

Community Education Variables and Rural Development Activities of Community-Based Organisations in Rural Areas of Ogun State, Nigeria.

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Abstract. This study investigated the variables facilitating community education and their relationship with rural development activities of community-based organisations. Ex post facto design was adopted and 100 participants were selected using simple random sampling technique. Analysis of data generated from the instrument with 0.73 reliability showed effectiveness of community education variables used. PPMC matrix showed there was a positive significant relationship between community education variables and rural development activities of community-based organisations. It is recommended that community education programs designed for rural transformation must focus more on all its variables and not only on literacy.

Keywords: Community education; development; community-based organisations; rural areas.

1. Introduction

Rural areas in Nigeria are still largely undeveloped despite the implementation of several development projects to raise the standard of living of the rural populace. The non-inclusion of project beneficiaries, non-participation of the people in project conception and delivery and inactivity of community-based organisations are barriers to the attainment of positive outcomes of rural development projects that should improve infrastructure, social

services, productive assets and quality of life and livelihood of the rural people (Oyekale, Adeoti and Ogunnupe, 2004; Ozor and Nwankwo, 2008, Adeniyi, 2016). In spite of the crucial roles community-based organisations (CBO) are expected to play in project ownership, control, resource and people mobilization for participation in project planning and implementation, they are inactive because they lack required knowledge, skills, understanding, foresight and dexterity (Ezumah, 2004).

Poor conception of project and lack of community participation may have contributed to project failure in the past, however the current problem linked to project failure is the poor or lack of capacity of community-based organisations to effectively contribute, participate and control development projects in their communities. This is due to their dependence on the old conception of knowledge transfer for project delivery. The current multiple stakeholders' processes of cooperative knowledge based on indigenous platform for rural development provided through community education are lacking in CBOs. Although, previous studies that have been carried out on community education and community-based organization include empirical evidences of the impact of community education and social development projects in rural Bayelsa, Nigeria by Oghenekohwo (2014) and the roles of community based organisations in rural

development activities in Osun state; Nigeria by Bamiwuye and Adisa (2015), this study is on effects of community education on rural development activities of community-based organisations in rural areas of Ogun state. The objectives for this paper were (1) to determine the community education variables adopted for community-based organisations in the communities, (2) to identify the effects of community education variables adopted by community-based organisations and (3) to determine whether there is any significant relationship between the community education variables and rural development activities of community-based organisations under study.

Three research questions were stated to be answered by this study. (1) What were the community education variables adopted by community-based organisations in the communities? (2) What were the perceived effects of community education variables adopted by the community-based organisations? (3) Is there any significant relationship between the community education variables and rural development activities of community-based organisations? The null hypothesis tested was: there is no significant relationship between the community education variables and rural development activities of community-based organisations?

2. Concept of Community Education

There are different perspectives scholars used to define community education. It has been defined as a process, activity, movement, needs effort, knowledge etc. However, the Canadian Association for Community Education (1987) defines it as "learning used for individual, community, and global betterment that is characterized by the integrated involvement of people of all ages, use of community learning resources and research to bring about community change and recognition that people can learn through, with, and from each other to create a better world". Jarvis and Notley (1997), state that community education is the term used to describe the work of individuals within differently funded and constituted organisations, with differing missions and rationales. They expatiate that it encompasses sections of further

education, local authority adult education provision, youth and community work, charitable enterprises and sections of university adult education. Ani (2003), aver that community education is an educational process beyond former school system that occurs outside the educational institution for community development; or for community action. He notes that it is the education that takes place in a community for the improvement of the community. From the perspective of Finsden (2006), community education is an "organized learning activity that groups or individuals undertake for the personal, community, cultural or economic development." According to Akande (2007), it is a pre-requisite for community development and progress, and an educational process whereby people, individually and collectively, learn to help themselves and improve their lives. In this regard, educational profiles reveal that most developed and developing nations of the world accord great importance to adult and community education as the springboard of their national development. Fletcher in Ewelum (2014) defines it from the process point of view as a commitment to the education and leisure of all ages through local participation in setting priorities, sharing resources, and the study of circumstances.

Placing it within the context of community, Ojuola (2015) states that community education" is the education that promotes the integrated involvement of community members in the efforts to bring about desirable social change. He further states that it is an educational process whereby people, collectively learn to improve their lives. It is the need for improving the quality of life in the community that brought about the activities of community education." Considering community education as public education and total community enterprise, Decker (2018), defines it as a comprehensive and coordinated plan for providing educational, recreational, social, and cultural services for all people in the community.

