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Full Length Research Paper

Teachers and parents perception on challenges of formal education of youth in rural areas in Delta State

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This study is aimed at assessing the challenges of formal education of youths in rural areas of Delta State. The survey method were used, 3 research questions guided the study. The simple random sampling technique were used, a sample size of 1,500 comprises of 1,250 parents and 250 teachers in rural schools. Data were collected, using the questionnaire techniques, 2 sets of questionnaire with 34 items each based on a 5-point Likert scale. The questionnaires were faced validated by 2 lecturers. Pre-testing of the questionnaire were conducted, an internal consistency reliability coefficient produce a value of 0.73. Data were analyzed using frequency and group mean, the mean were used with a decision point of 3.00. The study reveals that various factors pose as challenges to formal education in rural areas of Delta State. These factors include; parents, students, teachers, cultural, school administrators, and government. Based on the findings, it was recommended among others that, parents should develop interest in investing on education, teachers should develop the right attitude to promote education of youths in rural areas and government should provide the required educational needs of youths in schools in rural areas of Delta State.

Keywords: formal education, parents, rural areas, teachers and Delta State

INTRODUCTION

The word education was derived from the Latin word *educātiō* meaning to bring up, to lead out, to rise up, to educate. In its original sense, to educate means acting in order to lead out fully all the potentialities of an individuals. In others, it means the process of helping society to which he has been to live, work and die (Jekayinfa and Kolawole, 2008).

Moreso, Jekayinfa and Kolawole, opined that, there are today many definitions of education, varying with educational philosophers, scholars and students. Even one person can define education in more than one way, and ones definition o the word may change from time to time. A few of the current ideas and definitions of

education are given below, Frankenna (1965) in (Ibid), a well-known writer in philosophy of education gives a four-fold definition of education thus; Education is what parents, teachers and schools do, or in other words, the activity of educating the activity of educating the young.

i. Education is what goes on in the child, or the process of being educated.

ii. Education is the result, or what the child acquires, or has in the end, namely an education,

iii. Education is the discipline that studies, that is, the discipline that studies (i), (ii) and (iii). The field that reflects an all of the above to build up a body acknowledges is educational roughly, what is studied and

taught in schools of education.

However, the main purpose of education, therefore, is to develop the individual so that he can be useful to himself, his family, and the society generally. Development in this case does not mean physical development, that we can always see; but it also includes intellectual and emotional development that only manifest themselves in the behaviour and mental activities of the individuals (Jekayinfa and Kolawole, 2008).

Consequently, education consists of the formal, non-formal and informal components. The formal aspects of education sometimes referred to as schooling, is characterized by specially built institutions (schools, colleges, universities, etc) with formalized and highly structure curricula (programme) syllabi, course outlines, etc. Another mark of formal education is the award of prescribed certificates for different levels and courses after the use of approved method, facilities and examination.

State of Formal Education of Youths in Rural Areas in Nigeria

According to Anzaku (n.d.), Nigerian rural environment is associated with unclassified problems entangled with peevish outlook and being devoid of most modern facilities and infrastructure that sustain an urban area. Moreso, rural areas are characterized with numerous challenges which include inadequate number of formal institutions such as schools, hospitals, banks, recreation centres and public libraries which are drivers of sustainable development. These challenges has various impact on the lives of the people living in the rural areas, the youth which are the key that unlock the doors of underdevelopment through education are been faced with various problems such as sociological, psychological and the most predominant educational problems or challenges.

The important of education to human beings cannot be overemphasized. According to Igbozor (2006) citing Fanfuwa (2003), defined education as all efforts, conscious, direct and incidentals which are considered desirable in terms of the individual's own needs as well as the needs of the society where that education is based. However, education is a human right that should be accorded to all human beings solely by reason of being human (Ibid). It has been shown that education opens the door for all citizens to participate in development activities and when citizens are denied education, they are excluded from the development process, which will in turn puts them at a disadvantage vis-à-vis their compatriots with the benefit of education (Action Aid International Nigeria, 2005) in (Ibid).

