

Proceeding of the International Conference On Government & Public Affairs 2016 (ICOGPA2016)

ISBN 978-983-44661-7-6

© 2016 ICOGPA2016

The Challenges of Educational Development in Katsina State Nigeria: Implication for Rural Development

Salisu Ahmed Kabiru^{1,*}, Rozita Arshad PhD²

¹ Public Administration Department Umaru Musa Yar'adua University Katsina Nigeria (UMYU),

School of Government Universiti Utara Malaysia (UUM)

² School of Government Universiti Utara Malaysia (UUM)

Abstract: Over the years there has been challenge has had faced with so many challenges educational development in Nigeria among which is absence of definite policy on education as well lack of infrastructure, lack sufficient and quality teachers. The objective of the study was to examine the challenges of educational development in katsina state Nigeria. The study employed secondary data collection and qualitative analytical method analysis, the study revealed that policy inconsistency is among the challenges that deter educational development attainment as well as lack of sufficient teachers. It is therefore recommend that a definite educational development road-map should be initiated and implemented as well as intensifies effort in recruiting sufficient and qualitative teachers.

Key words: Policy Inconsistency, Dropout, Infrastructure.

1. Introduction

Education which is considered as the overall development of an individual, physically, mentally, morally, socially and economically, can only be sound if infrastructural facilities are made available and sufficient. Education is perceived as the most important necessities of our life as a man is incomplete without it. Education gives human being the require skill to make sound judgment as it guide human to think rationally and to work properly in the society .The developed nations of today attained the position they are through education .Seer (1969) argue that development start at individual level, then to group and finally to society. The ability to conquer ones environment was seen as the main factor that contributed to the advancement of the developed nation which was a function of their level of education.

With the beam of education one can easily distinguish between correct and incorrect, true and fault, and more over between humanity and brutality. It gives man the light which makes him capable of seeing the things back the curtain. According to Aristotle an uneducated person is almost equal to a dead as we cannot expect a good support or any kind of contribution towards development from him. However, Nigeria is among the country with a

high number of illiterate persons, about 40 % of the total population are illiterate according to Bureau for statistics (2010).The problem of illiteracy is compounded by the menace of school dropout where it has been indicated that Nigeria has the highest rate of dropout of school children in Africa of 10.5 million children according United nation (2013). The rural areas are backward in terms of educational development due to neglect of the rural areas by the successive governments, and this add to the problem of illiterate in the the rural area which breeds poverty, and unemployment. Education could serve as a viable mechanism for rural development as recent studies indicated for example Khoo (2014) found strong relationship between education and rural development which call the need to pay more attention to investment in human capital starting with basic education. The recognition of basic education as a prerequisite of sustainable rural development is also visible within the Food and Agriculture of the United Nation FAO which launched, Education for All' flagship on education for rural people in 2002 in collaboration with UNESCO.

Despite the importance of education to individual to the societal development, the challenges that faced by the development of education in Nigeria and particularly in katsina state are numerous which include inadequate and,unqualified,teachers,insufficient

infrastructure, policy inconsistency, inadequate funding and children dropout syndrome. These, however, are some of the problems that hinders educational development in Katsina state and it is for these reason that this paper examines the challenges faced by education sectors in katsina as it relate to rural development, the paper utilizes secondary source of date and an analytical method of date analysis.

2. Literature Review

The concentration of education in urban areas rather than rural areas has done lot harm to the rural areas as it makes the rural areas underdeveloped. Education is the key to building the capacities for achieving sustainable development goals. The role of education in human development cannot be over emphasized. It has been described as an important tool in any human society, which makes man to develop faster than other creatures (Etim, 2015). For instance Gibbs (2005) asserted that education has a desirable controlling influence over development of the rural individual, community, and society leading to reduced poverty, unemployment and increase in income. In a study by Helliwell and Putnam (1999) they found that education is correlated with the development of individual, community and society as well. However, it is only recently that studies attempts to examine whether there is direct relationship between education and rural development. Among the studies that established the link between education and rural development include United Nation Economic, Social, Cultural, Cooperation (UNESCO, 2012) which found that, not only basic education contributes to rural development, rather vocational, adult and higher education also contribute to rural development. In a similar studies by Education For All (2014) it was found that education improved the productivity of farmers by about 8%, the study also revealed that a four year schooling appear to increase

