**IMPACT OF EDUCATION IN RURAL DEVELOPMENT PROCESS**

**(A CASE STUDY OF MUSHIN LOCAL GOVERNMENT COUNCIL)**

**ABSTRACT**

The study examined the impact of education on rural development process. Faced with slow rate of development in rural areas as compared to urban cities, the researcher set out to examine the relationship between education and rural development as well as highlight various challenges facing the teaching and learning process in rural settlements using Mushin Local Government Area as a case study. Concerning methodology, the researcher employed both primary and secondary sources of data. Questionnaires were distributed to 232 respondents in the local government area to get responses in view of the problem identified in the study. Data was analyzed using simple percentages and the Pearson Correlation Movement placed at a significant level of 0.05. Findings from the study revealed that Education helps in the development of Mushin local government area of Lagos state, there is a significant relationship between education and provision of basic infrastructure in Mushin local government area of Lagos state, and there is a significant relationship between education and rural development in Mushin local government area of Lagos state. Key recommendation from the paper suggest government agencies especially at the grass root level to formulate policies that will ensure significance development in the education sector as this will in turn contribute positively to the socio-economic wellbeing of rural areas in Nigeria.

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**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

 According to National Population Commission (2012) it is generally believed that Nigeria has a total population of 170 million people, out of this number 67% live in the rural areas while the remaining 34% live in the urban centres.Nigeria is a country in Africa continent located in West of Africa close to the equator extending from latitude 4˚N to14˚ and from longitude 3˚E to 15˚E. Except for the Atlantic ocean to the south, Nigeria is surrounded by French-speaking countries; Niger, Cameroun and BeninRepublic. Nigeria is a third world country which means it is a developing country.

 However, the fact that most of the population reside in the rural areas indicate that rural areas need more of infrastructural development such as good roads, electricity, good and well equipped schools for the growth and betterment of the people living in the rural areas. But in Nigeria, the reverse is the case. More attention is given to the urban centre for the detriment of the rural areas, as a result of the notion that urban centre are more populated; so they need more basic infrastructure than the rural areas. This perception has caused imbalance between the urban centre and the rural dwellers by creating a wide gap. By this gap the urban centre are growing immensely living the rural areas in a state of stagnation and depreciation which is growing at an alarming rate.

In the case of Munshin Local Government Area of Lagos State being one of the largest local governments with a population of about 1.6 million people in which 74% of them living in the rural areas lack basic infrastructure for growth and development. Moreover, it is generally agreed that education has impact more substantially in rural area development process in developing nations. Therefore, education has a controlling influence over the development of rural societies, communities, individual or group of individuals and families which leads to the reduction of low income rate, poverty and rural-urban migration.

 Although, education has made a significant impact on rural areas in terms of marking personnel maintenance, system of supplying farm production, health care and good governance, but failure of government to tackle rural development and recognition of the importance of rural areas and rural people to the economic development still remains an issue.

 The major aim of education is learning which is achieved through the teaching and learning process. According to Plato (437-337 BC) “Aesthetic education brings grace to the body and nobility to the mind. Until man in his physical and sensuous mode of being has been accustomed to the laws of beauty, he is not capable of spiritual liberty”. Therefore education would be incomplete without due consideration being given to rural areas. Education holds a significant place in this regard, so far as it forms a very convenient and powerful medium for individuals express themselves in a variety of ways in any situation including his mental skill in relation to overall academic performance. However, it is sad to note that some schools in rural areas have no rooms allocated for teaching even some with class rooms lack furniture; in some schools, teaching is carried on in makeshift classrooms and this can be uninspiring and boring. Inadequate and half-baked teachers in some secondary schools are also an issue of concern in this study (Madeki S.J (2008)).

 Education impacts social change, by improving individual social position as well as standard of living. Education also increases critical ability of rural people to diagnose their needs, assert their right, taking greater control of decision affecting their lives. Education has the potential to respond to the transformation of rural areas, increase labour force and enhancing security. As the pivot of the educational system, the National policy on Education (FRN, 1981) noted that teachers in all educational institutions including the universities, should be professionally trained because is considered as a tool to be used for the integration of the individuals into the society to achieve self-realization, develop national consciousness, promote unity and strive for social-economic, political, scientific, cultural and technological progress.

 Durojaiye (1996) indicates three aspects that are of immediate relevance to education:

1. The learner, his growth and development, his needs and motivation, his individual characteristics and achievement, his nutritional state and the child-rearing approached employed by his parents.

2. The learning situation, the school and wider society, the cultural context and effects on learning.

3. The learning process and the teacher who makes them happen including his method, approaches and personality.

Education has brought about phenomenal changes in every aspect of human’s life.

Brown (2011) opines that education is a process which brings about changes in the behaviour of the society. It enables every individual to efficiently and effectively participate in societal activities and make a positive contribution to the progress of the society. Education create awareness in the rural areas regarding their right to education as stipulated in Article 26 of the United Nation Declaration of Human Right (1984) which says that:

1. Everyone has the right to education.

2. Education shall be free at least in elementary and fundamental

stages

3. Primary education shall be compulsory

4. Education shall be made generally available and higher education shall be equally accessible to all in the basis of merit.

 The concentration of education in urban centres rather than rural areas has done more harm than good; it accelerates rural-urban migration, generating youth unemployment. This makes rural areas undergrowth or underdeveloped. Education enhances the capacity of people, expanding the area of competence and changes orientation and attitude which significantly improve the life style of people both in rural areas and urban centers. According to World Bank (2002) Education policy and programme must be carefully designed at both national and local levels.

