

Assessment of The Contribution of Literacy Education Programme in The Eradication of Youth Restiveness in Obio/Akpor Local Government Area of Rivers State

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ANNOTATION: This study examines the extent of contribution of literacy education programme in the eradication of youth restiveness in Obio/Akpor Local Government Area of Rivers State. The study was guided by three research questions. The study employed the descriptive survey research design. The population of the study constituted of two hundred (200) registered youths from seven (7) adult literacy centers in Obio/Akpor Local Government Area in Rivers State which is made up of seventy (70) females and one hundred and thirty (130) males. The multi-stage sampling procedure involving stratified random sampling and simple random sampling techniques was used to select one hundred (100) respondents (50% of the population) which was made up of (30) females and (70) males that were randomly selected from the seven literacy centers in Obio/Akpor Local Government Area in Rivers State. The instrument for data collection for this study was a structured questionnaire, titled “Contributions of Literacy Education Programme to the Eradication of Youth Restiveness (QCLEPEYR) and was face validated by three experts. Using the Cronbach Alpha method, an overall reliability co-efficient of 0.77 was obtained, which indicated that the instrument has internal consistency. The data collected was analyzed using mean statistics. The criterion mean of 2.50 was used to accept an item as high extent for Clusters, while below 2.50 was low extent and disagree respectively for the various clusters. Findings show that literacy education programme

has contributed to the eradication of youth's restiveness through economic, political and socio-cultural empowerment. This study concludes by recommending that government should employ strategies to economically empower youth to be self-reliant and that qualified instructors are recruited in adult literacy education delivery.

Keywords Literacy Education Programme, Youth Restiveness, Obio/Akpor Local Government Area.

Introduction

Youths occupy a prominent place in any society. Apart from being the leaders of tomorrow, they are described as a big reservoir of labour and the most vibrant age bracket in human population or the marrow of the human resource of any country, (Girigiri, 2007). Yusuf in Igbo and Ikpa, (2013) saw youths as neither adolescents nor children characterized by excessive energy that needs to be exerted, which if not guarded, is channeled into negative tendencies. The United Nations General Assembly and World Bank cited in Adewuyi (2008) see the youth as people between ages 15 to 24 years. Especially in Nigeria, the people within the age limit of 18 to 24 are regarded as youths and can vote and be voted for.

Youths are by their nature full of so much vitality. These energies when consciously and positively channeled received social acceptance in creative ventures like music and dancing, enrolment in the armed forces, gainful employment (that is, engagement in other economic activities), academic and community development activities, participation in competitive sports amongst others. On the other hand, if these energies are not properly channeled, it results to what is today called youth restiveness.

Youth restiveness has been a discomfoting issue in recent time. It has led to high rate of violence and disorderliness like hostage-taking, bombing, arms insurgent, militancy and kidnapping among others. There has also been incessant increase in the level of robbery, kidnapping, cultism/fraternity attacks, rape and murder exhibited by the youths in Enugu East Local Government Area of Enugu State which has contributed to the restiveness in the local government.

Elegbeleye in Anasi (2010), defined youth restiveness as "a sustained protestation embarked upon to enforce desired outcome from a constituted authority by an organized body of youths". It is marked by violence and disruption of law. Epelle (2010) stated that youth restiveness refers to a plethora of activities expressed in the form of hostage taking of foreign nationals, local oil workers and citizens for ransom; oil pipe-line blow ups; illegal bunkering; peaceful or violent demonstration; bombing of public places.

Nigeria in recent times has witnessed massive involvements of youth in various violence, the nature of these violence are religious, political and economic. The emergence of these conflicts and the involvements of youth in them has attracted a lot of researchers to focus their studies and highlighted the roles of youth in it. Hence, Bryan (2014), stipulated that youth restiveness is a situation of the inability of youths to be still or quiet and difficult to control, especially when they are unsatisfied with something. It relates to matters of agitation by youths over issues of deprivation, neglect, marginalization, and other feelings of dissatisfaction. It can also be viewed as the engagement by youths in agitation for the restoration of their rights and dignity or self-seeking and criminal activities. This implies that youths are only restive, when their problems are not solved amicably or when the resources of the country are not used as an avenue for empowering them.

