



Strategy for Promoting Mass Literacy for Sustainable Development of Rural Communities in Niger State, Nigeria

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Abstract. The study investigated strategy for promoting mass literacy for sustainable development of rural communities in Niger State. The objectives of the study were to investigate mass education, mass media, mass literacy campaigns and volunteerism as a strategy for promoting mass literacy for sustainable development of rural communities in Niger State. Three research questions asked and three hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey research design, while the study was carried out in Niger State. The population of the study was comprised of 34 adult education experts and 406 community development committee chairmen in Niger South Senatorial districts. Census was used to engage all adult education experts in the study. However, simple random sampling technique was used to select 267 community development committee chairmen in the eight local governments in Niger south senatorial district. The instrument for data collection was a closed ended questionnaire structured in fourpoint rating. The instrument was face and content validated by experts in adult education. The reliability of the instrument was established using Cronbach Alpha Reliability, which yielded an average coefficient value of 0.73. The data collected from the respondents were analyzed using mean and standard deviation. Finding of the study revealed that printed and non-printed information, adult education helps in achieving socio economic development for better status of rural people. Government, community heads and youth leaders should consistently carry out mass education

programmes in their various communities. This will help to increase the rate of literacy among rural people.

Keywords: Promoting, mass literacy, sustainable, development, rural, communities

1. Introduction

The potential of sustainable development has been primary focus of many community development researchers. It is interesting to note that while development is essential for the betterment of rural livelihood and liberation from poverty, it is equally crucial that, the development last longer for the impact to be felt by the upcoming generation. Many developing countries, including Nigeria have long suffered due to the failure of governments at all levels to adopt sustainable development strategies as their model for development (Aku & Danjuma, 2021). Sustainable rural development is a crucial to maintaining the economic, social and environmental viability of any country (Krishna, 2020). Sustainable development could therefore be regarded as the process of improvement that leads to long term social, economic and environmental viability of a particular area. In order to deal with poverty issues within the rural community, there is need to consider developing sustainable rural development strategies. Over the years, the push for widespread literacy in rural areas has risen to the top of the scientific community's agenda. This is because mass literacy has long been regarded as the government's only

instrument for positively impacting the people and empowering them to address issues such as poverty, health, family troubles, human rights, security, and environmental concerns (Abba, 2017). Empowerment, participation, experience, and evidence, which reflect the variables of education for development, all have a role in mass literacy ability (Oghenekohwo, 2013 & Aboyi 2014). Literacy education, according to the United Nations (2005), can help to reduce poverty, provide work opportunities, advance gender equality, improve family health, protect the environment, and promote essential democratic ideals.

In their various views, many authors have characterized mass literacy. Rhode in Oghenekohwo (2017) defined mass literacy as a person's ability to code and decode a living and growing system of symbolic transformations of reality, including words, numbers, notations, schemata, diagrammatic representations, and other marks, inscribed on paper or other two-dimensional surfaces (cloth, celluloid, or the screen of a computer terminal), all of which have become part of the visual language. This definition is very complex because it seems to be too detailed in its description and actually made the statement ambiguous. In a more specific term, Montoya (2018) described the ability to identify, understand, interpret, produce, communicate, and compute utilizing printed and written resources connected with various situations as mass literacy education. In an andragogical context, mass literacy is essential for citizens' value reorientation and attitudinal change, as well as the acquisition of vocational and functional skills and knowledge that benefit a group of people and collective drive for a literate society and the achievement of sustainable development Goals.

Literacy, according to Annan (2005), is at the heart of long-term development. It's also worth noting that literacy is a powerful weapon for social transformation and empowerment in each of the three pillars of sustainable development: economic development, social development, and environmental protection. (Oghenekohwo, 2017). Scholars have been able to prove that Regardless of a country's development level, there is a clear link between the overall level of education achieved and the persistence of poverty. That means, the strive to increase the literacy level of rural dwellers is tantamount to community development. This is because mass literacy is a medium of making illiterate in the rural areas to be exposed to reading and writing so that they will improve not only in their areas of economics, but also, personal, family, and social life. Olojede, Adekunle and Samuel (2013) noted that mass literacy means

education of the people, it provides individuals with a greater range of options and hence more power, and educated people are more likely to reject harmful policies and make informed decisions about leaders and growth patterns. Individuals and communities gain from literacy. Reading improves self-esteem and provides valuable new abilities.