 Impact of education in area of health is indisputable especially in area of mortality rate. However, in other to lower Maternal Mortality Rate (MMR) Infant Mortality Rate (IMR) and achieve the lowest possible Total Fertility Rate (TFR) in rural areas education has a crucial role to play in girls that dwell in the rural areas, better education of a female child or pass through a process of learning can drastically reduce maternal and infant mortality; it will also bring about positive impact for family health, birth spacing, few children and fertility related issues, better care of children, seeking right services and counsel at the right point in time and the right places, and promote health and survival and life expectancy along with economic productivity for a better standard of living.

 Education can initiate social change by transforming the out look and attitude of man; it can also bring about a change in the pattern of social relationship and thereby causing social change. This social change can be good behaviour, respect to elders, obeying one’s culture and all these have been the impact of education in rural development process. Be that as it may, education in Nigeria is now more of a private enterprise, but a huge government venture that has witnessed a progressive evolution of government complete and dynamic intervention and active participation. The federal government of Nigeria has adopted education as an instrument par-excellent for effecting national development.

**Statement of the Problem**

 This research is an attempt to investigate the discrepancies between urban and rural areas in terms of educational rural development process.

 The gap between urban and rural areas arising from conduciveness of environment, availability of manpower and facilities in the teaching and learning process.

 Other issue of textbook selection or recommendation is a matter of concern to curriculum planners, the teachers and even the ministries of education.

**Research Questions**

1. Is there any relationship between education and provision of basic infrastructure in Munshin Local Government Area of Lagos State?

2. Is there any relationship between education and rural development process in Munshin Local Government Area of Lagos State?

3. Is there any impact of education in rural areas in Munshin Local Government Area of Lagos State?

4. Is there any difference between education and social changes in Munshin Local Government Area of Lagos State?

**Hypotheses**

 This research is based on the following hypotheses.

1. There is no significant relationship between education and provision of basic infrastructure in munshin Local Government Area of Lagos State.

2. There is no significant relationship between education and rural development process in Munshin Local Government Area of Lagos State.

3. There is no significant impact of education in rural areas in Munshin Local Government Area of Lagos State

4. There is no significant difference between education and social changes in Munshin Local Government Area of Lagos State.

**Purpose of the Study**

 The purpose of this research is to look at the impact of education in rural development process in Munshin Local Government Area of Lagos State.

 It is also to investigate whether there is any existing relationship between education and rural development process in Munshin Local Government Area.

 Also to find out if people in rural area benefit from basic infrastructure in Munshin Local government Area.

 To determine the impact of education in rural area in Munshin Local Government Area.

 To investigate if education has improved social changes in rural area of Munshin Local Government Area.

**Significant of the Study**

 This study when completed will be beneficial to the students, tertiary institutions, teachers and ministries of education.In addition, the study will try to provide adequate and enough information for planners of educational policies and curriculum with a particular reference to rural development process. No doubt, the study will help ministries of education to make useful and important recommendations on how to develop rural areas.

 The curriculum designers could receive vital information about the problem being suffered in rural areas in teaching and learning and may adopt a system of solving the problems that will eliminate the difference and bridging the wider gap between urban and rural areas.Be that as it may, the study will no doubt enrich the libraries with useful copies of papers as researchers in Munshin Local Government Area in particular and Nigeria at large. It will also provide relevant information to researchers who might be interested in the educational research.

**Scope of the Study**

 This study is designed to show areas to which the research work is carried out; it includes both the male and female staff of Munshin Local Government Council because the research is not affected by sex.

**Limitation of the Study**

 This study is meant to cover all the senior staff of Munshin Local Government Area of Lagos State. But due to financial constraint, only 40 senior staff were used for the research. The result from this study will be used to generalize all the senior staff in Munshin Local Government Area, LagosState.

**Definition of Terms**

**Impact:** a marked effect or influence.

**Imbalance:** A lack of proportion or balance.

**Stagnate:** Showing little activity.

**Immensely:**  To a great extent, extremely.

**Pivot:** The central point.

**Discrepancy:** A difference or lack of compatibility between two or more facts that should be similar.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**  This chapter concern with reviewing what has been said or written directly or indirectly in relation to this work. The review of relevant literature therefore shall fall under the following heading.

1. Conceptual Framework

2. Models of rural development process

3. Strategies of rural development process

4. Practice of rural development

5. Provision of basic infrastructure in rural development

6. Rural development and education

 **Conceptual Framework**

 The term rural development at present means various things to various people William (1978), for a long time rural development and agricultural output were viewed as referring to the same situations. In recent years, it has been argued that agriculture is by no means the only possible occupation for rural dwellers and accordingly a new and broader view of rural development has emerged. Different definition of rural development within this broader framework exists in the literature.

 Udo (1984), rural development is a process of not only increasing the level of per capital income in the rural sectors, but also the standard of living of the rural dweller, this definition goes on to observe that the standard of living depends on a complex of factors such as food and nutrition levels, health, education, housing, recreations, security and among others.

 Rural development has also been define as the outcome of a series of quantitative change occurring among a given rural population and whose emerging effect indicate in time arise in the standard of living and favourable changes in the way of life of the people concerned.

According to Lele (1975),rural development implies improving living standard of the masses of the low income population residing in rural areas and making the process of their development self sustaining.

According to Todaro (1979) development implies the multi-dimensional process involving changes in structures, attitudes and institution as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. In other words, development is now viewed as a sustainable increase in the socio-economic welfare of a population.

