings of the study indicated that the following major areas of need existed: adults need political education to be aware of their civic rights and duties, to know the ideology of the state in which they belong, to develop their political maturity and consciousness, to strengthen their ability to vote and be voted for during election. One of the recommendations was that adults should be educated by the government on their civic rights and duties. This study relates to the present study because with the position of the community leaders especially in this new era of political disposition, they need political education such as knowledge of their civic rights and duties, leadership development to strengthen

their structure, ability to vote and be voted for, among others. This will go a long way in enlightening them from different perspectives about political point of views and knowledge and values of ideological events. It will equally enable their voice to be heard in state and national issues.

Nwobi (2005) carried out a study in Enugu State. The main purpose of the study was to ascertain the strategies for effective administration of environmental education for rural women in Enugu State. Four research questions guided the study. Descriptive survey was used in the study. The Population for the study comprised 5,658 rural women drawn from 110 autonomous communities in the state. Simple random sampling was used in composing a sample of 1,400 rural women. Questionnaire was the instrument used for data collection. Mean rating and standard deviation were used to analyze the data collected. The study came up with the following findings: the rural women in Enugu State require a wide range of environmental education knowledge and skills, the attitudes and level of participation of the rural women in Enugu State towards environmental education is high, to enhance environmental education for rural women in Enugu State, direct supervisory practices are required. Many strategies have been put in place in Enugu state to improve the effective administration of environmental education to the rural women. One of the major recommendations was that government through its appropriate agents should initiate effective programmes for creating mass awareness by involving rural women on conservation and prevention of the environment This study has relevance to the present study because both the community leaders and other

members of the community need environmental education as a basic need since they are in daily contact with the various resources of the environment upon which they depend for survival. Thus, it is said that a clean environment is a healthy environment.

Mbagwu (2009) carried out a study in Ebonyi State. The main purpose of the study was to assess the harmful cultural practices affecting the health of rural women in Ebonyi State. Five research questions and three hypotheses guided the study. The population for the study comprised 11,424 members of 327 registered community based women organizations in the 13 LGAs that make up 3 senatorial zones of Ebonyi state. Multi-stage sampling technique was used in composing a sample of 1,962 women members. Questionnaire was the instrument used for data collection. Percentages, mean, standard deviation, ANOVA, and t-test were used to analyse the data collected. The study came up with the major findings that: majority of the respondents were educationally disadvantaged, harmful cultural practices such as early marriage, female genital mutilation, widowhood practices, and nutritional taboo existed and were practiced in their different locations. One major recommendation was that women should be educationally empowered to challenge those discriminatory attitudes and cultural practices which have held them captive. This study has relevance to the community leaders as change agents in the community. It is the activities of community leaders through cultural education that can make them pose competing challenges to those discriminatory attitudes and cultural practices which have held women captive. Cultural education can empower

men and women to fight for their own cultural welfare. It brings about modernization of peoples' culture.

### **Summary of Reviewed Literature**

The reviewed literature is summarized under conceptual framework, theoretical framework and review of related empirical studies. Conceptually, a community can be regarded as geographical area in which people live and share everything in common. It may be culture, territory, belief, administration, among others. This group of people lives in close proximity and is often united with common values and goals. Community education can be seen as an educational process whereby people, individually and collectively learn to help themselves and to improve their lives. It involves people of all ages, use of community learning resources, and recognition that people can learn through with and from each other to create a better living. Educational need can be looked upon as the difference between reality and what is expected. This was organized under basic education, social education, political education, economic education, and cultural education as the gap. Leadership is a process whereby an individual or a group of people influence(s) the activities of an organized group in such a manner that will make the group achieve the goals and objectives of the organization or community. It always involves followership and the situations under which different groups and individuals will follow. Community based organizations are public or private non-profit making organizations that representatives or set by the community which help in meeting the needs of the community. They engage

in meeting human, educational, environmental, or public safety community needs.

In this study, some theories are subsumed as guides to action. These theories include: Maslow's theory of needs which states that individuals – are motivated by unsatisfied needs and as each need is significantly satisfied, it drives and forces the next to emerge from the hierarchy. This implies that community leaders have needs that cannot be satisfied at once and the satisfaction of the needs starts with the basic needs. Functionalist theory which states that each part of the society has contribution to the stability of the society. This is true because the activities of the community leaders will go a long way in achieving societal needs. Contingency theory of leadership which emphasizes that leaders should develop diagnostic skill to identify the peculiarity of their communities and ensure the use of appropriate leadership styles. Human capital theory through which community leader will acquire education and training to improve on their roles as change agents and cultural theory which x-rays peoples ways of life that can be nurtured and transmitted from one generation to another by the community leaders.

A number of empirical studies relevant to this study were cited. Such studies were in the areas of basic needs, social, political, cultural, and economic education needs. These studies will give community leaders knowledge of the strategies for improving community education programmes, political education needs, extension education needs for economic production, environmental education for basic hygiene, and cultural education for cultural matters in their communities.

Finally, the studies cited in this work have relevance to the present study. Nonetheless, they differ in location, population, gender, and status. It is this point of difference that gives the gap this study intends to fill. Therefore, the gap, the study intends to fill is the identification of the basic education needs, social education needs, political education needs, economic education needs, and cultural education needs of community leaders.

## **CHAPTER THREE**

### **RESEARCH METHOD**

This chapter presents the procedures that were used in carrying out this study. They are described under the following sub-headings: Design of the Study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection, and Method of Data Analysis.

#### **Design of the Study**

Descriptive survey design was used for the study in determining the community education needs of community leaders in Anambra State of Nigeria. According to Nworgu (2006), descriptive survey design is concerned with collecting data from a sample of a population in order to describe conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. This research design was considered appropriate for the study because it helped the researcher to obtain relevant information from the respondents on the community education needs of community leaders in Anambra State.

#### **Area of the Study**

The study was carried out in Anambra State which is made up of three senatorial zones, namely, Anambra North, Anambra Central, and Anambra South. These three senatorial zones have 21 local government areas.

Anambra State is an industrial cum commercial state where majority of the community leaders take education as a secondary aim. This is because evidence of basic education is not shown in their children as they hawk during school hours. The leaders, who should have been the agents of change in the areas of education, health, politics, among others, fail to sensitize their people on their educational needs. This may be that majority of the leaders are educationally disadvantaged.

### **Population of the Study**

The population of the study comprised all the 1,701 executive members of the 189 registered Autonomous Community Based Organizations (ACBOs) set up by the communities within the 21 local government Areas that make up the three senatorial zones of Anambra State namely: Anambra North, Anambra Central, and Anambra South (See Appendix B, p.96. ).

### **Sample and Sampling Technique**

The sample for the study was made up of 1,071 registered executive members drawn from 119 Autonomous Community Based Organizations (ACBOs). Stratified random sampling was used in composing the sample by using the three senatorial zones that have 21 local government areas that make up Anambra State as strata. From each stratum, four local government areas were randomly sampled making a total of 12 local government areas. This is to give each local government area in each stratum equal opportunity of being selected. The twelve selected local government areas have a total of 119 autonomous community based

organizations. Also, the whole 9 executives from each ACBO were used for the study making a total sample of 1,071 which is a manageable size (see Appendix C, p. 97).

### **Instrument for Data Collection**

Questionnaire is the instrument that was used for data collection. It is captioned “Community Education Needs of Community Leaders (CENCL)” which was designed for executive members of autonomous community based organizations. The questionnaire consisted of 38 items organized in two sections “A and B”. Section “A” sought to collect personal data of the respondents while section “B” which is further divided into five clusters sought information from the respondents to answer the research questions. Cluster (i) sought to find out the basic education needs of community leaders with 5 items, cluster (ii) sought to find out the social education needs of community leaders with 8 items. Cluster (iii) sought to find out the political education needs of community leaders with 8 items. Cluster (iv) sought to find out the economic education needs of community leader with items 7. Finally, cluster (v) sought to find out the cultural education needs of community leaders with items 6. Section B also contains response items with 4-point numerical values assigned as follows:

|                          |          |
|--------------------------|----------|
| Very Great Extent (VGE): | 4 points |
| Great Extent(GE):        | 3 points |
| Low Extent (LE):         | 2 points |
| Very Low Extent (VLE):   | 1 point  |

### **Validation of the Instrument**

The instrument for the study was subjected to face validation by two experts in Adult Education from University of Nigeria, Nsukka and one expert in Measurement and Evaluation from Nnamdi Azikiwe University Awka, Anambra State to ensure that it measures what it is designed to measure. The experts were requested to examine and scrutinize the items in terms of relevance, suitability, clarity, and coverage of the dimensions of the study. Comments and suggestions from the validators like restructuring the items to express need, including location of respondents among others were incorporated in the modification of the instrument by the researcher. The number of the items was reduced to 38 (See Appendix F, p. 105).

### **Reliability of the Instrument**

To establish the reliability of the instrument, a pilot test was carried out using 30 community based organizations executives from Enugu State which is outside the actual area of the study. The internal consistency of the instrument was ascertained using Cronbach Alpha to compute each of the clusters of the questionnaire. The internal consistency reliability coefficient obtained for each of the clusters I, II, III, IV and V were 0.89, 0.88, 0.87, 0.86, and 0.92 respectively. The reliability coefficient result of the various clusters of the instrument showed high positive related scores. This is an indication that the research instrument is reliable. Therefore, the instrument was considered reliable and was used for the study (See Appendix D, p.98).

## **Method of Data Collection**

The researcher made use of five research assistants who assisted in distributing the questionnaire to the nine executives in each community based organization during their monthly meetings on weekends. The executive members include: Chairman, Vice chairman, Secretary, Assistance secretary, financial secretary, Treasurer, Provost, Director of Socials, and Public Relations Officer. The research assistants were briefed and trained before the field survey on the procedure for administering and collecting back the questionnaire.

## **Method of Data Analysis**

For this study, mean, standard deviation, and t-test were used in the analysis of data collected. Mean and standard deviation were used in analyzing the research questions while t-test was used to test the hypotheses. To get the calculated mean response for each item, the 4-points rating scale were used and assigned numerical values of:

### *Response Category*

Very Great Extent (VGE): 4 Points

Great Extent (GE): 3 Points

Low Extent [LE): 2 Points

Very Low Extent (VLE): 1 Point

Therefore, the criterion mean is 2.50 .The decision rule is that where the calculated mean is less than the criterion mean, the responses were not accepted but where the calculated mean is equal or more than the criterion mean, it was accepted.

The null hypotheses were tested at  $P < 0.05$  level of significance using t-test and was accepted when the Z-tail significant level was greater than 0.05 level of significance set for testing the hypothesis for each item, otherwise the null hypothesis was rejected.