Youth restiveness refers to the reactions by youths, both constructive (positive) and destructive (negative) to the "use and dump" mentality and attitude of those considered to be involved in acts of oppression and repression against their interests. It is equally a deliberate instrument of organized response to perceived grievances that has an increasing potency and capability for destruction (Peterside and Olori, 2017). It is a manifestation of anxiety that encompasses the dysfunctional effects of anxiety on human body and the

description of the psychological activities of the body that give vent to anxiety (Bryan, 2014). It is in fact, a sustained protestation embarked upon with an eye to enforcing a desired outcome from a constituted authority by an organized body of youths. Thus, an excessive behavioral attribute that is commonly marked by violence and disruption of lawful activities. An understanding of the danger of violence will help in the promotion of peace and maintenance of order in the society. In this manner, literacy has been identified as the backbone of any national development. It is also a means of empowering youths and adults to acquire skills and knowledge for a better standard of living and betterment of the society.

Iyabo in Agboeze (2014) states that literacy expands the horizon of the individual and brings people out of their narrow and restrained vision, thus enabling them to appreciate and participate in their socio-economic, political and cultural milieu. Through literacy, they are therefore open to global transformations which will no longer catch them unaware. Literacy has helped to widen the knowledge people have towards some conceptions. It has brought people out of their blurred vision and mindset into a better understanding of the globalized world.

According to UNESCO (2003), literacy is the ability to identify, understand, interpret, create, compute and communicate using printed and written materials associated with varying contexts. Persons with adequate literacy skills maintain better health through their ability to understand and interpret health information. They are able to communicate clearly with their medical caregivers, learn and adopt preventive health practices, and make appropriate choices amongst health care options. They are also to communicate with their children's teachers and help their children with school work and otherwise.

Consequently, literacy education programme is the foundation of transforming lives through reading, writing and arithmetic. Olori (2015) submits that literacy education is an educational process aimed at inculcating the skills of reading, writing and computation. He added that literacy is not only a process of learning the literacy skills but interfaces a number of factors that contributes to the liberation of man and his full development. Thus, it helps people to be enlightened in the community, enabling them think positively and progressively on issues relating to self and the society at large. This implies that literacy has the capability of contributing to the economic, political and socio-cultural development of the youths.

Economic empowerment of the youth entails accelerated growth in their income through the creation of employment opportunities. Economic development according to Herrick in Economic Development Africa Report (2014) is defined to include improvements in material welfare especially for persons with the lowest incomes, the eradication of mass poverty with its correlates of illiteracy, disease and early death, changes in the composition of inputs and output that generally include shifts in the underlying structure of production away from agricultural towards industrial activities, the organization of the economy in such a way that productive employment is general among working age population rather than the situation of a privileged minority, and the correspondingly greater participation of broad based groups in making decision about the direction, economic and otherwise, in which they should move their welfare. Literacy education enhances and widens one's knowledge through reading, writing and the acquisition of skills.

Acquisition of skills can create job opportunities for individuals, enhance their standard and generate income for them. The creation of opportunities for income generating activities is of paramount importance to political development. Political empowerment enables the individual to know and understand themselves in terms of knowing their civic and political obligations (Uriah, 2014).

Socio-cultural empowerment enables the individual to know the benefits of the cultures and how-to live-in peace in their societies and also with people with diverse cultures. Literacy education has empowered the youths to develop their economy. It has accelerated the people's growth towards improving incomes, housing health care and creates employment opportunities for themselves.

In view of the enormous contributions of literacy education programme as evident in several studies, none, to the best of knowledge of the researchers, has attempted to examine its contributions. Hence attempt is made to examine the extent of contributions of literacy education programme to the eradication of youth

restiveness in Obio/Akpor Local Government Area of Rivers State is the major focus of this study.

Statement of the Problem

Literacy education has been identified as a weapon for the emancipation of people from ignorance, poverty, disease etc. One of such expected contributions of the literacy education is in the area of reduction of youth restiveness and improved empowerment amongst the youths.

The importance of literacy education cannot be over emphasized as it has been in various studies by different scholars. However, none of these studies has been able to address the extent it has contributed to the eradication of youth restiveness in Obio/Akpor Local Government Area of Rivers State. Therefore, it became very pertinent to examine the problem as to determine the extent to which literacy education programmes can contribute to the eradication of youth restiveness (kidnapping, bombing, murder, rape, cultism/fraternity attacks and robbery) in Obio/Akpor Local Government Area. Thereafter, identify the strategies for youth empowerment is the problem of this study.