the productivity of farmers in Malaysia, Korea, and Thailand by 20% (Abdullahi, 2008). Education is one the mechanism of empowering rural people to take part in poverty reduction effort, increased education is a key strategy of rural development (Aref, 2011). Meaningful rural development cannot be

achieved without educating the rural people, also businesses large or small are likely to collapse if the owners are illiterate. Sani (2014) found that the success or failure of businesses large or small is directly linked to the level of education of the business owner. In a similar study by Kamar (2014) it was revealed that success in business and social achievement is correlated with one's educational attainment, the higher the attainment the higher the achievement. Education play a vital role in achieving rural development in different part of the globe especially in the developing economies, in many countries education has provided a dependable leverage for rural development (Raji, 2004).

As highlighted above literature on the link between education and rural development abounds, however in rural areas the educational system is faced with various challenges that need to be tackle if rural development is to be achieved.

3. Challenges of Educational Development

3.1 Examination Failure

Mass failure in examination is one the challenges that faces educational development in most developed and developing countries in the world. The problem of examination failure is attributed to many factors among them is shortage of teaching staff, inadequate and obsolete infrastructure as well as lack of seriousness on part of the students. In a study conducted by Mocetti (2008) found that there is significant positive relationship between adequacy of as well as condition of infrastructure and students performance in examination. Other studies such as Wiggan (2007), Kabeer (2012), Seth (2014), support the Mocetti findings by proven that there is positive relationship between examination failure and availability of infrastructure.

Examination failure is one of the challenges facing education in katsina state, the performance of students in the final examination which will qualify them for entry into higher institution of learning has been worrisome as a substantial percentage of the student woefully failed, and where there is a progress in one the next year will be worst which implies that there is no consistency in the performance. As for those who wish to further their education, their intentions are flouted by poor result in the National Examinations. The following data clearly shows the performance of students in SSCE, WAEC/NECO from 2006 to 2014.

Table 1
Examination Result

| Year | Examination | No. Sat | 5 Credits and | % |
|------|-------------|---------|---------------|-------|
| 2006 | WAEC | 15,960 | 1,538 | 9.6 |
| | NECO | 16,650 | 5,970 | 35.6 |
| 2007 | WAEC | 15,585 | 2,908 | 18.7 |
| | NECO | 17,128 | 8,696 | 50.8 |
| 2008 | WAEC | 19,173 | 2,254 | 11.6 |
| | NECO | 19,524 | 15,524 | 80.67 |
| 2009 | WAEC | 20,100 | 1,800 | 9 |
| | NECO | 20,300 | 2,000 | 10 |
| 2010 | WAEC | 21,606 | 2427 | 11.5 |
| | NECO | 23,731 | 952 | 4 |
| 2011 | WAEC | 30,707 | 699 | 2.3 |
| | NECO | 32,421 | 358 | 1.1 |
| 2012 | WAEC | 38,602 | 4,146 | 10.9 |
| | NECO | 39,198 | 4,702 | 11.9 |
| 2013 | WAEC | 33,720 | 7,954 | 24 |
| | NECO | 34,000 | 8,000 | 24 |
| 2014 | WAEC | 37,223 | 7,954 | 30 |
| | NECO | 38,300 | 8,000 | 20 |

Source: State ministry of education 2014

From the data above it has indicated that the performance of the student is far below expectation and it has been inconsistent as in 2010 the percentage of those that for NECO was 4% while 2011 for those that sat for WEAC was 2% and again for those that sat for WEAC in 2014 was 30%. This is a challenges that has to be looked into as to what is the cause of this fluctuation and failure.

3.1.2 Infrastructural insufficiency and decay

This challenge is concern with the condition of the existing infrastructural facilities vis-à-vis their availability and utilization in relation to students population. It also covers the laboratory facilities, library space and utilization as well as the age and state of these physical facilities. The major challenge in the area of availability and state of educational infrastructural facilities in Katsina state is mainly in the area of gross inadequacy. Provision of classrooms in the primary, JSS and SSS stood at 45%, 72% and 85% of total requirement. Again the supply of pupils' furniture in these classrooms as at 2009/2010 stood at 65% for primary schools and 50% each for junior and senior secondary schools in the state.

