

**IMPLICATION OF ILLITERACTY ON RURAL DEVELOPMENT IN OGUN STATE. A
STUDY OF IBESE, EREDO AND IDOGO COMMUNITIES IN OGUN STATE.**

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Abstract

This research work examined on the implication of illiteracy on the development of rural area in Nigeria. A study of three selected communities (Idogo, Ibese and Eredo). Rural communities were faced with diverse problems that hinderd their growth and development as a result of their level of illiteracy; for example, illiteracy has reduced the quality of living standard, in fact, it has worsened the hope of survival owing to problems such as lack of access to basic education, schools, dearth of social amenities and ignorance.. The study adopted survey research method of gathering data and used of instrument composed of closed structure or open ended items. The population of the study consists of rural inhabitant of yewa south and yewa north local government respectively. Primary data was employed to carry out this research. One hypothesis was tested to guide the findings of the study. The result of the study revealed a significant difference between development and rural illiteracy. The study concluded in view of its findings and recommended that eradication of illiteracy among dwellers of the rural communities,literacy educations which comprises of basic and post literacy education as well as empowerment education need to be adequately provided so as to prevent the possibility of participants relapsing to illiteracy and equally raise their standard of living for personal and community development.

Keywords: Strategies, Eradication, Development, Rural Illiteracy, Adult Education, Programmes.

Background to the Study

Ability to read, write or decode formal communication is not only relevant to urban dwellers, but Also play significant roles in promoting rural development strategies, programmes and action plans. Meaningful development could not take place if the masses are still living in illiteracy as

Bhola (2006) rightly said “for any meaningful development to take place in any society, the subjects of that nation must be literate” which mean, the subjects must be literate and liberated to rise up to their own personal development, societal and national development at large. According to Oladapo (2013), No development can take place in any nation without starting from the grass root which is the rural communities. With this definition, united nation Education scientific and Cultural organization (UNESCO, 1989) opined that illiteracy can only be remedied through Adult and literacy education.

These communities are characterized by development issues such as low level of literacy, lack of libraries and information centres, basic health facilities, access road and portable water (Haruna and Onyebu, 2011). The issues affect learning process of rural dwellers. However, effort of many librarians in collaboration with non-governmental organization has enabled the rural inhabitant to have access to literacy activities with books, learning resources and library equipment (Association for Reproductive and Family Health, 2015).

Through adult education programme only small number of rural community has participated, but the large number of community has not benefited. Thus, the community has remained illiterate. As a result, the illiterate people in the rural areas are not able to adopt newly introduced technologies and modern farming system. There are various of factors affecting the rural dwellers among which are: no access formal education, lack of access to health care facilities, amog others

Illiteracy seriously affects the development of the selected communities situated in Yewa south and Yewa north local government (Ibese, Eredo and Idogo). The illiteracy rates must be cut down to the extent possible. One of the major concerns of the Local Government is to initiate and implement development programs in her respective area of jurisdiction. This means construction of bridge, provision of schooling facilities for children, youth and adults.

However, the relationship between education and development is not as simple as it appears to be. In fact, the impact of literacy on development depends basically on what the country teaches and how much the learners learn in simple words, it is the education contents and the teaching methods that make the difference. The interaction of education with other social and economic factors is also equally important. Nigeria government considers that the education sectors play a crucial role in bringing development, transformation and empowering citizens.

. Objectives of the Study

- i. To find whether literacy affect the rural development of Ibese, Eredo and Idogo.
- ii. To find the challenges facing literacy in the rural area especially at Ibese, Eredo and Idogo

Research Question

- i. Does literacy increase unemployment rate in Nigeria?
- ii. Does adult education programmes ensure critical thinking skills that will lead to problem solving among rural dwellers?

1.1 Hypothesis

H₀: Literacy is one of the factors that increase unemployment rate in Nigeria.

H₀: Adult education programmes might be an instrument to problem solving among rural dwellers.

Concept of Literacy

Literacy promotion is one of the keys that support inclusive engagement in rural community schools as well as drive holistic community development. The presence of a school and a functional library in any community easily announces that transformation is taking place. This is development in its entirety for all community dwellers. Supporting literacy in a child's life builds his cognitive development and enhances reading and writing skills, which invariably enriches community's growth (Christie & Roskos, 2013 and Fredericks, 2011). It is a potential for collaboration because it creates the avenue for joint literacy activities with other groups for maximum benefits. The Rural School and Community Trust (2015) recognized the powerful influence that communities have on their children. Hence, communities usually are inspired by groups and work together to build expectations for their children. Literacy activities have the magic of making the children love reading and learning experiences.