Arising from the different perspectives of the definition of community education is the fact that community education goes beyond the

cognitive capacity of instruction in the "three R's." Rather, it is to improve the learner's ability to gain understanding, use knowledge, solve problems, while developing a sense of self. To this end, it equips the learners with skills that can facilitate their engagement in activities that will bring improvement and advancement to their communities. Therefore, community education concerns itself with everything that affects the well-being of all citizens within a given community by emphasizing the need for people to realize that they can and must play a part in the determination of the direction of their lives. Furthermore, it offers lifelong education, with community involvement that focuses on community development (Ani, 2003). In effect, it is a new trend in knowledge acquisition and capacity building for the people to take charge of their lives and help to improve their level of responsiveness and the quality of life in their community.

3. Concept of Community Education Needs

For every community to acquire appropriate knowledge, ability and support for its improvement, it must satisfy its community education needs. These needs are the types of education required by every community to close the gap between reality and their desires. Such needs include basic education needs, social education needs, political education needs, economic education needs, cultural education needs, environmental education needs etc. Basic education needs are the whole range of formal, non-formal and informal educational activities taking place to meet basic learning needs for the improvement of the community. These include the formal and informal fundamental training or knowledge, skills, and experiences that people acquire or attain to enable them function effectively in their communities like literacy, family planning, nutritional values and vocational skills. Social education needs are the educational activities required for the conscious acquisition of knowledge, feelings, and skills necessary to meet individual and community developmental needs (Ewelum, 2014). These are necessary for proper socialization, active social

inclusion, sense of freedom and participation in the affairs of the community.

In the case of political education needs, Abegunde (2009) states that it is achieved through the collective efforts of community-based organisations by creating conditions which broadening the base of self governance and diffusion of power through a wider circle of the population. Other scholars also state that it has to do with politicizing, i.e. creation of political awareness, involvement, civic responsibility and consciousness for the interpretation of economic, social and political phenomena (Abasi, 2011, Ewelum, 2014). There is the need for this to speed up the overall struggle by the masses against injustice and humiliation at the hands of the ruling class and African petty bourgeoisie. Abasi (2011) states that " without such education, the masses will continue to engage oppressive conditions but not have all the tools they need to plot a conclusion that liberates us from oppression."

Cultural education provides a foundation for learning and growth, and support individuals, organisations and communities to promote, preserve and enhance their culture. Cultural education is the learning and practicing the arts, as well as learning through the arts, value, norms, and traditions that affect how individuals of a particular group perceive, think, interact, behave, and make judgments about their world using transversal pedagogical means. Cultural education nurtures people's self-determination or relative autonomy and the need to have increased control over their life and cultural well-being: Therefore, the need include incorporating culturally preferred pedagogy, the teaching and learning settings and practices for effectively connecting with the life experiences and cultural backgrounds communities. Darren (2012) posits that cultural education is an attempt to ensure that every child experience a wide variety of high-quality cultural experiences to help him/her function effectively in the society.

Santomero (2003), states that economic education is vital to the future health of nation's economy. It gives learners the building blocks for a successful financial future, empowers the

people by giving them the knowledge, and tools to improve their economic well-being. Economic education is the education by somebody (a teacher or any other educated person) on different economic issues and problems. It is the education provided to assist a rational man in organizing his different thoughts whenever he is faced with day-today economic issues and problems (Ibukunolu, 2010).

United Nations Education Scientific and Cultural Organization report (1977) sees environmental education as a comprehensive lifelong education which should prepare individual for life through an understanding of the major problems of the productive role towards improving life and protecting the environment with due regard given to ethical values. United States Environmental Protection Agency (2017) defines environmental education as a process that allows individuals to explore environmental issues, engage in problem solving, and act to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions. The agency states that components of environmental education are awareness and sensitivity to the environment and environmental challenges, knowledge and understanding of the environment and environmental challenges and attitudes of concern for the environment and motivation to improve or maintain environmental quality. It also includes skills to identify and help resolve environmental challenges and participation in activities that lead to the resolution of environmental challenges. From the several definitions of community education needs, it can be deduced that community education is the type of education needed to ensure the self-confidence, self-respect and personal independence as well as to safeguard human rights and achieve social equality (Akande, 2007). Invariably, it is essential in stimulating community members to actively participate in social activities, find or generate employment, increase their incomes and improve their quality of life.

