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Perception of Rural Households on their Social Status Vis-A-Vis Education Level: The Case from HidabuAbote District, Central Ethiopia

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Abstract

The major Objective of this study was to look into Perception of the rural households on their social status vis-a-vis education level in HidabuAbote district, Central Ethiopia. In order to attain this objective, relevant data were collected through structured interview. The generated data were computed through descriptive (percent) and inferential statistics (chi-square) to analyze problem understudy in HidabuAbote district. Hence, the results indicate that informally educated rural households have satisfaction to their daily laborer than formally educated rural households showing statistically significance difference at 1 percent significance level. Poor information searching habit is not reflection of informally educated rural households than formally educated rural households showing statistically significance difference at 1 percent significance level. There were significant difference between formally educated rural household and informally educated rural households regarding motivation to search best income generating activity at 1 percent at significance level in HidabuAbote district. However, there were insignificant difference between formally educated rural household and informally educated household regarding leading households member effectively, feeling stress during work and relationship of trust with neighbor at 5 percent significant level in HidabuAbote district. Hence, all concerning body including government and non-governmental organization have to give due attention to perception of the rural households on their social status that derived from their educational level through promotion and protection policy in the HidabuAbote district.

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Keywords

Chi-Square, Education Level, HidabuAbote District, Perception, Rural Households, Social Status

Introduction

Background of study and problem justification

According to Baldacci *et al.*, (2008), human capital is a capital good whose value depends on five main categories of investments in human beings like health, migration, enhancing job opportunities, job training, formal education, and study programs for adults, such as extension services in agriculture. However, most of the

empirical studies within social theory operationalize the concept of human capital focusing on its educational component. As Huang and Francis (2010) and Sen (1999) claims, education has a key role in accessing public information, promote agency which expresses the capacity of rural people to use their own power. Educated and informed people have more probability to select valuable objectives in life (Sen 1999). Park and Hyunjoon (2008) speak about the “positional” value of education, with reference to the ability to relate well to

others and to cooperate achieved through education (MARRÉ, 2017). According to Mingat and Alain (2007) and Cowan *et al.*, (2012) the social networks in which a person is included, arguing that the larger these nets the larger the possibility to find assistance in emergency situations. Education provides a psychological contribution to people making more ambitious and self-confident. Being educated is considered a relevant weapon against feelings like shame and lack of hope.

Education is an essential tool to fight against backwardness. Amartya Sen's human development paradigm and Huisman *et al.*, (2010) argued that education can play an instrumental role through social change. In this paper we argue that especially basic education, and not training or vocational education, can improve the capacity of individuals to live a decent life and to escape from the hunger trap. The basic idea is that being educated improves rural people's capacity to diversify assets and activities, to access information on health and sanitation, to enhance human agency in addition to increasing productivity in the agricultural sector.

Therefore, rural education is not separate and independent way in people life. Rather, it is bound up tightly in the people web and cannot be studied apart from it. Hence, in this article researchers were focused on perception of the rural households on their social status via-avis education level in HidabuAbote district, Central Ethiopia.

Objective of study

The objective of the study was to identify perception of the rural households on their social status Vis-a-vis education level in HidabuAbote district, Central Ethiopia

Materials and Methods

Population of HidabuAbote District

The 2007 national census reported a total population for this district of 82,994, of whom 41,215 were men and 41,779 were women; 76,599 or 92.29% of its population were rural dwellers. The majority of the inhabitants practiced Ethiopia orthodox Christianity. According to CSA (2005), this district has an estimated total population of 89,863, of whom 45,278 are men and 44,585 are women; only 3,556 or 3.96% of its population are urban dwellers, which is less than the Zone average of 9.5%. With an estimated area of 497.82 square

kilometers, HidabuAbote has an estimated population density of 180.5 people per square kilometer, which is greater than the Zone average of 143. https://en.wikipedia.org/wiki/Hidabu_Abote.

