

Community Development Strategies for Enhancing Human Capital Development in Rural Areas of Anambra State, Nigeria

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Abstract

The study investigated community development strategies for enhancing human capital development in rural areas of Anambra State, Nigeria. Specifically, it identified strategies related to education, communication and mobilization. The study was a descriptive survey. Three research questions and three hypotheses guided the study. Population of the study comprised all the 1,701 executive members of the 189 registered Autonomous Community Based Organizations (ACBOs) in the area of the study. Multi stage sampling procedure was used to select 351 respondents. Questionnaire was used for data collection. Data were analyzed using mean and analysis of variance (ANOVA) at 0.05 level of significance. Results reveal nine education-related strategies for enhancing human capital development in rural areas. These include provision of literacy education ($\bar{X} = 3.14$), skill acquisition ($\bar{X} = 3.05$) and health education programmes ($\bar{X} = 3.63$), among others. Other findings are 15 communication-related strategies. These include, among others, provision of mass media ($\bar{X} = 3.10$), establishment of group action ($\bar{X} = 3.26$) and provision of social media as communication skills ($\bar{X} = 2.95$). Also, 10 mobilization-related strategies for enhancing human capacity development in rural areas were identified. They include, involvement of community members in project processes ($\bar{X} = 3.04$), formation of community-based organizations ($\bar{X} = 2.98$) and the use of NGOs ($\bar{X} = 3.03$) among others. Based on the findings, three recommendations were made, including, creating more awareness among community members on variety of adult education programmes available to them.

Key words: Community, Development, Strategies, Communication, Mobilization, Education, Human, Capital.

Introduction

Improving the quality of life of people especially those living in the rural communities has been a concern to

various people and governments. This is a concern for healthy living that stems from the fact that people are often deprived of enjoying social

amenities needed to make life comfortable. In order to address and improve this condition, people come together, identify their challenges and available resources, then work toward transforming their conditions. Community development therefore involves the identification of needs of people with little or no assistance from external bodies. According to Ugwu (2009), community development is a social process by which human beings become more competent to live and gain social control over local conditions and the challenging world. As a social process, the people organize themselves for planning an action; define their common and individual need and problems. They also execute plans with a maximum reliance upon community resources than materials from governmental and non-governmental agencies outside the communities. Thus, it is a grassroots process by which members of a community come together to become more responsible, organize themselves, evolve development options, improve themselves, overcome poverty and suffering, create employment and set and work toward meaningful economic, cultural and environmental goals (Frank & Smith, 2012). It is a structured intervention that gives communities greater controls over the conditions that affect their lives (Anam, 2014). Community development is associated with such words as community capacity building, community vitality, empowerment, rural development or self-reliance. It includes all strategies,

or coordinated activities at the community level aimed at bringing about social and economic development.

Community development is a process that seeks to empower individuals and groups of people with skills needed to effect change within their communities (Centre for Sustainable Development, 2017). Thus, community development is a process of mobilization of community members to actively participate in the initiative aimed at poverty alleviation, solving social problems and achieving socio economic development (Ugwuzor, 2020). The outcome of the above participation towards achieving development brings about peoples' empowerment. Little wonder, community involvement is concerned with the combined influence of a community commitment, resources and skills that are displayed to build community strength and address community problems as well as potential opportunity (Atkinson & Willis, 2005). This action towards peoples' growth is termed human capital development.

Human capital development is one of the fundamental solutions to challenges confronting every society. Although literature tend to use human capital as interchangeably with human resources, however slight difference abound as human capital refers to the abilities and skills of human resources of a given country. Ejere (2011) stipulated that it consists of a combine knowledge skills or competencies and ability of the workforce. Human

resources on the other hand refer to the values, knowledge, skills and competencies possess by the people of a nation. Accordingly, human capital development could be seen as the process of acquiring and increasing the number of persons with skills, education and experiences that are crucial for economic growth and the development of a country's economy (Okojie, 2014). Thus, this development is the deliberate and continuous process of acquiring requisite knowledge, skills and experiences that are applied to produce economic value for driving sustainable national development. A distinct look at this concept suggests that there is a direct link between community development and human capital development.

