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UTILIZATION OF MEDIA MANAGERIAL TOOLS AND ELECTRONIC LIBRARY IN ADULT LITERACY CENTRES AS A STRATEGY FOR CURBING COVID-19 PANDEMIC IN ENUGU STATE, NIGERIA

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**UTILIZATION OF MEDIA MANAGERIAL TOOLS AND ELECTRONIC LIBRARY IN
ADULT LITERACY CENTRES AS A STRATEGY FOR CURBING COVID-19
PANDEMIC IN ENUGU STATE, NIGERIA**

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Abstract

The study investigated the utilization of media managerial tools and electronic library in adult literacy centres as a strategy for curbing COVID-19 pandemic in Enugu State, Nigeria. Descriptive survey design was adopted for the study. The population of the study was four hundred and sixty-five (465) adult literacy facilitators in Enugu State while the sample size of 325 facilitators in Enugu State, was adopted as the respondents. The study was guided with three (3) research Questions and (1) hypothesis. The instrument for data collection was a questionnaire with 18 items titled “Utilization of media managerial tools and electronic library in adult literacy centres” (UMMTEALC). The instrument was validated by three experts. Two experts from Department of adult education and extra moral studies and one expert from Department of library and information science education, all from University of Nigeria, Nsukka. The instrument was trial-tested using five (5) male facilitators and ten (10) female facilitators which is outside the study area. Cronbach Alpha technique was used to establish the reliability coefficient of 0.89. The data collected were analyzed using mean (\bar{x}) and standard deviation (SD). t-test was used in testing the hypothesis at 0.05 level of significance. The findings of the study revealed that inadequate power supply in the literacy centres, poor time management allotted in operating media managerial tools, and poor internet connection in electronic libraries are the major challenges to the proper utilization of media managerial tools and e-library in adult literacy centres in Enugu State. Base on the findings, it was recommended among others that the state government of Enugu State should provide computers, laptops, tablets, internet connection, and alternative power supply such as solar energy system in order to enhance online teaching and learning of adult literacy programmes as this will help in cushioning the effect of the COVID-19 global pandemic. More so, the federal, state and local government authorities should map out a considerable percentage of their budget for adult literacy programme to enable them purchase and maintain multi-media-facilities. Finally, the school administrators should sensitize the learners and facilitators on the use and efficacy of e-library to enable them access current information for effective teaching and learning.

Keyword: Adult, Adult Literacy, COVID-19, Media Managerial Tools and Electronic-library.

INTRODUCTION

Education is a key and a catalyst to national development. It could be seen as a systematic process towards the acquisition of knowledge, skills, competency, values, attitude, and abilities that empowers people to know their right, improve the standard of living and contribute positively to the growth and development of any nation. Education remains the best Legacy any nation can give to her citizen. It is a veritable instrument that fosters national development and for the purposeful and constructive building of a nation through human capital development. Hence, Small (2020) stated that education provide the fulcrum around which any national developmental policies evolve and revolve. Ahmed Abdulkarim and Mallanti (2019), opined that education offers the recipient the opportunity to fit in the society for relevance. Similarly, Ogwo, Ayolugbe and Igwe (2019) cited Offorma (2015) that education has been describe as something more than schooling because people are schooled to be accepted in the society, but they are educated to create or recreate one. In order words, education is a vital tool that enables the learner to face the challenges of the society and life generally. More so, Balogun (2010) confirmed that education is the light without which the whole world would be in darkness. The author further narrated that education is the bases of scientific and technological breakthrough and the basis of modernity which have made all nations of the world accord to immense priority. Furthermore, the Federal Republic of Nigeria (2014) stated that education is seen as an instrument per-excellence in achieving National development. In view of this, Usman (2015) cited Sule (2013) that the quality of education in tertiary institutions is firmly determined by the facilitator's quality performance in instructional delivery, internal and external supervision among other factors. In a nutshell, education is the process of acquiring necessary and knowledgeable skills that would better the life of an individual in the society.