Research Methods

In this study, the researchers used a quantitative research design to come up with the best research analysis of this article.

Methods of data collection

Schedule interview was the principal source of the data gathering tools in this research more than the other. It was designed to both close and open ended question by English language and translated to Afan Oromo for the sample respondents aiming for the clarity. Then the scheduled interview was accessed to sampled household by enumerator to gather quantitative data, which is assumed to relevant to the problem under study.

Method of data analysis

To describe situation of problem, descriptive statistics (percentages) were used to assess status of the problem in the study area. To make inferences from samples to populations, Chi-square inferential statistics was used to analyze desired case in the study area.

Results and Discussions

Rural household satisfaction to their daily laborer vis-a-vis education level

As depicted in Table 1, the highest proportion of rural households (71.6 percent) perceived neutral as households satisfaction to daily laborer was reflection of household with informal education that followed by rural households perceiving strongly agree (69.57 percent) and agree (65.38 percent) than households with formal education in the study area. This shows that informally educated rural households were satisfied to their daily laborer than formally educated rural households in the study area.

Moreover, the result of chi-square test also depicted that there is statistically significant relationship between households satisfaction to daily laborer and education level of household heads ($\chi^2 = 16.7111$, $p = 0.002$) at 1 percent significant level in the study area.

Poor information searching habit of rural household vis-a-vis level of education

Poor information searching habits of rural household vis-a-vis formal education are reported in Table 2. Despite 61.54 percent of rural households were strongly agree, the highest proportion of the rural households were strongly disagree (79.17 percent) as poor information searching habit of the households was reflection of households with informal education. The result of Pearson chi-square test also revealed that rural households with poor information searching habit had significant relationship with education level of the rural household heads ($\chi^2 = 16.9940$, $p = 0.002$) at 1 percent significant level.

Rural household motivation to search best income generating activity vis-à-vis education level

During survey, the respondents were asked to identify whether respondents were vary in having motivation to search best income generating activity as per of their education level (Table 3). Despite 84.62 percent of rural households’ perceived neutral, highest rural households perceived agree (75 percent) as motivation to search best income generating activity was relating to rural households education level in the study area. Hence, the rural households with informal education were motivated in searching best income generating activity than rural household with formally educated in the study area. Concerning status link of rural households motivation to search best income generating activity with education level of the rural households. Pearson chi-square test pointed out significant relationship ($\chi^2 = 20.8973$, $p = 0.000$) at 1 percent significance level in study area.

Relationship of trust with neighbor vis-a-vis education level

During survey, the respondents were asked to identify whether respondents were vary in having relationship of trust with neighbor vis-a-vis of their education level (Table 4). Despite 70.27 percent of rural households’ perceived neutral, highest rural households perceived strongly disagree (65.79 percent) as relationship of trust with neighbor was correlating to rural households’ education level in the study area. Regarding relationship of trust with neighbor vis-a-vis household education level, the correlation test using Pearson chi-square pointed out insignificant relationship ($\chi^2 = 6.5154$, $P = 0.164$) at 5 percent significance level in HidabuAbote district.

Rural households feeling stress duringwork vis-a-vis education level

Aspirations of the rural households as per of their education level in the study were reported in Table 5. Likely, 80 percent of informally educated rural households were strongly agree as they were feeling stress during work than formally educated rural households in the study area. Comparably, informally educated rural households were feeling stress during work in HidabuAbote district. However, Pearson chi-square test pointed out statistically insignificant relationship ($\chi^2 = 7.8183$, $p = 0.098$) vis-à-vis rural household with education level regarding whether they were feeling stress during work at 5 percent significance level in HidabuAbote district.