According to Moseley Malcolm (2003), define rural development as the general process of improving the quality of life and economic wellbeing of the people living in relatively isolated and sparsely populated areas. This means that rural development changes in global production and network and also increases the urbanization potential of changing the character of geographical locations.

The discussion presented above indicates clearly that rural development is associated with changes in social and economic structures, institutions, relationship and processes. In other words, rural development goes beyond agricultural and economic growth, it entails the creation and fair sharing of social and economic benefits resulting from this growth.

**Models of Rural Development**

Models are a skeletal representation of a theory, in other words model is the representation of reality in an idealized form on which theories are built. For the purpose of this study, the following models will be adopted.

1. High input pay off model

2. Incrementalist model

3. Laissez faire model

High Input Pay Off Model

 This model which was formulated by T.W.Schultz (1964), argues that in order to improve the production capacity of the rural areas, programmes of development must include a package of high yielding and profitable new inputs on which organization or institution can invest. The model further articulate that education modernization strategy must also emphasize a favourable input-output ratio, the model also emphasized that education modernization cannot proceed far unless there is investment in research to produce and disseminate input embodying new technology and in the education of rural dwellers on whom rest the task of allocating the resources for developing such investment, the model argues are associated with very high rate of return compare to investment in alternative project.

The high input pay off model has considerable relevance for educational development in the area study in the following number of ways.

1. It provides a theoretical basis for a positive change in the context of educational development.

2. It provides a justification for government investment in education and educational research and the training of educational scientists.

3. It gives part of the explanation for the observed failure of educational management and provision for the extensive programmes to increase productivity in education.

4. It provides strong support for current efforts of government to boost education system through subsidization of the purchase of textbooks, computers and instructional materials.

**Incrementalist Mode**

The incrementalist model is concerning planning remedy to immediate or pressing problems of educational system in rural development process; it is an attempt to answer issues that cannot wait for a compressive analysis by the planner. This model was designed originally by Charles (1969), he described the action of planner in an imperfect situation. Instrumentalist model looks at the real work of the planner to see how the majority of the decision is reached. It tries to adopt the decision making process to the limitations and challenges to the rural world of the decision maker. This model does not try to dear comprehensively to educational problems in rural areas; rather it deals with matters in disjointed fashion with each action being only a marginal departure from previous action or decision. Many incrementalist models are matter of trial and error. Hence, it is also called the science of modeling through. The incrementalist model is facilitated by the structure of the societies.

The discussion presented above indicates clearly that education in rural areas has pressing problems that requires comprehensive analysis rather than marginal departure. It is against this background. I suggest that both state and local government should as a mater of fact stop the trial and error to educational problems in rural areas and have remedy perfection to imperfect situation in avoidance of rural-urban migration in terms of educational system.

**Laissez Faire Model**

 These models are described as laissez faire because they involve minimum intervention in the process of rural development, although this model places emphasis on the planning of education through large or sizeable fiscal allocation to rural areas. However, the transformation of rural education is expected to take place through large investment in education system or via introduction of subsidies to education input and provision of basic infrastructure to improve the living standard of rural dwellers, also to support the education in rural areas.

**Strategies of Rural Development**

 This part of the research work expresses some strategies that can be used for rural development. They are:

 1. Community Development and Self-Help (CDSH)

2. Participatory Approach to Rural Development (PARD)

3. Agricultural Extension or Education Extension (AEEE)

**Community Development and Self-Help**

 One major strategy that has been adopted in rural development is community development

 Community development involves the movement of the people designed to promote better standard of living for the whole community with the active participation of community concerned.

 According to Dunham (1970), community development is not concerned with anyone aspect of life such as health, education, business and agriculture. It is concerned with the total community life and needs. Ideally, it involves all the members of the community and requires their fullest participation in first making and then implementing decisions. In other words, community development entails with government authorities to improve their economic, social and cultural condition.

 However, if the initiative is not forthcoming from members of the community concerned, then the government can stimulate their interest through various strategies such as enlightenment campaigns, projects and financial aids for specific projects. Okafor (1984).

 A large proportion of the benefit or impact of community activities in rural areas has been due to the role self-help groups. This implies that in those rural areas where there are no effective self-help groups, community development activities have not made much impact on the social welfare of the rural dwellers. Experience in different communities suggests that education has an important role to play in the emergence of self-help groups in many communities in rural areas. This is due to the fact that the initiative for the formation of such groups and the articulation of their self-help programmes generally comes from the education of members of any community.

 In the field of education, many communities are involved in building of classrooms for primary and secondary schools. They also provide basic infrastructure such as rural roads and bridges, health care centres and other facilities.

**Participatory Approach to Rural Development**

 It has become more and more widely held that it is futile to attempt to implement schemes of rural development without the participation of the intended beneficiaries (the rural dwellers).

 Development is to be achieved with and by the people not just for the people. FAO (1978).

 Advantages of participatory approach are as follow:

 1. More information about rural needs, problems, capabilities and experience; since effective planning requires specific information of the sort only rural people can provide.

2. Maintenance of activities and services such as roads, cannels, Terrance buildings and other facilities should be more complete and effective.

3. Implementation should be smoother and quicker once understanding and assent have been generated through participation, as rural dwellers usually cooperate more willingly in decision and plans in which they have participated.