The National Policy on Education (2014) stated that the specific goals of education in Nigeria include: promoting functional skill acquisition, job creation and poverty alleviation. The same National Policy on Education (2014) stated categorically clear that in order to realize these goals of Education in Nigeria and gain from its construction of the national economic growth and sustainability, government should take necessary measures to ensure that education should be learner centered for maximum self-development. Ajayi and Afolabi (2009) have also remarked that education is largely perceived in Nigeria as an indispensable tool which will not only assist in meeting the nation's social, political, moral, cultural and economic aspirations but will also

inculcate in the individual knowledge, skills, dexterity, character and desirable values that will foster national development and self-actualization. The goal of any educational system is to train, inform, reform or transform peoples' lives for the development of the individual and the nation at large. Educational literacy is fundamental and a driving factor for learners to develop life-long and independent learning ability.

Literacy could be defined as the ability to read, write, explore and understand the world around us. According to Onwuadi, Ugwueze & Okeke (2017) literacy could be seen as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. The author also stated that the word "literacy" enables adults to take active part in the development of their communities and nation in general. Similarly, Onwuadi (2017) cited UNESCO (2010) that literacy is the ability of a person to function in all the activities in which is required for effective functioning of his/her group, the community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development. The word of Onwuadi (2017) cited in Okongwu (2010) confirmed that adult literacy is the ability of someone regarded as an adult by the members of his society to read, write and do simple calculations. The author stated that it is the possession of the basic skills of reading, writing and calculation of numbers for everyday activity of an adult.

In a concrete term, an adult is a person who is physically and psychologically matured and he/she is socially, economically, politically, culturally and environmentally responsible (Nzeneri, 2010). The author further stated that adulthood can be determined based on legal age, social role and chronological age. Adult education could be seen as a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values (Merriam & Brockett, 2007). Onwuadi (2017) posits that adults' life education is virtually any educational activity designed to bring about learning which according to them include the work of aerobics instructor, nurse, private consultant, literacy worker and community activist and many others. The author further stressed that the responsibilities of adults often serve as motivator for them to enroll in adult literacy programme. Hence, their teaching and learning scenario is influenced by many factors, but one of the major factor is necessitated by utilization of media managerial tools and e-library in adult literacy centres as a strategy in curbing corona-virus (COVID-19) pandemic. Moreover, corona-virus (COVID-19) is a novel and pandemic disease discovered in Wuhan, China, in 2019. It is an infectious disease that is caused by severe acute respiratory corona-virus 2 (SAR COV-2).

The outbreak of Corona-virus has negatively affected educational activities worldwide. The corona-virus pandemic affected educational systems worldwide, leading to the widespread closures of schools. It created serious disruptions in academic activities, as well as in career plans. As part of the global efforts to combat COVID-19, many countries across the world closed down schools in an attempt to contain the corona-virus pandemic. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, over 100 countries implemented nationwide closures, impacting over half of the world's student population (UNESCO, 2020a). Even Britain, where Prime Minister Boris Johnson – one of those who earlier opposed the move, later admitted that “closing down schools could place further downward pressure on the upward curve of the corona-virus outbreak” (ABC News, 2020). Some of the countries that closed down schools due to COVID-19 include, Nigeria, Ghana, Senegal, South Africa, China, Kazakhstan, Ethiopia, Honduras, India, Japan Iran, USA, France, Spain, Italy, North and South Korea, Lebanon, Vietnam, Thailand, Germany, and South Korea just to mention but a few. School closures carry high social, educational and economic costs, and the disruptions they cause touch people across communities, but their impact is particularly severe for disadvantage persons and their families (UNESCO, 2020b). The disruption caused by COVID-19 in the educational sector may last longer than expected if a more reliable solution for corona-virus is not found on time, and the spread of the disease continues. UNESCO Director-General, Audrey Azoulayais cited by VOA News (2020), warned that “the global scale and speed of the educational disruption due to corona-virus is unparalleled and, if prolonged, could threaten the right to education”. This development has continued to promote e-learning and distance education especially among adult learners.