There are various strategies mass literacy programme is being implemented in the rural areas. Mass education is a means of educating people in a vast scale especially any organized systematic learning activity carried on outside the framework of the formal school system. It addresses the learning needs of a particular subgroup in a population who may either be children or adults. It is important to note that the in sub-Saharan Africa, the poorest people live in the rural areas (United Nations, 2013). This could be as a result of the undesirable level of exposure and educational level commonly accrued to the rural area. However, in order to remedy the high level of illiteracy commonly found in the rural area, mass education programmes are sometimes implemented in diverse manners which include adult basic literacy, post literacy functional literacy, remedial education, girl-child education, out of school youth education, women vocational education, workers education and a host of other programmes to eradicate illiteracy and empower the citizens for increased productivity and national development.

In mass education a group of people are set for impartation of knowledge, skills and attitudes that would result to change in their behaviour and their socio-economic life at the end. This involves programme which requires both adults and youths in the rural area to develop the ability to read, write, communicate good English, and develop valuable skills, knowledge and attitudes that could enhance their income and livelihood. Mass education most times are used to remedy lapses, acculturation, intellectual deficiencies commonly found among the people. Also, for instance, extension education is a type of mass education given to rural farmers to improve especially in their methods of farming. Farmers would be gathered to educate them on how new agricultural methods are being used to obtain higher productivity, less drudgery and probably with improved resource conservation. These could lead to improved agricultural production in the rural area.

Mass simply means many, and media means a channel of communication, that is a means through which people send and receive information. According to Sociology Central (2011), mass media, therefore, refer

to channels of communication that involve transmitting information in some way, shape or form to large numbers of people. Sociology central further posited that a mass medium (such as television) is generally classified as 'one-to-many' communication - 'one' person (such as the author of a book, the creators of a television programme or a film director), communicates to many people (the audience) "at the same time" in a way that is largely impersonal; that is, the communication is one-way, in the sense that those communicating a message to an audience don't receive simultaneous feedback from that audience. Mass media could be described as a one-to-many communication through print and electronic devices, primarily for the purpose of transferring a message from the author to audience.

The mass media have been a useful tool used in boosting the literacy level of many individuals. Over the years, the means of disseminating information to the public ranges from print media such as newspaper, books, magazines, billboards, posters; and electronic media which are radio and television. Presently, various tools for mass media are now used for disseminating information to the public. Social media platforms such as Facebook, WhatsApp, twitter among others have defined this age as technological age. Through the rising social media platforms, it has become very easier for many to have access to first-hand information which is an undoubted way of increasing the level of mass literacy even in the rural communities where network is accessible. However, to inspire, actuate, or encourage study and scholarship, the mass media, both print and electronic, such as television and radio stations, conduct personality interviews with specialists in the field of education (Uwaoma, Ugwueze & Udochu, 2020). Newspaper reviews, which are a common occurrence, as well as certain articles focusing on education issues, are examples of how the media may play an important part in rural towns' long-term growth. Musa (2008) emphasized that farmers prefer to use traditional mass media such as television and radio especially as agricultural information sources. Abubakar, Mustapha and Zannah (2011) noted that farmers are highly interested with using radio and television to obtain information in different topics of agriculture such as the propagation publication, daily farm newspapers, agriculture exhibitions, practical education, and consultation services, respectively. The reason for the growing interest of using radio and television of literacy was noted by According to Buren (2000), since people want the simplest method to learn, the simplest approach may be found in television educational programs. Abubakar et al. (2017)

observed that 52.3 percent of rural farmers prefer to watch agriculture related programs, followed by news (23.6 percent), while 13.7 percent and 10.5 percent choose drama and education programs, respectively. As a result, it is possible to infer that radio and television educational programs are effective ways of encouraging mass literacy and the long-term growth of rural communities' agricultural businesses.