**Agricultural Extension or Education Extension**

 Education extension has been described by Fenley and Williams (1964) as bringing about improvement to education in particular and rural areas in general through carefully planned and organized programmes, bases on sound principle of teaching and learning, it is carried on thoughtfully and systematically in an atmosphere of mutual trust and respect. This suggests that extension work is concerned with teaching of rural dwellers on how to raise their standard of living considering the peculiar problem facing them.

 In this respect, education extension is concerned with making available to rural dwellers the benefit from research and technology and its ultimate aim is raise their efficiency and thus achieve a higher level of living. William (1978).

 Education extension has played a major role in the social adjustment of the rural areas to the changing conditions of the modern society. The management of family income, child care, food and nutrition, problem arising from poverty and available opportunities are all areas in which extension can help. Education extension is involved in a verity of rural development, effective use of natural resources and manpower utilization. All of these are concerned with raising the quality of life in the rural areas.

**Practice of Rural Development**

 Rural development has undergone several modifications both in ideology and practice. The present rural development campaign is for all practical purposes. The campaign is expressed and conducted in the name of community development, social development, agricultural development, mass literacy, education, welfare cooperative development and villagization etc.

 The origins of organized community development in Nigeria are lost in antiquity but they were effectively used during the colonial days as a preparatory policy for local government and mass literacy education (Jackson (1956) & Okafor (1984), although community development as practiced in Nigeria tend to have different meaning to different people. Its mode of operation involves to essential elements.

 1. The participation of the people themselves in efforts to improve their own initiative.

2. The provision of technical and other services in ways which not only encourage initiative self-help and mutual assistance but which also make them more effective.

 The emphasis therefore, is on the need to encourage community of people to identify their own wants and needs and to work cooperatively at satisfying them. The mass education and villagization components of rural development programmes are obviously related to the community development stance of rural development adopted in post-colonial days. For one thing, mass education has specific character as instrument of community development and in particular of local government, they are instrument for facilitating penetration of peripheral rural environments. The policy of rural development and its reorganization is clearly stated in the 1946-56 development plan of Nigeria where that:

“Many of the development schemes proposedin this ten-years plan such as water suppliedroads, provision of dispensaries, etc. will assist towards the improvement of living conditionsbut this alone will be insufficient if steps are not taken simultaneously for the orginazation of layouts’’

 Against the background of these various attempts made by the governments to penetrate the rural areas with development, it is possible to collapse these efforts into a few salient rural development policies and programmes and then examine how they have been implemented.

**Provision of Basic Infrastructure**

 Infrastructures are the basic systems and services that are necessary for an organization to run smoothly. In other words, it is the basic physical and organizational structures needed for the operation of a society or enterprise (Oxford advanced learner’s dictionary).

 Educational institution cannot function effectively without the support of infrastructural institution; furthermore, infrastructural facilities are important for the improvement of the standard of living in the rural areas. Transportation is an important instrument of rural development because accessibility is a vital exchange for development. For instance, if products of the rural areas meant for external market cannot be transported from the rural areas to their various destination, such products can be left to rot in the field. This constitutes not only a loss to the national development but also to rural income and development. Therefore, one cannot stop emphasizing the importance of transportation in rural development.

 Other infrastructural facilities for rural development include those dealing with water supply, housing, schools, clinics and electrification. The provision of clean drinkable water for humans is of vital importance for maintaining the health of rural

 dwellers. Rural electrification and improved sanitation are also quite basic institutions in rural development process. The latter is a measure of improved living standards and the formal will arrest immigration of the youth, since the events in towns can be brought to them in rural areas, in the end, a much better health and nutrition, better social-life, and a better enlightened rural sector will emerge. La-Anyane (1975).

**Rural Development and Education**

There is general agreement in many countries today that the rate of agriculture and rural development is directly related to the educational standard of the rural communities. Education, both general and specialized will induce economic motivation, widen social and economic horizon and predispose to them to greater receptivity of new ideas. Idachaba (1975).

 However, if education is to have it required impact in the rural development process, there is an urgent need to modify the coarse content of the various educational institutions and to intensify adult education programmes designed to improve the awareness and the skills of the rural dwellers. Thus, there is the need for the entire educational system to be geared largely and purposefully to high level manpower projections at the expense of the rural areas. Rural education has not so far given due emphasis to practical farm education. Agricultural education of any kind seems to be virtually non-existent in many secondary schools; the greatest need of education for rural development is in the area of secondary education particularly the provision of a higher grade trained technician to support the professional grade and to engage in actual teaching. Furthermore, there is a vital need for sub-educational administrative board within the rural areas.

 The recognition of basic education as a prerequisite for sustainable rural development is visible within the FAO which was launch in 2012 in collaboration with UNESCO and education for all flagships on education for rural dwellers. (htt://www.fao.org/sd/2002/knosaten.htm). Here, education is seen as significant for global and national agenda that focused attention on the following significant impact on education in the rural areas:

 1. That quality education within the rural areas will help to ensure food security within the rural setting.

2. The quality of education is also significant in planning within the rural areas and management in the rural areas.

However, education improves the quality of farmers’ labour by enabling them to produce more with their available stock of productivity factors other than land. Education increases the efficiency of resources allocation. Education helps farmers to choose more effective means of the production by adopting new technique.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **3.1 RESEARCH DESIGN**

Research design is the plan structure and strategy of investigation developed so as to obtain answer to research questions and control variance (Kerlinger, 1973:45).

3.2 **SOURCES OF DATA**

The researcher used both primary and secondary methods of data collection.