## CHAPTER FOUR

### RESULTS

In this chapter, the results of the data analysis based on the five research questions and three hypotheses that guided the study are presented in tables. Out of the 1,701 copies of the questionnaire distributed and returned, 26 copies were badly filled and discarded while the remaining 1,045 copies were presented and analysed in tables.

#### Research Questions 1

To what extent do community based organizations leaders need basic education?

**Table 3: Mean of the basic education needs of the respondents**

| N = 1045       |                                                                        |             |                |                 |
|----------------|------------------------------------------------------------------------|-------------|----------------|-----------------|
| S/N            | ITEMS                                                                  | $\bar{X}$   | Std. Deviation | DECISION        |
| 1.             | Basic literacy skills i.e. ability to read, write, and compute figures | 3.72        | .476           | Accepted        |
| 2.             | Simple hygiene and other health care practices                         | 3.46        | .542           | Accepted        |
| 3.             | Nutritional values of balancing daily diet                             | 3.41        | .553           | Accepted        |
| 4.             | New Methods of farming                                                 | 3.40        | .629           | Accepted        |
| 5.             | Civic education                                                        | 3.47        | .569           | Accepted        |
| <b>Overall</b> |                                                                        | <b>3.49</b> | <b>.288</b>    | <b>Accepted</b> |

Table 3 shows that items 1-5 have mean ratings of 3.72, 3.46, 3.41, 3.40 and, 3.47, respectively. Each of these items has mean rating that is greater than the criterion mean of 2.50. Also, the table shows the overall mean of 3.49 which is greater than the

criterion mean. This, therefore, implies that the respondents agreed that they need basic education which includes basic literacy, simple hygiene and health care, family planning, social change, nutritional values, new methods of farming to improve their quality of life.

## Research Question 2

To what extent do community based organizations leaders need social education?

**Table 4: Mean of the social education needs of the respondents.**

| N = 1045       |                                                                                                                                               |             |                |                 |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------|-----------------|
| S/N            | ITEMS                                                                                                                                         | $\bar{X}$   | STD. DEVIATION | DECISION        |
| 1.             | Knowledge of establishing good human relationship                                                                                             | 3.49        | .560           | Accepted        |
| 2.             | Communications skills                                                                                                                         | 3.50        | .565           | Accepted        |
| 3.             | Knowledge of restoring peace and harmony, counseling and resolving conflicts in the community                                                 | 3.43        | .545           | Accepted        |
| 4.             | Acquisition of leadership training to perform your roles effectively.                                                                         | 3.32        | .624           | Accepted        |
| 5.             | Skills of attracting private sector partnership with philanthropists, government and non-governmental organization for community development. | 3.37        | .545           | Accepted        |
| 6.             | Improved family life condition.                                                                                                               | 3.43        | .619           | Accepted        |
| 7.             | Love for others, recognition of personality, and security of life.                                                                            | 3.44        | .652           | Accepted        |
| 8              | Identifying the needs and problems of the community for self improvement.                                                                     | 3.34        | .625           | Accepted        |
| <b>Overall</b> |                                                                                                                                               | <b>3.41</b> | <b>.276</b>    | <b>Accepted</b> |

Table 4 revealed that all the items 1-8 have mean ratings of 3.49, 3.50, 3.43, 3.32, 3.37, 3.43, 3.44, and 3.34 respectively. Each of the items has mean rating that is greater than the criterion mean of 2.50. The table also shows the overall mean of 3.41 which is greater than the criterion mean. This means that the respondents agreed to a great extent that they need social education which includes among others knowledge of good human relationship, effective communication, peace and harmony, social change, security life.

### Research Question 3

To what extent do community based organizations leaders need political education?

**Table 5: Mean of the political education needs of the respondents.**

|                |                                                                               | <b>N = 1045</b> |                       |                 |
|----------------|-------------------------------------------------------------------------------|-----------------|-----------------------|-----------------|
| <b>S/N</b>     | <b>ITEMS</b>                                                                  | $\bar{X}$       | <b>STD. DEVIATION</b> | <b>DECISION</b> |
| 1.             | Knowledge of your civic rights and duties                                     | 3.56            | .581                  | Accepted        |
| 2.             | Knowledge of state ideology                                                   | 3.41            | .588                  | Accepted        |
| 3.             | Ability to vote and be voted for                                              | 3.48            | .590                  | Accepted        |
| 4.             | Knowledge of and sound criticism of state issues                              | 3.59            | .639                  | Accepted        |
| 5.             | Ability to train other people in leadership skills and political development. | 3.38            | .607                  | Accepted        |
| 6.             | Ability to conduct free and fair elections in your community.                 | 3.42            | .613                  | Accepted        |
| 7.             | Knowledge of the importance of democratic value in a local environment.       | 3.37            | .591                  | Accepted        |
| 8              | Basic office skills to strengthen your leadership structure.                  | 3.42            | .608                  | Accepted        |
| <b>Overall</b> |                                                                               | <b>3.45</b>     | <b>.296</b>           | <b>Accepted</b> |

Table 5 shows that all the items 1-8 have mean ratings of 3.56, 3.41, 3.48, 3.59, 3.38, 3.42, 3.37, and 3.42 respectively. Each of the items has mean rating that is greater than the criterion mean of 2.50. The table equally shows the overall mean of 3.45 which is greater than the criterion mean. This means that the respondents agreed to a great extent that they need political education such as knowledge of their rights and duties, ideology of the state, ability to vote and be voted for, leadership training, to mention but a few.

#### **Research Question 4**

To what extent do community based organizations leaders need economic education?

**Table 6: Mean of the economic education needs of the respondents.**

| <b>N = 1045</b> |                                                                                     |                             |                       |                 |
|-----------------|-------------------------------------------------------------------------------------|-----------------------------|-----------------------|-----------------|
| <b>S/N</b>      | <b>ITEMS</b>                                                                        | <b><math>\bar{X}</math></b> | <b>STD. DEVIATION</b> | <b>DECISION</b> |
| 1.              | Skills of identifying available community resources and utilizing them judiciously. | 3.54                        | .559                  | Accepted        |
| 2.              | Mobilizing strategies for self-help effort projects                                 | 3.51                        | .609                  | Accepted        |
| 3.              | Improving your agriculture productions.                                             | 3.33                        | .569                  | Accepted        |
| 4.              | Acquisition of vocational/technical skills.                                         | 3.37                        | .642                  | Accepted        |
| 5.              | Employment skills to reduce poverty and improve quality of life.                    | 3.40                        | .600                  | Accepted        |
| 6.              | Ability to pay your tax regularly.                                                  | 2.85                        | .900                  | Accepted        |
| 7.              | Entrepreneurial skills to promote your business.                                    | 3.17                        | .575                  | Accepted        |
| <b>Overall</b>  |                                                                                     | <b>3.31</b>                 | <b>.331</b>           | <b>Accepted</b> |

Table 6 revealed that items 1- 7 have mean ratings of 3.54, 3.51, 3.33, 3.37, 3.40, 3.85 and 3.17 respectively. This indicates that each of the items has mean rating that is greater than the criterion mean of 2.50. Also, the table shows the overall mean of 3.31 which is greater than the criterion mean. This implies that the respondents agreed that they need economic education such as knowledge of identifying and utilizing their available resources judiciously, mobilizing people for self-help effort projects, improved agricultural production, among others.

### Research Question 5

To what extent do community based organizations leaders need cultural education?

**Table 7: Mean of the cultural education needs of the respondents.**

| N = 1045       |                                                                                                                                             |             |                |                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------|-----------------|
| S/N            | ITEMS                                                                                                                                       | $\bar{X}$   | STD. DEVIATION | DECISION        |
| 1.             | Acquisition of monuments and historical events.                                                                                             | 3.42        | .650           | Accepted        |
| 2.             | Strategies to abolish harmful cultural practices in the community.                                                                          | 3.33        | .654           | Accepted        |
| 3.             | Knowledge of your culture and other peoples' cultures.                                                                                      | 3.57        | .633           | Accepted        |
| 4.             | Knowledge of other peoples' languages and styles of communication such as storytelling.                                                     | 3.39        | .604           | Accepted        |
| 5.             | Ability to impart the tradition, beliefs, values, and behaviour of the community into the younger generation.                               | 3.39        | .632           | Accepted        |
| 6.             | Possession of a set of belief and principles regarding the existence of a single being or group of beings who created and govern the world. | 3.77        | .916           | Accepted        |
| <b>Overall</b> |                                                                                                                                             | <b>3.31</b> | <b>.406</b>    | <b>Accepted</b> |

Table 7 shows that all the items 1-6 have mean ratings of 3.42, 3.33, 3.57, 3.39, 3.39, and 3.77 respectively. This indicates that each of the items has mean score that is greater than the criterion mean of 2.50. The table equally shows the overall mean of 3.31 which is greater than the criterion mean. This, therefore, implies that the respondents agreed to a great extent that they need cultural education such as knowledge of monuments and historical events, harmful cultural practices, other peoples' cultures, languages, to mentions but a few.

**Table 8: t-test analysis of mean scores of the literate and non-literate respondents on the basic education needs.**

| S/N     | Variables                                      | Educational Qualification | No  | Mean | SD   | t    | DF   | SIG  | Remark |
|---------|------------------------------------------------|---------------------------|-----|------|------|------|------|------|--------|
| 1       | Basic literacy                                 | Literate                  | 793 | 3.75 | .449 | 4.50 | 1045 | .000 | S      |
|         |                                                | Non-literate              | 252 | 3.60 | .538 |      |      |      |        |
| 2       | Simple hygiene and other health care practices | Literate                  | 793 | 3.43 | .546 | 3.21 | 1045 | .001 | S      |
|         |                                                | Non-literate              | 252 | 3.55 | .522 |      |      |      |        |
| 3       | Nutritional values of balancing daily diets    | Literate                  | 793 | 3.41 | .519 | 0.50 | 1045 | .617 | NS     |
|         |                                                | Non-literate              | 252 | 3.43 | .564 |      |      |      |        |
| 4       | New methods of farming                         | Literate                  | 793 | 3.38 | .658 | 1.90 | 1045 | .058 | NS     |
|         |                                                | Non-literate              | 252 | 3.47 | .523 |      |      |      |        |
| 5       | Civic education                                | Literate                  | 793 | 3.47 | .583 | 0.30 | 1045 | .762 | NS     |
|         |                                                | Non-literate              | 252 | 3.48 | .524 |      |      |      |        |
| Overall |                                                | Literate                  | 793 | 3.47 | .296 | 1.06 | 1045 | .289 | NS     |
|         |                                                | Non-literate              | 252 | 3.49 | .260 |      |      |      |        |

**Key:** NS = Not Significant      S = Significant

Table 8 shows that there is significant difference between the mean ratings of the literate and non-literate respondents on items 1 and 2. This is because the Z-tail significant level set by the computer in each of the items is less than  $P < 0.05$  level of significance set for testing the hypothesis. On the hand, there is no significant difference between the mean ratings of literate and non-literate respondents on items 3,4 and 5, overall mean inclusive. This is because the Z-tail significant level set by computer in each of the items is greater than the  $p > 0.05$  level of significance. Therefore, the null hypothesis is accepted (see appendix E, p.96).

