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Mass Literacy Programme in Abeokuta South
Local Government Area of Ogun State:
Implication for Women Empowerment

By

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Abstract

It has been observed that many students seem to value the literacy centres while some centres seem to be poorly managed. Some researchers have

observed that gender has influence on the performance of learners. It is equally believed that the education of the girl child is neglected. This study therefore examined Mass Literacy Programme in selected study centres in Abeokuta South Local Government Area of Ogun State of Nigeria. Out of the ten (10) study centres in the Local Government Area, four (4) were randomly selected. Researchers - constructed questionnaire were administered to teachers and students of the selected study centres. Data analysis were carried out using the students t-test and simple percentage. Findings reveal that most of the teachers are adequately qualified, highly experienced and that not all literacy centres are well equipped. Implications of findings for women empowerment were as follows: the education of women should be given all the attention it requires just as the education of male children is given all the attention needed and that both male and female learners will manifest relatively similar results when they are given equal opportunities to prove their worth. Based on these findings, it was recommended that more study centres should be established in rural areas where most of the illiterates live and that the education of the girl-child/women in any society must be given adequate attention and commitment if the goals of EFA and MDGs would be realized.

Introduction

The Universal Basic Education (UBE) launched by the former President, Federal Republic of Nigeria in 1999 was done in pursuance of the goals of Education for All (EFA) by 2015. In 1990, the Education for All Conference was held in Jomtien, Thailand where 155 countries including Nigeria, signed an agreement and commitment to pursue specific objectives to attain Education for All by the year 2000. As a follow up to the Jomtien declaration, Nigeria in Dakar, Senegal in April 2000, among other countries renewed the 1990 commitment by endorsing the six goals of EFA and its nine strategies. A more realistic date of 2015 was set. Other follow up efforts since the Dakar forum include:

- National Education for All Forum (NEFA) held in Abuja 2001.
- The E-9 Meeting in Beijing, China, in August 2001
- 31st General Conference of UNESCO, Paris in October, 2001 (Agunbiade, 2001).
- The Federal Ministry of Education in collaboration with UNICEF launching of Nigerian Girls Education Initiative (NGEI) on 28th March, 2008 as part of the MDGs tool for achieving EFA by 2015 (FME, 2009:23; Benson, 2006:13).

The Federal Government equally established the National Commission for Mass Literacy Adult and Non-Formal Education (NMEC)

to eradicate illiteracy and facilitate integrated development. The tasks of achieving the objective of EFA and MDGs have indeed been complemented by the Commission in various areas especially in data collection for policy and planning. The commission has developed a monitoring instrument for collecting data from various literacy centres in the 36 states of the Federation and Federal Capital Territory. Other things the Commission had done in promoting mass literacy in Nigeria include;

- * Conducting of nation-wide literacy survey in order to actually portray the literacy level.
- * Development of and distribution of a handbook for life skills in it bid to empower learners with income generating skills and thereby promoting wealth creation to learners throughout the country.
- * Development of learning primers in minority languages such as Efik, Kanuri, Borno and Gbagyi to accelerate the process of access to education.
- * Development of post-literacy learning primers in Yoruba, Igbo, Hausa, Ajami and English language (FME, 2009:15)

UNICEF (1999) in its progress report of Nations established the number of illiterates in the world as 960 million and that two thirds are women. Earlier in 1990, UNICEF reported that among the 130 million children with no access to education, 8 millions were girls. The gender disparity increases during the secondary school phase and by age 8, girls have on average 4 years less education than boys. It could be said that global institutions now recognize the importance of paying attention to women's education because, education has ceased to be a predominantly male affairs where females feel segregated, isolated and victimized. Both males and females are high investments in the area of education. World Bank Report (2000), notes that a country with more educated girls and women is not only healthier but wealthier. The United Nations Development Programme (UNDP) Report 2009 cited in Effiong (2009) puts the literacy rate in Nigeria at 69.1%. This indeed is a clear indication that adult literacy in Nigeria calls for a more radical attention.

