Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Responding to the needs of more Challenged Students: Teacher empowerment during COVID-19 Lockdown and Beyond

[1]Dr Y. MPU ,[2]Prof. E.O. ADU
[1 2]University of Fort Hare, South Africa

Abstract

Dealing with students with severe challenges is a more daunting task for teachers. There are significantly higher rates of students with disabilities in developing countries such as South Africa. The South African government is trying immensely to improve how teachers are empowered to assist them in their work of dealing with these students. These strategies are adapted to fit into the needs of students depending on the type of challenges they have. The risks are thought to be particularly high during COVID-19 lockdown where normal face-to-face classes are replaced with online teaching. When the President announced the national lockdown, students and teachers had to adapt to the new strategy of conducting teaching and learning using online strategies. With students with challenges such as Autism Spectrum and Speech-Language barriers is a big challenge as they need specialized assistive devices to access learning content. Most students come from socially disadvantaged homes where they cannot access Information and Communication Technology (ICT) facilities. This paper aims to investigate how teachers can be empowered with strategies that can be used during COVID-19 and beyond for students with Autism and those with speech and language barriers. The literature explored here does not only illustrate what numerous authors say about teacher empowerment strategies, but it also illustrates how some of these strategies can be useful for both teachers and students. The discussion is to assist in delivering the best strategies that are accessible by both teachers and students in

teaching and learning during the COVID-19 lockdown period and beyond.

Keywords: Autism Spectrum, Covid-19, Empowerment, ICT, Speech-language disability.

Word Count: 252

Introduction

Most educators actually show utilizing customary strategies, for example, course books and blackboards as the main assets. Nonetheless, during the overall pandemic, reacting to the necessities of more moved understudies to convey instructing and gaining endlessly from homerooms is all the more trying for the two educators and understudies. The advancement of new techniques in ensuring that the scholastic year is spared, instructors are feeling the squeeze to guarantee that gaining proceeds with away from school structures. This is to stick to social removing combined with models to control the spread of the infection. It is suggested that self-teaching is the most ideal choice in making it conceivable that understudies proceed with their work distantly. Instructors need to conform to the understudies' perspectives to convey learning material to understudies during this time.

The ongoing fast advances in data innovation, including the Web and the Internet, have significantly affected various parts of the every day living of humankind and the general public of the industrialized pieces of the world. A portion of the viewpoints that need change are the ways to deal with the headway of instructor strengthening in the utilization of techniques that are easy to use for the two understudies and guardians. Understudies with mental imbalance range and discourse language hindrances are the most testing to manage as they need assistive gadgets and extra help. Discourse challenges can be seen over the mental imbalance range and instructors invest a lot of energy attempting to help these student-types.

A commitment to the new ordinary educators should be enabled with powerful techniques about group showing where

instructors and guardians need to work in a coordinated effort to spare the scholarly year by conveying compelling educating and picking up during Coronavirus lockdown and past. Self-teaching is discovered to be generally testing as understudies with chemical imbalance learn better through osmosis. They learn by seeing what the instructors and friends do and are such it turns into a test when they gain at home away from the school structures and companions. It is surely acceptable to see away from the capacity of innovation to associate individuals in such a day to day existence testing experience.

Study Objectives

This paper aims to investigate how teachers can be empowered with strategies that can be used during Covid-19 and beyond for students with Autism who experience barriers to learning during this challenging time.

Methodology

The paper has used a desktop review methodology to debate, reflect, critique, and explore the panacea and hurdles underpinning teacher empowerment during COVID-19 and beyond. The literature explored here does not only illustrate what numerous authors say about teacher empowerment strategies, but it also illustrates how some of these strategies can be useful for both teachers and students.

Literature Review

An Overview of Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder (ASD) is defined as a complex, neurodevelopmental impairment, affecting the brain's ability to process and interpret information (Kawasaki, 2018:6). The symptoms of ASD are typically present before the age of three and stretch over the lifespan (American Psychiatric Association, 2013). Children with autism may then start to stand out more as their social skills are not developing at the same rate as their peers do. A simple diagnosis can be reached by asking the right questions and observing specific aspects and social behaviour. According to

Du Plessis (2013); studies show that educators complain about the lack of skills to deal with these students.

Since 1994, in South Africa, there is a more comprehensive agreement of getting variety. The strategy on Exceptional Requirements Training: Building a Comprehensive Instruction and Training Framework (Branch of Instruction, 2014), from now on alluded to as White Paper 6, expresses that to the extent basically conceivable, uphold must be given at nearby standard schools. Having faith in and supporting the strategy of comprehensive instruction isn't sufficient to guarantee that such a framework will work by and by (Division of Training, 2014), nor does it guarantee that it will essentially convert into what happens inside the study hall (Donohue and Bornman, 2014).

Comprehensive training requires an instruction framework, which does not, at this point segregate, nonetheless, invites all people, offering help and administrations so every kid benefits similarly in standard schools around their areas. This doesn't come simply for instructors as they are dependable to guarantee that all the understudies are upheld a similar method to dodge separation. The social conduct and response of understudies with chemical imbalance are legitimate more often than not, however simultaneously improper (Vermeulen, 2012). Youngsters with chemical imbalance show challenges in their utilization and comprehension of non-verbal correspondence, for example, eye to eye connection, social articulations, and motions.

Educational Intervention

Waddington and Reed, (2017) uncover that in the UK, 60% of understudies with ASD are set in standard schools. During the Corona virus lockdown, all learning establishments went to a sudden conclusion that saw understudies gaining endlessly from schools. Medically introverted understudies and those with extreme difficulties in learning are the most influenced as they advantage generally on assistive gadgets and models that are given by the school. Understudies with ASD profit by presentation to a socially suitable companion bunch realizing when in schools.

In South Africa, there are numerous relevant effects on training that recognize the advancement of instruction in the nation from that of different nations. At the point when understudies with ASD are obliged at any school, the whole staff ought to have sound information and comprehension of ASD, initially as a neuro-formative issue, and besides, as a range issue, which mirrors a continuum of help needs just as accessible resources in the network, (Engelbrecht, 2016). "On the off chance that we acknowledge the demands of instructing, at that point understudies with ASD regularly require a reconsidering of the instructors' own convictions and mentalities", (Conn, 2015: 27).

International responses to COVID-19 on school education

Worldwide endeavours to deal with the effect of the COVID-19 on school training, different nations have received a scope of measures to react to the pandemic relying upon their accessible assets. In Pakistan, the nature of educator instruction actually needs improvement through the presentation of creative techniques and practices, along with financial and social acknowledgment just as new accreditation methods (Dilshad, Rehman, Ahmad and Iqbal, 2010). Innovatively progressed provinces, for example, Italy, France, Germany, Australia, the UK, and the US, have received separation learning as a way to making up for the lost time during the pandemic.

The scratch-off of vis-à-vis contact classes and evaluations negatively affect understudies' learning as a rule. Interior evaluations are significant as they show understudies' adapting needs and afterward uphold learning (Dark and Wiliam 2018). To spare the scholarly year, instructors have an errand to guarantee that educating and learning proceed by conveying learning content basically. In these nations, all partners, establishments, educators, distributors, and guardians have held hands together to make computerized assets (e.g., course readings and learning materials) so they could be conveyed through virtual study halls (Azzi-Huck and Shmis 2020).

This structure foundation is a test in immature nations like South Africa as they are as yet fighting with issues, for example,

neediness, prepared staff, framework, and topographical foundation of understudies. It is all the more a test with understudies who have serious difficulties to instruction like those with a chemical imbalance and discourse language obstructions.

Observation and Discussion

Educational needs for students with disabilities amid COVID-19

Around the world, the lives of any event of 1.5 billion understudies and their families have been essentially influenced by the school terminations brought about by the Coronavirus flare-up, (Azevedo, Iqbal, and Geven, (2020). Governments have reacted by holding classes distantly – to a great extent on the web – to guarantee that understudies keep on considering. Notwithstanding, this measure does not address educational discontinuity and disruption for all students. In any case, this measure doesn't address instructive intermittence and interruption for all understudies. The gauge of 1.5 billion influenced understudies doesn't consider those who are underestimated, impeded, or "undetectable" in instructive frameworks. On the web and innovative based learning stages and assets should be accessible and every one of understudies' needs should be obliged for governments, schools, and educators to guarantee that understudies are not deserted during school terminations just as after schools return, regardless of whether this happens in a half year or a year, Azevedo, et.al., (2020).

Barriers to education through remote-learning practices

Understudies with incapacities experience an assortment of obstructions to training. For instance:

- In wellbeing emergencies, for example, Coronavirus, people with incapacities are frequently furnished with less assistance and deficiently prepared instructors. Dahab, van Zandvoort, Flasche, and Checchi, (2020).
- More time and assets are required for understudies with incapacities to effectively partake in learning. This incorporates gear, web access, and exceptionally planned materials and

backing. This makes learning exorbitant for understudies and their families.

- Students with extreme learning difficulties are adversely affected by the schools' closure because of Coronavirus in extra manners. They lose admittance to class dinners, assistive gadgets, and play with their friends, which are similarly significant for their psychological turn of events and learning.
- Another obstruction is that numerous instructors need ICT aptitudes and information. All things considered, absence of expert ICT aptitudes. They are not enabled to show on the web and can't guarantee understudy commitment, explicitly for understudies with chemical imbalance who experience the ill effects of a discourse language incapacity. Presently, there is no accessible information on a custom curriculum instructors' computerized abilities in creating in immature nations, (Owusu-Fordjour, Koomson, and Hanson, 2020).

Support for teachers for home schooled students

Homeschooling is best characterized as an elective type of instruction outside the school setting. Instructors need to address the multi-education aptitudes of their understudies, for example, essential proficiency abilities, the seriousness of inabilities, wellbeing, passionate and social foundation, (Costelloe and Langelid, 2011:63). As schools change to web based getting the hang of during the Coronavirus pandemic, it is imperative to give instructors direction and applicable, proof put together assets with respect to how to convey exercises in far off and online settings in a custom curriculum. Virtual learning for the two educators and understudies is overpowering, so they stun meeting focuses during the lockdown time frame because of broadband availability challenges. We can't overlook that numerous understudies need specific, express guidance and admittance to materials in various organizations. As per the Public Place for Instruction Insights, 7 million, or 14%, of all state funded school understudies ages 3–21 got custom curriculum administrations during the 2017–18 school year under the People with Handicaps Act (Thought).

The following are a couple of ways educators can stay consistent to their understudies with mental imbalance and those encountering discourse language obstructions during the Coronavirus lockdown period and past. Thought is supporting instructors and understudies in keeping up admittance to specific guidance by:

(a) Checking for accessibility features and compliance

Regardless of which online stage your region uses to convey online educational program, ensure everybody knows about the openness includes that stage upholds. Numerous understudies who utilize assistive technology (AT) need to be able to use their own AT gadgets or their own AT programming. In the event that the stage isn't open for AT gadgets, at that point the understudy could be barred from guidance and support with their companions.

Luckily, numerous stages have highlights, for example, Zoom or amplification, shut subtitling, and console route. The accompanying connections give data on normal online study hall stages and what availability highlights are accessible: Google Hangouts, Microsoft Teams, Zoom, and Skype.

(b) Teach the layout of new platforms

Instructors should set aside a lot of effort to audit the highlights and disclose how to explore the site, for example, how to screen share, share reports, utilize the talk include, lift a hand, and locate the quiet catch. We can't expect that all children will discover these highlights or use them instinctively. Accordingly, strolling them through will set everybody up for progress and instructors are compelled by a sense of honor to carry on the errand.

On the off chance that the class has never met on the web, there will be understudies who won't realize how to utilize all the magnificent highlights the greater part of these stages. Instructing the stage's design will be the most significant advance for any understudy who is an AT client and has never utilized the site.

(c) Lay down ground rules

Investing energy to lay the standard procedures for online classes is very bulky and understudies with specific needs are an exceptionally large tested. Nothing is a similar right now for anybody, everything has changed, and understudies with incapacities should be seen.

Educators should start by remembering their understudies for setting rules and working off of their certainty. Exhibiting to understudies on what they have to do isn't simple when they can't see the educator before them. Guardians and parental figures need to fill the role in such manner. This straightforward solicitation can give the instructor a plenty of knowledge and it is an extraordinary method to begin building network desires, and standard procedures into new online practices. At that point make guidelines together, for example, when to turn on recordings, muting when you're not talking, and when to use the raise-your-hand feature or chat.

(d) Get curious and ease anxiety

Many students, teachers, and parents are using online tools for the first time. It is helpful to foster curiosity and ask questions about what is and is not working at home for students. As we know, every student is different, every home life is different, and these differences can be a wide range.

To help with anxiety, think ahead and give students and parents schedules ahead of time to prepare not only physically, but also emotionally. There are students with speech-language disabilities who may need more detailed schedules requiring specific task analysis, so be mindful this may be the case. Sometimes the transition from home life to school life is jarring, so prepping students can ease anxiety about the unknown. Transitions can be especially difficult for students withthe speech-language barrier, so take time to implement mindfulness and consider social and emotional needs before diving into a lecture or instruction. It is worth your time to ground students and take into consideration their feelings and anxieties.

(e) Consider universal design for learning (UDL)

Numerous understudies, educators, and guardians are utilizing on the web instruments unexpectedly. It is useful to encourage interest and pose inquiries about what is and isn't working at home for understudies. As we probably am aware, each understudy is extraordinary, each home life is unique, and these distinctions can be a wide range.

To help with uneasiness, think ahead and give understudies and guardians plans early to get ready truly, yet in addition inwardly. There are understudies with discourse language inabilities who may require more nitty gritty timetables requiring explicit assignment investigation, so be careful this might be the situation. Here and there the progress from home life to class life is jolting, so preparing understudies can ease nervousness about the obscure. Changes can be particularly hard for understudies with the discourse language boundary, so set aside effort to execute care and think about social and enthusiastic needs before plunging into a talk or guidance. It merits your chance to ground understudies and contemplate their sentiments and nerves.

(f) Give grace and time

Some students will need to spend time with a specialist, whether that's for speech-language, special education, occupational or physical therapy. Offer extra time that you will be available for questions, for help with a project, and maybe as a listener. More importantly be the conduit for the specialists, students, and parents so everyone can work together.

Train teachers for emergency responses to respond to COVID-19 remote learning

Innovation and alternative teaching methods. Review, along with teacher representative organizations and teacher educators, current teacher policies, and development frameworks to update provisions for distance education and education in emergencies to strengthen the resilience of education systems. Co-operate with teacher training institutes to enhance training and tools that

reinforce teachers' capacity for pedagogical innovation, including digital literacy, ICT, and child-centered teaching skills.

This suggests that technology can enhance learning in some way, but it is unusual to find explicit statements about what this "enhancement" actually involves and how students benefit (Kirkwood & Price, 2014). Students with autism spectrum and with speech-language learn by simulation and by observing what teachers and peers say or do. Teachers need to be confident in carrying out a range of key tasks – for example: analyzing information, planning, putting plans into practice, adapting as needed, evaluating and critically reflecting – with all students in mind during COVID-19 lockdown when students are at home. They need to shift their thinking from 'ideas of "most" and "some" students to everyone,(Florian and Linklater, 2010: 370).

Hollenweger, (2015) suggests that to achieve inclusive practice, teachers have to engage in four specific practices linked to four components – teacher, learner, curriculum, and context. Professional learning is relevant and interesting for educators when ideas and resources are freely exchanged, for example in online environments (Teaching and School Leadership, 2014).

Conclusion

The findings of this study confirmed that teachers are the center of caring for learners with severe challenges in education. This calls for intensive professional development in enabling them to adjust to online teaching and strategies to deal with the needs of students who are studying at home during COVID-19 lockdown and beyond. Teachers need to save the academic year by adapting their curriculum to fit the individual learner needs of learners that are in their classrooms. Inadequate skills and knowledge in ICT, lack of adequate infrastructure, poverty, geographical background, and internet facilities to enhance performance are a challenge in South Africa.

Though it was viewed that developed countries are doing well with online teaching and learning, South Africa is still sluggish in technology. The study realized that teachers in this case cannot work in isolation, parental involvement is found to be equally

important in this collaboration. Teaching and learning material needs to be sent to parents and rules be understood by them and then passed to students. This is found not an easy task as some parents do not have the technological facilities and background to access the learning material sent to their children. The government and institutions need to go the extra mile in the education of children with severe learning challenges to ensure that, No Child is Left Behind.

Recommendations

It is glaring that during COVID-19 teachers have a dauntingtask in making sure that teaching and learning continue. Teachers are battling with saving the academic year and need to be empowered with professional knowledge and skills for online learning of students with severe learning challenges. ICT skills could play an important role in providing and enhancing efficient teacher performance during this lockdown period and beyond.

References

American Psychiatric Association. (2013). American Psychiatric Association: Diagnostic Statistical Manual

Azevedo, J. P., Hasan, A., Goldemberg, D., Iqbal, S. A., & Geven, K. (2020). Simulating the potential impacts of COVID-19 school closures on schooling and learning outcomes: A set of global estimates.

Azzi-Huck, K., & Shmis, T. (2020). Managing the impact of COVID-19 on education systems around the world: How countries are preparing, coping, and planning for recovery.

Black, P., &Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in Education: Principles, Policy & Practice*, *25*(6), 551-575.

Conn, C. (2015). 'Sensory highs', 'vivid rememberings' and 'interactive stimming': children's play cultures and experiences of friendship in autistic autobiographies. *Disability & Society*, *30*(8), 1192-1206.

Costelloe, A., & Langelid, T. (2011). Prison Education and Training in Europe–A Review and Commentary of Existing Literature, Analysis and Evaluation. *Directorate General for Education and Culture, European Commission, EAC*, *19*, 06-130.

Dahab, M., van Zandvoort, K., Flasche, S., Warsame, A., Ratnayake, R., Favas, C., ... & Checchi, F. (2020). COVID-19 control in low-income settings and displaced populations: what can realistically be done? *Conflict and Health*, *14*(1), 1-6.

Department of Education, (2014). The challenges of realising inclusive education in South Africa. *South African Journal of Education*, *34*(2).

Dilshad, S. R., Rehman, N. U., Ahmad, N., & Iqbal, A. (2010). Documentation of ethnoveterinary practices for mastitis in dairy animals in Pakistan. *Pakistan Veterinary Journal*, *30*(3), 167-171.

Donohue, D. K. & Bornman, J. (2014). Examining the rights of children with intellectual disability in South Africa: Children's perspectives. *Journal of Intellectual and Developmental Disability*, *39* (1), 55-64.

Du Plessis, A. J. (2013). Long-term developmental outcome of children with a fetal diagnosis of isolated inferior vermian hypoplasia. *Archives of Disease in Childhood-Fetal and Neonatal Edition*, *99*(1), F54-F58.

Engelbrecht, E. (2016). *The implementation of inclusive education in South Africa after ten years of democracy. European Journal of Psychology in Education, 21(3), 253-264.*

Hollenweger, J. (2015). *HandbuchInklusion und Sonderpädagogik* (Vol. 8643). UTB.

Kawasaki, C. (2018). Association between single nucleotide polymorphisms in estrogen receptor 1/2 genes and symptomatic severity of autism spectrum disorder. *Research in Developmental Disabilities*, *82*, 20-26.

Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is 'enhanced'and how do we know? A critical literature review. *Learning, media and technology*, *39*(1), 6-36.

Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge journal of education*, *40*(4), 369-386.

Owusu-Fordjour, C., Koomson, C. K., & Hanson, D. (2020). The impact of Covid-19 on learning-the perspective of the Ghanaian student. *European Journal of Education Studies*.

Vermeulen, J. A. (2012). Mainstream teachers about including deaf or hard of hearing students. *Teaching and Teacher Education*, *28*(2), 174-181.

Waddington, E. M., & Reed, P. (2017). Comparison of the effects of mainstream and special school on National Curriculum outcomes in children with autism spectrum disorder: an archive based analysis. *Journal of Research in Special Educational Needs*, *17*(2), 132-142.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Investigating the Use of Information and Communication Technology (ICT) for Innovative Assessment in Public Secondary Schools in Nasarawa State, Nigeria

[1]Monday Damian, OGUCHE
Kogi State University, Anyigba.
babaojima1 @gmail.com. 08064179546
&
[2]Josephine Eleojo, HARUNA
Federal University, Lokoja

Abstract
The study investigated the extent to which Information and Communication Technology is used in public secondary schools in Nasarawa State for innovative assessment. Survey research was used for the study. The population for the study comprise principal and teachers of public secondary school in Nasarawa state. Proportionate sampling was used to draw 20%, the equivalent of 210 respondentsfor the study. A questionnaire titled Information and Communication Technology for Innovative Assessment Questionnaire (ICTIAQ) was used as an instrument for data collection. The questionnaire was validated by 3 experts, from the Department of Educational Foundations, Kogi State University, Anyigba. The research questions were analyzed using mean and standard deviation, while a t-test was used to test the hypotheses. The findings of the study revealed that computer is used for innovative assessment to a little extent, the internet is also used for online assessment to a little extent, etc. The study recommended provision of constant power supply, adequate security etc as measures to encourage the use of ICT for innovative assessment in secondary schools in Nasarawa State-Nigeria.

Keywords: Evaluation, Innovation, ICT, Assessment, Teachers
Word Count: 175

Introduction

The benefits of any educational endeavour can only be ascertained after a conscious assessment of the effect of implementing such an endeavour. Assessment is a process that involves the collection, processing and interpretation of results from the measurement of various aspects of educational objectives to establish the value (Oguche, 2015). Educational Assessment helps the teacher to position himself for future tasks since it involves self-evaluation. It is also part of everyday practice by students, teachers and stakeholders in education from dialogue, demonstration and observations that enhance daily learning. Educational assessment in the view of Calmin (2015) involves the use of both formal and informal tests, measurement and evaluation procedures to find out the outcome of teaching on the recipient. Educational assessments take place in institutions of learning and their outcomes are used for placement, employment and promotions.

Over the years, there have been attempts by educationists to improve the educational system all over the world through series of innovations and innovative practices (Crichton, 2015). The emergence of technology has greatly improved the business of teaching and assessment by teachers and people in the education industry (Calmin, 2015). ICT is playing a vital role in enhancing what is being taught and learnt. Secondary schools all over the world are stakeholder that may use ICT in their operations. Abubakar (2016) defined secondary schools as institutions of learning that are involved in teaching, learning and assessment. The researcher observed that assessment in Nasarawa state is characterized by irregularities, delay in releasing results, examination malpractices and poor performance by students in their respective schools. In a similar vein, Usman (2015) observed delay in result compilation of termly result, poor quality of typed question paper as some of the problems facing the secondary school in Nasarawa state due to the use of obsolete facilities. This practice can be reduced using innovative assessment. Innovation in educational assessment refers to the new idea that significantly improves classroom-based teaching, learning and assessment (OECD, 2014)

Innovation arises due to pressure to increase both the quality and quantity of education and its outcome for the benefit of society. In the view of Abubukar (2016), innovative assessment plays a formative role where learning gaps are identified and adapted appropriately. According to Hamilton (2018), innovative assessment is the type of assessment that uses improved techniques and digital tools to achieve the maximum result. It incorporates more complex scoring procedure and delivery in an innovative way using the computer and other Information and Communication (ICT) devices. Stephen and Tsav (2019) similarly noted that innovative assessment could come in the area of classroom tests, test in reading, feedback, assignment and achievement tests.

In the view of Eleno & Georgina (2015), innovative assessment effectiveness has not been properly measured in terms of perceived learning and performance improvements in developing countries. They identified this type of assessment to include competency-based assessment, e-assessment, peer assessment, computer-based test and teacher self-assessment. In the same vein, Hamilton (2018) classified innovative assessment into three, these are performance assessment (writing to Supplement Multiple Choice), Collegiate Learning Assessment (CLA); administered online, portfolio-based assessments which include the use of e-facilities that allows assessors to measure every aspect of students learning assessing a variety of teaching skills. The third one is the technology supported assessment which has made marking and compilation of essay and objective test faster. This includes Computerized Adaptive Tests (CAT) which enable the candidates to be tested based on their earlier experiences,

In addition to the above Chricton (2015) identified Computer-Based Assessment (CBA), Computer Adaptive Assessment (CAA), and Computer Adaptive Testing, as innovative assessment that can be used in secondary schools. Computer-Based Assessment (CBA) is used for simple multiple-choice format and transformative testing. Computer Adaptive Assessment is used for assessment, using the computer and the internet for online work. The use of ICT based assessment otherwise referred to as innovative

assessment can help in providing efficient feedback, measure students reasoning processes, and other complex cognitive skills and quickening the assessment process.

As noted earlier, the advent of technology has revolutionized the way assessment is carried out in schools and colleges. ICT is a technology that uses electronic means to create, process, store, and disseminate information to those who might need it (Oguche, 2015). These ICT devices include computer hardware, software, internet, telephone, multi-media, Compact Disk (CD), Compact Disk Read Only Memory (CDROM), digital camera, modem, video – conferencing, teleconferencing etc. Innovation in Educational assessment using the above devices and others not mentioned here will positively affect educational assessment Similarly, Stephen & Tsav (2017) note that gadgets like webcam intelligent video guideline, computer-assisted instruction (CAI) when used are extremely viable in instruction and assessment. Electronic mail and computers are ICT facilities that are used for assessment (Ihechu & Ugwuoji 2017). The e-mail is used to acknowledge assessment and online questions and answers. It is, also widely used by academicians all over the world to enhance creativity and innovative assessment. In addition, the computer is an electronic machine which accepts data, process data and bring out the processed data as information accurately. The computer helps teachers to record and store students data, scores, print exam questions and store examination records. The use of the computer by institutions for learning and classroom instructions has improved the way teachers teach and the ways learners learn. According to Marina (2016), communication using ICT tool in institutions can be accomplished using e-mail, websites, conference calls and other ICT devices, she listed Computed Assisted Assessment (CAA), and Computer-Based Testing (CBT)as the types of the assessment tool to be used in Schools and Colleges.

Similarly, Irwin (2011) developed the e-snowball system using Microsoft Word to give instant feedback to students. The use of e-snowball for feedback can quicken the innovative process. In the view of Oguche (2017), social networks, Blogs, Skype, witty, com,

google, classroom red pen, ever note and paper rater etc. are some ICT tools that can be used for learning and assessment in schools. The task of the educational assessors and secondary school teachers is to harness these innovations for effective assessment.

Secondary school is an intermediary level of education that prepares the student for tertiary education and the world of work. The Federal Republic of Nigeria (FRN, 2014) National Policy on Education, states that Secondary Education is established with the objectives of promotingcultural values and prepare students for a useful living. Innovative assessment, if properly used in secondary schools, can bring about the attainment of the stated objectives. In the view of Abubakar (2016), ICT can be used to improve teachers' and students' performances similarly, studies by Apagu & Wakili (2015) revealed that in Yobe state, ICT is used to improve students and teachers output in the classroom, however, they observed that it has not been fully utilized for technical works because of inadequate power supply and low connectivityFakeye (2010) found out that most schools in Ibadan do not have computers and are not yet prepared to use ICT in their operations. In the view of Oguche (2014) teachers in secondary schools arenot ICT compliant, so they cannot use it for effective teaching, learning and innovations. To worsen the situation, most secondary schools have no access to the web, In addition, Oguche (2017) identified the major challenges to the utilization of ICT as constant power failure, low internet connectivity, high cost and securities of ICT facilities. These factors are major challenges to the uses of ICT for instruction.

This study will investigate whether secondary schools in Nasarawa state have changed from paper and pencil assessment to the use of ICT for assessment. Specifically, the study will find out the extent Computer Adaptive Assessment is used for innovative assessment, verify the extent the internet is used in the management of students' assessment. The study will also investigate the challenges ICT users encounter in the bid to improve innovative assessment in Secondary Schools in Nasarawa State.

The discourse on the use of ICT is hinged on the Diffusion of Innovation Theory (DIT) and Technology Acceptance Model.

The diffusion of innovation theory was propounded by a French sociologist in 1908. Roger (1995) version of the theory states that diffusion is a process of using new ideas, communication, and the time it takes to transfer this innovation to members or group in a social system. This theory is relevant to the present study, the use of ICT for innovative assessment is an innovation that has come to replace the paper and pencil assessment. It requires time to learn, various members of the social system have to be convinced of the usability or otherwise of the facilities (communication) before its adoption. How far have secondary school teachers and principals in Nasarawa State being communicated about this innovation? Are they putting it into use? If yes, to what extent? This study will answer the above questions and other questions that might be raised in the course of this investigation.

The Task Technology Fit Theory was propounded by Goodhue & Thompson (1995). It states that the use of technology is more likely to have a positive impact on individual performance and should be used if the capability of the technology matches the task that the user must perform. The theory is relevant to this work. Innovative assessment has a positive impact on the assessment of students in secondary school since it quickens the assessment process, reduces stress and malpractices associated with assessment. The task of improving assessment is a must for secondary school operators. The use of ICT to accomplish this task is, therefore, a must to secondary school teachers. The study will find out if secondary school teacher carries out the task.

There has been public outcry and expression of worries over the prevailing deteriorating standard of secondary education in Nasarawa State and the output turned out every year. This may be attributable to the quality of assessment carried out in these schools. This in turn has brought about a delay in the preparation of results, improper feedback of students performances to parent and guardian and improper placement of students. The State Ministry of Education through various agencies have tried to solve

these problems by introducing the Basic Examination in junior secondary school, Transition Examination in senior secondary school, supply of computers to schools across the state and creation of examination unit to be manned by the Director of Examination (DE). These seem to have yielded few results. The continuous effort made by the state government and the fact that the problem persists necessitates the present study. Put in question form are a secondary school in Nasarawa State using ICT for innovation assessment?

Research Questions

The following research questions guided the study.

1. To what extent is the computer-adaptive assessment used in assessing students learning outcome in secondary schools in Nasarawa State?
2. To what extent is the internet used for students assessment records in secondary schools in Nasarawa State?
3. What are the challenges to the uses of ICT for innovative assessment in secondary schools in Nasarawa State?

Methodology

The design used for this work is a descriptive survey. Teachers and principals of secondary schools in Nasarawa State constitute the population for the study.The sample consists of 210 respondents (20% of the total population) drawn using proportionate sampling. The questionnaire was used to collect data for this work. The questionnaire was validated by three experts in the relevant field of Educational Foundations in Kogi State University, Anyigba; they checked the questionnaire and confirmed the accuracy, adequacy and relevance to the study. Copies of the questionnaires were administered by hand and collected by hand using research assistants. Mean and standard deviation was used to answer the research questions, while t-test of independent sample was used to test the hypothesis at 0.05 significant levels.

Results

Research Question One: To what extent is the computer-adaptive assessment used for innovative assessment in secondary schools?

Data in respect of research question one are analyzed and the findings reported in table one.

Table 1: Mean scores of principals and teachers of public secondary school in Nasarawa State on the extent of computer-adaptive assessment is used for assessment in secondary schools.