Furthermore, human capital development occupies a strategic place in the development of the rural areas. These areas are characterized by pervasive and endemic poverty which is manifested through widespread hunger, malnutrition, and poor health, general lack of access of formal education, modern housing and various forms of social and political solution. This deplorable state is more pitiable in rural communities particularly Anambra State where the low ebb of development is manifested in different forms such as absence of quality road network, epileptic power supply, decaying infrastructure with low presence of the government. To improve this poor condition, community development becomes a coordinated approach whereby members of the community undertake

programmes and projects in order to better the living condition of the people residing in that community (Seya, 2014). It is also the participation of the people themselves in efforts to improve their level of living and the provision of technical and social services in ways which promote initiative and self-help (Nwoye & Olori, 2018). This clearly explains the various elements that are associated within community development. These are community participation, collaboration, capacity building and empowerment.

Community participation is an element of community development that is purported at bringing various stakeholders together for problem solving and decision making. It is the continuous involvement of people in decision making processes, implementing programmes, and their efforts in evaluating such programmes (Olori & Okide, 2014). The realization of the above goal is premised on collaboration which is another element of community development. Collaboration involves listening, discussing areas of need and coming to terms with parties involved for the achievement of stipulated objectives. Capacity building on the other hand is the mechanism by which stakeholders come to realize their common goal of attaining improved quality of life (Okide, 2020). This goes to show that where the needs of the people are met, the people are said to be empowered. Thus, leading to the fourth element, which is, empowerment. Empowerment entails a continuous

process of gaining confidence, self-esteem, understanding and power necessary to articulate peoples concern, and actions taken to address them. According to Olori and Okide (2014), empowerment is the process whereby authority is given to an individual or group to take a particular self-fulfilling course of action. Consequently, the efforts to improve human capital development of rural communities require the utilization of community development strategies.

The provision of community development strategies is seen as a measure for empowering the rural communities who are relegated to the background owing to the absence of basic social amenities. By acquiring these skills, knowledge and competencies, their participation in the development process is enhanced. These strategies are but not limited to educational, communication and mobilization. The provision of educational strategies is based on the fact that education is aimed at empowering and equipping people to meet their needs in the society. This is made possible through the application of various educational opportunities. The presence of these learning opportunities is what explains adult education as multifaceted. Olori and Olori (2021) saw this education as any learning activity organized for adults to introduce them into new way of life through the provision of relevant skills, competencies, knowledge, information and attitude required to excel in that aspect of life. This is borne out of the fact that learning could take

place in different modes such as formal, non-formal and informal.

Thus, adult education is a lifelong process of learning activities that is opened for people from different background to improve their knowledge, skills, values and competencies in a given area (Koper, Giesbers, Rosmalen, Sloep, Bruggen, Tattersall, Vogten & Brounds, 2005). These skills and knowledge are achieved through various adult education programmes such as extension education, literacy education, entrepreneurship education, vocational training among others. In addition to education, communication is another strategy that could enhance human capital development of rural areas of Anambra State.

Communication is a veritable tool for promoting community development. Adedokuin, Adeyemo and Olorinsola (2010) observed that to mobilize people for development action, communication helps in solving problems and misunderstandings that may arise during the plan. Thus, effective communication promotes participation of every community member towards the achievement of the goals of community. As a powerful tool in development process, communication encourages community participation with a strategic utilization of various communication strategies. In rural communities, communication is used for people's participations, community mobilization, decision making and action as well as confidence building

for raising awareness. In community development, communication provides the opportunity of involving and motivating people of the community to define, identify, analyse and solve problems that members feel are important. This is however achieved through inter-personal channels, ICTs, audio-visuals and mass media. Thus (2000) added that for electronic communication to be effectively used in rural development, the issue of connectivity, content and context must be addressed and assured to realize the potential of information technologies. This invariably implies that effective communication would lead to active participation of members in community development. Consequently, community strategies depict the use of both traditional and electronic media for information dissemination relating to activities and projects directed at improving the wellbeing of the rural communities.

In addition to communication, mobilization is another strategy for enhancing human capital development in Anambra State. It is the process of putting people into readiness for active service or arousing the interest and consciousness of a group of people in a programme which would be of benefit to them and their society (Imhabekhai, 2009). Community mobilization therefore is a continuous process that is aimed at bringing the people together for the sole aim of generating ideas in relationship to the problems they face or meeting their needs with the help of facilitators (Okide, 2020).