* + 1. Primary Data: This is data that is obtained first hand from the respondents. Primary data method is obtained through the administration of questionnaires and personal interviews.
		2. Secondary Data: secondary source of data are opinions of exports in the experts views and are obtained from related literature from private, professional ad academic libraries.
	1. **THE POPULATION STUDY**

The study of population would cover residents of mushin local government area council in Lagos state. The population of the study was 552 people.

**3.4 SAMPLE DESIGN AND DETERMINATION OF SAMPLE SIZE**

The researcher used Yaro Yammane’s formular to determine the sample size from the population.

Yaro Yamane’s formula is given

As n = N

 1+N (e)2

Where N = population of study

 n = sample size

 e = level of significance at 5%

 1 = constant

Thus substituting for the formula

 n = 552

 1 + 552 (5%)

 = 552

 1 + 552 (0.0025)

 = 552 = 552

 1 +1.38 2.38

 = 552 = 231.9

 2.38 = OR

 = 232

The sample size of the study is 232 respondents.

**3.5. METHOD OF DATA COLLECTION**

The research instrument used by the researcher in collecting useful data is questionnaires and interview.

The questions were both close and open ended with multiple answers. These formulated questions were submitted to the supervisor necessary corrections were made.

This was necessary because the instrument has to agree with the subject under discussion.

**3.6. QUESTIONNAIRE DESIGN, DISTRIBUTION AND COLLECTION OF RESPONSES**

The questionnaires were carefully designed to accommodate two sections. The first section is the demographic characteristics of the respondents such as sex, age, educational level which the second section deals on relevant aspect of the topic under study.

**3.7. SECONDARY METHOD OF DATA COLLECTION.**

The researcher used the following sources for the collection of secondary data the used if libraries, textbooks, journals, newspaper conference and seminar papers and the review of other related literature.

**3.8. TECHNIQUES OF DATA ANALYSIS**

Having gathered the data through the administration of questionnaire, the collected data will be coded, tabulated, and analyzed according to the research question and hypothesis.

In order to analyze the data collected effectively and efficiently for easy management and accuracy, the simple percentage method was the analytical tools used for this research project and a sample size of two hundred (232) will be represented by 100% for easy analysis of the responses.

Also, Correlation statistical analytical method will be used in the research work. Correlation as a statistical technique is used in testing of hypothesis so as to predict what the relationship between two variables should be. It is used in drawing and reaching conclusion by collecting the observed values from the questionnaire administered to respondents, testing the degree of freedom and carrying out a decision in determining the critical value of the hypothesis.



Where x = independent factor

 y = dependent factor

**3.9. SCORING OF THE RESEARCH INSTRUMENT**

 Since the research instrument used was the questionnaire, it was designed using the likertscale method. The questionnaire was designed in the following ways:

1. Strongly Agreed (SA) - 5
2. Agreed (A) - 4
3. Undecided (U) - 3
4. Disagreed (D) - 2
5. Strongly Disagreed (SD) - 1

 **DECISION RULE**

In taking decision for “r”, the following rules shall be observed;

1. If the value of “r” tabulated is greater than “r” calculated, accept the alternative hypothesis (H1) and .reject the null hypothesis (H0).
2. If the “r” calculated is greater than the “r” tabulated, accept the null hypothesis (H0) while the alternative hypothesis is rejected

**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter is devoted to the presentation, analysis and interpretation of the data gathered in the course of this study. The data are based on the number of copies of the questionnaire completed and returned by the respondents. The data are presented in tables and the analysis is done using the correlation test.

**4.1 Data Presentation and Analysis**

The data presented below were gathered during field work:

**QUESTIONNAIRE ADMINISTRATION**

|  |  |  |
| --- | --- | --- |
| **NUMBER OF QUESTIONNAIRES DISTRIBUTED** | **NUMBER OF QUESTIONNAIRES RETURNED** | **NUMBER OF QUESTIONNAIRES NOT RETURNED** |
| **232** | **232** | **0** |

The researcher witnessed a 100% response from respondents. This is because there was no incident of unreturned questionnaires

**BIO DATA OF RESPONDENTS**

| **Table 1 gender of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | male | 150 | 64.7 | 64.7 | 64.7 |
| female | 82 | 35.3 | 35.3 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 1 above shows the gender distribution of the respondents used for this study.

Out of the total number of 232 respondents that were sampled for the study, responses from the respondents indicate that 150 respondents which represent 64.7percent of the population are male while the remaining 82 respondents which represent 35.3 percent of the population are female.

| **Table 2 educational qualification of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | FSLC | 30 | 12.9 | 12.9 | 12.9 |
| WASSCE/SSCE | 60 | 25.9 | 25.9 | 38.8 |
| OND/HND/BSC | 120 | 51.7 | 51.7 | 90.5 |
| PGD/MSC/PHD | 22 | 9.5 | 9.5 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 2 above shows the educational qualification of the respondents used for this study.

Out of the 232 people sampled for this research, responses from the respondents indicate that 30respondents which represent 12.9 percent of the population are SSCE/WASSCE holders. 60respondents which represent 25.9 percent of the population are OND/HND/BSC holders. 120respondentswhich represent 51.7 percent of the population are PGD/MSC/PHD holders while the remaining 22respondentswhich represent 9.5 percent of the population have other type of certificates.

| **Table 3 age grade of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | below 20years | 20 | 8.6 | 8.6 | 8.6 |
| 21-30years | 62 | 26.7 | 26.7 | 35.3 |
| 31-40years | 80 | 34.5 | 34.5 | 69.8 |
| 41-50years | 50 | 21.6 | 21.6 | 91.4 |
| 51-60years | 10 | 4.3 | 4.3 | 95.7 |
| above 60 years | 10 | 4.3 | 4.3 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 3 above shows the age grade of the respondents used for this study.