**Table 9: t-test analysis of mean scores of the married and single respondents on the social education needs.**

| S/N     | Variables                                                                                      | Marital Status | No  | Mean | SD   | T    | DF   | SIG  | Remark |
|---------|------------------------------------------------------------------------------------------------|----------------|-----|------|------|------|------|------|--------|
| 1       | Knowledge of establishing good human relationship                                              | Married        | 889 | 3.49 | .533 | 0.88 | 1028 | .379 | NS     |
|         |                                                                                                | Single         | 141 | 3.45 | .711 |      |      |      |        |
| 2       | Communication skills                                                                           | Married        | 889 | 3.52 | .526 | 3.43 | 1028 | .001 | S      |
|         |                                                                                                | Single         | 141 | 3.34 | .754 |      |      |      |        |
| 3       | Knowledge of restoring peace and harmony, counselling and resolving conflicts in the community | Married        | 889 | 3.44 | .542 | 1.08 | 1028 | .280 | NS     |
|         |                                                                                                | Single         | 141 | 3.38 | .569 |      |      |      |        |
| 4       | Acquisition of leadership training to perform your roles effectively                           | Married        | 889 | 3.37 | .572 | 5.60 | 1028 | .000 | S      |
|         |                                                                                                | Single         | 141 | 3.06 | .758 |      |      |      |        |
| 5       | Skills of attracting private sector partnership for community development                      | Married        | 889 | 3.37 | .517 | 0.19 | 1028 | .846 | NS     |
|         |                                                                                                | Single         | 141 | 3.36 | .668 |      |      |      |        |
| 6       | Improved family life condition                                                                 | Married        | 889 | 3.45 | .596 | 2.33 | 1028 | .020 | S      |
|         |                                                                                                | Single         | 141 | 3.32 | .720 |      |      |      |        |
| 7       | Love for others, recognition of personality, and security of life                              | Married        | 889 | 3.48 | .598 | 3.93 | 1028 | .000 | S      |
|         |                                                                                                | Single         | 141 | 3.26 | .814 |      |      |      |        |
| 8       | Identifying the needs and problems of the community for self improvement                       | Married        | 889 | 3.36 | .599 | 1.91 | 1028 | .056 | NS     |
|         |                                                                                                | Single         | 141 | 3.26 | .670 |      |      |      |        |
| Overall |                                                                                                | Married        | 889 | 3.43 | .249 | 5.33 | 1028 | .000 | S      |
|         |                                                                                                | Single         | 141 | 3.30 | .384 |      |      |      |        |

**Key:** NS = Not Significant

S = Significant

Table 9 shows that there is no significant difference between the mean ratings of married and single respondents on items 1,3, 5 and 8. This is because the Z-tail significant level set by the computer in each of the items is greater than  $P > 0.05$  level of significance set for testing the hypothesis. On the other hand, there is significant difference between the mean ratings of married and single respondents on items 2,4,6 and 7, overall mean inclusive. This is because the Z-tail significant level set by computer in each of the items is less than  $P < 0.05$  level of significance. Therefore, the null hypothesis is rejected (see appendix E, p.97).

**Table 10: t-test analysis of mean scores of the urban based and rural based respondents on political education needs.**

| S/N            | Variables                                                                    | Location    | No  | Mean | SD   | T     | DF   | SIG  | Remark |
|----------------|------------------------------------------------------------------------------|-------------|-----|------|------|-------|------|------|--------|
| 1              | Knowledge of your civic rights and duties                                    | Urban based | 534 | 3.59 | .577 | -1.48 | 1045 | .140 | NS     |
|                |                                                                              | Rural based | 496 | 3.54 | .588 |       |      |      |        |
| 2              | Knowledge of state ideology                                                  | Urban based | 534 | 3.39 | .602 | 0.99  | 1045 | .325 | NS     |
|                |                                                                              | Rural based | 496 | 3.43 | .575 |       |      |      |        |
| 3              | Ability to vote and be voted for                                             | Urban based | 534 | 3.45 | .600 | 1.76  | 1045 | .079 | NS     |
|                |                                                                              | Rural based | 496 | 4.51 | .579 |       |      |      |        |
| 4              | Knowledge of and sound criticism of state issues                             | Urban based | 534 | 3.57 | .661 | 1.33  | 1045 | .183 | NS     |
|                |                                                                              | Rural based | 496 | 3.63 | .586 |       |      |      |        |
| 5              | Ability to train other people in leadership skills and political development | Urban based | 534 | 3.36 | .632 | 0.89  | 1045 | .375 | NS     |
|                |                                                                              | Rural based | 496 | 3.39 | .580 |       |      |      |        |
| 6              | Ability to conduct free and fair elections in your community                 | Urban based | 534 | 3.39 | .689 | 1.41  | 1045 | .159 | NS     |
|                |                                                                              | Rural based | 496 | 3.44 | .521 |       |      |      |        |
| 7              | Knowledge of the importance of democratic values in a local environment      | Urban based | 534 | 3.39 | .629 | -1.05 | 1045 | .292 | NS     |
|                |                                                                              | Rural based | 496 | 3.35 | .548 |       |      |      |        |
| 8              | Ability to strengthen your leadership structure                              | Urban based | 534 | 3.39 | .656 | 1.48  | 1045 | .139 | NS     |
|                |                                                                              | Rural based | 496 | 3.45 | .555 |       |      |      |        |
| <b>Overall</b> |                                                                              | Urban based | 534 | 3.47 | .317 | 1.37  | 1045 | .170 | NS     |
|                |                                                                              | Rural based | 496 | 3.44 | .276 |       |      |      |        |

Table 10 shows that there is no significant difference between the mean ratings of the urban based and rural based respondents in all the items 1-8, overall mean inclusive. This is because the Z-tail significant level set by computer in each of the items is greater than  $P > 0.05$  level of significance set for testing the hypothesis. Therefore, the null hypothesis is accepted (see appendix E, p.98s )

### **Summary and Findings**

The following major findings were made based on the data collected and analyzed.

Community leaders agreed that they need basic education such as basic literacy, simple hygiene and health care, family planning, better living condition, nutritional values to improve their quality of life.

The respondents agreed to a great extent on their social education needs which among others include: Knowledge of good relationship, effective communication, peace and harmony, social change, security of life.

The respondents agreed to a great extent that they need political education which include knowledge of their rights and duties, ideology of the state, ability to vote and be voted for, leadership training, to mention but a few.

It was agreed to a great extent by the respondents that they need economic education such as knowledge of identifying and utilizing their available resources judiciously, mobilizing people for

self-help efforts, improving agricultural products, and becoming entrepreneurial in their business.

The respondents agreed to a great extent that they need cultural education such as knowledge of the monuments and historical events, harmful cultural practices, other peoples cultures, languages and styles of communication, propagation of culture and principles regarding their creature(s).

There was no significant difference in the mean ratings of the literate and non-literate respondents on the basic education needs. There was significant difference in the mean ratings of the married and single respondents on the social education needs. Finally, there was no significant difference in the mean ratings of the urban based and rural based respondents on political education needs.

## **CHAPTER FIVE**

### **DISCUSSION, RECOMMENDATIONS, AND CONCLUSION**

This chapter presents discussion of findings, implications of the study, conclusion, recommendations, and suggestions for further research.

#### **Discussion of Findings**

From the analysis of data collected in research question one, it showed that the respondents agreed to the basic education needs that would make them perform better in their communities. This is in agreement with the views of Lynette and Babara (2010) that basic education refers to all those programmes with fundamental education, as well as those programmes with alternative curricular, including areas such as basic health, nutrition, family planning, literacy, agriculture, and other vocational skills.

Result of research question two showed that social education needs were agreed to a very great extent by the respondents. This means that the respondents need social education to establish good relationship in the community, communicate effectively, restore peace and harmony, improve their family life, among others. This agrees with the view of Davis and Gibson (1997:12) who noted social education as:

Any individual's increased consciousness of himself- of his aptitude and untapped resources and of the relevance of these to others. It enhances the individual's understanding of how to form mutually satisfying relationships, and so involves a search for the adult for ways of helping a young person to discover how to contribute to as well as take from his associations with others.

Social education here, is emphasized as a particular type of process directed at a specific task-the social development of adolescents. Here, education and learning are seen as gerund-words which can be used as a noun or a verb. Learning can, therefore, be viewed as either an internal change in consciousness or as the process of acquiring knowledge, feelings, and skills. In this context, then, social education is a particular type of learning process and/or an attempt to achieve an internal change of consciousness such as the achievement of maturity.

The findings from research question three revealed that political education needs were agreed to a very great extent by the respondents. The respondents see political education as a way of knowing their rights and duties, state ideology, exercising their franchise, strengthening their leadership, among others. This is in line with the view of Okafor (2004) who stated that political awareness is referred to attitudinal term that connotes one's consciousness as regard to his political duties to nation and that of the nation to the citizens. It is the process of making the citizens of a country to know their political rights which entitle them to

participate in the national political life of the state. Cheng (2001) agreed with the above statement when he said that political education enlightens residents from different perspectives about political points of views and knowledge and values of ideological events.

On economic education needs, it was found that the respondents' opinions were unanimous in all the items. Those items include among others, identifying their available resources, mobilizing people for self-help efforts, improving their agricultural production and vocational skills to gain employment. The finding of the study is in agreement with the view of Steinmann (1994) who affirmed that economic education prepares individuals for their roles in everyday economic situations as consumers, producers, and economic citizens. It aims at the emancipation of individuals to improve their living situations in a responsible way. Hopkins (2003) corroborates with the above statement when he noted that economic education is the education that helps individuals to develop skills to meet their financial and personal objectives, including savings, financial stability, home ownership, high education and retirement.

Result of research question five revealed that cultural education needs were agreed to a great extent by the respondents. This implies that the respondents need cultural education to acquaint themselves with monuments and historical events, know different cultures, languages and styles of communication,

propagate the tradition, values and beliefs, abolish harmful cultural practices, and have belief on a being that created and govern the world. This finding is in line with Campbell [2011] who averred that to be culturally literate is to understand the history and accept what underlie a culture, and to be able to converse fluently in the allusions and informal content of that culture.