Rural Development

Rural development is a means transforming or bringing about enduring changes in the structure of the rural sector in such a manner that productivity and output are increased, the technology and techniques of production are radically revolutionized with enhanced standard of living (Izeogu,

1987, Nkorn, 2000). The Economic Commission for Africa (ECA, 1972) defined rural development as “The outcome of a series of qualitative and quantitative changes occurring among rural population”. It is a process “by which a set of technical, social, cultural and institutional measures are implemented, for the inhabitants of rural areas with the aim of improving socio- economic conditions of rural populace (ECA 1972).

Economic Development

Economic development is an essential component of development, yet it is not the only one. There are many other aspects of development. According to Rodney (1972), development is a many-side process. On the one hand at the level of the individuals, it implies increased skills and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being. On the other hand, Todaro (1977) says that Development must therefore be conceived as a multi-dimensional process involving changes in structure, attitudes and institutions, as well as the acceleration of economic growth, the reduction of inequality and the eradication of absolute poverty.

Effect of Literacy in the Rural Communities

In an attempt to discuss the cause of illiteracy in Nigeria, According to Inuwa (2009), he said for any programme to achieve its goals there should be wide range of coverage of the participants. In Nigeria, the larger population resides mostly in the rural areas, who mostly suffer from lack of access to information and good school facilities; to him these factors militate against the success of literacy in rural area. To buttress this point Inuwa (2009), confirmed that apathy and parental poverty also affect the process of literacy in the rural areas, as it determined those that attend school, how long to stay in school as well as chances of completion the school or not, rural families and less privileges suffer from school attendance i.e late coming, truancy to mention but a few. According to Omotayo (2009), the following factors affect the literacy rate in the rural area. Parent children relationship, domestic works such as hawking which is most parental among rural children’s, parents level of education, environmental and so on. According to Oloko (1994), observed that in Nigerian rural area, some children are kept at home on market days and after school hours to hawk around, those children have the little or no time to go through their school works.

Challenges of Literacy in Rural Area in Nigeria

Denga and Denga (2007), identify the following as the challenges of literacy in the rural area in Nigeria.

- **Poverty:** poverty are notorious social, economic and psychological factors can be held accountable for lack of appropriate ways of educating Nigerian child in the rural area.
- **Cultural challenges:** Due to the characteristics of rural areas in Nigeria such as greater homogeneity, lack of social amenities and so on. Rural inhabitant tend to take longer time before understand a specific concept of unlike urban and semi-urban children,
- **Psychological challenges:** Some rural dwellers may not be able to provide stimulating intellectual environment for their children, leaving materials such as reading writing and listening equipment are not a fordable such people may become depressed, frustrated and emotionally maladjusted because of this challenge.
- **Socialization challenges:** socialization is the process in which individual learn the attitudes, values and actions appropriate for members of a particular culture because rural orientation, rural dwellers feel and act in society compared to their urban counter parts in Nigeria. Reason is the fact that rural socialization process is affected by many social factors such as parents, home school, religious bodies, peer group influence as well as the large society they belong to.

Theory of Literacy

The theory of cultural literacy was best expressed by E. D. Hirsch (1987, p. 16), who noted, that to be truly literate, a person must be conversant with a specific body of knowledge known to educated people or more precisely, the cultural knowledge of the dominant society.” Such knowledge is presumed to have positive benefits for individuals. This theory is widely expounded by political elites around the world, as when the deputy secretary of UNESCO proclaimed, Literacy remains part of the unfinished business of the 20th century. One of the success stories of the 21st century must be the extension of literacy to include all humankind.

But the belief that literacy has had a universally positive social impact has been challenged by some scholars who note the paucity of evidence to demonstrate the value of literacy on poor and marginalized people. In the eyes of scholars like Gerald Graff, the literacy myth has distorted people's understanding of the genuine benefits of literacy by claiming more benefits that can be actually substantiated. Although literate communities have been conceptualized as superior to oral societies and literacy is generally considered better than illiteracy, scholars have problematized this idea, finding that the uses of literacy are contextual and situational and vary considerably across cultures. Literacy's impact is not universal, independent, and determinative.