Out of the total number of 232 respondents that were sampled for this research work, responses from the respondents has it that 20 respondents which represent 8.6 percent of the population are below 20yrs. 62 respondents which represent 26.7percent of the population are between 21-30yrs. 80 respondents which represent 34.5percent of the population are between 31-40yrs

50 respondents which represent 21.6 percent of the population are between 41-50yrs.10 respondents which represent 4.3 percent of the population are between 51-60yrs while the remaining 10 respondents which represent 4.3 percent of the population are over 60years

| **Table 4 Marital status of respondents** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | single | 100 | 43.1 | 43.1 | 43.1 |
| married | 120 | 51.7 | 51.7 | 94.8 |
| divorced | 5 | 2.2 | 2.2 | 97.0 |
| widowed | 7 | 3.0 | 3.0 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 3 above shows the marital status of the respondents used for this study.

Out of the 232 respondents who were sampled for this study, responses from the respondents indicate that 100 respondents which represent 43.1 percent of the population are single. 120 respondents which represent 51.7 percent of the population are married. 5 respondents which represent 2.2 percent of the population are divorced while the remaining 7 respondents which represent 3.0 percent of the population are widowed.

**TABLES BASED ON RESEARCH TABLES**

| **Table 7 EDUCATIONAL DEVELOPMENT IS NEEDED FOR ECONOMIC DEVELOPMENT IN NIGERIA**  |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 80 | 34.5 | 34.5 | 34.5 |
| agree | 90 | 38.8 | 38.8 | 73.3 |
| undecided | 10 | 4.3 | 4.3 | 77.6 |
| disagree | 32 | 13.8 | 13.8 | 91.4 |
| strongly disagree | 20 | 8.6 | 8.6 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 7 clearly establishes one of the major objectives of the study. When 232 respondents that were sampled for the study in munshin local government council were asked if educational development is needed for economic development in Nigeria. Responses from the respondents indicate that 80 respondents which represent 34.5 percent of the population strongly agreed that educational development is needed for economic development in Nigeria. 90 respondents which represent 38.8 percent of the population agreed that educational development is needed for economic development in Nigeria. 10 which represent 4.3 percent of the population were undecided. 32 respondents which represent 13.8 percent of the population disagreed that educational development is needed for economic development in Nigeria while the remaining 20 respondents which represent 8.6 percent of the population disagreed that educational development is needed for economic development in Nigeria.

This clearly shows that educational development is needed for economic development in Nigeria. Since most of the respondents answers were in the affirmative.

| **Table 8 EDUCATION HELPS IN THE DEVELOPMENT OF MUNSHIN LOCAL GOVT COUNCIL** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 100 | 43.1 | 43.1 | 43.1 |
| agree | 90 | 38.8 | 38.8 | 81.9 |
| undecided | 5 | 2.2 | 2.2 | 84.1 |
| disagree | 20 | 8.6 | 8.6 | 92.7 |
| strongly disagree | 17 | 7.3 | 7.3 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 8clearly establishes one of the major objectives of the study. When 232 respondents that were sampled for the study in munshin local government council were asked if education helps in the development of munshin local government council.Responses from the respondents indicatethat100 respondents which represent 43.1 percent of the population strongly agreed that education helps in the development of munshin local government council. 90 respondents which represent 38.8 percent of the population agreed that education helps in the development of munshin local government council. 5 which represent 2.2 percent of the population were undecided.20 respondents which represent 8.6 percent of the population disagreed that education helps in the development of munshin local government council while the remaining 17 respondents which represent 7.3 percent of the population disagreed that education helps in the development of munshin local government council.

This clearly shows that education helps in the development of munshin local government council. Since most of the respondents answers were in the affirmative.

| **Table 9 PROVISION OF BASIC INFRASTRUCTURE IS INFLUENCED BY EDUCATION** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 90 | 38.8 | 38.8 | 38.8 |
| agree | 120 | 51.7 | 51.7 | 90.5 |
| undecided | 2 | .9 | .9 | 91.4 |
| disagree | 10 | 4.3 | 4.3 | 95.7 |
| strongly disagree | 10 | 4.3 | 4.3 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 9clearly establishes one of the major objectives of the study. When 232 respondents that were sampled for the study in munshin local government council were asked if provision of basic infrastructure is influenced by education. Responses from the respondents indicate that 90 respondents which represent 38.8 percent of the population strongly agreed that provision of basic infrastructure is influenced by education. 120 respondents which represent 51.7 percent of the population agreed provision of basic infrastructure is influenced by education. 2 which represent 0.9 percent of the population were undecided.10 respondents which represent 4.3 percent of the population disagreed that provision of basic infrastructure is influenced by education while the remaining 10 respondents which represent 4.3 percent of the population disagreed that provision of basic infrastructure is influenced by education.