In 1990, the World Declaration on Education for All (EFA) noted education needed to be improved and

recommended that education be made both universally available and more relevant (Igbozor, 2006). He further opined that, the declaration identify quality as a prerequisite for achieving the fundamental goal of equity. Consequently, in year 2000, the Dakar Framework of Action (DFA), declared that access to quality education was the right of every child (Ibid). this issue of EFA has not be adequately achieved in the rural areas, formal education in the rural areas where the rural youths are suppose to acquire viable knowledge are limited in rural areas, most of the schools are highly concentrated in the urban areas and big cities. Also, even in some rural areas where schools are established these schools do not have a good transportation network and system that will enable youths from satellite villages were schools do not exist to access these schools. However, in some cases, where there are link and access roads to the schools another problem like shortage of human and material resources will be in existence. According to Adelabu (2008), since modern formal education was introduced in developing countries, efforts have been made by various countries including Nigeria to universalize basic education. However, important gaps in universal coverage still remain, particularly in rural areas as some challenges are not yet met. Also, observations in Nigeria are that schooling in rural areas often has little to offer and has produced unemployable and unemployed citizens without any marketable skills. Moreover, the pre-service training of teachers, the curricular and textbooks often urban-based and irrelevant to the needs of the rural people.

Yusuf and Ajere (n.d.), posited that, the following are considered as problems to Universal Basic Education (U.B.E.) some of which include; funding, poor planning, and poor provision and maintenance of infrastructural facilities such as buildings, equipment and instructional materials. Furthermore, Bennell (1999) in Bennell (2007), argued that, rural youths tend to be poorly educated, especially in comparism to urban youths. The extent of "urban bias" in the provision of publicly funded education and training services is large in most low-income developing countries. The deployment of teachers and other key workers to rural areas amounts to nothing less than crisis in many countries. Poor quality education, high (direct and indirect) schooling cost and the paucity of good jobs continue to damper the demand for education among poor parents. Also, rural adolescent girls are virtually trapped within the domestic sphere in many countries and their male counterparts spend more time in productive activities that generate income. This also have effect on education in the rural areas because the time the youths are supposed to go to school, they engaged themselves in productive and economic activities with poor reference to educational activities and development.

Hence, it is against this backdrop that this study seeks to assess teachers and parents' perception on the challenges of formal education of youths in rural areas.

Theoretical Framework

In this work, the systems theory will be applied. A theory is a large body of interconnected propositions about how some portion of the social world operates. Like many approaches in social sciences systems theory have a commonsensical appeal, it is natural to think of phenomenon as parts of wholes. According to Easton (1957), a system is defined as a set of objects, not just a set of object but that which functions together to ensure the survival of the entire system. System theorists agree that every system has several components. First, it has elements that are clearly identifiable. The planets and the sun are the elements of the solar system. In general, every system has three characteristic components; identifiable elements, relationships among elements and boundaries. Also, most systems will have sub system. That is the elements and relationships of a system will breakdown into smaller systems (Alan, 1985). For instance, the Technical and Vocational (TVE) is a subsystem of the educational systems of Nigeria. The components of education in rural areas include; parents, students, teachers, school administrators facilities, funds, instructional materials, and the agent of government responsible for implementing educational policies. The system approach generates two basic sects of questions; first, how does the system handle inputs and outputs? What are the relationship between inputs and outputs? The second question is how does a system cope with its environment? What kind of system behaviour will lead to system survival or maintenance? What lead to system deterioration or death?

Statement of Problem

The state of formal education in Delta State needs attention. This is due to the enormous challenges in imparting and equipping rural youths in formal education institutions living in rural part of the state. Despite the persistence agitation by international organisations, human right activists, educational administrators and the public for increase funding of education and Education For All (EFA), rural youths are still at the disadvantage end in respect to educational development and access to education by rural youths in Delta State.