Obviously, e-learning has continued to grow across the globe and this has now become part of educational systems globally. However, the levels and methods of using media technology and e-library for effective teaching and learning varies and is dependent on many factors. Previous studies that aimed to identify the factors influencing the opportunities of educational systems in the integration of technology into teaching suggested that, in order to achieve positive result in the incorporation of ICT in teaching and learning, it is necessary to understand the types of interactions that exist between teachers, students and technology (Donelan, 2016). Furthermore, in the group of factors influencing opportunities to successfully integrate technology into the classroom and make it a part of learning, it has been suggested that teachers' perspectives on teaching and their teaching methodology have an impact. This means that, whether they see teaching as a process of

information transfer or use a teacher-centered approach within which the teacher communicates the information to the students and uses different assessment techniques to evaluate the memorization of data; or whether a teacher who sees learning as a process through which conceptual change is achieved and/or see teaching as a process that facilitate conceptual change, and therefore use the student-centered approach, where independence in learning is encouraged through discussion, debates and questions among students and forms of assessment through which conceptual change is assessed. The same factors related to teachers' perspectives on teaching methodology, which have proven to influence the level of technology integration in the classroom, are expected to have an impact on the successful implementation of online learning, since the shift from school to the online teaching incorporates the concept of "flexible learning". Holistically, teaching methodologies should be aimed at stimulating interest in learning by students and courses should be designed with the aim of supporting their individual needs (Huang et al; 2020).

Gender is an important variable that should be considered in this research as far as facilitators in adult literacy centres is concern. Gender refers to the social roles that male and female play and the power relations between them, which usually have a profound effect on the use and management of natural resources. However, the development of information and communications technology (ICT) and its utilization in learning processes has enabled learning to become more open and teaching methodologies to become more flexible, this is making students more independent and self-regulating abilities in relation to goal setting and becoming self-monitoring and adaptable (Goode et al, 2007). Similarly, with the development of technology, the students-centered approach is considered the main component of flexible learning as it empowers students and teachers to share information with others (Huang et al, 2020). Prior to the impact of ICT in teaching and learning the strategies of integrating online and offline teaching and learning during the process of the global pandemic was streamlined by Mashti (2020). These strategies are:

- Guarantee access to internet, availability of computers, laptops or tablets: access to the internet at a high speed and the proper ICT tools are basic and prerequisites for any online teaching and learning strategy.
- Adopt proper Virtual Learning Environments (VLE): VLE can give learners access to educational resources, connect students with teachers to access to educational resources, connect students with teachers to facilitate remote learning.

- Rethink the role of broadcasting education; educational broadcasting can be a useful complement to online programmes as it delivers teaching to those who do not have access to the internet and equalizes teaching methods and material across schools within a country or region.
- Improve availability of learning technology for students with special Educational Needs and/or Disabilities (SEND): digital technologies can provide useful support to students, especially if they are part of a coherent and overarching process.
- Facilitators in education should learn how to adapt their role to a situation in which they can communicate only online and in which even students typically performing well at school may lose motivation when shifting to online learning. It is crucial to improve facilitators' digital competences across all ages, as well as to ensure that they are well trained in the pedagogical approaches best suited for online learning and blended models.
- Support parents to help their children: parents are an essential element of the picture, and more so for younger students who cannot be left alone facing the challenges of online learning, parent should be involved in the design of the strategy and in its implementation as they need to fully understand what is taught and why.

Media is an indispensable factor that should be considered in this research as far as teaching and learning in this global pandemic is concerned. The existence of media contributes an important part in the socialization of people, a phenomenon which tremendously brought about radical changes in the society especially in this current global pandemic of corona-virus (COVID-19). Similarly, media education has become more important in the training of the facilitators, school administrators and administrative staffs which is geared towards enhancing adult education programmes in Enugu state. In relation to this, Narsi (2013) stated the various tools in media which include Newspapers, magazine, television radio, internet and advertisement. Sequel to this, managerial tools is a subset of ICT facilities. The impact of COVID-19 as a global pandemic has created a possibility to the use of media managerial tools and e-library to improve adult education centre especially in Enugu state. The essence of this ICT tools is to enable the facilitators to adopt these tools in imparting knowledge and skills to the students through online collaborative knowledge with the view of ensuring that learning is achieved.