Mass literacy campaigns have been one of the proven strategies engaged for many years in rural communities to promote mass literacy for rural development. With the goal of making the majority of the population read, the first ten-year mass literacy program in the country was initiated in 1946 for a three-year trial phase. (Ihejirika, 2013). Mass literacy campaign has been built around issues which treated illiteracy only as part of the total social problems of the development. Often times when people are unaware of the danger of a particular practice or activities commonly carried out in a community which is detrimental to the growth and well-being of the environment, mass literacy campaign becomes the resolution. The aim of such campaign will be to enlighten, educate and inspire people; hence, level of illiteracy is likely to reduce. Many scholars have noted that the ultimate reason for carrying out mass literacy campaign is to help people solve crucial life problems and meeting basic needs of the people (Andrew, 1980). He further stated that the effectiveness of the mass literacy campaign will be determined by the medium which was used. Therefore, the availability, usability and accessibility of any medium chosen should be considered because these differs greatly between the urban, and the rural areas. Hein and Kanyogonya (n.d) noted that the use of newspaper for literacy campaign will have less impact on the target population. They suggested that in a case where newspaper has to be used, then rural press dedicated to the production of rural mimeos and/or newspapers basically for the rural population. Such mimeos and newspapers, produced and printed by the rural people themselves are suitable for literacy campaigns. In the study of Abubakar et al (2017) found that the dominance of the respondents clearly understands every agricultural business campaign aired on television. Hence such campaigns can cause significant effect on them Despite significant expenditures in education, Nigeria's literacy rate remains at 60% of the entire population, with a low literacy rate among the rural population, which makes up the bulk of the country's population (Aku & Danjuma, 2021). Many social, political, economic, and cultural factors have hampered basic literacy (both formal and non-formal) in Nigeria, including an

insufficient number and quality of physical infrastructures such as school buildings, furniture, and equipment, a lack of books, writing materials, and teaching supplies, an insufficient number of qualified teachers, a high number of dropouts, and grade repetition at the primary and middle levels, among others.

1.1 Objectives of the Study

The objective of the study was to investigate strategies for promoting mass literacy for sustainable development of rural communities in Niger State. Specifically, the study sought to determine:

- How mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State
- How Mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State
- How Mass literacy campaigns strategy promotes mass literacy for sustainable development of rural communities in Niger State

1.2 Research Questions

The following questions guided the research:

- How does mass education strategy promote mass literacy for sustainable development of rural communities in Niger State?
- How does Mass media strategy promote mass literacy for sustainable development of rural communities in Niger State?
- How does Mass literacy campaigns strategy promote mass literacy for sustainable development of rural communities in Niger State?

Hypothesis

- There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State.
- There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State

- There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass literacy campaign strategy promotes mass literacy for sustainable development of rural communities in Niger State

2. Research Methodology

Because the study would obtain data from independent sample to provide answer to the research questions, the study adopted a descriptive survey research design. The study was carried out in Niger State. Niger is one of the states in Nigeria popularly known for its oil exploration activities. It has 23 local governments structured into 3 senatorial districts namely, Niger East, Niger West and Niger south East. The scope of the study is limited to Niger East senatorial district. The population of the study is comprised of 34 adult education experts in Niger State University and University of Port-Harcourt and all community development committee chairmen in Niger South Senatorial districts 406 community development committee chairmen in Niger South Senatorial districts. Census was used to employ all adult education experts in Niger State University and University of Port-Harcourt. However, simple random sampling technique was used to select 267 community development committee chairmen in the eight local governments in Niger East senatorial district

The instrument for data collection was a closed ended questionnaire titled "Strategy for promoting mass literacy for sustainable development of rural communities in Niger State". The instrument was structured in four-point rating scale of Strongly Agree (SA-4), Agree (A-3), Disagree (D-2), Strongly Disagree (SD-1). In order to affirm the authenticity of the instrument, it was subjected to validation process. The validity of the instrument was done by experts in adult education. The instrument was face and content validated. All the suggestions of the experts were inputted in restructuring the instrument to obtain necessary data from the respondent. The reliability of the instrument was established using Cronbach Alpha Reliability, which yielded an average coefficient value of 0.73. The data collected from the respondents were analyzed using mean and standard deviation. The hypotheses were tested using z-test by comparing the mean of the responses of adult education experts and community development community heads.