These facilitators as relate to the study are the executives of Autonomous Community Based Organizations (ACBOs) in Anambra State. Anambra is one of the states in south East Nigeria notable for embarking on self-help projects. These projects are usually executed through the aid of executives of ACBOs who are mandated by the various rural communities in the State. They provide valued programmes and services to members of their communities because of the trust given to them. As community based organizations, they provide services and support to the most marginalized and disadvantaged especially the rural settings. Chikag, Bartholow, Cordeiro, Swanson, Patterson, Stebbins et al (2002) reported that they are well positioned to deliver such services because they understand their local communities and are connected to the groups they serve. Furthermore, they are increasingly involved in the development and production of policy, programmes and services in rural communities. However, while the importance of ACBOs has been articulated in enhancing human capital development among the rural areas in Anambra State, there appears to be little or no consensus about their core functions following the pervasive and endemic poverty faced in the rural areas of the State. This study therefore attempts to investigate the community development strategies necessary for enhancing human capital development in rural areas of Anambra State.

Purpose of the Study

The main purpose of this study was to investigate community development strategies necessary for enhancing human capital development in rural areas of Anambra State. Specifically, the study determined those strategies for enhancing human capital development in rural areas of Anambra State that are related to:

1. education
2. communication
3. mobilization

Research Questions

The following questions guided the study:

What are the strategies for enhancing human capital development in rural areas of Anambra State in relation to:

1. education?
2. communication?
3. mobilization?

Hypotheses

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

There is no significant difference in the mean responses of executive members of ACBOs in the three LGAs (Aguata, Orumba South and Nnewi South) on human capital development strategies related to:

- HO₁:** Education
- HO₂:** Communication
- HO₃:** Mobilization

Methodology

Research Design: The study adopted a descriptive survey research design.

Area of the Study: The study was carried out in rural areas in the three senatorial zones that make up 21 local government areas in Anambra State. The people living in these areas are predominantly farmers, traders, with few civil servants. There are little or no social amenities in the area with government's absence. This invariably led to search for community development strategies.

Population: The population of the study comprised all the 1,701 executive members from the 189 registered Autonomous Community Based Organizations (ACBOs) within the 21 local government areas in the state. These are organizations that are constituted in rural communities to oversee the developmental activities in a given community. To achieve these roles of carrying out various developmental activities, executives are constituted from among the organization to plan, mediate, and coordinate resources for the general wellbeing of the rural communities. Some of these executives have senior secondary certificate as their highest qualifications, and very few numbers with first degree.

Sample for the study: The sample size of 351 executive members was chosen using the multi stage sampling procedure. The multi-stage was carried out in three stages. At the first stage, one local government area was selected from each of the three senatorial zones using the random sampling technique by balloting. At the second stage, 12 rural communities were selected from the chosen the local

government areas in each senatorial zone. The purposive sampling technique was used in selecting the communities. The third stage involves the selection of the respondents from the registered ACBSs in those communities using the simple random sampling technique.

Instrument for Data Collection: A structured questionnaire was used for data collection. The questionnaire consisted of two sections I and II. Section I provided personal information of the respondents while section II was made up of three clusters according to the three specific objectives/research questions. Responses to the items in the questionnaire were based on a four-point rating scale, ranging from strongly agree (SA) (4 points), agree (A) (3 points), disagree (D) (2 points), to strongly disagree (SD) (1 points). The instrument was duly validated by three adult educators in a University. Reliability of the instrument was ascertained using Cronbach Alpha. A reliability coefficient of 0.88 was

established which signified very high reliability of the instrument.

Data Collection Methods: Three hundred and fifty one (351) copies of the questionnaire were administered by hand to the executive members of the ACBOs. All the 351 were properly responded and retrieved. This gave 100 percent return.

Data Analysis Techniques: Mean and standard deviation were used for quantitative data analysis. A mean of 2.50 was used as the benchmark for decision making for each item. Any items with a mean of 2.50 and above were considered as “agree” while any item with a mean below 2.50 was considered as “disagree”. Analysis of variance (ANOVA) was used to test the differences among the mean responses of the executive members across the three Local Government Areas (LGAs) at $P < 0.05$.

