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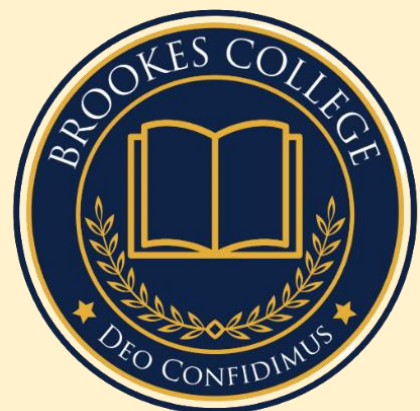
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**MARKET WOMEN LITERACY AS CORRELATE
OF CULTURE OF PEACE IN IFE CENTRAL
LOCAL GOVERNMENT AREA OF OSUN
STATE**

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MARKET WOMEN LITERACY AS CORRELATE OF CULTURE OF PEACE IN IFE CENTRAL LOCAL GOVERNMENT AREA OF OSUN STATE

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Abstract

In markets today, there are cases of individual differences, how to get along and tolerate others are causes of conflicts in our society especially in the market. As a result of this, peace is threatened and not encouraged. This study therefore, investigates markets women literacy as correlate of culture of peace in Ife Central local government area of osun state. The study adopted the descriptive survey research design. Women who are traders in markets constituted the population for the study, 100 market women were purposively sampled for the study. A self- developed research instrument titled Market Women Literacy as Correlate of Culture of Peace Questionnaire (MWLCCPQ) designed on a 4 point likert scale was used for the study. Face and content validity were established by experts in adult education. Thereafter, a reliability coefficient 0.85 was obtained using Crombach alpha. Data collected were analyzed using Statistical package for Social Sciences (SPSS). Both descriptive and inferential analysis tool of frequency counts, percentages, mean, standard deviation and Pearson Product moment correlation coefficient were used for the study. Findings from the study revealed that market women perceived literacy education as a means to an end but not an end in itself. Also, literacy significantly influences culture of peace among market women. Thus, it was recommended that market women should improve on their literacy education from basic to proficient level as this will help in dealing with their social and economic activities in a modern way, which in turn will help in exhibiting more sophisticated ways to peace building among themselves which ultimately will be reflected in their trading activities as well as the in larger society among others.

Keyword: Market, market women, literacy, peace, culture of peace.

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Introduction

Market is any place at a point in time where buyers and sellers meet for the exchange or buying and selling of goods and services (Anyaele, 1987). Market women are predominantly traders who sell agricultural products, foods, household items, beverages, textiles, etc. According to the Civil Resource Development and Documentation Centre in Nigeria, women represent 70–80 per cent of agricultural labour, though fewer than 15 per cent of these women are able to climb the socio-economic ladder, they are able to participate in various trades. Market women are not only vital to the economy; they have also played significant roles as peace activists.

The importance of bringing gender into peace building is not confined to redressing the violations of the human rights of women or addressing women's economic, social, or justice needs. Instead, for many, a gendered perspective represents peace building as a process of inclusion (Annan, 2012). Women are potentially capable of applying experience gained from peace building and peacekeeping in the nuclear family (the first socialization unit) to peacekeeping missions in the extended family and other areas of socialization. Though, starting at a lower level, they have the capacity to perform to the highest and become role models for the future generations of market women and other artisans as the case may be.

By definition, peace means the absence of war and conflict. Peace imply a state of inner calm, it has been understood to mean the absence of violence and as the presence of states of mind and of society such as harmony, accord, security and understanding. Globally, the United Nations General Assembly defined Culture of Peace has consisting of values, attitudes and behaviors that reflect and inspire social interaction and sharing based on the principles of freedom, justice and democracy, all human rights, tolerance and solidarity, that reject violence and endeavor to prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation and that guarantee the full exercise of all rights and the means to participate fully in the development process of their society. In the struggle for a culture of peace and non-violence, there are no enemies. Everyone must be considered a potential partner. The task is to constantly argue and negotiate with those engaged in the culture of violence, refusing to give up the struggle, until they are convinced to join in working for a culture of peace. In today's world, a culture of peace is seen as the essence of a new humanity, a new global civilization based on inner oneness and outer diversity. It is a virtue which is learned.

In Africa and Nigeria in particular, the concept of a culture of peace delineates the integration of values, belief systems and forms of spirituality, local knowledge and technologies, traditions and of cultural and artistic expression that contribute to the respect of human rights, cultural diversity, solidarity and the rejection of violence to build democratic societies. A culture of peace represents an everyday attitude of non-violence, and fierce determination to defend human rights and human dignity.

