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3 **ENROLLMENT OF RURAL FARMERS' CHILDREN INTO SCHOOLS IN**

4 **IBADAN OYO STATE NIGERIA**

5

6 **ABSTRACT**

7 Education is germane to liberating many people from high level of illiteracy and abject  
8 poverty. But lack of school enrollment among vulnerable children of such people living  
9 in the rural areas will further limit development, progress and the well-being they  
10 deserve. This study however was meant to assess the enrollment of rural farmers'  
11 children into schools in Ido and Oluyole Local Government Areas, Ibadan, Oyo state.  
12 Purposive sampling technique was used for selection of the study area in the areas of  
13 Ibadan while random sampling was used to select 150 respondents from 10 communities  
14 in the 2 LGAs. Data collected were analyzed with both descriptive and inferential  
15 statistics. The result revealed that majority of the respondents (94.2%) were married,  
16 63.3% were above 60 years, 50.8% of the respondents were Christian while 49.2% were  
17 Muslims. The result also revealed that the majority of the respondents had primary (45%)  
18 and no formal education (45%). The result also showed the enrolment levels of farmers'  
19 children in schools that 49.2% of the respondents' male children between the ranges of 2-  
20 4 are enrolled in schools with the highest percentage of enrolment about 59.2% of the  
21 respondents female children are enrolled in schools. More so, 43.3% of the total  
22 respondents' children are enrolled in schools, implying low enrollment in schools due to  
23 their low standard of living and unemployment in the country as indicated by 61.7% of  
24 the respondents to be a challenge to school enrolment for their children. In conclusion,  
25 the government should come up with strategies of establishing program such as free  
26 education where rural farmers' children can benefit from and also ensure access to loans  
27 to improve farm business of rural farmers, supplying them with input and improved  
28 varieties that will increase their yield with commensurate income to support the

29 enrolment of their children in schools. This will encourage and support enrolment of their  
30 children in school and eventually improve their living standard in the society.

31 *Keywords: Enrollment, Rural farmers, Children, Schools*

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### 33 INTRODUCTION

34 According to the United Nations Educational Scientific and Cultural Organization  
35 (UNESCO, 2015), early childhood is identified as the period from birth to 8 years old, a  
36 time of remarkable brain development. These years lay the foundation for subsequent  
37 learning. The terms pre-school education and kindergarten emphasize education around  
38 the age of 3-6 years. Early childhood education (ECE) often focuses on child learning  
39 abilities through play. However, many child care centers are now using more educational  
40 approaches, they are creating circular and are incorporating it into the early daily routines  
41 to foster greater educational learning (Austin and Bruch, 2000). In Europe, pre-schools  
42 were created to create humanitarian services related to health and welfare to children  
43 from poor families and those affected by war and slum conditions (Austin et al., 2000).  
44 Access to early childhood education was hindered as a result of poor finance to support  
45 and drive the interest of young people in education among the poor and indigents in Sub-  
46 Saharan Africa. However, in Sub-Sahara Africa the socio-cultural background of the  
47 people has greatly affected the education of the children (UNESCO, 2009). Furthermore,  
48 UNESCO (2013) reported that “Africa’s diverse condition vary dramatically in size,  
49 economic structure, level of development and the type of the education systems. However  
50 the continent faces similar challenges while trying to address the problem of providing  
51 basic education for more than 46 million pupils are not in schools in Africa, this  
52 represents more than 40% of the worlds out of school children. To achieve universal

