

Education and Political Inclusiveness: Impact of Geographical Factor on Secondary Education in Rural Coastal Communities of Ondo State, Nigeria

DOSUNMU, Simeon A.*, EGBEKUN, Ebiseye

Department of Educational Foundations & Counselling Psychology, Lagos State University

**Corresponding Author: DOSUNMU, Simeon A, Department of Educational Foundations & Counselling Psychology, Lagos State University. Email: simipure@yahoo.com*

ABSTRACT

Indices such as availability of infrastructure, basic amenities as well as provision of affordable education are benchmarks for determining the extent of governance in a society. Responsiveness of education to the needs of people particularly in rural communities is crucial for human development which is a measure of sustainable development. The theoretical framework for this study which examined the concept of social exclusion of people based on their geographical location is explained within the Marxist perspective. This paper therefore assesses the impact of existing developmental issues on secondary education in Ese-Odo Local Government Area of Ondo State. The study population consists of all senior secondary schools in Ese-Odo local government area of Ondo State. Multi-stage and simple random sampling techniques were utilized in selecting study samples. Seven schools were randomly selected, 7 principals, 14 teachers and 140 students participated in the study. Research instruments consisted of interview format for principals and teachers, and questionnaires for students. Data were analysed using qualitative approach for analyzing interview content, while descriptive statistical tools such as frequencies and percentages were used in obtaining mean score and standard deviation. Obtained data were used to answer research questions raised for the study. Interview responses and mean score of 1.9 indicate that geographic isolation largely affects recruitment and retention of qualified teachers. Responses and mean score of 1.8 indicate that there is administrative neglect on availability of school infrastructure and learning materials. The study concluded that rural coastal communities in Ondo State have been marginalized in terms of non-availability of basic infrastructure for sustainable living and quality education. In recommendation, administrative measures should be put in place by the government in order to ensure infrastructural development in the communities; provision and maintenance of school facilities; and regular trainings to enhance professional development for teachers.

Keywords: Education, Governance, Human development, Sustainable Development, Rural coastal communities

INTRODUCTION

One of the key indices that serve as determinants of governance is the level of literacy among citizens in a society. Education improves the development of any society, and this has been stressed in the National Policy on Education (FRN, 2013) which describes education as an instrument 'par excellence' for effecting national development. One of the aims of budgetary allocation to the education section is to ensure that schools in every region receive adequate attention in terms of provision of school infrastructure, learning materials, instructional materials, as well as training and professional development. Education is also a means to enhance human development which is a means to sustainable development. This is in line with the United Nations Sustainable

Development Agenda 2030 which is a plan of actions inclusive of people, planet and prosperity. It also seeks to strengthen universal peace in larger freedom. It recognizes that eradicating poverty in all its forms and dimensions is the greatest global challenge and an indispensable requirement for sustainable development (United Nations, 2015). The sustainable development agenda has set goals and targets aimed at stimulating action in areas of critical importance for humanity and the planet. This includes sustainable development through schooling in rural and remote communities.

In achieving the sustainable development agenda through schooling in rural and remote communities, it is expected that by 2030, all youths and a substantial proportion of adults,

both men and women, achieve literacy and numeracy. The principles, strategies and actions for this target are underpinned by the contemporary understanding of literacy as a continuum of proficiency levels in a given context. It goes beyond the understanding of a simple dichotomy of 'literate' versus 'illiterate'. Therefore, action for this target aims at ensuring that by 2030, all young people and adults across the world should have achieved relevant and recognized proficiency levels in functional literacy and numeracy skills that are equivalent to levels achieved at successful completion of basic education (UNESCO, 2016).

The sustainable development agenda through schooling in rural and remote communities, further stressed that all learners acquire the knowledge and skills needed to promote sustainable development, including through education for sustainable lifestyles, human rights, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. It is vital to give a central place to strengthening education's contribution to the fulfillment of human rights, peace and responsible citizenship from local to global levels. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD) and global citizenship education (GCED), which includes peace and human rights education, as well as intercultural education and education for international understanding (UNESCO, 2016).

It is proposed that by 2030, there will be substantial increase in supply of qualified teachers, through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states. Teachers are the key to achieving all of the sustainable developing agenda targets. It requires urgent attention, with a more immediate deadline, because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers, especially in disadvantaged areas. As availability of teachers is a fundamental condition for guaranteeing quality education, teachers and educators should be empowered,

adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems (UNESCO, 2016).

