COMMUNITY BASED ORGANISATIONS (CBOs) AND DEVELOPMENT OF BASIC EDUCATION IN TARKA LOCAL GOVERNMENT AREA, BENUE STATE

BY

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DECLARATION

I declare that the work in this dissertation entitled **"Community Based Organisations (CBOs) and Development of Basic Education in Tarka Local Government, Benue State"** has been written by me, in the Department of Local Government and Development Studies under the supervision of Prof. Bashir Jumare and Dr. Adamu Sanusi Gambo. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma in any other institution.

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CERTIFICATION

This dessertation entitled **"Community Based Organisations (CBOs) And Development Of Basic Education In Tarka Local Government, Benue State"** written by Terwase Mercy Doose meets the regulations governing award of Degree of Masters of Science, Policy and Development Studies (MSc. Policy and Development Studies) of Ahmadu Bello University, Zaria, Nigeria.

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DEDICATION

I dedicate this research work to God Almighty for His Mercies, guidance and grace and to my Dear and loving parents, Mr. and Mrs. Timothy Terwase Chen for their total commitment, support and prayers. Thank you forever for truly sacrificing your own welfare to provide for my knowledge, you are greatly appreciated! May God cause your joy to be full and reward you both abundantly. Amen.

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ABSTRACT

This study investigated the contribution of Community Based Organizations to the Development of Basic Education in Tarka Local Government. CBOs (formal or informal) are usually organizations made up of a group of individuals in a self-defined community who have come together to pursue specific interests. They consist of people who live close to one another, in a given community or village who have set out to achieve a common goal for the purpose of development in their community. Development of Basic Education on the other hand, is defined as the improvement of a child's foundational requirements for learning for the purpose of a lifelong investment and development, through the availability of adequate, accessible, affordable and functional essential facilities to enhance a good study environment and condition of the child, and to make them more productive in the society. The main aim of this study was to assess the activities of CBOs in Tarka local government area. The Hypotheses were all stated in the Null form, H_{01}: - There is no significant relationship between the contributions of CBOs and the development of basic education in Tarka Local Government. H_{02}: - There is no significant relationship between the financial and technical Capability of the CBOs and the development of basic education in Tarka Local Government. The study used both primary and secondary source to generate data. In the primary source, questionnaires, Interview and observation were used and the secondary source, include the use of documented (Local Government annual reports and records) projects executed by the CBOs etc. the study used both the descriptive and inferential (analytical) statistical tools for data analysis and testing of hypotheses respectively. The study shows that despite the contributions of CBOs in complementing the efforts of the government in the development of basic education, the conditions of the rural schools in the study area have not adequately improved significantly as expected. The study recommends that, there should be increased financial and technical assistance from the Governments and other stakeholders and also increased Participation and cooperation from the community member so as to enable the CBOs to adequately achieve their goals towards the development of basic education.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is the bedrock of every existing community or nation; its relevance to development cannot be overemphasized.No nation can aspire to greatness without adopting education as an instrument for effecting national development. This is why there has been a lot of emphasis, particularly in recent times, on the importance of all citizens of the world having access to basic education. It is also in recognition of the importance of education that the International Communities and governments all over the world have stressed the need for citizens to have access to education.

Basic education has always been an important concern for society and the government. This is because universal literacy and the success of secondary and post-secondary education depend on the extensiveness and efficiency of basic education system of a country. As a result, basic education is viewed as a service that must be provided to the populace, irrespective of affordability. It is generally considered to be the responsibility of the state to deliver primary education(Nicholas,2012).

After attaining independence in 1960, Nigerian government made efforts to reshape the education system in line with the yearnings of the time. Nigeria's government after independence favored a public school system that would promote a national identity over ethnic and religious differences. Successive government used public education to promote national unity, and build human resources for the exploration of the country's natural resources. The Nigerian educational sector at all levels is plagued by a myriad of problems which has now become a going-concern

after years of un-arrested deterioration with the primary sub-sector been the worse hit.Sunal and Ose (1994)

The current policy on education in Nigeria has its root in the curriculum conference of 1969, which was sponsored by the Federal Government through the Nigerian Educational Research Council. Adepoju (2007) noted that one of the most important gains of this conference was the birth of the 6-3-3-4 system of education which was defined in the National Policy on Education (NPE) of 1977.In addition, Awoniyi (2007) observed that by 1997, a draft policy on education was discussed by the Federal Government and, in 1998; it was approved for implementation in 1999. What attracted the nation to the 6-3-3-4 system of education was the fact that it was rooted in science and technology which are tools for economic and technological growth anddevelopment as against the former system of 6-5-4 (Adepoju, 2007).

In April 2004, the Federal Government enacted the compulsory, Free Universal Basic Education Act. The Act was to put the programme into law to enable all states and Local Government Areas in the country to enforce the implementation of the programme.The UBE Acts empowers the Universal Basic Education Commission (UBEC) to disburse block grants from the consolidated federal funds to the States based on agreed formula. The funding provided by the FG is complimentary to funding to be provided by States and Local Governments. Specifically, the Universal Basic Education Act (2004) and the Child Rights Act provide the legal framework for the implementation of the UBE Programme, which makes basic education not only free but also compulsory. The UBE Act 2004 stipulates that the Federal Government's intervention shall only be assistance to the States and Local Governments in Nigeria for the purposes of uniform and Qualitative basic education throughout Nigeria (FRN 2004)

A self-help project undertaken through voluntary efforts and the active participation of individuals and corporate groups in communities constitutes an important nucleus in grassroots Educational development. This process involves organizing community members for identification of their needs, plan; and for action(s) to meet these needs with maximum reliance on their initiatives and resources, with or without the assistance of government or Non-Governmental Organizations (NGOs), Onyeozu(2010). The growth and development of a town is mainly a reflection of the population growth, location of industries, specialization and organization of the inhabitants of the community. In Nigeria most people believe that it is the responsibility of the government and its functionaries to provide for the needs of the communities. It was maintained that government could, and should develop communities, provide basic infrastructure, social and physical amenitiesDike (1979)

Though the government is seen by some as a greater provider with unlimited resources, Sociologists and development experts see collective efforts and self-help as inevitable tool for community development. From the primitive stage of man's existence to the time of civilization, development has always stemmed from the coming together of people or groups for the common interest of members. Grouping for mutual help and improvement of lives of community members has been accepted as a strategy of community development. Ekpeyong (1993), affirms that affiliation creates passion, shapes behavior and induces action. We make effort to live but we need the support of others to improve. As infants born into the world cannot survive without the support and assistance of adults, in the same vein, some communities cannot improve on their living conditions without the effort and assistance of other people and corporate groups in the communities. Okodudu (1998) argues that the failure of government in their traditional role of developing rural communities to enjoy developmental facilities gave rise to social institution

and organization aimed at mobilizing local resources for the provision of the amenities with the cooperation of other agencies like Non-Governmental Organization (NGOs). The collection of these social institutions or organizationsis what is referred to as Community-Based Organizations (CBOs). In Nigeria, Community-Based Organizations include town unions, women associations, age grades; social clubs, credit groups committee of friends et c. Community-Based Organizations are those organizations within the communities which come together for the attainment of desired objectives in the interest of the group.Ogunbameru (2005)

Before the advent of the colonial administration in Nigeria, many communities had employed communal and self-help efforts as mechanism for mobilizing community resources for the provision of physical facilities in theirareas through Community Based Organization. In Rivers State, various clubs, unions, age grades, associations and organizations differ according to size and financial ability. The truth remains that no matter how small a self-help project is, it has the capacity of provoking further development. It triggers group competitions within communities and among the stakeholders in community development. In various part of Rivers state, women associations, youth organizations, clubs and age grades have directly or indirectly influenced development activities in their area of operation. They have not only encouraged development of Basic Educational activities like, classroom blocks and furniture for pupils in primary and secondary schools; but have also embarked on development projects such as building of bus stop stands in places where people stay in the sun or rain waiting for vehicles; market stalls, traffic control booths, and so on. For instance in Aluu, a community in Ikwerre Local Government Area of Rivers State, an association of women known as 'Alice' built a five-room apartment with toilet and bathroom for midwives and pregnant women in the area. At Rumueche, another community in Emohua local government area of Rivers State, an age group

embarked on the renovation of the hall in the village wrestling (play) ground. Though the activities of community- based organizations may not be very elaborate in size, their impact on the development of communities has far reaching effect.In Benue State, Traditional Rulers play a very important role and are recognized by the more formal governance structures as custodians of culture and agents of development at the grassroots. Formal and informal Community Based Organizations (CBOs) including Faith-Based Organizations (FBOs,) are active in the areas of Development of Basic Education, craft associations and co-operatives, providing credit through non formal channels to rural people, especially women, who would otherwise have no access. The State and Community Based Organizations in Benue State have penetrated communities in support of the Development of Basic Education; there has been improvement in the provision of Basic amenities in public primary schools, enrolment level of children most especially the girls. It has also been observed that some CBOs have upgraded educational structures in some Local Governments like Gboko, Buruku, Kastina-Ala etc; making the environment conducive for learning. Enrolment of children into schools has also been on the increase; thus, fulfilling part of the requirements in the UBE policy (Fiona 2011).

Several Community Based Organization (CBOs) are found in Tarka L.G.A. One of the basic objectives of these CBOs is the Development of Basic Education. Apart from trade and Agricultural practices, the people of the LGA also believed that educational development is also of paramount importance. Some of these Community Based Organisations in Tarka includes: Wannune Community Development Association, Mbaigba Community Development Association, Mbachoughl Community Development Association etc. (Fiona 2011)

The Community Based Organizations (CBOs) and the Government are the driving force which enable an increasing educational development in the rural areas.Since the mid-1990s,

there has been growing interest in the role of Community-Based Organizations (CBOs) on educational development in communities. Many agencies have sought to provide grants to enable these organizations grow and become effective in the delivery of services to their constituencies. The growth of interest in CBOs appear to coincide with the rise of neo-liberal economic policies in Africa that were influenced by the International Financial Institutions from the 1980s purportedly to enable the repayment of International debt. The policies that became widespread on the continent involved, among other things, the reduction in the role of the state in providing social services; with the expectation that the private sector would fulfill those roles vacated by the retrenching state. In practice, the only section of the 'private sector' that was willing to become the replacement service provider was the NGO sector – and for rural populations, their rural counterparts, the CBOs (Melana, 1995).

Indeed, that role was explicitly foreseen by the World Bank who saw CBOs as undertaking the "implementation of community-level project components" with NGOs seen as working with CBOs "either channeling development resources to them or providing them with services or technical assistance." With NGOs, and CBOs in particular, perceived as playing such a vital role in 'development', there was inevitable concern that these organizations had the necessary competence to manage projects, finances and so on. The purpose of CBOs is to plan, implement, and monitor social and economic development programs and provide technical and financial help to the communities. CBOs also serve as channel of communication between the people and government. CBOs positively affectthe process of rural change improvement in education, increase in income, improvement in health, nutrition and literacy status of the population. Some of the programmes that can ensure changes in the rural communities are:

availability of micro-finance for micro-enterprise, health and education, sustainable agriculture, animal husbandry, safe water and sanitation (Melana, 1995).

Poor performance of government in meeting the socioeconomic needs of citizens has been identified as one of the reasons behind the proliferation of Community Based Organizations (CBOs). People in developing nations have until recently looked up to their governments to meet their basic socio-economic demands. Governments in African nations have evolved both top-down and bottom-up approaches to achieve educational development of their peopleWahab (2000).

The failure of governments' (top-down approach) and lack of involvement of the people at the grassroots in the strategy have weakened the confidence of the public at the grassroots. Communities therefore, seek solace in indigenous institutions, which pressurize government for attention to educational development problems in their communities and/or undertake educational development programs and projects that are very needful in their immediate communities. The indigenous organizations are associated with self-help. They constitute the medium for resources mobilization to confront local challenges. These include the finance and execution of projects, lobbying and nomination of representatives to government offices to air their views and press their needs and development of human resources against future developmental needs of their immediate communities(Ogundipe, 2003).

The activities of community based organization in Nigeria are important because there seems to be a break-down of the public institutions that formally catered for the people's welfare in rural communities. This might have been due to increased responsibility at the public institutions. Many CBOs, where they exist, decided to have some social and economic development of the various communities as their major objectives. In the area of Basic

education, many CBOs are involved in building classrooms for primary and secondary schools which are eventually handed over to the government(Adejumoh, 1987).

CBOs serve as channel of communication between the people and government. On the other hand, government also seeks the support of the people in its Development of Basic Educational programmes and policies through community based organizations in Tarka Local Government. It is against this background that this study is carried out to assess the activities of CBOs in Tarka Local Government Area with the view to ascertain their contributions towards the development of Basic Education in Tarka Local Government.

1.2 Statement of the Research Problem

Rural areas are characterized by various factors that negatively influence their delivery of quality education.Typically, rural areas are remote and relatively underdeveloped. As a result, many rural communities and their schools arepoor and disadvantaged, lacking basic infrastructureand a conducive environment for foundational learning. The socio-economic realities of rural areas put learners in rural schools at a disadvantage.

For any nation to minimize illiteracy, ignorance and poverty as well as stimulate andaccelerate the pace of national development, political consciousness and national integration,there is need to make basic education compulsory for the populace. Having recognized thisfact, Nigeria introduced Universal Basic Education about nine years ago.(Adebola 2007).

In Nigeria, it is stated in the National Policy on Education (FRN, 1998) that the federal government has adopted education as an instrument for effecting National development; this was the drive behind the establishment of schools in the rural areas in recent time. The idea therefore is aimed at bringing education to the door post of the rural populace. What is not far-fetched after

all, is the effect of such proliferation in our educational system. This seems to have contributed immensely towards educational imbalance. Generally, education is the process by which parents, communities and home as well as individuals subject himself or herself to a selected contributed environment for the purpose of attaining social competence and optimal individual development, (Aliobu, 2005). Therefore, education is seen as the major instrument, which can be used for developing our rural areas.

As stated earlier, the Government have been lacking in Her responsibilities in the Development of Basic Education in the rural areas; and as such Community Based Organizations have taken up responsibility to assist along with the Local, State and Government and the local people of its designated community to develop their Educational system through community participation and the provision of basic facilities / infrastructures for easy learning, bringing about an improvement in the educational development and the foundational development of the children in the community, (Fiona 2011).

Community Based Organizations are often the only organizations the poor feel they own, trust and rely upon. Most of these organizations differ in their access to opportunity and resources. CBOs in Tarka LGA are responsive to local needs, and they are known for providing social infrastructural development for the community.The objectives of some of the various CBOs in Tarka Local Government Area is the provisionof a conducive learning environment for the children of the community, provide basic amenities, ensure consistent and dedicated teaching habit from the Teachers, increase the level of enrolment of school children, increasing the advocacy level of the CBOs and the community leaders and members to ensuring development in the Educational sector of the community etc. Thus, achieving these objectives over time may not be easy without the cooperation and participation from members of the community,

Community leaders and the government at large, as the CBOs in Tarka Local Government face challenges in the course of achieving their aims and goals in the community for the benefit of the populace in the community.

Financial and technical capabilities of the CBOs in the study area has been observed to be some of the major challenges in the course of executing their goals; In one of the communities in Tarka Local Government, Wannue Precisely a few schools were built by the CBOs which has been abandoned and maintenance have been left to the members of the community; some of the schools do not have roof, the students sits on the floor to attend their classes, there are broken doors and windows in some of the schools thereby, leaving the students incapable to learn in a environment that is notconducive.

The problem of underdevelopment in Tarka community has resulted to low level educational system. The needs of the people together with the opportunity to build a strong rural economy has been by passed. Thus government has given priority to the demands of the urban dwellers at the expense of the rural populace. The rural areas, where majority of Nigerians live and work suffer lack of amenities and infrastructure. Thus, absolute dependence on the government and poor execution of development projects has led to the failure of most development projects.