Purpose of the Study

The general purpose of the study is to assess the extent of contribution of literacy education programme in the eradication of youth restiveness in Obio/Akpor Local Government Area of Rivers State. The specific objectives of the study are therefore to find out:

1. The extent to which literacy education programme has contributed to the eradication of youth restiveness through economic empowerment in Obio/Akpor Local Government Area.
2. The extent to which literacy education programme has contributed to the eradication of youth restiveness through political empowerment in Obio/Akpor Local Government Area.
3. The extent to which literacy education programme has contributed to the eradication of youth restiveness through socio-cultural empowerment in Obio/Akpor Local Government Area.

Research Questions

The following research questions guided the study:

1. To what extend does literacy education programme contribute to the eradication of youth restiveness through economic empowerment in Obio/Akpor Local Government Area?
2. To what extend does literacy education programme contribute to the eradication of youth restiveness through political empowerment in Obio/Akpor Local Government Area?
3. To what extent does literacy education programme contribute to the eradication of youth restiveness through socio-cultural empowerment in Obio/Akpor Local Government Area?

Methodology

The study employed the descriptive survey research design. The researcher used descriptive survey design to find out the contribution of literacy education programme in the eradication of youth restiveness.

The population of the study constituted of two hundred (200) registered youths from seven (7) adult literacy centers in Obio/Akpor Local Government Area in Rivers State which is made up of seventy (70) females and one hundred and thirty (130) males. The multi-stage sampling procedure involving stratified random sampling and simple random sampling techniques was used to select the respondents. Hence, the total sample of the study was one hundred (100) respondents (50% of the population) which was made up of (30) females and (70) males that were randomly selected from the seven literacy centers in Obio/Akpor Local Government Area in Rivers State. The instrument for data collection for this study was a structured questionnaire, titled "Contributions of Literacy Education Programme to the Eradication of Youth Restiveness (QCLEPEYR).

The instrument was face validated by three experts; two which were from the Department of Curriculum

Studies, and one from the department of Measurement and Evaluation unit of Guidance and Counseling/Educational Department all from the Ignatius Ajuru University of Education, Port Harcourt. To determine the reliability of the instrument, a trial testing was done by administering twenty (20) questionnaires to ten (10) males and ten (10) females at the literacy centers in Port Harcourt City Local Government Area of Rivers State. The choice of the local government is that they possess similar characteristics with the target population in terms of value system and societal demand. Using the Cronbach Alpha method, an overall reliability co-efficient of 0.77 was obtained, which indicated that the instrument has internal consistency. The data collected was analyzed using weighted mean, frequency and simple percentage for the selection of the instrument. The criterion mean of 2.50 was used to accept an item as high extent for Clusters, while below 2.50 was low extent and disagree respectively for the various clusters.

Results

Research Question 1:

To what extent does literacy education programme contribute to the eradication of youth’s restiveness through economic empowerment in Enugu East Local Government Area?

Table 1

Mean rating of respondents on the extent to which literacy education programme has contributed to the eradication of youth restiveness through economic empowerment

S/N	ITEM	MEAN	SD	DECISION
1.	Provision of employment opportunities to youths.	3.40	.69	High extent
2.	Expecting to youths to Computer Operating Skills.	3.19	.69	High extent
3.	Provision of self-employment skills to the youth.	3.31	.63	High extent
4.	Training youths on poultry farming skills.	2.92	.84	High extent
5.	Educating youths on the importance of being independent economically.	3.52	.61	High extent
Grand Mean		3.26		High extent

Table 1 above showed the grand mean of 3.26 indicating that the extent to which literacy education programme has contributed to the eradication of youth’s restiveness through economic empowerment Obio/Akpor Local Government Area of Rivers State was high.

Research Question 2:

To what extent does literacy education programme contribute to the eradication of youth restiveness through political empowerment in Enugu East Local Government Area?

Table 2

Mean ratings of respondents on the extent to which literacy education programme has contributed to the eradication of youth restiveness through political empowerment.