The current themes of secondary education throughout the world – individual interest, competition, continued consumption, growth and development are keys to the current global market economy. The goals set out by this market economy come into direct conflict with the real needs of secondary education in a changing and globalizing world. To put it simply, Landorf (2016) expressed that if the survival of the planet is vital, it is necessary to change the emphasis in education from human capital development to one that promotes education from a more holistic perspective. In this regard, even though education in of itself is considered to be the most important means to achieving sustainable development, thus far it appears that the impact of education for sustainable development (ESD) on education systems throughout the world has been minimal in affecting any real change. Barriers to the implementation of ESD include a lack of consensus on the definition of sustainable development, the breadth of ESD, the appropriation of the term to justify global market consolidation and neo-conservatism, and the missing sense of human agency connected to ESD. Secondary education has two major functions: to provide skills, knowledge, and technical training for those who plan on entering the labour force, and at the same time to prepare others to continue their studies on the tertiary level (Landorf, 2016).

RESEARCH SETTING

Ese-Odo Local Government Area is situated along the coastal belt in Ondo state. The local government area is characterized by rural settlements located within nine districts namely: Arogbo II, Arogbo IV, Babomi, Igbekebo, Inikorogha, Kiribo, Ojuala, Ukparama ward II/ Arogbo III, and Ukparama ward I / Arogbo I.

STATEMENT OF THE PROBLEM

Communities within Ese-Odo Local Government Area consist of rural settlements plagued with developmental challenges such as lack of electricity, non-availability of safe drinking water, and poor transport systems to connect geographically isolated villages. These challenges are denial of fundamental human rights of dwellers within these communities and

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therefore cannot be classified as basic criteria for achieving sustainable development goals. This study intends to investigate the impact of the stated challenges on achieving sustainable development goals for education in these rural communities in Ese-Odo Local Government Area.

RESEARCH QUESTIONS

The study is aimed at addressing the following questions:

- To what extent does geographical isolation affects recruitment and retention of qualified teachers in secondary schools in Ese-Odo Local Government Area?
- What is the impact of administrative measures on availability of school infrastructure and learning materials in Ese-Odo Local Government Area?

LITERATURE REVIEW

A child's education is a function of the hereditary and environmental factors, the nature and characteristics of the environment under which a child is brought up often makes significant impact on his/her social, economic and educational development, it affects his interest and attitude towards schooling (Haruna & Onyebu, 2011). It is therefore reasonable to conclude that the nature of Nigerian rural areas affects a child's educational opportunities, interest and attitude which may in turn affect the educational development of the nation. It has been stated that the majority of the rural populace of Nigeria are poor and live in abject poverty. The implications of this to child's education and national development are that parents cannot meaningfully support the educational pursuit of their children. This leads to the reason such children engaged into petty trading and hawking before attending or instead of attending school. This also affects a child's punctuality and regular attendance of school which results in poor performance of pupils or sometimes withdrawal from school (Haruna & Onyebu, 2011).

Poor physical developmental condition of the rural areas of Nigeria is also not favorable to the development of child education as well as national development. Haruna & Liman (2015) observed that rural areas in Nigeria are characterized by such under developmental conditions such as inadequacy or lack of basic social amenities as portable drinking water,

electricity supply, good road network, health care services and social networks. This grossly affects the quality of education to be received by rural child in Nigeria as most teachers resist being posted to serve in such places which may result into acute shortage of teachers in the village school.

Ignorance and high level of illiteracy among rural populace also affects their attitude towards education of their wards, hence it results into low enrolment rate in schools. Haruna (2011) stated that level, and quality of education given to the citizen of a nation have significant effects on the National development. Meanwhile, education helps to provide people with the necessary skills, knowledge, and attitudes that will enable them to effectively participate and contribute towards the development of their nation. Haruna (2011) therefore advocates the need for adequate funding of education so as to cater for the UNESCO standard of budgetary allocation to education of any nation and consequently, the need to procure and provide infrastructural facilities such as: teaching and learning materials, libraries, laboratories, sport and practical materials, gardens and equipment especially in rural schools.