Objectives of the Study

The main objective of this study is to assess the various factors that pose as challenges of formal education of youths in the rural areas of Delta State. However, the specific objectives of the study include;

1.To assess the parents factor that act as barrier to formal education of youths in rural areas of Delta State.

2.To assess the teachers factors that pose as obstacles to formal education of youths in rural areas of Delta State.

3.To assess what students factors that stand as challenges to formal education of youths in rural areas of Delta State.

4.To assess what facilities factors that hinders formal education of youths in rural areas of Delta State.

5.To assess what cultural factors that retard formal areas of Delta State.

6.To assess what government factors that act as threat to formal education of youths in rural areas of Delta State.

7.To assess what school administration factors affect formal education of youths in rural areas of Delta State.

Significance of the Study

This study will generate data that will expose the state of formal education in rural areas of Delta State which will help the various government agencies responsible for education to be informed about the present state of formal education in rural areas. More so, the findings of this study will add to bulk of existing literature in the field of education.

Research Questions

The following research questions were asked for the study;

1.What are the parents, students and cultural factors that hinder the formal education of youths in rural areas of Delta State?

2.What are the teachers, facilities, and school administrators' factors that hinder the formal education of youths in rural areas of Delta State?

3.What is the government factor that hinders the formal education of youths in rural areas of Delta State?

Scope of the Study

The scope of the study is on Assessment of Teachers and Parents Perception on the Challenges of Formal Education of Youths in Rural Areas of Delta State.

METHODS AND PROCEDURE

Design of the Study

The study is a survey study which no variable would be manipulated. Consequently, data were collected from teachers from rural schools and parents of students in

rural areas.

Area of the Study

The area of study is all the rural areas in Delta State.

Population of the Study

This study was limited to teachers and parents of students in schools in rural areas of Delta State.

Sample and Sampling Procedure

50 villages were randomly selected based on the presence of formal education institution from all the 25 Local Government Areas of Delta State. A total population of 1,500 respondents were accidentally selected for the study, comprising of 250 teachers and 1,250 parents of students (i.e. 50 parents and 10 teachers were selected) from 2 villages in all the 25 Local Government Areas of Delta State.

Instrument for Data Collection

Two sets of questionnaires containing 25 items was the main instrument used for the collection of data from the two groups of respondents i.e. the teachers and parents. The questionnaire is on the Likert 5 point scale. Also, it has 5 sections.

Validity of Instrument

The questionnaire was faced validated by two lecturers in the Department of Technical and Business Education, Delta State University, Abraka and possible corrections were made based on their suggestions. However, the pre-testing of the questionnaire was conducted with 20 respondents made up of teachers and parents selected randomly from two (2) villages in Delta State. These respondents were not part of the real sample of the study. Thus, the internal consistency reliability coefficient of the questionnaire assessed, produced a satisfactory value of 0.73.

Method of Data Analysis

The data collected were analysed using simple frequency count and group mean. Using a 5-point Likert scale in assigning point for the respondents response (SA=5, A=4, UD=3, SD=2 and D=1). The implications is that any

response with group mean rating of 3.00 and above are accepted as Agree and group mean of less than 3.00 is accorded to be "Disagree".

RESULTS

The results are arranged in sequential order of the research questions.

Research Question 1: What are the parents, students and cultural factors that hinder the formal education of youths in rural areas of Delta State?

Research Question 2: What are the teachers, facilities, and school administrators' factors that hinders the formal education of youths in rural areas of Delta State?

Research Question 3: What are the government factor that hinders the formal education of youths in rural areas of Delta State?