Result and Discussion of findings

Research Question 1: How does mass education strategy promote mass literacy for sustainable development of rural communities in Niger State?

Table 1: How mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State

Adult education experts=34				CDC Heads=267			
S/N	Items	Mean	S.D	Rank	Mean	S.D	Rank
1	Remedial education provides reading and writing training to adult which is helpful in their daily economic activities	2.78	0.83	Agree	3.02	0.91	Agree
2	Extension programme equips farmers with modern skills for farming, thereby increasing their productivity	3.54	0.60	Agree	3.09	0.82	Agree
3	Life skill programme facilitates the literacy of rural people in health issues, rights, family life and security	3.12	0.71	Agree	3.18	0.74	Agree
4	Vocational education empowers it recipients in rural communities with knowledge and skills to combat poverty and hunger	3.44	0.68	Agree	3.26	0.69	Agree
5	Security education given to the masses tends to increase security consciousness among rural people	3.69	0.59	Agree	3.52	0.71	Agree
6	Rural people are motivated for efficiency and work at skill acquisition programmes carried out in the rural area	3.44	0.62	Agree	3.51	0.53	Agree
Grand Mean & S.D		3.34	0.67		3.26	0.73	

Field Survey, 2026

Table 1 displayed how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State. Based on the decision rule of 2.50, the respondents agreed that remedial education provides reading and writing training to adult which is helpful in their daily economic activities (2.78 & 3.02), extension programme equips farmers with modern skills for farming, thereby increasing their productivity (3.54 & 3.09), life skill programme facilitates the literacy of rural people in health issues, rights, family life and security (3.12 & 3.18), vocational education empowers it recipients in rural communities with knowledge and skills to combat poverty and hunger (3.44 & 3.26), security education given to the masses tends to increase security consciousness among rural people (3.69 & 3.52), and rural people are motivated for efficiency and work at skill acquisition programmes carried out in the rural area (3.44 & 3.51). The standard deviation scores rate at which responses of the respondents' one a chitins in the generated data are dispersed.

Research Question 2: How does Mass media strategy promote mass literacy for sustainable development of rural communities in Niger State?

Table 2: How Mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State

Adult education experts=34				CDC Heads=267			
S/N	Items	Mean	S.D	Rank	Mean	S.D	Rank
1	Information disseminated through TV Programmes, news, drama influence knowledge, skills and attitudes of rural people	3.42	0.68	Agree	3.27	0.62	Agree
2	Social media platforms aids rural people knowledge of events in their immediate environment	2.98	1.01	Agree	3.12	0.67	Agree
3	Articles in News paper and magazines provides rural dwellers with facts necessary for socio-economic enhancement	3.01	0.82	Agree	3.41	0.61	Agree
4	Print media aids the preservation of knowledge for future reference which could enhance transfer of knowledge	3.22	0.73	Agree	3.09	0.72	Agree
5	News, programmes, educational activities on radio increases literacy level of rural people in family life and business	3.47	0.68	Agree	3.12	0.68	Agree
6	Flyers and billboards only to pass one time information to rural dwellers	3.23	0.79	Agree	3.17	0.71	Agree
Grand Mean & S.D.		3.22	0.79		3.20	0.67	

Field Survey, 2026

Table 2 presented how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State. Based on the meaner responses on each of the items, it was agreed that information disseminated through TV Programmes, news, drama influence knowledge, skills and attitudes of rural people (3.42&3.27), social media plat forms aids rural people knowledge of events in their immediate environment (2.98 & 3.12), articles in Newspaper and magazines provides rural dwellers with facts necessary for socio-economic enhancement (3.01 & 3.41); and print media aids the preservation of knowledge for future reference which could enhance transfer of knowledge (3.22 & 3.09). The standard deviation of the items shows how close and how widely dispersed the responses are.

Research Question 3: How does Mass literacy campaigns strategy promote mass literacy for sustainable development of rural communities in Niger State?