S/No	Items statement	N_1 = principals = $\overline{X}_1$	SD	DEC	N_2 teachers = $\overline{X}_2$	SD	DEC
1.	Students attendance to classroom are monitored using Computer Adaptive Assessment (CAA)	1.81	0.91	LE	2.12	0.90	LE
2.	Learners performances are assessed in a given test with the use of C.A.A.	2.10	1.05	LE	1.64	0.73	LE
3.	In our school paper and pencil work dominates.	3.50	0.98	VGE	3.05	1.28	GE
4.	Computer adaptive assessment is used to diagnose learner's learning needs.	2.41	1.05	LE	1.41	0.71	VLE
5.	Students work progress is monitored with the aid of C.A.A	2.10	1.06	LE	2.18	1.08	LE
6.	Feedback on assignment is provided with the aid of C.A.A	1.80	0.96	LE	1.79	0.62	LE
7.	Computer adaptive testing is used to summarize result compiled.	2.3	1.10	LE	1.43	0.70	VLE
8.	Problems related to calculation, experimentation and exploration are solved with the use of C.A.A.	1.70	1.20	LE	1.64	0.54	LE

Table 1 presents the mean scores of respondents on the extent to which computer-adaptive assessment is used for assessment in public secondary schools in Nasarawa State. Items 1,2,3,5,6,7,8 showed that both respondents used computer-adaptive assessment to a little extent for assessment in public secondary schools. Item 3 showed that the paper and pencil test is still in use to a great extent.

Research Question Two: To what extent is the internet used for students assessment in secondary schools in Nasarawa State?

Data in respect of research question two are analyzed and the findings reported in table two.

Table 2: Mean score of respondents on the extent the internet is used for innovative assessment.

S/No	Items statement	$\overline{X_1}$	S.D	Dec	$\overline{X_2}$	S.D	Dec
1.	Students continuous assessment is sent to the net for Safety	2.34	1.50	LE	2.12	0.90	LE
2.	Students network with experts for research on classroom Assignment	2.13	1.90	LE	1.64	1.73	LE
3.	Students acknowledge results on the net.	1.89	.062	LE	1.34	1.36	LE
4.	The internet is used for online test.	2.02	1.03	LE	1.43	0.70	LE
5.	Students search the net for past questions.	1.41	0.56	LE	2.12	0.90	LE
6.	The net is used to track data about students sitting for examinations.	1.80	0.96	LE	1.64	0.73	LE
7.	Teachers participate in marking without meeting in a central place.	2.40	1.02	LE	2.05	1.02	LE
8.	Students get immediate feedback on performances.	2.30	1.01	LE	1.43	0.70	LE
9.	Students' independent learning is monitored on the net.	2.17	0.99	LE	2.18	1.08	LE
10.	Manual method of recording scores is still in use.	3.80	0.91	GE	3.25	0.89	GE

Table 2 revealed the opinion of respondents on the extent the internet is used for innovative assessment. The table revealed that item 9–17 are used to a little extent, while item 18 is still in use to a great extent for innovative assessment in public secondary schools in Nasarawa state

Research Question Three: What are teachers/principals challenges in the use of ICT for the innovative assessment?

Data in respect of research question three are analyzed on table three below.

S/No	Items statement	$\overline{X_1}$	S.D	$\overline{Dec}$	X_2	S.D	Dec
(19)	Our school is faced the problem of internet connectivity.	3.23	0.09	A	3.70	0.69	A
(20)	ICT facilities for innovative assessment are not available in our school.	2.01	0.80	D	2.10	0.71	D
(21)	Inadequate supply of electricity hinder the use of ICT facilities in our school.	2.82	1.15	A	3.10	0.89	A
(22)	Most teachers and principals are resistant to innovations.	1.75	0.79	D	1.70	0.68	D
(23)	Security of ICT facility is a problem in our school.	3.19	0.98	A	3.06	0.69	A
(24)	Constant change in ICT policy hinders the use of ICT.	2.03	0.90	D	2.11	0.89	D
(25)	Most ICT facilities in our school are obsoleteS so we can't use them.	2.01	2.10	D	2.09	0.86	D
(26)	Our staff are not ICT complaint.	1.87	0.04	D	1.67	0.09	D

Table 3 indicates the responses of teachers and principals of secondary schools in Nasarawa State on the challenges to the use of ICT for innovative assessment. The table shows that both the principals and teachers agreed on items 19, 21, and 23 that most public schools in Nasarawa State are faced with the problem of internet connectivity, irregular power supply and insecurity of ICT facilities. The table also indicates that the principals and teachers disagree on items 20, 22, 24, & 25 indicating that ICT facilities are

available, principals and teachers are not resistant to change, constant change in ICT policy does not pose any challenge, ICT facilities are not obsolete and staff are ICT compliant.

Discussion of Findings

As indicated by the study, Computer Adaptive Assessment (CAA) is used in public secondary schools in Nasarawa State to a little extent to monitor student's attendance, diagnose learner's learning needs, feedback on assignment and compilation of results etc. The findings also revealed that paper and pencil work is still in use to a great extent in public secondary schools in Nasarawa State for assessment. This is an agreement with Ihechu & Ugwuoji (2017) that computer is not widely used in developed countries for assessment despite its acceptance.

The opinions of principals and teachers of public secondary schools in Nasarawa State also revealed that the internet is used for student continuous assessment, networking, acknowledgement of results, searching for past questions etc to a little extent. The findings also revealed that the manual method of keeping assessment records is still in use to a great extent. This finding agrees with the findings of Abdulsalaam (2012) that most students in secondary school have no access to the web so they find it difficult to do online work. However contrary to his findings on students and teachers preparedness to use ICT, most teachers are prepared more than ever to use ICT in their operations considering the numerous benefit of ICT to teaching/learning and assessment.

In addition to the above, the findings further revealed that most respondents agreed that the major challenges to the use of ICT for innovative assessment are constant power failure, low connectivity, and security of ICT facilities supplied to schools and Colleges. This finding is in the agreement of Oguche (2017) who identified constant power failure, low connectivity and lack of security as challenges facing the use of ICT. These challenges have affected the use of ICT for innovative assessment. The findings also revealed that some of the challenges reported by researchers such

as resistance to innovation, availability of ICT facilities have been overcomed in Nasarawa state Nigeria.

Conclusion

It can be concluded that computer-aided assessment is used to a little extent for innovative assessment, the internet is also used to a little extent for innovative assessment in public secondary schools in Nasarawa state. The major challenges to the use of ICT for innovative assessment are constant power failure, security of ICT facilities and poor internet connectivity in most public secondary schools in Nasarawa state.

Recommendations

1) The government of Nasarawa state should enforce the use of ICT facilities for innovative assessment
2) The community in which the school is located and the school authority should partner to provide adequate security for ICT facilities provided for public schools.
3) The Federal government, state government and service providers should work hand in hand to extend their services to rural areas where the schools are located

References

Abubakar, A.M. (2016). An assessment of the use of ICT in public secondary schools in North-Eastern Nigeria. *Unpublished MED thesis, Institute of Graduate studies Eastern Mediterranean University.*

Abdul-Salaam, A.O. (2012). Assessment of secondary school teachers' use of Information and Communication Technology (ICT) in Oyo metropolis of Oyo State. *Proceedings of the 1st International Technology, Education and Environment Conference (c) African Society for Scientific Research (ASSR).retrieved 17/6/019*

ApaguV. Wakili B A. (2015).Availability and Utilization of ICT Facilities for Teaching and learning of Vocational and Technical Education in Yobe State Technical Colleges. *American Journal of*

Engineering Research (AJER), e-ISSN: 2320-0847 P-ISSN: 2320-0936 (4), 2 p-113-118 Retrieved fromhttp://www.ajer.org

Black, P & William, D. (2014), Assessment and classroom learning. *Assessment in education principals, policy and practice 517 – 74.*

Calmin, J. 2015) what is the purpose of Education in the 21st century. Washington post-*education blog, the answer sheet, February 12.available at www Arthur carmins .com.*

Crinchton, A 2015). Searching for the next wave of Educational innovation. *Available at https/techcrunch.com/2015/06/27 education next wave through series of innovations and innovative practices.*

Elena, C. Georgita S (2015) Innovative practices for higher education assessment and measurement. *Available on; line at IGI 978152205310.*

Hamilton L (2018) Three recent innovative assessment, Exploring best practices. Summary of two workshops. *The Nation Academic of science medicine and engineering 3,5 p 43-51*

Ghavfoks,S & Rosdy, WA, (2015). Teaching and Learning with Technology. Effectiveness of ICT integration in schools.*International Journal of Research in Education and Sciences.*

Ihechu, K. J. Ugwoji, N (2017). Evaluation of the application of ICT in continuous assessment by academic staff of universities in Abia state. *International journal of scientific research in education 10(1). Retried fromhttp://www.ijsre.co*

Irwin, B. Graham, H. (2011). Using technology to encourage students engagement with feedback, a literature review research in learning technology 19 (2) available at *http://www.informationworld.com*

Marina, A. (2016). Communication in ICT tool assessment 11th International Conference on *distance learning in applied informatics available at Doi 1022373/ej/v31664.*

OECD (2014). Measuring Innovation in Education. A new perspective OECD publishing part. *Available a htt://dxdol.org/101787 9789264215696.*

Oguche, D.M. (2015). Information and Communication Technology (ICT) issues and insight. Cuca communication.

Oguche, D.M. (2017) Utilization of ICT in the management of staff personnel in Federal and States Colleges of Education in North Central Nigeria.The unpublished PhD *Thesis University of Nigeria Nsukka*.

SerdyKov, P. (2017). Innovations in education what works.?What doesn't and what to do about it. *Journal of research in innovative teaching and learning http//creationcommond.org (10) issue 1*.

Stephen, U. TSAV, A. (2017). Modern school administration. Theory and practice. eagle print.

Stiggin, R.andArter, J. (2012)Assessment of Learning with ICT.International perspectives. The proceedings of an international conference. Chester England.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council

[1]Sanni, AMINU
Dept. of Educational Foundations
Kogi State University, Anyigba.
Phone: +2347032923736
&
[2]Onyedikachi, UKWU
National Open University of Nigeria, Abuja

Abstract
The study sought to find out Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council (AMAC). The descriptive survey design was adopted for the study. The population of the study comprised of all the secondary schools in the study area. A total number of 200 respondents were sampled. The main research instrument of this study was a structured questionnaire titled: Impact of Home Environment on Effective Students' Academic Achievement Questionnaire (EHESSSAPQ) and was divided into two sections. The instrument was validated by three experts. To establish the reliability of the instrument, two sets of responses were analyzed using the Pearson Product Moment Correlation Analysis (PPMC) with which the correlation was determined. A correlation of 0.71 was found reliable which was enough.Two research questions and research hypotheses were raised and answered descriptively using frequency counts and simple percentage, while the hypotheses were tested inferentially using t-test statistics. The result of the findings revealed that; broken home and parental socio-economic backgrounds have effect on students' academic achievement and the two null hypotheses were rejected. Based on findings and conclusion, the following recommendations

among others were made; parents should do everything possible to avoid cases of divorce that could lead to broken home, as it affects effective academic achievements of students from such homes employment opportunities should be created for the unemployed parents, parents should be encouraged to improve their educational standard by engaging in continuous programme.

Keywords: Home Environment, Secondary School Students, Academic Performance.

Word Count: 241

Introduction

The home is the primary institution for children, home as perceived by Abdulganiyu (1997), and Christe (2009) is a place in which an individual or a family can rest and store personal property. The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child he asserts.

The family can therefore, be looked at as a social group characterized by common resident, economic, cooperation and production. When a child is born, the family is the first primary group with which they come into contact. Transmission of social values of right and wrong, what is morally and religiously accepted or condemned by the family, it follows therefore that by the time a child attained five to seven years of age he must have learnt what are his rights, obligations and roles within the society. However, the background of a student goes a long way to determine his/her individuality. As the child enters schools, he/she will start manifesting different attitudes and expectations. In addition, they

may be of the same age group, developed at different rates and so may be able to cope with the intellectual and social task of the school in varying extent. Structurally, family/home is either intact/stable or broken.

A stable home is one in which both parents (mother and father) lives together with their children, while a broken home is the one in which one or both of the parents are not living together with the children. According to Homeby (2004), broke home is a home in which the parents are separated or divorced or are no more together as a result of death. In the same way Udry (2004), define a broken home as a house in which the parental are no more living together. To some extent, it is the level at which the home operates that determine the academic achievement of a students in school. Broken homes can influence the achievement of a student's academically. Also, children that have suffered from neglect or lack of love (in broken homes) are known to be psychologically imbalanced to face the realities of life. When there is disunity in the family, or a difference between a mother and a father, the child is caught in the middle and will be at disadvantage. According to Blackby (2000) adequate research needs to be conducted in this direction to ensure smooth transition of children from early stages to adulthood. Reviewed literature indicates that there is an awareness of the importance of the home environment or family on pupil's/students' educational performance (Ezeh, 2002). The home has a great influence on the students' psychological, emotional, social and economic state (Ezeh, 2002). In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life (Ibokete, 2000). This is because the family background and context of a child affect his reaction to life situations and his level of performance. Although the school is responsible for the experiences that make up the individual's life during school periods, parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is (Lesmin and Sarker, 2008).

The family lays the psychosocial, moral and spiritual foundations in the overall development of the child (Kumuyi 2004).

While the mother's significant role in this cannot be over-emphasized, studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child (Okanezi & Hanachor, 2017). Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s) (Okanezi & Hanachor, 2017).This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources assumptions of new roles and responsibilities, establishment of new patterns in intra-familiar interaction and re-organization of routines and schedules (Kumuyi 2004).

In a situation where the parents are separated either legally or through mutual agreement, the children suffer emotionally, financially, and mentally, the general sense of insecurity is likely to have a great impact on the academic performance of such children (Ezeh, 2002). Despite the traits and deposition the child is born with, the environment the child grows in determine to a great extent the manifestation and enhancement of such traits. Unfortunately, many children today are faced with the challenges of multiple divorces or separations within their families (Ryan and Powelson, 2010). Parents who divorce often go on to remarry or form other intimate relationships have higher incidence of failure (Amato, 2000; Wallerstein, Lewis, and Blakeslee, 2000; Ward, 2002).

The increase in divorce rates is one of the most visible changes in contemporary family life (Lesthaeghe, 2005). Several studies have reported how children living in unstable marriages tend to have lower levels of economic well-being and reduced academic performances (Vleminckx and Smeeding 2000; Aassve et al., 2007; Heuveline and Weinshenker 2008). The increase of the new forms of divorce calls for a deep analysis of the new phenomena in order to understand their causes and consequences especially as it affects effective secondary school education. Divorce and the breakdown of family and conjugal ties have relevant consequences of demographic, social and economic nature for the persons involved.

There are negative consequences on the wellbeing of separated or divorced partners as well as on their children and the risks of poverty for women with children increase. Divorce can cause parents to become more inconsistent and ineffective in parenting and may reduce responsiveness to children's cognitive needs, diminishing the quality of the emotional relationships and attachment between parents and children (Osborn & McLanahan, 2007). This will consequently promote less parental involvement in school work, less or no attention given to early and regular attendance at school and less supervision outside the home (Osborn & McLanahan, 2007). Single parenthood has been found to adversity affect the learning situation of human being particularly the children that is to say, children who are reared in homes where parents are separated or divorced are most likely to be faced with sleep disturbance in class while learning and become irritable, fearful, aggressive and withdrawn (Cole and Cole 1993, Vander Zanden, 1980). Studies further confirm that children in one parent household not only do or perform poorly in school because they tend to lack self-control, but also become disruptive in the classrooms, instead of paying attention to what is being taught in class, they are busy disturbing others who are ready to learn. In addition, it is also reported that two years immediately after a mother's marriage break up, the mother exercise less control over her children than she did before. According to Omoniyi-Oyafunke, (2014) some of the factors influencing divorce (include; parental socio-economic status, educational level, gender and educational class level of the children.

Children's educational achievement is highly connected to their socio-economic background (Evans, Harkness & Oritz, 2004; Akanbi, 2014). Along with children's personal ability with school work, given the unstable home environment, the economic status of their parents plays a huge role in their own schooling functioning (Omoniyi-Oyafunke, 2014). Families that are unstable sometimes experience insufficient income as the available parent may work longer hours to earn more income (Sclafani, 2008). This leaves less time for them to spend overseeing their children's learning process. There is also, typically, more conflict in homes of

lower income parents because there are more tension caused by stress within the family. Abu and Kolawale (2012) argue that parents who expressed more conflict at home fail to provide a regular supervision for their children, resulting in poorer school adjustment and performance. It is not always true that lower-income parents are neglectful parents, but one can slip into that label given some extreme pressure ((Omoniyi-Oyafunke, 2014).

Academic performance is an objective score of attainment after a specified instructional programme. Academic performance can be influenced by many factors, but the impact family relationships play on a child's scholastic achievement alongside the development of the child cannot be overemphasized. This may be associated with tensions in the home, family discord or family instability (Okoye 2012). All these cumulatively produce an emotionally barren atmosphere in the home. The relationship between the husband and wife, parents and children, relationship among siblings if not cordial, resulting into conflicts especially between husband and wife and also leading to continuum of frequent quarrels and antagonism of both parties from time to time can completely end in broken homes.

Financial difficulties can have a damaging effect on health if allowed to persist uncontrolled. Financial stress has great effect on the individual's relationship both at home and at work. Carstem and Lachman (2000); further itemized increase in worry, poor concentration, lack of confidence, low self-esteem, lack of self-care, negative emotions, over use of alcohol and drugs among others as significant effects of financial stress on health and relationship. Other factor includes; poor time keeping, frequent absence, feeling guilty, and letting people down. Arewa (2000) observed that lack of money management can cause marital conflicts. How do these factors affect the academic achievement of students in Abuja Municipal council? This is the bases of this study.

Statement of the Problem

The effects of broken homes may impact greatly on the internal organization of the family and by extension; effect a child's emotion, personality and academic achievement. Bearing in mind

the role of the family in a child's education, the failure of the family to perform its duties could hinder the child's academic achievement. Any nation that is desirous of advancing technologically will no doubt ensure that the future of her future leaders (the adolescents) is well guided, protected and guaranteed.

Absconding from schools and poor academic performance among secondary school students are in alarming rate nowadays. Since divorce has negative consequences on the children of such marriages, this study intends to investigate divorce as it affects effective students' academic achievement in some selected secondary schools in Abuja Municipal Area Council, FCT, Abuja. It is assumed that broken homes retard the progress of those children from such background in that both parents are not on ground to direct and guide the child towards the achievement of educational goals. It is arguable or believed that children from broken homes are more likely prone to poor academic performance. A child may become a victim of broken home as a result of divorce or separation of the parents. When this happens, this child is entrusted to other people that are different from his parents. This person is expected to play the role of a surrogate parents despite his/her commitment of his/her own children without any empirical evidence, it is very clear that nobody will treat a child who is entrusted to his care the way he/she will treat his/her own child. By this token, the child is always confused and frustrated under the leadership style of style of step-father or step-mother.

These subsequently result to quitting from school or poor academic achievement of secondary schools student as education require critical thinking, relax mind and proper family support to be able to perform to expectation in the school.

Purpose of the Study

The purpose of this study is to investigate the Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council (AMAC). It is also meant to;

1. determine the effect of broken home on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).
2. find out the effect of parental socio-economic status on effective students' academic achievement in secondary schools in Abuja Municipal Area Council (AMAC).

Research Questions

1. What is the effect of broken home on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC)?
2. What is the effect of parental socio-economic status on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC)?

Hypotheses

HO_1: Broken home has no significant effect on effective students' academic achievement in secondary schools in Abuja Municipal Area Council (AMAC).

HO_2: Parental socio-economic status hasno significant effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Methodology

The study sought to find out the Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council (AMAC). The descriptive survey design was adopted for the study. The population of the study comprised of all the secondary schools in the study area. A total number of 200 respondents were sampled. The main research instrument of this study was a structured questionnaire titled: Impact of Home Environmenton Effective Students' Academic Achievement Questionnaire (EHESSSAPQ) and was divided into two sections. The instrument was validated by three experts. To establish the reliability of the instrument, two sets of responses were analyzed using the Pearson Product Moment Correlation Analysis (PPMC) with which the correlation was determined. A correlation

coefficient of 0.71 was found which was reliable. Two research questions and research hypotheses were raised and answered descriptively using frequency counts and simple percentage, while the hypotheses were tested inferentially using t-test statistics.

Results

Table 1: Participants Response on the effect of home environment on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC)?

The Table 1 showed participants response on the effect of home of environment on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). The finding shows the following means scores 3.1, 3.3, 2.5, 3.3 and 3.0 which shows that all the respondents agreed that home environment has effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

S/N	ITEMS	SD 1	D 2	A 3	SA 4	MEAN	STD DEV	REMARK
1	Individuals raised in broken homes grow up with fewer opportunities to learn the interpersonal skills that are needed for a successful marriage	17(8.5)	27(3.5)	74(37.0)	82(41.0)	3.1050	.93721	POSITIVE
2	The greater family discrepancy between individual background characteristics, the less stability, the marital conflict	16(8.0)	31(15.5)	72(36.0)	79(39.5)	3.3150	2.55508	POSITIVE
3	If the family of the woman is richer than that of the husband , there may marital instability	45(22.5)	49(24.5)	51(25.5)	55(27.5)	2.5000	2.55058	POSITIVE
4	If one of the couple is from a martially unstable family, there may be marital instability.	20(10.0)	21(10.5)	90(45.0)	60(33.0)	3.3266	3.32405	POSITIVE
5	A family of higher social status may experience family instability.	25(12.5)	24(12.0)	75(37.5)	76(38.0)	3.0100	1.00246	POSITIVE

Research Question 2: What is the effect of parental socio-economic background on effective students' academic performancein secondary schools in Abuja Municipal Area Council (AMAC)?

Table 2: Participants Response on the effect of parental socio-economic background oneffective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

S/N	ITEMS	SD 1	D 2	A 3	SA 4	MEAN	STD DEV	REMARK
6.	Individuals raised in broken homes grow up with fewer opportunities to learn the interpersonal skills that are needed for a successful marriage	20(10.0)	22(11.0)	87(43.5)	71(35.5)	3.0450	.93130	POSITIVE
7	The greater family discrepancy between individual background characteristics, the less stability, the marital conflict	17(8.5)	26(13.0)	73(36.5)	84(42.0)	3.2650	2.31116	POSITIVE
8	If the family of the woman is richer than that of the husband , there may marital instability	42(23.5)	48(24.0)	55(27.5)	55(27.5)	2.34062	3.1700	POSITIVE
9	If one of the couple is from a martially unstable family, there may be marital instability.	44(22.0)	49(24.5)	54(27.0)	53(26.5)	2.34062	3.1700	POSITIVE
10	A family of higher social status may experience family instability.	20(10.0)	22(11.0)	87(43.5)	71(35.5)	3.0450	.93130	POSITIVE

Table 2 on the impact of parental socio-economic background on effective students' academic achievement in secondary schools in Abuja Municipal Area Council (AMAC). The finding shows the following mean scores 3.0, 3.2, 2.3, 2.3 and 3.0 which shows that established that all the respondents agreed thatparental socio-economic background has impact on effective students' academic achievementin secondary schools in Abuja Municipal Area Council (AMAC).

Table 3: t-test analysis of participants' response thatbroken home hasno significant effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Variable	N	X	Sd	Df	Cal t-value	Critical t-value	Significant Level	Result
Students	**200**	**3.1**	**0.9**	**101**	**2.741**	**1.960**	**0.05**	**Rejected**

The above t-test analysis showes that there is a significant difference between the opinions of the participant response on the effect of broken home on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). We therefore accept the alternate hypothesis and reject the null hypothesis.

Ho_2: Parental socio-economic status hasno significant effecton effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Table 4: t-test analysis of participants' response on parental socio-economic status hasno significant effecton effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Variable	N	X	Sd	Df	Cal t-value	Critical t-value	Significant Level	Result
Students	**200**	**3.0**	**0.9**	**101**	**2.620**	**1.960**	**0.05**	**Rejected**

The above t-test analysis showes that there is a significant difference betweenopinions of the participant response on theeffect of parental socio-economic status on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). We therefore, reject the null hypothesis earlier stated and accept the alternate hypothesis.

Discussion of the Findings

The findings on research question onerevealed that broken home has effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). This is in line with the findings of Gale Encyclopedia of Psychology (2001) explained that academic performance is an objective score of attainment after a specified instructional programme. Academic performance can be influenced by many factors but the impact of family relationship plays on the child cannot be over-emphasized. It further explained that due to tensions from the home, family

discord or family instability produce an emotionally barren atmosphere in the home. The relationship between the husband and wife, parents and children relationship among siblings if not checked results to conflict and which have adverse effects on the academic performance of the adolescents in schools. Also, Aremu (2011), described broken home as the integral part of the setting that is father and mother, the integral part is not available either by dead, separation or divorce.

According to Laldanmawia (2013), to be broken in the family, there must be some crises which are arisen out of misconception, mistreating, misunderstanding, unacceptance, etc. the occurring crises lead to the divorce of parents, disposal of sons or daughters and leaving home. It is controversial that whether to claim every splitting up is broken family, while they still run the family well. There are many families without father, mother, and other members but still conditionally and systematically running. They may not like to call them broken. Of course they are not broken, rather just some members left away. Guler and Erkal (2013) submit that fragmentation of the family due to such reasons as death, divorce or abandoning deeply hurt children who need care, love, support and affection most. The most remarkable in dictator of this faces us in preparing children to social life and their gaining a physically, socially and psychologically healthy personality. Besides, children's world which was destroyed by fragmentation shakes their social functions (that is to say, possibility to live socially) considerably. Therefore, it would not be wrong to think that fragmentation one of the hitches that families can encounter and the negative environments caused by it can influence children's physical, social and psychological development in a negative way. Hence, the disintegration of families in a desired or undesired way results in children' experiencing development problems. Furthermore, Tenibiaje and Tenibiaje (2011) are of the opinion that for academic performance of students from broken homes to be excellent, students of single parenthood should be encouraged on the three basic dimensions of self-concepts sense of belonging, sense of worth and sense of competence; and marital disunity is a major cause of single parenting should be avoided. Hence, parents

should tolerate, accommodate, appreciate and understand each other in marriage. Force of disunity should be ignored, de-emphasized, if not eliminated. Both parents should try to stay together for the sake of good upbringing of their children. Whenever there is problem in the home, the couple should try and see the counsel for a help or otherwise, settle the problems within themselves amicably.

Similarly, the findings on research question 2 revealed that parental socio-economic background has effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). This can be attested to by Abdulganiyu (2002), statement that research have shown that children differs in various ways as a result of variable of their home background such as socio-economic status, parental attitude to school and child rearing practices. These home background variables are also found to be positive related to children's academic performance. Also Giwa (1997) have also investigated the various factors within the students home background or family that affect their academic performance in school, variable such as socio-economic status, family size, birth order, parental attitude child rearing practices parental absence or presence have been found to affect social and intellectual learning experience of children in school.

Furthermore, Otieno and Yara (2010) asserted that, learners from low socio-economic status families tend to value domestic activities more than schooling. Such children are subjected to child labour and have little time for studies. They indicated that in most developing countries, there are many families whose members despite their full days hard labour do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government financing of education sector makes many families unable to meet the requirements of their children's education thus, contributing greatly to their poor academic performance.Families with low socio-economic status often lack the financial, social and educational supports that characterized families with high socio-economic status (Taylor et al., 2000). Many students from low-

income homes are kept away or sent out from school or excluded from certain activities for lack of money to provide the prescribed equipment or materials (Umaoma, 2009). On the contrary, Pedrosa et al., (2006) in their study on social and educational background pointed out that those students who mostly come from deprived socio- economic and educational background performed relatively better than others coming from higher socio-economic and educational area (Osuafor and Okonkwo, 2013). This findings was further supported by Bliss (2004) who confirmed that socio-economic background of the parents include the parents educational attainment, level of income and Social class placement. If child's needs are not properly addressed his learning ability could be affected due to lack of motivation. Health (2005) opined that irrespective of the national equality of the opportunity children of parents in most affluence socio economic status tend to achieve greater academically than children of parent from lower socio economic status.

Conclusion

Based on the findings of this study, it is therefore concluded that broken home and parental socio-economic background has effect on effective students' academic performance.

Recommendations

Based on findings and conclusion, the following recommendations were made;

1. Parents should do everything possible to avoid cases of divorce that could lead to broken home, as it affects effective academic achievements of students from such homes.
2. Employment opportunities should be created for the unemployed parents.
3. Parents should be encouraged to improve their educational standard by engaging in continuous education, sandwich programme and distance learning program.

4. Parents should be enlightened on the need to stay together as husband and wife to raise a good family. They should persevere and tolerate each other in marriage.
5. It is obvious that secondary schools should have guidance services with a competent counsellor to counsel students from broken homes, child raised by single parent and parents who do not pay adequate attention to their children and wards' education and those students experiencing challenges in schools.

References

Abdulganiyu, D. (1997). *Psychological guidance of the child.* Ibadan Wembire Press.

Agulaina's, G.G. (2000). Family structures and prevalence of behavioural problems among Nigerian adolescents. *The Counselor 17(1)*, 154-161.

Akanbi, M.I. (2014). Impacts of divorce on academic performance of senior secondary students in Ilorin Metropolis, Kwara State.*Education Research Journal, 4* (5),59-64.

Arewa, A.O. (2000). *Impact of home and school on primary school pupils academic performance* .Nigeria : Ibadan University .

Cole, M., & Cole, S.R. (1993). *The development of children* (2nd ed.). Scientific American Books.

Ezeh, C.A. (2002). Marital problems and their social consequences in Nigeria. *The Intervention Rate of Social Work Profession.* Enugu; Otuson Press.

Frazer, W. J. (2004). Family Structures, parental practices and High School Completion.

Lesthaeghe, R. (2005).The unfolding story of the second demographic transition. *Population and Development Review*, 36 (2):211-51.

Okanezi, B. & Hanachor, M.E. (2017). Perceived effects of marital crisis on academic performance of adult learners of National Teachers Institute (PGDE Centres) in Rivers State. *International Journal of Scientific Research in Education*, *10,*(2), 191-200.

Okoye, N.N. (2012). Are boys better than girls in mathematics and English language inacademic performance? *Psychology for Everyday Living. 2,* 21-27.

Osborn C. & McLanahan S. (2007). *Partnership instability and child well-being.* Princeton University,Center for Research on Child-Bearing.