Discussion of Results

In table I, the teachers' decision shows that some of the challenges to formal education of youths in rural areas are as a result of some factors which include; parents factor, students factor, and cultural factors. These parents factor are; poor interest on investing on education, lack of financial resources, poor provision of learning materials for students, poor provision of the basic needs of students, poor motivation of their children to study death of parent, and large family size. When parents in the rural areas do not provide the required educational needs for student and also do not have the interest to invest in the education, these will usually affects the formal education of youths in the rural areas. However, some of the student factors that hinders formal education of youths in the rural areas include; poor attitude towards learning, lateness to school, poor respect for school rules and regulation, poor reading culture when students do not develop the attitude to learn and are not always punctual to school, disobey school rules and regulation and do not possess a good reading culture. This will affect their educational development. For example, a student who comes late to school after first period of lesson has missed a lesson which would have imparted knowledge on the student. Also, when a student discovery school roles and regulation and he has been suspend for a period of time, that time that he will not be in school, he will also missed out in the entire teaching and learning process at that time he has been absent.

Table I shows the Frequency and Group Mean of Teachers Response on Parent, Student and Cultural Factors that Affect Formal Education of Youths in Rural Areas of Delta State

S/N	Parents Factor	Frequency					Group Mean	Decision
		5 SA	4 A	3 UD	2 SD	1 D		
1.	Poor interest on investing on education	180	20	30	15	1	4.40	Agree
2.	Lack of financial resources	150	50	20	18	12	4.23	Agree
3.	Poor provision of learning materials for students.	120	100	10	16	4	4.26	Agree
4.	Poor provision of the basic needs of students	30	100	10	100	10	3.16	Agree
5.	Poor participation in P.T.A.	50	20	30	140	10	2.82	Disagree
6.	Poor motivation of their children to study	120	80	36	8	6	4.20	Agree
7.	Unemployment	38	12	50	135	15	2.69	Disagree
8.	Death of Parent	120	70	10	38	12	3.71	Agree
9.	Large family size	70	110	30	14	16	3.78	Agree
	Grand Group Mean						3.69	
	Students Factor							
10.	Poor attitude towards learning	160	40	30	17	3	4.19	Agree
11.	Lateness to school	100	50	70	10	20	3.80	Agree
12.	Attend school irregularly	20	70	10	100	50	2.64	Disagree
13.	High priority for money	30	20	30	100	70	2.36	Disagree
14.	Poor respect for school rules and regulation.	100	50	30	45	25	3.62	Agree
15.	Lack of awareness on the importance of education	16	24	80	27	100	2.28	Disagree
16.	Poor reading culture	180	15	35	19	11	4.22	Agree
17.	Poor interest on education	50	20	70	9	10	2.92	Agree
	Cluster of Group Mean						3.25	
	Cultural Factor							
18.	The habit of not sending the girl child to school	120	70	10	35	15	3.98	Agree
19.	Early marriage	100	100	30	5	15	4.06	Agree
20.	The notion that education is an agent of westernization or modernization.	10	30	30	80	100	2.12	Disagree
21.	The notion that Western education is a barrier to cultural practices and beliefs	50	120	30	20	30	3.44	Agree
22.	The notion that education brings evil: such as oil spill, cyber crime	25	15	10	130	70	2.18	Disagree
23.	Cultural beliefs	10	33	17	100	90	2.09	Disagree
24.	Traditional roles assign to certain generation such as priesthood.	70	90	30	39	21	3.60	Agree
25.	Norms and tradition	32	18	20	80	100	2.21	Disagree
	Grand Group Mean						2.96	

N = 250 – Respondents Disagree with item 5, 7, 12, 13, 15, 17, 20, 22, 23 and 25 and agree with the other items in table 1 above.

Moreover, cultural factors affect the formal education of youths in rural areas. These cultural factors include; the habit of not sending the girl child to school, early marriage, the notion that Western education is a barrier to cultural practices and beliefs and the traditional roles assign to certain generation such as priesthood. These factors have hindered formal education in rural areas. For example, in the rural areas, some family will give girl of 12 to 15 years old out for marriage which is usually a school age child, another example is a male child who has be chosen by the gods or ancestors to act as mediator between the people and the ancestor, some of them require training from childhood to adulthood before

they can perform their duties as priest. This male child will not have time to acquire formal education.

