

HUMAN AND PHYSICAL RESOURCES MOBILIZATION FOR SCHOOLS' TRANSFORMATION AT RURAL AREAS: THE ROLES OF SOCIETAL BASED CLUBS IN ONDO STATE, NIGERIA

BY

MR. OMOLUWA, OLUSEGUN
Department of Educational Foundations,
Adeyemi College of Education, Ondo, Ondo State, Nigeria

ERINSAKIN, MARTINS OJO Ph.d
Department of Continuing Education/Adult and Non-Formal Education,
Adeyemi College of Education, Ondo, Ondo State, Nigeria

MR AKINBEBIJE, JOHN
Department of Continuing Education/Adult and Non-Formal Education,
Adeyemi College of Education, Ondo, Ondo State, Nigeria

ABSTRACT

In recent time, schools at rural communities are often neglected and received little or non-government intervention, thus, necessitated involvement of societal based organization (SBDs) on schools transformation. Descriptive survey research design the study comprised, stakeholders in the provision of education across Ondo State, Nigeria. The sample size of the study was five hundred and forty (540) respondents, selected through a snowballing sampling techniques. A self-developed research instrument was used to generate data for the study, entitled "Questionnaire on influence of Societal based clubs on educational transformation of rural communities of Ondo State, Nigeria. The research instrument was validated by an expert on test and measurement. The validity of the research instrument was done through test-retest methods at two weeks interval and 0.72 coefficient reliability was obtained. Based on the result of the research, conclusions were made that rural communities have been educationally transformed in terms of physical facilities procurement and human resources development. Based on the conclusions, therefore, recommendations were made that, societal based organizations programme should strengthened their programmes to enhance schools' personnels capacity building for a better job productivity and performance.

Keywords: Societal based organizations, Transformation, Rural, Communities schools

Background to the Study

Globally, affirmation has been made that education is a catalyst of development. This, therefore has necessitated several summits, for a conferences coupled with policies and enactments on education of nations of the world. Education is fundamentally to growth and development and serves as a critical index in measuring the progress the development agenda (Olawale, 2016). Education has been seen as a most powerful instrument for social progress (Emenemu, 2004). Afe (2000), maintained that integration of individuals into the society for self-

realization, development of national consciousness, unity, social, economic, scientific, cultural and technological progress (Afe, 2000).

United Nations Educational Scientific and Cultural Organization (UNESCO, 2000), states that education is an answer to most of the world's problems. Further, it is stated that education is a human right. According to UNESCO (2002), states that education is an answer to most of the world's problems. Further, it was stated that education is a human right. According to UNESCO (2002), education is basically seen as an effective way to fight poverty and to build well-functioning democracies and peaceful societies.

It has been asserted by some scholars and researchers that no nation can witness development without educating her citizenry. This therefore, informed the myriads of actions and efforts in many countries today to equip people with education, Nigeria, inclusive. Education becomes very necessary in Nigeria due to high level of illiteracy. Egunyomi (2015), contended that Nigeria is among the E-9 nations, which are nations with majority of her citizens as illiterates. Therefore, Nigerians governments have decided to stem-up educational level of her citizenry. This culminating into adoption of educational initiative in recent decades in Nigeria.

Oyekan (2004), noted that the level of educational attainment and development is discouraging. This has been attributed to diverse factors, such as pandemic corruption poverty, poor attitudes and orientation on the perceived benefits of education to individuals and the society. Also, identified are; poor funding, poor infrastructures, and so on. In Nigeria, about 10.5 million children are not in school even though primary education is officially free and compulsory. Several factors have been attributed to reason(s) why many Nigerians are deprived, educationally in Nigeria, such as; cultural factors, economic reasons. Education attainment and some development in the rural communities in Nigeria is in a sorry case or discouraging. Education at rural communities in Nigeria is characterized with poor infrastructures, rarity of human resources, poor road networking etc. Umar (2005) observed that one of the most enduring concerns of government and educational planners in developing countries, Nigeria, inclusive is how to reduce rural-urban inequalities in education provision. This is aimed at ensuring that people at the rural communities is to have access to education of good quality and standard irrespective of region, ethnicity and social class.

Isa, Bashayi, Umar and Babayo (2019), stated that education in the rural areas of Nigeria is on the disadvantage side. The situation of rural schools in Nigeria is nothing to write home about, thus, denotes that schools in rural areas or communities in Nigeria is of poor standard in terms of resources (human and physical) and government intervention.