Despite the efforts of some CBOs, many have risen and fallen like old empires while some have had no significant impact since their establishment due to lack of financial and Technical capability. This is more so because CBOs in African communities are micro-systems within the macro environment that are afflicted by economic regression, poverty and low standard of living. There is therefore the need to appraise the educational developmental roles of

existing CBOs in the communities and identify the degree of impact they have exerted on educational development(Abegunde, 2009).

The philosophy behind the formation of community based organizations arose from the need to address the problem of low development in the communitiescaused by the inability of the government to meet up with their responsibilities. The self-help approach to initiation and execution of development projects is one of the strategies being used by Community Based Organizations in Tarka Local Government (Adebisi, 2009).

The failure of the government to provide adequate, efficient and effective infrastructural facilities and funds for the development of Basic Education in Tarka Local Government has affected the educational condition of the people in the study area. The position of educational development in the study area is that of disappointment. The study area like some rural settings in the developing nations, lacks basic educational infrastructure; where these exist, they are grossly inadequate for any meaningful development. It is on this basis that the study seeks to examine the level to which CBOs have been able to contribute effectively to the development of Basic Education in Tarka Local Government Area of Benue State through the provision of infrastructural facilities and funds to improve the Educational condition of the people.

1.3 Research Questions

This study attempts to provide answers to the following:

1. What are the activities of CBOs in Tarka Local Government Area?
2. What is the level of CBOs' contributions to the development of basic education in Tarka Local Government Area?
3. What are the major challenges faced by CBOs in the development of basic education in Tarka local government Area?

4. How can these challenges be handled or resolved in Tarka Local Government Area?

1.4 Aims and Objectives of the Study

The main aim of this study is to assess the activitiesof CBOs in Tarka local government area and the specific objectives of the study are to:

1. Examine the activities of CBOs in Tarka LGA;
2. Ascertain the level of CBOs contribution to the development of Basic Education in Tarka Local Government.
3. Identify and discuss the major challenges faced by the CBOs to the development of basic education in Tarka LGA; and
4. Proffer recommendations that will help the CBOs in the development of basic education in Tarka LGA.

1.5 Research Hypotheses

The following hypotheses are hereby postulated for this study.

H_{01}: -There is no significant relationship between the contributions of CBOs and the development of basic education in Tarka Local Government.

H_{02}: - There is no significant relationship between the financial and technicalCapability of the CBOsandthe development of basic education in Tarka Local Government.

1.6 Significance of the Study

This study seeks to assess the variousactivities and the challenges toward the development of basic educationin Tarka Local Government. However, this study seeks to explain and give variance to the financialand technical capabilitiesof the CBOs in executing their

responsibilities toward the development of basic education and recommendations were made as reference point for the CBOs and the government on possible measures which can be employed to tackle the issue; so as to effectively promote the activities of the CBOs for the purpose of development at the grassroots level and the nation at large.

Series of studies have been conducted on Community Based Organizations and their developmental impact in the rural areas (e.g Anwar, 2008; Samuel, 2010). However, the above studies covered issues on CBOs and the Contributions of CBOs to general rural development; whereas this study relates the CBOs specifically to development of basic education. Other studies carried out in relation to educational development did that using similar organizations not particularly CBOs, like, Nicholas, Robinson &Bandie, (2012) works, "The Role of Local Non-Governmental Organisations in Basic Education in the Nadowli District of Ghana".

Hence, to the best of the researcher's knowledge, no study has related CBOs efforts with the development of basic education in the communities in which they operate; and if this gap remains, the education and development challenges in Tarka Local Government would persist despite the existence of CBOs. It is in the light of the above that this study investigated the various contributions of the established Community Based Organizations in Tarka local government so far and how they have been able to achieve educational development.

The findings and recommendations of this research study would be of immense help to individuals, corporate bodies, non-governmental organizations and government agencies in assessing the level and degree of impact of CBOs' projects on rural development in Nigeria's rural areas. It can also be used by professionals and academicians like geographers, rural sociologists, and economists for academic purposes. Also, the Local, State and the Federal Government'splanning unit can also make use of their research findings in assessing and

planning for rural basic educational development in most of Nigeria's rural areas and also serve as a source of information to potential researchers on the subject matter.

1.7 Scope and Limitations of Study

The study covers the period of 2010 to 2015. This period is significant because this was the time when a group of Individualslike Sir, J.S Tarka, Sir Keghen Dajo etc. and CBOs likeWannune Community Development Association, Tarhembe CommunityAssociation, Uchi Community Development, etc contributed and assisted in the development activities in Tarka Local Government area, Benue State.

Our study was limited by time. Fund was another limitating problem. The study was self-sponsored by the researcher. Also, other educational resources and materials also posed limitation to the study.

1.8 Definition of Key Concepts

Odoh (1995) states that "Operational definitions are scientific definitions of construct, in that, they break them down into empirical / observable / behavioral units, and these units could be precisely measured. Operational definition assigns meaning to a construct of a variable by specifying the activities or operation necessary to measure.

For the purpose of this study, the meaning of the following terms shall apply thus:

Community Based Organization (CBO). In this study, CBOs (formal or informal) are usually membership organizations made up of a group of individuals in a self-defined community who have come together to further specific interests. They consist of people who live close to one another, in a given community or village who have set out to achieve a common goal for the purpose of development in their community. (Mike 2011)

Development of Basic Education: Within the context of this research work, Development of Basic Education is defined as the improvement of a child's foundational requirements for learning for the purpose of a lifelong investment and development, through the availability of adequate, accessible, affordable and functional essential facilities to enhance a good study environment and condition of the child, and to make them more productive in the society. Essential facilities like, School structure, chairs, tables, electricity, conducive environment for recreational activities, water etc. (Yolande 2002)

Financial Capability: This is a situation whereby, an individual or a group of people are financially capable or incapable to fulfill their aims and goals for a particular project.

Technical Capability: This has to do with a situation whereby a group of people or individual either gets or does not get assistancefrom other sources for the execution of a project. The assistance from either individuals, the Local Government or from the Government. Which can come in the form of material or financial assistance. (Alexander 1998).

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter focuses on discussing the contribution of CBOs and the development of basic education, their roles and challenges; the researcherexamines the views and opinions of writers based on their contributions in community development. The chapter also discusses the theoretical framework upon which the work is enclosed

2.2 The Concept of Community Based Organizations (CBOs) andBasic Education

The term Community Based Organization, as a developmental term, appears to have been institutionalized among development agents in the early 1990's as a shopping basket for alternative institutions through which development programs could be carried out.

Historically, CBOs have evolved around key sectors, particularly the management and development of community resources such as water, grazing land and sacred forests. The Kaya of the Mijikenda and the Njuri Ncheke of Meru (Kenya) are still strong cultural and environment CBOs in that category. Other major associational life was around cultural celebrations and rites of passage, e.g., funerals and marriage. They still persist with variations in different communities. Because of the hard economic times and the changing social patterns, CBOs have attempted to respond appropriately(Kairi 2003),

Their structures have evolved to embrace other objectives beyond social welfare issues to the provision of goods and services and participation in national development. CBOs have emerged and focus on governance and human rights, small enterprise, health and HIV/AIDS education, agriculture, shelter and sanitation etc. In Kenya, most CBOs were formed between 1995 and 2000. For instance, in a survey of 827 women's groups in Nyeri and Suba District, 60 % of them were formed between 1996 and 2000. The cause of this upsurge was the failure of

traditional government institutions to deliver services down to the grassroots level. Local associations became the social infrastructure for the external agencies to manage community activities at the local level. An additional impetus was that it was becoming more apparent that top down development had not achieved the expected success and it was therefore necessary to involve the communities in identifying their needs and participating in deciding how those needs could be addressed. A deteriorating economy also meant that there was a need for local communities to pool resources together as a survival strategy. (Kairi 2003)

Another reason that led to the upsurge in the number of CBOs was the political maneuveringof the then ruling party, Kenya African National Union(KANU) to control and entice women groups to support it. In 1997 the government,under Kenya African National Union (KANU) had launched the Women Group Harambee Fund. This saw hundreds of Women Groups formed in order to access the promised funds. Many did not get the funds and others even lost their savings, but the Kenya African National Union(KANU) got the votes in the 1997 elections. Finally, there was also a re-emergence of support to the Jua Kali sector with funds from the World Bank, UNIDO and micro-enterprise credit NGOs like KWFT and K-REP. Indeed in 1997, the Ministry of Research, Training and Technology mobilized many artisans to form associations in anticipation of the Word Bank funds.

CBOs are localized institutions in that their spheres of influence hardly extend beyond their immediate communities or neighborhood. They are non-profit and non-governmental because all members contribute economically towards the fulfillment of their responsibilities to the immediate environment and not depend on government before fulfilling these (Claudia, 2003).

Community based organizations open ways for participation at grassroots level. It involves the local and indigenous people in the identification of their local needs and conception formulation and implementation of any project in order to develop the necessary self-reliance and self-confidence (Mbithi, 1974) in their immediate environment. CBOs therefore serve as wheels for the vehicle of grassroot participation in indigenous programmes and projects to satisfy local needs. Such participation as characterized in CBOs could be in cash or kind, levied or free choice. On this, Ogundipe (2003) emphasized that what matters most is the development of the people's communities through the mobilization of community efforts. Such efforts according to Abegunde (2004) are harmonized towards protection of citizens, provision of infrastructure, furnishing communities with necessary information, materials and opportunities and general upliftment of communities images among others.

Community Based Organizations are also voluntary organizations. They are voluntary because membership is dependent on individual choice; though atimes membership may be compulsory as in the case of certain trades or professions such as the market women unions. The three terms most commonly used in the literature, often interchangeably are Non-Governmental Organization (NGOs). Private Voluntary Organizations (PVOs) and Community Based Organizations (CBOs). The first term is the most widely used in the umbrella organization within which the latter two can be subsumed depending on their scale of operation (USAID, 1984). Within these categories or NGOs According to SINA (1986) for example, NGOs may be indigenous or international, they might be donor agencies, coalitions, church organizations and others operating at national or subnational levels or they may be CBOs such as women's groups, co-operatives working collectives, neighborhood branches of national political parties and others. Most of these organizations and movements are formed to solve the most pressing problems

facing man in the urban environment. Perhaps, the most common and more documented of these urban social movements are those found in slum and squatter areas whose residents, through their common problems come together, find a basis for common action and form an organization (Aina, 1990).

According to Ndekwu (1992). the financing of development projects is often the principal constraint to a developer, whether public or private and whether individual or corporate. The constraint appears to be more predominant on the public sector at local level than private, since in many cases, according to him, the public physical developer primarily engages in the activities to produce services for which prices may not be paid. Even when prices are paid for the services resulting from the physical development, these may be lower than market prices (Fatimehin, 1992).

Aiyenigba (1992) and Okoye (1987) focused essentially on rural areas and rural development. Their studies indicated that there was complete absence of social service infrastructure in the development schemes of NGOs, which touch directly on the welfare of the rural dwellers. The reasons for this were as a result of the NGOs' conception of rural development as the provision of recreational services solely for comfort of rural based weekenders, the lack of guidance offered by the government to the organizations in the most rational use of their resources and the non-realization that the welfare of the permanent resident population of rural areas is central to the concept and process of rural development (Okoye, 1987). A study was also conducted by the Center for African Settlement Studies and Development (CASSAD, 1992) to evaluate the potentials of NGOs as vehicles for social and economic development in Abeokuta, Ibadan and Port Harcourt all of which are state capitals.

The study made a comparison on the characteristics, structure and mode of operation of identified NGOs in the three cities. Some variables such as mode of selection of offices, keeping of records of the association, the democratic process of decision making, membership involvement in organizational activities, regularity at meetings, resource level of the organization, projects of the associations, impact assessment on members and the community at large among other attributes were scored and ranked. The total score and ranking of each association under typology were used in the evaluation of each NGO as regards to its suitability for development. The findings may not be applicable to all the different Local Government Areas in Nigeria. Further studies should expand the scope, according to Onibokun (1992) to include rural-based and intermediate cities Local Government Areas.

In Nigeria, the provision of basic infrastructural facilities has not kept pace with the rapidly growing urban population (Agbola, 2004). The inadequacy of government to make provision in respect to the growing population has led to the adoption of self – governing techniques by the .people through collective action known as Community–Based Organization or Non– Governmental Organization, which arises as a result of the need of the people to be met. Here, people organize themselves based on appropriate institutional arrangement; mutual agreement and shared understanding to plan and execute public goods and services that directly touch their lives (Ostrom, 1990). Participation is seen as developmental, educative and integrative and as a means of protecting freedom (Robert, 2004). Since the main assumptions of community participation is that local residents will be more Supportive of the projects and therefore increase the likelihood of its success.

Evidence from some literature revealed the activities of community- based organizations in Nigeria (eg Olomola, 2001; Oludimu, 1990; Ugal, 1992; Adejumobi, 1991; Adejumobi, 1991;

Abegunde, 2004). For instance, the study conducted by Olomola (2001) in Lagos state revealed that CBOs in the state solely relied on internally generated revenue with very little aid from the government. This was why the CBO that won the best CBO award in 1988 emanated from Lagos state. The organization in 1998 built a primary school, bank, court hall, community hall, post office and opened up several roads for vehicular usage (Olomola, 2001). A study conducted by Abegunde (2004) on the activities of the CBOs in Atiba local government area of Osun state revealed that there were about 160 CBOs in the area. About 40% of these CBOs provided social facilities worth 17.56 million naira to their immediate community.

Similarly, CBOs in many states were said to be economically buoyant enough to have constructed access roads within neighborhoods, built schools and health centers, provide potable water and see to the general welfare of their members (Adejumobi 1991). It was even recorded that the ultra-modern maternity center built by CBOs in Udi local government area of Delta state aroused no governments' interest, in that the maternity could not take off for over 10 years after construction because of lack of personnel and equipment from the government of that area (Olomola, 2001).

The experiences of CBOs in Kano state differed. Their government assisted them in discharging their responsibilities to the communities through fund provision (Adejumobi, 1991). Their problems were the conflict of interest, level of education of community development workers among the two tiers of government (state and local), low and poor public acceptance. Unlike in Oyo state, the people were receptive to CBOs activities but inadequate government support and economic status of members limited their operations (Adejumobi, 1991).

Similar economic problem afflicted CBOs in Cross River state. Ugal (1992) discovered that CBOs in the state were not properly organized, ineffective in performance, made decisions in

isolation and wasted their meager resources. For instance it was recorded that they built schools and health centers without carrying the government along, thus the buildings lie idle without personnel and equipment from appropriate authorities (Ugal, 1992).

In Rivers State, Oludimu (1990) showed that it was local customs and traditions that guide operations of the CBOs. Their inefficiency was as a result of irregular attendance at meetings. Unfortunately, it is in such meetings that they could generate funds and ideas, which are required for ensuring progress in CBOs activities. Despite shortcomings of CBOs in some of the states in Nigeria, the fact remains that significant efforts have been made by the people in contributing to the socio-economic development of their immediate vicinity. If social and economic problems that impede effective participation of people are addressed, CBOs in Nigeria can contribute towards poverty alleviation and physical development of Nigerian communities. (Abegunde 2009).

However, most authors reviewed works has stated various and physical activities, programmes and projects carried out in different locations and parts of the world, bringing out their goals, achievements, challenges and also the various ways those CBOs have affected developments generally. Hence, this study evaluated the contribution of Community Based Organization in terms of existing projects,in terms of the provision of the infrastructural amenities for a conducive learning environment, and the constraints militating against CBOs effectiveness to the Development of Basic Education in Tarka Local Government, Benue state.

2.2.1 The Concept of Basic Education

Education has become one of the most powerful weapons for reducing poverty and inequality in modern societies; it’s also useful for laying the foundation for speedy technological advancement. The importance of education to human beings cannot be over emphasized.