Ryan, D. & Powelson, G. (2010). Marital instability: Children's traumatic experience. *American Psychologist, 53*(2), 104-120.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Relaxation Techniques on Athletes' Performance in Sports: An Overview

Esther M. OLADEJO
Department of Kinesiology, Sports Science and Health Education
Faculty of Arts & Education, Lead City University
Ibadan, Oyo State, Nigeria
Email: mojiski@yahoo.co.uk/+234 8025959694

Abstract

Sport is characterised by both positive and negative emotions, which can harm athlete's performance. Emotions such as stress, anxiety, anger, even excitement can impact their performance. Sometimes athletes get tensed-up such that it prevents them from performing their best at crucial times. Also, success in sports is determined partly by physical conditioning, skill and preparation but it is also influenced by psychological factors such as self-confidence, motivation, concentration and emotional control. When two athletes of equal and often unequal ability compete, the athlete with mental edge most often emerges as the winner. Athletes can achieve this edge with the use of mental skills training. One of these mental skills training is a relaxation technique. Relaxation can be defined as a psychological strategy used by sports performers to help manage or reduce stress-related emotions (for instance anxiety and anger) and physical symptoms (for example physical tension and increased heart rate) during high pressurized situations. There are many types of research indicating that relaxation technique benefits athletes by enhancing self-confidence, concentration, performance, reducing anxiety and stress, blood pressure as well as muscle tense. Relaxation can be done individually or in a group. It is the focus of this paper to examine the influence of relaxation techniques on athlete's performance in sports. Also, different types of relaxation techniques are discussed all of which, can be used to help the athlete relax and perform optimally in their sports.

Keywords: Anxiety, Athletes, Relaxation techniques, Sports performace, Stress.
Word Count: 234

Introduction

The sports environment is highly demanding for athletes. Also, success and failure in competitive sports, especially at high levels can produce extreme anxiety and stress for athletes, even coaches. Hence, the athletes need adequate recovery, without which optimal performance is not attainable.

Sports and exercise psychologists have long studied the causes and effects of stress and anxiety in the competitive athletic environment and other areas of physical activity. Considering how stress-provoking competitions can be for most athletes, there is the need to reduce this anxiety and stress. Relaxation is of great importance to any athlete striving for peak performance. Relaxation skills can help athletes reduce mental (self-doubts, worry, to mention few) and physical anxiety (nausea, shaking, to mention few), while increasing concentration and performance. It can help with both mental and physical anxiety as well as stress. When an athlete experiences worry and negative thoughts (cognitive state anxiety) it causes decision making to become poor and concentration levels to drop, it also increases the number of errors. This can be monitored by the increase in somatic state anxiety responses, which include an increase in heart rate, sweating and blood pressure. Some of these symptoms of anxiety are beneficial to sporting performance but if the athlete perceives them as happening because they are unable to meet the demands of the activity they further increase cognitive state anxiety. Relaxation has been defined as a psychological strategy used by sports performers to help manage or reduce stress-related emotions (for example, anxiety and anger) and physical symptoms (for example, physical tension and increased heart rate) during high pressurized situations. There are many types of research indicating that relaxation technique benefits athletes by enhancing self-confidence, concentration, performance, reducing anxiety and stress, blood pressure as well as muscle tense. This article focuses on anxiety and stress that some athletes encounter before and during the performance. It looks into a general overview of anxiety and stress. Also, various relaxation techniques that can be used to manage stress and anxiety are discussed.

General Overview of Anxiety

Anxiety is an unpleasant emotion, characterised by a feeling of worry, apprehension nervousness or tension associated with physiological activation or arousal (Weinberg and Gould, 2016). It can also be viewed as an unpleasant psychological state in reaction to perceived stress concerning the performance of a task under pressure (Cheng, Hardy and Markland, 2009). According to Raglin & Hanin (2000), anxiety affects perception in sports competitions, where a large majority of athletes consider anxiety to be debilitative towards performance, which may result in decreases in performance. Sports psychologists have long believed that high levels of anxiety during competitions are harmful, worsening performance and even leading to dropouts (Raglin & Hanin, 2000).

Anxiety has both cognitive and somatic components. The cognitive or thought component is the degree to which one worries or has negative thoughts (Weinberg and Gould, 2016). Cognitive anxiety affects the mind of an athlete and consumes his thoughts, thus affecting his ability to perform simple tasks such as serving the ball in tennis. Somatic anxiety, on the other hand, is the physiological component of anxiety, which is the degree of physical activation perceived. It concerns the moment to moment changes in physical activation. Physical symptoms of anxiety may include increased heart rate and breathing, tight muscles, restlessness, excessive perspiration, fatigue and headaches (Smith, 1993). Somatic anxiety is disruptive partly because bodily tension can negatively impact athletes by interrupting smooth movements needed for optimal sports performance (Kauss, 2001).

Athletes who experience worry and negative thoughts (that is, cognitive state anxiety) become poor in decision making and their concentration levels drop and experience an increasing number of errors. This can be monitored by the increase in somatic state anxiety responses, which include an increase in heart rate, sweating and blood pressure. Some of these symptoms of anxiety are beneficial to sporting performance, but if the athlete perceives them as happening because they are unable to meet the demands of the activity they further increase cognitive state anxiety.

Researches on anxiety among athletes indicated that athletes take drugs to combat anxiety, stress and enhance performance (Vincent, Yahaya, Julinamary and Nagoor, 2014). The use of drugs in sport is dated to the time of Greek athletes in the third century B.C. who ingested substances to improve their performance (Anshel, 2010). In the 1970s performance-enhancing drugs were used among medal winners from the Soviet Union and other Eastern European countries, most notably East Germany but it was not until the 1976 Olympic Games held in Montreal that the International Olympic Committee (IOC) started wide-spread drug testing and penalised athletes for testing positive. It is estimated that six out of ten athletes at the games are taking banned drugs to reduce anxiety and enhance performance (Wilson, 2012). Even though drug consumption benefits the athletes by reducing anxiety and enhances performance, still, it is cheating, foul play, unfair, dishonesty and unsportsmanlike action (Vincent, Yahaya, Julinamary and Nagoor, 2014).

Consequently, athletes need psychological skill to combat anxiety and cope with stress to enhance their performance without using drugs, such skill that can be introduced is a relaxation technique. Relaxation is a useful technique because it teaches athletes strategies that enable them to reduce stress, anxiety and avoid taking drugs. According to Porter (2003) relaxation reduces the mental and physical intensity of hard training. In addition, it can bring a high level of control to an athlete's life and help in achieving peak performance. The more relaxed and at ease an athlete is, the more he feels the balance and better his performance. An athlete cannot perform at his best when he is tensed, stressed and tired. Relaxation assists the athlete in preparing for visualisation, without being relaxed an athlete cannot form an image in his mind. An athlete can take visualisation in more deeply if he is relaxed and it will become part of him (Porter, 2003). Also, relaxation techniques can reduce the number of athletes taking drugs to reduce anxiety and enhance performance (Vincent, Yahaya, Julinamary and Nagoor, 2014). Athletes who practise relaxation technique have the opportunity to obtain and learn to apply effective coping methods to deal with

sport and life stressors, which will ultimately lead to optimal performance and enjoyment in their sports. Thus, athletes need to practice relaxation to decrease somatic anxiety. Both coaches and athletes can benefit from this technique and the skills they learn can be applied not only to sport but also to life in general.

Stress and Stress Process

Stress is defined as "a substantial imbalance between demand (physical and/or psychological) and response capability, under conditions where failure to meet that demand has important consequences." Stress is manifested in emotional (for example, mood changes), physiological (for example, changes in blood pressure or heart rate), psychological (for example, anxiety, depression) and behavioural (for example, restlessness, rate of speech, decreased task performance) responses (Shaw, Gorely and Corban, 2005). It is a process or a sequence of events that will lead to a particular end. According to a simple model that McGrath (1970) proposed, stress consists of four interrelated stages. These are environmental demand, perception of demand, stress response and behavioural consequences.

Stage 1: Environmental Demand: In the first stage of the stress process, some types of demand is placed on an individual. The demand might be physical, such as when a physical education student has to execute a newly learned skill in front of the teammates or psychological, such as when parents are pressuring a young athlete to win a competition.

Stage 2: Perception of Demand: This could be viewed as the amount of threat the individual perceives. Not all people will see the same demand with the same degree of threat.

Stage 3: Stress Response: If an individual perceives the demand to outweigh their resources to cope then they are likely to experience increases in arousal, state anxiety, muscle tension and negative changes in attention. Perceived coping resources are therefore integral to the stress response.

Stage 4: Behavioural Consequences: This stage refers to the actual behaviour the individual exhibits in response to the environmental demand. It may be that an increase in state anxiety causes a decrement in performance, or the individual may have skills for managing the increase in state anxiety and therefore performance remains unchanged or improves. The process is cyclical with the behavioural outcome feeding back into the situation and the situation appraisal. Likewise, if a similar experience in the past.

General Overview of Relaxation

To relax is to decrease unwanted muscular tension, reduce excessive activation of the sympathetic nervous system (associated with adrenaline and elevated heart rate) and calm the mind by keeping it productively occupied (Burton and Raedeke, 2008). When the sympathetic nervous system is activated, athletes experience the fight-or-flight response (that is, they feel anxious and experience physical symptoms of stress, such as increased heart rate, goose bumps, butterflies in the stomach, and perspiration. It is a psycho-physiological process that is located on an individually different reference point on a continuum between activation (for example, intense excitement) and deactivation (that is, deep sleep) (Petermann and Vaitl, 2014). Many relaxation techniques have been adapted for use in sports to elicit the "relaxation response" that relaxes tense muscles, lowers unwanted arousal and calms the mind. Relaxation techniques are utilized as therapeutic support in the treatment of psychological and physiological disorders. More specifically, these disorders include, for example, anxiety disorders, aggressive behaviour, attention deficit hyperactivity disorder, stress-related disorders, adaption disorders (psychologically based disorders) (Broadbent, Kahokehr, Booth, Thomas, Windsor, Buchanan and Hill, 2012; Crawford, Wallerstedt, Khorsan, Clausen, Jonas and Walter, 2013) or sleep disorders, hypertonia, coronary heart diseases, asthma bronchial or gastrointestinal disorders (physiologically based disorders) (Petermann and Vaitl, 2014). In creating the relaxation response, the mind and body function as an integrated system.

Relaxation and Sports Performance

There is a great need for intervention that help athletes enhance sports performance by teaching them arousal regulation and coping methods (Gould and Udry, 1994). At times, athletes are tensed that it prevented them from performing their best at key times, such as attempting a game-winning free throw, penalty kick, among others. Also, some athletes fail to push through the fatigue barrier during long, gruelling training sessions. Any athlete would benefit from developing the mental training tool of relaxation. Relaxation is the process of decreasing unwanted muscular tension, reducing excessive activation of the sympathetic nervous system (associated with adrenaline and elevated heart rate) and calming the body by keeping it productively occupied (Burton and Raedeke, 2008). When the sympathetic nervous system is activated, athletes experience a fight or flight response; they feel anxious and experience physical symptoms of stress, such as increased heart rate, goose bumps, butterflies in the stomach and perspiration.

A significant amount of research has been conducted on the effects of competitive anxiety on sports performance. Research has shown that most successful athletes used relaxation techniques compared to less successful athletes. The study of (Vincent, Yahaya, Julinamary and Nagoor, 2014) showed that relaxation techniques tend to enhance performance by reducing stress and anxiety and enhance sports performance. In the study of Brent (2004) where athletes learn to use imagery, relaxation and positive self-talk, some athletes preferred the relaxation techniques, one athlete commented that the deep breathing helped her significantly ease her asthma problem and others reported using the cue word "calm" to help them relax.

The study of LaGrange and Ortiz (2006) on female recreational golfers using progressive relaxation technique over some time found that performers improved significantly. In a qualitative study (Giacobbi, Foore and Weinberg, 2004), semi-structured interviews were conducted with 11 golfers in which the golfers were asked to identify the most common sources of stress they encountered when playing golf. They were then asked to describe their coping

responses. Their various coping strategies included cognitive strategies, relaxation techniques, off-course, efforts, golf course strategies, avoidance coping and emotion-focused coping. Out of the 11 players, 6 players used some form of relaxation, usually as part of their pre-shot routine. The golfers found relaxation techniques effective both on and off the golf course. Furthermore, Nicholls, Holt and Polman (2005) interviewed many golfers to determine what types of coping strategies they employed when they were in the midst of competition. "The most effective strategies included rationalizing, reappraising, blocking, positive self-talk, following a routine, breathing exercises, physical relaxation and seeking on-course social support."

Relaxation Techniques

Two types of relaxation techniques will be discussed in this paper, namely: Muscle-to-mind techniques, which focus on the training of one sensitivity to muscle tension and mind-to-muscle techniques, which focus on the cognitive processes involved in relaxation. According to (Burton and Raedeke, 2008) muscle-to-mind techniques such as diaphragmic breathing and progressive muscle relaxation (PMR) are designed primarily to relax the body, which in turn calms the mind. In contrast, mind-to-muscle techniques such as imagery and meditation focus on calming the mind to relax the body. Both approaches can be useful to athletes. Athletes should select a quiet and comfortable setting with minimal distractions; take a passive attitude that focuses on breathing and letting go of worries and concerns; choose a comfortable but serious practice environment and find a comfortable position, preferably sitting in a comfortable chair with arms supported, feet uncrossed and eyes closed. Furthermore, Pelka, Kölling, Ferrauti, Meyer, Pfeiffer & Kellmann (2017) stated that techniques with predominant autonomic components (for example, hypnosis)tend to produce greater effects on the autonomic nervous system (for examples, decreases in heart rate and blood pressure and increases in finger pulse volume).

Muscle-to-mind Techniques (Breathing Exercises)

i) **Diaphragmic Breathing**: Everyone breathes, but not everyone uses breathing to his or her advantage, especially in athletics. More importantly, not everyone uses breathing to relax and renew energy before, during and after the competition (Porter, 2003). Correct breathing is one of the most valuable techniques an athlete can learn for focusing, calming and energising. Diaphragmatic or belly breathing is the easiest form of breathing to learn. As you free your breath through diaphragmatic breathing, you relax your emotions and let go of your body tensions. Your belly rises and falls as your lungs are fully inflated and the diaphragm stays loose and flexible. Breathing is rhythmic and deep. Because most people are thoracic (chest) breathers, it may take some practice for you to learn to fill your belly area with each breath, easily inhaling and exhaling without forcing your abdominal muscles to expand and contract.

According to (Burton and Raedeke, 2008) diaphragmatic breathing was developed to facilitate hatch yoga and involves filling the lungs by expanding the diaphragm (the thin muscle that separates the lungs from the abdominal cavity). The process of diaphragmic breathing was explained thus by Burton and Raedeke (2008): Inhaling through the nose causes the diaphragm to move down slowly, pushing the abdomen out and creating a vacuum that allows the lung to be filled from the bottom up in three distinct phases. First, as the diaphragm expands and the abdomen is pushed outwards you can feel the area under your belly button enlarge as the lower lungs are filled. Next, the middle part of the lungs is filled by allowing the rib cage to expand. Finally, the chest and shoulders are raised slightly and the upper third of the lungs are filled. The inhalation should be followed by a healthy pause, then a slow and complete exhalation through the mouth. The inhalation should be slow and deliberate, taking about as long as the exhalation.

ii) **Progressive Muscle Relaxation (PMR) Technique**

Progressive muscle relaxation (Jacobson, 1938) is an elaborate relaxation strategy that is most effective for athletes with limited

body awareness (Burton and Raedeke, 2008). Over time PMR has been modified extensively to better diagnose minute muscular tension levels and teach performer how to let go of this tension. It involves tensing and relaxing, in succession, sixteen different muscle groups of the body. The idea is to tense each muscle group hard (not so hard that you strain, however) for about 10 seconds and then to let go of it suddenly. You then give yourself 15-20 seconds to relax, noticing how the muscle group feels when relaxed in contrast to how it felt when tensed, before going on to the next group of muscles.

One might also say to himself "I am relaxing," "Letting go," "Let the tension flow away" or any other relaxing phrase during each relaxation period between successive muscle groups. Throughout the exercise, maintain your focus on your muscles. When your attention wanders, bring it back to the particular muscle group you're working on: The guidelines below describe progressive muscle relaxation in detail:

- Make sure you are in a setting that is quiet and comfortable. Observe the guidelines for practising relaxation that was previously described.
- When you tense a particular muscle group, do so vigorously without straining, for 7-10 seconds. You may want to count "one, two," and so on, as a way of marking off seconds.
- Concentrate on what is happening. Feel the buildup of tension in each particular muscle group. It is often helpful to visualize the particular muscle group being tensed.
- When you release the muscles, do so abruptly and then relax, enjoying the sudden feeling of limpness. Allow the relaxation to develop for at least 15-20 seconds before going on to the next group of muscles.
- Allow all the other muscles in your body to remain relaxed, as far as possible, while working on a particular muscle group.
- Tense and relax each muscle group once. But if a particular area feels especially fight, you can tense and relax it two or three times, waiting about 20 seconds between each cycle.

Once you are comfortably supported in a quiet place, follow the detailed instructions below:

1. To begin, take three deep abdominal breaths, exhaling slowly each time. As you exhale, imagine that tension throughout your body begins to flow away.
2. Clench your fists. Hold for 7-10 seconds and then release for 15-20 seconds. Use these same time intervals for all other muscle groups.
3. Tighten your biceps by drawing your forearms up toward your shoulders and "making a muscle" with both arms. Hold and then relax.
4. Tighten your triceps (the muscles on the undersides of your upper arms by extending your arms out straight and locking your elbows). Hold and then relax.
5. Tense the muscles in your forehead by raising your eyebrows as far as you can. Hold and then relax. Imagine your forehead muscles becoming smooth and limp as they relax.
6. Tense the muscles around your eyes by clenching your eyelids tightly shut. Hold and then relax. Imagine sensations of deep relaxation spreading all around them.
7. Tighten your jaws by opening your mouth so widely that you stretch the muscles around the hinges of your jaw. Hold and then relax. Let your lips part and allow your jaw to hang loose.
8. Tighten the muscles in the back of your neck by pulling your head way back; as if you were going to touch your head to your back (be gentle with this muscle group to avoid injury). Focus only on tensing the muscles in your neck. Hold and then relax. Since this area is often especially tight, it's good to do the tense-relax cycle twice.
9. Take a few deep breaths and tune in to the weight of your head sinking into whatever surface.

Mind-to-muscle Techniques

i) **Imagery Relaxation**: Imagery relaxation is based on the idea that if you cannot change the environment prompting your stress, you can still change the environment in your mind. This ability is one of the magnificent qualities of the human mind (Burton and

Raedeke, 2008). In imagery relaxation, the athlete imagines a place where he already finds deeply relaxing. He can think of his relaxation place, the spot where they always feel comfortable and safe, to trigger deep relaxation. An athlete should picture himself in his special place as vividly as possible (hear the sounds, smell the air, feel the sand, use all his senses to envision the place). The more he can feel himself to be in this special place, the more relaxing it will be. He should regularly practice imaging this place until he can create it in his mind's eye quickly and feel associated relaxation.

ii) **Meditating Quietly**: According to Williams (2010), regular practice of meditation helps one to achieve a state of deep relaxation and facilitates concentration by disciplined the mind. A quiet environment, a comfortable position, a mental device and a passive attitude are four basic components of meditation (Williams, 2010). A mental device such as a mantra or fixed gazing at an object helps to quiet the mind by providing a focus of attention on something that is non-arousing and non-stimulating. A mantra is a non-stimulating, meaningless rhythmic sound of one or two syllables that a person regularly repeats while meditating. An athlete needs not worry about how well he is performing the technique because this disrupts effective meditation.

Distracting thoughts may occur; simply redirect attention to the mental device, focusing on the cue and letting other thoughts move through consciousness with a passive attitude not attempt to attend to them. To carry out meditation according to Porter (2003) find a quiet time and place, a place where you are comfortable both physically and mentally and sit or lie in a relaxed posture that supports your body. Benson relaxation response (1975) is an excellent meditative technique (Williams, 2010). The direction for Benson relaxation response is as follows:

1. Sit in a comfortable position in a quiet place.
2. Close your eyes.
3. Deeply relax your muscles, beginning at the top of your head and progressing to your feet (feet to head if you prefer).

4. Concentrate on your breathing as you breathe easily and naturally through your nose. With each breath out, say the word "calm" or some other word silently to yourself.
5. When you finish, sit quietly for several minutes, at first with your eyes closed and later with your eyes open. Do not stand for some minutes.

Do the preceding for 5 minutes initially and with practice, build to 15-20 minutes.

Some of the greatest performances in sports come when the mind is still as a deep lake and the athlete is in a zone of effortless performances. When you feel fully at peace and very physically relaxed, begin to reconnect with your body. Slowly and gently move your head to the right and then to the left and the centre. Meditating before bed relax and prepare for sleep, an athlete may find himself fall asleep easily. This is the purpose of meditation. If the mind wanders, continue to work at keeping a focus on specific sounds or words. With practice, an athlete will learn to stay focused and learn to use this form of relaxation anywhere and anytime he needs to quiet and clear his mind to focus attention (Porter, 2003).

iii) **Relieving Tension**: Massage gives more relief from tension and minor physical soreness or tightness by manipulating your muscles to stimulate circulation and create relaxation of tenseness and soreness. If an athlete is seriously active every day, he will benefit from having a massage at least once a week. The body will have more energy, ready and balanced and performs at a higher level if he stops carrying around areas of tightness and stress in his muscles. A consistent massage program will also help to remain injury-free by loosening, warming and relaxing all muscles and reducing tension level (Porter, 2003).

iv) **Performing Yoga**: Yoga teaches focus, concentration, deep stretching and relaxation of the mind and body. It is an excellent practice for athletes because it helps them stretch consistently in a program that is easy to follow. With yoga, an athlete can achieve excellent results concerning flexibility, strength and relaxation.

Some of the more popular types of yoga are Hatha, Kundalini, Vinyasa and Ashtanga. Each type has a different quality of exertion and different exercises. Yoga emphasizes breathing, mind and body relaxation and letting go of extraneous thoughts, resulting in peace and harmony (Porter, 2003). An athlete should sample the different types of yoga until he finds the one that his body likes best.

v) **Listening to Music**: Music is both a good relaxer and energy provider, depending on the music selected (William, 2010). Most athletes already make use of music to help them relax. Whether or not they listen to the lyrics, the rhythm and tempo of the music work at the subconscious level to promote relaxation. An athlete can think of a beat or rhythm that has this effect and use it to trigger relaxation at critical times during a contest or specific points during a race (Burton and Raedeke, 2008). An example is a runner who uses the beat of his favourite song to keep his tempo consistent. With the availability of iPods and the like, athletes can readily select and listen to music that works best for them.

vi) **Floating Away**: Though sensory deprivation tanks have been used since the 1930s, only recently have they been widely available to the general public. Today, they are called floatation tanks. Present-day tanks look something like a plastic egg. A floatation tank is approximately 6 feet by 9 feet and is filled with about 12 inches of water and more than 100 pounds of Epsom salts, making it impossible for the body to sink. Once you are in the tank, relax! Rest your body and your mind for a few minutes. You can close your eyes or leave them open. Open your thoughts to anything that comes. Let go and relax as you float effortlessly and weightlessly. There are no sounds, no feelings, and no smells-only darkness. Let yourself become a container, empty and unused. Slowly become aware of any stimuli such as sports images or colours before your eyes or a sense of turning or lightness. Notice these things, enjoy them, let them go and remain empty and at peace.

If an athlete is training for a specific competition, floating is the perfect time to say affirmations or begin visualizations and mental rehearsals. Because he is so totally relaxed, the affirmations and visualizations will move further than usual into the subconscious. The mind is more receptive and his subconscious more vulnerable to what you want it to learn. When he leaves the tank and go on with the day's activities, he will notice a renewed energy along with a feeling of total relaxation. Afloat twice a month is recommended to maintain balance and to centre oneself. This will help him to be more deeply relaxed and create a deeper level of visualization (Porter, 2003).

Benefits of Relaxation to Athletes

Numerous relaxation strategies have been used to enhance sports performance. The following are some benefits of relaxation:

a. *Alleviates chronic stress*: Estimates suggest that 20% to 30% of athletes suffer from chronic stress that, if not managed properly reduces their capabilities. Also, all athletes experience periods of stress caused by major life crises such as breaking up with a longtime boyfriend or girlfriend, battling for playing time with a close friend or experiencing academic problems. Stress can also result from an accumulation of smaller stressors that are difficult to resolve. In any of these cases, practising total relaxation daily can help reduce stress to manageable levels.
b. *Promotes recovery from workouts and injuries*: Half of the training is recovery. Each tough workout takes a toll on the body due to minor tissue damage and accumulation of lactic acid in the muscles. Active regeneration techniques such as relaxation and massage promote recovery by stimulating dilation of blood vessels to supply more oxygen to fatigued or injured muscles, enhancing disposal of waste products and speeding up the repair process.
c. *Improves sleep*: Sleep is deeper and more restful when a person is relaxed. Athletes who sleep poorly often suffer from tension or excessive arousal problems that are magnified when travelling or on the night before the competition. Sleep problems before the game can stem from positive excitement

or negative nervousness, as well as extensive cognitive concerns about doing well. Taking time to relax promotes better sleep by lowering tension, reducing excessive activation and calming the mind.

d. *Reduces muscular tension*: Rapid relaxation reduces tension in antagonistic muscles, giving athletes a greater range of motion and better rhythm timing and feel. A classic example of excessive tension in antagonistic muscles occurs when a basketball player air-balls a crucial free throw. Since muscles can only contract because they are arranged in pairs; the first muscle contracts to initiate a movement, then its antagonistic muscle contracts to return the joint to its original position. When muscle contracts at the same time as its antagonistic partner, the two muscles fight each other, hindering rhythm, timing feel and range of motion. In the tense free-throw shooter's arm, muscles are fighting each other and she fails to go through a full range of motion, thus leaving the shot well short.
e. *Controls arousal*: Athletes who fail to control their arousal level can experience excessive activation of the fight-or-flight response which causes physical and mental symptoms of stress. Over aroused performers can use relaxation to lower activation levels and reduce physical anxiety, thus enabling them to attain the optimal arousal level needed for top performance.
f. *Breaks the stress spiral*: Acute (short-term) stress is a problem for many athletes especially in terms of handling pressure and letting go of mistakes. Under stress athletes, minds begin to race, they lost awareness of what is going on around them and they often panic and feel overwhelmed. Relaxation can help athletes lower their arousal to a more effective level, slow down, let go of excess tension and think more constructively. Relaxation also reduces feelings of pressure and promotes expectations of success. Although, mistakes can take athletes out of their game by causing them to focus on negative thoughts, relaxation promotes feelings of control that help athletes let go of mistakes.

g. *Promotes an unconscious trusting attitude*: When athletes experience flow, they operate at an unconscious level where they completely trust their bodies to execute skills. Relaxation can provide an important bridge between conscious preparation (e.g. selecting what play to call or identifying how you want to play the next point) and unconscious performance. Athletes use rapid relaxation in conjunction with imagery to trigger automated performance rather than trying too hard. For example, a volleyball player serving a critical point uses relaxation to let go of her fears of serving poorly so she can trust her body to execute automatically with the match on the line.
h. *Conserves energy*: Relaxation can play an important role in endurance-based performance. Demanding endurance events such as marathons require runners to develop relaxation skills that enhance mechanical efficiency to maximize energy reserves and maintain a faster pace. Multiday events such as wrestling tournaments can also become endurance tests and performers need the ability to conserve energy and maximize recovery time so they can continue to perform aggressively during the later stages of the competition.
i. *Increase enjoyment*: Performing while one is tight or stressed is no fun. Relaxation can make an athlete dramatically increase his enjoyment of the sport by reducing muscular tension and excessive activation symptoms (for example, butterflies).

Conclusion

Considering the proposed benefits of physical and mental relaxation techniques to athletes, such as helping them reduce or control their cognitive and/or physical state. However, as with any strategy, the effectiveness of the use of the strategy during competition depends on the extent to which the strategies have been practised. Once learned, these strategies can be used by athletes to function better within competition and everyday life and to allow other strategies to be learnt more effectively. This paper has described the techniques for achieving various types of relaxation. Such techniques rid the muscles of disruptive tension

that interferes with performance and help quiet the rest of the body and the mind. Regular practice of relaxation techniques can reduce the number of athletes taking drugs to enhance their performance, as well as reduce stress and anxiety.

Recommendations

1. Coaches and sports psychologists should continuously teach their athletes various techniques, while athletes identify and practice those that work best for them to enhance their high level of performance in sports.
2. Also, materials (such as audio and video CDs, DVDs) that can assist athletes in practising relaxation techniques should be made available to athletes by the authorities concerned.

References

Anshel, H.M. (2010). Drug abuse in sport: Causes and cures. In J. M. Williams Ed. A*pplied sport psychology: Personal growth to peak performance* 6thed. New York: McGraw-Hill. 463-491.

Benson, H. (1975). *The relaxation response.* New York: Avon.

Brent, M.E. (2004). A cognitive-behavioural stress management intervention for division I. Collegiate student-athletes.

Broadbent, E., Kahokehr, A., Booth, R.J., Thomas, J., Windsor, J. A., Buchanan, C.M. and Hill, A. G. (2012). A brief relaxation intervention reduces stress and improves surgical wound healing response: A randomised trial. *Brain, Behavior, and Immunity, 26*(2), 212-217.

Burton, D. and Raedeke, T. D. (2008). *Sport psychology for coaches*. Champaign IL. Human Kinetics.

Cheng, W.K., Hardy, L. and Markland, D. (2009). Toward a three-dimensional conceptualization of performance anxiety: Rationale and initial measurement development. *Psychology of Sport and Exercise, 10,* 271-278.

Crawford, C., Wallerstedt, D.B., Khorsan, R., Clausen, S. S., Jonas, W.B. and Walter, J.A.G. (2013). A systematic review of biopsychological training programs for the self-management of emotional stress: Potential applications for the military.

Evidence-based Complementary and Alternative Medicine, 2013, 747694.

Giacobbi, P., Jr., Foore, B., and Weinberg, R. S. (2004). Broken clubs and expletives: The courses of stress and coping responses of skilled and moderately skilled golfers. *Journal of Applied Sport Psychology, 16*, 166-182.

Gould, D., and Udry, E. (1994). Psychological skills for enhancing performance: Arousal

regulation strategies. *Medicine and Science in Sports and Exercise*, 26, 478-485.

Jacobson. E. (1938). *Progressive relaxation.* Chicago, IL: University of Chicago Press.

Kauss, D. (2001). *Mastering your inner game*. Champaign, IL: Human Kinetics.

LaGrange, L. and Ortiz, J. (2006). Efficacy of relaxation techniques in increasing sports performance in women golfers. In Contemporary Sports Issues, women and sports January 2, 2006.

McGrath, J. E. (1970). *Social and psychological factors in stress.* Ft. Worth, TX: Holt, Rinehart & Winston.

Nicholls, A.R., Holt, N.L., and Polman, R. (2005). A phenomenological analysis of coping effectiveness in golf. *Sport Psychologist, 19*, 111-130.

Pelka, M., Kölling, S., Ferrauti, A., Meyer, T., Pfeiffer, M. and Kellmann, M. (2017). Psychological relaxation techniques in sports: The acute effects of relaxation techniques between physical tasks. *Journal of Sports Sciences, 35*(3), 216-223.