Data Presentation, Analysis and Result

The data was collected through questionnaires. For this purpose, the questions were taken from existing researched work, the use of percentage frequency table and the results were presented using tables

Illiteracy has been described as the lack of ability to read and write coherently and think critically about a written word.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	52	52.0	52.0	52.0
AGREE	31	31.0	31.0	83.0
STRONGLY DISAGREE	12	12.0	12.0	95.0
DISAGREE	5	5.0	5.0	100.0
Total	100	100.0	100.0	

Source: *Field Survey, may 2021*

The above table shows that Illiteracy has been described as the lack of ability to read and write coherently and think critically about a written word. 52 (52.0%) of the respondents strongly agree, 31 (31.0%) agree, 12 (12.0%) were strong disagree, 12 (12.0%) and disagree is 5 (5.0%). It reveals the respondents strongly agree that Illiteracy has been described as the lack of ability to read and write coherently and think critically about a written word.

Illiteracy in a family can create a perpetual cycle of illiteracy running throughout generations and can result in a cycle of poverty or under development and reduced opportunity for members of the family.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	8	8.0	8.0	8.0
AGREE	30	30.0	30.0	38.0
STRONGLY DISAGREE	52	52.0	52.0	90.0
DISAGREE	10	10.0	10.0	100.0

Total	100	100.0	100.0	
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Source: *Field Survey July,2021*

The above table shows that Illiteracy in a family can create a perpetual cycle of illiteracy running throughout generations and can result in a cycle of poverty or under development and reduced opportunity for members of the family. 8 (8.0%) of the respondents strongly agree, 30 (30.0%) agree, 52 (52.0%) were strong disagree, 10 (10.0%) disagree. It reveals the respondents strongly disagree that Illiteracy in a family can create a perpetual cycle of illiteracy running throughout generations and can result in a cycle of poverty or under development and reduced opportunity for members of the family.

Rural development in general is used to denote the actions and initiatives taken to improve the standard of living in non-urban neighborhoods, countryside, and remote villages.

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY AGREE	21	21.0	21.0	21.0
AGREE	28	28.0	28.0	49.0
Valid STRONGLY DISAGREE	33	33.0	33.0	82.0
DISAGREE	18	18.0	18.0	100.0
Total	100	100.0	100.0	

Source: *Field Survey July,2021*

The above table shows that Rural development in general is used to denote the actions and initiatives taken to improve the standard of living in non-urban neighborhoods, countryside, and remote villages. 21 (21.0%) of the respondents strongly agree, 28 (28.0%) agree, 33 (33.0%) were strong disagree, 18 (18.0%) disagree. It reveals the respondents strongly disagree Rural development in general is used to denote the actions and initiatives taken to improve the standard of living in non-urban neighborhoods, countryside, and remote villages.

Illiteracy could be tackled through participation in formal and informal education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	13	13.0	13.0	13.0
AGREE	36	36.0	36.0	49.0
STRONGLY DISAGREE	37	37.0	37.0	86.0
DISAGREE	14	14.0	14.0	100.0
Total	100	100.0	100.0	

Source: *Field Survey July,2021*

The above table shows that Illiteracy could be tackled through participation in formal and informal education. 13 (13.0%) of the respondents strongly agree, 36 (36.0%) agree, 37 (37.0%) were strong disagree, 14 (14.0%) disagree. It reveals the respondents strongly disagree that Illiteracy could be tackled through participation in formal and informal education

Integrated rural development is the application of a bundle of well-balanced measures of economic and socio-political nature

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	39	39.0	39.0	39.0
AGREE	26	26.0	26.0	65.0
STRONGLY DISAGREE	23	23.0	23.0	88.0
DISAGREE	12	12.0	12.0	100.0
Total	100	100.0	100.0	

Source: *Field Survey July 2021*

The above table shows Integrated rural development is the application of a bundle of well-balanced measures of economic and socio-political nature 39 (39.0%) of the respondents strongly agree, 26 (26.0%) agree, 23 (23.0%) were strongly disagree, 12 (12.0%) disagree. It reveals the respondents

strongly agree that Integrated rural development is the application of a bundle of well-balanced measures of economic and socio-political nature.

Education is regarded as an instrument for national development and social change as well as the process of preparing an individual to become a functional and acceptable member of the society.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	22	22.0	22.0	22.0
AGREE	26	26.0	26.0	48.0
STRONGLY DISAGREE	41	41.0	41.0	89.0
DISAGREE	11	11.0	11.0	100.0
Total	100	100.0	100.0	

Source: *Field Survey July,2021*

The above table shows Education is regarded as an instrument for national development and social change as well as the process of preparing an individual to become a functional and acceptable member of the society. 22 (22.0%) of the respondents strongly agree, 26 (26.0%) agree, 41 (41.0%) were agree, 11 (11.0%) disagree. It reveals the respondents strongly disagree Public Service constitutes the major service provider in Nigeria.