Education satisfied basic human needs for knowledge, provides a means of helping to meet the basic needs, and help sustain and accelerate overall development. It is pertinent that the relationship between education and development is well established such that education is key index of development. (FRN 2008).

Education is one of the vital instructions in development. According to the National Policy onEducation (1998) "Education in Nigeria is an instrument "per excellence' for effecting national development Certainly, what Nigeria needs in this 21st century to turn her economy around is not extended primary or elementary education, but a basic education programme that will ensure that every Nigerian youth on graduation is sufficiently equipped with knowledge, skills, and experiences required for initial entry into one occupation in the world of work, whether college bound or not (Anyabolu, 2000).

2.2.2 The Main Objectives of the UBE Programme

The Universal Basic Education (UBE) programme of the Federal Republic of Nigeria washowever launched by President Olusegun Obasanjo 30th September, 1999. The UBE programme as spelt out in the implementation guidelines, aims at achieving the following specific objectives.

i. Developing in the entire citizenry a strong consciousness for Education and a strong commitment to its vigorous promotion.
ii. The provision of free, universal basic education for every Nigerian child of school-going age.
iii. Reducing drastically the incidence of drop out from the formal school system. –

iv. Catering: for the learning needs of young person's for one reason or another, have had to interrupt their schooling through appropriate forms of complimentary approaches to the provision and promotion of Basic education;

v. Ensuring the acquisition of the appropriate levels of literacy numeracy, manipulative, communicative and life skills, as well as the ethnical, moral and civic value needed for paying.

This programme is expected to be a continuation of the UPE programme which was abandoned in 1976. UBE programme was launched by President Obasanjo 30th September 1999 in order torealize the earlier stated objectives.

A review of related literature has revealed that attempts in the past to provide free education whether at the federal or state levels has never been successful due to poor planning and implementation. This view was supported by Nwagwu (2000) who sees poor planning as one of the problems responsible for the unsuccessful implementation of the former UPE programme. He posited that the planners of the programme were unable to project fairly accurate number of children that would gain from the scheme.

Adequate efforts therefore, should be made to counter all the factors which led to the unsuccessful implementation of similar programmes in the past. This paper examines some issues associated with free education programme and profferssolution for the effective implementation of UBE programme.

The existing educational programmes in Nigeria failed to meet the educational needs and aspirations of the populace. This led to the proposal of the universal basic education (UBE) by the Nigerian government. This was a welcomed idea to the Nigerian populace whowere unhappy that the 6-3-3-4 system which replaced the 6- 5-2-3 system and the earlier introduced Universal

Primary Education Programmes (UPE) (of the past regimes) was no better than the earlier introduced programmes.

2.3 Community Based Organization and Local Government: Actors in Community Development

There is an intrinsic relationship between Community Organisation and Local Government. Dunmoye (1996) noted that the local governments have emerged as the veritable third tier of government in Nigeria's federal system. The local government is important because it is the government that is close to the grassroots or to the rural community, being the third tier government to the people; it is the most effective institution for community mobilization towards development. On account of the above, it becomes clear that the local government and Community Based Organisations have a crucial role to play if sustainable development is to be attained in our communities.

According to Robertson (1984) the two fundamental actors in local development are the local government and the local organisations, these could be Clubs, Age groups, Development Associations, Cultural Association etc. Robertson argued that in the interaction between these two actors, community organisations insert themselves not as a third and different/independent actor, but as an emanation and representation of the community. A school of thought believed that community organisations are even closer to the people because they engaged in projects that have direct bearing to the life and welfare of the people than the local government. On the other hand, Goran (1983) argued that even if local government could become more efficient and effective in performing their duties, they cannot serve as universal dispersers of services and resources. Other institutions are needed to complement local government efforts. The above implied that community based organisation could be supplementary institutions to local government in terms of service provider.

In the views of Cheema (1998), the key question in the developing world is the degree of intervention and control that central government exercise over development planning and administration. The power of the centre asserts itself were more strongly over the peripheries, the need to decentralize has been strongly emphasized. In confirmation of the above statement Richard (1989) stated that decentralization takes several forms, and one of such forms is the devolution to local governments, and transfer of functions from public to local organisations or joint exercise of such functions. Against this background, it is clear that the natural evolution of the state and local government in the developing countries creates room and indeed calls for increasing the role played by community organizations in local development, local planning, local services delivery and local administration.

In addition to the above, CBO's in developing countries have the organizational capacity for development. This is confirmed by Adeoye (1999), who asserted that, the most prominent and active actor in the rural areas are the local organisations, this is because they are more involved in community projects than the local government, they have multipurpose activities, elect their own leaders, collaborate with other developmental oriented groups in their environment, raise and manage funds, and most importantly, mediate and resolve conflict at the local level.

It is disheartening to note, and this is confirmed by Abubakar (1999) that there is a disconnect between Community Based Organisation and Local Government, to be specific, community initiatives and institutions that are the basis of local organization capacity are not connected to government disbursement of resources and decision making. According to him, many of the CBO‟s in the developing countries received little or no financial assistance from the government. However, the idea behind community organization is the involvement of the would

be beneficiaries in their own advancement such that they become agents of change while that of the local government is mobilizing human and material resources through the involvement of members of the public in their local development. It therefore becomes very necessary for both sides to have a good working relationship. However, one of the frequently debated issues in the social science is weather CBO‟s can actually perform without a good working relationship with local government.

2.4 The Role of CBOs in Promoting Educational Development.

Education can be defined as the transmission of the value and knowledge of a society. A child is born without culture and knowledge. Education is designed to guide such a child in learning a culture, molding his behavior in the ways of his community, guiding him towards his eventual role in the community. In primitive culture with no organized form of education, the entire environment constitutes a "school", while all adults particularly parents, are "teachers. In complex societies, however, the quantity of knowledge are so much that there arises a need to evolve a more effective means of cultural transmission called formal education." The most important components of formal education are the students, the schools and teachers. Parents also have an important role to play. (Abdullahi 2013).

According to Hassan (2006), CBOs implemented a variety of innovative education programs using diverse and flexible delivery models in order to reach a range of target groups. The variety of the CBOs education models can be classified into four broad models: quasi-public schools, support to community-based rural schools, home-based urban schools, and non-formal education programs.

Quasi-public schools

Quasi-public schools tend to be in both rural and urban areas. The main feature of this model is operation through formal schools. In the absence of a functioning formal public system, this model actually fulfills the role of the public school system. Characterized by a significant scale and reach, the model is quasi-public because the CBOs essentially replace what would be the role of the government. The program of the Swedish Committee for Afghanistan (SCA) exemplifies this model. Since 1994, the SCA has been providing education inside Afghanistan by building and rehabilitating schools in locations central to clusters of villages or in major towns. In 1999, SCA supported 650 schools with 160,000 students (19% girls). The quasi-public school model included the construction of schools, salary contributions for staff, provision of materials and supplies, and teacher training.

Community-Based Rural Schools

For the purposes of this discussion a "community-based school" is a school controlled by a community and is designed to respond to local needs and contextual circumstances. In Afghanistan, most community-based schools are found in rural areas. Over 70% of Afghans live in rural areas where populations are scattered in small villages distant from schools or district centers. Community-based schools responded to the value Afghanis placed on education, the cultural norms that restricted girls from movement outside of the village, and the limited enforcement capacity the Taliban was able to exercise in rural areas.

Despite Taliban policies, communities were keen to put their children, both boys and girls, in schools provided that they had a voice in how the school was managed and what is taught. In remote areas, away from Taliban attention, parents organized schools in the traditional way, in the Mosque, in the *Hujira* (living room of a house). in a public building, or in open air under a tree. A number of CBOs used a community-based school model that built on the traditional

Quran school structure while introducing secular subject matter. The CBOs placed emphasis on mobilizing and building the capacity of communities to organize and manage schools within their villages. Communities found a site for the school, hired and paid teacher salaries, and formed education committees to oversee school affairs.

In most cases, the CBOs provided inputs that the community could not address, such as teaching and learning materials, training teachers and support for education committees. CBOs also contributed school construction materials, but communities organized themselves to build the structures. The high commitment from the community helped to ensure the long-term success of the school, even after the agency phased out its support. CARE and IRC, among others, mainly used the community-based model in Afghanistan. One of the well-known programs under this model was CARE's Community Organized Primary Education (COPE) project which provided primary education to more than 45,000 children (60% girls) in 2003, before it handed over many of its schools to the Ministry of Education. UNICEF (2001)

Home-Based (urban)

Home-based schools, often called underground schools, were common in urban areas such as Kabul and Herat during Taliban rule and were mainly a defiant response to the Taliban's ban on girls' education and the employment of female teachers. Female teachers lay off from formal schools taught classes in their homes. Parents paid a small fee per child to support the teachers. CBOs covertly supported these home-based schools with materials and occasional teacher training. In some cases, educated parents taught girls in their homes.

In major cities where the Taliban attention and enforcement of polices were stronger, home-based schooling was a risky but appropriate option under the circumstances. The speed with which home-schools mushroomed attested to the demand for education, resilience of the Afghan

people, and resistance to the Taliban policies. It was rumored that some local Talibans even sent their daughters to the home-schools in Kabul. Some sources estimated that over 45,000 girls under age 10 were attending these secret schools before the fall of the Taliban. Several organizations including Human Concern International experimented with this model. (UNICEF 2001)

Non-Formal Education Programs

Non-formal programs were used by a number of organizations, many of them faith-based such as the Islamic Relief Agency, to help provide basic literacy and vocational training to older students. Most often in the form of vocational training and literacy skills acquisition, these programs were often paired with other CBOs services such as health services delivery or small income generating projects. Adolescents, especially boys, young men, and women in particularly vulnerable situations (such as widows) were most often the targets of these programs. The non-formal focus combined skill development, as well as integrated themes such as peace building, conflict resolution, psychosocial support, landmine awareness, horticulture, health education, and/or mother and child care education. In addition, some programs offered training in computer skills and the English language. The majority of CBOs directly delivered educational services to students, as well as training teachers and instructors. However, some NGOs relied on partnerships wherein one organization would focus on a particular educational aspect. For example, UNESCO focused its work primarily on teacher training, not on delivering education services to children. UNICEF (2001).

2.5 Impact of CBOs and NGO Services

In support of these four types of programs, CBOs provided a range of technical expertise and other inputs. From the development of teaching and learning materials to the distribution of

textbooks, CBOs provided critical inputs to the educational process. Capacity building in teacher training, as well as a focus on supervision and monitoring in the educational process, helped to fill critical human resource gaps in the education system. School construction and rehabilitation activities left a legacy for generations in a time when long-term investments in infrastructure were few and far between.

By far, the majority of CBO efforts were focused around primary school programming and non-formal skills development. Secondary and tertiary education received less support. Few agencies supported Quranic schools and Madrasas.9 Overall, target groups ranged from urban to rural children, out-of-school youth, disabled children, orphans, women in distress, and other vulnerable groups. The cost of educating one child for one year varied from US$10-30.

Roughly, 50 CBOs and NGOs were providing direct education services and/or teacher training during the Taliban rule, reaching over 250,000 children in rural areas. This represented about 25 percent of the children in primary schools, but less than 10 percent of the estimated 3.6 million primary school age children in the country.

In urban areas, such as Kabul, a limited number of mosque schools (grades 1-3) were the only official education opportunities available to young girls. In 1999, an international NGO, with the approval of Ministry of Religious Affairs, supported the schooling of about 13,632 children (45% of which were girls). An unknown number of underground home-schools were run by female teachers with the support of CBOs and NGOs. In Kabul, some sources estimated that 60,000 children, mostly girls, were receiving education through underground home-schools and some mosque schools endorsed by Taliban.

In addition to providing access to schooling, CBOs made significant contributions in many aspects of the education system.

The primary school curriculum developed by UNO/ESSP with USAID funding in early 1990s is still the basis for primary education.

i. NGOs and UN agencies developed minimum learning competencies that have helped to inform the revision of the curriculum after the fall of the Taliban.

ii. Several organizations developed teacher training curricula that have informed the new Ministry of Education efforts in teacher professional development.

iii. NGOs trained hundreds of thousands of teachers, particularly in rural areas and refugee camps, helping to build a cadre of professionals around the country. In addition, NGOs built the capacity of program managers, community workers, and other NGO staff who now serve as champions for the sector.

iv. CBOs also helped to build community networks that recognized the value of education, and have subsequently played a key role in increasing national enrollment rates during the back to school campaign launched by the current Afghan government.

v. Local civil society organizations also gained their footing through support from CBOs. CBOs engaged local entities in partnerships, funding relationships, and training opportunities to support the emergence of active local CBOs and NGOs in support of education.

vi. Through CBOs efforts, communities were also mobilized to organize themselves, form committees that manage schools, and advocate for their right to education – thus empowering them to resist the Taliban polices on girls' education.

vii. CBOs, through employment and training, have built a cadre of thousands of skilled Afghans who run the programs inside Afghanistan when security situations call for expatriates to evacuate.

2.6 A Perspective of NGOs in Basic Education in Ghana

In developing countries including Ghana, Non-Governmental Organizations play a very important role in the development process. In sub-Saharan Africa, their contributions are particularly significant in supporting literacy, community schools, health education, early childhood care, skills training and other forms of learning, thus helping people to improve their living conditions. Although the activities of the foreign NGOs in the Third World have received extensive treatment in the literature, the contributions of indigenous or local NGOs in socio-economic development have gone largely unnoticed. The fact is that there are hundreds of such NGOs making positive contributions within their respective countries, but are not known beyond their borders (Badu and Parker, 1994). Local NGOs and their proximity to a community serve as a conduit through which resources from donor/International NGO supported programmes can flow to the community (Yolande, Welmond and Wolf, 2002). NGOs also assist in creating or training school committees and/or Parent-Teacher Associations (PTAs). The study brought to light the common assumption held by donors and International NGOs that stronger local NGOs strengthen civil society; that supporting local NGOs' involvement in education will increase the relevance and sustainability of sector programmes (ibid).

The World Bank's assessment of its role in improving educational access and quality in Ghana through its support to both 1987 and 1995 reforms is generally positive. It concluded that its contributions have led to "revers (ing) the deterioration of the educational system, the number of schools increased, from 12,997 in 1980 to 18,374 in 2000, the basic school enrolment rate increased since the beginning of the reforms by over 10 percentage points, the Ghana Living Standards Survey (GLSS) data showed improving attendance rates in primary and public schools" (World Bank, 2004). In Ghana and Northern Region in particular, School for Life, a

local NGO as at 2001 operated in eight districts and supported 767 communities out of a total of 2,889 communities (representing 26.5%) in these districts. From 1996 to 2003, School for Life enrolled 50,000 children, of whom 50 percent were girls. The annual enrollment by 2000 was just over 9,000 pupils. The 9,000 students in School for Life each year, if simply added to the 131,000 in public schools, raises the enrolment rate in the Region from 69 percent to 83.3 percent. School for Life targets those locations where there is no public school or where there is very low enrollment in the public primary school (Hartwell, 2004).