Another major challenge in the availability and utilization of educational infrastructural facilities

includes the state of the learning environment. This is characterized by the poor state of recreational and sporting facilities. The supply of WASH facilities is also another challenge area. There are for instance, a total of 6974 toilets in all primary schools in the state, for an enrolment of 1,351,032. Water and power supply to schools requires attention as well. There are for instance only 708 water points (comprising of 28 pipe-borne water points, 193 boreholes, and 68 wells in junior and senior secondary schools) against 1399 required. The supply of health facilities also needs attention. At present, there are only 9 and 12 clinics in the 172 junior secondary schools and 160 senior secondary schools in the state respectively. Again only 121 junior and 87 senior secondary schools are linked to the national grid, while 7 junior and 8 senior secondary schools have alternative source of power (SME,2014). The below picture depict the condition of infrastructural facilities in the schools.

3.1.3 Inadequate and qualified teachers

Teachers are the backbone of educational system at all levels the success of educational system is greatly determine by the sufficiency and quality of teachers that school has. In a recent study by Wiggan (2007), it was found through regression analysis that the ratio of teachers/students and the quality of teachers have a significance positive influence on the performance of students. The study further revealed that where more than 50 students are assigned to a teacher the probability of them passing examination is low compare to a teacher who takes 20-30 students the probability is much higher.

Inadequate and qualified teachers is another challenge to the education development of katsina state. At present there are 1,351,032 primary school students with only 8,041 teachers, 148,494 secondary school students with only 2,567 teachers, 94,523 senior secondary school students with 1,482 teachers. In total there are 1,594,049 students at primary, junior secondary and senior secondary schools having 12,090 teachers to teach them this is grossly inadequate as it implies 1 teacher to 132 students. The table below shows the situation clearly.

Table 2
Teacher-pupil ratio

| Level | Total enrolment | Total no. Of qualified | Qualified Teacher/pupil ratio |
|------------------|-----------------|------------------------|-------------------------------|
| Primary | 1,351,032 | 8041 | 1:168 |
| Junior Secondary | 148,494 | 2,567 | 1:58 |
| Senior Secondary | 94,523 | 1,482 | 1:64 |
| Total | 1,594,049 | 12,090 | 1:132 |

Source: State ministry of education 2014

From the table above it has shown that katsina state need more teachers to cater for the teeming number of students as well as the growing number of intake.

3.1.4 Students Enrolment

Increase in student's enrolment from into both primary and secondary school has increased tremendously without commensurate infrastructure to contain the teeming of the intake. For example the state has 2,853,305 female eligible for enrolling into school while there are 2,948,279 male as well totaling 5,801,584. The current enrolment figure stand at 1,351,032 both male and female. The ratios of student teacher stand at 1:168 which implies that a teacher is taking a class of 168 students alone. The table below depicts the enrolment situation in Katsina state.

Table 3
Primary enrolment 2009/2010

| Class | Male | Female | Total |
|-------|---------|---------|-----------|
| 1 | 154,814 | 104,752 | 257,567 |
| 2 | 144,109 | 91,765 | 241,729 |
| 3 | 145,563 | 96,166 | 226,904 |
| 4 | 139,520 | 87,384 | 206,362 |
| 5 | 126,284 | 80,078 | 182,596 |
| 6 | 114,829 | 67,767 | 1,351,032 |

Source: State ministry of education 2014

Table 4
Enrolment for Junior Secondary Schools by Classes by sex 2009

| Junior Class | Male | Female | Total |
|--------------|-------|--------|--------|
| JSS 1 | 36680 | 19879 | 56559 |
| JSS 2 | 32629 | 16390 | 49019 |
| JSS 3 | 29176 | 13740 | 42916 |
| Total | 98485 | 50009 | 148494 |

Source: State ministry of education 2014

Table 5
Enrolment for Senior Secondary Schools by Classes by sex 2009

| Senior Class | Male | Female | Total |
|--------------|-------|--------|-------|
| SSS 1 | 26837 | 8566 | 35403 |
| SSS 2 | 23578 | 8027 | 31605 |
| SSS 3 | 21362 | 6153 | 27515 |
| Total | 71777 | 22746 | 94523 |

Source: State ministry of education 2014

From the table above it has indicated clearly that the present explosion in the enrolment has posed a challenge to the education development as there is shortage of facilities to cater for the growing of intake.