In table II, the parents decisions show some of the challenges to formal education of youths in rural areas of Delta State which is occurs as a result of some factors as perceived by parents of students in rural schools are teachers factor, facilities factor and school administrators' factor. The challenges of formal education as a result of teachers' factors include; lack of qualified guidance counselor, poor preparation of lesson plan and lesson note, poor teaching skills, poor attitude to teach, lateness to school, poor interest in research and development, and inadequate valuation of student performance by teachers

Table II shows the Frequency and Group Mean of Parents Response on Teachers, Facilities and School Administrators Factors that pose as Challenges to Formal Education of Youth in Rural Areas

S/N	Teachers Factor	Frequency					Group Mean	Decision
		5 SA	4 A	3 UD	2 SD	1 D		
1.	Lack of qualified teachers	20	30	20	1100	80	2.05	Disagree
2.	Lack of qualified guidance counselor	1000	190	10	18	32	4.69	Agree
3.	Inadequate training of teachers	30	70	100	1000	50	2.22	Disagree
4.	Po or preparation of lesson plan and lesson note	920	88	112	27	103	4.37	Agree
5.	Poor teaching skills	1000	111	109	19	11	4.66	Agree
6.	Poor attitude to teach	100	30	120	200	800	1.74	Disagree
7.	Lateness to school	950	70	100	5	150	4.39	Agree
8.	Teachers poor interest in research and development	1000	99	11	35	105	4.48	Agree
9.	Inadequate evaluation of student performance	80	170	30	370	100	2.01	Agree
Cluster of Group Mean							3.40	
Facilities Factor								
10.	Inadequate classroom blocks	966	84	80	30	90	4.44	Agree
11.	Inadequate staff offices	833	91	9	17	300	3.90	Agree
12.	Lack of staff residential quarters	780	400	20	40	10	4.52	Agree
13.	Inadequate laboratory	570	650	5	10	5	4.39	Agree
14.	Lack of social amenities like banks, hospitals, library, market	300	30	20	800	100	2.70	Disagree
15.	Unequipped school library	780	160	100	90	120	4.11	Agree
16.	Lack of access to Information Communication Technology (ICT)	720	187	103	133	107	4.02	Agree
17.	Lack of students and staff toilet	133	911	12	120	74	3.73	Agree
18.	Inadequate water and electricity supply	15	35	95	70	900	1.23	Disagree
Grand Group Mean							3.67	
School Administrator								
18.	Poor leadership style	931	144	31	60	84	4.42	Agree
19.	Poor supervision of school activities	700	388	62	70	30	4.33	Agree
20.	Poor human and public relation skills	160	44	82	88	920	1.92	Disagree
21.	Poor utilization of school financial resource	57	55	106	172	860	1.62	Disagree
22.	Poor management of school facilities	100	70	80	800	200	2.26	Disagree
23.	Poor management of human resources	114	20	130	86	900	1.69	Disagree
24.	Poor evaluation of the school activities	739	183	207	110	11	4.22	Agree
25.	Poor reporting of school activities and problems to government	881	139	117	3	110	4.34	Agree
Grand Group Mean							3.10	

Note: n = 1250 – Respondents disagree with item: 1, 3, 6, 14, 18 and 20-23 and agree with all the other items in Table 2 above.

in the rural schools. On the aspect of schools in the rural areas not having qualified guidance counselor, this will affect the achievement of educational objectives and also student will not have good guidance services which will supposed to help build the student interest in schooling through persistent counseling of students on the importance and benefits of education, various reading and learning skills, and also are to overcome challenges that tends to hinder educational development. More so, the teachers' attitude towards the implementation of educational curriculum when it is devoid with those identified challenges as a result of the teachers' attitude

it will hinders the progress of education in the rural schools.