2.6.1 Overview of the Sustainable Integrated Development Services Center (SIDSEC)

Sustainable Integrated Development Services Center (SIDSEC) is a local Non-Governmental organization (NGO) which is registered with the Registrar General's Department and duly recognized by the Department of Social Welfare. The Vision of SIDSEC is to create and sustain conditions in which the poor will have access to the basic necessities of life and become more assertive to overcoming their own problems. In fulfillment of the vision, SIDSEC builds strong and authentic relationship with both Local and International Organizations in a manner that creates the necessary synergy for experience sharing and learning in project design, planning and implementation. The overall goal of SIDSEC is to promote Development in deprived communities, initially in the Nadowli District of the Upper West Region, with the aim of uplifting the standard of living of the people by enhancing good health and nutrition, education, increased socio-economic activity and assisting in the provision of local infrastructural facilities to ensure the attainment of the above aims. SIDSEC supports local initiatives in 12 selected deprived rural communities in the Nadowli District, using participatory methods and processes in all its development work. The population of the target communities

ranges from about 2,000 to about 4,000. Currently the direct beneficiaries of SIDSEC activities are boys and girls of school going age, women groups in income generation activities, farmer groups, and teachers in the Nadowli District. These groups have in varied ways benefited from Education, Health, Agriculture and Food Security, Water and Sanitation, as well as Women empowerment and income generation programmes. The Canadian Feed the Children (CFTC) primarily supports the implementation of SIDSEC programmes. However, despite the numerous areas of SIDSEC support, this work focuses on the education programme.

Education Infrastructure

SIDSEC embarked on infrastructure development as part of efforts to improve education in the deprived communities of the District. Since its inception, SIDSEC has renovated 2 number 3-unit classrooms and a 6-unit classroom, constructed a 6-unit classroom with store and office, a 3-unit classroom with office and store, constructed 3 kitchen blocks, constructed and furnished library and installed with solar, toilets and urinary pits, and an eight apartment teachers' quarters installed with solar. These structures are located in different communities. The most recent (2009) structure constructed by SIDSEC is a 3-unit classroom block for Duori primary. These classrooms have been furnished with dual desk by SIDSEC. The study however revealed that due to poor maintenance many tables have broken down resulting in pressure on the existing ones. The average dual desk to pupils is in the ratio 1:2.5, that is, 1 dual desk to 2.5 pupils. The ratio of dual desk to pupils is 1:4 and 1:3 in Serekpere Primary and Chari-Sombo respectively. This has resulted in overcrowding in classrooms. The teachers indicated that with inadequate furniture for the pupils, conducting examination has always been a challenge because the tendency to cheat during examination is high. Schools with adequate furniture are Kulpine,

Duori and Nyimbale in Ghana. These are schools that have recently been supplied with the furniture. The furniture situation at the KG level is even severe.

Enrolment and Retention Levels

Gross Enrolment

In all the communities, it was not possible to estimate the gross enrolment rate because there is no reliable data on the number of children within school-going-age for the primary level (6 - 11 years). However, available data on the number of children in school show that SIDSEC made some progress towards achieving universal primary education in the communities. In terms of gender parity in education, SIDSEC has made steady progress.It is observed that the number of children enrolled for primary education increased from 2235 in 2000/2001 to 2991 in 2009/2010, indicating 33% increase.

Enrolment at the Kindergarten (KG) Level

The National Action Plan on Education for All sets out that, by 2015, 70% of public primary schools will have 2 Kindergarten classrooms attached (Government of Ghana, 2003). SIDSEC supports five kindergartens. The supports include school lunch, sporting equipment, and textbooks, supply of water and sanitation items and capacity building of the teachers. The support, especially the school lunch has increased enrolment significantly. In Sankana, World Food Programme (WFP) supported the school feeding programme prior to SIDSEC intervention. According to the teachers, when WFP withdrew in 2005, about 44% children dropped-out and those who remained run home as early as 10.00 GMT. The teachers could not trace records of enrolment within the period that WFP withdrew. SIDSEC intervened in 2007 and records indicate that enrolment has been increasing with the support of SIDSEC.

Drop-out Rate and Absenteeism

The school feeding programme of SIDSEC has reduced the drop-out rate as indicated by both parents and teachers. Though there were no data available at the schools on the drop-out rate prior to SIDSEC interventions, the study indicated that drop-out rate has considerably reduced. Presently, the average drop-out rate in all the beneficiary communities stand at 9.7% with a standard deviation of 6.6 above or below the average. Kulpine has a peculiar drop-out (seasonal drop-out). The discussion showed that children usually shirk farming by enrolling in school and drop-out immediately after the farming season to engage in dry season gardening for personal gains. It is therefore possible that with the ongoing construction of an irrigation dam in the community, drop-out rate might go higher if stringent measures are not taken by stakeholders. In terms of absenteeism, an average of 22.4% of pupils absent themselves at least once in a week. It is however higher (24.1%) among boys and lower (20.6%) among girls. Reasons given for absenteeism include; parents sending children on errands and indiscipline among pupils. Discussion with the PTA and SMC revealed that this is on the lower side compared to the period before SIDSEC interventions. They attributed the reduction in absenteeism to sensitization of community members and children, school feeding programme (school lunch) and playing equipment supplied by SIDSEC.

Capacity Building

Teachers

As part of efforts to improve quality education, SIDSEC built the capacity of teachers. Teachers, mostly untrained ones were trained on lesson note preparation, good teacher-community relation and general lesson delivery methodology. A discussion with Head Teachers showed that the training has improved lesson notes preparation and general delivery of the beneficiary teachers. This has whipped up pupils' interest in learning. They therefore called on

SIDSEC to build the capacity of new untrained teachers that have been posted to the schools after the last training.

These are increase in enrolment and high teacher attrition. Under the current education policy, teachers are encouraged to further their education and this has resulted in many teachers leaving the classrooms for further studies. In most cases, those who complete their course of study do not return to the classrooms. Though the PTA and Head Teachers indicated that SIDSEC support has increased contact hours, it could have been better if Teacher-Pupil Ratio had increased.

All teachers in the Kindergarten (KG) level in the beneficiary schools are females and none has received professional training on handling KG pupils. That is, they are all untrained teachers. They are mostly people from the communities who voluntarily assist the KGs. Though the New Education Reform Programme puts Kindergarten under basic education, lack of teachers trained to handle KG could defeat the purpose of putting it under basic education. The Teacher-Pupil ratio has reduced from 1:44 in 2006/2007 to 1:62 in 2009/2010. This is due to increase in enrolment without corresponding increase in number of teachers. The teachers indicated that with the supply of teaching and learning material by SIDSEC, there is an improvement in the reading and identification skills of children but it could have been better if a high teacher – pupil ratio was maintained.

Parent Teacher Associations and School Management Committees

The training of PTAs and SMCs Executives was basically on their core functions. During the FGD with the PTAs/SMCs, they indicated that the training has enlightened them on their functions. They mentioned their functions as:

1. Organising PTAs/SMCs meeting regularly

2. Ensuring that children of school going age are enrolled
3. Contributing to the general running of the school
4. Monitoring the attendance of teachers
5. Contributing to the general maintenance of school infrastructure and environment
6. Seeing to the welfare and progress of the pupils.
7. Regular school visit to ensure teachers are at school and teaching.

Some PTA/SMCs are able to carry out their functions successfully. In Samatugu they were able to convince parents to provide uniform for their wards. Records indicate that 88% of the pupils have uniform in Samatugu. The community recognized that SIDSEC school feeding has increased enrolment and retention. As part of efforts to supplement SIDSEC School feeding, the community contributed shea nuts and later sold it to buy beans for the schools. The training has also made PTA/SMC very observant on both pupils and teachers. During monitoring of teachers, a truant teacher was identified. The case was reported to the Circuit Supervisor and the teacher was replaced. In Kulpine, the PTA was able to mobilize the community to plant trees around the school. Despite the successes of the PTA/SMCs, there are still some challenges. These include;

1. Truancy of some pupils;
2. Unwillingness of some parents to contribute towards school feeding and
3. Difficulty in organizing meetings, especially in the rainy season.

Circle of Women Educators (CWEs)

SIDSEC has identified influential women in the project communities and organized them as CWEs to assist in enrolment campaign, particularly the girl child. This group has been very effective in education delivery. In Takpo, the CWEs convened about 40 girls in the community

every fortnight to give them moral education and the importance of education. Both teachers and the PTA/SMCs testified that the activities of the CWEs have reduced teenage pregnancies and improved retention in schools.

School Feeding

SIDSEC School Feeding Programme serves three interrelated objectives of increasing enrolment and retention, providing one quality meal to pupils and providing market to local agriculture products. The study indicated that the school lunch has increased enrolment and retention significantly. The importance of the programme in increasing enrolment and retention has given communities the fervor to sustain it. They proposed community contribution of food stuff as the best option. This is ongoing in some communities.

Teaching and Learning Materials

SIDSEC supports school with teaching and learning materials such as exercise books, text books, library books, playing equipment's especially for the KG and cupboards. The average Textbook-Pupil Ratio for Mathematics, English and Science is 1:2. However in communities such as Duori, Nanvilli and Takpo, the ratio is 1:3 for all subjects while the ratio in Kulpine is 1:1 for the three subjects.

Performance of Pupils

The ultimate goal of SIDSEC interventions is to improve quality education, measured at the local level by the performance of pupils. At the KG level, it was observed that the identification and counting skills of pupils have improved. Similarly at the primary level the teachers indicated that performance (the reading skills and counting ability of pupils) had improved. In 2009, a national assignment, dubbed a School Education Assessment was

conducted in the district but the results are yet to be sent to the district. Though there are no regular external assessments at the primary level, the performance at the JHS is a reflection of the performance at the primary.

During a Focus Group Discussion in Samatugu (a beneficiary community) a member had this to say ***"Punpuni maa liɛ ɔra"*** *(*It is good flowers that turn into fruits). This implies that the pupil had good foundation at the primary level that enabled them to perform well at the JHS. Samatugu JHS was rated the third best in the district during the 2009 Basic Education Certificate Examination (BECE). Hence the PTA/SMC mobilized parents and awarded all teachers in Samatugu for their hard work.

Project Sustainability

Sustainability has always been a key principle in SIDSEC interventions. In this regard, a number of measures have been identified and incorporated into its operations. SIDSEC believes in community ownership of the development process and therefore adopts a demand driven approach in service delivery. This implies that the project beneficiaries take the lead, with SIDSEC facilitating the process. To ensure sustainability, SIDSEC adopts an empowering approach in its development interventions in all the beneficiary communities. Priority is given to skills transfer to local community based structures, such as the PTAs, SMCs, CWEs and Economic Groups. This invariably equips the members of the local community with the required stock of knowledge, technical skills and desirable attitudes and motivation to sustain the development interventions of SIDSEC. Discussion with the PTAs/SMCs showed that they are ready to sustain SIDSEC programmes. During a discussion on sustaining the School Feeding Programme (School Lunch) a member of PTA in Samatugu had this to say *"Yɛ guolɛ ti yɛng (You have built our capacity) and we see the link between school feeding and enrolment and will*

therefore contribute to sustain it. If not on a larger scale, but at least we can sustain feeding at the KG.". This is a demonstration of communities' commitment to sustaining the projects if SIDSEC withdraws its activities in the communities.

2.7 CBOsand Education in Nigeria

Since independence, there has been a consistent increasing demand for educational services in Nigeria. This demand arose as a result of population growth, increasing social demands (the desire to educate a good proportion of the population) and the need for more skilled manpower in the country. The increasing demand for educational services means the establishment of more schools, particularly primary and secondary schools, and the provision of more teachers and materials. The result is that the burden of funding education in Nigeria, which rests mainly on the various tiers of government with a population of over 100million, a good percentage of which consists of young people, the funding of education can no longer be totally left in the hands of governments.

Other funds and assistance are required for any appreciable progress to be achieved. In this regard Community Based Organizations and Parents-Teachers Associations (PTAs) can play an important role.

2.7.1 Western Educational Development in Nigeria

The history of western educational development in Nigeria dates back from the coming of Christian Missionaries to the coastal areas of the then southern province. The missionary activities can be traced back to the early 16th century where in the 1515 Portuguese missionaries visited Benin. However, the organized missionary contact in modern times in Nigeria was made by the Wesley Methodist Missionary Society, which started its activities in the coastal town of

Badagry in 1843, soon several other missionaries arrived and established a number of schools and even spread inland.

By the time the Europeans first came to Nigeria, there existed some form of organized education in the northern parts of Nigeria as a result of Islamization of the area. Intensive learning and religious activities were already going on in places like Sokoto, Kano and Kaduna. Infact, by 1913, the number of Islamic schools in the areas was estimated at 19,073 with a total attendance of 142,312. Thus, not only did the missionaries arrive at these parts of Nigeria late but they also found a form of education solidly entrenched in the area. This fact accounts for the well-known and still existing so-called educational (western) imbalance between the southern and northern parts of Nigeria.

Following the establishment of Colonial Administration in Nigeria, the Colonialists saw the need to start some form of education. The main objectives were to produce the low-level support manpower needs of the administration. It was also intended to organize education for the sons of Emirs and Chiefs in order to sustain the colonial policy of Indirect Rule. The colonial government established new schools while the missionaries were allowed to move to new parts of the country.

By 1960 when Nigeria became independent, there were several government-established secondary schools in the country located in Provincial Headquarters while primary schools existed in both rural and urban centres. In addition, several primary schools established by the missionaries also existed. Population growth and increasing demand for manpower to replace expatriates staff particularly in the education sector, led to further establishment of more schools. By the end of the 1960s, Nigeria had established five universities (the so-called Generation Universities) and a number of other tertiary institutions (polytechnics, Colleges of Education,

etc). There are now over thirty universities in the country while almost every state of the Federation has one or more other tertiary institutions. Infact these institutions; particularly the universities, are now considered too many for the country; currently, there is a debate on the need or otherwise to rationalize them.

2.7.2 The Role of Parents-Teacher Associations as an Instrument of Community Participation in Education.

Parents-Teacher Associations consists of the parents of the students of particular schools and the school teachers forming a group with the objective improving the running of such schools. In the 1960s, when schools were not too many in Nigeria, governments were able to effectively fund education and only a few PTAs existed. However, with the advent of numerous problems in the education sector, it became necessary for most of the schools (primary and secondary) to have PTAs to assist in solving the problems of the schools. As a result of the proliferation of PTAs all over the country, it became necessary to organize them into schools or Institutional PTAs, Local Government Central PTAs, State PTAs and the National PTAs of Nigeria. This development is a clear indication that parents would no longer sit and watch educational standards in public schools continue to fall. Some aims and objectives of the National PTAs of Nigeria include:

1. To provide a platform for parents, guardians, sponsors and teachers of students of Nigerian Primary, secondary and tertiary educational institutions to meet exchange vies and deeply analyze issues, make recommendation, take and effectively pursue the implementation of decisions on matters affecting education in Nigeria with the appropriate agencies.

2. To co-operate with and support morally and financially the Federal, State and local government, Ministries, Boards, Commissions, and all other appropriate organizations and the establishments of morally, service and integrity in Nigeria schools;
3. To foster mutual understanding, harmonious relationship and cooperating among parents, guardians, sponsors, and teachers in the fulfillment of their common goal, the welfare of the schools and the students therein.
4. To make for a healthy and sympathetic understanding of the education policies and programmes of government and thus influence same to make a suitable climate for the reception of the same;
5. To ensure a suitable and high standard of discipline, both at home and in school;
6. To assist materially and otherwise in providing the schools with such additional requirements that will enable it to carry out its educational functions adequately; and to assist the proper and all round development of the children physically, morally, socially, and mentally, so that they grow to become useful and law abiding members of the society.

It is obvious from the above objectives that the National PTA plays a very prominent role in the maintenance and development of education in this country. Several examples of the achievements of school PTAs can be cited in most schools, particularly boarding schools. These achievements include the following:

1. Enhancing understanding and good rapport between teachers and parents;
2. Enabling parents to come to grips with the problems of the schools their children attend;
3. Complementing government efforts in the provision of infrastructures (building, water and electricity supplies, etc), materials and maintenance of the school.

4. Encouraging students when they see their parents interested in their schools;
5. Lobbying government for support in the schools; and
6. Containing crises that often arise in the schools

In conclusion, it is seen that the Community Based Organizations and the Parents and Teachers Associations (PTAs) plays very crucial roles in ensuring some level of educational development in communities; where the government is lacking in her responsibilities, the CBOs give helping hand to compliment the efforts of the Government so as growth and development won't be History but a continuous process in communities. With their continuous efforts and progress, despites the challenges they face in carrying out their responsibilities, it is believed that, our children who are the future leaders will not fall short of their educational development and educational needs, and will grow in the light of the right educational environment for the best of our generations to come.

