



Enrollment of Rural Farmers' Children into Schools in Ibadan Oyo State Nigeria

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Authors' contributions

This work was carried out in collaboration between both authors. Author OOO designed the study, performed the statistical analysis and wrote the first draft of the manuscript. Author ASA wrote the protocol, managed the analyses of the study and managed the literature searches. Both authors read and approved the final manuscript.

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ABSTRACT

Education is germane to liberating many people from high level of illiteracy and abject poverty. But lack of school enrollment among vulnerable children of such people living in the rural areas will further limit development, progress and the well-being they deserve. This study however was meant to assess the enrollment of rural farmers' children into schools in Ido and Oluyole Local Government Areas, Ibadan, Oyo state. Purposive sampling technique was used for selection of the study area in the areas of Ibadan while random sampling was used to select 150 respondents from 10 communities in the 2 LGAs. Data collected were analyzed with both descriptive and inferential statistics. The result revealed that majority of the respondents (94.2%) were married, 63.3% were above 60 years, 50.8% of the respondents were Christian while 49.2% were Muslims. The result also revealed that the majority of the respondents had primary (45%) and no formal education (45%). The result also showed the enrolment levels of farmers' children in schools that 49.2% of the respondents' male children between the ranges of 2-4 are enrolled in schools with the highest percentage of enrolment about 59.2% of the respondents female children are enrolled in schools. More so, 43.3% of the total respondents' children are enrolled in schools, implying low enrollment

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in schools due to their low standard of living and unemployment in the country as indicated by 61.7% of the respondents to be a challenge to school enrolment for their children. In conclusion, the government should come up with strategies of establishing program such as free education where rural farmers' children can benefit from and also ensure access to loans to improve farm business of rural farmers, supplying them with input and improved varieties that will increase their yield with commensurate income to support the enrolment of their children in schools. This will encourage and support enrolment of their children in school and eventually improve their living standard in the society.

Keywords: Enrollment; rural farmers; children; schools.

1. INTRODUCTION

According to the United Nations Educational Scientific and Cultural Organization [1], early childhood is identified as the period from birth to 8 years old, a time of remarkable brain development. These years lay the foundation for subsequent learning. The terms pre-school education and kindergarten emphasize education around the age of 3-6 years. Early childhood education (ECE) often focuses on child learning abilities through play. However, many child care centers are now using more educational approaches, they are creating circular and are incorporating it into the early daily routines to foster greater educational learning [2]. In Europe, pre-schools were created to create humanitarian services related to health and welfare to children from poor families and those affected by war and slum conditions [2]. Access to early childhood education was hindered as a result of poor finance to support and drive the interest of young people in education among the poor and indigents in Sub-Saharan Africa. However, in Sub-Sahara Africa the socio-cultural background of the people has greatly affected the education of the children [3]. Furthermore UNESCO [4] reported that "Africa's diverse condition vary dramatically in size, economic structure, level of development and the type of the education systems. However the continent faces similar challenges while trying to address the problem of providing basic education for more than 46 million pupils are not in schools in Africa, this represents more than 40% of the worlds out of school children. To achieve universal basic education (UBE) by 2015, nearly 50 million new places and schools need to be created to accommodate all children. According to Nigerian Bureau of Statistics [5], Nigerian males have a significant proportion of students enrolled in schools with increasing percentage yearly from 77.55% in 2010 to 83.82% in 2012 and between 2010 and 2012 the ratio of males to females enrolled in schools is 4.5:1. The accessibility rate

of male child to school enrollment is higher when compared with female with male enrolment rate at 57% while female is at 43% [6]. The low enrollment of girl child in formal education points to the fact that majority of Nigerian females are deprived of education in spite of their significant role in national development [7]. The issue of access of children to early childhood education (ECE) has been a major concern all over the world. Policy frameworks in many governments do not adequately address issues concerning early childhood development program [8]. The lack of readiness of the small scale farmers in enrolling their children into school is at high rate, and this may be due to lack of finances, ignorance and educational background of the farmers. The study is therefore based on the assessment of rural farmers' enrollment into schools and this would help the farmers getting their children to school at early stage of their life. The objective of the study is to assess enrollment of rural farmers' children in schools in Ido and Oluyole Local Government areas, Ibadan Oyo state with the following specific objectives to describe the socio-economic characteristics of farmers; to examine the enrollment rate of farmers' children in school; and to identify the constraints facing rural farmers in Ido and Oluyole local government areas. Hypothesis to be tested is H_0 : There is no significant relationship between the respondents' constraints and their child school enrollment.