Ogun State Government (2002) observed that "the favoured" sex has severely battered the "fairer" sex, hence the clarion call for more awareness among women. Empowerment whether of male or female does not refer to physical strength, but the power and awareness that comes from knowledge about your rights as a human being and citizen of a nation. Nta (1997) cited in Chukwuemaka (2008) notes that literacy at its basic or rudimentary level refers to the ability to read, write and compute in a given knowledge. According to Chukwuemaka, literacy is a global issue and it has been recognised by scholars world wide as being concerned with issues

such as quality of life of members of a society as well as the issue of marginalization, survival, revival and so on. Citing Oyedéjì (1997), Chukwuemeka (2008) notes that literacy is a human right to enable him acquire independence in knowledge acquisition, information seeking and making of choices as well as acquiring the ability to act on ones future, adding that literacy provides a way of liberation and mobilizing minds to tackle poverty, deprivation and injustice. The empowerment of women is a critical factor in the eradication of poverty and liberation from disease and the yoke of ignorance. It is against this backdrop that these researchers examined mass literacy programme in Abeokuta South Local Government Area of Ogun State and its implication for women empowerment. Meanwhile, Ogun State Agency for Mass Education was established in 1998 to pursue Non-Formal Education Programme in the State. This no doubt was part of the response of the State to the pursuit of EFA by 2000.

Major functions of the State Agency for Mass Education (SAME) include:

- Striving to eradicate illiteracy among adults and the enlightenment of adult population in the State.
- Providing facilities for continuing education for students who have attempted the SSCE of West African Examination Council.
- Formulating and reviewing policies, managements of Adults and Non-Formal Education in the State.
- Dealing with all issues relating to Women Education of the states and
- Relating closely with Federal Ministry of Education and (NMEC) and other local and international agencies associated with the aspiration of SAME.

Programme of the Agency especially in Ogun State include:

- Provision of Basic Literacy Education for stark illiterates who are trained or the 3Rs (Reading, Writing an Arithmetic). This is a 9-month programme and the medium of instruction is the learners' mother tongue.
- Post-Literacy Programme and who wants to obtain the first school leaving certificate. The duration is for 2 years. English and mother tongue are used as media of communication.

Statement of the Problem

It has been observed that many students seem not to value the literacy centres while some centres seem to be poorly managed. Some researchers have observed that gender has influence on the performance of learners while some were divergent in their findings. It is also believed by

many that the education of the girl child is not given the much needed attention. This study therefore investigated these problems. Based on the stated problems, the following research questions were generated to guide this study.

1. Will there be any significant difference between the attitude of female and male students towards the introduction of mass literacy programme in Abeokuta South Local Government Area of Ogun State?
2. Will there be any significant impact of management style or the successful implementation of mass literacy programme?
3. Is there any significant difference in academic performance of men and women before and after the introduction of the mass literacy programme?
4. Is there any significant difference in the performance of women in well equipped (with human material resources) and inadequately equipped centres.
5. To what extent are the facilitators in the mass literacy centres qualified?

Hypotheses

The research questions stated above were later translated into the following hypothesis:

1. There is no significant difference between the attitude of male and female students towards the introduction of Mass Literacy Programme in Abeokuta South Local Government Area of Ogun State.
2. There is no significance impact of management style on the successful implementation of Mass Literacy Programme.
3. There is no significant difference in the academic performance of men and women before and after the introduction of the Mass Literacy Programme.
4. There is no significant difference in academic performance of women in well equipped (with human and material resources) and inadequately equipped centres

Research Instruments, procedure and methodology

The population for this study consists of all Mass Literacy Centres in Abeokuta South Local Government Area of Ogun State. Subjects consists of teachers and students in four (4) out of the 10 study centres in the Local Government Area. Twenty (20) teachers and twenty-five (25) students were randomly selected from each of the study centres. The study centres were selected from among those that had drop-outs from both primary and secondary schools.

Three instruments were used for data collection. First was a questionnaire on teacher of Mass Literacy Programme in Abeokuta South Local Government Area of Ogun State. It was divided into three sections, A, B, and C. Section A consists of 8 items on teachers' demographic data, section B had 22 likert format items (Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD), while in section C, the three items are the open-ended type for respondents to comment freely on pertinent issues affecting the programme.

The second instrument was a questionnaire designed for the students. It was a twenty-item of questionnaire designed to gather information on the extent of implementation of the mass literacy programme in Abeokuta South Local Government Area of Ogun State.

The teachers' and students' questionnaires were validated using the Cronbach Alpha's statistical formula. Reliability co-efficient of .72 and .70 respectively were established. Meanwhile the third instrument is made up of pre-test and post-test scores of students that were made available to the researcher by the Ogun State Agencies for Mass Education.