Petermann, F. and Vaitl, D. (2014). Entspannungsverfahren (Relaxation techniques). In F. Petermann & D. Vaitl (Eds.), *Entspannungsverfahren* (Relaxation techniques) (pp. 77-172). Weinheim, Germany: BeltzVerlag.

Porter, K. (2003). *The mental athlete*: inner training for peak perfor mance in all sports. ChampaignIL: Human Kinetics.

Raglin, J.S. and Hanin, Y.L. (2000). Competitive anxiety. In Yuri, L.H. Emotions in Sport. (p.93-111). Champaign, IL: Human Kinetics.

Shaw, D.F., Gorely, T. and Corban, R.M. (2005). Instant Notes: Sport and Exercise Psychology. Garland Science/BIOS Scientific Publishers is a member of the Taylor & Francis Group

Smith, J.C. (1993). *Understanding stress and coping*. New York: Macmillan Publishing.

Vincent, A.P, Yahaya, M., Julinamary, P. and Nagoor M.A. (2014). The Relationship between Relaxation Techniques and Sports Performance. *Universal Journal of Psychology* 2(3): 108-112, http://www.hrpub.orgDOI:10.13189/ujp.2014.020302

Weinberg, R.S. and Gould, D. (2016). *Foundations of sport and exercise psychology* 6th ed. Champaign, IL: Human Kinetics.

Williams, J.M. (2010). Relaxation and energizing techniques for regulation of arousal. In J.M. Williams Ed. A*pplied sport psychology: Personal growth to peak performance* 5th ed. New York: McGraw-Hill. 247-266. Boston: McGraw-Hill.

Wilson, N. (2012). Games drugs slur Chambers doping guru claims 60 per cent of athletes are cheating. Mail online Olympic. (http://www.dailymail.co.uk/sport/olympics/article-2185691/London-2012-Olympics-60-cent-athletes-using-drugs-claims-disgraced-supplier.html)

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Behavioural Communication as Correlate of Domestic Violence among Male Teachers in Ibadan Metropolis

[1]**Adetutu ADEDOYIN**
detutuadedoyin@gmail.com
&
[2]**Waheed Bayonle BUSARI**
waheed.busari@lcu.edu.ng
[1,2]Department of Mass Communication,
Lead City University, Ibadan
08103611318 2, 08023720078

Abstract
Domestic violence has continued to be a societal menace leading to the loss of lives. However, men are rarely in the positions where they are victims of domestic violence. Male teachers in the five local government areas of Ibadan North, Northeast, Northwest, Southeast, and Southwest were the population for the study. The study employed a self-constructed questionnaire (0.82 level of significance) to source data from 700 respondents, out of which 568 copies of the questionnaire were found valid for analysis. The study used descriptive statistics to analyse the data collected. The findings revealed that there were high levels of aggressive (48.8%), passive-aggressive (42%) behaviours, and exposure to domestic violence (66.5%). There were also low levels of passive (57.2%) and assertive (69.7%) behaviours. Significant relationships existed between behavioural communication and domestic violence (.286, P <.05). Behavioural communication was a correlate of domestic violence among male teachers in Ibadan Metropolis. It is recommended that issues of domestic violence should be attended to with urgency, and a policy should be put in place to curtail its rapid growth.

Keywords: Behavioural communication, Domestic violence, Male teachers, Ibadan Metropolis.

Introduction

Communication has been of prime importance since creation and through the different stages of human history. As an embodiment of history, time, union, and conversations, there is a need for humans to communicate among themselves for different reasons. Communication is a means of transferring thoughts, feelings, and ideas from one person to another through words, signs, and symbols that are usually mutually understood by the sender and the receiver. Hassan (2018) defined communication as a process that regulates and shapes all human behaviour and endeavours. It is the mechanism through which human relations exist and develop. According to Khepar (2019), behavioural communication is a psychological construct that addresses people's day-to-day behaviours as a form of communication. It refers to people's tendency to express feelings, needs, and thoughts employing indirect messages and behavioural impacts. Behavioural communication thus provides a conceptual framework to account for many instances of day-to-day behaviour from the standpoint of communication. There are four types of behavioural communication: aggressive, passive-aggressive, passive and assertive.

Domestic violence was defined as "any incident or pattern of incidents of controlling, coercing, threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality." (Lloyd, 2018). The types of abuse include psychological, physical, sexual, financial, emotional abuse.

i. **Emotional Violence**

Emotional violence is the most widespread kind of violence encountered and a component of all forms of domestic violence regarded as psychological or mental abuse and can be in the form of verbal or non-verbal abuse (Agbi et al., 2018). This form of violence includes isolating the victim from socialising or associating with friends and family, harassing or humiliating the victim publicly or privately, controlling the victim on what to do or not to do, and deliberately provoking the victim to anger or making the victim

feel diminished and embarrassed. Although preceded and accompanied by other forms of abuse, it can occur in isolated words and language, threats, and intimidation. It refers to degrading or humiliating conducts a wife has towards the husband, which might be in the form of repeated insults, ridicule or name-calling and keeping malice. Emotional violence traumatises the victim through acts, threats, or coercive tactics (such as humiliating the victim, controlling what the victim can and cannot do, withholding information, isolating the victim from friends and family) (Mbadugha, 2016). In most cases, emotional violence is preceded by acts or threats of physical or sexual violence.

ii. **Physical Abuse**

Physical abuse usually involves contact with another person meant to cause grievous bodily injury, pain or impairment. This form of abuse includes pushing, pinching, property damage, and it can occur at any time or place. In Nigeria, a man physically abused by his spouse is easily identified by the finger marks on his face and teeth marks on his body. Extreme cases include injury on the head and legs caused by the use of sharp objects like knives. Physical abuse involves contact intended to cause feelings of pain, injury, intimidation, physical suffering, or bodily harm, punching, hitting, pushing, and many other kinds of body contact that result in physical injuries (Obarisiagbon *et al.,* 2019).

iii. **Financial Abuse**

Financial violence is a form of violence that occurs when one intimate partner has control over the other partner's access to economic resources. Many studies have reviewed that most of the perpetrators of this abuse are men in most developing countries like Nigeria. Financial abuse may involve preventing a partner or spouse from using resources or exploiting the economic resources of the victim (Ojilere *et al.,* 2019).

In Nigeria, men are expected to provide for their families. However, in some cases, due to economic downturn/recession, some men have found themselves out of work and so are unintentionally not able to meet the economic needs of their

families. Nothing is as painful to a man when due to a situation beyond his control, he cannot meet the needs of his home, and the closest person to him mocks him with his predicament (Obarisiagbon et al., 2019). Economic abuse occurs where a woman finds herself in a position of economic power and thus uses it against her spouse.

iv. **Sexual Violence**

Sexual violence includes (a) the use of physical force to compel a person to engage in a sexual act unwillingly, whether or not the act is completed. (b) an attempted or completed sexual act involving a person who, because of illness, disability, or the influence of alcohol or other drugs, or because of intimidation or pressure, is unable to understand the nature or condition of the act, decline participation, or communicate unwillingness to engage in the act (Mbadugha, 2016).

Degrading begins with comments about a woman and the continuing attacks and other unpleasant abuse of the victim during or in connection with the sexual act. Rape is a form of violence in which a woman often bears suffering in silence, paying tribute to social norms they believe; intimate relations are primarily a right of man, a territory where he is the master to decide (Agbi *et al.,* 2018).

Men are often victims of this kind of abuse, and it is the hardest to disclose despite the emotional pain that it produces. While men in Nigeria sometimes are accused of forcing their spouses to have sex, women on their part abuse their spouses by denying them sexual intimacy. Some Nigerian women are accustomed to refusing sexual advances from their spouses by saying they have headaches or are tired. At other times, they mock, deride and use demoralizing words on their spouse. It is not uncommon to hear a woman asking her spouse if sex is food while frowning and condemning these acts. These are subtle but damaging abuses against men (Obarisiagbon *et al.,* 2019).

Domestic violence is a widespread social problem. However, due to cultural considerations, especially as perceived in the culture of silence and low report by media and the victims, it is

tasking to get reliable data on the incidence and prevalence of domestic violence in Nigeria (United Nations, n.d.). Domestic violence is a behaviour that carries the intention to hurt someone, something or oneself. If one examines the characteristics of aggression against the components of domestic violence, one would notice that one does not exist without the presence of the other, regardless of how mild it might be. Being aggressive involves the expression of one's needs, feelings, and ideas without putting into consideration other people. Aggressive people do not care about other people's feelings and opinions. So, they do not hesitate to humiliate or talk down to other people till they feel small (McKeown, 2014).

Exploring the relationship between passive-aggression, and domestic violence has proven to be a difficult task because it does not possess overt qualities like that of aggression and domestic violence. A passive-aggressive abuser often attacks the emotions or psychology of the victim. The manifestation of a passive-aggressive abuser is eminent in emotional abuse. Emotional abuse is a chronic pattern of behaviour in which a person is belittled, threatened about his possession or harming someone's sense of self-worth by putting him at risk of various behavioural, cognitive, emotional or mental disorders. Shouting at a partner is a prevalent form of abuse. Also included in emotional abuse are name-calling, criticism, social isolation, intimidation or exploitation to dominate, routinely making unreasonable demands, terrorizing a person verbally or physically and exposing a child to violence (Ishola, 2016).

Domestic violence takes away the victim's inability to be assertive in expressing opinions about different things and sharing emotions because of the fear of the abuser's reaction. The assertiveness of the victim could be misinterpreted by the abuser as dominating or a display of arrogance or defiance. It is misinterpreted as being selfish because of the repetition of the pronoun "I" used during communication even though an expression of feelings is beneficial to both parties (Sims, 2016).

Domestic violence victims are often not outspoken (Ganley, n.d). This is because domestic violence affects its victims in such a way that they are left in forms that are shadows of themselves. Some of these people who show passive patterns or behaviours had been conditioned from childhood in such a situation where the people were raised in environments where either of the parents was abusive. Victims use many different strategies to cope with and resist the abuse. Such strategies include agreeing with the perpetrator's denial and minimisation of the violence in public, accepting the perpetrator's promises that it will never happen again, saying that she "still loves him," being unwilling to leave the perpetrator or terminate the relationship, and doing what he asks. These strategies may appear to be the result of passiveness or submission on the part of the victim when in reality she has learned that these are sometimes successful approaches for temporarily avoiding or stopping the violence.

Statement of the Problem

Recent researchers have drawn attention to the fact that men are also victims of domestic violence that go unreported most of the time. Also, the causative factors and consequences of domestic violence have been identified to be an imbalance in the social duties of the men and women, abuse of power and feeling of burdensomeness. Nevertheless, minimal research has been done about behavioural communication when it comes to the intervention of domestic violence. The effects of domestic violence on both men, who are often the perpetrators and women as adults put in charge of people whose lives are being moulded are the motivation behind this research. Also, no work placed the men in the five local government areas: North, North-east, North-west, South-east, South-west in Ibadan metropolis in a situation where they are the victims of domestic violence and as a result are nursing suicidal thoughts. It is against this backdrop that this research seeks to examine how behavioural communication can be a correlate of domestic violence and suicidal thoughts among male teachers.

The main objective of the study was to check the relationship between behavioural communication and domestic violence among male teachers in Ibadan Metropolis. This was translated into two questions and one hypothesis. The questions answered by the study were:

i. What is the level of behavioural communication among male teachers in Ibadan Metropolis?
ii. What is the level of exposure to domestic violence among male teachers in Ibadan Metropolis?

Equally, the study answered a null hypothesis, tested at the significance level of <0.05 thus: There is no significant relationship between behavioural communication and domestic violence among male teachers in Ibadan Metropolis.

Research Methodology

The study adopted the descriptive survey design of ex-post-facto. The assumption was that the variables of the study had occurred and as such, they could not be manipulated. The researchers sampled five local government areas in Ibadan Metropolis. The instrument used to collect data was titled 'Behavioural Communication and Domestic Violence.' The instrument was made up of 40 items with a five-point Likert scale of Always (5), Often (4), Sometimes (3), Rarely (2), Never (1). The content and face validity were examined. The reliability of the instrument was established at Cronbach Alpha 0.82. The researchers made use of four research assistants to administer seven hundred copies of the questionnaire to male teachers in the study area. However, five hundred and sixty-eight copies were retrieved and found suitable for analysis. The data collected were analysed using descriptive statistics to answer the research questions and hypothesis of the study.

Findings

Research question 1: What is the level of behavioural communication among male teachers in Ibadan Metropolis?

Table 1: Level of behavioural communication among male teachers in Ibadan Metropolis.

Items Aggression	**Always %**	**Often %**	**Sometimes %**	**Rarely**	**Never**	$\overline{x}$	**Std. Dev.**
I am quick to lose my temper with my partner	145(25.5)	80(14.1)	80(14.1)	115(20.2)	148(26.1)	2.93	1.551
I am moody when my partner is around	123(21.7)	201(35.4)	83(14.6)	99(17.4)	62(10.9)	4.39	1.296
I find it hard to concentrate as a result of constant conflict with my partner	79(13.9)	197(34.7)	129(22.7)	108(19.0)	55(9.7)	4.24	1.194
I want to hurt my partner or break something when annoyed	118(20.8)	179(31.5)	128(22.5)	102(18.0)	41(7.2)	4.41	1.205
I find it hard to communicate with my partner due to fear of a negative reaction	136(23.9)	130(22.9)	123(21.7)	63(11.1)	116(20.4)	3.19	1.443
Total	**120(21.2)**	**157(27.6)**	**109(19.2)**	**98(17.3)**	**84(14.8)**		
						3.83	**1.337**

Items Passive-aggression	**Always**	**Often**	**Sometimes**	**Rarely**	**Never**	$\overline{x}$	**Std. Dev.**
I resent demands of my partner	95(16.7)	172(30.3)	116(20.4)	118(20.8)	67(11.8)	4.19	1.272
I constantly complain about feeling unappreciated by my partner	86(15.1)	141(24.8)	170(29.9)	107(18.8)	64(11.3)	3.14	1.215
I give silent treatment when wronged by my partner	53(9.3)	154(27.1)	121(21.3)	172(30.3)	68(12.0)	2.92	1.192
I hesitate to help my partner	121(21.3)	137(24.1)	134(23.6)	110(19.4)	6(11.6)	4.24	1.303
I withhold information from my partner when offended	82(14.4)	150(26.4)	126(22.2)	134(23.6)	76(13.4)	4.05	1.270
Total	**88(15.4)**	**151(26.6)**	**134(23.6)**	**127(22.4)**	**68(12.0)**		
						3.70	**1.250**

Items Passiveness	Always	Often	Sometimes	Rarely	Never	$\overline{x}$	Std. Dev.
I seek my partner's approval even when it's not needed	34(6.0)	117(20.6)	76(13.4)	132(23.2)	209(36.8)	2.36	1.319
I put my partner first even when at a disadvantage	13(2.3)	131(23.1)	117(20.6)	114(20.6)	193(34.0)	2.40	1.233
I constantly doubt my abilities	72(12.7)	108(19.0)	107(18.8)	138(24.3)	143(25.2)	2.70	1.363
I am often honest about my emotions with my partner	14(2.5)	114(20.1)	132(23.2)	172(30.3)	136(23.9)	2.47	1.131
I live in constant fear of my partner	28(4.9)	95(16.7)	57(10.0)	180(31.7)	208(36.6)	2.22	1.239
Total	**32(5.6)**	**113(19.9)**	**98(17.3)**	**147(25.9)**	**178(31.3)**		
						2.43	**1.257**

Items Assertiveness	Always	Often	Sometimes	Rarely	Never	$\overline{x}$	Std. Dev.
I am confident	6(3.2)	15(2.6)	128(22.5)	143(25.2)	276(48.6)	1.82	.939
I am expressive	23(4.0)	53(9.3)	143(25.2)	125(22.0)	224(39.4)	2.17	1.166
I am spontaneous	45(7.9)	19(3.3)	104(18.3)	207(36.4)	193(34.0)	2.15	1.162
I am honest	23(4.0)	28(4.9)	74(13.0)	209(36.8)	234(41.2)	1.94	1.050
I am considerate of my partner	68(12.0)	39(6.9)	90(15.8)	168 (29.6)	203(35.7)	2.30	1.335
Total	**30(5.3)**	**31(5.5)**	**108(19.5)**	**170(29.9)**	**226(39.8)**		
						2.07	**1.130**

The table revealed that there was a high level of aggressive behaviour among male teachers in Ibadan Metropolis. While 27.6% indicated that aggressive behaviours were exhibited often, 14.8% indicated that they have never exhibited aggressive behaviours. There was a high level of passive-aggressive behaviour among male teachers in Ibadan Metropolis. A total number of 26.6% of the respondents chose 'often' to statements indicating passive-aggressive behaviours, while 12% indicated that they have

never shown passive-aggressive behaviours. 31.3% of the respondents indicated that they have never exhibited passive behaviour, while 25.9% indicated that they rarely exhibited passive behaviour, and 5.6% indicated that they always showed passive behaviours. The results showed there was a low level of passive behaviour among male teachers in Ibadan Metropolis. The results showed that the majority of the respondents exhibited a low level of assertive behaviour. The table revealed that 226 of the respondents indicated that they have never exhibited assertive behaviour, while 170 respondents indicated that they rarely exhibited assertive behaviour, and 30 respondents indicated that they always showed assertive behaviour.

Research question 2: What is the level of exposure to domestic violence among male teachers in Ibadan Metropolis?

Table 2: The Level of Exposure to Domestic Violence among Male Teachers in Ibadan Metropolis

Items	Always	Often	Sometimes	Rarely	Never	$\overline{x}$	Std. Dev.
Physical Violence							
I get hit by my partner	235(41.4)	157(27.6)	109(19.2)	46(8.1)	21(3.7)	3.95	1.123
My partner destroys my property	236(41.5)	158(27.8)	75(13.2)	9(1.6)	90(15.8)	3.78	1.411
I give excuses about my bruises that my partner inflicted	201(35.4)	167(29.4)	92(16.2)	66(11.6)	42(7.4)	3.74	1.257
I am reluctant to report bruises at the hospital	165(29.0)	181(31.9)	107(18.8)	57(10.0)	58(10.2)	3.60	1.280
My partner refuses me treatment when sick	202(35.6)	188(33.1)	64(11.3)	30(5.3)	84(14.8)	3.69	1.386
						3.75	**1.291**

Sexual Violence							
My partner forces me to have sex when I don't feel like it	172(30.3)	113(19.9)	86(15.1)	104(18.3)	93(16.4)	3.29	1.472
I am starved of sex when my partner is angry	143(25.2)	185(32.6)	130(22.9)	22(3.9)	88(15.5)	3.48	1.328
My partner uses drugs/alcohol to compromise my ability to consent	188(33.1)	144(25.4)	164(28.9)	29 (5.1)	43(7.6)	3.71	1.194
My partner threatens to leave me if I do not have sex	212(37.3)	166(29.2)	108(19.0)	48 (8.5)	34(6.0)	3.83	1.190
My partner takes sexual pictures or films of me without my consent	268(47.2)	118(20.8)	84 (14.8)	50(8.8)	48(8.3)	3.89	1.313
						3.64	**1.30**
Emotional Abuse							
My partner withdraws affection from me	140(24.6)	153(26.9)	132(23.4)	81(14.3)	62(10.9)	3.40	1.295
My partner criticises me at all times	164(28.9)	147(25.9)	108(19.0)	104(18.3)	45 (7.9)	3.49	1.293
I am usually being accused of having sexual affairs with others by my partner	180(31.7)	33(23.4)	93 (16.4)	117(20.6)	45 (7.9)	3.50	1.332
My partner hurls insult at me	209(36.8)	102(18.0)	110(19.4)	102(18.0)	45 (7.9)	3.58	1.348
I am being isolated from my family and friends by my partner	181(31.9)	179(31.5)	74 (13.0)	73(12.9)	61(10.7)	3.61	1.334
						3.64	**1.320**
Financial Abuse							
I am being insulted for not being able to meet some needs by my partner	182(32.0)	151(26.6)	81 (14.3)	108(19.0)	46(8.1)	3.55	1.326
My partner steals my money	182(32.0)	130(22.9)	105(18.5)	88(15.5)	63(11.1)	3.49	1.367
My partner misuses my funds	168(29.6)	149(26.2)	105(18.5)	61(10.7)	85(15.0)	3.45	1.398
My partner does not return my money after borrowing	181(31.9)	99(17.4)	150(26.4)	62(10.9)	76(13.4)	3.43	1.381
My partner tricks me into making bad investments	219(38.6)	126(22.2)	101(17.8)	107(18.8)	15 (2.6)	3.75	1.223
						3.54	**1.34**
Total	**208(36.6)**	**170(29.9)**	**89(15.7)**	**42(7.4)**	**59(10.4)**		

The results showed that most of the responses indicated a high exposure to domestic violence among male teachers in Ibadan Metropolis. Table 4.6a showes that 36.6% of them were always exposed to domestic violence; 29.9% indicated that they are often exposed to domestic violence, while 7.4% indicated that they are rarely exposed to domestic violence.

Hypothesis:: There is no significant relationship between behavioural communication and domestic violence among male teachers in Ibadan Metropolis.

This was tested with a Pearson Product Moment Correlation analysis as shown in Table 3.

Table 3: Summary table of Pearson Product Moment Correlation showing the relationship between behavioural communication and domestic violence among male teachers in Ibadan Metropolis.

		Behavioural Communication	**Domestic Violence**
Behavioural Communication	Pearson Correlation	1	.286**
	Sig. (2-tailed)		.000
	N	568	568
Domestic Violence	Pearson Correlation	.286**	1
	Sig. (2-tailed)	.000	
	N	568	568
**. Correlation is significant at the 0.01 level (2-tailed).			

The results from Table 3 above showes that there was a significant relationship between behavioural communication and domestic violence at a 0.000 significance level based on the probability value of <0.05. As a result, the finding showed that the null hypothesis was rejected. It also showed that there was a 28.6% level of variation between behavioural communication and domestic violence. This means that a person exposed to domestic violence most likely showed 28.6% of behavioural communication traits like aggressive behaviour, passive-aggressive behaviour, passive behaviour and assertive behaviour. To a large extent, there was a relationship between behavioural communication and domestic

violence, although the level of variation of behavioural communication in domestic violence was low.

Discussion of Findings

Research Question 1: What is the level of behavioural communication among male teachers in Ibadan Metropolis?

The result showed a high level (48.8%) of aggressive behaviour among male teachers in Ibadan Metropolis. The high number of respondents (23.9%) who indicated that they found it hard to communicate with their partners due to the fear of a negative reaction was unexpected in comparison to the pattern of answers that were given to other questions. The statement 'I am moody when my partner is around' had the highest percentage (35.4%). It was also an unanticipated answer because aggression was usually associated with outbursts. Some of the respondents (57%) indicated that there were always quick to lose their temper with their partners and wanted to hurt their partners or break something when annoyed. It corroborated the finding1 that aggression is sometimes associated with negative affect (usually anger). The result showes that 70.1% of the respondents indicated that they often exhibit aggressive behaviours such as being moody when their partners are around and finding it hard to concentrate as a result of constant conflict with their partners. These were indicative that aggression does not always lead to harmful situations. The characteristics of aggression, when placed beside those of domestic violence, would show that one does not exist without the presence of the other, regardless of how mild it might be. With the level of aggressive behaviour identified, one could also assume that they are prone to developing psychological disorders or an increased risk of legal punishment. The need for anger-management classes might arise to find more direct approaches to communicating. It becomes necessary to check for other causes of short temper as this might be a sign of the presence of an underlying disorder such as alcoholism.The result showed a high level (42.0%) of passive-aggressive behaviour

among male teachers in Ibadan Metropolis. Some respondents (53.5%) indicated that they often withheld information from their partners and gave silent treatment when offended. These results are supported by the finding that passive-aggressive behaviour happens when negative emotions and feelings build up and are then held in on a self-imposed need for either acceptance by another, dependence on others or to avoid even further arguments or conflicts (Harrn, 2015). Passive-aggressive behaviour manifests in avoidance, evasion, procrastination, obstruction, sulking or self-pity. Besides, common signs of passive-aggressive behaviour include bitterness and hostility towards other people's requests, intentionally delaying or making mistakes when dealing with other peoples' demands, having a cynical, pessimistic, or aggressive demeanour; and frequently complaining about feeling underappreciated or deceived (Martel *et al.,* 2016). Some of the respondents (24.8%) indicated that they often complained about feeling unappreciated by their partners when offended, 30.3% indicated that they often resented the demands of their partners, and 24.1% pointed that they often hesitated to help their partners. These supported the above finding of passive-aggressive behaviour such as hostility towards other people's demands and feeling unappreciated. The presence of a high level of passive-aggressive behaviour could translate to aggressive behaviours if not curbed because of the undertone of violence that can be unleashed as a result of pent-up frustration and anger. There was a thin line separating passive-aggressive behaviour from aggressive behaviour as it also possessed a slight undertone of anger which was salient in aggressive behaviour. The result found there was a low level (57.2%) of passive behaviour among male teachers in Ibadan Metropolis. It was an unexpected result as most of the victims in studies relating to domestic violence were identified to be highly passive communicators. Most of the respondents (31.3%) chose never to the indicators of being passive. Some respondents (36.8%) indicated that they have never sought their partners' approval even what it was not needed, while 34.0% pointed that they have never put their partners first even when at a disadvantage, and 36.6% indicated that they did not live in

constant fear of their partners. These clashed with the finding that people who were exposed to domestic violence allow people to walk over them (the doormat syndrome) (Javier, 2019). They enable their rights to be violated in the belief that they have fewer rights or more responsibilities than others, and that they have less personal worth than they do. The implication of the low level of passive behaviour among these men was they refused to be considered walk-overs and be perceived as weak despite the abusive relationship they were in. The result found a low level (69.7%) of assertive behaviour among male teachers in Ibadan Metropolis. With the finding regarding research question three, it was anticipated that the level of assertive behaviour among these men to be high. However, most of the respondents (39.8%) chose the never option regarding the manifestations of assertive behaviour. Nevertheless, the fact that there was a low level of assertive behaviour showed that they were somewhat passive. Some of the respondents (48.6%) indicated that they were never confident, while 39.4% pointed that they were not expressive. These findings corroborated one of the results of a study that the self-confidence of domestic violence victims has been stripped away as a result of the constant badgering of the abuser (Sims, 2016). However, it opposed the finding also by that across cultures, men are more likely to be assertive compared with women being reticent to show self-advocating assertive negotiation when they anticipate a backlash (Sims, 2016). Another set (35.7%) indicated that they were not considerate of their partners and 41.2% depicted that they were not honest. Based on these findings, the low levels of passive behaviour (52.7%) and assertive behaviour (69.7%) made it evident that male teachers in Ibadan Metropolis exhibited more aggressive behaviour and passive-aggressive behaviour.

Research Question 2: What is the level of exposure to domestic violence among men in Ibadan Metropolis?

The result showed a high level (66.5%) of exposure to domestic violence among the male teachers in Ibadan Metropolis. Regarding

physical violence, most of the respondents (36.6%) indicated they always experienced a form of physical violence or the other which ranged from getting hit (41.4%); destruction of properties (41.5%), got bruises inflicted by their partners and gave excuses about them (29%), and had their partners refuse them treatment when sick (35.6%).

The answers regarding sexual abuse were expected because there have been recent conversations around men also getting abused, contrary to popular opinion that men are not victims of sexual abuse. Some respondents (30.3%) indicated that their partners forced them to have sex, while 32.6% disclosed that they were starved of sex when their partners were angry. Some respondents (33.1%) that their partners used drugs or alcohol to compromise their abilities to consent to sex. Some respondents (26.9%) disclosed that their partners always withdrew affection from them; others (36.8%) revealed that their partners always hurled insults at them when asked about emotional abuse. Part of the respondents (32%) pointed that their partners always stole their money, while others (31.9%) revealed that their partners did not return money after they borrowed it.

This further support the findings on domestic violence against men in Nigeria that showed that 84% of men had suffered at least one act of domestic violence perpetrated by women, and that out of the number, 76% experienced verbal violence, 61% suffered psychological violence, while 59% suffered sexual violence (Ojilere *et al.,* 2019).

Hypothesis: **There is no significant relationship between behavioural communication and domestic violence among male teachers in Ibadan Metropolis**

The researchers tested the hypotheses at a P-value of <0.05 significance level to examine the relationship between behavioural communication, domestic violence. The null hypothesis was to check if there was no significant relationship between behavioural communication and domestic violence among male teachers in Ibadan Metropolis. The result showed a significant relationship between behavioural communication and domestic violence

among male teachers in Ibadan Metropolis. The relationship was established with a correlation analysis at (.286 P <.05). A study supported the finding that being exposed to destructive forms of conflict increased the likelihood of aggression, whereas being exposed to constructive forms of conflict, decreased the likelihood of this behaviour in children (Carpenter,2017). Also, when aggression and domestic violence are compared, it is found that one does not exist without the presence of the other. It means that aggressive behaviour could either be an offshoot of domestic violence or could lead to domestic violence. It also shows that passive-aggressive behaviour is not as overt as aggressive behaviour and can be identified in terms of domestic violence's aftermath or the mild beginning of domestic violence. The respondents who chose the options: always, often, and sometimes in the behavioural communication section were noticed to have also selected similar options in the domestic violence option. It indicated that the behavioural traits communicate the presence of exposure to domestic violence. The result was in line with the research that found that people, more than others, tend to engage in behavioural communication despite the plausible alternatives of using verbal communication. When humans communicate, they do not swap ideas; they exchange symbols that stand for ideas. Words are just symbols that do not have any inherent meaning; humans use them in specific ways to convey an idea or give it a meaning, and no two people use the same word in the same sense at all instances. The symbols attached to these words are a result of who humans are; personal communication skills depend heavily on people's cultural background and unique histories (Khepar, 2020). It supports the assumption that observing people's behavioural traits will enable one to decipher what is being unconsciously communicated. For the case of this study, it proves that behavioural communication is a correlate of domestic violence since it was discovered that behavioural communication had a 28.6% variation with domestic violence.

Conclusion

The answers from respondents showed a significant relationship between behavioural communication and domestic violence among male teachers in Ibadan Metropolis. In conclusion, with the review of the different views the scholars had concerning the issue of domestic violence and data collated from respondents, it was evident that men are also victims of domestic violence. These abuses were not in place as means of self-defence, but to prove that violence is not gender-specific.

Recommendations

Media and non-governmental organisations should include slots dedicated to creating awareness against domestic violence against men. and organise seminars where men can be taught how best to express their thoughts and feelings without aggression or fear.

Correctional facilities should also incorporate counselling to help men heal from the trauma of abuse. Matters of domestic violence should be attended to with urgency and a policy should be put in place to shrink its rapid growth.