According to Dike (2004), "about 200 (mostly primary) schools existing in the rural areas in Nigeria are said to have no classrooms, lessons are received under trees and thatched house. Further, it was also observed that most schools at rural areas have no electricity supply, lack of communities interventions, rural politics, cultural challenges etc.

It is very disheartening that rural dwellers in terms of education are not properly targeted by government developmental places despite the fact that the nation's wealth is derived from rural areas across the country (Olawale, 2016). Most of the natural mineral resources in the country bitumen, cocoa, crude oil timbers, lime stones, coal etc are derived from the rural areas. According to Olawale (2016),

the sight of education facilities in rural areas of Nigeria is disheartening, particularly in the 21st century. From broken classroom walls, to opened roofs.

The above picture depicted above about schools at rural communities in Nigeria have resulted into poor state of schools in the rural communities. Many teachers do not want to be posted to the rural schools and this is a major causes of rarity of manpower at most schools at the communities in Nigeria.

Observably, several initiatives have been taken by governments in Nigeria to uplift education at rural areas to an enviable height, such as; infrastructural development schools, provision of incentives to the teachers teaching at the rural communities among others, despite these initiatives, several schools at the rural communities in Nigeria are yet not to attain the expected level and standard. It is this observed gap that necessitated this study.

Statement of the Study

The level of educational development and attainment of most rural communities in Nigeria is very low. The rural communities in Nigeria, most often time are receiving less government attention, especially in the areas of infrastructural development (electricity, road networking, health facilities etc). All these directly and indirectly have negative consequential effects on the rural schools. teachers do not want to be working at schools in rural communities, lack of electricity affects schools administration, teaching and learning, especially, when the use Information and Communication Technology (ICT) is in vogue in the school.

Many schools at the rural areas are not connected with good roads couples with societal, economic and a host of other factors. Although government and other stakeholders have been making efforts to improve the standard

of schools at the rural communities. It is however, observed that the expected and desired results are yet to be attained. The need for this study was therefore on human and physical resources mobilization for transformation of rural schools in Ondo State, the roles of communities in Ondo State, Nigeria.

Purpose of the Study

The study focused on appraising societal based organizations influence on educational transformations of rural communities in Ondo State, Nigeria. The specific objectives are to:

1. Determine the influence of societal based organizations on infrastructural procurement to schools in the rural communities in Ondo State, Nigeria.
2. Ascertain whether societal based organization do contribute to effective administration of schools at the rural areas in Ondo State, Nigeria.

Research Questions

The research questions were raised for the study:

1. Do societal based organizations providing physical facilities to schools at the rural communities in Ondo State, Nigeria?
2. Are there effects of societal based organisations on human resources development at the rural communities in Ondo State, Nigeria?

Significance of the Study

The result of the study will be useful to all the stakeholders in school system.

First and foremost, the findings of the study will assist the public and people at the rural areas to be aware of the areas where societal based club can assist the schools.

Furthermore, the findings of the study will provide societal based clubs on influence of their activities on schools development at rural areas.

Besides, the findings of the research will also serve as an “eye opener” to societal based organizations on how and areas where they can assist schools at rural areas.

Also, the result of the study will make government to see the importance of communities based organizations on school system.

Finally, the study will serve as a good source of reference to researchers, working in the area of this study in future.

Methodology

Descriptive survey research design was adopted for the study. The study population comprised members of Societal Based Organizations (SBOs) in Ondo State, Nigeria. The sample size of the study was five hundred and forty (540) subjects. A snowball random sampling techniques was adopted to select the respondents for the study, thirty (30) respondents from each of the 18 local government spread across the three areas in Ondo State, Nigeria were selected.

A self-structured questionnaire by the researcher, entitled “Questionnaire on Appraising the influence of societal based organisations on educational transformation of schools at rural communities in Ondo State, Nigeria”. It was fashioned on four point likert rating scale; Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The research instrument was validated by an expert at Test and Measurement at Adeyemi College of Education, Ondo, Ondo State, Nigeria. The reliability of the research instrument was determined through test-retest method, 0.72 coefficient reliability was obtained. Data generated was analysed, using descriptive statistics (frequency counts, simple percentages and mean).

Theoretical Framework on Educational Transformation of Rural Areas

The adoption of this theoretical framework to this study hinges on the ground that most rural communities or areas in Nigeria are confronting with a challenge of education. The challenges partly has been attributed to lack of personnels, facilities and other resources. Hence, rural development has been negatively been affected. The rural transformation agenda is about improving the overall quality of live of the rural dwellers (Boto and Fotabong, 2012; Olawepo and Ariyo, 2011). The rural dweller need education to build their skills and capacities to harness their opportunities and improving livelihood and enhancing their quality of life of rural people (Coker and Basesey, 2012).