3.1.5 Policy Inconsistency

Policy somersault is another big challenge that faces Nigeria, for instance in the education sector the 9-3-4 system of education came into being in 2009 only when the old 6-3-3-4 was dropped and now a new policy is introduced 1-6-3-3-4 just four years after implementing the previous one. Policy somersault had been the bane of development in the country as it led to policy failure. Policy realization is a function of effective monitoring and evaluation to compare the intended goal with the actual goal.

Other major challenges to policy planning and implementation include the low civil society interest and involvement in education issues. At both the State, LGA and community levels, there are very few viable civil society organizations with special focus on education.

3.1.6 Inadequate Funding

Funding of education is one of the catalysts for educational development as the success or failure of education system is largely a function of funding (Afifi, 2015). The total expenditure on education at the federal level as at 2007 data, the total education budget represent on average 6.7 percent of total government expenditure. The education share of the budget rose in 2008 to 13 percent and 15 in 2013 (Nwachukwu 2913). At the state level katsina state has made a progress in budget allocation as in 2007 the allocation was 36.24 percent, in 2008 29.47 percent, in 2009 28.83 percent, in 2010 23.52 percent (SME, 2014). funding education is most viable instrument for individual and nation development as studies have proved the relationships between funding

and educational development such as Nwachukwu (2013) and a couple of others.

This challenge deals with annual budgetary allocation, untimely release of funds, budgetary financing and expenditure ratio, level of mobilization of non-government funding sources and education expenditure tracking. Education sector in the state is funded essentially by the government alongside material and financial support provided by domestic and international donor agencies such as the UNICEF, DFID, ETF, UBEC, KEF and several NGOs, CBOs and CSOs.

Funding of the education sector in the state takes two main forms, i.e. normal budgetary provision to Ministry of Education, its parastatals and extra-ministerial interventions engendered by the effort of the government to fulfill its obligation to the citizenry. Over the years, the state budget to education has been above the UNESCO obligations. For instance, 36.32%, 27.26% and 29% were allocated to education in the years 2007, 2008 and 2009 respectively.

However, despite government budgetary allocation, there is delay in the release of funds for the execution of essential projects and services in the sector and the budget performance is very low. There is also withdrawal/drying up of donor agencies' support to the education sector e.g. UNFPA and UNDP.

Table 6
Budget on education

| Year | Total budget | govt | Total Educationbudget | govt. | % education budget |
|------|-------------------|------|-----------------------|-------|--------------------|
| 2007 | 55,776,136,595.00 | | 20,213,605,006.00 | | 36.24 |
| 2008 | 60,874,182,330.00 | | 17,942,258,572.00 | | 29.47 |
| 2009 | 70,414,645,060.00 | | 20,300,846,827.00 | | 28.83 |
| 2010 | 81,122,810,438.00 | | 19,081,201,163.00 | | 23.52 |

Source: State Ministry of Education, Finance and Planning

3.1.7 Dropout Challenge

School dropouts in its simplest meaning are the untimely withdrawal from school prematurely and end up not obtaining any certificate of graduation. The issue of school dropout is a global problem confronting the education industry round the world. Researchers like; Mohsin, Aslam and Bashir (2004), De Cos (2005), Bridgeland, and Morison (2006), and Oghuvbu (2008) have since buttressed this fact. Nigeria record 10.5 million of school dropout

becoming the highest in the world. Similarly katsina has a substantial of school dropout at the primary school the of the 57,405 existing only 35,403 proceed to next level translating to 39 percent, while at the secondary school level of the 35,403 that enrolled 30,668 complete the schooling translating to 14 percent dropout.