4. Community Education Variables

Every community has problems to cope with and in other to bring change and surmount their

challenges; community education provides the latent force required for these purposes (Warden (1979). Several authors like Horyna and Decker (1992), Anderson and Jeffrey (1992) and Decker (2018) identify that as a process community education variable bring about coordinated solutions for every community organisations contending with problems of disrepair and development challenges. Some of these variables have been identified by authors. Self-determination according to Decker (1990) and Horyna and Decker (1992) recognizes that local people are to be equipped with basic knowledge principle of responsibility and involvement in the identification of their community needs, wants, resources and how to use those needs. In the case of self-help, the authors state that it focuses on the premise that people are best served when their capacity to help themselves is encouraged, enhanced and developed. Thus, bringing conscientisation to them to assume ever-increasing responsibility for their own well-being, become part of the solution and build independence rather than dependence. Horyna and Decker (1992) and Anderson and Jeffrey (1992) identify that leadership development is a key variable of community education because it is deliberately used to address the training needs of local leaders to develop skills in problem solving, decision making, and group process which are required for indigenous self-help solutions for community improvement.

Because resources both material and human are key to any productive or development activity of man, local resource management is an important factor in indigenous approach to solving community problems. Decker (1990) identifies that community members require adequate knowledge for the interconnectivity and fullest use of the physical, financial, and human resources to be able to satisfy the diverse needs and interests of the community. Horyna and Decker (1992) posit that this effort is to augment the basic educational programme as it enriches and expand traditional educational programmes with the focus of providing solutions to community problems. Furthermore, localization focuses on ability to bring services, programs, events, and other community involvement opportunities closest to the people. It is believed

that exposing local people to knowledge of decentralization is to promote higher public participation and to enhance access to services and infrastructure of community people (Decker, 1990, Anderson and Jeffrey, 1992). As regards sustainable lifelong learning, authors agree that it is the joyous tenet of community education in that people never stop learning. They continue to learn, in both formal and informal ways, long after their school days are over. The community educator's task is to explore formal and informal learning opportunities to meet learning needs and change over lifetime that promote new skills, knowledge required for meeting individual and community needs (Anderson and Jeffrey, 1992).

Another important variable is community participation in decision making: This establishes a process for involving the community in project planning and decision making. Warden (1979) A cooperative Community involvement process, including but not limited to the identification, development and utilization of all applicable human, financial, and physical resources to meet people identified academic, recreational, cultural, and social needs. Anderson and Jeffrey (1992) identify that the community education concept holds that optimum community development is more likely when a wide variety of persons and personalities participate together in programs, services, and activities. The community educator would facilitate the involvement of many community residents. Decker (2018) has stated that it provides a responsive, community-based system for collective action by all educational and community agencies to address community issues. Many community problems are so complex that resolving them requires cooperative use of a broad range of resources. According to Decker (2018) indigenous communication system is also an important variable of community education. It develops a system that facilitates home-school-community communication. Research shows that schools that involve all their publics and keep them well informed have community support, and that those that fail to reach beyond the parents of current students do not.

5. Theoretical Framework

5.1 Human Capital Development Theory

This study is based on human capital theory propounded by Schultz in 1961. The theory postulates that education or training imparts useful knowledge and skills, empowers people for higher productivity advance their interests and resist exploitation. Educated people are more aware of how to avoid health risks and to live longer, have smaller families, exhibit better consumption/savings habits and more comfortable lives. This theory predicts that increases in the overall level of education can benefit society in areas of better living conditions, both material and non-material. This theory is related to the present study since it shows that for community needs to be provided and better development to occur communities and their leaders need education and training to improve their roles as change agents. They constitute human capital which stands out as the major factor among all factors in economic development which determines the way all other resources are allocated for development purposes. It is an essential means for sustained economic growth, poverty alleviation and improves quality of life and that of community.

6. Methodology

This study is a descriptive survey *expos facto* design because the variables had already occurred, and the researchers did not manipulate any of them. The population of the study is the inhabitants of ten rural communities with functional community-based organisations in Yewa North local government area. Simple random sampling technique was used to select 100 respondents that participated in this study. An adapted and modified questionnaire of Community Education and Community Based Organization subjected to face and content validity and reliability using Cronbach Alpha test of internal consistency, which yielded 0.73 was administered to generate data. Descriptive statistics including frequency counts, percentage and inferential statistics Pearson Product Moment Correlation Coefficient Matrix were used to analyze the data collected at 0.05 level of significance.