Data analysis and interpretation

The data collected were analysed using t-test statistical analysis and simple percentage.

Hypothesis 1: There is no significant difference between the attitude of female and male students towards the introduction of Mass Literacy Programme in Abeokuta South Local Government of Ogun State.

Table 1.1 presents the analysis of hypothesis 1 as follows:

Table 1.1: Comparison of male and female students' attitude to the introduction of Mass Literacy Programme.

Variables	N	X	SD	Df	t Values	Critical t value	Remark
Female	50	39.18	47.91	98	0.70	2.00	P > 0.05 not significant
Male	50	38.08	77.10				

t(df98) = 0.70; P < .05 Not significant

The test comparison of the attitude of female and male respondents (students) indicates a non-significant situation. Therefore the hypothesis that states that there is no significant difference in the attitude of male and female students towards the introduction of mass literacy programme in Abeokuta LG Area of Ogun State is retained.

Hypothesis II

Hypothesis 2 states that management style has no impact on the successful implementation of Mass Literacy programme.

Table 1.2 T test comparison of management style before and after the introduction of mass literacy programme

Variables	N	X	SD	Df	t Values	Critical t value	Remark
Management style before Mass Literacy Programme	50	38.26	46.97	98	0.70	2.00	P < 0.05 not significant
Management style after Mass Literacy programme	50	37.06	76.15				

T (df98) = 0.70; P < .05 Not significant

The t test comparison of management style prior to and after the introduction of Mass Literacy to subjects indicates a non-significant situation. The null hypothesis is therefore not rejected. Meanwhile managers of the Mass Literacy centres were exposed to relevant managerial skills from time to time.

Hypothesis III

There is no significant difference in academic performance of men and women before and after the introduction of the Mass Literacy Programme.

Table 1.3 t-test comparison of pre-test and post-test scores of respondents

Variables	N	X	SD	Df	t Values	Critical t value	Remark
Pre-test scores	50	36.85	77.19	98	13	1.98	$P < 0.05$ not significant
Post test scores	50	54.4	29.34				

In table 1.3 above, t test comparison of pre and post-test scores of subjects indicate that though a difference exists between the mean scores, the difference is not significant. The null hypothesis is therefore not rejected.

Hypothesis IV

There is no significant difference in the performance of women in well equipped (with human and material resources) and inadequately equipped centres.

Table 1.4: t. test comparison of the performance of women in well equipped and inadequately equipped centres

Variables	N	X	SD	Df	t Values	Critical t value	Remark
Well equipped centres	25	42.48	42.95	48	0.4	2.00	$P < 0.05$ not significant
Inadequately equipped centres	25	58	27.84				

(df 48) = 0.4; $P < .05$ Not significant

In table 1.4 above, t test comparison reveal a non-significant situation; though a slight difference exists between the mean scores of women in well equipped and inadequately equipped centres. The null hypothesis is therefore not rejected.

Hypothesis V: Most facilitators in the mass literacy centres are not qualified

Table 1.5 presents the analysis.

Table 1.5: Qualification of Teachers at MLP study centres in Abeokuta South Local Government Area

Teachers	NCE		HND		BA/BSc		BA/BSc.ED		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
	46	46%	34	04	14	14	36	36	100	100

It is revealed in table 1.5 above that 46% of the facilitator- respondents had the National Certificates in Education which is the minimum standards set in the National Policy on Education (2007:37 section, 5, No. 75b, Draft), and that 36% had Bachelor's degree in Education. In all, 82% of the teacher- respondents were qualified. The null hypothesis that states that most teachers who lead on the programme are not qualified is therefore rejected.

Discussion And Implication Of The Study

From the available data the following have been identified.

Male and female subjects in this study were not different significantly in their attitude towards the introduction of mass literacy programme in Abeokuta South Local Government Area of Ogun State. The implication of this on women empowerment is that since the females in this study share relatively similar attitude towards the implementation of mass literacy programme in the local government area, the education of women should be given all the attention it requires just as the education of male children is given all the attention needed.

It is also noted that management style has no impact on the successful implementation of the Mass Literacy Programme in Abeokuta South Local Government Area of Ogun State. The success of our system of education depends largely on proper and efficient administration as well as adequate financing. It is note worthy that respondents were not divergent in their opinion on the style of management and administration of coordinators.