2. METHODOLOGY

This study was carried out in Ido and Oluyole Local Government areas, Ibadan, Oyo state. Ibadan is the capital of Oyo state with a population of 1,388,659 according to the 2006 census. This study area was purposively selected based on the major occupation of the people in this area are farming on subsistence scale, while alongside vocational jobs like food vending, petty trading, and livestock farming being practiced. Ten (10) communities were

purposely selected from the two Local Government Areas with five (5) communities from each of the selected 2 LGAs. A total of 75 respondents were randomly selected from the five communities in each of the 2 Local Government Areas making up a total of 150 respondents from the ten (10) communities in both Local Government Areas. A well-structured questionnaire and interview schedule was used for data collection. The data collected was analyzed with a simple descriptive statistics of frequency table and percentages whereas

Pearson Product Moment Correlation (PPMC) as inferential statistics.

3. RESULTS AND DISCUSSION

Table 1 illustrated the socio-economic characteristics of 120 respondents in Ido and Oluyole local government areas. The result in Table 1 revealed that majority of the respondents (94.2%) was married in the study area. The result further depicts that majority of the respondent (63.3%) was above 60 years. This is

Table 1. Socio-economic characteristics of respondents (n=120)

Variables	Frequency	Percentage
Marital status		
Single	2	1.7
Married	113	94.2
Divorced	5	4.2
Age		
21-30	6	5.0
31-40	9	7.5
41-50	12	10.0
51-60	17	14.2
Above 60 years	76	63.3
Religion		
Islam	59	49.2
Christian	61	50.8
Educational level		
Non – formal	54	45.0
Primary school	54	45.0
Modern school	12	10.0
Number of children		
1-2	3	2.5
2-4	16	13.3
4-6	27	22.5
6-8	38	31.1
8 and above	36	30.0
Other occupation		
Trading	56	46.7
Transporting	22	18.3
Politics	20	16.7
Others	22	18.3
Land tenure practice		
Inheritance	65	54.2
Freehold/gift	17	14.2
Leasehold	24	20.0
Communal tenure	14	11.7
Farmers group/club		
No	67	55.8
Yes	53	44.2
Farm activities		
Livestock production	29	24.2
Crop production	60	50.0
Both	31	25.8

Field survey, 2014

Table 2. Farmers' children enrollment in schools (n= 120)

Variables	Frequency	Percentages
Male children in schools		
2-4	59	49.2
5-7	53	44.2
≥ 8	8	6.6
Female children in school		
1-3	71	59.2
4-6	40	33.3
≥ 7	9	7.5
Total number of children in school		
2-4	29	24.2
5-7	38	31.7
≥ 8	53	44.1
Children enrollment in school profitable		
Yes	15	12.5
No	105	87.5
Frequency of children punctuality in school weekly		
Twice	2	1.7
3 times	15	12.5
4 times	26	21.6
5 times	77	64.2

*Field survey, 2014***Table 3. Constraints encountered by rural farmers in enrollment of their children in schools (n = 120)**

Variables	Yes (%)	No (%)
Payment of school fee is a challenge for me	31 (25.8)	89 (74.2)
Buying school uniform is a thing for me to do	57 (47.5)	63 (52.5)
Textbooks are not affordable for me	43 (35.8)	77 (64.2)
School is quite a distance from home	49 (40.8)	71 (59.2)
Inadequate teachers in the schools	53 (44.8)	67 (55.2)
Poor educational background	23 (19.2)	97 (80.8)
Poor facilities in schools	77 (64.8)	43 (35.8)
Poor income from farm business	74 (61.7)	46 (38.3)

Field survey, 2014

an indication that elderly people dominate the study area. The result also showed that 45.0% of the respondents had non-formal education and equally 45.0% were primary school leavers. The result showed that 31.1% of the respondents had 6-8 children. This implies that the more the number of children, the more the responsibility of the rural farmers to enrolling their children in school. Also most of the respondents (54.2%) own land by inheritance for farming purposes. 55.8% of the respondents does not belong to one of the farmers club in the study area. Majority of the respondents (50.0%) engaged in crop production.