The essence of education in ensuring national development connotes social, economic and educational transformation of any nation that has to do with development of the people within that society. The level and the quality of education given to the citizens significantly affect its national development. According to Abdulwasiiu, Alkandu & Nayaya (2013) education is regarded as an instrument for national development and social change as well as the process of preparing an individual to become a functional and acceptable member of the society. In spite of the relevance of education to national development, the developmental characteristics of the rural areas in Nigeria is still detrimental to the educational pursuit in terms of actualizing or achieving the learning potentials or having access to school. Many children in the rural areas in Nigeria do not have the opportunity of being enrolled into schools; end up as school drop-outs or receive poor quality education. These phenomena are linked to the prevalence of extreme poverty, high level of ignorance and illiteracy among the rural populace, poor teaching and learning environment, inadequacy or lack of qualified teachers in the rural schools as well as lack of regular supervision of such schools.

Poor schooling has proved to be the greatest barrier to political, social and economic transformation in many African countries. According to current estimates, by the end of four to six years of primary education, 30 to 50 percent of primary school leavers cannot read or write confidently and lack basic numeracy skills. In Sub-Saharan African (SSA) countries in particular, 18 percent of children, on the average, repeat a year of schooling as a result of poor quality of teaching. Poor quality of schooling is evident in many ways in the public school system, especially in the rural areas and is exhibited in the rate of absenteeism and the inability of children to read and write effectively (Adedeji & Olanrewaju, 2011).

Even if countries achieve full enrolment, the most important issue is for them to be able to complete a school cycle and acquire the skills necessary for development. This requires high quality teachers in all schools. A high quality teacher is one who understands and demonstrates ability to address the content, character, challenges and complications of being a teacher. Every child deserves a caring, competent and qualified teacher. Research evidence has shown that the quality of teaching in our classrooms is the most important school-related factor in ensuring students' achievement (Oke, Ogundele & Mainoma, 2017).

Teachers assert that poor teaching condition and decreasing level of motivation affect their performance in the classroom and reduce the ability of students to achieve satisfactory learning outcomes, thus reducing their capability to deliver quality education. According to Yusuf, Afolabi & Oyetayo(2014) teachers feel ignored in the decision-making process and powerless in their efforts to improve the learning experience of their students, despite their desire and enthusiasm. Policy makers are also increasingly making more demands and expectations on teachers to carry out new initiatives in which they had neither been consulted nor are conversant with. This not only creates a feeling of ignorance from policy implementers but also presents many obstacles in the implementation of new plans. This apparently undermines the role of teachers in education reform process and underscores the need for an improved working condition of teachers across the African continent. Furthermore, at least one-third of the teachers in some African countries are either unqualified or without formal teaching qualification to cope

with the demands of the growing school age population (Ingersoll, 2011). This also raises questions about the capabilities of these teachers towards the realization of the basic education goals or the extent to which they can assist in reaching the SDG4 targets in Africa by 2030 (Oke, Ogundele & Mainoma, 2017).

THEORETICAL FRAMEWORK

The concept of social exclusion of people based on their geographical location is explained within the Marxist perspective. Marxist-Geographical perspective attempts at synthesizing two concepts: the Marxist principle that inequality and poverty are inevitably produced by capitalist societies, and the social-geographic idea that inequality may be passed on from one generation to the next via the environment of opportunities and services into which each individual is implanted at birth. This perspective provides insight into the culture of poverty and the cycle of deprivation which leads to social exclusion.

Drawing from a number of important works (Atkinson & Davoudi, 2000; Peace, 2001; Percy-Smith, 2000), social exclusion can be defined as the process and the resulting condition in which specific social entities are fully or partially prevented from acquiring the basic necessities of life. Seen as a product of the social system and not as an individual attribute, it is multi-dimensional and dynamic in time and space.

In defining social exclusion, the subject of social inclusion must be addressed as well. According to Northway (1997):

an inclusive society is....one which embraces a wide range of diversity, rather than embracing conformity or assimilation within a narrow interpretation of 'normality'. Inclusion conveys a 'right to belong' (p.164).

It is therefore stressed that social inclusion is not necessarily synonymous with social cohesion and integration. In common with criticisms of Parsonian (Parsons, 1971) functionalism, use of the term social cohesion and its related idea of conformance to the dominant social order, as narrowly defined by those in power, risks assigning the label of deviant to persons who do not fit 'normal' expectations (Peace, 2001).

Definition of social exclusion contains four important components. First, social exclusion results from a process that is fostered by the social structure that leads to a state of being.

Second, social exclusion is created by a social system in which individuals and aggregates (from neighbourhoods all the way to nations) are prevented from acquiring basic necessities. Third, social exclusion as a concept is multi-dimensional. Fourth, social exclusion is dynamic in time and space. Each of these components has significance for a rural development policy (Atkinson & Davoudi, 2000).