2.7.3 The CBOs and Rural Transformation in Niger Delta, Nigeria.

The Niger Delta region is faced with numerous challenges of rural development that overwhelm efforts of successive Federal, State and Local Governments. This regional underdevelopment is largely due to inability of governments to establish a resilient, self-sustaining and self-reliant development process build around the rural people (Ugboh & Tibi, 2013). There is a historical connection between the perceived exclusion of the rural beneficiaries in development process and our colonial experience. Udegbe and Banigbose (1994) succinctly expressed that our

continued preference for external and foreign experts leaves the community based agents of development as passive spectators.

Government as the developmental umpire can adequately address the issue of beneficiary-excluding policies and anti-developmental attitudes that stunt rural transformation by adopting Community Driven Development(CDD) approach. The CBOs are better framed to accelerate development process in rural Niger Delta if given due recognition and space as agent of rural transformation. In Niger Delta, there are numerous active CBOs whose composite contribution to development of the region is small for obvious reasons of: no unified developmental framework, collaboration challenges with other agents of development, inherent limitation (administrative, finance, knowledge and skill gaps) and alienation from project planning/implementation processes at macro-level. In course of this research, it was observed that instead of collaborating with CBOs, other NGOs and agencies prefer usurping or substituting CBOs roles within the developmental process and in extreme situations total assimilation of the CBOs. This is the bane of our current rural development strategy. Hailey (2001) argued that the donor-driven development practice is defective as it is unable to address issue of allowing community based organizations to set and determine their own agenda, thereby failing to mobilize rural populace for better conditions and greater autonomy. The CBOs can significantly contribute to rural transformation through their inherent capacities and dispositions such as:

1. Identifying local developmental requirements and community demands.
2. Inherently rich passion among CBOs' memberships necessary for accelerated rural development.
3. Involvement of rural communities in their own development inspires the 'ownership' spirit

necessary for continuity and preservation of developmental efforts.

4. The grassroots nature of the CBOs encourages greater accountability and provide shield from the high level corruption associated with agencies that exclude them from active participation in rural development.
5. Saving cost and reduced bureaucracies as more initiatives are grassroots-driven.
6. Supporting pilot project implementation in which experiences are acquired for future developmental engagements in other rural areas.
7. Representing public interests, aspirations at the local level and therefore serves as instruments through which impact of policies, plans, programmes, initiatives of governments at various levels could be assessed.
8. Awakening the political consciousness of rural populace and dependable liaison between the people and the government agencies in information dissemination

The nature, size and complexity of developmental efforts attributable to the CBOs in the rural communities of the region was assessed . Few evidences ofCBOs' transformational effortsinclude but not limited to:

1. Provision of electricity in partnership with Niger Delta Development Commission (NDDC) and stateoil producing area development commissions.
2. Drilling of boreholes for portable water
3. Building of markets and renovation of old ones
4. Provision of community health centers
5. Rural information dissemination on AIDs/HIV virus, Ebola, sexually transmitted diseases (STDs),and collaboration with agencies propagating Safe Motherhood and family planning as well as vaccinations.

6. Construction of short distance bridges, town halls, community schools or blocks of classroom, toilets, and infrastructural maintenance.
7. They carry out sanitary exercises such as cleaning roads, water channeling and cutting down obstructive trees.
8. CBOs engage in grassroots political enlightenment and sensitization on the benefits of active participation in democratic process.
9. Some CBOs, like the youth movements, provide security for rural areas by donating their time to keep watch on routine basis.
10. In Amaekpu, Abia state, there is a CBO (Amaekpu Community Development Union) empowering members with revolving loans with a negligible amount as administrative costs similar in fashion to the NGO, Lift Above Poverty Organization (LAPO).
11. In Abak, Akwa Ibom state, a CBO built skill acquisition centre as means to improving economic status of the rural dwellers
12. In Obiaruku, Delta State, a CBO constructed a short bridge across river ethiope via partnership with Shell Petroleum.
13. In Orhumwnwode, Edo State, a CBO built and commissioned a ten computer training centre to increase computer literacy in the rural area.
14. In Cross River State, an Ogoja based CBO constructed a motherless baby's home and affiliated same to a special school through state government intervention.
15. In the nine states of the region, numerous CBOs are involved in agricultural initiatives and agro-based developmental activities (aquaculture, oil palm estates, cereal mills and cassava farms) providing employment for the rural dwellers.

16. In Imo state, an Obowo based CBO in partnership with local council built a one hundred and five stall open market with motor park and toilet facilities.
17. In Ondo state, an Okitipupa based CBO funded the implementation of an alternative power supply (1.5kva Inverter) for the community health centre.

It is pertinent to observe that most CBOs are now able to attract financial and technical support from other persons, NGOs and government agencies as they engage in various partnerships aimed at meeting the developmental aspirations of the rural dwellers. In most areas, the youth associations are the more active CBOs; as members complement their self-funding activities by volunteering skills and labour. The transformational capacity of CBOs cannot be over-emphasized and is reflective in the nature, complexity and magnitude of developmental engagements constrained essentially by finance. It is known that governments only cannot provide all the requirements for accelerated rural development of Niger Delta.

Therefore, CBOs should be enlisted for more responsible and complementary roles while being protected from the predatory dispositions of some larger NGOs and agencies. This ugly trend should be reversed through the enhancement of CBOs capacities to enable them serve as tunnels and point of reference for all rural directed developmental efforts based on a coordinated framework.

2.7.4 The Challenges Faced By Community Based Organizations (CBOs) in Nigeria.

Lack of Funds

Most of the CBOs in Nigeria are suffering from paucity of funds. Government does not give cent percent grants in aid or make delay in sanctions of grants for numerous programmes. CBOs have to make matching contributions which they are sometimes unable to manage and are,

therefore, unable to avail themselves of the grants. Now a day's charity is not so strong in the minds and hearts of the people as it was in the ancient society. This was another region for languish of funds for CBOs. (Latha 2011)

Lack of Dedicated Leadership

Leadership qualities of the leaders in CBOs determine the quality and condition of the services rendered by any organization. Especially dedicated leadership, 'Leadership for the sake of Leadership' is a most important governing factor in this regard. In the post-independence era, unfortunately, the CBOs faced the crisis of leadership as the leaders who pioneered voluntary action and worked for it with spirit of devotion and dedication choose to enter politics to find berths in legislatures and parliament thus creating a vacuum for dedication leadership in CBOs. With some expectations the leadership is concentrated in the hands of elderly people. The style of functioning of these elderly people exhibits authoritarianism and frustrates younger people who are embodiments of new ideas, initiatives and innovation which are not allowed to be expressed and practiced (Latha 2011).

Inadequate Trained Personnel

It is believed that the personnel working in CBOs may be of personnel working in such organizations is a sense of dedication and commitment and interest in the social services. CBOs earlier were assumed to be served by unpaid social workers imbued with the spirit of service and did not require any special education or training. But the present trends that are having professional education are not interested to work with CBOs. Their visions have been changed and are interested to work in urban areas only. Therefore, it is very difficult to get trained persons who are either willing or trained to work in the rural society where most of CBOs work. Moreover, these professionally trained persons have high expectations in terms of salaries,

status, opportunities for their growth in the career of their choice. Moreover, most of CBOs due to lack of funds cannot spent some more funds for giving training to the personnel employed in the organization. Some of CBOs are in fear of personnel who may shift to another big CBO after taking training from it.

(Latha 2011)

Misuse of Funds

It is the matter of fact that some unscrupulous elements have made fortunes by floating CBOs for their personal gains and managing grants from the government. It is a common experience that there have been serious charges of misuse and misappropriation of funds received as granting- aid from the government, foreign donors and raised through their own resources by most of the CBOs. These CBOs may reflect its image to other NGOs who are working with dedication and commitment. (Latha 2011)

Monopolization of leadership

It has been observed that there is a growing tendency towards monopolization and interlocking of leadership at the top level of voluntary action groups and organizations as is reflected in the same person being the president in one organization, secretary in the other, treasurer in the third and a member of the executive in the fourth. This interlocking of leadership can be advantageous in formulating, coordinated policies, programmes and activities, facilitating exchange of technical know-how and experience and mobilizing people for a common goal. But the greatest disadvantage of such leadership is that fresh blood is not allowed to flow into the organization and leadership. (Metha 2011*)*

Lack of Public Participation

CBOs are meant to provide opportunities to the citizens for democratic participation but they have not been able to fulfill this obligation due to the method and manner in which they function, and failed to attract people, interested in construction work and develop channels for people's enthusiastic participation. Some of the factors responsible for such a state of affairs are general backwardness of the people, absence of adequate number of dedicated persons, over emphasis on targets and time bound programmes, political interference and vested interests, easy availability of funds without proper planning and assessment of felt needs and safeguards for the community, distrust of agencies and workers who do not have a base in the community and are unable to win its support and lack of decentralization which could give a feeling of being partners in development rather than development being thrust from above.(Mehta 2010).

Centralization in Urban Areas

CBOs are more developed in urban areas as compared to rural areas. The backwardness and ignorance of the rural people and lack of enthusiasm among social workers to among them in the absence of availability of minimum comforts are the two important reasons for the backwardnessof the CBOs in rural areas. (Metha 2010)

Lack of Coordination

The absence of coordination between CBOs existing at local, state and national level has laid to the common problems such as overlapping, duplication, non-coordination etc. The absence of such a common forum also incapacitates CBOs to offer united stand against the government when it humiliates them by extraneous considerations at the behest of politicians and egoistic government officers. Moreover, the state of affairs also does not facilitate exchange of

information, data collection, research, training and publication and also does not create favorable conditions where common difficulties can be placed before the government. (Morufu 2003)

Lack of Volunteerism/Social workamong Youth

The basic characteristic of CBO is volunteerism. In early days, youth are making their career in volunteerism but that enthusiasm seems to have faded these days. The extent of volunteerism is declining day by day and turning it into professionalization. Even the young graduates from social work are interested in making their career in professionalism. This leads to lack of efficient volunteers in CBOs. (Adebisi 2009)

Modernization

Because of modernization, professionalization and introduction of management techniques, the traditional CBOs need certain minimum, infrastructure and administrative expenses. Unfortunately, grants-in-aid rules do not allow for such administrative expenditure except contingencies. This leads to evaporations of traditional CBOs in the country which use to lead by great leaders.(Hassan 2010)

Target orientated and time-bound Programmes

It has been observed that the donor or government who sanctions grants will put target and time-bound programmes in front of CBO. Those CBOs will take the period but the qualities of service there are offering. This leads to deteriorating in quality of service and are below expected standards. (Hassan 2010)

Area of Interest

Sometimes, CBOs will prefer the donor area of interest in welfare activities goingbeyond her own interest or working in more than one programme. This also leads to deterioration in quality of service in particular programme.

2.8 Review of Empirical Studies

The studies by Nicholas Fielmua and Robinson, Bandie (2012), Hussain (2008), and SamuelMaruta(2010) wasreviewed.

Nicholas Fielmua and Robinson Bandie (2012) in their study, "The Role of Local Non-Governmental Organizations in Basic Education in the Nadowli District of Ghana" assertedthat, Child education is fundamental in sustaining democracies, improving health, increasing per capita income, and conserving environmental resources of nations. Hence education is not viewed as an end in itself but a productive investment. This justifies the investment of both public and private Non- Government Organization (NGOs) investment in the sector. Their major concern was the contribution of local Non-Government Organisations (NGO) in promoting basic education in the Nadowli District of the Upper West Region, Ghana. The study found out that, the Sustainable Integrated Development Services Centre (SIDSEC) a local NGO operating has played a major role in ensuring and promoting educational development in the study area (Nadowli, Ghana). They also mentioned that, the Local NGO (SIDESEC) is making a significant contribution to the socio-economic scene in and around the communities. The study recommends that, with excessive demand for SIDSEC services, scaling up will definitely require sourcing funds from other donors to complement that of The Canadian Feed the Children (CFTC). In terms of supplying teaching and learning materials, SIDSEC needs to strengthen its networking with other institutions especially Ghana Education Service to supply text books to the various schools. This will complement SIDSEC support to deliver quality education in the communities.

Hussain (2008) in his work, "The Role of Community Based Organization inRrural Development: a case study of selected CBOs in district swat", relied basically on the use of secondary data in the course of his research work, and these data were collected from the selected CBOs in the study area. However, primary methods of data collection which could have been gathered from the residents of the community weren't used to complement this research work. Primary Data could have given the researcher a clearer and efficient analysis of His research work. But in my work, both secondary and primary methods of collecting data have been employed to assist in the collection and analysis of data.

Hussain (2008) concluded in His work that, the selected CBOs played positive role towards the socio-economic development of the research area. The main areas in which they played their role are education, health, trainings and construction. The researcher also recommended that, still there is a need to extend their activities for socioeconomic development of district Swat. The government should provide proper funds to these CBOs for this purpose. He didn't state how these funds will be raised and also other possible challenges that those selected CBOs most have faced in the course of carrying out their development activities in Swat.

Samuel(2010) in His work "Community development in Zimbabwe:Role and situation of Community-Based Organizations" found that, CBOs have a legitimate and key role to play in community development yet they often operate under very difficult circumstances mainly due to factors both internal and external to themselves. These factors include limited financial resources, lack of effective leadership, and marginalization by other development actors. To rectify the situation, the researcher points to the need for a paradigm shift among other development actors in favor of CBOs, and for CBOs to build their capacity in the critical areas of leadership and management.

Samuel failed to indicate the contributions of CBOs despite those difficult circumstances they go through in carrying out their duties. The researcher didn't indicate the various data collection methods he has used in gathering data which brought him to a conclusion. Our study have employed the secondary and primary methods of data collection to enable us gather viable information which will bring us to a clear conclusion and enable us make proper recommendations.

2.9 Theoretical Framework

This research adopts the Participatory Community Development theoryin the examination of Community Based Organizations (CBOs) and the Development of Basic Education in Tarka Local Government. The theory was propounded by Abott (1995)

The participatory models in general proposed a human centered approach that valued the importance of interpersonal channels of communication in decision-making processes at the community level. According to the position of participatory development theory, the answer to the problem of successful third world development is not found in the bureaucracy and its centrally mandated development projects and programs, but rather in the community itself. This needs its capacities and ultimately its own control over both its resources and its destiny. By this therefore, the rationale behind the emergence of the participatory development approach is that, participation and involvement ofbeneficiary groups develop and strengthen the capabilities of beneficiary groups in development initiatives. This is empowering, and leads to self-transformationand self-reliance thereby ensuring sustainability Abott (1995).

According to Conyers and Hills as contained in Abott (1995), development requires sensitivity to cultural diversity as well as other specific points that were ignored by

modernization theorists. The lack of such sensitivity accounted for the problems and failures of many projects at the community based level.

The main essence of participatory development theory is an active involvement of people in making decisions about implementation of processes, programmes and projects which affect them. Impliedly, participatory development approach views the term "participation" as the exercise of people's power in thinking, acting and controlling their actions in a collaborative framework. Abott have noted that, the participatory community development approach stresses the participation of the majority of the population (especially the previously excluded components such as CBOs, women,Youth and the illiterate) in the process of development approach.

The approach views development as a process which focuses on community's involvement in their own development using available resources and guiding the future development of their own community. The wishes of an individual never superimposes on those of a group. This approach emphasizes concepts such as: capacity building, empowerment, sustainability and self-reliance.

The above stated theory is considered relevant in the study because of its principles which include the followings:

Inclusion – of all people, or representatives of all groups (CBOs) who will be affected by the results of a decision or a process – for the development of Basic Education in Tarka Local Government.