S/N	ITEM	MEAN	SD	DECISION
1.	Enhancing policy makers’ engagement with young people.	3.25	.69	High extent
2.	Provision of citizenship education of youths on the right of participation of political gathering.	3.39	.69	High extent

3.	Creating awareness on youths right to vote and being voted for.	3.37	.63	High extent
4.	Introducing civic education to youth for more participation in political activities	3.30	.84	High extent
5.	Encouraging for youths to see elective position	3.31	.61	High extent
Grand Mean		3.32		High extent

The grand mean of 3.32 above showed that literacy education programme has contributed to the eradication of youth restiveness through political empowerment in Obio/Akpor Local Government Area of Rivers State was high

Research Question 3:

To what extent does literacy education programme contribute to the eradication of youth restiveness through socio-cultural empowerment of youths in Obio/Akpor Local Government Area?

Table 3

Mean rating of respondents on the extent to which literacy education programme has contributed to the eradication of youth restiveness through socio-cultural empowerment

S/N	ITEM	MEAN	SD	DECISION
1.	Helps the youths understand their cultural background.	3.45	.74	High extent
2.	Helps the youths socialize with the people around them.	3.37	.69	High extent
3.	Liberation of youths from cultural ignorance and of harmful cultural practices.	3.36	.67	High extent
4.	Promoting of cultural heritage	3.42	.58	High extent
5.	Promotion of co-existence among the neighboring communities	3.46	.64	High extent
Grand Mean		3.41		High extent

The grand mean of 3.41 above showed that literacy education programme has contributed to the eradication of youth restiveness through socio-cultural empowerment in Obio/Akpor Local Government Area of Rivers State was high

Discussion on the Findings

Analysis of data in research question one showed that literacy education programme to a high extent has contributed to the eradication of youth restiveness through economic empowerment in Obio/Akpor government area. This is achieved through provision of employment opportunities to the youths, exposing the youths to computer operating skill, provision of self-employment skills to the youths, training on poultry farming skills, educating youths on the importance of being independent economically. The finding is supported by Epelle (2010) who opined that youth restiveness can be caused by marginalization. According to him, the youth resort to restiveness because of their perceived marginalization by “selfish” elders with a bid to getting them fair share of benefits accruing to their community. They also corroborate the view of Peterside and Olori (2017) who opined that youth restiveness is as a result of unemployment and sufferings among the youths of the area which has metamorphosed into various acts of restiveness.

The result of the findings in research question two showed that to a high extent literacy education programme contributed to the eradication of youth restiveness through political empowerment in Obio/Akpor local government area, respondents noted that this was possible through enhancing policy makers engagement with young people, provision of citizenship education of youth on the right of participation of political gathering, creating awareness on youths right to vote and being voted for, introduction civic education to youths for more participation in political activities encouraging the youths to seek elective positions. This is in line with Anasi (2010) assertion that to achieve the aim of political empowerment, youths should gain knowledge on the content of the common standards of citizenship education, as well as the skills and attitudes connected with the democratic process.

Findings in research question three revealed to a high extent that literacy education programme has contributed to the eradication of youth restiveness through socio-cultural empowerment in Obio/Akpor local government area. The advantages of literacy education programme to youths were found in terms of helping the youths understand their cultural background, help the youths socialize with the people around them, Liberation of youths from cultural ignorance and of harmful cultural practices, promotion of cultural heritage and promotion of co-existence among the neighboring communities. This is supported by Agboeze (2014) who need the literacy education focuses on basic and fundamental literacy which allows an individual to be positive and active member of his society.

Conclusion

Based on the findings of the study, the following conclusions were made:

To a high extent, that literacy education programme has contributed to the eradication of youth restiveness through economic empowerment.

Literacy education programme has contributed to a high extent to the eradication of youth restiveness through political empowerment.

Inadequate number of qualified facilitators, inadequate instructional materials and poor awareness of literacy education programme were some challenges facing literacy education programme

Recommendation

Based on the findings of the study, the following recommendations are made:

1. Government should employ strategies to economically empower youth to be self-reliant.
2. Government should ensure that qualified instructors are recruited in adult literacy education delivery.
3. More instructional should be provided by the government in adult literacy centers to enhance participation.
4. Civic education should be taught in literacy education centers as a way of providing political consciousness of learners.
5. More sensitization programme should be made available to youths by the government on the need to abolish harmful\ cultural practices.

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