The implication of this on women empowerment is that when both male and female learners are given a level ground to prove their worth, both will manifest relatively similar results. Any system that relegates the education of the girl-child or women generally is not only damaging to the lives of the women but to the entire society. For instance, how can a nation promote gender equality and women empowerment or reduce child mortality or improve material health when the education of the girl-child or woman in the society is neglected.

That there exists no significant difference in the pre test and post test performance scores of subject (male and female) as well as females in

adequately equipped and inadequately equipped study centres attest to the truth of a Yoruba adage that
"Ibi fo ju ibi, bi a ti bi eru la bi omi"
Birth does not surpass birth, the slave is born in the same process the freeborn is born"

Findings revealed that 46% of teachers had the NCE while 36% had First Degree, in Education. In other words, 82% of teacher had professional qualifications to participate in teaching on the programme. This is no doubt good for the programme as the government recognizes "the pivot role of teachers in the provision of quality education at all levels" (NPE 2007:37 Draft).

It is noted that the difference in performance of students in well equipped and inadequately equipped literacy centres was not significant. While the centres could be said to have been well equipped with human resources in terms of the quantity and quality of facilitators, it was discovered that materials and equipment were inadequate in most centres and many of the facilitators were not satisfied about their remuneration. Most of the centres lacked good infrastructure. All these would no doubt impact negatively on the effectiveness of the programme.

Recommendations and Conclusion

Findings have revealed that government at both the Federal and State levels are not folding arms concerning the implementation of the Mass Literacy Programme. However, the government should do more in the area of establishing more study centres not only in urban centres but in rural areas where most of the illiterates live.

Adequate fund should be provided to get the needed material and human resources to every study centre.

Teacher education programme should be comprehensively "structured to equip teachers for the effective performance of their duties" (NPE, 2007:37, Draft).

The government should fund and sponsor the development of more Nigerian languages so that Mass Literacy could be realized by every community in the language of the learners or the language of immediate community [L1C]. The education of the girl child/women in any given society must be given adequate attention and commitment if the goals of EFA and MGDs would be realized.

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Full Length Research Paper

Aliteracy: A threat to educational development

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Illiteracy had always been described as the bane to development, either at individual or societal level. Hence, government over the years had continued to put several educational programmes to increase the literacy rate of the people. However, the writer of this paper have identified aliteracy as the principal problem of development; those who have the ability or proficiency to read and write lack the interest and desire to do so any longer. This problem could be attributed to some modern technology which seems to discourage the culture of "readers and writers" but encourage that of "listeners and watchers". Way-outs are then suggested.

Keywords: Aliteracy, illiteracy, educational development

INTRODUCTION

Every human being is born into a society where he becomes a social being through interaction with others. Oxford Advanced Learner's Dictionary of Current English (2001:664) presents Language as a system of communication by written or spoken words, which is used by the people of a particular country or area. This definition stressed the two modes of language- spoken and written. In a similar vein, The Encyclopedia Americana describes language as the faculty and ability possessed by normal human beings and by no other species of using a spoken or written utterance to represent mental phenomena or events. By implication therefore, language makes human species distinct from other species.

Language may be acquired consciously through the process of learning. Language acquisition is part of the psychological composition that makes up the personality of a normal human being. Language acquisition comprises four basic skills of language. This can be classified into two: primary and secondary skills of language. The primary skills described as the orally skills embrace the listening and speaking skills.

The secondary skills which are also described as the literacy skills comprise the reading and writing skills.

Reading is considerably vital to the attainment of literacy. Reading is the fulcrum or cornerstone of literacy and that without it there can be no literacy. With every activity of meaningful reading comes expansion of horizon of learning, hence, the more a student reads, the more background knowledge he or she acquires about other ways of life, behaviour and thought. However, the acquisition of the two secondary skills makes someone literate while someone who is illiterate lacks the two skills.

The Cambridge International Dictionary of English defines literacy as the ability to read and write. Chinsky (Stubbs, 1985) explained that;

a person is literate who in a language he speaks, can read with understanding anything he would have understood if it had been spoken to him; and can write, so that it can be read, anything he can say.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Some definitions of literacy according to Moats (2000) consider it the ability to "read, write, spell, listen, and speak."