In the same vein, education is seen as the key to raise inner self of the individuals and the principal means of promoting a culture of peace. UNESCO's conceptualization of education is based on the 4 pillars, as presented in 1996 by the Task Force on Education for the 21st century. This implies that it plays a major role in the development of self-identity (learning to be) in relation to a collective setting where individuals experience sharing their lives with others (learning to live together, peace building, enabling them to continuously improve and expand their capacities (by learning to know) which would translate into their capability to

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act in different domains of the world (learning to do). According to Educational International in 1998, education, whether formal, informal or non-formal, is the key to uniting nations and bringing human beings closely together for peace.

Meanwhile, UNESCO (2010) submitted that literacy is at the heart of basic education for all, and essential for eradicating poverty, reducing child mortality, controlling population growth, achieving gender equality and ensuring sustainable development, peace and democracy. It involves the ability of individuals to use written information to achieve their goals, and consequently they are able to use this information to function effectively in modern societies. It is the essential education, the learning through which all other learning takes place. Also, it is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods and gender equality (GCE, 2005). This definition is more relevant to this study and especially its relevance to women in the developing world because the definition shows that literacy has a strong effect on one's lives. It adds a value to one's life by being productive to family, trade activities and community thus promoting development (Hanacho & Okanezi, 2018).

According to world population review statistics (2021), the global literacy rate is high. The literacy rate for all males and females that are at least 15 years old is 86.3%. Males aged 15 and over have a literacy rate of 90%, while females are at just 82.7%. Most of the non-literate adults live in South Asia, West Asia, and sub-Saharan Africa (Nigeria inclusive). Of all of the non-literate adults in the world, nearly two-thirds are female. In total, there are about 781 million adults worldwide that can't read or write. In Nigeria, about (61.70%) equivalent to 11,541,685 are said to be literate leaving a slightly high percentage of 48.30% population as non-literate.. This situation calls for attention as women's vital role in a country's development cannot be undermined. Oyitso & Olomukoro (2012) pointed out the importance of literacy in women's family life. They noted that literacy gives women personal freedom to become agents of change paving the way for economic and political freedom required for the development of self and the country at large

Literacy is a life transformation process especially for women in the developing countries (Ali, Naz, Afridi & Paio Khan, 2018) Nigeria inclusive. In addition, literacy increases people's self-esteem, confidence and language skills as well as generating peer group relationships and support, strengthening intergenerational connections, increasing community participation which in turn promote culture of peace, increasing awareness of community services, supporting healthy families and establishing the skills and confidence for further education or employment.

However, literacy when integrated with conflict resolution and peace building, centred on the provision of knowledge, facilitation of basic needs and capacity to secure food resources, and life building as well as training exercises This is also known as "cemento-conscio education" (Adelore & Majaro-Majesty, 2008). Obiom and Ogenyi (2013) submitted that Cemento-conscio education will help learners not only to understand the cause of their problems but also to derive solutions to these problems. Adelore and Majaro-Majesty, (2008) further suggested that the advantages of a literate woman can be felt in the family and by extension in the economic and political spheres of the society. In general, literacy education wipes away ignorance, political apathy and encourages mutual understanding and cooperation among the various strata of the society.

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Literature has shown that literacy affects women's role in their communities as the majority of women help others in imparting skills, mobilization, and organization in terms of girls' marriages, politics, peace promotion, decision-making in the home, decrease domestic violence and thereby empowering their own selves (Ali, Naz, Afridi & Paio Khan, 2018). Ebeye, Nworie and Ukponu's (2014) study on utilization of peace education in adult literacy programmes in Anambra State, Nigeria for promoting peace, conflict resolution and national security results revealed that effective utilization of peace education in adult literacy programmes played a significant role in promoting peace, conflict resolution and national security. Oxenham (2008) in ASPBAE (2012) reported that literacy enables women to develop more confidence and take on assertive roles in their communities. In Bangladesh the importance of literacy for women was acknowledged as a result of their active role in their communities. In Mali, Konaté, (2010) found that literacy programs helped women to develop critical thinking by sharing experiences. Women have taken actions for positive changes about their lives and communities. Mbah (2015) found that in Nigeria, adult literacy programme enabled women to play active role in their communities by mobilizing other women for community development work, representing their communities, playing active role in community politics, and collecting and keeping proper record of dues.