Results

Educational Strategies for Enhancing Human Capital Development in Rural Areas of Anambra State

Table 1: Mean Responses of the Respondents on the Educational Strategies Necessary for Enhancing Human Capital Development of Rural Areas in Anambra State (n=351)

S/N	Educational strategies	X	SD	Decision
	Provision of:			
1	community education for human development	3.27	0.64	Agree
2	agricultural extension education for boosting of farm produce	3.03	0.71	Agree
3	literacy education for acquisition of skills of reading, writing and numeracy	3.14	0.39	Agree
4	training for skill acquisition by adult educators and facilitators for economic empowerment	3.05	0.22	Agree
5	civic adult education for political development	2.88	0.54	Agree

Table 1 Contuned

6	vocational adult education for skill acquisition of learners	2.00	0.62	Disagree
7	cooperative education for business expansion of learners	2.94	0.51	Agree
8	adult and non formal education for all round development of learners	2.48	0.72	Disagree
9	citizenship education for cultural alertness of learners	3.23	0.66	Agree
10	health education for proper child spacing in family size	3.63	0.48	Agree
11	environmental education for acquisition of waste management technique	2.84	0.44	Agree

X = Mean, SD = Standard Deviation

Table 1 shows that items 1, 2,3,4,5,7, 9,10,11 had mean scores above 2.50. It follows that these nine education strategies are necessary for enhancing human capital development in rural areas of Anambra State. They are provision of community education ($\bar{X} = 3.27$), agricultural extension education ($\bar{X} = 3.03$), literacy education ($\bar{X} = 3.14$), and training for skill acquisition ($\bar{X} = 3.05$), civic education, cooperative education, citizenship

education, health education programmes and environmental education were noted as community development strategies used for enhancing human capital development of rural areas of Anambra State.

Communication for Participation Strategies in Enhancing Human Capital Development of Rural Areas in Anambra State

Table 2: Mean Responses on Communication Strategies for Enhancing Human Capital Development in Rural Areas of Anambra State (N=351)

S/N	Communication for participation strategies	X	SD	Decision
1	Organizing public talks on community development issues	2.95	0.73	Agree
2	Promoting partnership between community based organizations and faith based organizations for scholarship sponsorship.	2.94	0.55	Agree
3	Organizing Public talk/shows on the importance of education	2.99	0.36	Agree
4	Encouraging cooperation members of the community in the implementation of water project	3.32	0.54	Agree
5	Educating members of the community through group action grassroots development	3.26	0.57	Agree
6	Arousing the consciousness of the members in the community on the need to actively participate in skill acquisition project	2.82	0.32	Agree
7	Exposing members of the community to scholarship opportunities through social media interaction	3.14	0.39	Agree

Table 2 Contuned

8	Promoting dialogues with the government on the need for the construction of roads in the community	2.42	0.60	Disagree
9	Using radio programmes and Jingles to educate members of the community on the health enlightenment programmes	3.03	0.42	Agree
10	Promoting cultural heritage through the use of local newspapers	3.56	0.62	Agree
11	Organizing participatory folk theatre to expose members to need identification of the community	3.06	0.44	Agree
12	Creating communication centres for dissemination of information on development projects	2.96	0.49	Agree
13	Creating awareness in communication on emerging issues such as covid-19, climate changes among others in the area	3.00	0.53	Agree
14	Establishing feedback mechanisms on development projects	2.79	0.41	Agree
15	Using television programmes to sensitize members of the community on the importance of environmental sanitation	2.83	0.54	Agree
16	Organizing Public talk/shows on the establishment of small and medium scale business enterprises	3.17	0.39	Agree

X = Mean, SD = Standard Deviation

Table 2 shows that all items except item 8 had mean scores above 2.50. This indicates 15 of the items are communication strategies necessary for enhancing human capacity development of rural areas in Anambra State.

Mobilization Strategies for Enhancing Human Capital Development of Rural Areas in Anambra State

Table 3: Mean Responses on Mobilization Strategies for Enhancing Human Capital Development in Rural Areas of Anambra State (N=351)

S/ N	Mobilization strategies	X	SD	Decision
1	Involving community members in the planning of electricity project	3.04	0.47	Agree
2	Forming different community-based organizations for the implementation scholarship scheme	2.98	0.53	Agree
3	Constituting committees for the supervision of construction of lock up shops	3.09	0.57	Agree
4	Using mass media as means of communication to disseminate health related information in the community	3.10	0.49	Agree
5	Involving in a Face-to-face discussion with government for the provision of pipe borne water in the community	3.07	0.26	Agree

Table 3 Contuned

6	Engaging in dialogue with government to compensate community members whose goods were damaged in the course of project execution	3.21	0.66	Agree
7	Encouraging cooperative societies to initiate empowerment programmes for members of the community	3.32	0.74	Agree
8	Mediating between faith based organizations to undertake environmental sanitation in the community	2.36	0.50	Disagree
9	Engaging the services of philanthropies in the execution of road projects	2.13	0.62	Disagree
10	Persuading community based organizations to take up construction of link roads in the community	2.96	0.52	Agree
11	Employing door to door mobilization to sensitize community members on health related projects	2.78	0.45	Agree
12	Engaging the services of NGOs in taking electricity project	3.03	0.17	Agree

N= 351, X = Mean, SD = Standard Deviation

Table 3, shows that items 1, 2, 3, 4, 5, 6,7, 10, 11, 12 were identified as mobilization strategies used for enhancing human capacity development of rural communities ($X > 2.50$). Items 8 & 9 however had mean scores below 2.50. There are thus not strategies for enhancing human capital development in the area of the study.