7. Results and Discussions

Table 1: Demographic Information

	Gender	Age Group		Academic Qualification	
Male	85 (85%)	Below 30	18 (18%)	Primary	59 (59%)
Female	15 (15%)	31-40	30 (30%)	Secondary	30 (30%)
		41-50	27 (27%)	Tertiary	11 (11%)
		51-60	25 (25%)		

Field Survey 2018

Table 1 above shows the demographic data generated from the respondents in the study area. It shows that eighty-five (85) male and fifteen (15) female constituting 85 % and 15 % of the total respondents respectively participated in the study. It also reveals that eighteen (18) 18 % of the respondents were under 30 years, thirty (30) 30 % were between 31-40 years, twenty seven (27) 27 % were between 41-50 years old and twenty five (25) 25 % within the range of 51-60 years old. Furthermore, it shows that among the respondents fifty nine (59) 59% has primary school education, thirty (30) 30% has secondary education and eleven (11) 11% has tertiary education.

Table 2: Respondents Perception of the Effects of Community Education Variables on Rural Development Activities of Community-Based Organisations

Community Education Variables	Effectiveness		
	Yes	No	Total
Self-determination	59(59%)	41(41%)	100
Leadership Development	58(58%)	42(42%)	100
Local resource management	64(64%)	36(36%)	100
Localization	67(67%)	33(33%)	100
Sustainable lifelong learning	61(61%)	39(39%)	100
Community participation in decision making	56(56%)	44(44%)	100
Indigenous communication system	63(63%)	37(37%)	100

Field Survey 2018

Table 2 above shows that the respondents identified and rated seven different community education variables that are relevant to the rural development activities of community-based organisations in their respective communities. From all the variables, 67% of the respondents rated localization as the most effective, local resource management was rated by 64%, as the second while indigenous communication systems was rated by 63%, as third, Sustainable lifelong learning 61%, of the respondent rated it as the fourth, self-determination 59%, rated it as the fifth, leadership development 58% rated it sixth and community participation in decision making was rated seventh by 56% of the respondents. This indicates that all the identified variables were noted to have been effectively used and had impacts on the rural development activities of community-based organisations.

Hypothesis Tested

H01: Relationship between community education variables and rural development activities of community-based organisations.

Table 3.0: Correlation Matrix of the relationship between community education variables and rural development activities of community-based organisations

	Rural Development Activities of CBOs	Self Determination	Leadership Development	Local Resource Management	Localisation	Sustainable Lifelong Learning	Community Participation in Decision Making	Indigenous communication system
Rural Development Activities of CBOs.	1							
Self Determination	.069**	1						
Leadership Development	.056**	.558**	1					
Local Resource Management	.123**	.661**	.759**	1				
Localisation	.165**	.624**	.793**	.853**	1			
Sustainable Lifelong Learning	.152**	.341**	.400**	.448**	.567**	1		
Community Participation in Decision Making	.393**	.382**	.759**	.421**	.410**	.305**	1	
Indigenous communication system	.292**	.558**	.530**	.302**	.651**	.411**	.210**	1

Source: Field Survey 2018

Table 3.0 above shows that there is a positive significant relationship between rural development activities of community-based organisations and self-determination .069, leadership development (.056), local resource management .123, localization .165, sustainable lifelong learning .152, community participation in decision making .393 and indigenous communication system .292. The positive correlations of the independent variable, which is rural development activities of community-based organisations, with each of the dependent variables, indicate that the dependent variables would increase as the independent variable increases. The result implies that all the community education variables had significant effects on rural development activities of community-based organisations. Based on this, the null hypothesis is rejected.

This finding is similar to the finding of Kimenyi, Deressa, Pugliese, Onwuemele and Mendie

(2014) that leadership development and sustainable lifelong learning had positive impacts community-based organization development projects. Also, it is corroborated by the finding of Neville, O'dwyer and Power (2014) that community participation in decision making skills, problem solving skills, leadership and indigenous communication systems had impacts on community-based organization development activities. The findings of Oghenekohwo (2014) also show that community education variables had positive impacts on community-based capacity building, empowerment of youth and women, leadership development, decision-making process, poverty reduction and creation of wealth.

8. Conclusion and Recommendations

Communities and community-based organisations still struggle to overcome series of development challenges. The expected roles

community-based organisations are poorly carried out because of lack of required knowledge and skills. This study has shown that acquisition of community education variables is critical to the functions of community-based organisations in providing the desired change and solutions to the community problems.

Using simple random sampling technique, the respondents identified and rated community education such as self-determination, leadership development, local resource management, localization, sustainable lifelong learning, community participation in decision making and indigenous communication system differently. The multiple correlation matrix showed positive correlations of the independent variable with each of the dependent variables therefore, the null hypothesis was rejected.

Based on this, it is recommended that: Community education programmes designed for rural transformation must be more all-encompassing not focusing on literacy only. The Federal and state governments should give strong political leadership to community education and provide adequate funding for the project. There is the need for partnerships with communities, NGOs/CBOs and with enterprises in planning, implementation and evaluation using community driven development approach.

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