Education is regarded as a crucial factor that can transform the rural areas, therefore there is a need to strengthen facilities to its provision in terms of building, good road, network, regular electricity, adequate supply of teaching and learning materials etc. Sharma (2014), contended that participation and active involvement of rural people in development of educational institution within the rural areas will bring educational transformation of the rural areas, thus justify the choice of the theoretical framework for the study. In other words, the involvement of societal based organizations on education process at the rural areas would result into provision of resources (human and physical) for the upliftment of schools at rural communities.

Conceptual Framework

Roles of Societal Based Organizations on Educational Transformation of Rural Communities

Giving the enormous contributions of rural communities in Nigeria to the economic growth and development of the country, Nigeria, it is very appalling and shocking that rural areas or communities are still experiencing myriads of challenges. Rural neglects in Nigeria has negative consequential effects on the rural community (Olawale, 2011). Erinsakin (2016), contended that the wealth of the nation, Nigeria is located at the rural communities. The nations' wealth are scattered across rural areas of the country. In Ondo State, the second largest deposit of bitumen is at Agbabu community in Ondo State. Crude oil, limestone, coal among other natural mineral resources are heavily and hugely deposited at the rural communities. Then, one is disturbed on why the rural communities are grossly neglected. The basic social amenities that make living meaningful people are absent at rural areas in Nigeria. Living a decent and fulfilled life is difficult at rural areas. Majority of schools at rural areas are dilapidated and majority of them are poorly built and very old with damaged roofs and walls.

Haruna and Limon (2015), noted that education is an instrument for national development and social changes, as well as the process of preparing an individual to become a functional and acceptable member of the society. Observably, rural areas are still facing series of challenges, which education is one of such. Haruna and Limon (2015), stated that lack of qualified teachers, rarity or dearth of teaching and learning materials, poor supervision of schools as well as a high level of attrition and withdrawal from schools are the features of rural areas or communities.

Most often times, most teachers at rural area are unqualified teachers employed by the communities. Poor road network and absent of electricity, medical facilities and other recreational do discourage people to work at schools at rural communities. Learning in schools at rural areas in Nigeria is very difficult. Anyaedu (2004), noted that lack of zeal and interest by teachers due to and delayed salary and poor working condition of work; low community participation in education planning and policy implementation. As a result on planning and policy implementation as a result to these difficulties many teachers do not want to be posted to the rural areas.

Education of the rural dwellers is a must because they constitute 60% of citizens in Nigeria. Education of the rural people is one of the key strategies to stem-up development at the rural communities. In Nigeria, several initiatives have been adopted to improve rural education. One of such is involvement of societal or community based organizations in the administration and development of school. Societal or community based organization refers organizing aimed at making rapid and desired improvements to a community development in a holistic context. It is a process whereby organizations within a community identify community needs, takes initiatives, actions to develop the community through a collaborative process.

Societal or community based organization is non-profit organizations, particularly service agencies – that are located in and outside services to neighbourhoods and communities. They focus mainly on the development of the community through collaborative efforts of members. Their functions are community building, members. Their functions are community building, community planning on activities that can give the community a new outlook. These includes; formal and non-formal organizations within the community.

Hussan, Khattak, and Khan (2008), stated that community based organization are not for profit, organizations on a local and national level, facilitating community efforts for community development. The purpose of CBOs is to plan, implement and monitor social and economic development programme and provide technical and financial help to the communities.

In Nigeria, most often times, CBOs have made contributions to development of the rural areas in terms of road construction, building of local schools and provisions of teaching materials, construction of fence around schools. Many health centres at most rural communities are donated by members or groups within the community.

The United Nations Scientific and Cultural Organization (UNESCO, 2006), stated that education for a large member of people in rural areas is crucial for achieving sustainable development. Gomes and Gamara (2004), contended also that education training need to be integrated within all aspects of sustainable rural development.

World Bank (2002) , maintained that education is a crucial factor of enhancing peoples' capacities, expand their competencies and changes people's practices and attitudes, consequentially , improving the life styles of rural dwellers.

Education equips the rural the rural people with vibrant and productive skills that, enable them to be more protect productive. Towards transforming educationally and addressing challenges of schools at the rural areas in Nigeria, in some of the rural communities effects of societal or community based organization are necessary.