HO₁: Education Strategies

Table 4: Analysis of Variance on Differences in Mean Responses of Executive Members of ACBOs in Rural Area of the Three LGAs on Education Strategies for Enhancing Human Capital Development

L.G.A	N	X	SS	Df	MS	F _{cal.}	F _{crit.}	Decision
Aguata	126	3.22	1.18	2	0.59	1.82	1.96	Not Rejected
Orumba South	135	3.08	112.32	348	0.32			
Nnewi South	90	3.13						
Total	351		113.49	350				

F-crit. = F- critical, *F-cal.* = F-calculated, *X* = Mean, *SD* = Standard deviation, *N* = Sample, *SS*=Sum of Squares, *MS*= Mean Squares.

Table 4 indicates that executive members of ACBOs in Aguata L.G.A had higher mean response (3.22) relative to the mean response of executive members of Nnewi South L.G.A (3.13) and Orumba South L.G.A (3.08). The difference in the mean response was not significant at 0.05 level of significance with calculated F-value (1.82) < table F-value (1.96). This

shows that there was no significant difference in the mean response of the executive members of ACBOs in the

three LGAs. Therefore, the null hypothesis was retained.

HO₂: Communication Strategies

Table 5: Analysis of Variance on Differences in Mean Responses of Executive Members of ACBOs in Rural Area of the Three LGAs on Communication Strategies for Enhancing Human Capital Development

L.G.As	N	X	SS	Df	MS	F _{cal.}	F _{crit.}	Decision
Aguata	126	3.13	0.41	2	0.21	1.26	1.96	Not
Orumba South	135	3.05	56.68	348	0.16			Rejected
Nnewi South	90	3.09						
Total	351		57.09	350				

F-crit. = F- critical, *F-cal.* = F-calculated, *X* = Mean, *SD* = Standard deviation, *N* = Sample, *SS*=Sum of Squares, *MS*= Mean Squares.

Table 5 shows the mean (3.13) response of executive members of ACBOs in Aguata L.G.A greater than the mean (3.09) response of those of Nnewi South L.G.A and also the mean (3.05) response of those of Orumba South L.G.A. However, the difference in the mean response was not significant at 0.05 level of significance

with calculated F-value (1.26) < table F-value (1.96). This shows that there was no significant difference in the mean response of the executive members of ACBOs in the three LGAs. Therefore, the null hypothesis was not rejected.

HO₃: Mobilization Strategies

Table 6: Analysis of Variance on Differences in Mean Responses of Executive Members of ACBOs in Rural Area of the Three LGAs on Mobilization Strategies for Enhancing Human Capital Development

L.G.As	N	X	SS	Df	MS	F _{cal.}	F _{crit.}	Decision
Aguata	126	3.06	0.31	2	0.16	1.31	1.96	Not Rejected
Orumba South	135	3.11	41.72	348	0.12			
Nnewi South	90	3.03						
Total	351		42.03	350				

F-crit. = F- critical, *F-cal.* = F-calculated, *X* = Mean, *SD* = Standard deviation, *N* = Sample, *SS*=Sum of Squares, *MS*= Mean Squares.

Table 6 shows the mean responses of executive members of ACBOs and how their responses vary across Aguata (3.06), Orumba South (3.11) and Nnewi South (3.03) local government areas of Anambra State. The variation in their

mean responses was insignificant at 0.05 level of significance with calculated F-value (1.31) < table F-value (1.96)). This shows that there was no significant difference in the mean response of the executive

members of ACBOs in the three local government areas. Therefore, the null hypothesis was not rejected.

Discussion

The study revealed that various educational strategies were found as enhancing human capital development of rural areas in Anambra State. Some of these strategies are the various programmes made available through adult education. These programmes are but not limited to health education, community education and literacy education. Knowledge on health is informed by the alarming state in the spread of contagious diseases in rural communities. This knowledge provides the adults with health related needed to handle health issues in every situation. Thus, stressing the importance of adult education, Olori and Olori (2021) observed that it is a learning activity that provides the adults with relevant skills and competencies to advance in life.