This first component seeks to avoid the problems with expressing social exclusion solely as a state of being and losing sight of those who are “doing” the excluding. Bhuyan & Leistriz (2000) stated that the socially excluded are those parts of the population who have been actively underdeveloped. Social exclusion is not simply a result of ‘bad luck’ or personal inadequacies, but rather a product of flaws in the system that create disadvantages for certain segments of the population. Therefore, the unequal distribution of power in society from which social exclusion is derived should be the primary focus of attention for researchers and policy makers. According to Bhuyan & Leistriz (2000) the consequences of uneven distribution of wealth and power create barriers for those at the bottom of socioeconomic structure.

The social system is set up in such a way that the process of allocating health care resources precludes certain people from receiving high quality services. How people live, get sick, and die depends not only on their ethnic background and gender, but primarily on the class to which they belong. Colman & Kerbo (2002) opined that members of the lower class have less access to quality healthcare, are more likely to live in areas that are polluted, be inadequately housed, work in unsafe working conditions, have poorer diets, lack reliable transportation system, and have inadequate resources for pharmaceuticals and other health aids.

While of course some problems are due to the inadequacies of individuals, the dominant orientation of social policies is to place an inordinate amount of attention on changing individuals in order to eliminate social problems (Roscigno & Crowley, 2001). In the insight of C. Wright Mills (1959) in his classic work, *The Sociological Imagination*, he makes the distinction between personal troubles and public issues. However, this distinction is often blurred among rural dwellers, who adhere to strong traditional values, whereby individuals are

blamed for public issues that are beyond their control. What is paramount is the way some social entities are fully or partially prevented from acquiring the basic needs of life because they must overcome barriers not of their own making and not faced by other entities in the social system.

Multi-dimensionality also refers to the ways social exclusion in its various dimensions can be both cause and outcome. Disadvantage in relation to one aspect of life is linked to disadvantage in other areas that predispose individuals, households, neighborhoods, to become socially excluded. Percy-Smith (2000) asserted that the interrelatedness also reflects on the difficulty of simply providing persons with employment as a solution to social problems. The interrelatedness of economic, social, political, and cultural factors combine, in various ways to affect certain individuals and groups in negative ways.

In addition, and of great importance, is that the multi-dimensional approach should not be thought of as a simple amalgamation of single indicators. Social exclusion emphasises spatial, personal and economic intensifiers, factors that make it more likely that certain segments of the population or particular individuals will experience negative consequences because of their present situation or social characteristics (Peace, 2001). These intensifiers also make persons more vulnerable to change such as; shifts in public policy, the closing or downsizing of a community’s major employer and loss of lone physicians in rural areas. For example, a small community that depends on one factory a major employer suffers as that factory closes (Tolbert, 2002).

This multi-dimensionality is not necessarily a unique idea. Civic community (Schaeffer, 2002), community vitality (Grigsby, 2001), community actualization (Wermuth, 2003) and other community development models incorporate a comprehensive approach to rural and community development. However, social exclusion, with its overriding concern with social constraints, power, and exploitation, is different from the civic models. It could however complement the use of civic models, adding this important orientation. In other words, it is explicit in the fact that social exclusion is based on the principles of conflict theory and that capitalism is the central cause of social exclusion. At the same time, social

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exclusion can exist in other economic systems, although it is inherent within the principles of capitalism (Findeis, Jensen & Wang, 2000).

Economic, political, and cultural factors; social change; the timing of change; and the physical location and status at the time of the changes all contribute to an individual's or group's social exclusion or, alternatively, freedom from exclusion. Individuals or groups may suffer discrimination due to sentiments fueled by violence, militancy or terrorism. This exemplifies the dynamics of time and space with circumstances (Miller & Rowley, 2002).

RESEARCH METHOD

The research design for this study is the mixed method, which combined qualitative and quantitative approaches. Three researcher designed instruments were used in obtaining data namely: Questionnaire on Environmental and Contextual Factors on Education (QECFE), Environmental and Contextual Factors on Education Interview Schedule (ECFEIS for Principals), and Environmental and Contextual Factors on Education Interview Schedule (ECFEIS for Teachers). The QECFE is a 4-point Likert Scale format, while the interview schedules consist of unstructured questions. A pilot study was conducted with selected samples different from the main samples. The instruments were subjected to external validity in order to determine the extent to which the instruments can be generalized to other settings. Internal consistency of items was determined using the test-retest category of instrument reliability. \

The population of this study consists of all state-owned secondary schools in Ese-Odo local government area of Ondo state. The sampling techniques for this study include multistage and simple random sampling techniques. At the first stage, 7 schools were randomly selected for convenience out of a total of 13 schools in the local government area. At the second stage, 7 principals were selected from the seven selected schools; thirdly, two teachers were randomly selected from each school making a total of 14 teachers; at the fourth stage, 20 students were randomly selected from each school making a total of 140 students. A total of 161 respondents participated in this study.