Table 3: How mass literacy campaigns strategy promotes mass literacy for sustainable development of rural communities in Niger State

Adult education experts=34		CDC Heads=267					
S/N	Items	Mean	S.D.	Rank	Mean	S.D	Rank
1	Mass literacy campaigns motivate rural people for remedial education which improves their literacy level	3.55	0.52	Agree	3.45	0.59	Agree
2	It inspires rural dwellers for more knowledge skills and better attitudes	3.56	0.60	Agree	3.50	0.62	Agree
3	It aids volunteerism among rural youth which makes them contribute to their society	3.41	0.63	Agree	3.61	0.68	Agree
4	Literacy campaigns on environmental education improves the well-being of people and rural environment	3.27	0.70	Agree	3.07	0.72	Agree
5	Literacy campaigns initiate the action for knowledge and improvement in vocational skills of rural youth	3.20	0.76	Agree	3.10	0.69	Agree
6	Helps in rural sensitization, hence improving rural livelihood	3.07	0.81	Agree	3.17	0.61	Agree
Grand Mean & S.D		3.34	0.67		3.32	0.65	

Field Survey, 2026

Table3 presents the mean responses of the respondents on how mass literacy campaigns strategy promote mass literacy for sustainable development of rural communities in Niger State. The mean responses one achieved, showed that mass literacy campaigns motivates rural people for remedial education which improves their literacy level (3.55 & 3.45), It inspires rural dwellers for more knowledge skills and better attitudes (3.56 & 3.50), It aids volunteerism among rural youth which makes them contribute to their society (3.41 & 3.61), literacy campaigns on environmental education improves the well-being of people and rural environment (3.27 & 3.07), literacy campaigns initiate the action for knowledge and improvement in vocational skills of rural youth (3.20 & 3.10) and mass literacy campaigns helps in the rural sensitization, hence improving rural livelihood (3.07 & 3.17). The standard deviation on each of the question items shows how close or widely dispersed the items are.

Hypotheses

H0₁: There is no significance difference in the mean responses of adult education facilitators and community development committee chairmen on how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State.

Table 4: z-test of the mean responses of respondent show mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State

Respondents	Mean	S.D	N	Lev.sig	df	z-cal	z-crit	Rank
Adult education experts	3.34	0.67	34	0.05	299	0.607	1.96	Accept
CDC heads	3.26	0.73	267					

Research Data Output, 2026

Table 4 presents z-test of the mean responses of respondents how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State. The null hypothesis was tested at 0.05 level of significance with degree of freedom 299, hence the critical value was 1.96. The z-calculated value obtained was 0.607. Since the z-critical (1.96) is greater than the z-calculated (0.607), the null hypothesis is therefore accepted. This implies that there is no significance difference in the mean responses of adult education facilitators and community development committee chairmen on how mass education strategy promotes mass literacy for sustainable development of rural communities in Niger State.

H₀₂: There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State

Table5: z-test of the mean responses of respondent show mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State

Respondents	Mean	S.D	N	Lev.sig	df	z-cal	z-crit	Rank
Adult education experts	3.22	0.79	34					
CDC heads	3.20	0.67	267	0.05	299	0.156	1.96	Accepted

Research Data Output, 2026

Table 5 shows the z-test of the mean responses of respondents how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State. The null hypothesis was tested at 0.05 level of significance with degree of freedom 299, hence the critical value was 1.96. The z-calculated value obtained was 0.156. Since the z-critical (1.96) is greater than the z-calculated (0.156), the null hypothesis is therefore accepted. This implies that there is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass media strategy promotes mass literacy for sustainable development of rural communities in Niger State.

H₀₃: There is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass literacy campaign strategy promotes mass literacy for sustainable development of rural communities in Niger State.