References

Agbi, N., Saka-Olokungboye, N. (2018). Domestic Violence Against Women. *Journal of Family and Adoption Law*, No 1, 1-6.

Carpenter, A. (2017). Examining the Relationship Between Witnessing Inter-Parental Conflict as a Child and Aggressive Behaviour in Adulthood. *National College of Ireland*.

Ganley, A. Understanding Domestic Violence. 15-42.

Harrn, A. (2015). "What is Passive Aggression Behaviour?" Research Gate.

Hassan, S. (2018). What is Communication? *Mass Communication Principles and Concepts,*2. New Delhi: CBS Publishers and Distributors.

Ishola, S. (2016). "Domestic Violence: The Nigerian Experience", *Asia-Africa Journal of Mission and Ministry*,13, 3-16. http://dx.doi.org/10.21806/aamm.2016.13.01

Javier, J. (2019) "Assertive, Aggressive and Passive Behaviour". Scribd. https://www.scribd.com/document

Khepar, V (2020.). "What is Behavioural Communication?" *Behavioural Communication*. Scribd. https://www.scribd.com/doc/13469098/what-is-Behavioural-communication-final-ppt

Lloyd, M. (2018). *Domestic Violence and Education: Examining the Impact of Domestic Violence on Young Children, Children and Young People and the Potential Role of Schools*.

Martel, J., Cirino, E. (2020). "Passive Aggressive Personality." *Health Line*. https://www.healthline.com/health/passive-aggressive-personality-disorder

Mbadugha, E.I. (2016). Intimate partner violence and sexual violence against women: Any end in sight? *International Journal of Medicine and Biomedical Research* 5.

McKeown, A. (2014). Female Offenders Who Commit Domestic Violence: Aggression Characteristics and Potential Treatment Pathways.*Journal of Forensic Practice* 16, No 2, 127-138

Obarisiagbon, E., Omage M. (2019). Emerging Trend in the Culture of Domestic Violence against Men in Southern Nigeria. *International Journal of Humanities and Social Science* 3, 50-56

Ojilere, A., Nkwoh, J.& Obiaraeri, N. (2019). Domestic Violence Victimisation in Nigeria: The Often-Ignored Perspective. *International Journal for Intersectional Feminist Studies* 5, 29-37

Sims, C.M. (2016). "Empathic Listening and Assertive Communication", *International Journal of Listening*, 1-51

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Utilization of Research for the Realization of Sustainable Development Goals (SDGs) for National Development in the Twenty-first Century

[1]Samuel M. ENEFU
Department of Educational Foundations
Faculty of Education
Kogi State University, Anyigba
enefusamuel2012@yahoo.com or enefusamue17@gmail.com
+2348030905993

[2]Mr. Ameh, Joseph OJONIKO
Department of Educational Foundations
Faculty of Education
Kogi State University, Anyigba
amehojoniko@gmail.com
&
[3]Joseph A. OKOLO
Department of Educational Foundations
Faculty of Education
Kogi State University, Anyigba
drokolo123@gmail.com

Abstract
A paper on the role of research in the realization of the sustainable development goals, this paper explores various opinions of authors and researchers towards the concept of research and sustainable development. Sustainability is mostly perceived as the combination of environmental, social, and economic performance. Though, there is difficulty in defining sustainable development. Today, the needs of many people are not met, and at the same time the hope of future generation to meet their needs is being compromised. It is as a result of thisthat, sustainable development goals has raised as a concept affected by the need to offer people a kind of development which can

meet the needs of the present without compromising the capacity of future generation to meet theirs. Economic development may result in an improvement in the standard of living related to a small proportion of the population while the majority of the population remains poor. The concept of sustainable development has become a widely recognized goal for human society in the 21st century. This paper therefore focuses on the concept of research, sustainable development, the role of research in the realization of sustainable development goals, challenges to the realization of SDGS, suggestion and way-forward.

Keywords: Utilization of Research, Development Goals, Sustainable Development Goals, National Development.

Introduction

The concept of sustainable development has become a widely recognized goal for human society of the 21st century. The idea of sustainable development came into light in 1987 with the publication of our common future, which firmly established sustainable development as a crucial component of international development (Sneddon, 2006). As the anomalies were increasing inequalities within and among the nations increases and poverty is on the increase, especially in developing countries. In recent years the United Nations have tried severally to make the world better place for people to live including the destitute and rich. In pursuance of this, the United Nations had put various policies in place which are all geared towards achieving the set goals. In the documentation of Hwang and Jiwon, (2000), it was recorded that owing to the ravaging challenges faced by a lot of people across the globe, ranging from rampant epileptic lifestyles of the people to poverty, gender segregation and dichotomy in ecosystem and their likes. This led to the conglomeration of leaders from 189 countries in a meeting that was held in the United Nation headquarters in New York in September 2000. The resolution of the meeting birthed the popularly known Millennium Development Goals (MDG). This was meant to address the development bottlenecks round the various nations of the world.

Upon the review of the MDGs made by the United Nation in 2015, several shortcomings were discovered pertaining the effectiveness of the MDGs. This review eventually gave birth to the currently known Sustainable Development Goals (SDGs). The Sustainable Development Goals was initiated to improve on the weaknesses or deficiencies of the Millennium Goals implemented earlier (UNDP, 2019). Some Scholars have written on the various contribution made to enhancing the achievement of the SDGs. However, there cannot be substantial measurable contribution without research and that is why this paper focuses on the realization of Sustainable Development Goals through research.

Concept of Research

Research has been defined by various scholars and authors in series of correspondence, proceedings, publications, research extract and the likes. Amongst them are the few definitions considered for the purpose of this paper. Iowa, (2002), defined research from a logical point of view as a deliberate examination, advancement in research, assessment, poised to create a generalizable fact or information. Research also implies a look for actualities - answers to inquiries and Solutions to Issues. It is a Purposive examination. It is a "Sorted out request" (It looks to discover clarifications to unexplained marvel, to order the dubious suggestions and to revise the misconstrued realities). Exercises which meet this definition constitute explore for motivations behind this strategy.

Searching it again and again means Re-search. Research is defined as human activity based on intellectual application in the investigation of matter. The primary purpose for applied research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe. Research can use the scientific method, but need not do so. Research is an art of scientific investigation. It is regarded as a systematic effort to gain new knowledge. The dictionary meaning of research is “a careful investigation or enquiry especially through search for new facts in any branch of knowledge”. Definition of

Research comprises defining and redefining problems, formula ting hypothesis or suggested solutions; collecting, organizing and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis (Walize & Wienir, 2015). Stephenson and Slesinger defined research in the Encyclopedia of Social Sciences as "The manipulation of things, concepts or symbols for the purpose of gerneralizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art". Research is an organized and systematic way of finding answers to questions" Systematic because there is a definite set of procedures and steps which you will follow. There are certain things in the research process which are always done in order to get the most accurate results.

According to Creswell, (2016) Research is a process of systematic inquiry that entails collection of data; documentation of critical information; and analysis and interpretation of that data/information, in accordance with suitable methodologies set by specific professional fields and academic disciplines. In the same way, American sociologist Earl Robert Babbie in Young, P.V. (2017), defined "Research as a systematic inquiry to describe, explain, predict, and control the observed phenomenon. Research involves inductive and deductive methods.

General Significance of Research

Research assumes a key part in forming the world. Through research, we pick up a superior comprehension of the present most squeezing and complex social and logical issues for example, social decent variety, human rights, malady avoidance, and environmental change. Leaders, general society, and even analysts themselves, must believe in how research is directed, what's more, the resulting discoveries. The advantages of the examination undertaking can't be acknowledged unless the information created is both precise and dependable. Research has its unique significance in solving several operational and planning related problems of business and industry (Kothari, 2003).

Concept of Sustainable Development Goals

Todaro and Smith (2004) conceive development as a multidimensional process involving major changes in social structure, popular attitudes, and national institution as well as the acceleration of economic growth, the reduction of inequality and the eradication of poverty. They maintained that development in essence must represent the whole gamut of change by which an entire social system turned to the diverse basic needs and desires of individuals and social groups with system. Hence, there is a move away from a condition of life widely perceived as unsatisfactory towards a condition of life regarded as materially and spiritually better. It is on this note that the World Bank (1991) asserted that the change of development is to improve the quality of life. According to the report development generally calls for higher income, but it involves much more. It includes an end in themselves, better education, higher standard of health and nutrition, less poverty, a cleaner environment, a richer cultural life and greater individual freedom.

The simple dictionary meaning of the word sustain is to keep from falling or sinking, to keep up or maintain (The Lexicon Webster Dictionary, 1971). Sustainable development therefore means the kind of development that is based on the enduring structures; if not sustainable development is unlikely to take place (Barrow, 2001). What is referred to here is not a flash in the pan improvement, but in-built economic, social and political conditions capable of continuous generation of development. According to Agogo (2013), it is one thing for a society to experience an increase in real per capital income over a period of a few years. It is another thing for that society to sustain the increase. Hence, Sustainable Development refers to what can be done to raise the quality of life and keep it from falling or sinking down. To do this, it involves all aspects of man-social economic, political and other institutional frame works that keep the society going.

Enefu, (2016) defined Sustainable Development as, "the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs". Sustainable Development has also been defined by

the Nigeria Study/Action Team NEST in Osuji (2004), as, "an approach that combines the development needs and aspirations of the present without compromising the ability of the future while also maintaining ecological integrity". This, according to Osuji implies a development process that is equitable and sensitive to ecological and environmental issues. It depends on the initiative, resourcefulness, and discipline of human beings who are the managers of developmental programmes. In another definition by Munasinghe (2004), sustainable national Development is a process of improving the range of opportunities that will enable individual humans and communities to achieve their aspirations and full potential over a sustained period of time while maintaining the resilience of economic, social and environmental systems. To Munasinghe, it is a process that helps individuals and communities in achieving their potentials without necessarily compromising the needs and aspirations of the future.

What is happening to the central problem of poverty, unemployment, inequality and the other associate economic variables such as trade, investment and income generally, if these variables are steadily and continually on the high levels there exist a period of sustained development (Eze 2014). The first real attempt from the world conservations, Strategy (IUCN/WWF/UNEP, 1980, Pg 56) to define sustainable development is as follows:

> For development to be sustainable, it must take account of social and ecological factorsas well as economics ones, of the living and non living resources base; and of the long-term as well as the short-term advantages and disadvantages of alternative action.

Barbier (2012) differentiate two ways of debate at the time about economics development

i. Focusing on basic needs with emphasis on helping the poor;
ii. Stressing that real development was impossible without consideration of the environment and without taking into account local social and cultural values and enabling stakeholder participation.

But the most commonly cited definition of sustainable development is that produced in 1987 by the World Commission on Environment and Development (WCED, 1987,p. 43) Assess the economics and defined sustainable development as;

1. Development that meets the need of the presence without compromising the ability of future generation to meet their own needs. It contain within it two key concept;
2. The concept of need in particular;the essential needs of the world's poor, to which overriding priority should be given; and
3. The idea of limitations imposed by the state of technology on a social organization of the environment ability to meet present and future needs.

Thus the goals of economics and social development must be define in term of sustainable in all countries developed or developing, market–orientated or centrally planned. Interpretations will vary, but must share contain general futures and must follow from a consensus on the basic concept of sustainable development and on a board strategic framework for achieving it" This formulation seems imprecise and vague since it does not clarify what is meant with the term 'needs; Dalalcyton and Bass (2000,p.8) explained the meaning of needs according to them:

i. Meeting the needs of the present means satisfy the economics need, social, cultural and health needs and political needs;
ii. Meeting such needs " without compromising the ability of future generations to meet their own needs means minimizing used or waste of non- renewable resource, sustainable use of renewable resources, keeping within the absorptive capacity of local and global sinks for waste.

Although the World Commission on Environment and Development (WCED) focused on the socio-cultural and economic impact of development, the main concern of the implication of global development on the environment at the earth summit, widening gap of access to the economical opportunities and the disparity among those countries with fewer resources was

formally recognized (Seddon, 2006). Only by the year 2002, world summit on sustainable development in Johannesburg expanded the standard definition of sustainable development by including three dimensions; economics, social and environmental. The Johannesburg Declaration (2002) formally acknowledged the three dimensions of sustainable development as being interdependent in that, they can be both mutually reinforcing or in competition. Despite the many efforts to achieve and maintain sustainable development such as treaties and establishment of rules, laws and regulations the fulfillment of the aim is yet to happen. There are many reasons behind these; as actors taking part in these efforts quite divers, such as intergovernmental organizations, nations, international organizations, the private sector and civil society. It is in line with this that DalaClyton and Bass (2000,p.9) groups the roots of the decline such as:Market failures where economics transactions fail to take account of social or environmental costs, and policy failures where governments inadvertently encourage environmental degradation or social problem. The issue is thus not on whether governments should intervene to steer development toward sustainability. On the contrary, Mitlin (1992) argues that, generally definitions involve two components:

i. The meaning of development (i.e what are the main goals of development: economics growth , basic needs rights etc)
ii. The conditions necessary for sustainability.

It is widely agreed (at least amongst those promoting and studying the concept) that there are three pillars to sustainable development:

i. **Economy:** The creation of wealth and livelihoods;
ii. **Society:** The elimination of poverty and improvement of quality of life;
iii. **Environment:** The enhancement of natural resources for future generations,"

(Dala-clyton and Bass, 2000, p.9), there exists a relationship between these three pillars of sustainable development. The past societies have had economics, social or environmental objectives, but each of them has been dealt separate from each other as

unrelated parts. The economics growth considered needs of mankind alone by ignoring the interdependent social and ecosystems. As sustainable concept was developed, these objectives are being integrated when possible by making negotiations of trade-offs between objectives in cases when the full integration is not possible. Sustainable development of human society has environmental, material, ecological, social, economics, legal, cultural, political and psychological dimensions that require attention: some forms of sustainable development can be expected to be much more acceptable to humans and, therefore, much further away from eventual collapse than others (Bossel, 1999, p.2).

History of Sustainable Development Goals

In the year 2000, the United Nation Millennium Declaration was received, with eight objectives to be achieved by 2015. Everyone of the 189 individuals from the UN and 23 global associations conceded to these objectives as reported by Hedenus, (2004) The eight Millennium Development Goals are:

1. Cut outrageous yearning and destitution significantly
2. Achieve widespread important training
3. Promote sexual alignment correspondence
4. Decline child death
5. Improve maternal wellbeing
6. Battle HIV/AIDS, intestinal sickness, and different ailments
7. Guarantee ecological supportability
8. Build up a universal organization for development

The Millennium Development Goals exhibited a more noteworthy spotlight on advancement contrasted with earlier dialogs; just a single objective had an immediate association with natural issues. Rather, issues with a greater amount of a natural concentration were tended to through other fora, for example, the worldwide atmosphere arrangements under UN Agenda Convention on Weather Change and significant condition and advancement traditions like the one held in the city of Johannesburg, in South Africa, in the year 2002.

The last came to be called "Rio+10" yet did not get as much consideration as the 1992 meeting and is viewed as less imperative. Be that as it may, concurrences on water what's more, fisheries came out of Johannesburg. Just like the case with different affirmations, the Millennium Declaration and the eight objectives have been viewed as pretty, yet void, words that are not official. In any case, a key distinction from different announcements lies in the work done to recognize quantifiable objectives that are anything but difficult to track and survey. The objectives have had several effects in how worldwide and national aids; are taken care of. The outcomes have been blended. Certain objectives, for example, decreasing considerably the quantity of the world's poor, have been accomplished at the worldwide total level, while others, for example, expanding fairness between ladies and men, have not been accomplished and still appear to be far off. In 2012, the time had wanted the following huge worldwide maintainability tradition, once again in Rio de Janeiro, "Rio+20." The event additionally denoted the start of arrangements on new objectives to supplant those of the Millennium Declaration after 2015. In light of the announcement, that "destitution is the best worldwide test" and Agenda 21 work in progress on new maintainable advancement objectives, hi September 2015 the UN embraced the 17 supportable improvement objectives (SDGs) spreading over a wide cluster of branches of knowledge and taking natural issues back to the fore. Not at all like the eight objectives of the Millennium Declaration, have the new objectives incorporated particular focuses for urban areas, maintainable utilization, atmosphere affect, marine assets, and land-based biological systems. Sachs, [16] said from a logical perspective that the MDGs also had a reasonable feat of accomplishment across some of the stipulated scope of the goals during the span of its existence. Some of the efforts made were significant to a measurable extent as the Millennium Development Goals (MDGs) was well appreciated. However, there were some short comings that made the MDGs not effectively achieved owing to several factor cut across various scopes of influence. Some of the shortcomings were result effects of the basis upon which the goals set initially and some

modifications that came alongside the process of execution and pursuance of the goals. Some of the carefully observed shortcomings of the Millenium Development Goals of the United Nation are listed thus;

i. Lack of Intermediate objectives and milestone
ii. Outdated data
iii. Non-participation of private sectors
iv. Lack of societal investment/contribution

While the Millennium Declaration objectives were for the most part centered around the poorest countries, this time the reason for existing was to incorporate objectives that draw in and urge all countries to act. As recorded by UNDP, leaders from 193 countries of the world came together in a forum in the year 2015 to face the supposed realities of the future.

Furthermore, what they saw was overwhelming. Starvations, Dry spell, Wars, Diseases, Destitution. Not simply in some faraway place, but rather in their own urban communities and towns and towns. They knew things didn't need to be like this. They knew we had enough nourishment to sustain the world, yet that it wasn't getting shared. They knew there were Pharmaceuticals for HIV and different illnesses, yet they cost a considerable measure. They knew that seismic tremors and surges were inescapable, yet that the high passing tolls were most certainly not. They additionally realized that billions of individuals overall shared their expectation for a better nature. So, the various representatives from these nations arranged and eventually came to a consensus of what is called the Sustainable Development Goals (SDGs). This arrangement of 17 objectives envisions a future only 15 years of that would be freed of neediness and yearning, and safe from the most exceedingly terrible impacts of environmental change. It's a goal-oriented arrangement. Be that as it may, plentiful confirmation we can succeed. In the previous 15 years, the worldwide group cut outrageous neediness down the middle. Presently we can complete the activity. The United Nations Development Program (UNDP) is one of the main associations attempting to satisfy the SDGs by the year 2030. The realistic

achievement of the SDGs will not just be as a dream of the night nor a rocket science, but it will require a very robust contribution from various individuals, groups, organization (both private and non-private), A consolidate effort from almost 170 nations and regions will earnestly enable countries to make the Goals a reality. The requirement of the conscious efforts from the various nations of the earth is to attain and achieve progressive improvement from the previously known MDGs to the presently known SDGs, These goals as stipulated by UNDP, in Hwang & Jiwon, (2000) are listed thus;

1. End poverty in the entirety.
2. Termination of hunger, accomplish sustenance security, progressed nourishment, and economical horticulture.
3. Guarantee sound lives and advance prosperity for all at all ages.
4. To assure evenhanded and comprehensive quality training what's more, advance deeprooted learning opportunities for all.
5. Achieve voluptuous orientation equity and enable ladies.
6. Guarantee maintainable and accessibility of water and effective sanitation for all.
7. Guarantee sufficient access to reasonable, dependable, maintainable vitality for everyone Advance maintained, comprehensive and reasonable economic development, profitable and full, business, also, not too bad work for all.
8. Construct versatile framework, improved industrialization, and cultivate development.
9. Decrease imbalance amongst nations and within nations.
10. Make urban communities and human settlements comprehensive, strong, safe, feasible. Guarantee reasonable utilization and creation designs make critical move to combat change in the environmental and effects (observing understandings made by UNFCCC).
11. Ration and economically make use of the seas, marine and oceans assets for reasonable developmental progress.
12. Ensure, reestablish, advance manageable utilization of earthbound biological systems, economically manage

woodlands, battle desertification, turn around arrive corruption, and put an end to biodiversity disaster Peace promotion and good social orders for feasible advancement, give room for equity for all, assemble viable, responsible, comprehensive establishments at all levels.

13. Fortify the approaches for execution and reintroduce the worldwide organization for maintainable advancement.

Role of Research in the Realization Sustainable Development Goals

The importance of research in various fields of human endeavour cannot be over emphasized as it relates literarily with all that pertains to man and the entire makeup of his existence. As earlier stated, that applied research is one of the types of research that majorly focuses on solving practical real-life problems of different scenarios in the society, organizations, industries, various locality and the likes. Since sustainable development goals of the United Nation is targeted towards making the world a very conducive and suitable place for humanity to stay in. This means that the seventeen (17) SDGs were born out of a passion to solve the generic problems of humanity. Hence, the role of research becomes extremely germane to positively catalyzing the processes and procedure required to attain the reality of it. The SDGs talks about the level of poverty, the standard of livingof the people, the ecosystem. All of these are the makeup of the human survival mission. Research will aid the decision-making process of the policy makers at various cadre of the managerial leadership of the SDGs all around the world where the goals intended for. The essence of research in enhancing growth and development of any system or organization is considerably significant. However, the place of quality and good research is not to be compromised because good research work in any sphere of influence, area of specialization, field of endeavor, for any purpose in the regard of solving relevant and related problems is of utmost importance and significance. Hence, quality research work will birth better result and improved situation (Boateng, Heeks, Molla & Hinson, 2008).

Challenges for the Realization of Sustainable Development Goals through Research

Finance

Achieving success in a programme as huge as the SDGs requires a massive amount of financial investments. The rough calculation have put the cost of providing social safety nets to eradicate extreme poverty globally at about $66 billion a year, while annual investments to improve infrastructure (water, agriculture, transport, and power) could be up to a total of $7 trillion globally12. At the international level, most developed countries have not met the target of allocating 0.7% of Gross National Income (GNI) to international aid in the last 40 years. It will help provide much-needed funds required to implement the goals if these countries could meet their international aid targets. The dependence of low-resource nations on donor agencies has not produced the desired results for various reasons. Nations or Foundations alone will not be able to deliver on the ambitious vision for global sustainable growth and inclusive development that is at the core of the SDGs. Many government aid budgets are not expanding and the private sector will have to take more of the financing and service delivery gaps to achieve the goals.

The private sector can and should become a key partner in this process while large scale engagement, funding remains essential. There should be different types of private sector engagement, finding the appropriate private sector source of finance of finance for each goal. Businesses from high income countries still mostly avoid investment in building the business capacity of lower income countries, even where these are politically stable. Incentivizing such long-term private investments from high income countries towards lower income countries requires pools of – patient capital – capital investment that measures returns not on a quarterly or annual basis, but rather over decades and more, mandated for lower income nations. It is important that there is a link across sectors and countries through incentives for the long-term investment in early stage market development in lower income countries, particularly for products and services that support

sustainable development. If the SDGs are to succeed, they must promote an inclusive approach to growth, and mobilize innovative sources of financing while phasing out investment in unsustainable activities in all. Lack of or insufficient fund to finance research pose a serious barrier to the realization of sustainable development through research.

Financial Prudence and Accountability

There must be accountability for inputs into SDGs at all levels. Donor support to leverage private investment – and private finance generally – needs to be compliant with development effectiveness principles, and there must be robust environmental and social safeguards13. There is need for transparency about how private finance is utilized and political leaders and public servants need to show integrity in the manner funds from any source are utilized. Mismanagement of the available fund and lac of accountability is a set back to the realization of sustainable development goals through research.

Capacity Building

Capacity building is important to the success of the SDGs and its goal is to provide the long-term foundation for transformation. While this is often location specific, at a fundamental level, it will requires all sectors in all countries to acquire new skillsets and toolkits for sustainability. It requires training and education in system approaches to solutions, transdisciplinary initiatives, and codesign. What is required is a new generation and category of sustainability professionals who can broker between global, national, and local issues, between research and use, and between biophysical and social aspects of sustainability; notably, this need is as acute in higher as in lower income countries 14. This may be different for most African countries due to the dearth of skilled workforce. However, there is no better time than now for these countries to call upon the skills and knowledge of their citizens in the Diaspora.

Economics and Financial Barriers

Economists observed that the dominating development model tends to focus on economic growth as precedence rather than peoples right or welfare, and environmental processes and limits. This constitute a set back to the realization of sustainable development goals through research.

Innovation Barrier in Educational Sector

There is lack of innovation oriented research. This means that there has to be a closer connection between research institute and economy which also overcome problems concerning the knowledge transfer to application in real life. There are so many challenges facing innovation in educational sector such as bad leadership, inability to effect the desired change, etc which constitute a problem to the realization of sustainable development goals through research

Social Barrier

Population growth pared with unsustainable consumption and production patterns among the wealthy are the biggest social challenges to achieve sustainable development in Nigeria. Absent of the significant change in human behaviour sustainability will not be potential. There are other social barriers which are the marginalization of the poor and entrenched inequalities, limited awareness about sustainable development. Environmental Issues among both Politicians and the wider public fragmented civil society and government. Insufficient incentive to for the private sector to pursue sustainable development.

Political Barriers

Inadequate economic social and environmental methods for policies plans and project are the major barrier combating the implementation of sustainable development.

Poor Monitoring and Evaluation System

A basic problem is lack of specific target, measurement and data to track progress, resulting in a lack of information available for

decision-making. It is suggested for strengthening monitoring and evaluation of sustainable development strategies in order to establish a dynamic improvement process, with an objective of increasing their effectiveness. It is recommended that government should turn up deeper and assess the socio-economic impacts of developmental projects, rather than the outcome alone. Absence of or improper monitoring and evaluation of sustainable development goals strategies is a set back to the realization of sustainable development goals through research. The only hurdle to attain sustainability is ourselves. Human nature is the greatest stumbling block on the path to attaining sustainable goals. Until this is resolved, all other positive developments turn to naught. Until an individual places his thought words and deed in a straight line and walks the talk, there will be no any sustainability. If at all there is any semblance, it's purely short term. The answer to this problem lies in understanding consciousness. The universe is the lock and the human being is the key (Raveendra, 2014).

One of the problems as I see it is the gap between rich and poor including rich nations and poor nations. Many poor nations practice sustainability in farming until rich nations come in and exploit their cheap resources (Craig, 2014).

Conclusion

No country in the world can make any meaningful impact today without paying adequate attention to research and development. The technologically advanced nations achieved their present feat because they invested substantially on research and development. Every improvement is traceable to research because there was a problem and the causes of the problem was consciously and effort fully discovered, the required solution was effectively appropriated and the system eventually salvage and something new is being added to knowledge. This is traceable to research through the establishment of various research institutes and higher institutions, but the nation (Nigeria) have very little to show for their effort. This is because the investment in research by the government and private sector has been very minimal and more importantly the

investment has not been focused. Hence, this affects the realization of SDGs.

Way Forward

It is a fact that the level of investment in research and development by any country is according to its level of industrialization, economics and social progress for economic growth and development. Nigeria needs to develop a new frame work of funding of research and sustainable development. The objective of such a frame work is to suggest possible sources of fund on sustainable basis for research and development activities as well as judicious and efficient ways of using the funds with a view to improve on the earlier one. To realize these objectives,Okenta, (2002) advocated the following sources of fund and other guidelines for funding;

i. The National Risk Found (NRF) Plc which was set up by the raw material research and development council (RMRDC) and the private sector should be encouraged to fulfill its mandate.
ii. Deduction of about 5% from the federation account on a first charge basis, instead of the present practice of asking the federal state and local government to contribute to research and development separately. Fund from this will be substantial and sustainable.
iii. The current 2% education level paid by the private sector is a veritable source of fund for research and development.
iv. Government should strengthen intellectual property laws to encourage producer of knowledge. This will in return enable the government reap the benefit from research findings.
v. The government should continue to create conducive environment to enable it attract foreign funding for research and development from relevant organization
vi. In order to ensure availability and judicious use of the fund, an independent institution preferably, "the national institute for research and development funding (NIRDF) should be established with a clear mandate.

References

Bellu, L. (2011). *Development and development paradigms*: A (reasoned) review of prevailing visions.

Boateng, R., Heeks, R., Molla, A. & Hinson, R. (2008). E-commerce and socio-economic Development: Conceptualizing the Link. *Internet Research, 18(5),* 562-592.

Babier C. (2012). The need for sustainable development in Africa.Emba printing and publishing company .

Cerin, P. (2006). Bringing economic opportunity into line with environmental influence: A Discussion on the Coase theorem and the Poiter and van der Linde hypothesis. *Ecological Economics*, 209-225.

Creswell, J. W. (2016). Qualitative inquiry and research design: choosing among five traditions. Thousand Oaks, 181.

Dernbach, J. C. (2003). "Achieving Sustainable Development: The Centrality and Multiple Facets of Integrated Decision making." *Indiana Journal of Global Legal Studies,10,* (1), 8 1234567890" ICESW IOP Publishing IOP Conf. Series: Materials Science and Engineering 413 (2018) 012002 doi:10.1088/1757-899X/413/l/012002 Article 10 .http ://www.repository. law. indiana.edu/ijgls/vol 10/iss 1 /10

Enefu S.M. (2016) Strategies for Improving Teacher Education for Service and Sustainable goal in Nigeria: University of Nigeria Nsukka.*Journal of Review of Education*: 28(2) 180-197.

Guthrie, J., & Humphrey, C. (1999). Public sector financial management developments in Australia and Britain: *Trends and contradictions. Research in Governmental and Non-profit Accounting, (9)*, 283-302. *https://doi.org/dx.doi.org/10.1111/i.1468-0408.1993.tbQ0102.x*

Hwang, S., & Jiwon, K. (2016). UN and SDGs: A Handbook for the Youths, 1-74. *Retrieved from file:///C:/Users/HP/Downloads/UN and SDGs_A Handbook For Youth. pdf*

Lennon, S. (n.d.). *The sustainable development goals and Australia* - A National and Personal Roadmap to Sustainability.

Rahdari, A., Sepasi, S. & Moradi, M., (2016). Achieving sustainability through Schumpeterian social entrepreneurship:

The role of social enterprises. *Journal of Cleaner Production,* (137),347-360.
Remenyi, J.O.E. (1941). What is development ? Development.
UNDP. (2016). *From the MDGs to Sustainable Development for All.* Lessons of 15 Years of Practice. United Nations Development Programme. 92.
Walizer, M.H & Wienir (2015) PL-Research methods adn analysis searching for relationships, Harper and Row, NY. 243.
Young, P.V. (2017).*Scientific social surveys and research*, New York Press, page 36.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

The Centrality of Teamwork in Leadership and Management of Tertiary Institutions in Nigeria

[1]Timothy Tolani, OBAKOYA
tolaobakoya@gmail.com

[2]Olusegun Emmanuel, SOKOYA
sosegma2004@gmail.com.
+2348033595404

[3]Olatunji Musa, BADRU
badruolatunji@gmail.com
[1 2 3]Department of Economics
Tai Solarin College of Education
Omu-Ijebu, Ogun State
+2348058873301

Abstract
This paper examines the concept of team management in the leadership and management of tertiary institutions in Nigeria. The idea of team management is rooted in theories that emphasize participation, especially school-based management, teamwork, and distributed leadership. With the full democratization of Nigeria's political landscape in 1999, team management became formalized in institutions of higher learning. Decentralization of the decision-making process was embraced. Team management becomes the practice and this was aligned to the purpose or objectives of higher education. These purposes or goals provide the crucial sense of direction that underpins the leadership style of educational institutions. The study is explorative and informative in orientation. In conclusion, the benefits of team management out way the threats and tensions that arise therefrom. This submission implies that further research can be conducted qualitatively using data gathering exploratory techniques.