Table.1 Rural household satisfaction to their daily laborer vis-a-vis education level

Household satisfaction to their daily laborer	Education level of household heads		χ^2	p-value
	Informal education	Formal education		
Strongly disagree	50.79	49.21	16.7111***	0.002
Disagree	47.30	52.70		
Neutral	71.60	28.40		
Agree	65.38	34.62		
Strongly agree	69.57	30.43		

Hint: *** indicates that the coefficient is significant at 1 percent significant levels

Source: Survey result, 2020

Table.2 Poor information searching habit of rural household vis-a-vis formal education

Poor information searching habit	Education level of household heads		χ^2	p-value
	Informal education	Formal education		
Strongly disagree	79.17	20.83	16.9940***	0.002
Disagree	64.21	35.79		
Neutral	71.43	28.57		
Agree	49.22	50.78		
Strongly agree	38.46	61.54		

Hint: *** indicates that the coefficient is significant at 1 percent significant levels

Source: Survey result, 2020

Table.3 Rural household motivation to search best income generating activity vis-à-vis education level

Motivation to search best income generating activity	Education level of household heads		χ^2	p-value
	Informal education	Formal education		
Strongly disagree	56.56	43.44	20.8973***	0.000
Disagree	45.89	54.11		
Neutral	84.62	15.38		
Agree	75.00	25.00		
Strongly agree	70.00	30.00		

Hint: *** indicates that the coefficient is significant at 1 percent significant levels

Source: Survey result, 2020

Table.4 Relationship of trust with neighbor vis-a-vis education level

Relationship of trust with neighbor	Education level of household heads		χ^2	p-value
	Informal education	Formal education		
Strongly disagree	65.79	34.21	6.5154	0.164
Disagree	60.00	40.00		
Neutral	70.27	29.73		
Agree	52.59	47.41		
Strongly agree	50.00	50.00		

Source: Survey result, 2020

Table.5 Rural households feeling stress during work vis-a-vis education level

Feeling stress during work	Education level of household heads		χ^2	p-value
	Informal education	Formal education		
Strongly disagree	55.17	44.83	7.8183	0.098
Disagree	54.14	45.86		
Neutral	54.17	45.83		
Agree	74.19	25.81		
Strongly agree	80.00	20.00		

Source: Survey result, 2020

Table.6 Leading household members effectively vis-a-vis level of education

Leading household members effectively	Education level of household heads		χ^2	p-value
	Informal education	Formal education		
Strongly disagree	55.88	4.12	1.8733	0.759
Disagree	57.14	42.86		
Neutral	64.44	35.56		
Agree	54.30	45.70		
Strongly agree	62.50	37.50		

Source: Survey result, 2020

Leading household members effectively vis-a-vis level education

During survey, the respondents were asked to identify whether respondents were vary in leading household members effectively vis-a-vis of their education level (Table 6). Despite 64.44 percent of rural households' perceived neutral, highest rural households perceived strongly agree (76.5 percent) as status of leading household members effectively was relating to rural households education level in the study area. Hence, the rural households with informal education were leading household members effectively than rural household with formally educated in the study area. Concerning status link of rural households motivation to search best income generating activity with education level of the rural households,, Pearson chi-square test pointed out insignificant relationship ($\chi^2 = 1.8733$, $p = 0.759$) at 5 percent significance level in study area.

Conclusion and recommendation are as follows:

Informally educated rural households have satisfaction to their daily laborer than formally educated rural households showing statistically significance difference at 1 percent significance level. Poor information searching habit is not reflection of informally educated rural households than formally educated rural households showing statistically significance difference at 1 percent significance level. There were significant difference between formally educated rural household and informally educated rural households regarding motivation to search best income generating activity at 1 percent at significance level in HidabuAbote district. However, there were insignificant difference between formally educated rural household and informally educated household regarding leading households member effectively, feeling stress during work and relationship of trust with neighbor at 5 percent significant level in HidabuAbote district. Hence, all

concerning body including government and non-governmental organization have to give due attention to perception of the rural households on their social status that derived from their educational level through promotion and protection policy in the study area. In addition to above, different media and activists should sensitize, and disclose the problem rose from perception rural of rural households to foster formal education in HidabuAbote district.

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