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Question One: Are societal based organizations providing physical facilities to schools at the rural communities in Ondo State, Nigeria?

Table 1: Showing frequency counts, simple percentages (%) and mean (x) on are societal based organizations providing physical facilities to schools at the rural communities in Ondo State, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remarks
1.	Societal based organization is committed to equipment of schools with classrooms at my rural communities	15 2.77%	25 4.62%	32 5.92%	468 86.66%	3.76	Accepted
2	Provision of classrooms are not the concern of societal based organizations at my rural communities	415 76.85%	68 12.59%	43 7.96%	14 2.59%	1.36	Rejected
3.	Schools' libraries are well stocked with textbooks by societal based organisations	11 2.03%	23 4.25%	42 7.77%	464 85.9%	3.77	Accepted
4.	Textbooks at the schools' libraries were not supplied by societal based organisations at the community	399 73.88%	69 12.77%	55 10.18%	17 3.14%	1.42	Rejected
5.	Office stationaries are supplied to the schools by the societal based organization into my community	7 1.29%	42 7.77%	68 12.59%	423 78.33%	3.67	Accepted
6.	Office stationaries are supplied to schools by the government	413 76.48%	90 16.66%	20 3.70%	17 3.14%	1.33	Rejected
7.	Effect of societal based organization is much felt in the area of chairs and lockers procurement at schools in my rural community	8 1.48%	20 3.70%	66 12.22%	446 82.59%	3.75	Accepted
8.	There is no intervention programme on chairs and lockers by the societal based organizations in my community	420 77.7%	76 14.07%	29 5.37%	15 2.77%	1.33	Rejected
	Total	1,688 39.0%	413 9.56%	355 8.20%	1,864 43.14%	2.54	Accepted

Table 1 shows result on research question one. On item (1), responses obtained were; 468 (86.66%), 32 (5.92%), 25 (4.62%) and 15 (2.77%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (2), 14 (2.59%); 43 (7.96%), 68 (12.59%) and 415 (76.85%) as responses for strongly agreed, agreed, disagreed and strongly disagreed. On item (3), 464 (85.9%), 42 (7.77%); 23 (4.25%) and 11 (2.03%) were obtained as responses for strongly agreed, agreed, disagreed and strongly disagreed. On item (4) , 17 (3.14%), 55 (10.18%), 69 (12.77%) and 399 (73.88%) responses, obtained for strongly agreed, agreed, disagreed and strongly disagreed.

On item (5), 423 (78.33%); 68 (12.59%); 42 (7.77%) and 7 (1.29%) responses obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (6), 17 (3.14%), 20 (3.70%), 90 (16.66%) and 413 (76.48%) were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (7) the following responses were obtained; 446 (82.59%), 66 (12.22%) 20 (3.70%) and 8 (1.48%) for strongly agreed, agreed, disagreed and strongly disagreed. Finally on item (8), responses obtained were; 15 (2.77%); 29 (5.37%); 76 (14.07%) and 420 (77.7%), respectively.

Research Question Two: Are there effects of societal based organisations on human resources at schools rural communities of Ondo State, Nigeria?

Table 2: Showing frequency counts, simple percentages (%) mean (x) on are there effects of societal based organization on human resources at schools at rural communities of Ondo State, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remarks
9.	Societal community based organizations do motivate personnels at schools at my rural community with different incentives	352 65.18%	89 16.48%	65 12.03%	44 8.14%	1.6	Rejected
10.	Schools peronnels do not receive any form of motivation from societal based organizations at my rural community	18 3.33%	36 6.66%	63 11.66%	423 78.33%	3.65	Accepted
11.	Societal base organizations do employ community teachers to schools at my rural community	324 60%	136 25.18%	50 9.25%	30 5.55%	1.60	Rejected
12.	Teachers at schools at my rural communities are employees of government	15 2.77%	12 2.22%	69 12.77%	444 82.22%	3.74	Accepted
13.	Some societal based organisations programme are teachers focused at my rural community	369 68.33%	123 22.77%	30 5.55%	18 3.33%	1.43	Rejected
14.	None of the societal based organizations programmes are teachers' focused at my rural community	413 76.48%	90 16.66%	20 3.70%	17 3.14%	1.33	Rejected
	Total	1,096 33.72%	435 13.38%	400 12.30%	1,319 40.58%	2.6	Accepted

Table 2 present the findings on research question two. On item (9), 44 (8.14%); 65 (12.03%), 89 (16.48%) and 352 (65.18%) were responses obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (10), 423 (78.33%), 63 (11.66%), 36 (6.66%) and 18 (3.33%) as responses for strongly agreed, agreed, disagreed and strongly disagreed. On item (11), responses got were; 30 (5.55%), 50 (9.25%), 136 (25.18%) and 324 (60%) for strongly agreed, agreed, disagreed and strongly disagreed, respectively.