Poverty are notorious social, economic and psychological factors can be held accountable for lack of appropriate ways of educating Nigerian child in the rural areas.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY AGREE	18	18.0	18.0	18.0
AGREE	26	26.0	26.0	44.0

STRONGLY DISAGREE	41	41.0	41.0	85.0
DISAGREE	15	15.0	15.0	100.0
Total	100	100.0	100.0	

Source: *Field Survey July 2021*

The above table shows Poverty are notorious social, economic and psychological factors can be held accountable for lack of appropriate ways of educating Nigerian child in the rural areas..18 (18.0%) of the respondents strongly agree, 26 (26.0%) agree, 41 (41.0%) were agree, 15 (15.0%) disagree. It reveals the respondents strongly disagree Poverty are notorious social, economic and psychological factors can be held accountable for lack of appropriate ways of educating Nigerian child in the rural areas.

Illiterate parents are blunt tools in the academic life of a learning child.

	Frequency	Percent	Valid Percent	Cumulative Percent
STRONGLY AGREE	18	18.0	18.0	18.0
AGREE	31	31.0	31.0	49.0
Valid STRONGLY DISAGREE	41	41.0	41.0	90.0
DISAGREE	10	10.0	10.0	100.0
Total	100	100.0	100.0	

Source: *Field Survey July 2021*

The above table shows Illiterate parents are blunt tools in the academic life of a learning child..18 (18.0%) of the respondents strongly agree, 31 (31.0%) agree, 41 (41.0%) were agree, 10 (10.0%) disagree. It reveals the respondents strongly disagree Illiterate parents are blunt tools in the academic life of a learning child.

Summary of Findings

This study established that illiteracy exists in the Local Government Area and the programmes covered literacy and empowerment programmes. The literacy programme is to prepare the respondents for personal contributions to the development of their community while the

empowerment programme is to enable them contribute to the psycho-economic and cultural development of the community.

The findings also established the following; literacy programmes provide technical and professional competencies for rural dwellers, literacy programmes has brought about the right attitude and behaviour in individual for full personal development, the programmes ensures critical thinking skills towards problem solving that will raise individuals level of consciousness in the society. These findings corroborate with Nzeneri (2008) who emphasized that literacy programmes is meant to contribute immensely and positively to the development and understanding of adults in general. These findings also validate UNESCO (1972) findings that literacy programmes is aimed at developing adult's abilities, enrich their knowledge, improve their technical and professional qualifications and bring about changes in their attitudes or behaviors in two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development.

Conclusion

It is evident from the findings of this study that illiteracy play a pivotal role in rural dwellers in the three selected communities in Ogun State. Adult education programmes are useful strategies in which if effectively instituted and carried out will go a long way in eradicating rural illiteracy. The study then concluded that to eradicate illiteracy in the rural communities, literacy educations which comprises of basic and post literacy education as well as empowerment education need to be adequately provided so as to prevent the possibility of participants relapsing to illiteracy and equally raise their standard of living for personal and community development. Development of Rural community is a pride of the dwellers. Literacy is one of the critical tools that can transform our community, increase its value and develop without measure. It takes a functional library or information centre to offer best practices of long lasting development opportunities.

Recommendations

To assist the rural development endeavors, Based on the findings of this study, the following recommendations were made:

- Government and Government parastatals should be more involved in the provision of literacy and empowerment education to complement the activities of the Non-Governmental Organizations.
- Empowerment programmes should also be encouraged by literacy providers to stimulate the interest of older participants above the age of 35 years.

- Increase the coverage of adult functional education. This could be achieved by devising appropriate and attractive incentives to the illiterate farmers.
- Encourage farmers to attend the farmers training programs by allocating enough training on modern farming skills and knowledge on small scale irrigation and fertilizer usage.
- Introduce integrated development approach in the district. The district administration needs to devise a new mechanism to increase the awareness of the community on natural resource conservation and increase the participation of farmers.
- Development concept need to be part of farmers' training programs and other training courses of the rural illiterates.
- Increase the magnitude of health education and advocacy work on family planning in the community.
- Using non-professional teachers in farmers training and functional adult literacy programs. Non Professional teachers are more productive than professional teachers.

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