Data were analysed through qualitative and quantitative approaches. Interview content was analysed from transcriptions through thematic

approach, and expressed through explanation building technique. Descriptive statistics was used in analysing obtained data, this provides simple summaries about obtained data. Frequency distribution was used to examine cases of one variable at a time. Grand mean, Standard Deviation and Standard errors were obtained for grouped data.

DISCUSSION OF FINDINGS

Research Question One

To what extent does geographical isolation affects recruitment and retention of qualified teachers in secondary schools in Ese-Odo local government area?

Responses to Interview with School Principals: In response to question which states that: To what extent does remoteness of this coastal community affect recruitment and retention of teachers?

The main dimension of responses demonstrated that geographical locations of communities affect retention of teachers. Teachers are regularly recruited to schools in these communities, however many of these teachers find it difficult to stay due to the nature of transportation system and lack of basic amenities which include conducive accommodation. When youths leave the communities for tertiary education in other towns and cities, they do not return home after graduation. They prefer to stay back and take up jobs in the cities. This is a common trend between rural and urban areas. The problem of out-migration experienced in the rural coastal communities is responsible for the demographic structure which features children and aged individuals. Low population of youths in the communities is has led to poor commercial activities and loss of manpower especially in the area of teaching.

Response to Interview with Teachers: In response to interview question which states: How often do teachers receive government support in terms of training, development and provision of teaching materials?

The main dimension of responses demonstrated that teachers in the region are not granted opportunities to attend trainings for professional development. Resignation of teachers is a common scenario as they find it difficult to cope with poor working conditions in the rural coastal communities.

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In response to interview question which states that: How would you describe your working experience in this community?

The main dimension of responses demonstrated that transportation around the communities is mostly by boat, hence some teachers often times are frightful of the idea of commuting on waterways. There is shortage of teachers in the schools. The few teachers working here are those who reside within the villages. Commuting around the villages is also tedious, teachers have to trek to work across long distances, these affect teachers' punctuality as well as regularity.

The following analyses presented for Research Question One indicate that 46 respondents representing 33 percent strongly disagree that there are safe and reliable means of transport within the community, 64 respondents representing 45 percent disagree that there are safe and reliable means of transport within the community, 13 respondents representing 9 percent agree that there are safe and reliable means of transport within the community, while 17 respondents representing 13 percent strongly agree that there are safe and reliable means of transport within the community. On the issue of adequacy of subject teachers, 80 respondents representing 57 percent strongly disagree that all existing subjects have their respective teachers, 39 respondents representing 28 percent disagree that all existing subjects have their respective teachers, 17 respondents representing 12 percent disagree that all existing subjects have their respective teachers, while 4 respondents representing 3 percent strongly agree that all subjects have their respective teachers. On the issue of teachers' regularity to classes, 43 respondents representing 30 percent strongly disagree that teachers are always regular to classes, 56 respondents representing 40 percent disagree that teachers are always regular to classes, 20 respondents representing 15 percent agree that teachers are always regular to classes, while 21 respondents representing 15 percent strongly agree that teachers are always regular to classes. The grand mean score and standard deviation 1.9 and 0.9 respectively, indicate that geographic isolation largely affects recruitment and retention of qualified teachers.

Research Question Two

What is the impact of administrative measures on availability of school infrastructure and

learning materials in Ese-Odo local government area?

Response to Interview with Principals: In response to question which states that: To what extent does government make adequate provision and maintenance of school facilities?

The main dimension of responses demonstrated that schools within these communities seldom receive support from government in terms of provision of textbooks for students, reference books and instructional materials for teachers. Lack of textbooks on the part of students inhibits effective teaching and learning process in classrooms. Learning environment which constitutes instructional resource has not received adequate attention in terms maintenance of classrooms, administrative buildings, laboratories, practical workshops, provision of adequate furniture and expansion of facilities.

Response to Interview with Teachers: In response to question which states that: To what extent does your school receive government support in terms of teachers' resource materials?