Management tools is a sub-concept of management. Therefore, in any organization, there must be a person or a group of persons to pilot the affairs of the organization through planning,

organizing, controlling and coordinating human activities towards goal attainment. In this view, managerial tools are ICT devices which help in management of adult education and Literacy programme with the ultimate aim of ensuring that knowledge is transferred through online medium. These tools were streamlined by Narsi (2013) which include database, spreadsheet, semantic networks, communication software such as teleconferencing programmes, online collaborative knowledge construction, hypermedia construction software and computer programming language.

According to Yusuf (2005) the effective utilization of multimedia tools in learning depends on facilitators' conviction of the relevance of multimedia as a means of providing better access to richer range of resources for themselves and their learners. Despite the multifaceted relevance of media managerial tools to the administrative offices, there are still drawbacks that can affect the utilization of media managerial tools during this current pandemic. The challenges were identified by Onwuadi (2017) and they include: inadequate power supply in the literacy centres, lack of time management allotted in management of media facilities, inadequate funds in purchase of multimedia technologies, inadequate training of the facilitators on multimedia usage, lack of interest among students to the usage of media facilities, unconducive environment in teaching and learning, lack of ICT operators around the educational environment, lack of funds in purchase of data for effective operation of media facilities among students' in adult literacy centres.

Similarly, electronic libraries play a significant and indispensable role among learners and facilitators in stemming the rising crises of COVID-19 where social distancing is observed and nobody knows when it will end. According to Eneasato, Ikuelogbon and Ayolugbe (2020) the advantage of e-library would provide students with uninterrupted access to study materials at any time. E-library fosters new learning environment and pedagogical tools that enable students to learn in a seamless and interactive manner to promote life-long and independent learning skills. Students and facilitators in school can make use of the innovative tools of information, communication and technology (ICT) to access information that would be helpful in their studies. The advent of e-library creates new opportunities for libraries and librarians to become gateways to global information network which promote innovative strategies for learning. The current pandemic is an eye opener to ministry of education, school administrators and stakeholders to reposition their mind on the efficacy of e-library which ultimately help in redesigning services and information products that would enhance learners' ability in research and further studies.

Apparently, e-library plays a key role in providing unrestricted access to information resources as learners can access information any time anywhere without any geographical/physical boundary. Currently, students prefer to access online information resources more than the manual system. In a bid to meet the growing and changing information needs of users, libraries have continued to respond to these changes by developing e-libraries, social networking tools, internet and other ICT facilities to provide uninterrupted and improved information service delivery. Most libraries have switched to working online, providing remote access to free electronic resources and support services (China Agricultural University Library 2020). Obviously, e-library development has remarkably changed the way information is collected, processed, stored, accessed, preserved, retrieved and disseminated. This, according to Okiy (2010) has resulted in increased access to timely, accurate, relevant and current information in most ICT compliant libraries all over the world.

In general, the COVID-19 emergency has evidently revealed the indispensable role of e-library in supporting education in the present digital paradigm, and for the study of changes in the public perception of libraries (Tammaro, 2020). E-library is the fulcrum around which e-learning revolves as it helps to inspire learners to engage in a dynamic, inclusive and interactive learning environment through the use of cutting-edge technologies. An environment bringing together collections, services, and people to support the full cycle of creation, dissemination, discussion, collaboration, usage and preservation of data, information, and knowledge (UNESCO 2003). This development has been faced with a number of challenges in developing countries such as job insecurity, chronic scarcity of funds, the lack of professionally trained staff, epileptic power supply, poor network connection, lack of legislation and policies, and lack of vision (Valenza, 2020). This work is therefore designed to carry out a study on the impact of the utilization of media managerial tools and electronic library in adult literacy centres as a strategy for curbing COVID-19 pandemic in Enugu state, Nigeria.