A literate person is not only one who has acquired proficiency in writing and reading for pure academic purpose but includes one who has acquired enough ability in the same skills for practical purposes of daily

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life. Illiteracy however, implies the opposite of literacy. It is mainly the inability to read and write. An illiterate person could be described as one who at an age where he would be expected to have done so, has not learned to read and write. Today, as the terms 'literate' and 'illiterate' are used, it is possible to be literate in one context and yet be illiterate in another. The purpose for which written or printed words are used are so varied that it is quite easy to be fully competent in one situation and not in another.

By and large, it may be inferred from the various definitions available that the notions literacy and illiteracy imply respectively, the possession and lack of the ability to read and write. One pertinent issue needs to be addressed and clarified here. One may possess the ability to do a task and may not be willing to do it. Having the ability to read and write does not in any way imply having the desire or interest to read and write. Aliteracy is the state of being able to read but being uninterested in doing so. This phenomenon has been reported as a problem occurring separately from illiteracy, which is more common in the developing world while aliteracy is primarily a problem in the developed world.

According to the Cambridge International Dictionary of English "ability" means the physical or mental power or skill needed to do a thing while "desire" implies the strong feeling of wanting or willing to do a thing. It is quite possible that one who has the ability to read and write may lack the strong feeling or desire to engage in the activities. The fact being that one may not always be in the form of readiness though one has attained level of maturation. Many people today who are literate (having the ability to read and write) find it strenuous to read and write. This reading problem has been described as 'aliteracy'.

Merriam - Webster's Collegiate Dictionary defines aliteracy as the quality or state of being able to read but being uninterested in doing so. It is a reading problem which occurs when reading ability can no more be matched by reading desire. In other words, a literate person now sees reading and writing as a chore or a task rather than as a pleasure. It implies the ability to read but an indifference and boredom with reading for academic and enrichment purposes.

This seems to be a general problem. Even developed nations which boast of high percent literacy rate suffer this problem. For instance, the *Awake* publication of January 1996 reported that the United States could boast of 97 percent literacy rate yet about half of American adults seldom read books or magazines. Even in Nigeria today, so many people prefer to sit back and watch events on the screen rather than read about them on the pages of the paper. In actual fact, with the increase in technology, the prospect of spending leisure time or even creating time to plough through books does not seem as easy as it did in the past. Many people have attributed the causes of aliteracy to fatigue, defects, nature of

environment, tight schedule, academic state and laziness. Studies have also shown that secondary school students do not have interest in reading because of their negative attitude, lack of motivation and the influence of home videos and computer games.

Nigerian government over the years had made frantic efforts to increase the literacy rate of the citizens. This had been demonstrated through various programmes like the universal free primary education in the Western region, the Eastern region and at Federal level in 1955, 1957 and 1976 respectively. Currently the Federal government has embarked on the Universal Basic Education whose goals, as stated in the implementation blueprint, are to universalize access to basic education, produce a conducive learning environment and to eradicate illiteracy in Nigeria within the shortest possible time. Part of the specific objectives of the programme is to ensure the acquisition of the appropriate levels of literacy.

As contained in the National policy on Education, Government aims to eradicate illiteracy at the shortest possible time by organizing a nation-wide mass literacy campaign based on various strategies including that of "each - one - teach - one". Nevertheless, how far can this be achieved when those who are literate and are expected to teach others lack the desire to read often anymore?

In schools, students do not find reading and writing interesting and this affect their academic performance. Most of the students cannot analyse and comprehend facts and interpret examination questions accurately. A larger percent of the teachers interviewed admitted that most of their students find reading and writing boring and difficult. Some of the teachers even confessed that they sometimes suffer the same problem. Evidence is shown in the general performance of students at both internal and certificate examinations. The main problem is that most of them have poor reading ability and their writings are full of illogicality, ambiguity and incoherence. One does not need to wonder far what effect this could have on the future of the Nigerian society in terms of educational and socio-economic development.