On item (12), 444 (82.22%); 69 (12.77%), 12 (2.22%) and 15 (2.77%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (13), the following responses were obtained; 18 (3.33%) ; 30 (5.55%); 123 (22.77%) and 369 (68.33%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (14), responses obtained were; 360 (66.66%); 123 (22.77%); 39 (7.22%) and 18 (3.33%) for strongly agreed, agreed, disagreed and strongly disagreed.

Discussion of Results

The findings on research question one indicates that there is a strong relationship between community based organization and provision of physical facilities to schools at rural areas. The result is corroborated by the submission of Agboola (1998), that the impact of community based organization have been much felt in the areas of agricultural development, economic development, policy matter, health education, infrastructure, environmental physical development among others.

Also, the submission of Asor, Tawo, Ojong, Asu and Ojuah (2019) is also agrees with the result that CBOs could influence provision of educational facilities to schools at rural communities.

The findings on research question two is also buttressed by the opinion of many scholars like Oyekan (2000) that community Based Organization (CBOs) roles have been well applauded in the development of schools, especially schools at rural communities in terms of employment of teachers to complement government employed teachers. Further, it was stated that most rural schools in Nigeria do not have enough teaching state. However, the intervention of CBOs in this endeavors has been well applauded in Nigeria.

Conclusion

Based on the findings of the research Societal Based Organizations in Ondo State Nigeria have positively impacted on education transformation of schools at the rural communities in the areas of physical facilities procurement and human resources.

Recommendations

Based on the conclusions, the following recommendations were therefore made;

1. Societal based organisations' programmes should be more educationally focused at rural communities of Ondo State, Nigeria
2. Societal based organizations should strengthened their programmes to enhance schools personnels capacity building for a better job productivity and performance.
3. Incentives to schools personnels at rural communities of Ondo State, Nigeria should be given a top priority by the societal based organizations.
4. Societal based organizations should establish a cordial relationship with schools at rural communities of Ondo State, Nigeria, thus, gives programs; and so on.

REFERENCES

- Afe, J.O. (2000). Reflections on becoming a teachers and the challenges of teacher education. University of Benin. Inaugural lecture series 64.
- Asor, L.J., Tawo, C.N. Ojong, O., Asu A & Ojuah, M. (2019). Activities of comments based association in the provision of education facilities and rural development: A Journal of Contemporary Research, 16, 4.
- Boto, I & Fotabong, E. (2012). Major drivers for rural transformation in Africa: Resources on rural transformation in Africa, 24.
- Coker, M.A. & Bassey, M. (2012). Problems and prospects of implementing rural transformation programme. Young Researchers.
- Dike, Y. (2004). The state of education in Nigeria and the health of the nation www.africa.economicanalysis.org.
- Emunemu, B.O. (2004). The relevance of Nigeria's Universal Basic Education (UBE) programme to national development. International Journal of Literacy Education, 2 (1): 84-94.
- Gomes, C.A & Camira, J. (2004). Training for rural development in Brazil, SENAR, Rome and Paris: Food Agricultural Organisation of the United Nations and International Institute Educational Planning.
- Haruna, B.M & Limen, B.M. (2015). Challenges facing educating Nigerians child in rural areas; implications for national development.
- Hussain, A., Khattak, N.R & Khan, A.O. (2008). The role of community based organization in rural development. Pakistan Institute of development economic.
- Isa, A.A., Bashay, M.L., Umar, A.S. & Babayo, A. (2019). Restructuring school education in rural Nigeria: Issues and challenges. International Journal of Research and Innovation in Social Science (IJRSS) 3 (12).
- Olawale, R. (2016). Assessing education in rural Nigeria. Premium Times and opinion. March 3rd.
- Oyekan, S.O. (2000). Foundations of education, Okitipupa: Ebun Ola Publishers Ltd.

Umar, A. (2005). Rural education for what? A critical analysis of schooling in some rural communities in Nigeria. <http://www.spera.asu.au/school/publications/journals/15/57> Accessed 2nd June, 2021.

UNESCO (2002). Education for all: Is the world on track? EFA Global monitoring report. Paris: UNESCO.

World Bank (2002). Empowerment and poverty reduction. A source book, Washington DC.