Statement of Problems

The impact of COVID-19 as a global pandemic has been a major challenge in the current development of education in Nigeria. The relevance of media managerial tools and e-library in teaching and learning in adult literacy centres especially in Enugu State is a positive step towards curbing COVID-19 and at the same time provide an enabling environment for effective teaching and learning. Prior to this, the researchers observed that most of the students are unaware of the

use of media managerial tools for online teaching. Some of the students develop laxity in learning the required skills for proper use of this tools because they are acquainted with face-to-face learning which is the traditional method of imparting knowledge to the learners. More so, it has been observed that most of the adult literacy centres in Enugu State lack constant power supply for the operation of ICT media tools that could have been a great leverage in promoting teaching and learning.

More so, most of the facilitators are not well trained with the use of media managerial tools so as to adapt to the current global pandemic and those who have received the requisite skills of ICT media facilities could not transfer the knowledge to the students. Furthermore, there is limited time allotted to the use of media-managerial tools in transferring knowledge to the learners. Therefore, it was in this scenario, the researcher has to investigate on the utilization of media managerial tools in adult literacy centres as a strategy for curbing COVID-19 pandemic in Enugu State.

Purpose of the Study

The main purpose of the study is to investigate the utilization of media managerial tools and electronic library in Adult Literacy Centres as a strategy for curbing COVID-19 pandemic in Enugu State. Specifically, the study determined:

1. the strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State.
2. the core media managerial tools to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State.
3. The challenges militating against the utilization of media managerial tools and electronic library in promoting adult Literacy programme in Enugu State.

Research Questions

The Research question was formulated as follows:

1. What are the strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State?
2. What are the core media managerial tools to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State?
3. What are the challenges militating against the utilization of media managerial tools and electronic library in promoting adult Literacy Programme in Enugu State?

Hypothesis

One null hypothesis guided the study

H₀₁: There is no significant difference between the mean ratings of male and female facilitators on the strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State.

Method

A descriptive survey research design was used for the study. The descriptive survey design was used to investigate the utilization of media managerial tools and electronic library in Adult Literacy Centres as a strategy for curbing COVID-19 pandemic in Enugu State, Nigeria. According to Nworgu (2015) stated that descriptive survey design aims at collecting data on and describing in a systematic manner the characteristics, features or facts about a given population. The population of the study comprised of four hundred and sixty-five facilitators of Adult Education Programme in three educational zone in Enugu States. The zones are Nsukka Educational Zone (comprising Igbo-Etiti, Nsukka and Uzo-uwani local government areas); Obollo-Afor Education zone (comprising Igbo-Eze North, Igbo-Eze South and Udenu local government areas); and Udi Education Zone (comprising Ezeagu and Udi local government areas); purposive sampling technique was used to select 325 facilitators, consisting of 175 male and 150 female facilitators in the respective zones. This is because most of the facilitators were on leave.

Instrument for data collection was researchers' structured questionnaire titled "utilization of media managerial tools and electronic Library in Adult Literacy Centre. (UMMTEALC)". The instrument was validated by three experts, one expert from Department of Science Education and two experts from Adult Education, all from University of Nigeria, Nsukka. Cronbach alpha technique was used to determine the internal consistency of the questionnaire items and the reliability coefficient of 0.89 was obtained. The data collected was analyse using mean (\bar{x}) and standard deviation (SD). In view of this, t-test was adopted in testing the hypothesis. The criterion main 2.50 was used as bench mark for acceptance and rejection of any item(s). Any item with a weighted mean value of 2.50 and above were considered accepted while those less than 2.50 was considered not accepted.

Results

Research Question One: What are the strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State, Nigeria?

Table 1: Mean responses on strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State, Nigeria.

N = 325				
S/N	Item Statement	Mean	SD	Decision
1.	Guarantee access to internet availability of computers; laptops or tablets for teaching and learning.	2.93	.74	High Extent
2.	Adopt proper virtual Learning Environment.	3.36	.60	High Extent
3.	Rebuild the role of broadcasting education in order to implement online programmes.	3.38	.61	High Extent
4.	Facilitators should cultivate the habit of communicating online with the students.	3.20	.64	High Extent
5.	Improve the availability of learning technology to students with special educational needs.	2.91	.76	High Extent
6.	Provide a platform for multimedia training among facilitators and students in Adult Literacy Centres	2.85	.78	High Extent
Overall Mean		3.10	.42	High Extent

The data presented in Table 1 revealed that item 1, 2, 3, 4, 5 and 6 with mean score of 2.93, 3.36, 3.38, 3.20, 2.91, 2.85 and 3.10 with standard deviation of .74, .60, .61, .64, .76, .78 and .42 are shown respectively. The mean score is above the mean benchmark of 2.50 and were all accepted. The results of the data collected from the respondents indicated that these are strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State, Nigeria.