Furthermore, community education as a programme capable of enhancing human capacity development stems from the fact the use of local resources for empowerment of members of the community is the sole aim of community development. Olori and Okide (2014) held similar view when she submitted that the capability of people to take full course of action about themselves is only possible when they are empowered. With regard to literacy education, the acquisition of literacy skills is believed to unlock the inherent potentials of the

individuals, as they could participate in activities purported at improving their quality of life. This is further supported by Nwoye and Olori (2018) who saw community development as the participation of people in efforts to improve their level of living. The improved level of participation for a worthwhile living is closely related with human capital development which encompasses increase in skills and competencies required for the promotion of the economy.

The null hypothesis was accepted as respondents from the three local government areas held similar views on the contribution of educational strategies to the improvement of human capacity development of rural areas in Anambra State.

The study further showed that various communication strategies are employed for active participation towards human capacity development of rural areas in Anambra State. It goes to show that for people to enroll into any learning activity needed to improve them, effective communication is said to have taken place. This communication occupies a strategic place in every community development activity. Adedokun, Adeyemo and Olorunsola (2010) affirmed the relevance of communication as it mobilizes people for development action. Respondents observed that some of the strategies include holding up of public talks, the use of group action as well as media both traditionally and electronically. Commenting on the use of electronic media in rural development, Thusu

(2000) indicated that its connectivity, content, and context must be addressed and assured to realize the potential of information technologies. The use of electronic media is borne out of the fact that in a digital age various media have emerged and used for dissemination of information to wide range of people. It is also believed that through the use of these media, members of the community are equipped with knowledge and competencies without necessarily going through the formal system of education. This further benefits the contribution of adult education in the use of various modes of learning to impact positive change on the individual. This view is collaborated with Koper et al (2005) who saw adult education as a lifelong process of learning for different categories of people with different background to improve their knowledge, skills, values and competencies. It is this acquisition of knowledge that gives rise to human capacity development as Ejere (2011) reported that this capacity comprised knowledge, skills or competencies and ability of the work force. This idea may have further led to the acceptance of the null hypothesis in the mean responses of respondents from the three local government areas on communication strategies for participation in enhancing human capacity development of rural areas in Anambra State.

The study further showed that various mobilization strategies are employed for enhancing human

capacity development of rural areas in Anambra State. The use of different strategies is based on the fact effective community development adopts various approaches. These approaches ranged from the application door to door, philanthropists to community based organizations among others. The identification of an appropriate strategy is conceived as a measure for empowering the rural communities. Collaborating with the findings, Imhabekhai (2009) reported that mobilization is a process of putting people together into readiness for active service into programmes that are beneficial to the society. A look at this view suggests that for people to be involved in activities for their growth, they may have also been exposed, and when exposed could be said to be empowered. In other words, capacity building is achieved through the coming together of people to strive for attainment of quality of life (Okide, 2020). Consequently, for people to come together there should be some act of confidence on the leaders who serve as the eye piece of the various communities. This informs the use of ACBOs for projects directed at enhancing the capacity development of the rural communities. Thus, the acceptance of the null hypothesis.

Conclusion

The application of community development strategies in rural areas is purported at enhancing their capacity capital development in Anambra State. Some of these strategies are educational, communication and

mobilization. The acquisition of knowledge through education was evident in the variety of programmes being made through adult education to meet the needs of learners. The study therefore identified the provision of community education, literacy education and skill acquisition as some of the educational strategies for achieving human capacity development. Furthermore, active participation in development process is hinged on the application of effective communication strategies. These strategies as revealed in the study are but not limited to the use of mass media both print and electronic, and holding of public talks to members of the community about a given project. The use of various means to reach out to the people for development was mobilization strategies. Some of these strategies are formation of committees for development projects, the use of community based organization and philanthropists.

Recommendations

The following recommendations were made based on the findings of the study:

1. More awareness should be created among members of the community on variety of adult education programmes that can help in the achievement of human capacity development of rural communities,
2. Efforts should be intensified by the government in ensuring the use of appropriate communication strategy that will spur participation

for adequate development of members of the community.

3. Community based organizations should be sensitized on their roles in the development of the people through strategizing other avenue that will encourage participation for human capacity development.

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