Result of hypothesis one showed that no significant difference exists in the rating of the literate and non-literate respondents on the basic education needs. This is because the z-tail significant level set by computer in the overall rating is greater than 0.05 level of significance set for testing the hypothesis. However, the difference in the perceptions were significant in basic literacy and simple hygiene and other health care practices. This implies that the perceptions of the respondents on their basic education needs were not dependent on their level of education. Both may have the same perception on the basic education needs

The findings of hypothesis two also revealed that significant difference exists in the rating of the married and single respondents on social education needs. This is because the z-tail significant level set by computer in each of the items is less than 0.05 level of significance set for testing the hypothesis although no significant difference exists in other items because the z-tail in each item is greater than 0.05 level of significance. The difference in the perception of the respondents agrees with the views of Oaldele (1998) who states that no two individuals even from the

same parents behave alike, and even identical twins who may be expected to have identical hereditary may differ in perception, reasoning, interest, attitude, and behaviour. It is not surprising because as individuals with different marital status, they may have different perceptions, interests, conceptions, values, attitudes and behaviour towards social education.

With regard to hypothesis three, the study showed that there was no significant difference in the rating of the urban based and rural based respondents on the political education needs. This is because the z-tail significant level set by computer in the overall rating is greater than 0.05 level of significance set for testing the hypothesis. This shows that people may have the same perception of political education irrespective of where they live. For example, they may have the same perception of their franchise, rights and duties, states ideology, among others.

### **Implications of the Study for Adult education and Community Development**

Based on the findings that community leaders are in dire need of basic education skills like basic literacy, simple hygiene, nutritional values, new methods of farming, and civic education implies that the leaders will not be able to function effectively in their communities without them. If the leaders do not have these basic education skills, the implication is that it could lead to filthy environment that will breed some diseases, malnutrition which

can cause kwashiokor, inability to read, write, and compute figures, small agricultural production, and people may not appreciate their civic responsibilities in the community.

Another finding that could have implication to community leaders is social education needs such as good human relationship, communication skills, peace and harmony, role performance, family life improvement, among others. These are the social needs that could help people to gain for themselves knowledge, feelings, and skills necessary to meet their own and others developmental needs. The findings showed that the leaders are in dire need of social education and if they do not have it, the implication is that it could lead to poor communication, conflicts, hatred among people, poor leadership, insecurity, poor family life, to mention but a few and the leaders will not perform effectively.

In addition, one other finding that has implication to the community leaders if they do not have it is political education needs such as knowledge of civic rights, state ideology, ability to vote and be voted for, leadership training, among others. This means that when the leaders lack political education, the implication is that they will be ignorant of their rights and duties, knowledge of state ideology, lack voice in state issues, inability to exercise their franchise and maintain free and fair elections in a democratic local environment. Equally, they will lack basic leadership skills that will make them meet up with the challenges

of the time locally and internationally in this technological revolutionary age.

Furthermore, the finding that community leaders need economic education such as knowledge of and utilization of community resources, self-help effort projects, improved agriculture, employment skills, entrepreneurial skills, etc. implies that leaders may not function effectively without them. This means that if the leaders lack economic education, they will not be rational enough in organizing their different thoughts whenever they are faced with day-to-day economic issues and problems. Also, they will not be prepared to become productive members of the workforce, prudent savers, investors, and wise decision makers on their available resources.

Finally, cultural education which includes: acquisition of monuments and historical events, strategies to abolish harmful cultural practices, knowledge of people cultures, languages, values and traditions is another finding which community leaders need to function effectively in their areas of jurisdiction. A lack of this cultural education on the part of the leaders implies that there will be difficulty in transmission of peoples cultural heritage, abolition of harmful cultural practices, knowledge of peoples cultures and languages, among others. This will make it difficult for leaders to propagate their culture and hence new generations suffer.

## **Conclusion**

From the foregoing, it can be concluded that one of the major indices of development in any society is education of its citizenry. Community education becomes a panacea for improving the quality of life in the community. It embraces all range of development activities in any community undertaken by the people, the government or non-governmental organization. Community development, therefore, relies heavily on community leaders who are the real agents and catalysts of social change and improvement of their communities.

For community leaders to perform very well in their expected roles, community education programmes are of utmost necessity. Such programme of community education include: basic education, social education, political education, economic education, and cultural education. It is assumed that when they acquire these educational programmes, the decline in their roles will be reversed and a desired set of conditions set in.

## **Recommendations**

Based on the findings, the following recommendations were made:

The agency for mass literacy, adult and non-formal education in Anambra State should mount campaign in the rural communities on the need for community education programmes. This is to sensitize community leaders to ensure their popular

participation in educational programme activities that are designed for them to improve their quality of life.

The government should from time to time organize workshops, seminars, and symposium for community leaders and adult educators. This will go a long way in strengthening the leaders' knowledge and skills in developmental programmes especially when new innovation in education is made.

Community education centres should be established in rural communities and qualified adult educators employed. This will enable the people to integrate into the whole spectrum of development programmes and to meet the demand of both the non-literate and functionally illiterate adults to improve themselves educationally which guarantees a leverage to better livelihood.

The policy makers and other administrators in mass literacy, adult and non-formal education should reflect the needs of the community in policy formulation. This will make the people see the educational programmes as their own and this will make them participate in the learning exercise.

### **Suggestions for Further Research**

The following suggestions were made for further research:

1. A replication of this study could be carried out in other states of South-East geo-political zone.
2. Assessment of community education programmes in South-East geo-political zone.
3. The role of state Government in sensitizing rural people for community development.

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## **APPENDIX A**

Department of Adult Education  
and Extra-Mural Studies,  
University of Nigeria,  
Nsukka.

2<sup>nd</sup> October, 2012.

Dear Respondent,

### **REQUEST TO COMPLETE A QUESTIONNAIRE**

I am a Doctoral degree student of the above named University carrying out a research work on “Community Education Needs of Community Leaders (CENCL) in Anambra State.

Kindly, complete the attached questionnaire according to your opinion. The information given by you will be used only for the research purposes and be treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,

**Ewelum, Johnson .N.**

## **QUESTIONNAIRE ON COMMUNITY EDUCATION NEEDS OF COMMUNITY LEADERS IN ANAMBRA STATE**

**Please, tick (✓) in the appropriate box that applies to you.**

### **Section A: Personal Data**

1. Age:

- (a) 20 - 30
- (b) 31 – 40
- (c) 41 – 50
- (d) 51 Years and above

2. Marital Status:

- (a) Married
- (b) Single ☐
- (c) Divorced ☐
- (d) Widowed ☐

3. Educational Qualification:

- (a) No Education ☐
- (b) FSLC ☐
- (c) WAEC/GCE ☐
- (d) OND/NCE/Diploma ☐
- (e) Degree and above ☐

4. Location:

- (a) Rural ☐
- (b) Urban ☐

## Section B: Community Education Needs of Community Leaders

Please, tick (√) in the appropriate column to indicate the extent you need the following community education programmes of community leaders. Use the code of a 4-point scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), and Very Low Extent (VLE) to indicate your option.

| S/N                                       | Items                                                                                        | VGE | GE | LE | VLE |
|-------------------------------------------|----------------------------------------------------------------------------------------------|-----|----|----|-----|
| <b>Cluster I: Basic Education Needs</b>   |                                                                                              |     |    |    |     |
| 5                                         | Basic literacy skills ie ability to read, write, and compute figures.                        |     |    |    |     |
| 6                                         | Simple hygiene and other health care practices to avoid diseases.                            |     |    |    |     |
| 7                                         | Nutritional values of balancing their daily diet.                                            |     |    |    |     |
| 8                                         | New methods of farming.                                                                      |     |    |    |     |
| 9                                         | Civic education                                                                              |     |    |    |     |
| <b>Cluster II: Social Education Needs</b> |                                                                                              |     |    |    |     |
| 10                                        | Knowledge of establishing good human relationships in the community.                         |     |    |    |     |
| 11                                        | Communication skills.                                                                        |     |    |    |     |
| 12                                        | Knowledge of restoring peace and harmony, counseling and resolving conflicts in the society. |     |    |    |     |
| 13                                        | Acquisition of leadership training skills to perform your roles effectively.                 |     |    |    |     |

|                                               |                                                                                                                                                      |  |  |  |  |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 14                                            | Skills of attracting private sector partnership with philanthropists, government or non-governmental organizations in development of your community. |  |  |  |  |
| 15                                            | Improved family life condition.                                                                                                                      |  |  |  |  |
| 16                                            | Love for others, recognition of personality, and security of life.                                                                                   |  |  |  |  |
| 17                                            | Identifying the needs and problems of the community for self improvement.                                                                            |  |  |  |  |
| <b>Cluster III: Political Education Needs</b> |                                                                                                                                                      |  |  |  |  |
| 18                                            | Knowledge of your civil rights and duties.                                                                                                           |  |  |  |  |
| 19                                            | Knowledge of the state ideology.                                                                                                                     |  |  |  |  |
| 20                                            | Ability to vote and be voted for.                                                                                                                    |  |  |  |  |
| 21                                            | Knowledge of and sound criticisms of state issues.                                                                                                   |  |  |  |  |
| 22                                            | Ability to train other people in leadership skills and political development.                                                                        |  |  |  |  |
| 23                                            | Ability to conduct free and fair elections in your communities.                                                                                      |  |  |  |  |
| 24                                            | Knowledge of the importance of democratic value in a local environment.                                                                              |  |  |  |  |
| 25                                            | Basic office skills to strengthen your leadership structure.                                                                                         |  |  |  |  |
| <b>Cluster IV: Economic Education Needs</b>   |                                                                                                                                                      |  |  |  |  |
| 26                                            | Skills of identifying the available community resources and the judicious use of them.                                                               |  |  |  |  |

|                                            |                                                                                                                          |  |  |  |  |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 27                                         | Mobilization strategies for self-help effort projects.                                                                   |  |  |  |  |
| 28                                         | Methods of improving your agricultural production.                                                                       |  |  |  |  |
| 29                                         | Acquisition of vocational/technical skills.                                                                              |  |  |  |  |
| 30                                         | Employment skills to reduce poverty and improve quality of life.                                                         |  |  |  |  |
| 31                                         | Ability to pay your tax regularly.                                                                                       |  |  |  |  |
| 32                                         | Acquisition of entrepreneurial skills to promote your business.                                                          |  |  |  |  |
| <b>Cluster V: Cultural Education Needs</b> |                                                                                                                          |  |  |  |  |
| 33                                         | Acquisition of monuments and historical events.                                                                          |  |  |  |  |
| 34                                         | Strategies to abolish harmful cultural practices in the community.                                                       |  |  |  |  |
| 35                                         | Knowledge of your culture and other peoples' cultures.                                                                   |  |  |  |  |
| 36                                         | Knowledge of other peoples' languages and styles of communication such as story telling.                                 |  |  |  |  |
| 37                                         | Ability to impart the tradition, beliefs, attitudes, values, and behaviour of the community into the younger generation. |  |  |  |  |
| 38                                         | Possession of a single being or group of beings who created and govern the world.                                        |  |  |  |  |