Equal partnership – recognizing that every person has skill, ability and initiative and has an equal right to participate in the development project, regardless of their status.

Transparency – all participants must help to create a climate conducive to open communication and building dialogue during the course of the project.

Sharing responsibility – Similarly, all stakeholders e.g the community members, the CBOs and the Local Government etc, have equal responsibility for decisions that are made, and each should have clear responsibility within each development process.

Empowerment – participants with special skills should be encouraged to take responsibility for tasks within their specialty, but should also encourage others to also be involved to promote mutual learning and empowerment.

Cooperation – it is very important; sharing everybody's strength reduces everybody's weaknesses.

2.10 Relevance of Participatory Community Development Theory to the study.

The Participatory Community Development theory offers an understanding to the importance of CBOs as one of the strategy for development. However, in this study, CBOs are seen as means of fulfilling this educational development in Tarka Local Government.

With the **Inclusion** of all people or representatives of all Community Based Organizations who will be affected by the results of a decision or a process there will be possible progress in bringing about development of Basic Education in Tarka Local Government. As such, it is believed that, when there is **Equal partnership** whereby every person is recognized to have skills, ability and initiative and have an equal right to participate in the development project, regardless of their status then, major progress will be achieved amongst member of the community in the course of executing the educational development project.

In the area of **Transparency,** all participants like the CBO members, the community and other stakeholders must help to create a climate conducive to open communication and building

dialogue during the course of the project. Also, **sharing responsibility** amongst all stakeholders for instance the community members, the CBOs and the Local Government and so on shows that, everyone has equal responsibility for decisions that are made, and each should have clear responsibility within each development process.

Empowering participants with special skills so as to encourage them to take responsibility for tasks within their specialty and also encourages others to also be involved to promote mutual learning and empowerment.

Cooperation is very important; because, sharing everybody's strength reduces everybody's weaknesses and brings about great success of a project. In the course of the educational development project, when there is cooperation amongst the community dwellers, the local government, the stakeholders and the CBOsin terms of achieving their major objectives and goals, there is no doubt that they will achieve a great portion of their goals and objectives.

Thus one of the principal defects of the Participatory Com munity Development theory is that, it did not state the need for CBOs to come together and form a mega CBO in order to attract both Local and International donor agencies. In this study, we adopt Participatory Community Development that includes Community Based Organizations in the process of development. Countries such as Kenya, Ghana, Afghanistan, and Nigeria as narrated in the Literature review have applied this model in their efforts towards achieving development in their rural areas. In line with the significance of this theoretical framework to our study, we shall concentrate on Community Based Organizations contributions to the development of basic Education in Tarka Local Government.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used for the research work as well as the procedures for data collection. It presents the research design, source of data, population and sample size, research instrument and method of data analysis.

3.2 Research Design

The research is set out to investigate how the CBOs have been able to contribute to the educational development in Tarka Local Government Area, in Benue State. In order to gather relevant data, survey method was used for the study. Some CBOs were selected and their contributions to educational Development in Tarka Local Government were assessed andanalyzed.

3.3 Population and Sample Size of the Study

The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. To address the existing gap, Krejcie & Morgan (1970) came up with a table for determining sample size for a given population for easy reference (see Appendix 1). Tarka L.G.A. of Benue State has a total population of 162,152 (Population Census, 2006). The Local Government has three districts out of which four communities were selected. Two urban, one semi- urban and one rural community were selected. Thus the table below shows the selection of the communities and their respective population.

3.4 Sources of Data Collection

The data for this study was gathered from both primary and secondary sources. The primary data was collected mainly through the use of questionnaires, interview and observation. The interview method was used during the course of the study, the CBO's officials, members of the CBOs and Individuals resident in the location of the study were interviewed. Observation was also used to source data for the study.

The secondary data was sourced from documented (Local Government annual reports and records) projects executed by the CBOs, their registration and activities documented in minutes/files and other financial documents.

3.4.1Table Showing Selected Communities and Population

Community	**Population**
Wannune	1086
Uchi	704
Shitile	932
Tarhembe	843
Total:	3,565

Source: Tarka Local Government Population Record (2006).

Using Krejcie and Morgan (1970) table for determining sample sizewhich states that when the total population is within the range of 3500, the sample size should be 346. Therefore, the sample size of the study was taken at 346. The population was further distributed proportionally to the four communities (Wannune, Uchi, Shitile and Tarhembe) within the Local Government Area.

3.4.2 Table showing the Distribution of Sample Size for the Selected Communities

Community	**Sample size**
Wannune	105
Uchi	68
Shitile	91
Tarhembe	82
Total:	346

For the distribution of the sample size, 105 copies of the questionnaire were allocated to Wannue community, 68 questionnaires were allocated to Uchi community, 91 questionnaires were allocated to Shitile and 82 questionnaires were allocated to Tarhembe Community. However, four Community Based Organizations members each from the four different communities were selected for sampling.

3.4.3 Table showing the Distribution of Sample Size for the four Selected CBOs

S/NO	COMMUNITY BASED ORGANISATIONS	NUMBER OF OFFICALS
1.	Mbakor Community Development Association Wannue	2
2.	Shitile Community Development Association	2
3.	Uchi Mbakor Community Development Association	2
4.	Tarhembe Community Development Association	2
	Total:	8

Source: Researcher 2017

3.5 Sampling Technique

The study used stratified and random sampling techniques of probability sampling. The sampled populations were divided into strata based on the communities in Tarka local Government. By Age, occupation, sex, etc.The respondents for the study were then randomly selected.

According to Nachmias (2009), researchers use random sampling technique so that each element within the population has an equal chance of being represented. Also researchers use stratified sampling technique because it assumes that the population is not a blunt entity but differs in socio-economic and political rankings. The use of these techniques is primarily to ensure that different groups of a population are adequately represented in the sample so as to increase their level of accuracy when estimating parameters. The underlying idea here is to use

the available information on the population to divide it into groups such that the elements within each are more alike than they are in the population as a whole.

3.6 Administering of Instruments

The method of administering questionnaire for this study were self-administration method (the researcher administered the questionnaires to the respondents face to face). The questionnaire containedthe researcher's letter of introduction, demographic characteristics of the respondents and questions relating to Community Based Organization (CBOs) in the hypotheses stated. Interview schedule was used to solicit for data to revalidate the responses generated from the questionnaire responses and supported with observations.

3.7 Method of Data Presentation and Analysis

The study used both descriptive and inferential (analytical) statistical tools for data analysis and testing of hypotheses respectively. Descriptive tools include the use of frequency distribution tables and percentages. The frequency distribution tables showed the number of different responses to a particular question while percentages showed the portion of each response group.

Simple and multiple regressions were used to test the hypotheses.All analyses were done electronically using the Statistical Package for Social Science (SPSS) Version 20.

Model Specification

$$DevBaEd = \alpha + \beta\, Contr + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (1)$$

$$Contr = \alpha + \beta_1 FCon + \beta_2 TechCap + \varepsilon \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots (2)$$

Where DevBaEd is Development of Basic Education

Contr is CBOs' contributions to the development of basic education …

FCon is CBOs' financial capability

TechCap is CBOs' technical capability.

CHAPTER FOUR

SOCIO-ECONOMIC PROFILE OF TARKA LOCAL GOVERNMENT

4.1 Origin and Creation of Tarka Local Government.

Tarka Local Government council was created in December 8th, 1996, by late Gen. Sani Abacha'administration vides a presidential proclamation. It has tilldate remained one of the last generation of five Local Government Councils created in Benue State. Until date, Tarka Local Government Area was part of the present Gboko Local Government and administered as Mbakor District. The Local Government Area was named after a front line politician and apostle of state' creation the Late Senator, Chief (Dr.) Joseph Sarwuan Tarka; a renowed Mbakor born frontline Nigerian nationalist and fighter of minority rights. This development from all intent purpose was to immortalize the name of the Senato.(Karshima, 2016).

4.2 Geographical Location of Tarka Local Government Area in Benue State.

Tarka is a Local Government Area in Benue State, Nigeria. Its headquarter is in the town of Wannune. The LGA is situated north of Gboko LGA in the North-East wing of Benue state. The LGA shares boundaries with Guma, Gwer, Buruku and Gboko Local Government Area to the North, West, East and South respectively with Wannune as the headquarters with an area of 371km.Wannune is located along the busy Makurdi-Gboko road Benue State.(Karshima 2016)

As a geographical microcosm of the Nigerian super structure, Tarka Local Government experiences a typical tropical climate with two distinct seasons. The rainy season last from April

to October with an Annual rainfall in the ranges of 100-150mm and last for 6-8months. The temperature ranges between 210C and 350C (Ezihe, 2013).

4.3 The People

The original inhabitants of the Local Government area are the Mbakor of the Tiv ethnic extraction. They are of Jemgbar parental lineage. The creation of the Local Government in 1996, however, has attracted other ethnic groups to the area, who have come mainly for trade and public service jobs like police, immigration, the state Security Services, as well as other state jobs. These ethnicities, mainly Hausa, Fulani, Ibo, Urhobo, Ijaw, Yoruba etc were nucleated in the fast growing urban centers such as Wannune, Asukunya, Uchi, Tarhembe and Tiortyu among others. The Mbakor people are generally peace-loving, accommodating and profusely hospitable to their visitors. Their pride as a people is solidly premised on their sound personal achievement for any other consideration(Karshima 2016).

4.4 Culture

The people of the Local Government are among the most culturally advanced in Nigeria. Over the years, dancers from the area have represented the country at International Fiestas, the most notable being the Common Wealth Festival in Cananda in the mid-sixties, where the dancers stunned the world with their scintillating “Gberchur” dance. Several other dances and musical groups abound in the area such as the “Ajo” drummers, “Ihinga”, “Ikucha, “Ikyoor”and “Takera”(Karshima 2016)

4.5 Political and Administrative Structure of the Local Government

The LocalGovernment is run through a Council arrangement with the Chairman asthe chief Executive. There isalso a Deputy Chairman, Secretary to council and supervisory councilors, who with the Executive Chairman constitute the Executive Arm of council. While elected councilors from the Ten council wards for whom the Legislative Arm of the Council with leaders, Deputy Leader, Majority Leader, Chief whip and The Clerk constituting the leadership chamber of the Legistrative Council.

There are Seven (7) Departments in the Local Government Area each overseen by a Head. The Departments are:

1. Agriculture and Natural Resources Department
2. Education and Social Development Department
3. Personnel Department
4. Health and Human Services Department
5. Works and Housing Department
6. Finance, Planning, Statistics and Supplies Department
7. Revenue Department.

Administratively, the Local Government is made up of three (3) districts, namely Mbajir, Mbalahan and Mbachoughul. Each is headed by a district head that is regarded and respected as the traditional father of such a district. At the moment Zaki Ayem Yenge is the District Head of Mbajir, Zaki Gbor Abiin is for Mbalahan while Zaki Joseph Aleva Tiah is the District head of Mbachoughul.When the Local Government was created in 1996 the need for the creation of more districts arose and so out of the three (3) alreadyexisting districts, were carved into ten (10) council wards which have not as yet been accorded full constitutional status as districts but as councils wards which for now, serve as political administrative units by the Independent

National Electoral Commission (INEC). for political representation. The council wards are: shitile, Mbaajirrakaa, Mbaayo, Mbanyagber, Mbaigba, Mbaikyaa, Mbaichaverikondo, Ikyo/Yia, Mbakwakem, and Tongov.(Keghen 2016)

To enhance effective grassroots administration, the Local Government council has been carved into three (3) Development Areas namely:

I. Mbajir Development Area, with Headquarters at Asukunya.
II. Mbalahan Development Area, with Headquarters at Wannune
III. Mbachoughul Development Area, with Headquarters at Ijorimenger.

Each Development Area is headed by a Development Area Officer (DAO) who, with His supporting staff, works in conjunction with the District Heads to attain maximum grassroots governance. Meanwhile, there has not been made the appointment of the "TER TARKA", a second Class Chief status, who would have being the chairman of the Local GovernmentsTraditional Council, so the Ter Gboko oversees and coordinates activities of the Tarka Traditional Council(Keghen,2016)

4.6 Occupation of the People

4.6.1 Farming

Agriculture is the dominant occupation of the people as the Local Government is endowed with large expanse of fertile land which contributes, in no small measure, to Benue State being referred to as the "Food Basket of the Nation". Over 95% of the population are engaged in farming. The very large agricultural land mass of the Local Government, has made it one of the largest producer of Soyabeans in Benue State. In addition, crops such as tomatoes,

green leaf vegetables, yam, millet, maize, guinea corn, groundnuts and ginger are also farmed on a commercial scale.

Other agricultural productsincludes beniseed, garden eggs, pepper, okro, and Melon. There is however, lack of storage facilities- the resultant effects of which are food wastage and destruction. There is minimal level of fishing on River Kontyen, a perennial waterway which runs through the length of the Local Government Area. The people of Mbanyagber Council Ward, adjoining Kaambe District in Guma Local Government Area engage in fishing on River Benue as their secondary means of livelihood but this occurs seasonally mostly between the months of October and April, when the water volume is most reduced.

Some agricultural product which can be harnessed by industrialists as raw materials for the establishment of agro-allied industries, cottage or otherwise, from which processed products are likely to be obtained are as tabulated below.

S/NO	AGRICULTURAL PRODUCE/RAW MATERIALS	INDUSTRY PRODUCTS
1.	Soya-bean/Groundnut	Extraction of vegetable oil, Milk and Animal feeds
2.	Yam	Yam flour processing
3.	Guniea corn, maize and millet	Flour, Milk, vegetable oil and animal feeds
4.	Mangoes/Citrus	Juice canning
5.	Tomatoes/Greenleaf	Canning
6.	Beniseed	Oil extraction
7.	Pepper	Canning

Source: Adopted from Keghen, 2016

It is therefore, not an over-statement that the establishment of food processing industries in the area would not only create employment opportunities for the school and university graduates but would also uplift the economic standards of the people of the area as well as enhance the revenue base of the council.

4.7 Education

Tarka Local Government Area houses a number of primary and post-primary institutions. However, the area is not blessed with a tertiary institution.There are at present a total of 41 public primary schools. The total pupil enrolment in these schools stands at 11,411. These figures are for conventional schools only as there are no nomadic primary schools in Tarka Local Government Area. The figures also do not include privately-owned primary schools.

Tarka Local Government area is populated mainly by Farmers most of who can neither read nor write. It is the intention of the Local Government to use part of the proceeds from the appeal fund launch to establish adult literacy classes to raise the literacy level of these farmers. As modern farming is daily becoming more and more technical, it is hoped that this measure will ultimately translate into increased agricultural production by farmers in the Local Government Area.In the area of Post-Primary education, the various communities have decided to take their fate into their hands. There are thus five community colleges as against the only one Government Secondary Schools located at Annune. The five community colleges are at Annune, Uchi, Asukunya, Jorimenger and Tarhembe.(Keghen 2016)

CHAPTER FIVE
DATA PRESENTATION AND ANALYSIS

5.0 Introduction

This chapter presents and analyzesthe data from both primary and the secondary sources with the aim of confirming the two hypotheses already posited in chapter one of this research work. To do this the researcher made use of the data from the primary, the secondary sources and observation source to analyses the two Hypotheses. This was supported by the interview with some CBOs Officials and members of Teachers of some of the schools in the community. Therefore our data and analysis was based on all of the above.

The 346 questionnaires were administered on the field to the four different communities in the study area. Out of which 291 were returned. 13 out of the 346 questionnaires were not correctly filled and so they were rejected 42 out of the 346 questionnaires were missing. The analysis proceeds now with the presentation of data collected from the communities (Wannune, Uchi Shittile and Tarhembe) and from the CBOs(Mbakor Community Association Wannune, Shitile Community Development, Uchi Mbakor Community Develoment Association, and Tarhembe Community Development) in Tarka Local Government.