Statement of the Problem

Over time, there appears to be war, strife, lawlessness and dispute among marketers because of the inability of the government or policy makers to understand its role in eradicating the problems associated with violence and failure to relate peacefully with one another in the markets. However, there seems to be much focus on developing and encouraging science and technology based studies in a formal education setting with little or no effort given to adult literacy education as a vehicle for fostering national unity and development and also mutual understanding among the different heterogeneous groups in the society therefore, it is expected that literacy education should attempt to promote culture of peace. However studies carried out on literacy education such as Mbah (2015), Ali, Naz, Afridi and Paio Khan (2018) among others focused on literacy education and national development, most of which are focused outside the African continent. Therefore, leaving a gap on the relationship between literacy education and culture of peace. Hence, this study.

Objectives of the Study

The main objective of this study is to find out the role of literacy education in promoting culture of peace among market women in Ife Central Local Government Area of Osun State. The study therefore has the following objectives:

- (i) to determine the literacy level of market women in Ife Central Local Government Area.
- (ii) to examine the relationship between literacy level of market women and culture of peace.

Research Questions

The following research questions would be investigated:

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(i) What is the perception of market women on literacy in Ife Central Local Government Area of Osun State, Nigeria?

(ii) Does market women literacy correlate with culture of peace in in Ife Central Local Government Area of Osun State, Nigeria?

Methodology

This study adopted a survey research design. The information obtained was from a representative sample which is what survey is usually about. It is one which studies large or small population by selecting and analyzing sample data collected from such group. The population for this study consisted of all the market traders in Ife Central Local Government Area. Purposive sampling technique was used to select the sample, thereafter 100 respondents were conveniently selected to represent the sample for the study (the use of convenient sampling was based on the researchers judgement of selecting respondents who are available at the time of administering the questionnaire). The instrument used in collecting data for this study is questionnaire which was constructed by the researcher. Face and content validity of the instruments were established by experts in test and measurement, thereafter, a reliability coefficient of 0.85 was established using test- retest method. The instrument was divided into three sections, section A consisted of demographic information of the respondents, section B was further divided into two parts; part one dealt with literacy education and part two dealt with culture of peace among market women. The response to the items was based on four rating scale: Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA). The researcher visited the sample respondents personally and administered the questionnaires which enabled the researcher to explain and interpret part of the instrument to the respondents. The collection of questionnaires administered to the sampled market women were critically scrutinized to give a reliable and adequate overall data and outcomes. Data collected were analysed using statistical package for social sciences (SPSS) version 25. Descriptive and inferential statistics of frequency counts, percentages, mean, standard deviation and Pearson, Product, Moment Correlation Coefficient (PPMCs) were employed. A criterion mean of 2.5 were used as bench mark for the descriptive while 0.01 was employed as p-value (2-tailed) for the inferential analysis.

Results

Research Question 1 : what is the perception of market women on literacy in Ife Central Local Government Area?

Table 2: Summary of frequency counts, percentages, mean and standard deviation on perception of market women on literacy in Ife Central Local Government Area

S/N	Items	SD	D	A	SA	Mean	Std. Dev.
1	A market woman should be matured, experienced, kind, educated, and should understand customer's opinions, thinking and observations		7(7%)	36(36%)	57(57%)	3.5	0.6

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2	Literacy focuses on how we can co-exist and how we can actively make the world better for everyone	1(1%)	4(4%)	41(41%)	54(54%)	3.48	0.6
3	A good market woman must have proper commitment and confidence with which she can perform her duty to the society		9(9%)	42(42%)	49(49%)	3.4	0.7
4	literacy is, quite simply, peace-building by another name	1(1%)	3(3%)	52(52%)	44(44%)	3.39	0.6
5	Literacy is about developing the attitudes, skills, and behaviors to live in harmony with oneself and others	2(2%)	1(1%)	53(53%)	44(44%)	3.39	0.6
6	Literacy practices change, and new ones are frequently acquired through processes of informal learning and sense making	1(1%)	2(2%)	57(57%)	40(40%)	3.36	0.6
7	A society that promotes literacy to all members of the society will make progress towards peace, as education will empower people to have the ability to form opinions and act on issues concerning societal and economic development		1(1%)	63(63%)	36(36%)	3.35	0.5
8	Literacy is about making us more human, helping us treat others and ourselves better, develop ethics and values, find our passion and purpose and lead a good life		2(2%)	67(67%)	31(31%)	3.29	0.5
9	Literacy is a human right and is a fundamental part of the human experience		2(2%)	3(3%)	4(4%)	3.28	0.5
10	Being literate means fostering one's personal development as a unique, self-determined, knowledgeable person who gradually gains in his or her ability to participate in the society		6(6%)	65(65%)	29(29%)	3.23	0.5
11	Literacy fosters a culture where the citizens feel uninhibited to share their thoughts	12(12%)	10(10%)	26(26%)	52(52%)	3.18	1
12	Literacy is linked to one's intelligence	6(6%)	12(12%)	46(46%)	36(36%)	3.12	0.8
13	Your life would have been different if you were illiterate	21(21%)	12(12%)	51(51%)	16(16%)	2.62	1