The issue of student dropout is a global phenomenon as America is also experiencing this problem of droupout.Nigeria has the highest number school dropout which stand at 10.5 million children getting out of school due to one reason or the other.In katsina state the situation is the same as at both primary,junior and senior secondary school the number of student drouping out is alarming as indicated in the table below.

Table 7
Drop out from primary to JSS

| Primary 5 enrolment | Pupils proceeding to class 6 | Students Transiting to JSS1 | Students to JSS2 | Students proceeding to JSS3 |
|---------------------|------------------------------|-----------------------------|------------------|-----------------------------|
| 28,055 | 25,536 | 6,559 | 7,405 | 5,403 |

Source: State ministry of education 2014

Table 8
Drop out from JSS to SSS

| SSS enrolment 2008 | No. Proceeding to SS II 2009 | No. Proceeding to SS III in 2010 |
|--------------------|------------------------------|----------------------------------|
| 35,403 | 30,668 | 30,668 |

Source: 2009 State ministry of Education

From the table above it has shown that at the primary to junior school level there were 228,055 students enrolled but only 35,403 student proceed to the next level which implies 192,652 have dropout, while at the senior secondary school level there were 35,403 who enrolled and 30,668 were able to complete the senior secondary school level amounting to 4,735 dropping out .

4. Discussions

From the data presented above it is apparent that the educational system in katsina state is faced with furious challenges that need to be tackle in order to rural development. For instance in final year examination result indicated that only 25% obtained five credits and above in mathematics, English and the relevant subjects required for admission into the university. Similarly there is challenge in the adequacy and competency of teacher as shown in table 2 where 12,000 teachers are assigned to cater for about 1.5 million children. Infrastructure is another challenge to the state

educational development where furniture, classes and other essential facilities are inadequate or in a bad condition. The ratio of teacher's student is another challenge where a teacher handle 130 students this is not an ideal situation as the class will be crowded which could result to student low performance. Though funding of education is inadequate, as shown in table 6 the percentage given to education is up the 26% as recommended by UNESCO. To have a meaningful rural development all the challenges has to be tackle otherwise rural development be only be an illusion.

5. Conclusion

The challenges that faces educational development in katsina state in particular and in Nigeria in general is enormous ranging from policy summersault, to lack of infrastructure, high rate of school dropout and lack of sufficient and qualified teachers. These problems or challenges could only be overcome when there is concert efforts are make toward tackling the problems. This study argue that rural areas are more affected by the challenges as rural areas are already behind in educational development compare with the urban centres as such the rural areas should be given more attention in this regard. The paper also recommends that:

Policy continuity should be enshrine in the constitution so as to ensure policy continuity which is absent in Nigeria polity and has been one of the factor that educational development in Katsina and Nigeria in general.

Promotion of good schooling environment that will attract and maintain the existing student in order curb dropout by initiating and implementing free education as well as free meal at school.

There should be adequate funding of education both at national and state level as well as adequate funding of infrastructural facilities so as to cater for the teeming number of school age that are to be enroll and for the existing one.

Government should embark on mass recruitment of adequate and qualified teachers to supplement the existing ones as they are too short, this will boost the quality of education and by extension rural development.

References

- Abdullahi, A. (2008). Education for rural people : Evidence from Nigeria World Journal of Development Studies, 5(1), 91-99.
- Afifi, T., & Afifi, W. (Eds.). (2015). Uncertainty, information management, and disclosure decisions: Theories and applications. London: Routledge.
- Aref,A.(2011). Education for rural development in Iran. Journal of American Science 7, (3), 60-70
- Aref,A.(2011). Perceived impact of education of poverty reduction in rural Iran. Life Science Journal, 8, (2), 23-30
- Atchoarena, D., & Sedel, C. (2003). Education and rural development: setting the framework. Education for rural development: towards new policy responses, 35.
- Bridgeland, J.M, Dilulio, J.J. & Morison, K.B. (2006). The silent epidemic. New York: Civic Enterprises, LLC.
- De Cos, P.L. (2005). High school dropouts, enrollment, and graduation rates in California. California: California
- Eboh, D. E. O. (2011). Nasal Indices among Bini Adolescents in Edo State, Nigeria. Int. j. morphol, 4, 1231-1234.
- Education Trends and Issues. Ile Ife: University of Ife Press, Nig. Ltd.
- EFA (2014). Education for all report of the United Nation. <http://www.unicef.org/ng.com>. Retrieved on 20/8/2016.
- Etim, A. S. (2015). Rural development via education. International Journal of Management & Information Systems 19, (1), 1.
- Fafunwa, A.B. (1983). Dropout in the Nigeria education system. In S.A. Adesina, & Ajayi, E. (Eds) Nigeria
- Garidou,E.(2013). Education literacy and health outcomes. Background paper for Education for All Global Monitoring Report ,2013/14.
- Gibbs, R. (2005). Education as a rural development strategy. Amber Waves, 3(5), 20.
- Helliwell, J. F., & Putnam, R. D. (1999). Education and social capital (No. w7121). National Bureau of Economic Research.
- Kabeer,N.(2012) Women empowerment and inclusive growth labor market and enterprise development.london, school of oriental and African studies. Center for Development Policy and Research Discussion 29, (12),23-40