The Table 2 shows the enrolment rate of farmers children in school. Most of the rural farmers (49.2%) have 2 to 4 male children enrolled in

school whereas 59.2% of the rural farmers have 1 to 3 female children enrolled in school. This is an indication that rural farmers see need for their children to be educated and a drive for their emancipation from poverty. This finding corroborates with submission of [9] that enrolling children in school is a means of saving them from the vicious cycle of underproduction, malnutrition and endemic diseases that hampered their hope for high standard of living. The majority of the rural farmers (87.5%) said enrolment of their children in school is a profitable investment. This is an indication that rural farmers understood the import of educating their children for sustainable development and well-being. According to [10] education forms a catalyst that pulls families and communities to generating skills and income to break out of cycle

Table 4. Hypothesis testing

Variable	r-value	p-value	Decision
Constraints versus Enrollment	0.070	0.447	NS

Data analysis, 2014

of poverty. Also, the majority of the respondents (64.2%) ensure that their children are punctual in school 5 times weekly. This implies that rural farmers know the significance of taking to time in activities and would never allow their children to play truancy in schools. Parents understand that education is a key to success and never want their children to miss too much school because they want the best for them [11].

The Table 3 shows some of the constraint faced by the rural farmers on enrolment of their children in school. The result shows that majority of the total respondents (74.2%) does not agree that school fees is indeed a challenge that hinder them from enrolling their children to school. This is an indication that other livelihoods complement and empower the rural farmers in sending their children to school. This finding concurs with the submission of Koroma [12] that other sources of income for households in remote communities practice petty trading and other businesses which form basis for supporting their children's education and in sending them to school. Most of the rural farmers (52.5%) do not agree that cost of uniform is a problem in enrolling their children in school. This finding contradicts the submission of Koroma [12] that rural households still struggles to cover charges on school uniforms, pens, books and other charges required by school authorities in rural communities. About 64.8% of the total respondents said poor facilities in schools are hindrances to acquiring quality education. Furthermore, 61.7% of the respondents showed that poor income from farm business is a major constraint as far as enrolment of their children in school is concerned. This is an indication that poor income from rural farmers' farm business could affect their capacity to enrolling their children in school. This finding corroborates with the submission of [8] that income and wealth are linked to exclusion of school-aged children living in the rural area.

The hypothesis testing table showed that there is no significant relationship between the constraints faced by the rural farmers and their children enrollment in school ($r = 0.070$, $p > 0.05$). This is an indication that in the rural areas farm business of the farmers are not barriers in the enrolment of their children in school. This

finding does not agree with the finding of Hedges et al. [13] that sending children to school by parents is hampered by expensive expenditure on school fees and other school supplies.

4. CONCLUSION

The findings depict that majority of the rural farmers was involved in farming either crop farming or animal husbandry. The rural farmers have both their male and female children enrolled in schools signifying the importance they attached to education as a means of improving the well-being of their posterity. They also encourage the punctuality of their wards in schools. However, the majority of the rural farmers do not consider school fees and other school materials as challenging probably due to their involvement in other means of livelihood. Nevertheless, most of the rural farmers also affirmed that poor facilities in schools and poor income from their farm business are the major problem that could affect enrollment of children in schools.

5. RECOMMENDATIONS

It is hereby recommended that government should expand access to education, improve quality of education and school attendance in rural areas through provision free education. Government's education authorities should mobilize schools to supporting participatory educational curriculum development to enhance effective teaching and training in rural area. Also, the government should also provide teaching aids in rural schools in order to serve as motivation for the children to attending schools. They should also make available competent teachers in rural schools for effective teaching. Finally, the government must ensure farmers' access to loans to improve farm business, supplying them with input and improved varieties that will increase their yield with commensurate income to support the enrolment of their children in school.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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