Table 5.1: Sex Distribution of the Respondents

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	Male	168	57.7	57.7	57.7
	Female	123	42.3	42.3	100.0
	Total	291	100.0%	100.0%	

Source: Field Survey (2017)

As can be inferred from the sex distribution table above, a greater proportion of the respondents were male with 168 respondents representing 57.7% rating while female constitute only123 respondents representing 42.3% of the total respondents sampled.

Table 5.2: Age Distribution of the Respondents

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	18-25yrs	16	5.5	5.5	5.5
	26-33yrs	53	18.2	18.2	23.7
	34-41yrs	114	39.2	39.2	62.9
	42-49yrs	88	30.2	30.2	93.1
	50-57yrs	17	5.8	5.8	99.0
	66 and above	3	1.0	1.0	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

The table above reveals the age distribution of the sampled Respondents. As can be inferred from the table, Respondents from 34-41years constitute 39.2%, 42-49years; 30.2%, 26-33years; 18.2, 50-57years; 5.8, 18-25years constitute 5.5% of the total responses elicitedand finally 66 and above were 1% of the total responses. This implies that the most covered age bracket was 34-41years constituting 39.2% of the total responses in the Local government case studied.

Table 5.3: Marital Status of the Respondents.

	Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percent (%)

Valid	Single	44	15.1	15.1	15.1
	Married	247	84.9	84.9	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Table 5.3 shows the marital status of the respondents, the result revealed that over 84.9% of the respondents are married while single respondents constitute 15.1% of the total sample. This implies that more of the samples covered were married persons rather than singles.

Table 5.4: Educational Attainment of the Respondents.

		Frequency	**Percentage (%)**	**Valid Percentage (%)**	**Cumulative Percentage (%)**
Valid	No formal education	9	3.1	3.1	3.1
	Primary	25	8.6	8.6	11.7
	Secondary	174	59.8	59.8	71.5
	Tertiary	83	28.5	28.5	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

As for educational attainment, table 5 above shows that majority of the respondents were secondary school certificate holders as they constitute over 59%, degree holders were 28.5% of the total sampled populace, primary certificate were 8.6%, while, respondents without formal education constitute 3.1%. This implies that the sampled respondents were more or less averagely educated given that they possess secondary school certificate.

Table 5.5: Occupation of the Respondents.

	Frequency	**Percentage (%)**	**Valid Percentage (%)**	**Cumulative Percentage (%)**

Valid	Student	16	5.5	5.5	5.5
	Civil servant	90	30.9	30.9	36.4
	Farming	72	24.7	24.7	61.2
	Trading	78	26.8	26.8	88.0
	Driving	1	.3	.3	88.3
	Artisan	34	11.7	11.7	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Result from table 5.5 shows that more of the respondents were civil servants as they constitute over 30% of the total responses, traders were 26.8%, farming occupation were 24.7%, artisans were 11.7%, students were 5.5%, while drivers were 0.3% of the sampled respondents. This implies that a significant portion of the respondents were civil servants.

Table 5.6: We have registered Community Based Organizations (CBOs) in our community.

		Frequency	**Percentage (%)**	**Valid Percentage (%)**	**Cumulative Percentage (%)**
Valid	Strongly Agree	148	50.9	50.9	50.9
	Agree	138	47.4	47.4	98.3
	Disagree	3	1.0	1.0	99.3
	Strongly Disagree	2	.6	.6	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

The result presented ontable 5.6 revealed that registered Community Based Organizations (CBOs) exist within the community as evidenced by 50.9% and 47.4% who both strongly agreed and agreed to that effect while others were of a contrary view. This implies that registered community based organizations exist within the sampled community and are operational as well.

Table 5.7: CBOs embarked on some educational development activities in our community from 2010-2015

	Frequency	**Percentage (%)**	**Valid Percentage (%)**	**Cumulative Percentage (%)**

Valid	Strongly Agree	99	34.0	34.0	34.0
	Agree	156	53.6	53.6	87.6
	Disagree	33	11.3	11.3	99.0
	Strongly Disagree	3	1.0	1.0	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

As for the CBOs embarking on some educational development activities within the sampled community between 2010 and 2015, respondents were of the opinion that CBOs embarked on some remarkable educational developmental activities within their community as evidenced by a significant response rate of 53.6% and 34% which were strongly agreed and agreed to that effect while 11.3% and 1% were of a contrary opinion. This signifies that CBOs did embark on some educational development activities within the sampled community between 2010 and 2015 periods.

Table 5.8: There is a significant level of cooperation between the CBOs and the Community members in the course of executing educational development activities

		Frequency	**Percentage (%)**	**Valid Percentage (%)**	**Cumulative Percentage (%)**
Valid	Strongly Agree	42	14.4	14.4	14.4
	Agree	209	71.8	71.8	86.3
	Disagree	37	12.7	12.7	99.0
	Strongly Disagree	3	1.0	1.0	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Table 5.8 revealed that the level of cooperation between the CBOs and the community members in the course of executing educational development activities were quite encouraging as evidenced by a response rate of over 71% and 14% for both strongly agreed and agreed while others were of a contrary view. This therefore means that the level of cooperation between the CBOs and the community members in the course of executive educational development activities is quite cordial.

Table 5.9: There is a significant level of participation from the community members with the CBOs in the course of executing educational development activities in our community.

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	Strongly Agree	67	23.0	23.0	23.0
	Agree	190	65.3	65.3	88.3
	Disagree	29	10.0	10.0	98.3
	Strongly Disagree	5	1.7	1.7	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

As can be inferred from the table above, there is a significant level of participation from the community members with the CBOs in the course of executing educational development activities in their community as evidenced by a response rate of 65.3% and 23% for strongly agree and agree while on the other hand, 10% and 1.7% were of a contrary view. This implies that a level of participation exists in partnering with CBOs to execute educational development activities within the sampled community.

Table 5.10: My school has adequate supply of infrastructural facilities for the programme

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percent(%)
Valid	Strongly Agree	23	7.9	7.9	7.9
	Agree	197	67.7	67.7	75.6
	Disagree	65	22.3	22.3	97.9
	Strongly Disagree	6	2.1	2.1	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Table 5.10 shows that schools within the sampled community have adequate supply of infrastructural facilities for the programmes as evidenced by a 67.7% and 7.9% response rate for strongly agree and agree while 22.3% and 2.1% were of a different view. This means that

schools have adequate supply of infrastructural facilities for the programme within the case studied community.

Table 5.11: Instructional materials and equipment are adequate for educational learning in the school in our community.

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	Strongly Agree	11	3.8	3.8	3.8
	Agree	186	63.9	63.9	67.7
	Disagree	86	29.6	29.6	97.3
	Strongly Disagree	8	2.7	2.7	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

The table reveals that instructional materials and equipment are adequate for educational learning within the community's schools as indicated by over 63% and 3% who both agreed and strongly agreed respectively, while 29.6% and 2.7% were of a contrary opinion. This means that instructional materials and equipment are adequate for educational learning in the school which to a great extent enhances the performance of the pupils especially in practical terms.

Table 5.12: Schools in the community have adequate supply of the following instructional materials

		Frequency	Percentage (%)	Valid Percent(%)	Cumulative Percentage (%)
Valid	Strongly Agree	21	7.2	7.2	7.2
	Agree	188	64.6	64.6	71.8
	Disagree	76	26.1	26.1	97.9
	Strongly Disagree	6	2.1	2.1	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Schools within the community have adequate supply of relevant instructional materials as indicated by a response rate of 64.6% and 7.2% for both agreed and strongly agreed while others; 26.1% and 2.1% disagreed and strongly disagreed respectively. This implies that the

communities have adequate supply of relevant instructional materials for educational enhancement of their pupils.

Table 5.13: Dilapidated school buildings have been renovated and the quality of education has been improved

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	Strongly Agree	68	23.4	23.4	23.4
	Agree	166	57.0	57.0	80.4
	Disagree	51	17.5	17.5	97.9
	Strongly Disagree	6	2	2	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Table 5.13 revealed that dilapidated school buildings received attention through renovation and the quality of education eventually improved as pupils could learn under a conducive atmosphere as evidenced by over 57% and 23% who strongly agreed and agreed to that effect while others; 17.5% and 1.7% were of a contrary view. This implies that dilapidated school buildings actually received attention by the CBOs through overhauling activities.

Table 5. 14: Government and NGOs supports the efforts of the CBOs in our community in the course of executing educational development programmes.

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	Strongly Agree	95	32.6	32.6	32.6
	Agree	174	59.8	59.8	92.4
	Disagree	18	6.2	6.2	98.6
	Strongly Disagree	4	1.4	1.4	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Government and NGOs support the efforts of the CBOs within the case studied communities in the course of executing educational developmental plans and programmes as revealed by the table 17 above with over 59% and 32% agreeing and strongly agreed to that

effect while others were of a contrary view. This implies that there is the existence of partnership between government and NGOs in supporting the efforts of the CBOs.

Table 5:15 The CBOs face financial and technical challenges in the course of executing their educational development programmes

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	Strongly Agree	136	46.7	46.7	46.7
	Agree	144	49.5	49.5	96.2
	Disagree	5	1.7	1.7	97.9
	Strongly Disagree	6	2	2	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

CBOs indeed face financial and technical challenges in the course of executing their educational developmental programmes as indicated by 49.5% and 46.7% who both strongly agreed and agreed to that effect while others were of a contrary opinion. This implies that an average CBO operating within a community face serious financial and technical challenges in the course of dispensing their educational developmental programmes.

Table 5.16: Increased Community Participation and Community Cooperation will support the efforts of the CBOs in the development of Basic Education in our community.

		Frequency	Percentage (%)	Valid Percentage (%)	Cumulative Percentage (%)
Valid	Strongly Agree	154	52.9	52.9	52.9
	Agree	130	44.7	44.7	97.6
	Disagree	6	2.1	2.1	99.7
	Strongly Disagree	1	.3	.3	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Table 5.15 revealed that increased community participation and community cooperation will support the efforts of the CBOs in the development of basic education within the community as indicated by 52.9% and 44.7% responses which strongly agreed and agreed to that effect

while others were of a contrary view. This implies that increased community participation and community cooperation goes a long way to support the effort of the CBOs in the development of Basic education within the community.

Table 5.17: The financial and Technical support of the Government and NGOs, will help the CBOs to contribute more effectively and efficiently to the development of Basic Education in our community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	166	57.0	57.0	57.0
	Agree	120	41.2	41.2	98.3
	Disagree	5	1.7	1.7	100.0
	Total	291	100.0	100.0	

Source: Field Survey (2017)

Table 5.16 revealed that the financial and technical support of the government and NGOs will help the CBOs to contribute more effectively and efficiently to the development of basic education within the case studied community as indicated by 57% and 41.2% who strongly agreed and agreed to that effect while others were of a contrary opinion. This implies that financial and technical support of the government and NGOs will indeed help the CBOs to contribute more effectively and efficiently to the development of Basic education within the case studied community.

Table 5.18: Correlations Matrix

		Contr	Techcap	Fcon
Pearson Correlation	Contr	1.000	.417	.413
	Techcap		1.000	.582
	Fcon			1.000

Source: SPSS Output (2017)

The result of the correlation reveals that CBOs contribution relates positively with technical capability by about 41.3% and at a significant extent while financial contribution positively and significantly correlates with CBOs contribution by 58.2%. This implies that a positive and significant association exists in the interaction of CBOs contribution to education

and technical capability and at the same time, CBOs contribution positively interacts with its financial capability.

5.2 Data Cleaning and Screening

Data screening was conducted through an examination of frequency distribution and descriptive statistics, the variables were examined with the aim of finding outliers. Values that were found to be out of range or were improperly coded were detected and a frequency test was run for every variable to identify any missing response.

5.2.1 Factor Analysis

Principal component analysis (PCA) was employed with varimax rotation method to analyze the underlying structure of the interrelationships among the items into a set of common dimensions. The PCA was carried out for both the dependent and independent variables to show which set of items hangs together as a group, or are answered most similar by the participants.

5.2.2 Robustness Test

In order to make better the validity of all statistical inferences to be drawn from the study, this section present the result of the robustness test conducted. The robustness test adopted for the purpose of this study is the multicolinearity test, to check whether they exist in the data. In order to test for multicolinearity, tolerance value and variance inflation factor (VIF) were checked as given thus;

Table 5.19: Multicolinearity test

Variables	Tolerance	VIF
Techcap	.662	1.511

Fcon	.662	1.511

Source: SPSS Output (2017)

The Tolerance value and Variance Inflation Factor (VIF) are two advanced measures of assessing multicollinearity between the independent variables of the study. We have adopted the Tolerance and Variance Inflation Factor (VIF) as test for multicollinearity. From the table above, the variance inflation factors were consistently less than 10 indicating complete absence of multicollinearity since the range value is between 0 to 10. In addition, the tolerance values are consistently less than 1.00. Thus, further substantiates the fact that there is absence of multicollinearity between the independent variables. This further provides evidence that multicollinearity will not affect the inferences drawn from the results of this study.

Table 5.20: Regression result

Model	**Beta**	**T**	**Sig.**
(Constant)	2.728	7.678	.000
Techcap	.294	4.169	.000
Fcon	.241	4.020	.000
F-stat	40.08		
P-value f-stat	0.00		
R-squared	0.218		
R-Value	0.467		
Adj. R-squared	0.212		

Source: SPSS Output (2017)

From the result of the regression, technical capability positively and significantly impacts on CBOs contribution to education as evidenced by a beta coefficient of 29.4% which is statistically significant at 5% significance level given that the p-value computed is less than 0.05. This implies that assuming all other factors are held constant, the technical capability of CBOs

significantly and positively predict their level of contribution to educational empowerment of the community.

On the other hand, the result further reveal that the financial contribution to a great extent significantly explains the level of changes in CBOs contribution by about 24.1% which is statistically significant at 5% significance level (i.e. asymptotic p-value computed for Fcon (0.00) is less than 0.05) depicting positive and significant impact. This means that the more the availability of finance, the more the CBO contribution is enhanced positively assuming all other factors are held constant. This is as well evidenced by the t-value computed of 4.020.

The fitness statistic value of 40.08 significant at 5% significance level implies that the variables of the study were properly explains the changes in the dependent variable. The coefficient of multiple determination represented by the R-squared value of 0.218 implies that on a collective level, the predictors proxies explain to a significant extent, the level of changes in CBOs contribution by 21.8% assuming all other factors are held constant. The adjusted R-square value of 0.212 implies that after adjusting for all other factors, the predictor proxies impact on CBO contribution level by 21.2%.

Table 5.21: Test of formulated hypotheses

Variables	Coefficient	Sig.	Hypotheses	Decision
Techcap	.294	.000	I	Reject
Fcon	.241	.000	II	Reject

The result of the hypothesis reveal specifically that technical capability positively and significantly impacts on CBOs contribution, and at the same time, financial capability positively and significantly impacts on CBOs contribution at individual level, hence, we reject the two null hypotheses which states that technical capability does not significantly impacts on CBOs contribution and Financial capability does not significantly impacts on CBOs contribution. We

conclude on a general note based on our analysis that CBOs activities within Tarka community significantly predict the changes in the level of basic educational development collectively.

CHAPTER SIX
SUMMARY OF FINDINGS, CONCLUSIONAND RECOMMENDATION

6.1 Summary of Findings

The findings in this study shows that despite the contributions of CBOs in complementing the effort of government in Basiceducational development, the condition of the schools in the study area have not adequately improved significantly as expected. This is because many CBOs could not fulfill their perceived roles in the provision of infrastructural facilities as expected because of certain constraints. As effective change agents, if CBOs are empowered and their financial and technical capability are taken into consideration, they will be able to overcome several constraints militating against fulfillingtheir perceived roles in contributing to the development of Basic Education of their community. Previous studies have shown that many CBOs lack government support and are poorly funded. From the responses of the respondents, the study has also shown that apart from lack of adequate funds and technical support, lack of cooperation from the community members is a factor responsible for the CBOs to adequately contribute to the development of Basic Education in the study area.