- Kamar, Y. M., Lawal, N. I., Babangida, S. I., & Jahun, U. A. Rural development in Nigeria: problems and prospects for sustainable development. *International Journal of engineering and Science*, 3, (12), 24-29
- Katsina State Ministry of Education.(2014) Report on the current situation of education in the state.Report no 30/01/2014.
- Keiser, L. R. (2011). The Impact of Bureaucratic Structure on Government Eligibility Decisions. In Public Management Research Association Conference.
- Khoo, S. M. (2014). Educating within culture and human rights: What can a capabilities approach add?. *NAM Year Book on Human Rights and Cultural diversity: Cultures in Support of Humanity*, 1, 444-475.
- Ministry of Education (2013). The problem of school dropout . Abuja, MNP.\
- Mocetti,S.(2008). Educational choices and the selection process before and after compulsory schooling.Working paper, 691
- Mohsin, A.O., Aslam, M., & Bashir, F. (2004) Causes of dropouts at the secondary level in the Barani areas of the Punjab (a case study of Rawalpindi district). *Journal of Applied Sciences*, 4 (1); 155-158. <http://dx.doi.org/10.3923/jas.2004.155.158>.
- Nwachukwu,P.S.(2013).Education for development impediment to the globalization of higher education in Nigeria.*International Journal of Education*,1,(2),2350-1812
- Oghuvbu, E.P. (2008). The perceived home and school factors responsible for dropout in primary schools and its impact on National development. *Ekpoma Journal of Behavioural Sciences*, 1, 234-235.
- Raji, M. A. (2004). The potential of education in rural development effort. *Livestock Research for Rural Development*, 17, (10), 212-243.
- Research Bureau, California State Library.
- Sani,B.(2014)The role of education in rural development in developing countries. *Development Review* 3,(6), 34-50
- Seer, D. (1969). The Meaning of Development. *International Development Review*. 19, (3) 50-60
- Seth, K., Francois, J. F., & (2014). Aggregate demand shifts, income distribution, and the Linder hypothesis. *The Review of Economics and Statistics*, 244-250.
- SUBEB (2014).State universal basic education board.Annual report 2013/14.
- UNESCO & International bureau of education (2010).World data on education, 7th Edition, 2010/11. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Nigeria.
- UNESCO (2012) Economic, Social, Cultural, Cooperation Annual Report Shaping the education of tomorrow ,<http://library.wur.nl/WebQuery/wurpubs/435763>
- UNESCO.(2000). Global synthesis. World Education Forum, Dakar, 2000. Paris: UNESCO.
- UNICEF (2011). Study of out-of-school children (OOSC) in Nigeria, 2011. New York: UNicef.
- UNICEF (2013). The state of the world's children 2012. New York: UNicef.UNICEF (n.d.). education. http://www.unicef.org/nigeria/children_1937.html.
- Wiggan, G. (2007). Globalization, national development and education in the new millennium where do we go from here. *Comparative and International Education Society Newsletter Vol 145*
- Wiggan, G. (2007). Race, school achievement, and educational inequality: Toward a student-based inquiry perspective. *Review of Educational Research*, 77(3), 310-333.