## APPENDIX B

**Table 1:** Population distribution of Autonomous Community based organizations in the twenty one Local Government Areas of Anambra State.

| <b>No. of Senatorial Zones</b> | <b>LGAs</b>   | <b>No. of Autonomous Communities</b> | <b>Total No. of Executives in each CBO (i.e.9 executives)</b> |
|--------------------------------|---------------|--------------------------------------|---------------------------------------------------------------|
| Anambra North                  | Onitsha North | 1                                    | 9                                                             |
|                                | Onitsha South | 10                                   | 90                                                            |
|                                | Oyi           | 5                                    | 45                                                            |
|                                | Anyamelum     | 8                                    | 72                                                            |
|                                | Anambra East  | 11                                   | 99                                                            |
|                                | Anambra West  | 10                                   | 90                                                            |
|                                | Ogbaru        | 16                                   | 144                                                           |
| Anambra Central                | Awka South    | 9                                    | 81                                                            |
|                                | Awka North    | 10                                   | 90                                                            |
|                                | Njikoka       | 6                                    | 54                                                            |
|                                | Idemili North | 10                                   | 90                                                            |
|                                | Idemili South | 7                                    | 63                                                            |
|                                | Dunukofia     | 6                                    | 54                                                            |
|                                | Anaocha       | 10                                   | 90                                                            |
| Anambra South                  | Aguata        | 14                                   | 126                                                           |
|                                | Orumba North  | 16                                   | 144                                                           |
|                                | Orumba South  | 15                                   | 135                                                           |
|                                | Nnewi North   | 1                                    | 9                                                             |
|                                | Nnewi South   | 10                                   | 90                                                            |
|                                | Ihiala        | 10                                   | 90                                                            |
|                                | Ekwusigo      | 4                                    | 36                                                            |
| 21 LGAs                        |               | 189                                  | 1,701                                                         |

**Source:** Ministry of Local Govt. and Chieftaincy Matters, Anambra State (27/04/12)

### APPENDIX C

Distribution of the randomly sampled local government areas and autonomous community based based organizations with their executives

| Senatorial Zones | LGAs          | Randomly Sampled LGAs | No. of autonomous community based organizations in each sampled LGA | No. of executives in each CBO (ie 9 executives) | Total No. of executives in each LGA |
|------------------|---------------|-----------------------|---------------------------------------------------------------------|-------------------------------------------------|-------------------------------------|
| Anambra North    | Onitsha North | Onitsha South         | 10                                                                  | 9                                               | 90                                  |
|                  | Onitsha South | Oyi                   | 5                                                                   | 9                                               | 45                                  |
|                  | Oyi           | Anambra West          | 10                                                                  | 9                                               | 90                                  |
|                  | Anyamelum     | Ogbaru                | 16                                                                  | 9                                               | 144                                 |
|                  | Anambra East  | -                     | -                                                                   | -                                               | -                                   |
|                  | Anambra West  | -                     | -                                                                   | -                                               | -                                   |
|                  | Ogbaru        | -                     | -                                                                   | -                                               | -                                   |
| Anambra Central  | Awka South    | Awka North            | 10                                                                  | 9                                               | 90                                  |
|                  | Awka North    | Njikoka               | 6                                                                   | 9                                               | 54                                  |
|                  | Njikoka       | Idemili South         | 7                                                                   | 9                                               | 63                                  |
|                  | Idemili North | Dunukofia             | 6                                                                   | 9                                               | 54                                  |
|                  | Idemili South | -                     | -                                                                   | -                                               | -                                   |
|                  | Dunukofia     | -                     | -                                                                   | -                                               | -                                   |
|                  | Anaocha       | -                     | -                                                                   | -                                               | -                                   |
| Anambra South    | Aguata        | Aguata                | 14                                                                  | 9                                               | 126                                 |
|                  | Orumba North  | Orumba South          | 15                                                                  | 9                                               | 135                                 |
|                  | Orumba South  | Nnewi South           | 10                                                                  | 9                                               | 90                                  |
|                  | Nnewi South   | Ihiala                | 10                                                                  | 9                                               | 90                                  |
|                  | Nnewi North   | -                     | -                                                                   | -                                               | -                                   |
|                  | Ihiala        | -                     | -                                                                   | -                                               | -                                   |
|                  | Ekwusigo      | -                     | -                                                                   | -                                               | -                                   |
| <b>Total</b>     |               |                       | <b>119</b>                                                          | <b>108</b>                                      | <b>1,071</b>                        |

## APPENDIX D

### Reliability of the Instrument

Cronbach's Alpha Coefficient for testing of reliability of

$$\text{instrument } \alpha = \frac{K}{K-1} \left( 1 - \frac{V_1}{V_t} \right)$$

Where K is the number of items

$V_1$  is the standard deviation of the sample

$V_t$  is the mean sample variation of the whole instrument

Hence for:

#### Cluster I: Basic Education Needs

$$\alpha = \frac{5}{5-1} \left( 1 - \frac{4.15}{14.47} \right)$$

$$= 1.25(1 - 0.287)$$

$$= 1.25(0.713) = 0.89$$

#### Cluster II: Social Education Needs

$$\alpha = \frac{8}{8-1} \left( 1 - \frac{3.34}{14.47} \right)$$

$$= 1.14(1 - 0.231)$$

$$= 1.14(0.769) = 0.88$$

#### Cluster III: Political Education Needs

$$\alpha = \frac{8}{8-1} \left( 1 - \frac{3.43}{14.47} \right)$$

$$= 1.14(1 - 0.237)$$

$$= 1.14(0.763) = 0.87$$

#### **Cluster IV: Economic Education Needs**

$$\alpha = \frac{7}{7-1} \left( 1 - \frac{3.82}{14.47} \right)$$

$$= 1.17(1 - 0.264)$$

$$= 1.17(0.736) = 0.86$$

#### **Cluster V: Cultural Education Needs**

$$\alpha = \frac{6}{6-1} \left( 1 - \frac{3.36}{14.47} \right)$$

$$= 1.2(1 - 0.232)$$

$$= 1.2(0.768) = 0.92$$

The grand mean of the overall reliability coefficient of the instrument is 0.88.

## **APPENDIX E**

### **Result of Data Analysis for Community Education Needs of Community Leaders**

#### **Research Question 1**

|         | N    | Mean   | Std. Deviation |
|---------|------|--------|----------------|
| item 5  | 1045 | 3.7158 | .47604         |
| item 6  | 1045 | 3.4565 | .54251         |
| item 7  | 1045 | 3.4134 | .55313         |
| item 8  | 1045 | 3.4029 | .62926         |
| item 9  | 1045 | 3.4746 | .56948         |
| Overall | 1045 | 3.4926 | .28776         |

#### **Research Question 2**

|         | N    | Mean   | Std. Deviation |
|---------|------|--------|----------------|
| item 10 | 1045 | 3.4900 | .55978         |
| item 11 | 1045 | 3.4986 | .56498         |
| item 12 | 1045 | 3.4316 | .54523         |
| item13  | 1045 | 3.3167 | .62373         |
| item 14 | 1045 | 3.3703 | .54464         |
| item 15 | 1045 | 3.4278 | .61883         |
| item 16 | 1045 | 3.4402 | .65178         |
| item 17 | 1045 | 3.3388 | .62521         |
| Overall | 1045 | 3.4142 | .27571         |

**Research Question 3**

|         | N    | Mean   | Std.<br>Deviation |
|---------|------|--------|-------------------|
| item 18 | 1045 | 3.5646 | .58139            |
| item 19 | 1045 | 3.4077 | .58750            |
| item 20 | 1045 | 3.4794 | .58951            |
| item21  | 1045 | 3.5895 | .63945            |
| item 22 | 1045 | 3.3818 | .60700            |
| item 23 | 1045 | 3.4163 | .61270            |
| item 24 | 1045 | 3.3722 | .59063            |
| item 25 | 1045 | 3.4172 | .60813            |
| Overall | 1045 | 3.4536 | .29605            |

**Research Question 4**

|         | N    | Mean   | Std.<br>Deviation |
|---------|------|--------|-------------------|
| item 26 | 1045 | 3.559  | .55872            |
| item 27 | 1045 | 3.5053 | .60902            |
| item 28 | 1045 | 3.3273 | .56906            |
| item 29 | 1045 | 3.3742 | .64230            |
| item 30 | 1045 | 3.3981 | .60044            |
| item 31 | 1045 | 3.8498 | .89988            |
| item 32 | 1045 | 3.1703 | .57542            |
| Overall | 1045 | 3.3087 | .33136            |

**Research Question 5**

|         | N    | Mean   | Std.<br>Deviation |
|---------|------|--------|-------------------|
| item 33 | 1045 | 3.4220 | .64986            |
| item34  | 1045 | 3.3301 | .65441            |
| item 35 | 1045 | 3.5665 | .63323            |
| item 36 | 1045 | 3.3885 | .60352            |
| item 37 | 1045 | 3.3923 | .63211            |
| item 37 | 1045 | 3.7665 | .91550            |
| Overall | 1045 | 3.3110 | .40646            |

**t-Test for Hypothesis 1**

|         | Qualification | N   | Mean   | Std. Deviation | Std. Error Mean |
|---------|---------------|-----|--------|----------------|-----------------|
| item 5  | Non-Literate  | 252 | 3.5992 | .53752         | .03386          |
|         | Literate      | 793 | 3.7528 | .44884         | .01594          |
| item 6  | Non-Literate  | 252 | 3.5516 | .52176         | .03287          |
|         | Literate      | 793 | 3.4262 | .54580         | .01938          |
| item 7  | Non-Literate  | 252 | 3.4286 | .51940         | .03272          |
|         | Literate      | 793 | 3.4086 | .56365         | .02002          |
| item 8  | Non-Literate  | 252 | 3.4683 | .52334         | .03297          |
|         | Literate      | 793 | 3.3821 | .65831         | .02338          |
| item 9  | Non-Literate  | 252 | 3.4841 | .52407         | .03301          |
|         | Literate      | 793 | 3.4716 | .58345         | .02072          |
| Overall | Non-Literate  | 252 | 3.5064 | .26013         | .01639          |
|         | Literate      | 793 | 3.4883 | .29596         | .01051          |