Introduction

Tertiary education embraces all organized learning activities at the third tier level of educational development. According to the National Policy of Education (1998), tertiary education/institutions include universities, polytechnics/monotechnics and colleges of education. Globally, tertiary institutions play a pivotal role in the development of society. In respect of universities, Boulton (2010) observed that Universities are seen as crucial national assets that address many policy priorities and are sources of new knowledge and innovative thinking; providers of skilled personnel and credible credentials; contributors to innovation; attractors of international talent and business investment; agents of social justice and mobility; contributors to social and cultural vitality; and determinants of health and well-being.

According to the former Executive Secretary of the National Board of Technical Education (NBTE), Polytechnic education on the other hand is designed to, among others, provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development; impart the necessary skills to produce craftsmen, technicians, technologists and engineers; and to enable men and women to have the intellectual understanding of the increasing complexity of technology and the role it plays around them.

As for the Colleges of Education, they are responsible for the training of teachers to feed the primary and secondary tiers of the educational system in the country. Their importance is derived from the fact that the quality of trained teachers determines the quality of the products of these sectors which eventually enter the universities and polytechnics.

A significant development in the Nigerian education system over the last two decades is the emphasis on school-based management and its allied management approaches. The tendency to regard Vice-Chancellors, Rectors and Provosts as absolutely responsible for leadership and managementof tertiary institutions is gradually fading away and is being replaced by the notion that leadership and management are the prerogative of many, if not all stakeholders in educational institutions. In Nigeria, the National

Universities Commission (NUC) for Universities, National Board of Technical Education (NBTE) for Polytechnics/Monotechnics and National Commission of Colleges of Education (NCCE) have attempted to give substance to this purpose by providing institutional directives to guide educational managersin the implementation of decentralized management structures, such as Senate in the university system, Academic Boards in Polytechnics and Colleges of Education, the Students' Representative Council (SRC), and the School Governing Council (SGC).

The political/social imperative to democratize the tertiary education system is strongly supported in the literature. There is significant evidence to support the notion that hierarchical, top-down structures are no more appropriate for school leadership and management. Owens (2001), for example, is of the view that the "… top-down exercise of power and centralized control have incontrovertibly failed to produce the organizational results the advocates of traditional organizational theory claimed it would". Similarly, leadership theory has moved systematically and progressively away from the notion of the single, 'heroic' leadership. While transformational leadership (Avolio & Bass, 2004) may still seem to be priviledged over the power of the individual over many, post-transformational approaches stress participationand teamwork. These developments have occurred within a different conceptualization of 'organization', where more rigid notions associated with bureaucracy have gradually given way to more flexible, 'intelligent' constructs, such as in the learning organization (Jamali, Khoury & Sahyoun, 2006).

It is on this premise that in this study we sought to explore experiences of School Management Teams (SMTs) as the structural sites of participative management within Nigeria's tertiary institutions.

Literature Exploration/Review

The gradual shift towards school-based management (SBM) in education systems has been a worldwide phenomenon, driven by the dual imperatives of changing societal values and innovation (Walker, 1994). SBM is seen as having the potential to reflect social

values of democratic participation as well as respond quickly and flexibly to contextual challenges (*ibid*.). The increased emphasis on participation in management has resulted in a renewed interest in teamwork, team management and leadership in particular.

In this brief literature review, we attempt to find conceptual and practical coherence among these three inter-related concepts: school-based management, teamwork, and team leadership. In line with this development has been the evolution of leadership approaches that de-emphasize the individual leader and stress group or team leadership. One of the most prominent of these is distributed leadership (MacBeath, 2005; Bauer & Bogotch, 2006).

School-based Management

This is the decentralizationand democratization of decision-making in schools advocated by education practitioners and Boards of Education both at the lower and higher levels of education. SBM is based on democratic principles which enable broader participation by those 'on the ground' dealing directly with issues that need to be resolved by people who potentially have 'on ground' expertise. This view posits that the school as an organization is less locked into overhead control and authority (Jamali *et al*., 2006). According to Cheun and Cheng (1996), SBM shifts the locus of accountability as "schools shift from external control management to active self-management". In SBM, all organizational members will be accountable for their practice, to themselves, to each other, and authority at the top.

Teamwork

The advantages of teamwork are also well documented. Indeed, Stott andWalker (1999) suggest that "the advantages of teamwork are taken almost for granted, given the extensive coverage in recent education literature". The benefits mentioned include among others "collaboration, empowerment, co-operation and consultation" (*ibid.*). They cite arguments that teamwork provides teachers with "a significant role in schooldecision making", "control over their work environment", and "opportunities to contribute to a range of professional roles" (*ibid.*).Lastly, they

record the claims that teams can solve problems more creatively than individual leaders and that modern organizations need 'processing machines'to deal with the overwhelming flow of information (*ibid.*).

More importantly, there is a growing understanding of the conditions necessary for effective teamwork, and the characteristics of effective team functioning. These are broadly described in two-fold: structural and cultural. The argument is that teamworkneeds favourable conditions of both structural and cultural nature toflourish.

Structural Support

By 'structure' is meant that the logistical arrangements and decisions that need to be made to accommodate teamwork in schools. Schools are by nature highly structured organizations, usually with clearlines of hierarchy and accountability (Bush, 2003). This feature is systemically linked to the self-evident reality that schools are complex organizations, peopled by complex individuals, often drawn from a range of cultures, allworking together towards the goal of effective teaching and learning. Moving towards a 'flatter' structure is, therefore, a significant challenge, but it is a challenge that needs to be facedif team management is to succeed. A hierarchically rigid organizational structurewill work against important attributes of team management, suchas flexibility, creativity, and risk-taking (Stott & Walker, 1999). This implies that organizational structure needs to accommodate teamwork. Walker (1994) argues that schools need to nurture "more organic organizational patterns". Organic here is taken to mean patterns that are dynamic, growingin response to needs and projects, as opposed to patterns previously determinedand static. An organic pattern of functioning suggests a climatein which all team members feel free to participate, and conversation isshaped by interest and participation rather than rigid procedure (Mescht & Tyala, 2008).

Support here refers to more than — but includes — logistics and administrative support. Teamwork needs aninvestment of time, space, even money. Less obvious, teams need to havefree

and easy access to information thatis needed to tackle problems. Butwhat teamwork needs from the organization as a whole is more clarity concerningtheir roles and structures, as well as how each team links with other teamsand the organization as a whole (Stott & Walker, 1999).

Team composition is also viewed as a key structural element. Belbin's (1981) elegant model of role allocator to members of teams (co-ordinator, shaper, monitor, implementer, team worker, completer, resource investigator) is widely used and well documented. It is on this basis that he argues for heterogeneity, and this argument finds support in Zahavy & Somech (2001) who see the diversity in teams as the driving force for the achievement of results because people from different backgrounds bring withthem different experiences and different knowledge bases.

Cultural Support

'Culture' refers to the culture and climate of a school, the less visible norms and values that inform practice, and the resultant ethos that prevails. Cohesion is widely acknowledged as a key characteristic of effective teams (Dione & Yammarino, 2004; Šumanski & Kolenc, 2007). Cohesion refers to the extent to which team members have feelings that they belong and are happy to work together. It also refers to the extent to which team members agree on and identifies with the work at hand and links with structural support in the sense that a team that knows its role in the organizational structure as a whole is more likely to feel a sense of belonging and purpose. Among the key values that underpin cohesion are trust, openness,and a willingness to participate (Joseph & Winston, 2005; Bauer & Bogotch, 2006). Stashevski and Kowlowski (2006)include "interpersonal attraction, task commitment, and group pride" as key values. These values point to the imperative of interpersonal, social relationshipsin teams, and also highlight the role of the team leader as coordinator.

However, it would be naive to imagine that teams will simply function without leadership. As Stashevski and Kowlowski (2006) put it: "even a team hasa dominant person who, for intent and

purposes, can be called a leader who maywell play a central role in determining group performance." This leads to thethird dimension, distributed leadership.

Team Leadership

Despite the dichotomy that characterizes leadership theory, contemporary theories emphasize leadership as relational and 'constructivist' (Lambert, 1995), focused on 'service' (Russell, 2000), and 'distributed' (Macbeath,2005).

It must however be noted that the notion of distributed leadership is different from delegation. Macbeath (2006) adopts the term "symbiosis" to clarify the difference: Symbiosis is a term used to describe a form of reciprocal relationship in which there exists an implicit give and take and a level of mutual respect while delegation is expressed in 'giving' responsibility to others or allowing responsibility by structural default. Culturally, leadership presupposes high levels of mutual trust and willingness to accept others' leadership. Distributed leadership would seem to be an appropriate approach tofollow in leading and managing an organization in which team work is utilized.

Yet, distributed leadership is also not without problem. Bauer and Bogotch (2006) warn that distributing leadership can have negative effects, arguing that "individual possessiveness and security become secondary to the needs of the school". In systems still geared towards rewarding members on an individual basis, this could become problematic. A more significant threat seems to be the tension school heads may experience between "holding on and letting go" (Macbeath, 2005). This refers to a tension between a desire on the part of school heads to 'let go' and enable the distribution of significant responsibilities, and the opposing desire to 'hold on' for fear of losing control and perhaps being exposed in the event of team failure. This is certainly the case in Nigeria, where demanding quality assurance measures — such as Total Quality Assurance — are expected to be applied in a 'developmental' way.

In conclusion, we hold the view that the most significant ingredient of effective team leadership is the ability to manage

human interaction: Understanding the needs of people for connection and belonging is a critical principle of effective high performing in team leadership. Understanding the team members and their needs for involvement, contributions and overall social interaction of the team is ofcritical importance (Wing, 2005).

The Benefits of Team Management

Sharing the Load

The formalization of the School Management Team (SMT) would enable heads of institutions (HI's) to spread and allocate the workload of managing schools among staff members; experts participate in deliberations. The idiom 'many hands make light works' succinctly captures the idea of sharing the workload.

Empowerment and Staff Development

Another strong benefit is that teachers would be empowered through teamwork. For this, the SMT provided a platform for professional development. They can use delegation to"build on people's strengths", for example, by allocating academic tasks to academically inclined lecturers. Distributing leadership helped toprepare lecturers/teachers for an opportune time when "they would apply for senior posts, so they don't feel unempowered". Opportunities to growmeant "they're going to become better managers or administrators".HI's also distributed duties such as chairing and finalizing the agenda among SMTs. Staff members can begiven the responsibility of managing portfolios within the schools because of their "know-how, skills and expertise of some kind".

School-based Policy Development

Another open advantage is creativity and innovation exemplified by SMTs. They designed "additional guidelines" for their internal schoolpolicy because schools' problems were unique and peculiar. Guidelines are formulated from the experience gathered on the job and HODs also formulate departmental policy that is in line with the school policy".

Participation

The strongest advantage is the notion of participative management which is seen as the cornerstone of team management and the effective functioning of SMTs. Staff generally showed high levels of commitment to participative management. It stresses the importance of consultation. Good ideas are sold and endorsed in the SMT meeting and then taken from that point to another higher echelon of authority, thereby de-emphasizing dictatorial tendencies. The culture of debates" is promoted with strengths and difference of opinions exhibited. SMT meetings showed high levels of free and open debate within a participative climate.

Threats to Team Management

The Leadership Tension

A significant tension may be described as a tension between the leader's rolein initiating and driving teamwork on the one hand, and being in control andaccountable on the other.On the one hand, HI's see themselves as team-workers and delegators.As leaders, HI's are free toexercise their discretion in certain circumstances.

Running counter to the practice of participation, there is this in escapable sense that HI's are accountable to higher authorities, and therefore sometimes acted independently of members' input. SomeHI's do everything themselves because as a HI, you cannot abdicate responsibility to somebody else. Hence, HI'soften argued that because somebody should be accountable and accountability comes with the package of being head of an institution. They believed that whatever happens at meetings comes back to their tables. The HI is a guilty party when it comes to higher authority's questioning because the head would not be able to bring the person(s) around or change the problem that emanated out of the resolution of the management team. HI's have the final say and he is ultimately accountable.

It must however be noted that the highlighted benefits of team management do not diminish the importance of leadership. Leadership seems even more important in a team environment, both in terms of its role in developing human potential, but more,

importantly, in terms of leaders' acceptance of being ultimately accountable, almost on behalf of team members. Hence HI's felt they needed to be authoritative at times. One of the challenges is the realization that a group of people were not necessarily a 'team'. "More effort should be put towards building a team so that HI's can have a strong team.

An interesting dimension of team management that emerged was the notion of acting in ways that arise from having to be 'politically correct' rather than truly participative. Academic unions more often will not accept resolutions against the interest of their unions though the resolutions may be beneficial to the management. They may also resist and reject decisions taken because they were not part and parcel of the decision-making body. But if there are union leaders in the SMT they may readily accept whatever the SMT comes up with because their interest would have been taken care of. Interestingly, SMTs usually consist only of senior lecturers/professors; other teachers are occasionally 'co-opted' for their expertise.

Often policies of the strong departments where the majority of professors/senior lecturers reside are threats to team management because they would ensure that whatever decisions taken by team management arenot contraryto any of the policies of their departments. Managing the institution daily based on the departmental policy is always a challenge to team management.

Disloyalty to the team is sabotage as well as a threat to teamwork. Some SMT members would goaround the corner when they seem not to agree with the decision takenat the SMT and thereby polluting the system. One or two people who were in the minority may and who does not share the vision. Thus, they have disruptive tendencies and these are a threat to the team, a sign of danger.

Hence, HI's sometimes found it difficult always to trust all team members, because the job may not be done the way he expects, thereby, not getting personal satisfaction. Many times, lecturers/teachers do not practise what they teach. One may get people who can tell you the most beautiful things in a meeting

situation, the most beautiful ideas; but when it comes to reality it is not implemented.

Team management is also time-consuming. Things are not done in time because of the process of consultation and lobbying which sometimes take time and opinion about an issue don't get the urgent attention it deserves. Based on the time factor it is not easy to agree on an issue, it takes time to debate and in the end, the meeting would be postponed totwo or three days hence. Some actions need haste but one may need to consult with the team and this would delay its implementation.

Therefore weighing the positive against the tensions and threat, the overall picture emerging is that team management is overwhelmingly advantageous. HI's by and large practice team management in most of Nigeria's higher institutions, not minding the tension and threat discussed above.

Suggestions

Significantly,HI'smust ensure the effective functioning of their schools by distributing responsibilities to members. Leadership is about professional and human resource development, and it follows that the developmental virtue of teamwork identified as benefits in this research should not be compromised. According to Stashevski & Kowlowski, 2006) withdrawing responsibilities from selected team members, affect the effectiveness and interpersonal, 'social' elements of teamwork.

Emotional intelligence is required from HI's and this is strongly associated with participative forms of management and leadership. Emotional intelligence is a key ingredient of building and nourishing relationships, and we argue that this skill lies at the heart of team management in politically and socially tense environments. We would add that the ability to recognize and confront 'secrecy and suspicion' requires courage and a strong sense of confidence.

Literature reports comprehensively on how managers are torn between efficiency — making quick decisions without consulting — and real teamwork, i.e. taking the time to consult and listening to other peoples' views. Naturally, the 'quick fix' approach leads to what Bottery (1992) described as "pseudo" or even "non-

participation." While it is true that some decisions need to be made quickly and therefore can and should be taken by the HI's, it is equally true that failing to consult by the use of teams stems from a lack of real commitment to the process of decision-making, through which personal and professional growth is enhanced. Leaders who insist on consultation and constantly look for ways of achieving group decisions are simply expressing respect for their colleagues and reinforcing their commitment to relationships and personal growth.

Leadership training programmes and academic programmes in leadership and management should focus on teamwork and team management, not only as a theoretical issue — though that is important — but also experientially. In other words, courses and programmes should integrate the pedagogy of teamwork and team learning. One way of achieving this would be through utilizing organization development (OD) in course designs. OD principles are inherently aligned with those of participative management and teamwork.

Incorporating experiential learning is another strategy that is likely to yield results. In this regard, it is encouraging to note that the new SMT in school leadership is strongly rooted in experiential and practice-based learning.

Learning about teamwork and team management can not be confined to externally organised courses and programmes, and the chief training ground for organisational learning remains the school itself. Schools need to be learning organisations and clearly, one of the best ways of learning how to work together is through doing precisely that in teams and committees within the school structure. But, as has been shown, this requires cultural (social) support and a disposition on the part of the HI that places the development of human potential on at least the same level as getting the job done.

Conclusion

Based on the benefits and threats highlighted above, this study confirmed that team management through SMTs as the acceptable global practice should be the acceptable norm for most tertiary

institutions in Nigeria and HI's should be committed to its workability. While the study pointed to significant benefits of team management, the tensions and challenges discussed above represent key challenges for educational leaders and managers in Nigeria.

References

Avolio B. & Bass B. 2004. *Multifactor leadership questionnaire: Manual and samplerset*, 3rd edn. Menlo Park, CA: Mind Garden.

Bauer S.C. & Bogotch I.E. 2006. Modelling site-based decision making: School practicesin the age of accountability. *Journal of Educational Administration*, 44:446-470.Available at http://www.belbin.com/.

Belbin R.M. 1981. *Management teams: Why they succeed or fail*. Oxford: Butterworth-Heinemann.

Boulton Geoffery 2010.*What are universities for*, (www.newstateman.com; www. universityworldnews.com)

Bush T. 2003. *Theories of educational leadership and management,* 3rd edn. London:Sage.

Cheung W.C. & Cheng Y.C. 1996. A multi-level framework for self-management inschool. *International Journal of Education Management*, 10:17-29.

Dion D.D. & Yamarino F.J. 2004. Transformational leadership and team performance.*Journal of Organizational Change and Management*, 17:177-193.

Jamali D., Khoury G. & Sahyoun H. 2006. From bureaucratic organizations tolearning organizations: An evolutionary roadmap. *The Learning Organisation*,13:337-351.

Joseph E.E. & Winston BE 2005. A correlation of servant leadership, leader trust and organisational trust. *Leadership & Organisation Development Journal*, 26:6-22.

Lambert, L. *et al*. 1995. *The constructivist leader*. New York: Teachers College Press.

MacBeath J. 2005. Leadership as distributed: A matter of practice. *School Leadershipand Management*, 25:349-366.

Mescht H., &Tyala, Z. 2008. School principals' perceptions of team management:a multiple case study of secondary schools. *South African Journal of Education,* Vol 28:221–239

Owens R.G. 2001. *Organizational behaviour in education: Instructional leadership andschool reform,* 7th edn. Boston, MA: Allyn and Bacon.

Russell R. 2001. The role of values in servant leadership. *Leadership andTeam management* 239 *Organization Development Journal*, 22:76-83.

Stashevski S. & Kowlowski M. 2006. Leadership team cohesiveness and teamperformance. *International Journal of Manpower*, 27:63-74.

Stott K. & Walker A. 1999. Extending teamwork in schools: Support andorganizational consistency. *Team Performance Management*, 5:50-59.

Šumanski M.M. & Kolenc I 2006. Teamwork and defining group structures. *TeamPerformance Management*, 13:102-116.

Walker A. 1994. Teams in schools: Looking below the surface. *International Journal of Educational Management*, 8:38-44.

Wing L.S. 2005. Leadership in high-performance teams: A model for superior team performance. *Team Performance Management*, 11:4-11.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Marital Instability, Single Parenthood and Girl-Child Academic Performance in Akure South Local Government Area, Ondo State

Oluwadamilola Oluwaseun ODEWALE
Department of Guidance and Counseling
Lead City University Ibadan
dammieode@gmail.com
+2347038259077

&

Olabisi Precious KILLIAN
Department of Guidance and Counseling
Lead City University Ibadan
holabisikillian@gmail.com
+234090964751109

Abstract

The study examined the upshots of marital instability and single parenthood on the academic performance of girl-child in Akure South Local Government Area of Ondo State Nigeria. The descriptive research design was adopted for the study. Findings revealed that low or lack of income is one of the major challenges faced by single parents. Furthermore, the study revealed that single parents lack partners that they can share both the monetary and child care responsibilities. The study concluded that most parents are encountered with various hindrances such as emotional, social, financial, and economic problems which results in behaviours which are unacceptable in the society by their children such as cultism, alcohol and drug addiction. Alcoholism and drug abuse can lead to serious health challenges. A girl-child who abuses alcohol and drugs is more likely to struggle with addiction later in life likewise have permanent and brain damage. It is therefore recommended that

couples with marital related issues should seek help from social workers for guidance. Marriage and family life counsellors should organize education seminars on the influence of marital instability and single parenthood on children especially the girl-child on educational performance. There is a need for vital consideration for policymakers, government and other stakeholders to promote the academic performance of children who are products of broken homes.

Keywords: Marital instability, Single Parenthood, Girl-child, Academic performance.

Word Count: 216

Introduction

Academic performance is refer to as the capability to assimilate in a learning environment. This is the outcome of a student's intellectual skills in an academic environment. The home is important to a child's development and total wellbeing. The family is an important part of society where the child's upbringing commences. As a child grow and move from infant to toddler and then proceeded to a preschooler, he or she learns how to communicate, read, write, and also listen, which later develop the child to develop academically. The influence of parent care on girl-child academic and total wellbeing cannot be over emphasized. Children without parental support, care and supervision find themselves at a higher risk of abuse, inadequate parental love and care. Parents are very influential in the lives of their wards. They are capable of modifying and raise children who will be attentive, smart, tolerant and deligent through their active participation in the educational activities and learning process.

In enhancing the academic performance of the student, parental and home environmental factors contribute a major part such as the following:

1. **Provision of Resources:** This include, providing the children with the basic amenities which are used to promote learning such as reading materials, uniforms, school bag, stationary items, likewise a home lesson tutor. The provision of resources mainly rely on the financial strength and ability of the

parents. In a situation whereby parents are financially bouyant, they will be able to secure all the required materials and resources. While on the other hand, families that falls in the range of socio-economically backward sections of the society and nation as a whole are incapacitated to provide the needed materials and resources which helps in facilitating learning.

2. **Effective communication:** Effective communication among the family members, good interaction are also one of the factors that contribute significantly towards development of a pleasant home environment.
3. **Pleasant Home Environment:** Within one's home, the environmental conditions should be amiable and welcoming. The presence of a pleasant environmental conditions would make provision of room for the student to concentrate on his or her studies. Students develop peace of mind and are able to focus upon their learning in an proper way and manner.
4. **Encouraging Attitude of Family Members:** In order to accomplish academic goals, there should be mutual encouragement from the members of the family. When parents are encouraging towards their children and make adequate provision of sources for the children to acquire education, then children become motivated and ready to learn. Parents and siblings within the family are the ones that render an imperative contribution towards accomplishment of academic goals. Encouraging attitude of the parents majorly proves as a means of inspiration and motivation in order for learning to take place.
5. **Small Family Size:** This is known as a nuclear family, encompassing of father, mother and their children. A situation whereby children number is between one or two, then the family is regarded as a small family. When children in this type of family are just one or two, the parents find their job duties manageable, by being able to make provision of resources likewise manage the learning process, as well as the growth and development of their children.

6. **Parents Educational Level:** The educational background and qualifications of the parents are viewed as one of the crucial aspects which are used to enhance the academic learning of their wards. A well educated parents, will make an arrangement and provision of good education to their wards such as enrolling them in a high reputable schools and also provide them with all the needed materials and resources that are used while implementing learning. While on the other hand, parents who possess a low educational levels or are not educated, then too in the present existence, they encourage their wards towards acquisition of education.

Marital instability is a situation that occurs in a marriage, leading to series of physical, spiritual, psychological, socio economical, emotional, biological and cultural issues which bring about a severe damage in the home. A process whereby the relationship between a married couple erodes, such that they cannot ordinarily restore their relationship. It is the breach of domestic anticipation, often leading to a divorce or dissolution of the marital relationship.

Marital instability and single parenthood serves as an obstacle to the educational attainment of children especially girl-child. The children suffer most in an unstable home in society because it affects all ramifications of their lives most especially the female ones. In a situation whereby marital instability leads to divorce, the situation becomes more unbearable for the children in such a family. Marital instability and single parenthood lead to some factors which serves as hindrances in the academic performance of girl-child. Some of these factors includes the following: Early Pregnancy, Sexual Abuse and Harassment, Teenage Drinking, Unhealthy Relationship, Drug Abuse, Prostitution, Internet Fraud or Cybercrime and so on.

Marriage is human behaviour and a significant affiliation that involves a man and woman or woman who agree to be united and live in an intimate and intensive relationship and develop together. Marriage may be long or brief, successful or not. The quality of each marriage depends on what each partner brings into it, and what they make of it once they are together. Marriage involves a period of courtship, introduction between the families,

engagement, and a marital dowry, and a wedding celebration in most cases. These are all carried out for the marital relationship to last long. However, disagreement is a human attribute that may be unavoidable in any marriage. However, crises overwhelm many marriages. Marital instability is a situation that occurs between man and woman. A situation whereby the husband and wife have different opinions, perspectives, and views concerning a situation, activities or issues in the home which cannot be peacefully, mutually and amicably resolved. Marital instability usually occurs as a result of poor communication patterns between a couple, extramarital relationships, domestic violence, bad spiritual life, absence of romance, unfulfilled expectations, sexual problems, addictive behaviour, educational and social background etc. Thereby when it becomes unbearable for the individuals involves it can bring about divorce or separation among couples which invariably leads to singleness or single parenthood in a family where children are involved. This study or research work is focused to examine the effects of Marital instability and single parenthood on the academic performance of the girl child and also suggest ways of reducing their rate of occurrence in the society as a whole.

Marriage is a contract for Union and cohabitation between one or more males and females for the establishment of their families. Marriage involves joining in matrimony two individuals of a different gender to become one flesh as husband and wife, given the need for companionship, procreation, continuing and sustaining family ties (Gbenda & Akume, 2002; Abane, 2003; Bumpass, 2009 in Omorogiuwa & Omorogiuwa Tracy, 2016). Onwuasoanya (2006) in Omorogiuwa and Omorogiuwa, 2016 defined family as the household and those who live in one house, and a network of persons such as the couple, their offspring and kin intimately held together by a bond of social and kinship relationship. A family is an important unit in society. The family's most outstanding responsibility is to train and bring up the child in the norms and values of the society. (Santrock, 2006; Osborne & McLanahan, 2007 in Hassan, 2016 postulated that Changes in family structure are typically accompanied by changes in economic,

time, and parental resources; this in turn place stress on families and thus adversely affect child outcomes. Family instability also yields residential instability and a sense of insecurity concerning household rules.According to Crosnoe and Elder 2011, family stability and instability affect a child's social and personal relationships with his or her colleagues, mates and peers within and outside his or her environment. Odu and Ayodele 2007 in Falana, Bada & Ayodele 2012 opined that recently the number of single-parent families has been rising at an alarming rate. Many children live in single-parent homes today more than ever before and more than half of all children born today will likely live in single-parent homes before they reach adulthood. Although many single-parent families are the outcome of broken marriages, many others are the result of out-of-marriage childbearing most notably by teenagers out of wedlock. In some societies, especially those with high death rates due to malnutrition, diseases and regional conflicts, the loss of a parent is hardly uncommon. Nevertheless, in the extended families characteristics of these regions, the slack is typically taken up by other family members, and replacement marriages may be quickly arranged to ensure family continuity. Everybody including the children of single-parent families constantly responds to demands. People involve themselves in marriages due to their various mindsets and expectations without putting into consideration other crucial aspects and factors which are vitally important and also serves as guidance for keeping a home. When their expectations are not met then problems arise which invariably leads to marital instability and single parenthood. Lack of parental care, upbringing, love, attention etc. which are required for children development tends to leads to maladjustment and getting involved in behaviour that is frown at and forbidden by the cultural, traditional, societal norms and values. Such as prostitution, stealing, abortion, drug addiction, examination malpractice to mention a few. In this research work, questions on marital instability and single parenthood and their effect on the academic performance of a girl-child would be asked. Love is the vital ingredient that forms the basis of all life on earth. It is a feeling which cannot be quantitatively measured but which

nevertheless is vital for the coexistence of all forms of living beings on this planet. Children from divorced or separated homes usually lack love. Cultivating some habits such as bedtime stories, playing video games, visiting amusement parks and cinemas with kids. Such gesture makes children believe that you as a parent love and care for them. This strengthens the family bond and relationship. Children from unstable homes may not have the opportunity to all these parent-child relationships and this can lead to emotional trauma and breakdown.

Objectives of the Study

The general objective of this study is to determine the effects of marital instability and single parenthood on the academic performance of a girl-child. The specific objectives include to:

1. examine the effects of marital instability and single parenthood on the girl child's academic performance.
2. interrogate if inadequate communication in the home can lead to marital instability.
3. identify whether the immaturity of a couple can lead to marital instability.
4. investigate whether interference from members of the family can lead to marital instability.

Research Questions

1. To what extent has single parenthood expose the girl-child to bad influence?
2. To what extent has the immaturity of couples cause marital instability?
3. To what extent has marital instability has any effect on the academic performance of the girl child?
4. To what extent has single parenthood cause early pregnancy in girl children?
5. To what extent has marital instability brings about a broken home?
6. To what extent has marital instability brings about dysfunctionality in the girl-child's social adjustment?

Hypothesis

H_{01}: There will be no significant effect of home on the academic performances of a girl child.

H_{02}: There will be no significant effect of single parenthood on the academic performance of a girl-child.

Methodology

In this study, the descriptive research design was adopted for the study. The design attempted to provide an accurate description or a picture of a particular situation that has happened in the past without manipulation. It enabled the researcher to collect data on the identified research problem without manipulating any of the variables of interest in the study.

The study adopted purposive and random sampling techniques. Through purposive sampling technique, at Akure South Local Government Area of Ondo State Nigeria, twenty-four individuals comprising of parents and female teenagers were selected and used as a preliminary sample while the total sample will be six respondents drawn from the six areas in Akure South Local Government Area of Ondo State by using multi-stage sampling technique from each purposely selected slums. These are:

Akure South LGA	Oda	Oke Aro	Isikan
	Owode	Gbogi	Ijomu

This study was based on structured questionnaires, complimented with oral interviews and available records (mixed methods).

The questionnaire was tagged upshot of marital instability and single parenthood on academic performance of girl-child. (UMISPAAGC I).

The questionnaire consisted of two (2) sections "A" and "B" Section "A" consisted of questions on the demographic status of the respondents while section "B" focused on the variables under study that are related to the upshot of marital instability and single parenthood on academic performance of girl-child.The responses in section "B" were categorized into strongly Agreed (SA) Agreed (A) Disagree (D) and Strongly disagreed (SD) respectively.