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14	Family background affects one's literacy level	22(22%)	25(25%)	28(28%)	25(25%)	2.56	1.1
15	Unlearned market women must never be allowed a space in the marketplace	73(73%)	5(5%)	14(14%)	8(8%)	1.57	1
Average grand mean and standard deviation						3.11	0.7

As indicated in table 1, majority of the respondents agreed that market women should be matured, experienced, kind, educated, and should understand customers' opinions, thinking and observations with mean and standard deviation (3.5, 0.6), Literacy education focuses on how we can co-exist and how we can actively make the world better for everyone with mean and standard deviation (3.48, 0.6), a good market woman must have proper commitment and confidence with which she can perform her duty to the society with mean and standard deviation of (3.4, 0.7), literacy is, quite simply, peace-building by another name with mean and standard deviation of (3.39, 0.6). However, majority of the respondents disagreed that Unlearned market women must never be allowed a space in the marketplace with mean and standard deviation of (1.57, 1), Family background affects one's literacy level with mean and standard deviation of 2.56, 1.1) and their life would have been different if you were illiterate (2.62, 1) respectively. By implication, majority of the respondents perceived literacy education as a means to an end and not an end in itself. This was further depicted by the total average grand mean and standard deviation measuring 3.11 and 0.7 respectively.

Research question Two: Is there any relationship between the literacy level of the market women and culture of peace?

Table 2: Summary of Pearson Product Moment correlation between literacy and culture of peace

Variable	N	Mean	SD	df	r	Sig (2-tailed)	Remark
Literacy	100	46.72	4.08	98	.580**	.000	Significant
Culture	100	47.45	5.48				

**Correlation is significant at the 0.01 level (2-tailed)

The result obtained is shown in Table 2. It revealed that the computed mean and standard deviation values of the relationship between perceived literacy and culture of peace were (46.72, 4.08) and (47.45, 5.48) respectively. The result revealed that there is a significant relationship between perceived literacy level and culture of peace ($r=0.580$, $df=98$, $p<0.05$). This implied that literacy significantly influenced culture of peace among market women in Ife central local government area of Osun State. By implication, the higher the level of literacy possessed by a market woman, the higher the level of peace culture such an individual will exhibit in the market.

Discussion

The study focused on the market women literacy as correlate of culture of peace in Ife central local government area of Osun state. Based on the findings of the study, It was discovered that market women perceived literacy education as a means to an end but not an end in itself. This was in tandem with Adelere and Majaro-Majesty's (2008) suggestion that the

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advantages of a literate woman can be felt positively in the family, as well as the economic and political spheres of the society. In general, literacy education wipes away ignorance, political apathy and encourages mutual understanding and cooperation among the various strata of society

In addition, the study discovered that Literacy significantly correlate with culture of peace among market women in Ife central local government area of Osun State. This implies that the market women perceived literacy education as a means to culture of peace exhibited by market women. This corroborated with Obiom and Ogenyi's (2013) opinion that Cemento-conscio education will help learners not only to understand the cause of their problems but also to derive solutions to these problems. As the case of conflict transformation, learners should be guided to re-settle emotionally by treating their trauma and hatred. They should also be given information about alternative means to achieving their course through peaceful means. . Also, Ali, Naz, Afridi and Paio Khan (2018) findings that literacy affected women's role in their communities as majority of women helped others in imparting skills, mobilization, and organization, girls' marriages, politics, peace promotion, decision-making in the home, decrease domestic violence and make empower their own selves. Ebeye, Nworie and Ukponu (2014) study that effective utilization of peace education in adult literacy programmes played a significant role in promoting peace, conflict resolution and national security.

Conclusion and recommendation

Based on the findings of the study, it was concluded that literacy education plays a significant role in peace culture among market women in Ife central local government area of Osun state. Thus, it was recommended that market women should improve on their literacy education from basic to proficient level as this will help in dealing with their social and economic activities in a modern way, which in turn will help in exhibiting more sophisticated ways to peace building among themselves which ultimately will reflect in their economic day to day activities as well as the larger society.

Nigeria government should not only focus on science and technologies rather look inward through adult literacy programmes to inculcate culture of peace in the society most especially among market women as market women contribute significantly to the economic development of the society and therefore can make a lot of positive impact among those they come in contact with on a daily basis.

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