Research Question Two: What are the core Media managerial tools to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State, Nigeria.

Table 2: Mean responses on the core media managerial tools to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State, Nigeria?

N = 325				
S/N	Item Statement	Mean	SD	Decision
7.	Semantic Networks	2.82	.87	High Extent
8.	Teleconferencing programmes	2.78	.85	High Extent
9.	Online collaborative knowledge software	3.13	.70	High Extent
10.	Hypermedia construction software	3.19	.59	High Extent
11.	Spread sheet	3.03	.70	High Extent
12.	Online database	2.99	.48	High Extent
Overall Mean		2.99	.48	High Extent

The data presented in Table 2 revealed that item 7, 8, 9, 10, 11 and 12 had a mean score of 2.82, 2.78, 3.13, 3.19, 3.03 and 2.99 with standard deviation of .82, .85, .70, .59, .79 and .48 are shown respectively. The mean score is above the mean benchmark of 2.50 and were all accepted. The results of the data collected from the respondents indicate that these are media managerial that can help to enhance Adult Literacy Centres in Enugu State, Nigeria.

Research Question Three: What are the challenges militating against the utilization of media managerial tools and electronic library in promoting Adult Literacy Programme in Enugu State?

Table Three: Mean responses on challenges militating against the utilization of media managerial tools and electronic library in promoting Adult Literacy Programme in Enugu State.

S/N	Item Statement	Gender	N	Mean	SD	Decision
13.	Inadequate power supply in the Literacy Centres.	Male	170	2.99	.77	Agree
		Female	150	3.01	.81	Agree
14.	Lack of time management allotted in management of media facilities.	Male	170	2.88	.82	Agree
		Female	150	3.02	.75	Agree
15.	Inadequate fund for purchase of multimedia technologies.	Male	170	2.77	.83	Agree
		Female	150	3.12	.88	Agree
16.	Inadequate training of the facilitators on multimedia usage.	Male	170	2.92	.84	Agree
		Female	150	3.19	.82	Agree

17.	Lack of interest among students and facilitators on multimedia usage.	Male	170	2.85	.82	Agree
		Female	150	3.08	.83	Agree
18.	Lack of fund for purchase of data for effective operation of media facilities.	Male	170	2.84	.82	Agree
		Female	150	3.07	.83	Agree
Overall Mean		Male	170	2.89	.57	Agree
		Female	150	3.09	.52	Agree

Table 3 reveals the mean rating of both male and female education facilitators on the challenges militating against Adult Literacy facilitators in the proper utilization of multi-media technologies in Adult Literacy Centres. It shows that the mean rating of both male and female adult education facilitators to items 12 – 18 are more than 2.50 benchmark which imply that both male and female Adult Literacy facilitators agree to the item statement as the challenges faced by Adult Literacy Centres. Similarly, the overall mean rating of 2.89 and 3.09 for the male and female Adult Literacy facilitators indicate that the female facilitators had a higher mean rating than the male facilitators.

H₀₁:

There is no significant difference between the mean rating of male and female facilitators on the strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State.

Table Four: t – test Analysis on the mean Rating of male and female Adult Literacy facilitators on the challenges faced in the proper utilization of media-managerial tools in Adult Literacy Centres.

Gender	N	Mean	SD	Df	t-cal	Sig tail
Male	175	175	.57			
Female	150	150	.52	323	-2.713	.007

Table 4 shows that the probability associated with the calculated value of t (-2.713) for the difference in the mean ratings of male and female Adult Literacy of facilitators on the strategies to adopt in curbing COVID-19 pandemic is 0.007. Since the probability value of 0.007 is less than 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant difference in the mean ratings of male and female Adult Literacy facilitators on strategies to adopt in curbing COVID-19 pandemic in Enugu State.