This clearly shows that provision of basic infrastructure is influenced by education. Since most of the respondents answers were in the affirmative.

| **Table 10 THERE IS A RELATIONSHIP BETWEEN EDUCATION AND RURAL DEVELOPMENT OF MUNSHIN LOCAL GOVT COUNCIL** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 90 | 38.8 | 38.8 | 38.8 |
| agree | 130 | 56.0 | 56.0 | 94.8 |
| undecided | 2 | .9 | .9 | 95.7 |
| disagree | 5 | 2.2 | 2.2 | 97.8 |
| strongly disagree | 5 | 2.2 | 2.2 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 10clearly establishes one of the major objectives of the study. When 232 respondents that were sampled for the study in munshin local government council were asked if there is a relationship between education and rural development of munshin local government council. Responses from the respondents indicate that 90 respondents which represent 38.8 percent of the population strongly agreed that there is a relationship between education and rural development of munshin local government council. 130 respondents which represent 56.0percent of the population agreed that there is a relationship between education and rural development of munshin local government council. 2 which represent 0.9 percent of the population were undecided.5 respondents which represent 2.2percent of the population disagreed that there is a relationship between education and rural development of munshin local government council while the remaining 5 respondents which represent 2.2percent of the population disagreed that there is a relationship between education and rural development of munshin local government council.

This clearly shows that there is a relationship between education and rural development of munshin local government council. Since most of the respondents answers were in the affirmative.

| **Table 11 EDUCATION INFLUENCES THE DEVELOPMENT OF RURAL AREAS IN MUNSHIN LOCAL GOVERNMENT AREA COUNCIL** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 100 | 43.1 | 43.1 | 43.1 |
| agree | 90 | 38.8 | 38.8 | 81.9 |
| undecided | 5 | 2.2 | 2.2 | 84.1 |
| disagree | 20 | 8.6 | 8.6 | 92.7 |
| strongly disagree | 17 | 7.3 | 7.3 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 11clearly establishes one of the major objectives of the study. When 232 respondents that were sampled for the study in Mushin local government council were asked if education influences the development of the rural areas. Responses from the respondents indicate that 100 respondents which represent 43.1 percent of the population strongly agreed that education influences the development of the rural areas. 90 respondents which represent 38.8percent of the population agreed that education influences the development of the rural areas. 5 which represent 2.2 percent of the population were undecided.20 respondents which represent 8.6percent of the population disagreed that education influences the development of the rural areas while the remaining 17 respondents which represent 7.3percent of the population disagreed that education influences the development of the rural areas.

This clearly shows that education influences the development of the rural areas. Since most of the respondents answers were in the affirmative.

| **Table 9 SOCIAL CHANGES IS SIGNIFICANTLY INFLUENCED BY EDUCATION** |
| --- |
|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | strongly agree | 90 | 38.8 | 38.8 | 38.8 |
| agree | 120 | 51.7 | 51.7 | 90.5 |
| undecided | 2 | .9 | .9 | 91.4 |
| disagree | 10 | 4.3 | 4.3 | 95.7 |
| strongly disagree | 10 | 4.3 | 4.3 | 100.0 |
| Total | 232 | 100.0 | 100.0 |  |

Source: field survey, November, 2015.

Table 12clearly establishes one of the major objectives of the study. When 232 respondents that were sampled for the study in Mushin local government council were asked if social changes is significantly influenced by education. Responses from the respondents indicate that 90 respondents which represent 38.8 percent of the population strongly agreed that social changes are significantly influenced by education. 120 respondents which represent 51.7 percent of the population agreed that social changes are significantly influenced by education. 2 which represent 0.9 percent of the population were undecided.10 respondents which represent 4.3 percent of the population disagreed that social changes is significantly influenced by education while the remaining 10 respondents which represent 4.3 percent of the population disagreed that social changes is significantly influenced by education.

This clearly shows that social changes are significantly influenced by education. Since most of the respondents answers were in the affirmative.

**RESEARCH HYPOTHESES**

**Hypothesis 1**

Ho: there is no significant relationship between education and provision of basic infrastructure.

Hi: there is a significant relationship between education and provision of basic infrastructure.

**Level of significance**: 0.05

**Decision rule**: reject the null hypothesis if the p-value or “r” calculated is less than the level of significance or “r” tabulated.

| **Correlations** |
| --- |
|  |  | Education helps in the development of mushin local govt council | Provision of basic infrastructures is influenced by education |
| Education helps in the development of mushin local govt council | Pearson Correlation | 1 | **.867\*\*** |
| Sig. (2-tailed) |  | **.000** |
| N | 232 | 232 |
| Provision of basic infrastructures is influenced by education | Pearson Correlation | **.867\*\*** | 1 |
| Sig. (2-tailed) | **.000** |  |
| N | 232 | 232 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** |  |

**Conclusion based on the decision rule:**

Since the p-value or “r” calculated (0.000) is less than the level of significance or “r” tabulated (0.05), we reject the null hypothesis and accept the alternative thereby concluding that there is a significant relationship between education and provision of basic infrastructure.

**NOTE:** there is a strong positive relationship of 0.867 between those respondents that believe that education helps in the development of mushin local govt council and those who agreedthat provision of basic infrastructure is influenced by education

**Hypothesis 2**

Ho: there is no significant relationship between education and social development of munshin local govt area council.

Hi: there is a significant relationship between education and social development of munshin local govt area council.

**Level of significance**: 0.05

**Decision rule**: reject the null hypothesis if the p-value or “r” calculated is less than the level of significance or “r” tabulated.

| **Correlations** |
| --- |
|  |  | Education helps in the development of mushin local govt council | Social changes is significantly influenced by education |
| Education helps in the development of mushin local govt council  | Pearson Correlation | 1 | **.677\*\*** |
| Sig. (2-tailed) |  | **.000** |
| N | 232 | 232 |
| Social changes is significantly influenced by education | Pearson Correlation | **.677\*\*** | 1 |
| Sig. (2-tailed) | **.000** |  |
| N | 232 | 232 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** |  |

**Conclusion based on the decision rule:**

Since the p-value or “r” calculated (0.000) is less than the level of significance or “r” tabulated (0.05), we reject the null hypothesis and accept the alternative thereby concluding that there is a significant relationship between education and social development of munshin local govt area council.