**Independent Samples Test**

|         |                        | t      | df   | Sig. (2-tailed) | Mean Difference |
|---------|------------------------|--------|------|-----------------|-----------------|
| item 5  | Equal variance assumed | -4.504 | 1043 | 0.000           | -15363          |
| item 6  | Equal variance assumed | 3.210  | 1043 | 0.001           | 12536           |
| item 7  | Equal variance assumed | 0.500  | 1043 | 0.617           | 02000           |
| item 8  | Equal variance assumed | 1.896  | 1043 | 0.058           | 08616           |
| item 9  | Equal variance assumed | 0.303  | 1043 | 0.762           | 01250           |
| Overall | Equal variance assumed | 1.060  | 1043 | 0.289           | 02206           |

**t-Test for Hypothesis 2**

|         | Status            | N       | Mean             | Std. Deviation   | Std. Error Mean  |
|---------|-------------------|---------|------------------|------------------|------------------|
| item 10 | Married<br>Single | 889 141 | 3.4916<br>3.4468 | .53291 .71139    | .01787<br>.05991 |
| item 11 | Married<br>Single | 889 141 | 3.5152<br>3.3404 | .52638<br>.75432 | .01765 .06353    |
| item 12 | Married<br>Single | 889 141 | 3.4364<br>3.3830 | .54179<br>.56895 | .01817 .04791    |
| item13  | Married<br>Single | 889 141 | 3.3690<br>3.0638 | .57244 .75794    | .01920<br>.06383 |
| item 14 | Married<br>Single | 889 141 | 3.3712<br>3.3617 | .51716<br>.66844 | .01735 .05629    |
| item 15 | Married<br>Single | 889 141 | 3.4488<br>3.3191 | .59646<br>.72031 | .02000<br>.06066 |
| item 16 | Married<br>Single | 889 141 | 3.4803<br>3.2553 | .59833<br>.81420 | .02007<br>.06857 |
| item 17 | Married<br>Single | 889 141 | 3.3611<br>3.2553 | .59945<br>.66980 | .02010<br>.05641 |
| Overall | Married<br>Single | 889 141 | 3.4342<br>3.3032 | .24914<br>.38360 | .00836<br>.03231 |

**Independent Samples Test**

|         |                        | t     | df   | Sig. (2-tailed) | Mean Difference |
|---------|------------------------|-------|------|-----------------|-----------------|
| item 10 | Equal variance assumed | 0.881 | 1028 | 0.379           | 0.04476         |
| item 11 | Equal variance assumed | 3.425 | 1028 | 0.001           | 0.17476         |
| item 12 | Equal variance assumed | 1.081 | 1028 | 0.280           | 0.05347         |
| item 13 | Equal variance assumed | 5.600 | 1028 | 0.000           | 0.30512         |
| item 14 | Equal variance assumed | 0.194 | 1028 | 0.846           | 0.00950         |
| item 15 | Equal variance assumed | 2.327 | 1028 | 0.020           | 0.12967         |
| item 16 | Equal variance assumed | 3.927 | 1028 | 0.000           | 0.22500         |
| item 17 | Equal variance assumed | 1.914 | 1028 | 0.056           | 0.10576         |
| Overall | Equal variance assumed | 5.325 | 1028 | 0.000           | 0.13100         |

**t-Test for Hypothesis 3**

|         | Location | N   | Mean   | Std. Deviation | Std. Error Mean |
|---------|----------|-----|--------|----------------|-----------------|
| item 18 | Rural    | 496 | 3.5363 | .58835         | .02642          |
|         | Urban    | 534 | 3.5899 | .57657         | .02495          |
| item 19 | Rural    | 496 | 3.4294 | .57477         | .02581          |
|         | Urban    | 534 | 3.3933 | .60240         | .02607          |
| item 20 | Rural    | 496 | 3.5141 | .57892         | .02599          |
|         | Urban    | 534 | 3.4494 | .60040         | .02598          |
| item 21 | Rural    | 496 | 3.6250 | .58646         | .02633          |
|         | Urban    | 534 | 3.5730 | .66068         | .02859          |
| item 22 | Rural    | 496 | 3.3931 | .57968         | .02603          |
|         | Urban    | 534 | 3.3596 | .63211         | .02735          |
| item 23 | Rural    | 496 | 3.4415 | .52089         | .02339          |
|         | Urban    | 534 | 3.3876 | .68864         | .02980          |
| item 24 | Rural    | 496 | 3.3488 | .54802         | .02461          |
|         | Urban    | 534 | 3.3876 | .62882         | .02721          |
| item 25 | Rural    | 496 | 3.4496 | .55549         | .02494          |
|         | Urban    | 534 | 3.3933 | .65607         | .02839          |
| Overall | Rural    | 496 | 3.4672 | .27570         | .01238          |
|         | Urban    | 534 | 3.4417 | .31695         | .01372          |

**Independent Samples Test**

|         |                        | t      | df   | Sig. (2-tailed) | Mean Difference |
|---------|------------------------|--------|------|-----------------|-----------------|
| item 18 | Equal variance assumed | -1.476 | 1043 | 0.140           | -.05360         |
| item 19 | Equal variance assumed | 0.985  | 1043 | 0.325           | 0.03618         |
| item 20 | Equal variance assumed | 1.757  | 1043 | 0.079           | 0.06467         |
| item 21 | Equal variance assumed | 1.331  | 1043 | 0.183           | 0.05197         |
| item 22 | Equal variance assumed | 0.887  | 1043 | 0.375           | 0.03359         |
| item 23 | Equal variance assumed | 1.408  | 1043 | 0.159           | 0.05389         |
| item 24 | Equal variance assumed | -1.054 | 1043 | 0.292           | -.03885         |
| item 25 | Equal variance assumed | 1.482  | 1043 | 0.139           | 0.05634         |
| Overall | Equal variance assumed | 1.374  | 1043 | 0.170           | 0.2552          |

**APPENDIX F**

Department of Adult Education  
and Extra-mural Studies,  
University of Nigeria,  
Nsukka,  
Enugu State.  
29<sup>th</sup> June, 2012.

Dear Respondent,

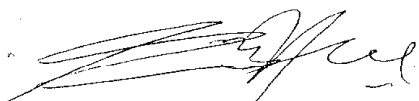
**REQUEST TO COMPLETE A QUESTIONNAIRE**

I am a Doctoral degree student of the above named University carrying out a research work on "Community Education Needs of Community Leaders (CENCL)" in Anambra State.

Kindly, complete the attached questionnaire according to your opinion. The information given by you will be used only for the research purposes and be treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,



**Ewelum, Johnson .N.**

(2002)  
See Anyanwu, PP 40-1  
190  
207  
209-213

## QUESTIONNAIRE ON COMMUNITY EDUCATION NEEDS OF COMMUNITY LEADERS IN ANAMBRA AND ENUGU STATES

Please, tick (✓) in the appropriate box that applies to you.

### Section A: Personal Data

#### 1. Local Govt. Area

(a) Onitsha North ☐

(b) Onitsha South ☐

(c) Oyi ☐

(d) Ayamelum ☐

(e) Anambra East ☐

(f) Anambra West ☐

(g) Ogbaru ☐

(h) Awka South ☐

(i) Awka North ☐

(j) Njikoka ☐

(k) Idemili North ☐

(l) Idemili South ☐

(m) Dunukofia ☐

(n) Anaocha ☐

(o) Aguata ☐

(p) Orumba North ☐

(q) Orumba South ☐

(r) Nnewi North ☐

(s) Nnewi South ☐

(t) Ihiala ☐

(u) Ekwusigo ☐

#### 2. Marital Status:

(a) Married ☐

(b) Single ☐

*c. Divorced*  
*d. Widower*

#### 3. Educational background

(a) Educated ☐

(b) Non-educated ☐

#### 4. Occupation:

(a) Public employed ☐

(b) Self-employed ☐

off what relevance is this. The interest in a comparative study. Also no answer/jawpe on relevance of this part.

*While this two classification-  
Please use educational  
qualification. it may be useful  
to you for further studies/  
research.*

Needs are better expressed as lacks, inadequacies and discontents. So what are the areas of lack, inadequacies or discontents of the community leaders that need education for higher

## Section B: Community Education Needs of <sup>performance</sup> <sup>of</sup> <sup>community</sup> <sup>work?</sup> <sup>Community Leaders</sup>

Answers to these can be derived from your literature.

Please, tick (✓) in the appropriate column to indicate the extent you agree or disagree on the community education needs of community leaders. Use the code of a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to indicate your option.

*These are anonymous full com. Education?*

| S/N | Items                                                                                                                                                                                                                  | SA | A | D | SD |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
|     | <b>Basic Education Needs</b>                                                                                                                                                                                           |    |   |   |    |
| 4   | Community leaders need to have basic education to be literate in the community.                                                                                                                                        |    |   |   |    |
| 5   | They should have basic education to be competent in helping to educate the adults in the community so as to eradicate illiteracy.                                                                                      |    |   |   |    |
| 6   | Basic education develops leaders' ability to diagnose the educational needs of the people for particular learning task.                                                                                                |    |   |   |    |
| 7   | It makes leaders to formulate objectives to meet the assessed needs and to design a programme of activities to achieve the objectives.                                                                                 |    |   |   |    |
| 8   | Basic education strengthens the leader's ability to create condition that will stimulate the people to have the desire to learn.                                                                                       |    |   |   |    |
| 9   | <del>It makes them to be able to establish and</del><br>✓ <del>manage</del> <sup>basic</sup> organizational structure necessary for effective <sup>development</sup> and operation of a community education programme. |    |   |   |    |
| 10  | <del>Equips them on how to assess the outcomes of</del><br>✓ <del>their learning experiences in</del> <sup>basic skills in</sup> a given programme.                                                                    |    |   |   |    |

*Consider these areas:*  
 1) literacy skills & reading & writing  
 2) basic accounting skills  
 3) ~~basic education~~  
 4) programme development  
 5) training  
 6) basic office practice skills  
 7) communication skills

You have not expressed needs here. Com Edu. is not and cannot be the same as Basic Education (Read ~~Agan~~ G.N. Anyanwu, 2002, Com. Edu. the African Dimensions for clarity. Again the items tend to support importance or advantage of basic edu. The items did not address the research purpose of the RQ. Again always structure your items for respondents in own the questions by using - can we - see above.