From the interview schedule carried out with a few of the interviewees, it was gathered that, the ways in which the CBOs in the community contributed to the development of Basic Education are by way of putting funds together to provide Basic learning facilities like the toilet, Urinary fence and provision of water facilities (Well). The CBOs strategies in executing the educational projects in the community is borne from creating awareness in the community among key leaders, levies and dues from their respective organizations and sourcing of funds from the Government and NGOs, they also get funds from Distinguished individuals from the community who help in sponsoring the projects to an extent.

The Beneficiaries of these development projects carried out by the CBOs in Tarka Local Government Area are mostly the students and the Teachers, because it gives them a great opportunity to learn in a conducive environment. The learning materials provided to the children is another opportunity for the teachers to carry out their duties effectively; also, the parents of the Students benefits from the project too by way of having their children being provided with a few learning materials which they may be unable to afford at some points; and also having them learn in a conducive and safe environment.

From the interview schedule, two of the interviewees stated that, the major challenge that most of the CBOs face in the course of executing their project is Finance and support from the community and also from the Government. They said, at times when funds are allocated for their projects from the government after a very long time of request, those funds are being misappropriated and mismanaged. At the end it is the funds being raised by the CBOs from their respective groups/organizations and a little from distinguished individuals from the community that is being used for the execution of the project.

From the checklist of issues for observation, we observed that, most of the classrooms were renovated just a few are in bad condition. There were available decks, chairs and blackboards for the children to learn. There were no boreholes but wells were constructed and functional with water. The public conveniences for most of the schools are well constructed but just a few needs proper renovation. The toilets were broken and unkept.

Also it was observed that most of the CBO officials do not live within the study area, and not all the CBOs in the area are very active in their activities as there seems to be low level of activities, non-availability of funds from the Government and low cooperation amongst the members, all these which have been the challenges of the CBOs in the study area.

However, the management of the facilities in the schools is done by the school management committee and the Parents and Teachers Association from the information gathered.

6.2 Conclusion

In conclusion, it has been revealed that Community Based Organizations have supported the efforts of the government by contributing to the development of basic education in Tarka Local Government Area. Though their effort is not adequate but to a large extent has improved the development of basic education in the study area. Through observation, the Community Based Organizations have made some efforts in the provision of infrastructural facilities. Classrooms have been constructed and renovated, there are provision of chairs, desks and blackboards, and thereare constructed wells forthe schools. Also, there is availability of toilets and urinary fence for some of the schools. These provisions have been made possible by the CBOs, contributions fromsome individuals, NGOs and Government supports. The management of all these facilities are handled by the school committee and also by the Parents and Teachers Association (PTA) Group, and the maintenance is done by the community.

6.3 Recommendations

Thus, the study recommends the following in order to enable the CBOs to be more effective in contributing to the development of Basic Education in Tarka LGA, Benue State:

i. The cost of executing CBOs projects are borne by the members, therefore there is a limit to which CBOs could finance meaningful development projects. In order to improve the financial base of CBOs, there should be assistance from the government

NGOS etc. This would make the objective of the CBOs to be actualized adequately and on time.

ii. Increased provision of Infrastructural facilities for the schools in the Local Government. Major educational transformations are required in the Nigerian educational system. Thetasks ahead are numerous and daunting. It is quite clear that it will be impossible forthese tasks to be tackled by the CBOs and the Government of Nigeria alone or with the help of a fewInternational partners. The involvement of major Nigerian stakeholders, complementedby multiple partnerships with International agencies, NGOs, foundations, will be essential.

iii. There is the need for greater community participation and cooperation in all CBOs and projects embarked upon by the Local Government. The practice where each CBO sees itself as an independent and separate entity which does not finance and execute projects in partnership with one another does not accelerate the desired community development. When two or three private voluntary organizations could not finance a joint project together, it then becomes practically impossible for the CBOs to execute any project in partnership with a public agency such as the Local Government.

However, the task of community development is an enduring one, which should not be left to the CBOs alone. Community leaders and the Government must therefore join hands with themselves and with relevant Non-Governmental Organizations (NGOs). The Community Based Organizations (CBOs) the Government and other stakeholders are the driving force which will enable an increasing Development in Basic Education in the rural areas and the Nation at large.

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APPENDIX I

Table for Determining Sample Size for a finite population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	300	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10,000	370
150	108	750	254	15,000	375
160	113	800	260	20,000	377
170	118	850	265	30,000	379
180	123	900	269	40,000	380
190	127	950	274	50,000	381
200	132	1000	278	75,000	382
210	136	1100	285	1,000,000	384

Note: N is population size,

S is sample size,

Krejcie and Morgan, 1970

APPENDIX 2
Questionnaire

Department of Local Government
and Development Studies
Faculty of Administration
Ahmadu Bello University,
Zaria, Nigeria.

Dear respondent,

Request to Fill a Questionnaire

I am a postgraduate student of the above department and institution conducting a research on the topic: "Community Based Organizations and the Development of Basic Education in Tarka Local Government". The study is in partial fulfillment of the requirement for the award of Master of Science (M.Sc) Degree in Policy and Development Studies.

Please cooperate by giving the relevant and reliable information required of you. The information collected here is purely for academic purpose and will be treated with utmost confidentiality.

Thanks.

Yours faithfully,

Mercy Doose Terwase

Instruction: Please tick [√] the appropriate answers.

Section A: Demographic Characteristics

1. Sex: Male [ ] Female [ ]
2. Age: 18-25[ ] 26-33[ ] 34-41 [ ] 42-49 [ ] 50-57 [ ] 58-65 [ ] 66 and above [ ]
3. Marital Status: Single[ ] Married [ ]
4. Educational Attainment: No Formal Education [ ] Primary [ ] Secondary [ ] Tertiary [ ]
5. Occupation: Student [ ] Civil Service [ ] Farming [ ] Trading [ ] Driving [ ] Artisan [ ] Others [ ]

Questionnaires for the Community Dwellers (Household)

Section B: Research Questions

Indicate your opinion in this statement please note **SA – Strongly Agreed** **A – Agreed** **D- Disagreed** **SD – Strongly Disagree**		**SA**	**A**	**D**	**SD**
1.	We have registered Community Based Organizations (CBOs) in our community.				
2.	CBOs embarked on some educational development activities in our community from 2010-2015				
3.	There is a level of cooperation between the CBOs and the Community members in the course of executing educational development activities.				
4.	There is a level of participation from the community members with the CBOs in the course of executing educational development activities in our community.				
5.	My school have adequate supply of infrastructural facilities for the programme (a) Classroom blocks (buildings) (b) Chairs and tables for both learners and				

	teachers (c) Football filed and playing grounds. (d) Water Facilities (Boreholes) (e) Administrative block (f) Public convenience(Toilets)				
6.	Instructional materials and equipment are adequate for educational learning in the school in our community.				
7.	Schools in the community have adequate supply of the followinginstructional materials (a) textbooks (b) teaching aids (c) pictures (d) flip charts (e) writing materials				
8.	Dilapidated school buildings have been renovated and the quality of education has been improved				
9.	Government and NGOs supports the efforts of the CBOs in our community in the course of executing educational development programmes.				
10.	The CBOs face financial and technical challenges in the course of executing their educational development programmes				
11.	Increased Community Participation and Community Cooperation will support the efforts of the CBOs in the development of Basic Education in our community.				
12	The financial and Technical support of Government and NGOs, will help the CBOs to contribute more effectively and efficiently to the development of Basic Education in our community.				

Department of Local Government and Development Studies

Faculty of Administration

Ahmadu Bello University,

Zaria, Nigeria.

Dear respondent,

Request to fill a Questionnaire

I am a postgraduate student of the above department and institution conducting a research on the topic: "Community Based Organizations and the Development of Basic Education in Tarka Local Government". The study is in partial fulfillment of the requirement for the award of Master of Science (M.Sc) Degree in Policy and Development Studies.

Please cooperate by giving the relevant and reliable information required of you. The information collected here is purely for academic purpose and will be treated with utmost confidentiality.

Thanks.

Yours faithfully,

Mercy Doose Terwase

Instruction: Please tick [√] the appropriate answers.

Section A: Demographic Characteristics

1. Sex: Male [ ] Female [ ]
2. Age: 18-25[ ] 26-33[ ] 34-41 [ ] 42-49 [ ] 50-57 [ ] 58-65 [ ] 66 and above [ ]
3. Marital Status: Single[ ] Married [ ]
4. Educational Attainment: No Formal Education [ ] Primary [ ] Secondary [ ] Tertiary [ ]
5. Occupation: Student [ ] Civil Service [ ] Farming [ ] Trading [ ] Driving [ ] Artisan [ ] Others [ ]

Questionnaires for the CBOs Officials and Teachers.
Section B: Research Questions

Indicate your opinion in this statement please note **SA – Strongly Agreed** **A – Agreed** **D- Disagreed** **SD – Strongly Disagree**		**SA**	**A**	**D**	**SD**
1.	We have registered Community Based Organizations (CBOs) the community.				
2.	CBOs embarked on some educational development activities from 2010-2015				
3.	There is a level of cooperation between the CBOs and the Community members in the course of carrying out educational development activities.				
4.	There is a level of participation from the community members with the CBOs in the course of executing educational development programmes in our community.				
5.	Our school have adequate supply of infrastructural facilities for the programme (a) Classroom blocks (buildings) (b) Chairs and tables for both learners and teachers (c) Football field and playing grounds.				

	(d) Water Facilities (Boreholes) (e) Administrative block6(f) Public convenience(Toilets)				
6.	Instructional materials and equipment are adequate for the educational learning programme in the schools in our community				
7.	The school in our community have adequate supply of the following instructional materials (a) textbooks (b) teaching aids (c) pictures (d) flip charts (e) writing materials				
8.	Dilapidated school buildings have been renovated and quality of education has been provided				
9.	The Government and other NGOs supports the efforts of the CBOs in our community in the course of executing their educational development programmes.				
10.	The CBOs face financial and technical challenges in the course of executing their educational development programmes				
11.	Increased Community Participation and Community Cooperation will support the efforts of the CBOs in the development of Basic Education in our community.				
12.	The financial and Technical support of Government and NGOs will help the CBOs to contribute more effectively and efficiently to the development of Basic Education in our community.				
13.	There are other challenges that the CBOs face in the course of executing the educational development activities.				

INTERVIEW

Interview Schedule:

1. What is the name of your community?
2. What is the name of the CBO you are associated with?
3. In what ways have the CBO in your community contributed to the development of Basic education?
4. What are the CBO's strategies in executing educational projects in Tarka Local Government?
5. Who are the beneficiaries, how are the benefitting and what are the type of benefit are they getting?
6. What are the challenges the CBO in your community face in the course of executing educational development activities in your community? For example financial, Technical and sustainability.
7. In your own opinion, how do you think these challenges faced by CBO can be addressed to contribute to the development of Basic Education in your community?

OBSERVATIONS

Checklist of Issues for Observation

1. Classrooms
    i. Classrooms constructed or renovated
2. Furniture
    i. Availability of desks
    ii. Availability of chairs
    iii. Availability of blackboards
3. Water facilities
    i. Well or borehole constructed
4. Public Convenience
    i. Availability of toilets
    ii. Availability of urinary fence
5. Management of the facilities in the schools
6. Maintenance by the community or the CBOs

APPENDIX 3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Contr	291	3.00	12.00	5.7010	1.37087	.900	.143	2.286	.285
Techcap	291	3.00	10.00	5.9966	1.24706	.554	.143	.129	.285
Fcon	291	3.00	10.00	5.0275	1.46426	.264	.143	-.436	.285
Valid N (listwise)	291								

Correlations

		Contr	Techcap	Fcon
Pearson Correlation	Contr	1.000	.417	.413
	Techcap	.417	1.000	.582
	Fcon	.413	.582	1.000
Sig. (1-tailed)	Contr	.	.000	.000
	Techcap	.000	.	.000
	Fcon	.000	.000	.
N	Contr	291	291	291
	Techcap	291	291	291
	Fcon	291	291	291

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Sig. F Change	Durbin-Watson
1	.467[a]	.218	.212	1.21668	.000	1.749

a. Predictors: (Constant). Fcon, Techcap

b. Dependent Variable: Contr

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	118.663	2	59.332	40.081	.000[a]
	Residual	426.327	288	1.480		
	Total	544.990	290			

a. Predictors: (Constant). Fcon, Techcap

b. Dependent Variable: Contr

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	4.3323	7.8345	5.7010	.63967	291
Residual	-2.93658	5.42657	.00000	1.21247	291
Std. Predicted Value	-2.140	3.335	.000	1.000	291
Std. Residual	-2.414	4.460	.000	.997	291

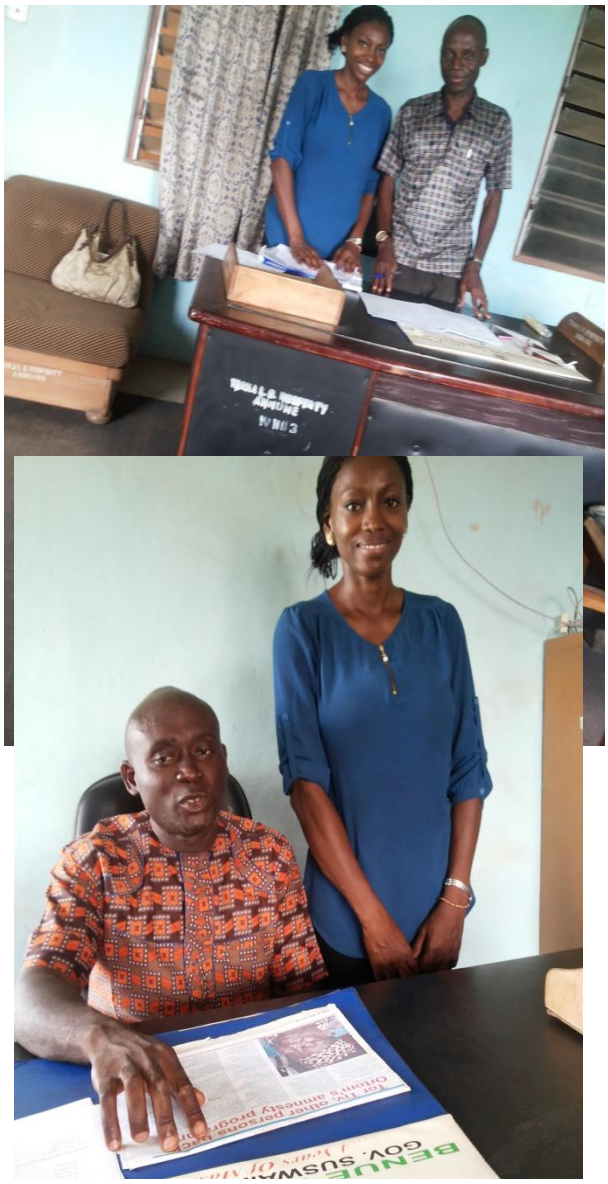
a. Dependent Variable: Contr

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.728	.355		7.678	.000		
	Techcap	.294	.070	.267	4.169	.000	.662	1.511
	Fcon	.241	.060	.258	4.020	.000	.662	1.511

a. Dependent Variable: Contr

Figure 1:



Tarka Local Government Council, 2016: With Members of Community Based Organizations.

Figure 2:



Tarka Local Government Council Wannune: 2016



Wannue Community Primary School.

Figure 3:



TBT Nursery and Primary School, Wannune.



TBT Nursery and Primary School Wannune.