Results

4.0 Reliability Statistics

The results of analysis in table 1 showed the reliability statistics of all construct that was used in the research questionnaire. The reliability statistics of all construct were examined using Cronbach's alpha; this is to ensure the stability and consistency of the research instrument. Based on previous research (Nunnally, 1978) the minimum requirement for Cronbach's alpha is a value of 0.60. The reliability statistics of the construct in table 1 below ranges between 0.961 to o.983, which showed that all the constructs adopted for this study was above the minimum requirement (0.60). This implies that all items used for the construct in this study are very reliable and efficient.

Table 1: Reliability Statistics

Constructs	Conbach's alpha	No of Items
Construct 1	0.983	10
Construct 2	0.972	10
Construct 3	0.968	10
Construct 4	0.961	10

4.1 Research Objectives

4.1.1:*To examine effect of marital instability and single parenthood on the girl child's academic performance*

The results in table 2 below present the first objective of the study. To examine the effect of marital instability and single parenthood on the girl child's academic performance, it can be observed from table 2 that majority of the respondents advocated that degradation to the society contributed largely to the poor academic performance of the girl's child (M=2.05). Also, lack of education leading to early pregnancy of girl's child (M=1.78),

cohabitant of girl's child leading to risky sexual behavior (M= 1.75), porous environment influencing the academic performance of the girl's child (M=1.73) are all the leading factors affecting girl child's academic performance according to the respondents. However, items such as "Marital instability (M=1.58)", "Income of parents (M=1.53)", "Bad companies (M=1.52)" and were not strongly advocated as factors that affect girl's child academic performance as affirmed by the respondents.

Table 2: Effect of marital instability and single parenthood on the girl child's academic performance

	Construct (C)	***M***	***SD***
C1	Can porous environment influence the academic performance of the girl-child?	1.73	.905
C2	Can co-habitant of the girl-child leads to risky sexual behavior?	1.75	.840
C3	Does peer influence causes poor academic performance among the girl-child counterpart?	1.67	.764
C4	Is poor academic performance of the girl-child a degradation to the society?	2.05	.876
C5	Can lack of education lead to early pregnancy of the girl-child?	1.78	.947
C6	Is technological trend in the society a chance for poor academic performance of the girl-child?	1.68	.859
C7	Can marital instability disrupt the girl-child education?	1.58	.931
C8	Can bad companies of the girl-child influence her academic performance?	1.52	.679
C9	Can inadequate care of the parents affect the girl-child education?	1.70	.687
C10	Can income of the parents affect the girl-child academic performance?	1.53	.716

4.1.2: *To examine if inadequate communication in the home can lead to marital instability*

The results in table 3 below present the second objective of the study. To examine the effect of inadequate communication in the

home can lead to marital instability, it can be observed from table 3 that majority of the respondents advocated that hostility of the parents increases the risk of early pregnancy of the girl's child (M=1.78). Also, academic performance of the girl-child influenced by single parenthood (M=1.75), family disagreement disrupt the girl-child academic performance (M=1.75), separation of the parents pave ways for dropping out of the school by the girl-child (M=1.75). However, items such as "Broken home" (M=1.55)", "Frequent fights between parents (M=1.47)", "Parental background (M = 1.45)" and were not strongly advocated as factors that affect inadequate communication and marital instability as affirmed by the respondents.

Table 3: Inadequate communication and marital instability

	Construct (C)	***M***	***SD***
C1	Can family disagreement disrupt the girl-child academic performance?	1.75	.870
C2	Can frequent fights between parents lead to improper upbringing of the girl-child?	1.47	.506
C3	Do broken homes increase high risk of sexual indulgence of girl-child?	1.55	.677
C4	Does negligence of the parents influence the academic performance of the girl-child?	1.70	.758
C5	Is academic performance of the girl-child influenced by single parenthood?	1.75	.670
C6	Can broken-home affect the proper up bring of the girl-child?	1.60	.496
C7	Does parental background enhances the risk of poor academic performance of the girl-child?	1.45	.504
C8	Can poor economy status of the parent affect the education of the girl-child?	1.55	.677
C9	Does separation of the parents pave way for dropping out of the school by the girl-child?	1.75	954
C10	Can hostility of the parents increase the risk of early pregnancy of the girl-child?	1.78	.974

4.1.3: *To find out whether immaturity of couple can lead to marital instability*

The results in table 4 below present the first objective of the study. Based on the study to examine whether immaturity of couple can lead to marital instability, it can be observed from table 4 that majority of the respondents advocated that lack of proper communication of the girl-child with her parents encourages sexual indulgent (M=2.00). Also, death of one of the parents affect the academic attainment of the girl-child (M=1.82), gender inequality be responsible for poor academic performance among the girl-child (M=1.78), non-challant attitude of the parents expose the girl-child to sexual activities? (M=1.73) are all the leading factors affecting immaturity of couple and marital instability according to the respondents. However, items such as "Tradition (M=1.45)", "Intake of hard drugs (M=1.37)", "Harassment (M = 1.35)" and were not strongly advocated as factors that affect immaturity of couple and marital instability as affirmed by the respondents.

Table 4: Immaturity of Couple and Marital Instability

	Construct (C)	*M*	*SD*
C1	Can death of one of the parents affect the academic attainment of the girl-child?	1.82	.844
C2	Does intake of hard drug by the girl-child leads to risky behaviors?	1.37	.490
C3	Can harassment of the girl-child leads to poor academic performance?	1.35	.483
C4	Can abuse of the girl-child by the male counterpart in the society leads to poor academic performance?	1.60	.483
C5	Can norms and belief of the society influence the academic performance of the girl-child?	1.45	.709
C6	Does tradition contributes to the literacy of the girl-child?	1.45	.677
C7	Can cultural attributes of immediate environment influence the academic performance of the girl-child?	1.50	.749
C8	Can non-challant attitude of the parents expose the girl-child to sexual activities?	1.73	.506
C9	Does lack of proper communication of the girl-child with her parents encourages sexual indulgent?	2.00	.905
C10	Can gender inequality be responsible for poor academic performance among the girl-child?	1.78	1.013

4.1.4: *To Investigate whether Interference from Members of the Family can Lead to Marital Instability*

The results in table 5 below present the last objective of the study. Based on the study to investigate whether interference from members of the family can lead to marital instability, it can be observed from table 5 that majority of the respondents advocated thatteaching of sex education contributes to the poor academic performance of the girl child (M=3.17). Also, fear of the male counterpart leads to early pregnancy of the girl-child (M=2.63), use of contraceptive bea yardstick for early pregnancy of the girl-child (M = 2.50), introduction of abortion leads to early pregnancy of the girl-child (M=1.65) are all the leading factors affecting girl child's academic performance according to the respondents. However, items such as "Sexual desire (M=1.47)", "Watching pornography (M=1.42)", "Casual sex (M=1.37)" and were not strongly advocated as factors caused by interference from members of the family and marital instability as affirmed by the respondents.

Table 5: Interference from members of the family and marital instability

	Construct (C)	*M*	*SD*
C1	Is societal hatred for the girl-child education a cause for poor academic performance?	1.63	.705
C2	Can use of contraceptive be a yardstick for early pregnancy of the girl-child?	2.50	1.132
C3	Does sexual advances of the girl-child leads to early dropping out of the school?	1.62	.490
C4	Can introduction of abortion leads to early pregnancy of the girl-child?	1.65	.770
C5	Can watching of pornographic films enhances the risk of early pregnancy and poor academic performance of the girl-child?	1.42	.501
C6	Can desire for materials items lure the girl-child casual sex?	1.47	.716
C7	Do girl-child sees sex as a gratifying venture?	2.50	1.132
C8	Can casual sex of the girl-child leads to prostitution?	1.37	.490
C9	Can teaching of sex education contributes to the poor academic performance of the girl child?	3.17	844
C10	Can fear of the male counterpart leads to early pregnancy of the girl-child?	2.63	1.125

4.2 Research Hypothesis

H_o: There is no significant effect of home on academic performance of a girl-child.

The Results of analysis in then table below showed the Spearman correlation test on effect of home on girl's-child performance. The correlation test which can be reported as ($r=0.794$, p-value <0.01, $N=40$) is significant at 95% confidence interval level. Based on the correlation coefficient ($r=0.794$), there exist a positively strong relationship between a girl child academic performance and their respective home or background, and the relationship is statistically significant. This implies that girl-child's parental background or home settings has significant influence on academic performance of a girl-child.

Table1: Spearman Correlation test between Home and Academic performance of a girl child.

		C10	C7
C10	Spearman's rho Correlation	1	.794**
	Sig. (2-tailed)		.000
	N	40	40
C7	Spearman's rho Correlation	.794**	1
	Sig. (2-tailed)	.000	
	N	40	40

** Correlation significant at 0.05

$H0_1$: There is no significant effect of single parenthood on academic performance of a girl-child

The results of analysis in then table below showed the Spearman correlation test on effect of home on girl's-child performance. The correlation test which can be reported as ($r = 0.773$, p-value $<$ 0.01, $N = 40$) is significant at 95% confidence interval level. Based on the correlation coefficient ($r = 0.773$), there exist a positively strong relationship between a girl child academic performance and the parenthood status (single), and the relationship is statistically

significant. This implies that single parenthood has significant effect on girl's child academic performance or performance.

Table1: Spearman Correlation test between single parenthood and Academic performance of a girl-child.

		C9	C5
C9	Spearman's rho Correlation	1	.773**
	Sig. (2-tailed)		.000
	N	40	40
C5	Spearman's rho Correlation	.773**	1
	Sig. (2-tailed)	.000	
	N	40	40

** Correlation significant at 0.05

Conclusion

The study examined the influences of marital instability and single parenthood on the academic performance of girl-child in Akure south local government area of Ondo state Nigeria.

Also, the study revealed that girl-child of separated parents encounter difficulty coping with their schooling, as a result of their parents' educational level, socio-economical status, and lack or insufficient income among others.

Furthermore, marital instability is a harbinger of many problems (socially, academically, and emotionally for the growing girl-child. Parents should be cognizant of their role modelling role to their children, especially the female child, when you train a girl, you train the nation.

Recommendations

The following recommendations are thereby suggested:

- Couples with marital related issues should seek help from social workers for guidance.
- Marriage and family life counsellors should organize education seminars on the influence of marital instability and single

Parenthood on children especially the girl-child with their educational performance.

- There is the need for vital consideration for policymakers, government etc to promote the academic performance of children who are products of broken homes.

References

Abane, H., (2003). For better for worse: Social dimension of marital conflict in Ghana Gender and behavior.(11), 120-132.

Bumpass, H. (2009). Parent's literacy and their children's success in school. Education Research, 3(2), 19-30.

Gbenda, B. and Akume, G. (2002). Resolving marital conflict through counselling. The counsellor, 19(1), 25-34.

Onwuasoanya, P.N. (2006). Impact of premarital guidance on undergraduates' attitude towards family stability. The Counsellor, 22, 75-81.

Santrock, J.W., (2006) Adolescence, 10th Ed, Boston McGraw-Hill company Inc.

Osborn C. and McLanahan S. (2007). Partnership instability and child well-being. Princeton

University, centre for research on child- being

Crosnoe, R., and Elder, G.H. (2011). Family Dynamics, Supportive Relationships, and Educational Resilience During Adolescence. Journal of Family Issues.

Collins, W.A. and Repinski, D.J. (2006). Relationships During Adolescence: Continuity and Change in Interpersonal Perspective. In R. Montemayor, G.R. Adams, and T.P.

Odu, B.K., & Ayodele, C.J. (2007a). Teenage vulnerability to parenthood and interplay of influences: A case study of Ekiti State. The Social Sciences, 2(4), 442-448.

Odu, B.K., & Ayodele, C.J. (2007b). The menace of teenage motherhood in Ekiti State. Middle East Journal of Scientific Research, 2 (3-4), 157-161.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Staff Training and Development Programmes and Secondary School Teachers' Job Performance in Oyo Metropolis

Abiodun Olawumi, OLALEKAN
abiwumi2017@yahoo.com
+2348032148468

Abstract
The ability of the secondary school system to achieve its goal depends on the number, skills and performance of its teachers. As a result, this study looked at theimpact of staff training and development programmes on secondary school teachers' job performance in Oyo. The design adopted was the descriptive survey design of the Ex-post facto. The population of the study comprised of all secondary schools in Oyo metropolis. A Purposive sampling technique was used to select 10 schools from the three Local Governments in Oyo metropolis. A Simple random sampling technique was also used to select 20 teachers each from the 10 sampled schools making a total of 200 teachers that served as total respondents. Data collected through self-designed teachers' questionnaire were analyzed using simple percentages, mean and independent t-test statistics. The hypotheses were tested at a 0.05 level of significance. The results from the analysis showed that there is a significant difference in the performance of teachers who participated in staff training and development program and those who did not (p-value 0.000 is less than alpha value 0.05) but there is no significant difference in the level of participation of public and private schools' teachers in training and development programme (P-value 0.104) is higher than alpha value 0.05). It is concluded that training and development programmes have a tremendous effect on the job performance of secondary school teachers in Oyo metropolis. Participation in seminars assist teachers to discuss their experiences on the job with other

colleagues and this improves their knowledge and job performance. Based on the findings and conclusion, it is therefore recommended that teachers should be encouraged by the school administrators to attend workshops and seminars in their subjects frequently. They should be encouraged to change their negative attitude towards training and development programme to improve their job performance. Government should give adequate financial provision for teachers' training and development programme.

Keywords: Training, Development, Teacher, Job performance, Secondary school.

Word Count: 314

Introduction

The drive for organizational goal attainment is central to every management. A major determinant in this drive is the level of efficiency and effectiveness of the organization's human resources. As often said, structures and positions do not make an organization but human beings do as they determine the activities that go on in the organization. So, for the purposes of goal attainment, survival and relevance in the competitive society, every organization must show enough concern for the quality of its personnel. The case of secondary school administration is not different. Secondary education is the type of education that the children received after the primary level of education and before the tertiary level of education. Secondary education comprises of two sections namely: Junior Secondary School and Senior Secondary school which all aimed at preparing the individual for useful living within the society and higher education. It is as a result of this that the performance of teachers in our secondary schools has become critical issue worthy of consideration. Nnachi (2008) observed that the teacher is the brain box of educational activities and his position and activities are quite inevitable in supporting educational affairs. The researcher further explained that teachers as one of human resource in secondary schools ought to put in their best for the school to achieve its goals. The ability of secondary school

organization to achieve its goal depends on the number, skills and performance of its teachers.

Job performance is the actual accomplishment of anassigned task. It is the actual work done against the expected standard of achievement. Job performance is also the overall expected value from employees' behaviours carried out over the course of a set period of time. Teacher job performance refers to as all the actions, activities and procedures a teacher embarks upon in order to attain specific goals. There are numerous activities that teachers carry out which determine how effective and productive their jobs might be. Maclean (2018) highlighted such activities as drawing of the scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress. He further explained that other activities that are carried out by teachers include maintenance of discipline among students, keeping of attendance registers of students, participation in staff meetings, conduction of morning devotion, house mastership, counseling, participation in sports, games and club activities. The performance of students which is supposed to reflect how effective the performance of teachers is, are not up to the expected especially in external examinations. This so because the quality of any educational system depends to a great extent on its teachers and this is greatly affecting the performance of the students who are the end products of these secondary schools. This study examines one of the probable factors attributed to teachers' inability to perform their job. These is lack of in-service training and development programme for teachers after their pre-service training to update their skills and knowledge in the profession (Maclean, 2018). Teachers that will carry out all the key activities need certain knowledge and experiences, and these can be acquired through training and development programmes.

The knowledge, skill and experiences available to teachers are acquired in two major ways which are the Pre-service training programme and the on-the-job training programme. Training is a process of learning a sequence of programmed behaviour. It is the application of knowledge and it attempts to improve the performance of employees on the current job and prepares them

for the intended job. Training is a short-term process utilizing a systematic and organized procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose. No matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Since the quality of educational products depends to a great extent on the quality of its teachers, the teachers need on- the-job or in-service training to be able to cope with the challenges of the profession and to be able to meet up with the world technological revolution. Ayodele and Adegbile (2003) in Maclean (2018) indicated that the development of students in terms of the quality of education is dependent on the quality of knowledge that the teachers have. It was observed that despite the fact that secondary school teachers' responsibility is a vital one, training and development programme of these workforces becomes luxury most especially in Oyo metropolis. Most teachers are not given the opportunity to update their knowledge and skill on the job.

According to Okokoyo (2004), the values of the community are not static but dynamic hence the school administrators and staff must of necessity indulge in staff training and development so as to update their knowledge, experiences and pedagogical competencies. Olagboye (2004) stressed that training and development programmes are necessary for human resource development in every organization. He further explained that in the education system, teachers require regular exposure to workshops, conferences and seminars which are designed to train them in current trends in the teaching methodology of their subjects. Training is directed at assisting employees to acquire the basic skills required for the effective performance of their tasks. It has further become necessary in view of advancement in the modern world to invest in training. Thus, the role played by staff training and development can no longer be over-emphasized. Staff training and development are based on the premise that staff skills need to be improved for organizations to grow (Olaniyan and Ojo, 2008).

Udoh-Uwah, O.E. & Etim, M.E. (2018)explained that training is an activity used for the development of human resources in an organisation or institution. It is a learning process generally geared towards the primary purpose of helping members of an organisation to acquire, develop and apply the knowledge, skills, abilities and attitude required by that organisation to achieve its mission.It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientists and school administrators now recognize the fact that training is obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. Training is not coaxing or persuading people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance. Staff development programmes are the various means by which all categories of staff working in various organizations are encouraged to improve their capabilities and be more effective in job performance. Alabi (2012) asserted that when training and development programme is provided in a supportive climate, the outcome is that it increases productivity, enhance group work, create greater employee versatility, improves communication, morale and cooperation and all these improve job satisfaction of staff.

This is applicable in teaching profession. Training and development programme are very necessary for teachers because a teacher who is not grounded in skills may not be able to face the challenges of the profession. To fail to grow is to face the same classroom everyday with the same subject to teach in the same way, in which case the dynamics of the profession will be missing, and instead of the challenge of growing and pride in getting better, there is only repetition in service. Training is also important for beginners that are teachers that are just coming from training, for them to have a smooth transition from training schools to the classroom. This is because they are often faced with several challenges upon beginning their teaching career. Such difficulties include class assignments, change in assignments, change in classroom discipline and management, working with new

curriculum, demanding teaching loads, motivating students dealing with individual differences among students, assessing students and communicating with parents (Maclean, 2018). The focus of in-service training and development programme is to bring about curriculum change, innovation in teaching methodologies and provision of quality professional growth and development of teachers.

It has been observed that despite the importance of the training and development programmes to teachers, only few teachers attend the programmes at regular intervals. The reasons for this emanate from irregularity in the organization of the programmes and the inability to make adequate incentives for the teachers' attendance at the program (Oyedeji, 1998). In view of this, the researcher, therefore, embarked on this study to examine the perceived relative effect of staff training and development programmes on secondary school teachers' performance.

Statement of the Problem

The repetitive use of the stereotyped conventional methods of teaching in secondary schools in Oyo metropolis with no significant improvement in students' academic performance is a serious concern for all stakeholders in the educational system. Over the years now, the entire public are complaining that the standard of education in Nigeria is falling and the performance of students is not up to the expected in external examinations. Administrators of education and school heads rarely organize and sponsor in-service training, conferences, seminars, refresher courses or workshops for secondary school teachers to improve themselves in spite of their critical role in bringing about teachers' effectiveness. Most teachers who undergo post-qualification training do that personally. There are no adequate provisions for staff development programmes for teachers to develop themselves. Given the new educational challenges, there is a growing concern that the preparation of teachers needs to be enhanced for them to be fully efficient and effective in the discharge of their duties. Therefore, this study is to examine the impact of staff training and

development programmes on secondary school teachers' performancein Oyo metropolis.

Purpose of the Study

The study intends to investigate the perceived relative effects of staff training and development programmes on secondary school teachers' performance in Oyo Metropolis. Specifically, the study seeks to;

1. examine the level of participation of teachers in staff training programmes.
2. determine the relative benefits that teachers stand to gain in training and development programmes.
3. investigate teacher attitudes towards training and development programme.
4. ascertain the challenges facing teachers' development programme.
5. examine the difference in the performance of teachers who participate in the staff development programme.
6. investigate the level of participation of public and private secondary school teachers in training and development programmes.

Research Questions

The following questions were raised for the purpose of the study.

1. What is the level of participation of teachers in staff training and development programme?
2. Of what benefits are training and development programme to secondary school teachers?
3. What are the challenges facing teacher development programme?
4 What is the attitude of teachers towards training and development programme?

Research Hypotheses

To achieve the aim of this study, the following hypotheses have been developed to guide the study thus:

Ho_1 There will be no significant difference in the performance of teachers who participate in staff development programmes and those who did not.

Ho_2 There will be no significant difference in the level of participation of public and private secondary school teachers in training and development programmes.

Methodology

The study adopts the descriptive survey design of ex-post-facto. The design was considered appropriate because the researcher did not have direct control over the independent variables of interest due to the fact that these variables had already occurred in secondary schools. The population of this study comprised of all secondary school teachers in Oyo metropolis. The sample for the study comprised of 200 male and female teachers from three local governments in Oyo metropolis. Random sampling techniques was used in the selection of the school in the study. 20 teachers were randomly selected from each of the ten schools, making a total of 200 teachers in all. Teachers' questionnaires were designed by the researchers to collect data in this study. The instrument was validated and established with the reliability before administration by giving it to experts in the field of education. Test-retest method with a space of two-week interval was used to test the reliability of the instrument which yielded 0.76 reliability coefficient. Data were analyzed using simple percentages, mean and independent t-test statistics. The hypotheses were tested at 0.05 level of significance.

Results

Analysis of the Demographic Information

Table I. Information about the School ownership of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	public	96	47.5	48.0	48.0
	private	104	51.5	52.0	100.0
	Total	200	100.0	100.0	
Missing	System	0	0.0		
Total		200	100.0		

From the table I, 48% of the respondents were from schools that are owned by the Government, while 52% were from the schools that are owned by Private individuals and missions.

Table II. Information about the gender of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	93	46.0	46.5	46.5
	female	107	53.0	53.5	100.0
	Total	200	100.0	100.0	
Missing	System	0	0.0		
Total		200	100.0		

From the table II, it was revealed on the table that 46.5% of the respondents were male, while 53.5% were females.

Research Question 1: What is the level of participation of teachers in staff training and development programme?

Table 1: The Level of Participation of Teachers in Staff Training and Development Programme.

S/N	Regularity and Level of Participation of Teachers in Training and Development Programmes	MEAN	STD. DEV
1.	Workshops, conferences and seminars for teacher's development are organized on regular basis.	2.16	0.764
2	Refresher courses are regularly organized for teachers.	2.65	0.588
3	Training programmes are designed only for newly employed teachers.	2.51	0.940
4	I attend workshop or seminar in my subject area frequently	2.76	0.985
5	I have not participated in any workshop or seminar programme	2.60	0.913
Weighted mean = 2.54			

The above table revealed a weighted mean of 2.54 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.5. This implies that the level of participation of teachers in staff training and development programme is high. Considering the mean scores of items 2, 3 and 4 (2.65, 2.51 and 2.76 respectively) above which encompass vast aspects of the research and higher standard mean (2.5), it can be deducted that the level of participation of teachers in staff training and development programme is considered to be high. The majority of the respondents agreed that they attended workshops and seminars in their subjects frequently and refresher courses were regularly organized for teachers. Teachers participated in training and development programme because they believed it is part of their professional practice and training. This is in line with the submission of Ayeni (2010) who reported that teachers are known to be responsible for the translation and implementation of educational policies and this depends on professional practice and training. Teachers who are deficient in professional practice and training are not likely to help the students meet the challenges of learning.

Research Question 2: Of what benefits are training and development programme to secondary school teachers?

Table 2: Benefits of Training and Development Programme to Secondary School Teachers.

S/N	Benefits of Training and Development Programme to Teachers	MEAN	STD. DEV
1	Participation in seminar assist teachers to discuss their experiences on the job with other colleagues and this improves their knowledge and job performance.	2.74	0.899
2	Participation in seminar presentations assists staff to improve their communication skills and this ultimately improves their job performances.	3.14	0.919
3	Participation in annual conferences assists staff to improve their knowledge and job performance.	3.45	0.813
4	Participation in workshops offers teachers an opportunity to deal with issues and challenges encountered in their job performances.	3.40	0.750
5	Participation in workshops assists teachers to discuss new trends in educational development and this improves their knowledge and job performance.	3.28	0.808
Weighted mean = 3.20			

The above table revealed a weighted mean of 3.20 out of the maximum obtainable score of 4.00 which is higher than the standard mean of 2.5. This implies that the benefits of training and development programme to secondary school teachers are enormous. The results indicated that participation in seminar assists teachers to discuss their experiences on the job with other colleagues and this improves their knowledge and job performance (2.74>2.5); that participation in seminar presentations assists staff to improve their communication skills and this ultimately improves their job performances (3.14>2.5); that participation in annual conferences assists staff to improve their knowledge and job performance (3.45>2.5); that participation in workshops offers teachers an opportunity to deal with issues and challenges encountered in their job performances (3.40>2.5); and that participation in workshops assists teachers to discuss new trends in educational development and this improves their knowledge and job performance (3.28>2.5). This result corroborated with the findings of Olaleye (2013) was of the opinion that training and development increase the existing knowledge, skills, attitudes and experiences of staff and all these eventually improve upon the job performances of staff. This opinion is right because in the first place, a training and development programme is carried out after recognizing that particular job performance is deficient or not satisfactory. Training and development therefore, assist to reduce or eliminating the deficiency detected on job performance. This result is also in line with the report of Alhas (2003), who emphasized that job satisfaction is a pleasurable positive emotional feeling in an employee, which comes about as a result of job experiences. The scholar added that studies and experiments in the fields of management, sociology and psychology have developed and established that productivity in an organization can indeed increase if employees experience job satisfaction. Staff training and development programme is one of the ways by which employers use to make teachers derive pleasure and be comfortable with their jobs.

Research Question 3: What are the challenges facing teachers' development programme?

Table 3: Challenges Facing Teachers' Development Programme

S/N	Challenges Facing Teachers in the Course of Attending Training and Development Programme	Mean	STD. DEV
1	Professional resources are not available to attendees to utilize the knowledge gained from training /seminar.	2.95	0.771
2	There is no provision for teachers' development programmes by the government.	2.65	0.640
3	Staff are not adequately remunerated	2.47	0.701
4	Government / school administrators do not organize training programme regularly	2.46	0.756
5	Attendance at training and seminars is highly politicized	2.54	0.795
Weighted mean = 2.61			

The above table revealed a weighted mean of 2.61 out of the maximum obtainable score of 4.00 which higher than the standard mean of 2.5. This shows the challenges facing teachers' development programme among which are that the professional resources are not available to attendees to utilize the knowledge gained from training and seminar (2.95>2.5); that there is no provision for teachers' development programmes by the government (2.65>2.5); that attendance at training and seminars is highly politicized (2.54>2.5). But, item 3 (staff are not adequately remunerated) is not a challenge (2.47<2.5), also item 4 (Government/school administrators do not organize training programme regularly) is not a challenge (2.46<2.5). This result is in support of Uguanyi (2003) who was of opinion that staff who are not adequately provided with relevant materials and exposed to training and development programme may not be able to become flexible and open to change. They require high supervision and the organization is prone to staff redundancy. Also, Ayeni and Akinola (2008) reporting on Ondo State, found that 57% of teachers in secondary schools were not given adequate training opportunities by their principals while facilities to improve their professional competence through in-service training were not

adequately provided. This constituted encumbrance to education quality assurance.

Research Question 4: What is the attitude of the teachers towards training and development programme?

Table 4: The attitude of the teachers towards training and development programmes.

S/N	Attitude of Teachers towards Training and Development Programme	Mean	STD. DEV
1	Books were provided for teachers and pupils to ensure standard, so I do not need training	2.22	0.776
2	I attend workshop or seminar in my subject area regularly	2.39	0.960
3	My subject area requires regular attendance at workshop and conferences for professional development so I attend regularly.	2.30	0.937
4	I cannot use my money for training and development programme	2.31	0.977
5	I always sponsor myself to seminars and workshop.	2.42	0.791
Weighted mean = 2.33			

The above table revealed a weighted mean of 2.33 out of the maximum obtainable score of 4.00 which is lower than the standard mean of 2.5. This implies that the attitude of the teachers towards training and development programs is poor. This is revealed from the table above as none of the mean of the items is up to the standard mean of 2.5. The majority of the respondents agreed that they did not need training since books were provided for them and students. In contrast to this finding, Falola, Osibanjo & Ojo (2014) pointed out that no matter the efficiency of the pre-service training and materials given to teachers, there will always be room for further improvements.

Testing of Hypotheses

Hypothesis1: There is no significant difference in the performance of teachers who participate in staff training and development program and those who did not.

Table 5: Performance of Teachers who Participate in Staff Training and Development Programme and Those who did not

	Test Value = 0					
					95% Confidence Interval of the Difference	
	T	Df	Sig. (2-tailed)	Mean Difference	Lower	Upper
effect	70.416	199	.000*	15.46500	15.0319	15.8981

From the table, the p-value (0.000) is less than alpha value (0.05). Therefore, we reject the null hypothesis and accept the alternative hypothesis. The conclusion is that there is a significant difference in the performance of teachers who participate in staff training and development program and those who did not. This result is in line with the report of Alabi (2012) who opined that training tends to increase productivity and improves the quality of work, improve skills, knowledge, understanding and attitude, enhance the use of tools and machines and reduce waste, accidents, turnover, lateness and absenteeism. Furthermore, Ayeni and Akinola (2008) were of opinion that in the secondary school setting, teachers who are well catered for in terms of training and development programme such as seminars, workshops among others will be able to do exploit in terms of attainment of objectives and goals in general.

Hypothesis 2: There is no significant difference in the level of participation of public and private schools' teachers in training and development programme.

Table 6: Level of Participation of Public and Private Schools' Teachers in Training and Development Programme

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.291	8	.411	1.685	.104
Within Groups	46.629	191	.244		
Total	49.920	199			

From the table, the p-value (0.104) is higher than alpha value (0.05). Therefore, we accept the null hypothesis and reject the alternate hypothesis. The conclusion is that there is no significant difference in the level of participation of public and private schools' teachers in training and development programme. The result indicated that teachers in both public and private schools in Oyo metropolis were aware and attended training and development programmes such as workshops, seminars and conferences. The result is in line with the opinion of Falola, Osibanjo&Ojo (2014) who explained that training and development play a vital role in the efficiency of private and public organisational system and effectiveness of the personnel pointed out that no matter the efficiency of pre-service training given to teachers, there will always be room for further improvements. Employers in all kinds of organizations should always be preoccupied with how to increase productivity and motivate workers to participate in training and development programmes.