Table 6: z-test of the mean responses of respondents how mass media literacy campaign promotes mass literacy for sustainable development of rural communities in Niger State

Respondents	Mean	S.D	N	Lev.sig	df	z-cal	z-crit	Rank
Adult education experts	3.34	0.67	34					
CDC heads	3.32	0.65	267	0.05	299	0.168	1.96	

Research Data Output, 2026

Table 6 z-test of the mean responses of respondents how mass media literacy campaign promotes mass literacy for sustainable development of rural communities in Niger State. The null hypothesis was tested at 0.05 level of significance with degree of freedom 299, hence the critical value was 1.96. The z-calculated value obtained was 0.168. Since the z-critical (1.96) is greater than the z-calculated (0.168), the null hypothesis is therefore accepted. This implies that there is no significance difference in the mean responses of adult education facilitators and community development committee heads on how mass literacy campaign strategy promotes mass literacy for sustainable development of rural communities in Niger State.

3. Discussion of Findings

Firstly, table 1 presented on adult education facilitators and community development committee heads on how mass education strategy promote mass literacy for sustainable development of rural communities in Niger State. Findings of the study revealed that remedial education provides reading and writing training to adult which is helpful in their daily economic activities, extension programme equips farmers with modern skills for farming, thereby increasing their productivity, life skill programme facilitates the literacy of rural people in health issues, rights, family life and security, vocational education empowers its recipients in rural communities with knowledge and skills to combat poverty and hunger,

security education given to the masses tends to increase security consciousness among rural people and rural people are motivated for efficiency and work at skill acquisition programmes carried out in the rural area. The finding is in consistent with Oghenekohwo,(2017) who opined that to remedy the high level of illiteracy commonly found in the rural area, mass education programmes are sometime simple minted in diver seminars which include adult basic literacy, post literacy functional literacy, remedial education, girl-child education, out of school youth education, women vocational education, workers education and a host of other programmes to eradicate illiteracy and empower the citizens for increased productivity and national development.

Secondly, findings shows that information disseminated through TV Programmes, news, drama influence knowledge, skills and attitudes of rural people; social media plat for maids rural people knowledge of events in their immediate environment, articles in Newspaper and magazines provides rural dwellers with facts necessary for socio-economic enhancement, print media aids the preservation of knowledge for future reference which could enhance transfer of knowledge, News, programmes, educational activities on radio increases literacy level of rural people in family life and business, flyers and billboards only to pass one time information to rural dwellers. The finding is consistent with Buren (2000), who stated that since people in tend to choose the easiest way for learning the simplest way can be found in television educational programs. In study carried out among rural farmers by Abubakar *et al.*, (2017), found that 52.3% of the respondents prefer watching agriculture related program, followed by News (23.6%), while those who prefer watching drama and education programs were represented by 13.7% and 10.5% respectively.

Finally, the study revealed that mass literacy campaigns motivates rural people for remedial education which improves their literacy level, inspires rural dwellers for more knowledge skills and better attitudes, it aids volunteerism among rural youth which makes them contribute to their society, literacy campaigns on environmental education improves the well-being of people and rural environment, literacy campaigns initiate the action for knowledge and improvement in vocational skills of rural youth, helps in rural sensitization, hence improve injure livelihood. The finding is in line with Heinand Kanyogonya (n.d) who noted that the use of newspaper for literacy campaign will have less impact on the target population. They suggested that in a case where newspaper has to be used, then rural press- dedicated

to the production of rural mimeos and/or newspapers basically for the rural population.

4. Conclusion

Based on the findings of the study, the study concluded that:

Mass Education such as remedial education, extension programme, life skill programme, Vocational education and security education promotes mass literacy for sustainable development of rural communities. Also, the study concluded that TV Programmes, news, social media platforms, articles in Newspaper and magazines among others helps to promote mass literacy for development in rural communities. The study finally established that mass literacy campaigns are effective tool for encouraging literacy among rural people.

5. Recommendations

Based on the findings of the study, the study recommended that:

- Government, community heads and youth leaders should consistently carry out mass education programmes in their various communities. This will help to increase the rate of literacy among rural people.
- In order to encourage the use of mass media such as television, radio and social media in rural areas, government should ensure the availability of network and transmissions in rural communities. This will make many of the rural people have access to mass media which is likely to enhance their literacy.
- Government should provide adult educators with enough funds to enhance and initiate mass literacy campaigns especially in the rural areas. This will help to deal with the root problems of increasing poverty in the state.

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