53 basic education (UBE) by 2015, nearly 50 million new places and schools need to be  
54 created to accommodate all children. According to Nigerian Bureau of Statistics (2015),  
55 Nigerian males have a significant proportion of students enrolled in schools with  
56 increasing percentage yearly from 77.55% in 2010 to 83.82% in 2012 and between 2010  
57 and 2012 the ratio of males to females enrolled in schools is 4.5:1. The accessibility rate  
58 of male child to school enrollment is higher when compared with female with male  
59 enrolment rate at 57% while female is at 43% (UNESCO, 2003). The low enrollment of  
60 girl child in formal education points to the fact that majority of Nigerian females are  
61 deprived of education in spite of their significant role in national development (Akinbi  
62 and Akinbi, 2015). The issue of access of children to early childhood education (ECE)  
63 has been a major concern all over the world. Policy frameworks in many governments do  
64 not adequately address issues concerning early childhood development program  
65 (UNESCO, 2015). The lack of readiness of the small scale farmers in enrolling their  
66 children into school is at high rate, and this may be due to lack of finances, ignorance and  
67 educational background of the farmers. The study is therefore based on the assessment of  
68 rural farmers' enrollment into schools and this would help the farmers getting their  
69 children to school at early stage of their life. The objective of the study is to assess  
70 enrollment of rural farmers' children in schools in Ido and Oluyole Local Government  
71 areas, Ibadan Oyo state with the following specific objectives to describe the socio-  
72 economic characteristics of farmers; to examine the enrollment rate of farmers' children  
73 in school; and to identify the constraints facing rural farmers in Ido and Oluyole local  
74 government areas. Hypothesis to be tested is  $H_01$ : There is no significant relationship  
75 between the respondents' constraints and their child school enrollment.

76

## 77 **METHODOLOGY**

78 This study was carried out in Ido and Oluyole Local Government areas, Ibadan, Oyo  
79 state. Ibadan is the capital of Oyo state with a population of 1,388.659 according to the  
80 2006 census. This study area was purposively selected based on the major occupation of  
81 the people in this area are farming on subsistence scale, while alongside vocational jobs  
82 like food vending, petty trading, and livestock farming being practiced. Ten (10)  
83 communities were purposively selected from the two Local Government Areas with five  
84 (5) communities from each of the selected 2 LGAs. A total of 75 respondents were  
85 randomly selected from the five communities in each of the 2 Local Government Areas  
86 making up a total of 150 respondents from the ten (10) communities in both Local  
87 Government Areas. A well-structured questionnaire and interview schedule was used for  
88 data collection. The data collected was analyzed with a simple descriptive statistics of  
89 frequency table and percentages whereas Pearson Product Moment Correlation (PPMC)  
90 as inferential statistics.

## 91 **Results and Discussion**

92 **Table1: Socio-Economic Characteristics of Respondents (n= 120)**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>MARITAL STATUS</b>		
Single	2	1.7
Married	113	94.2
Divorced	5	4.2
<b>AGE</b>		
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
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<b>RELIGION</b>	59	549.2
Islam		
Christian	61	50.8
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<b>EDUCATIONAL LEVEL</b>		
Non – formal	54	45.0
Primary school	54	45.0
Modern school	12	10.0
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<b>NUMBER OF CHILDREN</b>		
1-2	3	25
2-4	16	13.3
4-6	27	22.5
6-8	38	31.1
8andabove	36	30.0
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<b>OTHER OCCUPATION</b>		
Trading	56	46.7
Transporting	22	18.3
Politics	20	16.7
Others	22	18.3
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<b>LAND TENURE PRACTICE</b>		
Inheritance	65	54.2
Freehold/gift	17	14.2
Leasehold	24	20.0
Communal tenure	14	11.7
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<b>FARMERS GROUP/CLUB</b>		
No	67	55.8
Yes	53	44.2
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<b>FARM ACTIVITIES</b>		
Livestock production	29	24.2
Crop production	60	50.0
Both	31	25.8
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94 Field survey, 2014

95 Table 1 above illustrated the socio-economic characteristics of 120 respondents in Ido  
96 and Oluyole local government areas. The result in table 1 revealed that majority of the  
97 respondents (94.2%) was married in the study area. The result further depicts that  
98 majority of the respondent (63.3%) was above 60 years. This is an indication that elderly  
99 people dominate the study area. The result also showed that 45.0% of the respondents had  
100 non-formal education and equally 45.0% were primary school leavers. The result showed  
101 that 31.1% of the respondents had 6-8 children. This implies that the more the number of  
102 children, the more the responsibility of the rural farmers to enrolling their children in  
103 school. Also most of the respondents (54.2%) own land by inheritance for farming  
104 purposes. 55.8% of the respondents does not belong to one of the farmers club in the  
105 study area. Majority of the respondents (50.0%) engaged in crop production.