**NOTE:** there is a strong positive relationship of 0.677 between those respondents that believe that education helps in the development of mushin local govt council and those who agreed that social changes is significantly influenced by education.

**Hypothesis 3**

Ho: there is no significant relationship between education and rural development of munshin local govt area council.

Hi: there is a significant relationship between education and rural development of munshin local govt area council.

**Level of significance**: 0.05

**Decision rule**: reject the null hypothesis if the p-value or “r” calculated is less than the level of significance or “r” tabulated.

| **Correlations** |
| --- |
|  |  | Education helps in the development of mushin local govt council | There is a significant relationship between education and rural development |
| Education helps in the development of mushin local govt council  | Pearson Correlation | 1 | **.817\*\*** |
| Sig. (2-tailed) |  | **.000** |
| N | 232 | 232 |
| There is a significant relationship between education and rural development | Pearson Correlation | **.817\*\*** | 1 |
| Sig. (2-tailed) | **.000** |  |
| N | 232 | 232 |
| **\*\*. Correlation is significant at the 0.05 level (2-tailed).** |  |

**Conclusion based on the decision rule:**

Since the p-value or “r” calculated (0.000) is less than the level of significance or “r” tabulated (0.05), we reject the null hypothesis and accept the alternative thereby concluding that there is a significant relationship between education and rural development of munshin local govt area council.

**NOTE:** there is a strong positive relationship of 0.817 between those respondents that believe that education helps in the development of mushin local govt council and those who agreed that there is a significant relationship between education and rural development.

**Hypothesis 4**

Ho: there is no significant impact of education in the rural areas of munshin local govt area council.

Hi: there is a significant impact of education in the rural areas of munshin local govt area council.

**Level of significance**: 0.05

**Decision rule**: reject the null hypothesis if the p-value or “r” calculated is less than the level of significance or “r” tabulated.

| **Test Statistics** |
| --- |
|  | There is a significant impact of education in the rural areas of mushin local govt area council  |
| Chi-Square | 173.474a |
| df | 4 |
| Asymp. Sig. | .000 |
| a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 46.4. |

**Conclusion based on the decision rule:**

Since the p-value (0.000) is less than the level of significance (0.05), we reject the null hypothesis and accept the alternative thereby concluding that there is a significant impact of education in the rural areas of munshin local govt area council.

**CHAPTER FIVE**

**FINDINGS, CONCLUSION AND RECOMMENDATION**

The objectives of the study were to

* To look at the impact of education in rural development process in Munshin Local Government Area of Lagos State.
* To investigate whether there is any existing relationship between education and rural development process in Munshin Local Government Area.
* To find out if people in rural area benefit from basic infrastructure in Munshin Local government Area.
* To determine the impact of education in rural area in Munshin Local Government Area.
* To investigate if education has improved social changes in rural area of Munshin Local Government Area.

**FINDINGS**

Findings from the study revealed the following:

* Education helps in the development of mushin local government area of Lagos state.
* There is a significant relationship between education and provision of basic infrastructure in mushin local government area of Lagos state.
* There is a significant relationship between education and rural development in mushin local government area of Lagos state.
* There is a significant relationship between education and social changes in mushin local government area of Lagos state.
* There is a significant impact of education in the rural areas of mushin local governemtn area of Lagos.

RECOMMENDATION

As a result of the findings made from the study, it is of great importance to develop education in the rural areas as it would help in economic development and progress. A lot of developments both social and economic lies on the level of education of any society.

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**APPENDIX**

**QUESTIONNAIRE ADMINISTRATION**

**INSTRUCTION:**Please endeavor to complete the questionnaire by ticking the correct answer (s) from the options or supply the information required where necessary.

**SECTION A:** Personal Information/Data

1. Gender
2. Male
3. Female
4. Age grade
5. Below 20yrs
6. 21-30yrs
7. 31-40yrs
8. 41-50yrs
9. 51-60yrs
10. Above 60yrs
11. Educational qualification
12. FSLC
13. WASCE/SSCE
14. OND/HND/BSC
15. MSC/PGD/PHD
16. Others
17. Marital status
18. Single
19. Married
20. Divorced
21. Widowed

**SECTION B:** Questions on the impact of education in rural development process.

1. Social changes are significantly influenced by education.
2. Strongly agreed
3. Agreed
4. Undecided
5. Disagreed
6. Strongly disagreed
7. There is a significant impact of education in the rural areas of mushin local government area.
8. Strongly agreed
9. Agreed
10. Undecided
11. Disagreed
12. Strongly disagreed
13. Education helps in the development of mushin local government area.
14. Strongly agreed
15. Agreed
16. Undecided
17. Disagree
18. Strongly disagreed
19. there is a significant relationship between education and rural development.
20. Strongly agreed
21. Agreed
22. Undecided
23. Disagree
24. Strongly disagreed
25. there is a significant relationship between education and social changes.
26. Strongly agreed
27. Agreed
28. Undecided
29. Disagree
30. Strongly disagreed
31. there is a significant relationship between education and provision of basic infrstaructure.
32. Strongly agreed
33. Agreed
34. Undecided
35. Disagree
36. Strongly disagreed