*please state them as needs, not as importance or advantages. see 9 and 10.*

|    |                                                                                                                                                                          |  |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|    | <b>Socio-Economic Education Needs</b>                                                                                                                                    |  |  |  |  |
| 11 | Socio-economic education enables the leaders to know the community they belong and what the community needs to have.                                                     |  |  |  |  |
| 12 | Acquaints the leaders with more knowledge of the resources in the community, where to locate them, and the need to rely on the resources available in their communities. |  |  |  |  |
| 13 | The leaders need to have the ability to establish and maintain co-operative and harmonious relationship with people.                                                     |  |  |  |  |
| 14 | It makes the Leaders <del>should</del> have good communication skills and be ready to listen to what other people say.                                                   |  |  |  |  |
| 15 | They need the education to counsel other people in the community.                                                                                                        |  |  |  |  |
| 16 | To enable them educate people on how to pay their tax.                                                                                                                   |  |  |  |  |
| 17 | Leaders ought to have the ability to settle disputes in the community.                                                                                                   |  |  |  |  |
| 18 | Community leaders need the education to make their people understand and appreciate the idea of self-help.                                                               |  |  |  |  |
| 19 | To be link between their people and the government authorities.                                                                                                          |  |  |  |  |
|    | <b>Political Education Needs</b>                                                                                                                                         |  |  |  |  |
| 20 | Community leaders need the education to be aware of their civic rights and duties.                                                                                       |  |  |  |  |
| 21 | Acquisition of political education will make the leaders know the ideology of the state in which they belong.                                                            |  |  |  |  |

|                                          |                                                                                                                              |  |  |  |  |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 22                                       | Political education makes the leaders to develop people's political maturity and consciousness.                              |  |  |  |  |
| 23                                       | Knowledge of political education strengthens people's ability to vote and be voted for during elections.                     |  |  |  |  |
| 24                                       | With political education, leaders <u>should</u> have better understanding and sound criticisms of state issues.              |  |  |  |  |
| 25                                       | Leaders <u>should</u> have the knowledge and skills of training people in leadership skills and political development.       |  |  |  |  |
| 26                                       | They need political education to be able to impact knowledge on how to conduct free and fair elections in their communities. |  |  |  |  |
| 27                                       | Political education makes the leaders to know and understand the importance of democratic values in a local environment.     |  |  |  |  |
| <b>Technical/Vocation Training Needs</b> |                                                                                                                              |  |  |  |  |
| 28                                       | Each leader <u>should be</u> competent in one vocational skill or the other.                                                 |  |  |  |  |
| 29                                       | Leaders need to have technical training to meet up with the constant change in advanced technical education programme.       |  |  |  |  |
| 30                                       | Leaders should be able to teach the skills they have to other members of the community.                                      |  |  |  |  |
| 31                                       | Vocational training makes the leaders to be entrepreneurial in the skills they have.                                         |  |  |  |  |
| 32                                       | Vocational training prepares the leaders for gainful employment as semi-skilled or skilled workers.                          |  |  |  |  |
| 33                                       | Vocational training enriches the capabilities that                                                                           |  |  |  |  |

is not use  
the word should  
it is better  
use while  
recommending

|      |                                                                                                                                                                         |  |  |  |  |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|      | influence the effective psychomotor of leaders to satisfy the needs of the community.                                                                                   |  |  |  |  |
|      | <b>Need for Improving the Quality of Life</b>                                                                                                                           |  |  |  |  |
| 34   | Community leaders <u>should</u> have the knowledge and skills to bring about desired changes for better living in the community.                                        |  |  |  |  |
| 35   | Leaders have to be knowledgeable on home decorations.                                                                                                                   |  |  |  |  |
| 36   | They <u>should</u> be fashionable on the design of dress they wear.                                                                                                     |  |  |  |  |
| 37   | Improving quality of life brings wealth and employment for the leaders.                                                                                                 |  |  |  |  |
| 38   | The degree to which leaders enjoy depends on the level of quality of life.                                                                                              |  |  |  |  |
| 39   | Through improving quality of life, leader <u>should</u> be able to reduce poverty in their community.                                                                   |  |  |  |  |
| ✓ 40 | They <sup>need</sup> <del>have to be</del> knowledgeable on <sup>some practices</sup> <del>their</del> health both individual and family hygiene, and their environment |  |  |  |  |
| ✓ 41 | They need to <sup>mass media</sup> <del>have the ability to</del> enrich their leisure through radio, television, theatre, newspaper, etc.                              |  |  |  |  |

Please de-emphasize double barreled questions so that one would know the exact item respondent one responding to.

In all, restate the items to express need taking reference from examples given.

*[Signature]*  
Dr. L. O. Nwabuko  
CEN

Department of Adult Education  
and Extra-mural Studies,  
University of Nigeria,  
Nsukka,  
Enugu State.

29<sup>th</sup> June, 2012.

Dear Respondent,

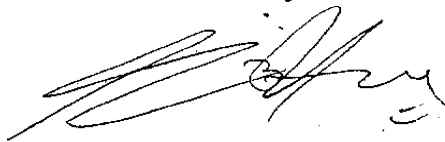
**REQUEST TO COMPLETE A QUESTIONNAIRE**

I am a Doctoral degree student of the above named University carrying out a research work on "Community Education Needs of Community Leaders (CENCL)" in Anambra State.

Kindly, complete the attached questionnaire according to your opinion. The information given by you will be used only for the research purposes and be treated with utmost confidentiality.

Thanks for your co-operation.

Yours faithfully,



**Ewelum, Johnson .N.**

## QUESTIONNAIRE ON COMMUNITY EDUCATION NEEDS OF COMMUNITY LEADERS IN ANAMBRA AND ENUGU STATES

Please, tick (✓) in the appropriate box that applies to you.

### Section A: Personal Data

#### 1. Local Govt. Area

- (a) Onitsha North ☐
- (b) Onitsha South ☐
- (c) Oyi ☐
- (d) Ayamelum ☐
- (e) Anambra East ☐
- (f) Anambra West ☐
- (g) Ogbaru ☐
- (h) Awka South ☐
- (i) Awka North ☐
- (j) Njikoka ☐
- (k) Idemili North ☐

- (l) Idemili South ☐
- (m) Dunukofia ☐
- (n) Anaocha ☐
- (o) Aguata ☐
- (p) Orumba North ☐
- (q) Orumba South ☐
- (r) Nnewi North ☐
- (s) Nnewi South ☐
- (t) Ihiala ☐
- (u) Ekwusigo ☐

#### 2. Marital Status:

- (a) Married ☐
- (b) Single ☐

#### 4. Occupation:

- (a) Public employed ☐
- (b) Self-employed ☐

#### 3. Educational background

- (a) Educated ☐
- (b) Non-educated ☐

*This Section may not be relevant at the Ph.D level. Moreover, you did not have any R.D. for characteristics that will address the above Bio-data of respondents. Its expunge*

## Section B: Community Education Needs of Community Leaders

Please, tick (✓) in the appropriate column to indicate the extent you agree or disagree on the community education needs of community leaders. Use the code of a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to indicate your option.

| S/N  | Items                                                                                                                                                                                                                                            | SA | A | D | SD |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
|      | <b>Basic Education Needs</b>                                                                                                                                                                                                                     |    |   |   |    |
| 1 4  | Community leaders need to have basic education to be literate in the community. <i>(Literacy skills)</i>                                                                                                                                         |    |   |   |    |
| 2 5  | They should <del>have</del> <sup>acquire</sup> basic education to become competent in helping to educate the adults in the community so as to eradicate illiteracy. <i>change agents who will</i>                                                |    |   |   |    |
| 3 6  | Basic education develops leaders' ability to diagnose the educational needs of the people for particular learning task. <i>This is function and not addressing needs</i>                                                                         |    |   |   |    |
| 4 7  | It makes leaders to formulate objectives to meet the assessed needs <sup>of the people</sup> and to design a programme of activities to achieve the objectives. <i>not clear</i>                                                                 |    |   |   |    |
| 5 8  | Basic education strengthens the leader's ability to create conditions that will stimulate the people to have the desire to learn. <i>Not clear</i>                                                                                               |    |   |   |    |
| 6 9  | <del>It makes</del> <sup>with help</sup> them to be able to establish and manage organizational structure necessary for effective development and operation of community education programmes. <i>Basic organizational and management skills</i> |    |   |   |    |
| 7 10 | <del>Equips them on how to assess</del> the outcomes of their learning experiences in a given programme. <i>Basic skills assessing</i>                                                                                                           |    |   |   |    |

| Socio-Economic Education Needs |    |                                                                                                                                                                                                                                          |                                                                                         |  |  |
|--------------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--|--|
| 8                              | 11 | Socio-economic education enables the leaders to know the community they belong and what the community needs <del>to have</del> <i>for self improvement</i>                                                                               | Basic Socio-eco. skill for self improvement                                             |  |  |
| 9                              | 12 | Acquaints the leaders with more knowledge of the resources in the community, where to locate them, and the need to <del>rely on</del> <i>utilize</i> the resources available in their communities.                                       | Basic accounting skills to be able to utilize available resources                       |  |  |
| 10                             | 13 | <del>The leaders need to have the ability</del> to establish and maintain co-operative and harmonious relationship with people.                                                                                                          | Basic skills on how to - - -                                                            |  |  |
| 11                             | 14 | It makes the Leaders <del>should</del> have good communication skills and be ready to listen to what other people say.                                                                                                                   |                                                                                         |  |  |
| 12                             | 15 | They need the education to counsel other people in the community.                                                                                                                                                                        | Basic counselling skills for peace community                                            |  |  |
| 13                             | 16 | To enable them educate people on <del>their</del> <i>sensitive</i> <del>as citizens of the country and</del> <i>essence</i> <del>paying their tax</del> <i>for the development of their community</i>                                    |                                                                                         |  |  |
| 14                             | 17 | Leaders ought to have the ability to settle disputes in the community.                                                                                                                                                                   |                                                                                         |  |  |
| 15                             | 18 | <del>Community leaders need the education to make their people understand and appreciate the idea of self-help.</del> <i>utilize</i> <del>on wealth creation for</del> <i>Basic Entrepreneurial Skills</i> <del>better livelihood.</del> |                                                                                         |  |  |
| 16                             | 19 | To be link between their people and the government authorities.                                                                                                                                                                          | Basic Participating Skills that will promote proper linkage with government authorities |  |  |
| Political Education Needs      |    |                                                                                                                                                                                                                                          |                                                                                         |  |  |
| 17                             | 20 | Community leaders need the education to be aware of their civic rights and duties.                                                                                                                                                       |                                                                                         |  |  |
| 18                             | 21 | Acquisition of political education will make the leaders know the ideology of the state in which they belong.                                                                                                                            |                                                                                         |  |  |