106 **Table2: Farmers' Children Enrollment in Schools (n= 120)**

Variables	Frequency	Percentages
<b>Male children in schools</b>		
2-4	59	49.2
5-7	53	44.2
≥ 8	8	6.6
<b>Female children in school</b>		
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

107 Field survey, 2014

108 The table 2 above shows the enrolment rate of farmers children in school. Most of the  
 109 rural farmers (49.2%) have 2 to 4 male children enrolled in school whereas 59.2% of the  
 110 rural farmers have 1 to 3 female children enrolled in school. This is an indication that  
 111 rural farmers see need for their children to be educated and a drive for their emancipation  
 112 from poverty. This finding corroborates with submission of European Union Document  
 113 (n.d.) that enrolling children in school is a means of saving them from the vicious cycle  
 114 of underproduction, malnutrition and endemic diseases that hampered their hope for high  
 115 standard of living. The majority of the rural farmers (87.5%) said enrolment of their  
 116 children in school is a profitable investment. This is an indication that rural farmers  
 117 understood the import of educating their children for sustainable development and well-  
 118 being. According to Child Fund International Organization (2019) education forms a

119 catalyst that pulls families and communities to generating skills and income to break out  
 120 of cycle of **poverty**. Also, the majority of the respondents (64.2%) ensure that their  
 121 children are punctual in school 5 times weekly. This implies that rural farmers know the  
 122 significance of taking to **time in** activities and would never allow their children to play  
 123 truancy in **schools**. **Parents** understand that education is a key to success and never want  
 124 their children to miss too much school because they want the best for them (Virginia  
 125 Department of Education, 2018).

126 **Table3: Constraints Encountered by Rural Farmers in Enrollment of their Children**  
 127 **in Schools (n = 120)**

<b>Variables</b>	<b>Yes (%)</b>	<b>No (%)</b>
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)

128 Field survey, 2014

129 The table 3 above shows some of the constraint faced by the rural farmers on enrolment  
 130 of their children in school. The result shows that majority of the total respondents  
 131 (74.2%) **does** not agreed that school fees is indeed a challenge that hinder them from  
 132 enrolling their children to school. This is an indication that other livelihoods complement  
 133 and empower the rural farmers in sending their children to school. This finding concurs  
 134 with the submission of Koroma (2016) that other sources of income for households in  
 135 remote communities practice petty trading and other businesses which form basis for



136 supporting their children's education and in sending them to school. Most of the rural  
 137 farmers (52.5%) do not agree that cost of uniform is a problem in enrolling their children  
 138 in school. This finding contradicts the submission of Koroma (2016) that rural  
 139 households still struggles to cover charges on school uniforms, pens, books and other  
 140 charges required by school authorities in rural communities. About 64.8% of the total  
 141 respondents said poor facilities in schools are hindrances to acquiring quality education.  
 142 Furthermore, 61.7% of the respondents showed that poor income from farm business is a  
 143 major constraint as far as enrolment of their children in school is concerned. This is an  
 144 indication that poor income from rural farmers' farm business could affect their capacity  
 145 to enrolling their children in school. This finding corroborates with the submission of  
 146 UNESCO (2015) that income and wealth are linked to exclusion of school-aged children  
 147 living in the rural area.

148 **Table 4: Hypothesis testing**

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

150 Data analysis, 2014

151 The hypothesis testing table showed that there is no significant relationship between the  
 152 constraints faced by the rural farmers and their children enrollment in school ( $r = 0.070$ ,  $p$   
 153  $> 0.05$ ). This is an indication that in the rural areas farm business of the farmers are not  
 154 barriers in the enrolment of their children in school. This finding does not agree with the  
 155 finding of Hedges *et al.* (2016) that sending children to school by parents is hampered by  
 156 expensive expenditure on school fees and other school supplies.

157 **Conclusion**

158 The findings depict that majority of the rural farmers was involved in farming either crop  
 159 farming or animal husbandry. The rural farmers have both their male and female children  
 160 enrolled in schools signifying the importance they attached to education as a means of  
 161 improving the well-being of their posterity. They also encourage the punctuality of their  
 162 wards in schools. However, the majority of the rural farmers do not consider school fees  
 163 and other school materials as challenging probably due to their involvement in other

164 means of livelihood. Nevertheless, most of the rural farmers also affirmed that poor  
165 facilities in schools and poor income from their farm business are the major problem that  
166 could affect enrollment of children in schools.

### 167 **Recommendations**

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

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