Statement of the problem

Many literate or educated people no longer see reading and writing as a pleasure. This seems to be a general problem. So many people prefer to sit back and watch events on the screen rather than read about them on the pages of the paper. In actual fact, with the increase in technology, the prospect of spending leisure time or even creating time to plough through books does not seem as easy as it did in the past. The focus of this study is to find out the implication of aliteracy on the educational development in Nigeria. The study attempted to find answers to the following questions

S/N	ATTRIBUTES OF ALITERACY	Yes	%	No	%
1	I prefer reading novels to watching movies	33	16.5%	167	83.5%
2	I get tired easily when I read	132	66%	68	34%
3	I am more relaxed when I watch videos than when I read stories	141	70.5%	59	29.5%
4	Reading is a strenuous act	177	88.5%	23	11.5%
5	Watching television is fun	136	68%	64	32%
6	I'll rather call than send an SMS on my cell phone	107	53.5%	93	46.5%
7	I always read along the written illustrations when watching a sub-titled movie	56	28%	144	72%
8	I prefer to join a novel club to joining a video club	32	16.5%	167	83.5%
9	It is easier writing a letter than talking on phone	11	5.5%	189	94.5%
10	When on a journey, I prefer reading novel, magazine etc to playing video games	57	28.5%	143	71.5%
11	I'll rather chat with co-passengers to combat boredom on a journey than read	132	66%	68	34%
12	I prefer listening to news to reading newspapers	178	89%	22	11%

1. What are the traits of aliteracy exhibited by literate adults?
2. Does aliteracy have effect on development?

METHODOLOGY

Research Design

The survey method was adopted in this study carried out in two tertiary institutions in Lagos state. (Lagos state university, Ojo and Adeniran Ogunsanya College of Education, Ijanikin) Two hundred literate adults that comprised lecturers and students were used as sample for the study.

Instrumentation

The instrument used for this study was a questionnaire. There were twelve (12) items that elicit respondents' opinions on features and effect of aliteracy. They were required to tick 'Yes' or 'No'. The instrument was subjected to face and content validity and administered by research assistants.

Method of Analysis

Descriptive statistics of percentage was used to analyse the responses of the respondents

RESULTS AND DISCUSSIONS

Findings of study, as presented in the table 1 above, revealed that a larger percentage, 167 (83.5%) and 132 (66%) prefer readings novels to watching movies and get tired easily when they read respectively. 141(70.5%) feel more relaxed when they watch videos than when they read stories while 177 (88.5%) see reading as a strenuous act and 68% agree that watching television is fun. A larger percentage of students and teachers prefer to call send an SMS on their cell phone. Also, while only few respondents, 32 (16.5%) prefer to join a novel club to joining a video club, 178 (89%) prefer listening to news to reading newspapers. By and large, findings show that a huge percentage of respondents exhibit traits of aliteracy.

CONCLUSION

It should be noted that a lot is lost when people shun reading and writing for listening and watching. Though the later consume attention and demand logical reasoning, it should be known that they help to develop one's mental ability: As adapted from Awake Magazines of January, 1996, reading and writing widen and stimulate imagination. One may create notions and situations the way one desires while the motion – visuals like the television do most of the thinking for one.

Reading and writing require and develop verbal skills as they are inextricably linked with speech. It is obvious that one sure way of building up one's success depends on one's vocabulary as regards what one understands

when reading and how one reasons when writing.

The Nigerian society just like other societies in the modern world is fast shifting from a culture of 'readers and writers' to that of 'listeners and watchers' and may likely be shocked by the unpleasant consequences this may bring. This trend away from the written word is more than worrisome. People who have stopped reading base their future decisions on what they used to know (residual knowledge). If one does not read much, one really does not know much. This paper does not condemn film and other audio or audio-visual aids but strongly believes that these should only be used to complement reading and writing but not as substitutes.

RECOMMENDATIONS

To encourage reading and writing it is advisable that individual should own a personal library equipped with interesting reading materials. Children should also be encouraged to read from a tender age. They should also own a young library to be monitored by the parents. Also, a reading conducive atmosphere should be created to make reading a pleasurable experience. For children time limits should be set on watching of films and other television programmes. Study time should be designed and reading room or reading corner made well illuminated. All reading materials should be available within immediate reach to prevent having to move about in search of the, as this may make one lose interest. Educators need to look at factors such as their attitude towards children, the way children learn, and the

curriculum. These factors may have an enormous impact on creating lifelong positive attitudes about reading. The implication of people lacking interest or desire to read and write surely will be adverse on the development of formal education. Reading and writing are a behaviour. Regular practice aids perfection when an activity is not done regularly it may lead to extinction of the behaviour.

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