|    |    |                                                                                                                                                                          |  |  |  |  |
|----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 19 | 22 | Political education makes the leaders to develop people's political maturity and consciousness.                                                                          |  |  |  |  |
| 20 | 23 | Knowledge of political education strengthens people's ability to vote and be voted for during elections.                                                                 |  |  |  |  |
| 20 | 24 | With political education, leaders <del>should have</del> <sup>need</sup> better understanding <sup>contributions</sup> and sound criticisms of State issues.             |  |  |  |  |
| 21 | 25 | Leaders <del>should have</del> <sup>need</sup> the knowledge and skills <sup>for</sup> <del>for</del> training people in leadership skills and political development.    |  |  |  |  |
| 22 | 26 | They need political education to be able to impact knowledge on how to conduct free and fair elections in their communities.                                             |  |  |  |  |
| 23 | 27 | Political education <del>makes</del> <sup>that will help</sup> the leaders to know and understand the importance of democratic values in a local environment.            |  |  |  |  |
|    |    | <b>Technical/Vocation Training Needs</b>                                                                                                                                 |  |  |  |  |
| 24 | 28 | Each leader should <del>be</del> <sup>need to be</sup> competent in one vocational skill <sup>for</sup> <del>of</del> the other. <sup>competence</sup>                   |  |  |  |  |
| 25 | 29 | Leaders need to have technical training to meet up with the constant change in advanced technical education programme.                                                   |  |  |  |  |
| 26 | 30 | Leaders should be able to teach the skills they have to other members of the community. <sup>for</sup> <del>enhance</del> <sup>competence</sup>                          |  |  |  |  |
| 27 | 31 | Vocational training makes the leaders to <del>be</del> <sup>enhance the</sup> entrepreneurial <del>in</del> <sup>skills</sup> the skills they have. <sup>Not clear</sup> |  |  |  |  |
| 28 | 32 | Vocational training prepares the leaders for gainful employment as <del>semi-skilled</del> or skilled workers.                                                           |  |  |  |  |
| 29 | 33 | Vocational training enriches the capabilities that                                                                                                                       |  |  |  |  |

Basic technical skills to meet it constant change advanced tech.



Department of Adult Education  
and Extra-mural Studies,  
University of Nigeria,  
Nsukka,  
Enugu State.  
29<sup>th</sup> June, 2012.

Dear Respondent,

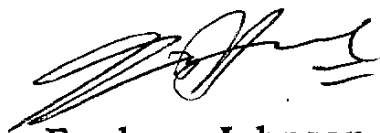
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## QUESTIONNAIRE ON COMMUNITY EDUCATION NEEDS OF COMMUNITY LEADERS IN ANAMBRA AND ENUGU STATES

Please, tick (✓) in the appropriate box that applies to you.

### Section A: Personal Data

#### 1. Local Govt. Area

- Ignore this*
- (a) Onitsha North ☐
  - (b) Onitsha South ☐
  - (c) Oyi ☐
  - (d) Ayamelum ☐
  - (e) Anambra East ☐
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- (r) Nnewi North ☐
- (s) Nnewi South ☐
- (t) Ihiala ☐
- (u) Ekwusigo ☐

#### 2. Marital Status:

- (a) Married ☐
- (b) Single ☐

*c. Divorced* ☐  
*d. Widowed* ☐

#### 3. Educational background

- (a) Educated ☐
- (b) Non-educated ☐

*Qualifications*

*State qualifications*  
*not just this*

#### 4. Occupation:

- (a) Public employed ☐
- (b) Self-employed ☐

*Not necessary consider location*  
*Rural based*  
*Urban based*

*include Age of the respondents.*

## Section B: Community Education Needs of Community Leaders

Please, tick (✓) in the appropriate column to indicate the extent you agree or disagree on the community education needs of community leaders. Use the code of a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) to indicate your option.

| S/N | Items                                                                                                                                                                                           | SA | A | D | SD |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|
|     | <b>Basic Education Needs</b>                                                                                                                                                                    |    |   |   |    |
| 4   | Community leaders need to have basic education <sup>lit</sup> skills of reading, writing, and calculation to be literate in the community.                                                      |    |   |   |    |
| 5   | They should have basic education to be competent in helping to educate the adults in the community so as to eradicate illiteracy.                                                               |    |   |   |    |
| 6   | <del>Basic education develops leaders' ability to diagnose the educational needs of the people for particular learning task.</del>                                                              |    |   |   |    |
| 7   | <del>It makes leaders need basic education to be able to formulate objectives to meet the assessed needs and to design a programme of activities to achieve the objectives of the people.</del> |    |   |   |    |
| 8   | Basic education strengthens the leader's ability to create condition that will stimulate the people to have the desire to learn.                                                                |    |   |   |    |
| 9   | It makes them to be able to establish and manage organizational structure necessary for effective development and operation of a community education programme.                                 |    |   |   |    |
| 10  | Equips them on how to assess the outcomes of their learning experiences in a given programme.                                                                                                   |    |   |   |    |

*Express the ideas to reflect the need not just significance of community education. Don't use should repeatedly.*

| <b>Socio-Economic Education Needs</b> |                                                                                                                                                                                                                                                                                                                                                          |  |  |  |  |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 11                                    | <del>Socio-economic education enables the leaders to know the community they belong and what the community needs to have.</del><br><i>Community leaders need to know the community they belong and what the community needs to have.</i>                                                                                                                 |  |  |  |  |
| 12                                    | <del>Acquaints the leaders with more knowledge of the resources in the community, where to locate them, and the need to rely on the resources available in their communities.</del><br><i>need to have more knowledge of the resources in the community, where to locate them, and the need to rely on the resources available in their communities.</i> |  |  |  |  |
| 13                                    | <del>The</del> leaders need to have the ability to establish and maintain co-operative and harmonious relationship with people.                                                                                                                                                                                                                          |  |  |  |  |
| 14                                    | <del>It makes the</del> Leaders <del>should</del> <i>need to</i> have good communication skills and be ready to listen to what other people say.                                                                                                                                                                                                         |  |  |  |  |
| 15                                    | They need the education to counsel other people in the community.                                                                                                                                                                                                                                                                                        |  |  |  |  |
| 16                                    | <del>To</del> <i>For need the edu</i> enable them <del>educate people on how to</del> pay their tax.                                                                                                                                                                                                                                                     |  |  |  |  |
| 17                                    | Leaders ought to have the ability to settle disputes in the community.                                                                                                                                                                                                                                                                                   |  |  |  |  |
| 18                                    | Community leaders need the education to make their people understand and appreciate the idea of self-help.                                                                                                                                                                                                                                               |  |  |  |  |
| 19                                    | <del>to</del> <i>they need edu to establish a</i> link between their people and the government authorities.                                                                                                                                                                                                                                              |  |  |  |  |
| <b>Political Education Needs</b>      |                                                                                                                                                                                                                                                                                                                                                          |  |  |  |  |
| 20                                    | Community leaders need <del>the</del> <i>political</i> education to be aware of their civic rights and duties.                                                                                                                                                                                                                                           |  |  |  |  |
| 21                                    | <del>Acquisition of political education will make the</del> leaders <del>know</del> <i>need to</i> the ideology of the state in which they belong.                                                                                                                                                                                                       |  |  |  |  |

|    |                                                                                                                                                                           |  |  |  |  |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 22 | <del>Political education makes the</del> leaders <sup>need to have the ability</sup> to develop people's political maturity and consciousness.                            |  |  |  |  |
| 23 | <del>Knowledge of political education</del> <sup>may need</sup> strengthens people's ability to vote and be voted for during elections.                                   |  |  |  |  |
| 24 | <del>With political education,</del> leaders <sup>need to</sup> should have better understanding and sound criticisms of state issues.                                    |  |  |  |  |
| 25 | Leaders <sup>need</sup> <del>should</del> have the knowledge and skills of <sup>political edu</sup> to training people in leadership skills and political development.    |  |  |  |  |
| 26 | They need political education to be able to impact knowledge on how to conduct free and fair elections in their communities.                                              |  |  |  |  |
| 27 | <del>Political education makes the</del> leaders <sup>need to</sup> to know and understand the importance of democratic values in a local environment.                    |  |  |  |  |
|    | <b>Technical/Vocation Training Needs</b>                                                                                                                                  |  |  |  |  |
| 28 | Each leader <sup>need to</sup> <del>should</del> be competent in one vocational skill or the other.                                                                       |  |  |  |  |
| 29 | Leaders need to have technical <sup>skills</sup> training to meet up with the constant change in advanced technical education programme.                                  |  |  |  |  |
| 30 | Leaders <sup>need voc</sup> <del>should</del> be able to <sup>technology</sup> teach the skills they have to other members of the community.                              |  |  |  |  |
| 31 | Vocational training makes the leaders <sup>need voc</sup> to be <sup>enhance</sup> <del>entrepreneurial in the skills they have</del> <sup>so as to</sup>                 |  |  |  |  |
| 32 | <del>Vocational training prepares the leaders</del> <sup>need</sup> for <sup>voc train</sup> <del>gainful</del> employment as <del>semi-skilled</del> or skilled workers. |  |  |  |  |
| 33 | <del>Vocational training enriches the capabilities that</del>                                                                                                             |  |  |  |  |

|    |                                                                                                                                                                                      |  |  |  |  |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
|    | <del>influence the effective psychomotor of leaders to</del> <sup>need it</sup> <del>influence the effective</del> <sup>need it</sup> <del>satisfy the needs of the community.</del> |  |  |  |  |
|    | <b>Need for Improving the Quality of Life</b>                                                                                                                                        |  |  |  |  |
| 34 | Community leaders <sup>need</sup> <del>should have</del> the knowledge and skills <del>to bring</del> about desired changes for better living in the community.                      |  |  |  |  |
| 35 | Leaders <sup>need</sup> <del>have</del> to be knowledgeable on home decorations <del>for better existence.</del>                                                                     |  |  |  |  |
| 36 | They <sup>need to</sup> <del>should</del> be fashionable on the design of dress they wear.                                                                                           |  |  |  |  |
| 37 | Improving quality of life brings wealth and employment for the leaders. <del>They need it to improve</del> <sup>Recast</sup> <del>quality of life.</del>                             |  |  |  |  |
| 38 | The degree to which leaders enjoy depends on the level of quality of life. <del>Expose this</del>                                                                                    |  |  |  |  |
| 39 | Through improving quality of life, leader should be able to reduce poverty in their community.                                                                                       |  |  |  |  |
| 40 | They have to be knowledgeable on their health both individual and family hygiene and their environment. <del>Substitute it on health care</del> <sup>practical need</sup>            |  |  |  |  |
| 41 | They need to have the ability to enrich their leisure through radio, television, theatre, newspaper, etc. ✓                                                                          |  |  |  |  |

Comments

1. The items should be expressed as needs not as significant.
2. Should include edu. qual., location, and age in personal data - directed in other clusters.
3. Effect corrections will be okay. Agn.

Do (Mrs) Ngosi Agn.  
 Dept. of Edu. Funds  
 Nairobi  
 12/12