The main dimension of responses demonstrated that existing reference textbooks are obsolete with contents that do not correspond with the current schemes. Teachers have to personally purchase reference textbooks and source for instructional materials needed to enhance teaching.

The following analyses presented for Research Question Two show that 77 respondents representing 54 percent strongly disagree that regular maintenance take place in their schools, 47 respondents representing 34 percent disagree that regular maintenance take place in their schools, 11 respondents representing 8 percent agree that regular maintenance take place in their schools, while 5 respondents representing 4 percent strongly agree that regular maintenance take place in their schools. On the issue regarding provision of electricity, 77 respondents representing 55 percent strongly disagree that there is provision of electricity in the school, 56 respondents representing 40 percent disagree that there is provision of electricity in the school, 7 respondents representing 5 percent agree that there is provision of electricity in the school. On issue regarding availability of safe drinking water, 85 respondents representing 61 percent strongly disagree that there is adequate provision of safe

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drinking water in the school, 33 respondents representing 24 percent disagree that there is adequate provision of safe drinking water in the school, 15 respondents representing 10 percent agree that there is adequate provision of safe drinking water in the school, while 7 respondents representing 5 percent strongly agree that there is adequate provision of safe drinking water in the school. One issue regarding adequacy classroom furniture, 42 respondents representing 30 percent strongly disagree on adequacy of classroom furniture, 81 respondents representing 58 percent disagree on adequacy of classroom furniture, 11 respondents representing 8 percent agree on adequacy of classroom furniture, while 6 respondents representing 4 percent strongly agree on adequacy of classroom furniture. On the issue regarding availability of functional school library, 90 respondents representing 65 percent strongly disagree on availability of functional school library, 31 respondents representing 22 percent disagree on availability of functional school library, 15 respondents representing 11 percent agree on availability of functional school library, while 4 respondents representing 2 percent strongly agree on availability of functional school library. On issue regarding provision of textbooks, 96 respondents representing 68 percent strongly disagree on adequacy of textbooks, 24 respondents representing 17 percent disagree on adequacy of textbooks, 13 respondents representing 10 percent agree on adequacy of textbooks, while 7 respondents representing 5 percent strongly agree on adequacy of textbooks. On issue regarding availability of science laboratories, 13 respondents representing 10 percent strongly disagree on availability of science laboratories, 88 respondents representing 63 percent disagree on availability of science laboratories, 34 respondents representing 24 percent agree on availability of science laboratories, while 5 respondents representing 3 percent strongly agree on availability of science laboratories. On issue regarding availability of vocational workshops, 17 respondents representing 12 percent strongly disagree on availability of vocational workshops, 79 respondents representing 56 percent disagree on availability of vocational workshops, 38 respondents representing 27 percent agree on availability of vocational workshops, while 6 respondents representing 5 percent strongly agree on

availability of vocational workshops. The grand mean score and standard deviation of 1.8 and 0.7 respectively indicate that there is administrative neglect on availability of school infrastructure and learning materials.

CONCLUSION

Rural dwellers in coastal communities of Ondo state are also constituents of electorates who exercise their civic rights during electoral processes. These people have elected political leaders representing them at grass root, state, as well as federal levels. These leaders have sworn to uphold the human rights of the people by providing basic amenities to their communities irrespective of their location. This study has shown that the rural coastal communities in Ondo State have been marginalized in terms of non availability of basic amenities and infrastructures based on their geographic circumstance which leads to administrative neglect in the educational sector. It is therefore concluded that there is poor performance in governance in these communities which need to be addressed in order to actualise sustainable development in these communities.

RECOMMENDATIONS

In order to improve the educational sector through meaningful governance in Ese-Odo local government area of Ondo State, the following recommendations are hereby proffered:

Government should massively embark on provision of basic amenities and infrastructural development in the rural coastal communities of Ondo State, irrespective of their locations thereby improving the socioeconomic conditions of the dwellers as well as efficient and reliable means of transport to connect isolated communities.

There should be regular visitation by the educational inspectorate in order to ensure regular monitoring of teaching and learning process in schools within these communities for the purpose of excellent quality assurance. There should be adequate provision and regular maintenance of school facilities that will ensure effective teaching and learning.

Regular tracking of distribution of students' textbooks, teachers' reference books and resource materials should be in place. Continuous liaison with school administrators

regarding deployment and motivation of teachers in order to boost teachers' performance through conducive working environment, regular trainings for professional development and attractive packages such as good accommodation and healthcare services.

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