Consequently, an examination on facilities factors effecting the formal education in rural areas include, inadequate classroom blocks, inadequate staff offices, lack of staff residential quarters, inadequate laboratory, unequipped school library, lack of access to Information Communication Technology (ICT) and lack of student staff toilet. On the part of inadequate facilities, when these facilities are inadequate, these will effect formal education of youths in rural areas negatively. This finding in respect to facilities is in agreement with Adam (2011)

Table III shows the Frequency and group Mean of Teachers and Parents Response on Government Factors that Pose as Challenges to Formal Education of Youths in Rural Areas of Delta State

S/N	Government Factor	Frequency					Group Mean	Decision
		5 SA	4 A	3 UD	2 SD	1 D		
1.	Inadequate funding	1000	100	10	300	70	4.08	Agree
2.	Inadequate provision of instructional materials	850	250	100	230	70	4.05	Agree
3.	Employment of under qualified teachers and staff	600	400	300	150	50	3.90	Agree
4.	Poor supervision of education	700	300	200	100	200	3.80	Agree
5.	Poor educational policy	800	300	100	100	120	3.99	Agree
6.	Poor Planning of educational curriculum	500	600	200	100	100	3.87	Agree
7.	Poor implementation of budget for education	600	500	200	250	50	4.10	Agree
8.	Poor scholarship scheme	900	300	100	130	70	4.22	Agree
9.	Poor, provision of science and technology equipment	100	20	120	50	50	4.42	Agree
10.	Grand Mean						4.47	

Note: N = 1500 (Teachers = 250 and Parents = 1250 – Respondents agree with all the items in Table 3 above.

who posited that, these educational resources, when inadequately supplied, could give room to teachers focusing more on theoretical teaching and hence is likely to contribute to students not being proficient in practical skills acquisition. However, the findings revealed that school administrators factors that acts as challenges to formal education of youths in rural areas include; poor leadership style, poor supervision of school activities, poor evaluation of school activities and poor reporting of school activities and problems to government. The type of leadership styles used by school administrators, usually affects the formal education of youths in rural areas. For example when the head of the school is always late to school, he will not have time to query teachers who were late because, he is not showing good example to the staffs and students. Also, he will not have the time to supervise the school activities of that time that he/she were not in school. However, because is not always present in school, he/she cannot know the true state of the school in respect to school activities. Thus in sending report or end of monthly returns to the Ministry of Education, he/she will not be able to report the school activities as it supposed to be.

In Table III, parents and teachers decisions show some government factors that affect formal education of youths in rural areas. These factors include; inadequate funding, inadequate provision of provision of instructional materials employment of under qualified teachers and staff, poor supervision of education, poor educational policy, poor planning of educational curriculum, poor implementation of budget for education, poor scholarship scheme and poor provision of science and technology equipment. These findings are in agreement with Yusuf

and Ajere (n.d.), they envisaged the problems of Universal Basic Education, some of which include problem of funding, problem of supervision and monitoring, problem of provision of infrastructural facilities such as buildings, equipment and instructional materials, problem of poor planning and the problem of the trekking distance from home to school.

CONCLUSION

Education is a human right that should be accorded to all human being solely by reason of being human (Igbuzor, 2006). There are a lot of international human rights instruments that provide for education as a fundamental human right. These include the Universal Declaration of Human Right (1948), the International Covenant on Economic, Social and Cultural Rights (1966) the African Charter on Human and Peoples' Rights (1981) and the Child Rights Act. In line with all these statement, the youths in the rural areas are human and by right, they deserved to be educated. In my own opinion, youths in the rural areas should be treated just like their counterparts in urban areas by providing the adequate infrastructural facilities, adequately human resources, and social amenities in the rural areas of Delta State.

RECOMMENDATIONS

Based on the findings revealed in this study, the following suggested recommendations were made;

- i. Government should provide the required

educational needs of youths in schools in rural areas of Delta State.

ii. Government should provide social amenities for rural areas in Delta State

iii. Parents in rural areas should develop keen interest in investing on education of youths in the rural areas of Delta State.

iv. Teachers in rural schools should develop the right attitude to promote education of youths in rural areas.

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