Discussion of Findings

The findings of the study reveals that access to internet availability of computers, laptops or tablets for teaching and learning, adopt proper vital learning environment, rebuild the role of broadcasting education in order to implement online programmes, facilitators should cultivate the habit of communicating online with the students, improve the availability of learning technology to students with special educational needs and provide a platform for multi-media training among facilitators and students in Adult Literacy Centres are the strategies to adopt in Adult Literacy Centres in curbing COVID-19 pandemic in Enugu State. Similarly, the findings are in line with Dipietro, etal (2020) emphasized that access to availability of computers, laptops or tablets by the Enugu State government would help to promote online teaching and learning and same time create an avenue in curbing COVID-19 pandemics. More so, the findings are in consonance with Yusuf (2005) buttressed that incorporating media managerial tools and its utilization with learning depends on facilitators conviction of the relevance of multimedia as a means of providing better access to richer range of resources for themselves and their learners.

Furthermore, the result of the findings also revealed that semantic networks, teleconferencing programmes, online collaborate knowledge construction software, hyper media construction software, spread sheet, and online data base are the media managerial tools to adopt in promoting adult Literacy Centres in Enugu State. The study is in line with Narsi (2013) who stated that ICT devices would help in management of Adult Literacy programme which ultimate aim is to transfer knowledge to the learners through online medium. The study is in consonance with Huang, etal (2020) affirmed that integrated ICT devices into teaching and learning would promote teacher/student relationship and it serves as a means of sharing information among themselves.

More so, the result of the findings also revealed that part of the major challenges include: inadequate power supply in the Literacy Centres and e-libraries, lack of time management allotted in management of media facilities, poor internet connection in electronic libraries, inadequate fund for purchase of multimedia technologies, inadequate training of the facilitators on multimedia usage, lack of interest among students and facilitators or multimedia usage and lack of fund for purchase of data for effective operation of media facilities. The findings are in line with Onwuadi (2017) that these are possible challenges that would hinder the advancement of Adult Literacy Centres in Enugu State. The author emphasized that if those problems are not well address, it would create a devastating effect at the nearest future. Similarly, Ezeonyinmba (2013) is of the

opinion that the consequences of insufficient finding in Adult Literacy Centres is the inability to purchase instructional media such as computers, textbooks, audio visual aids, slides, video clips, electronic white boards to enable these learners learn more effectively.

Conclusion

The importance of media-managerial tools and electronic library in this current pandemic which gave rise in promoting Adult Literacy Centres in Enugu State cannot be over emphasized. The study revealed availability of computers, laptops or tablets, in this current pandemic to Adult Literacy Centres would promote online teaching and learning and same time cushioning the effect of corona-virus. Finally, inadequate power supply in the Literacy Centres, inadequate time management to be able to effectively incorporate the multimedia technologies into instruction, inadequate fund for purchase and maintenance of media managerial tools, lack of training and purchasing of data for effective operation of online teaching are major challenges faced by Adult Literacy Centres in Enugu State, Nigeria.

Recommendations

1. The government should make provision for computers, laptops and tablets in order to sensitize the knowledge of the facilitators and students on the area of online teaching due to the current global pandemic.
2. The National Agency of Mass Literacy Adult and Non Formal Education should organize regular training of adult facilitators on the utilization of media managerial tools in Adult Literacy Instruction. This training can come in form of seminars/workshop on media utilization strategies.
3. The federal, state and local government should map out a considerable percentage of their budget for Adult Literacy programmes. They should improve the condition of the learning and Adult Literacy Centres.
4. The National Agency for Mass Literacy Adult and Non formal Education should organize regular training of Adult facilitators on the usage of media tools for Adult Literacy Instruction. This training can come in form of seminars, workshop and psymposia on multimedia utilization strategies.

5. The school administrators should sensitize the learners and facilitators to the use and efficacy of e-library to enable them access information(s) suitable for them for further studies.

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