Discussion of the Findings

The study investigated the perceived relative effects of staff training and development programmes on secondary school teachers' performance in Oyo Metropolis. Specifically, the study sought to examine the level of participation of teachers in staff training programmes, the relative benefits that teachers stand to gain in training and development programmes, teachers' attitude towards training and development programme, challenges facing

teachers' development programme, difference in the performance of teachers who participate in staff development programme and the level of participation of public and private secondary school teachers in training and development programmes. In order to achieve the purpose of this study, four research questions were raised and answered and two hypotheses were formulated and tested. The literature review centered on teachers' performance, training and development Programme, method of training and development, benefit of staff training and development programme approaches to training, teachers professional development, impact of staff development programmes on teachers' job performances, theoretical framework and appraisal of literature reviewed

In carrying out the study, the design adopted was descriptive survey design of the ex-post-facto. The population of the study comprised of all secondary schools in Oyo metropolis. Purposive sampling technique was used to select 10 schools from the three local governments in Oyo metropolis. A simple random sampling technique was also used to select 20 teachers each from the 10 sampled schools making a total of 200 teachers that served as total respondents. To obtain relevant data for the study, teachers' questionnaire was designed by the researcher and validated by the experts in the fields of educational management and measurement and evaluation. The reliability indices of the questionnaire were established using test-retest method with 50 teachers. Data collected through the questionnaire were analyzed using simple percentages, mean and independent t-test statistics.

The hypotheses were tested at a 0.05 level of significance. The results from the analysis showed thatthe level of participation of teachers in staff training and development programme is considered to be high. It was revealed in the study that participation in seminar presentations assists staff to improve their communication skills and this ultimately improves their job performances. The study also exposed that the professional resources are not available to attendees to utilize the knowledge gained from training and seminar and attendance at training and seminars is highly politicized. It was revealed that the attitude of

the teachers towards training and development programs is poor. The study also made it known that there is significant difference in the performance of teachers who participate in staff training and development program and those who did not. It was discovered that there is no significant difference in the level of participation of public and private schools' teachers in training and development programme.

Conclusion

The benefits of training and development programme to secondary school teachers are enormous. Training and development programmes have tremendous effect on the job performance of secondary school teachers in Oyo metropolis. Participation in seminar assists teachers to discuss their experiences on the job with other colleagues and this improves their knowledge and job performance. It also assists staff to improve their communication skills and discuss new trends in educational development which invariably improves their knowledge and job performance recommendations based on the findings and conclusion, the following recommendations were made:

i. Teachers should be encouraged by school administrators and the governments to attend workshop and seminar in their subjects frequently. They should be encouraged to change their negative attitude towards training and development programme to improve their job performance.
ii. Fresher courses should also be regularly organized for teachers in secondary schools to update their knowledge.
iii. Government should provide professional resources to attendees to utilize the knowledge gained from training and seminar.
iv. Government and school administrators should avoid sentiment and partiality in nominating staff for training and development programme. Nomination for training and development programme should be based on merit

and those staff that will apply the knowledge acquired in their day-to-day activities should be nominated.

v. Government should make adequate financial provision for teachers' training and development programme.

vi. There should be a continuous training programme for all cadre of staff from the initial stage of employment till the time for retirement.

vii. Employers in both public and private schools should always be preoccupied with how to increase productivity and motivate teachers to participate in training and development programmes.

References

Alabi, A.T. (2012). The relevance of staff development programmes to staff performance in the school system. *Ilorin Journal of Education*. Retrieved December 11th 2012 from http://www.Unilorin.edu.ng/journals/edu.

Alhas, M.N. (2003). Pertinent issues in employee management. M.P.K. Graphics.

Akinwale, E.J.A. (1999). Human resources management: An overview. Concept Publications.

rmstrong, M. (2014). A handbook of human resources management Practices.12thedition Kogan Page Limited.

Ayeni, A.J. and Akinola, O.B. (2008). Influence of principals' leadership styles and motivation of teachers on quality assurance in secondary schools. A case study of Ondo State. *Ife Journal of Theory and Research in Education, 1*(2), 162-170.

Ayeni, A.J. (2011). Teachers' professional development and quality assurance in Nigerian secondary schools. *World Journal of Education, 1*(2), 143-150.

Borko, H. (2004). Professional development and teacher learning: Mapping the Terrain. *Educational Researcher, 33*(8), 3-5.

Cole, G.A. (2002). Personnel and human resources management. (5th ed.). Book power ELST Educational Low-priced sponsored texts.

Dabo, D.A. (2001). Training and development for optimum utilization of human resources: A case study of Inland Bank Nigeria Plc. Unpublished master's research report. Ahmadu Bello University, Zaria.

Ebireri, O.R. (2007). Effective in-service teacher training for universal basic education scheme in Nigeria. *Journal of Issues in Technical Teacher Education, 4*(1), 1-4.

Emetarom, V.G. (1992). The retraining and utilization of educational administrators and planners in Nigeria, in N. A. Nnwagwu, et al. (Eds.), 122-12.

Falola H.O.A. &OsibanjoOjo, S. I. (2014) Effectiveness of training and development on employees' performance and organization competitiveness in the Nigerian banking industry. *Bulletin of the Transilvania University of Braşov Series V: Economic Sciences, 7* (1).

Fullan, M. (1993). Change forces: Probing the depths of educational reform. Falmer Press.

Gravani, M. & John, P. D. (2002). Teaching the teachers: University and secondary school teachers' perceptions of their learning activities in a professional development context. Paper presented at the European Conference on Educational Research. University of Lisbon. Available: http://www.leeds.ac.uk/educol

Isyaku, I. A. (2000) Training and retraining of Teachers through Distance Education. Being a paper presented at the National Workshop on Distance Education held at Abuja Nigeria. 27-29.

Kayode, T. (2001). The role of training in charge management. *Journal of the Institute of Personnel Management of Nigeria, 10*(7), 24 – 31.

Maclean, I. F. (2018). In-service training and teachers job performance in public senior secondary schools in Rivers State. International Journal of Scientific Research in Education,11(3),493-520.

Nnachi, R. O. (2008). Need for quality assurance in teacher education in Nigeria. *Nigerian Journal of curriculum studies, 1*, 94 - 104.

Okokoyo, I. E. (2004). Educational administration, planning and supervision. Krisbec Publication.

Olagboye, A. A. (2004). Introduction to educational management in Nigeria. Kemsio Educational Consultant.

Olaleye, F. O. (2013). Improving teachers' performance competency through effective human resource practices in Ekiti State secondary schools. *Singaporean Journal of Business Economics and Management Studies, 1*(11), 125-132.

Olaniyan, D.A. & Ojo, L.B. (2008). Staff training and development: A vital tool for organizational effectiveness. *European Journal of Scientific Research, 24*(3), 326-331.

Oribabor, P.E. (2000). Human resources management: A strategic approval. *Journal ofHuman Resources Management, 9*(4), 21 – 24.

Salisu, I. (1998). Non financial incentives as motivating factors for effective job performance. Unpublished master's research report. Ahmadu Bello University, Zaria.

Udom, A.H. (1999). Recruitment, retraining and retention of teachers. *Zaria Journal of Educational Studies, 1*, 100 -106.

Udoh-Uwah, O.E. &Etim, M.E (2018). Professional Development and Lecturers' Job Effectiveness in Universities in South-South Geo-Political Zone of Nigeria. *Journal of Education and Practice, 9(12), 123-129.*

Uguanyi, L.C. (2003). Retraining pre-primary school teachers in measurement and evaluation. *Zaria Journal of Educational Studies, 1*(2), 167-171.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Assessment of Female Genital Mutilation on Healthy Living of a Girl-Child in Southwest Geo-Political Zone in Nigeria

Muinat Adewumi, OSENI
Federal College of Education, (Special), Oyo
School of General Studies Education, Department of Language and Communication Studies
osenimuinatadewumi@gmail.com
+2347038051075

Abstract

The study assessed female genital mutation on the healthy living of a girl-child in the southwest geo-political zone in Nigeria. A survey research design was to be adopted for this study. The population for this study comprised all students of the Secondary Schools in each state capital of the Southwest zone states. A sample of one hundred students from each of the states in the Southwest zone of Nigeria was used for the study. Consequently, a total of six hundred (600) respondents were selected for this study. A structured questionnaire was the instrument used for the study. An expert was consulted to validate the questionnaire and check the expected content of the questionnaire developed. The questionnaire was administered to students of some secondary schools who are not understudied and a reliability coefficient of 0.89 was gotten which pointed out that the instrument was reliable. The data collected were analysed using descriptive statistics with Statistical Package for Social Sciences (SPSS 23.0). The findings of this study revealed that the level of societal attitudes towards female genital mutilation practice in Southwest Geo-political Zone in Nigeria is poor and the level of prevalence and awareness of female genital mutilation on girl-child in Southwest Geo-political Zone in Nigeria is very low. Based on these findings, it was recommended among others that all hands must be on deck to protect

the wellbeing and fundamental rights of the girl-child across the globe through proper sensitization of the dangers attached to female genital mutilation.

Keywords: Female, Genital Mutilation, Healthy Living, and Girl-Child

Word Count: 248

Introduction

Women are seen as the weaker vessel in the family and society at large; therefore they should be taken proper care of. Unfortunately, some of the traditions and customs being practised to improve their lifestyle and well-being, irrespective of their age and sex, oftentimes, turn out to harm them.

However, the exact origin of female genital mutilation circumcision is unknown. Some people believe that the practise started in ancient Egypt. Some believed that it was during the slave trade when black slave women entered the ancient Arab cities. Also, some have believed that female mutilation began with the arrival of Islam in sub- Sahara Africa, before the arrival of Islam notably among warriors and some belief the practice developed independently among certain ethnic groups in sub-Saharan Africa as part of puberty rites.

Recently, the United Nations Population Fund, (UNFPA), and United Nations International Children's Emergency Fund (UNICEF), in a joint press statement said that about twenty million women and girl-child were subjected to Female Genital Mutilation. The organization recently revealed this at the trinity for stakeholders drawn from five states to explore an evidence-based communication process to promote behavioural change in Calabar, Cross river state. They also noted that Female Genital Mutilation, (FGM) remains a major problem in Nigeria and its harmful practice has serious health implications on the girl-child. UNICEF (2010) remarked that the practice of FGM is prevailing in five states which are Ebonyi, Ekiti, Imo, Osun, and Oyo. UNICEF affirmed that about 25% of every girl in secondary schools and women outside the school environment has been mutilated.

WHO (2009) believed that Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the female external genital or any other injury to the female genital organs for non-medical reasons or traditional practice in some cultures of partially or removing the external genital of girls and young women for a non-medical reason. WHO affirmed that it is illegal in many countries. Though Female Genital Mutilation (FGM) is practised in more than 28 countries in Africa and a few scattered communities worldwide. It is more prevalent in Nigeria, Egypt, Mali, Eritrea, Sudan, the Central African Republic, and the Northern part of Ghana where it has an old traditional and cultural practice of other various ethnic groups. The highest prevalence rate is found in Somalia and Djibouti where (FGM) is virtually universal (WHO, 2009).

However, FGM is widely practised in Nigeria, and with its large population, Nigeria has the highest absolute number of cases of FGM in the world, accounting for about one-quarter of the estimated 115-130 million circumcised women and girls worldwide. Thus, there is still considerable support to the practice in areas where it is deeply rooted in local tradition. This act is part of child abuse imagine the physical and psychological trauma that a girl will go through. There are cases of some girl's child that bled to death during this act. Some of the girls that survive this trauma will tell you, they feel less of a woman if they grow into adults (Adeosun 2009). The (UN) says the practice could cause some health and psychological challenges to victims. In this regard, the (UN) has set February 6, yearly as the international day for zero tolerance to FGM/C. This was the thrust of the event organized by the United Nation Population Fund (UNFPA), United Nations International Children Emergency Fund (UNICEF), and the Guardian UK at the president villa, Abuja on Tuesday, February 9, 2013. However, UNICEF (2013) described the practice as the major problem in Nigeria which affects one in every four women/girls. The organisation described FGM as "a harmful and violent practice that could scare girls for life both physically and psychologically".

Statement of the Problem

Despite the global effort to promote the abandonment of Female Genital Mutilation (FGM) the overall role of decline in prevalence has been very slow. The trend seems to be more in developing countries like Nigeria, Ghana, Mali, and among the communities in Oyo, Osun, and Ekiti to mention but a few. Over 6 million girls/women are victims of female genital mutilation across the six states in the southwest is Ekiti, Ondo, Osun, Lagos, Ogun, and Oyo Nigeria. Thus, the girl-child mutilation among the societal seems to pose a problem such as infection, barrenness as regards the health issue. Even death of the female child is alarming as a result of the practices of female genital mutilation by the society, in addition to this, infertility, loss of sexual urge, excessive bleeding after birth, broken of homes and virginal vesicles can result from this barbaric practice. In this regard, female genital mutilation may result in all the identified hazards mentioned above. On this note, this research work will examine the effect of female genital mutilation on the healthy living of a girl-child in the cities of the geo-zone mentioned above. A group, a new initiative for social development at a training organized for journalists in Ado-Ekiti state on Wednesday, January 13, 2016, said that Oyo state has the highest figure with almost two million victims. The training tagged "reduction of discrimination and violence against women in Southwest Nigeria was organized with the support of the British commission". The one-day training was aimed at creating awareness for the "violence against persons" prohibition act which was signed into law in May 2015, after three years in the National assembly.

Purpose of the Study

This study generally investigated the effect of female genital mutilation on the healthy living of a girl-child. Especially, the study will examine the extent of female genital Mutilation on girl-child in Southwest Zone.

It will also:

1) Identify the societal attitudes towards female genital mutilation practices in Southwest Zone.

2) Confirm the health implications of female genital mutilation in girl-child for healthy living in Southwest Zone.
3) Determine the prevalence and awareness of female genital mutilation on girl-child in Southwest Zone.

Research Questions

The following research questions guided the study;

i. To what extent has female genital mutilation hampered the sexual relationship of the girl-child in the Southwest Geopolitical Zone in Nigeria?
ii. What is the level of societal attitudes towards female genital mutilation practice in the Southwest Geo-political Zone in Nigeria?
iii. What are the health implications of female genital mutilation for healthy living of girl-child in Southwest Geo-political Zone in Nigeria?
iv. What level of prevalence and awareness of female genital mutilation on girl-child in the Southwest Geo-political Zone in Nigeria?

Significance of the Study

The findings of this study will be of great help to the girl-child in the sense that it will help to:

i. Enlighten the entire populace that female genital mutilation leads to sexual advances of the girl-child.
ii. Prevent the affliction on the girl-child among the cultural practices.
iii. Enlighten the mothers, especially of the girl-child on the laws against female genital mutilation.
iv. Create awareness on the eradication of female genital mutilation in our society.

Scope of the Study

This study examined the effect of female genital mutilation on the healthy living of a girl-child in the southwest geo-political zone of Nigeria. This study delimitated into some selected schools in the

zone within each city of states that comprise the Southwest geo-political zone of Nigeria. That is Oyo, Osun, Ogun, Lagos, Ondo, and Ekiti. The choice of these states was based on the rudiment of the community on the prevalence practices of female mutilation, as well as their beliefs in their cultural practices.

However, many have attributed the act or practice to religion and some of their culture. Muslim scholars have come up with an Islamic injunction that supported the practice, but the Christians and the Jews have no basis for this practice. The distribution of the practice does not follow the distribution of the religious groups but rather a continuity of influence among neighbouring countries indicating that this practice is more of cultural belief than relief, (Dorkenro, 2010).

Ajol (2012) believed that FGM is a practice whose origin and significance is shrouded in secrecy, uncertainty, and confusion. The origin of FGM is fraught with controversy either as an initiation ceremony of young girls into womanhood or to ensure virginity and curb promiscuity or to protect female modesty and chastity. However, the ritual has been so widespread that it could not have risen from a single origin.

The practice of FGM exposes victims to serious infections and other health hazards which include HIV/AIDS, tetanus, hepatitis B, and haemorrhage (Insel & Roth, 2006). The practice is dehumanizing, the consent of the victims was neither sought nor received, and they were often subjected to untold agonies. Various types of unsterilized instruments used for the operation range from special knives, scissors, scalpels, pieces of glass, razor blades, fingernails, and herb mixtures. Cow dung, chickens or dog faeces, earthen or ashes which are thought to contain some clotting properties are rubbed on the wound to stop bleeding (The Minority Right Group reports 1985). All these instruments and materials initiate, complicate and aggravate post-operation infections.

Types/Variation of FGM in Nigeria

FGM practised in Nigeria is classified into four types:

i. Type I or clitoridectomy: This is the least severe form of practice. It involves the removal of the prepuce or the hood of the clitoris and all or part of the clitoris. In Nigeria, this usually involves the excision of only a part of the clitoris.
ii. Type II or "sunna" is a more severe practise that involves the removal of the clitoris along with partial or total excision of the labia minora. Type II is more widely spread but less harmful compared to type III.
iii. Type III (infibulations) is the most severe form of FGM. It involves the removal of the clitoris, Labia Minora, and adjacent media part of the Labia Majora and the stitching of the virginal office, leaving an opening of the size of a pinhead to allow for menstrual flow or urine.
iv. Type IV or other unclassified types recognized include; introcision and gishiri cuts, pricking, piercing or incision of the clitoris and labia, scraping and cutting of the virginal (angurya cuts), stretching the clitoris or labia cauterization, the introduction of corrosive substance and herbs in the virginal, and other forms.

FGM and Women's/Girls Right

Female genital mutilation is recognized worldwide as a fundamental violation of the human right of girls and women. It reflects deep-rooted inequality between the sexes and constitutes an extreme form of discrimination against women. It involves the violation of the right of the children and violation of a person's right to health, security and physical integrity, the right to be free from future and cruel, inhuman or degrading treatment and the right to life when the procedure results in death. Furthermore, girls usually undergo the practice without their informed consent, depriving them of the opportunity to make an independent decision about their bodies (UNESCO, 2013).

Reasons to Justify FGM

The reasons behind the practices of female genital mutilation are analysed thus:

Regarded as a tribal traditional practice i.e. our custom is a good tradition and has to be protected as superstitious belief practised for the preservation of chastity and purification, family honour, hygiene esthetic reasons, protection of virginity and prevention of promiscuity, modification of socio-sexual attitudes (countering failure of a woman to attain orgasm), increasing the sexual pleasure of husband and enhancing fertility and increasing matrimonial opportunities.

Other reasons are to prevent mother and girl-child from dying during childbirth and for legal reasons for example, one cannot inherit property if not circumcised. However, in some parts of Nigeria, the cut edges of the external genitalia are snared with secretions from a snail footpad with the belief that the snail being a slow animal would influence the circumcised girl to "go slow" with sexual activities in future. Thus FGM is often routinely performed as an integral part of social conformity and in line with community identity (Adeosun, 2009).

Health Consequences of FGM

UNESCO (2010) analysed the extent of harmful effects or damage this scourge has infringed on the girl-child in Nigeria and the world at large.

These are as follows:

i. An adverse shock from pain and haemorrhage.
ii. Causes of infection, acute urinary retention.
iii. Damage of the urethra or anus in the struggle of the victim during the procedure.
iv. Chronic pelvis infection/acquired gynatresia resulting in hematocopos vulva adhesions, dysmenorrhea, retention cysts, and sexual difficulties with anorgasmia.
v. Sexual dysfunction.
vi. Defibulation with bleeding.
vii. Mental and psychological agency.

Methodology

This chapter presents the methodology adopted in carrying out this study. It consists of research design, population, sample and sampling technique, research instrument and method of data analysis.

Research Design

A survey research design was to be adopted for this study. Survey research is a research method that involves the use of questionnaires and statistical surveys to gather information from people and their thoughts and behaviour on certain issues or phenomena. This study specifically gathered information on the effect of female genital mutilation among the girls in the southwest geo-political zone.

Population

The population for this study comprised all students of the Secondary Schools in each state capital of the Southwest zone states.

Sample and Sampling Techniques

To ensure that all parts of the population are adequately represented, a purposive sampling technique was adopted for this study to enhance the chance of the equal possibility of selection. A sample of One hundred students from each of the states in the Southwest zone of Nigeria was used for the study. Consequently, a total of six hundred (600) respondents were selected for this study.

Research Instrument

A structured questionnaire was the instrument used for the study. The structured questionnaire comprises two sections A and B; section A dealt with demographic information of the subjects, section B contains questions drawn from the four research questions formulated for the study in an open-closeform with a four-point Likert scale. This required the respondents to indicate

their level of responses, varying from strongly agrees, agree, disagree, and strongly disagree.

Validity and Reliability of Instrument

To enable the researcher to determine the validity and reliability of the instrument for the study, an expert was consulted on the expected content of the instrument developed. After carefully, verifying the draft of the instrument, the expert made corrections and guidelines, then the researcher developed the final instrument. The instrument was administered to students of some secondary schools who are not understudied and a reliability coefficient of 0.89 was gotten which pointed out that the instrument was reliable.

Administration of Research Instrument

When all the sample schools had been determined, the researcher with the help of a research assistant administered the questionnaire among the selected students in the six states of the Southwest zone, Nigeria. The researcher made sure the purpose and contents of the questionnaire were explained to respondents as well as given them enough time to complete the filling of the questionnaire before collecting them.

Method of Data Analysis

The completed questionnaires were retrieved from the respondents and subjected to statistical analysis. The data collected were analysed using descriptive statistics with Statistical Package for Social Sciences (SPSS 23.0).

Results

The results of the research were arranged according to the research questions stated.

Analysis of Demographic Data

Table 1: Sex of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	600	95.8	100.0	100.0
	Male	0	0	0.00	
Missing			0		
Total		**600**	**100.0**		

The table above shows that all the respondents are females. This is from the fact that the topic under investigation was female gender-based.

Table 2: Class of Respondents

		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	JSS	114	18.2	19.0	19.0
	SSS	486	77.6	81.0	100.0
	Total	600	95.8	100.0	
Missing	System	26	4.2		
Total		**626**	**100.0**		

Table 2 shows the demonstration distribution of respondents by class. The table shows that 114 (19%) of the respondents are in Junior Secondary Schools while 486 (81%) of the respondents are in Senior Secondary schools.

Answering Research Questions

Research Question1: To what extent has female genital mutilation has hampered the sexual relationship of the girl-child in the Southwest Geopolitical Zone in Nigeria?

	Table 3: Effects of Female Genital Mutilation on Girl Child in South West Zone.			
S/N	**Statements**	**N**	**Mean**	**Std. Deviation**
1	Victims of genital mutilation feel dejected about their ordeal.	600	3.0133	1.13958
2	Female genital mutilation affects the psychological wellbeing of the girl-child.	600	3.3800	1.00197
3	Female genital mutilation leads to negative feelings towards the personal affection of the girl-child.	600	2.6433	1.05101
4	Female genital mutilation trauma affects the sexual relationship of the girl-child at old age.	600	1.7767	1.22718
	Valid N (listwise)	600		
	Weighted mean		**2.70**	

The table above reveals that all the effects listed in the table are effects of Female genital mutilation on girl-child in Southwest Geo-political Zone in Nigeria except that Female genital mutilation trauma do not affect the relationship of the girl-child at old age as agreed by the respondent with mean of 1.7767 which is lower than the weighted mean of 2.70

Research Question 2: What is the level of societal attitudes towards Female genital mutilation practice in the Southwest Geo-political Zone in Nigeria?

Table 4: Level of societal attitudes towards female genital mutilation practice in the southwest zone.

S/N	Statements	N	Mean	Std. Deviation
5	Female genital mutilation is practised in Islam	600	1.8200	.84189
6	Female genital mutilation is dominantly practised in the Southwest part of Nigeria	600	1.7217	.80121
7	Religious scholars support the practice of Female genital mutilation	600	2.1617	.87948
8	Western education encourages the practice of female genital mutilation	600	2.0333	.97321
9	There are cultural benefits to the practice of female genital mutilation	600	2.1400	.91750
10	Practices of female genital mutilation should be completely eradicated	600	2.5317	1.06656
	Valid N (listwise)	600		
	Weighted mean		**2.07**	

The above table reveals a weighted mean of 2.07 out of the maximum obtainable score of 4.00 which is lower than the standard mean of 2.5. This implies that the level of societal attitudes towards female genital mutilation practice in the Southwest Geo-political Zone in Nigeria is poor.

Research Question 3: What are the health implications of female genital mutilation for healthy living of girl-child in Southwest Geo-political Zone in Nigeria?

	Table 5: Health implications of female genital mutilation for healthy living of girl child			
S/N	**Statements**	**N**	**Mean**	**Std. Deviation**
11	Female genital mutilation can transmit virus diseases to the girl-child.	600	3.1767	1.10188
12	Female genital mutilation causes infertility.	600	3.2783	1.05959
13	Female genital mutilation leads to virginal diseases	600	3.3333	.96459
14	Female genital mutilation increases the high level of infant mortality.	600	2.1017	.94842
15	Practices of female genital mutilation should be completely eradicated.	600	2.5317	1.06656
16	Female genital mutilation inflicts a permanent wound on the girl-child.	600	2.3183	1.03058
	Valid N (listwise)	600		
	Weighted mean		**2.36**	

Table 5 shows the health implication of female mutilation except that the respondents disagreed that female genital mutilation increases the high level of infant mortality with a weighted mean of 2.10 and that female genital mutilation inflicts a permanent wound on the girl-child with 2.3183 which are lower than the standard mean of 2.5 out of the maximum obtainable score of 4.00.

Research Question 4: To what level of prevalence and awareness of female genital mutilation on girl-child in Southwest Geo-political Zone in Nigeria?

	Table 6: level of prevalence and awareness of female genital mutilation on girl-child			
S/N	**Statements**	**N**	**Mean**	**Std. Deviation**
17	Parents are aware of the negative effect of FGM on their female children.	600	1.6367	.48136
18	Female students are aware of the discouragement of FGM.	600	1.5617	.49660
19	There is awareness of campaigns organized by the Federal Government against FGM.	600	1.5383	.49894
20	People are aware of campaigns organized by the non-government organization against FGM.	600	1.6567	.62137
	Valid N (listwise)	600		
	Weighted mean		1.59	

The above table reveals a weighted mean of 1.59 out of the maximum obtainable score of 4.00 which is lower than the standard mean of 2.5. This implies that the level of prevalence and awareness of female genital mutilation on girl-child in Southwest Geo-political Zone in Nigeria is very low.

Discussion of Findings

Table 1 of the result showed that all the respondents are females. This is from the fact that the topic under investigation was female gender-based and responses from the concerned individuals are required. It was also revealed that 114 (19%) of the respondents are in Junior Secondary Schools while 486 (81%) of the respondents are in Senior Secondary schools. The majority of the respondents are assumed to be grown up and mature considering their class. It implies that the responses gotten from them can be relied upon.

Table 3 revealed the effects of female genital mutilation on girl children in Southwest Geo-political Zone in Nigeria to be that Victims of genital mutilation feel dejected about their ordeal, female genital mutilation affects the psychological wellbeing of the girl-child and female genital mutilation leads to negative feelings

towards personal affection of the girl-child except that female genital mutilation trauma affects the sexual relationship of the girl-child at old age is not an effect. This is against the submission of Doskenro (2010) that FGM affects girl child sexual life in future.

Table 4 revealed that the level of societal attitudes towards female genital mutilation practice in the Southwest Geo-political Zone in Nigeria is poor. Table 5 shows the health implications of female mutilation to be that the health implications of female genital mutilation for healthy living of girl-child in Southwest Geo-political Zone in Nigeria are that female genital mutilation can transmit virus diseases to the girl-child, Female genital mutilation causes infertility, Female genital mutilation leads to virginal diseases except that the respondents disagreed that female genital mutilation increases the high level of infant mortality and that female genital mutilation inflicts a permanent wound on the girl-child. The result is corroborated with the view of Ajol (2012). This implies that the level of prevalence and awareness of female genital mutilation on girl-child in Southwest Geo-political Zone in Nigeria is very low. Some cultures believe that a girl-child should not be mutilated. This result is in line with the view of Adeosun (2009).

Summary of Findings

The findings of this study revealed that:

1. The effects of female genital mutilation on girl child in Southwest Geo-political Zone in Nigeria are that Victims of genital mutilation feel dejected about their ordeal, Female genital mutilation affects the psychological wellbeing of the girl-child, Female genital mutilation leads to negative feelings towards personal affection of the girl-child
2. The level of societal attitudes towards female genital mutilation practice in the Southwest Geo-political Zone in Nigeria is poor.
3. The health implications of female genital mutilation for healthy living of girl-child in Southwest Geo-political Zone in Nigeria are; female genital mutilation can transmit virus diseases to the girl-child, Female genital mutilation causes

infertility, Female genital mutilation leads to virginal diseases.

4. The level of prevalence and awareness of female genital mutilation on girl-child in Southwest Geo-political Zone in Nigeria is very low.

Conclusion

Female genital mutilation has been found to have a great danger to the psychological, educational, social, and physical wellbeing of female students. There is a need to intensify efforts in creating awareness in rural and remote places across the nations. Many attributed female genital mutilation to religion and some of their culture. However, it is important to note that the genesis of the act is culturally biased and as such, the act might be properly checked when working laws are made against the act. The psychological impact of female genital mutilation is one of several implications. The general psychological well-being of children can have an impact on other aspects of their lives that must be examined right now.

Recommendations

From the foregoing, the following recommendations are made for prompt actions.

i. All hands must be on deck to protect the wellbeing and fundamental rights of female students across the globe through proper sensitization of the dangers attached to female genital mutilation.
ii. The work of Non-Governmental Organizations about creating awareness to females both parents and children of the danger attached to genital mutilation should be supported by the government through enforcing punishments/fines attached to anyone found mutilating genitals of females.
iii. The work of sensitization should be left along for Non-Governmental Organizations alone, parents and society should be ready to sensitize their wards on the dangers of female genital mutilation.

iv. Female Genital Mutilation should be included in the curriculum of Junior Secondary Schools. This will allow for early orientation and awareness of the side effects or dangers of female genital mutilation.
v. Sensitization programmes should be taken to remote places to familiarize those living in the rural and semi-rural areas with the dangers attached to female genital mutilation in Nigeria and across the globe.

References

Adeosun, A.O. (2009). *Influence of culture in the practice of female genital mutilation.* Lagos, NESTA

Ajol, K. (2012). The negative impact of female genital mutilation in Nigeria. *African Journal of Learning,* 12 (14), 23-32

Doskenro, P. (2010). *The trend of female genital mutilation and the harmful effect.* London, Oxford Publisher.

Insel, P.M & Roth, W.T (2006). Core concepts in health, (10th ed.). New York. McGraw Hill

Minority Right Group (1985). Female circumcision, excision and infibulations, 47, July.

UNESCO (2013). Report on female genital mutilation and girl-child care in Nigeria. Author

UNICEF (2010). Gender inequality and societal attributes. Author

WHO (2009). A healthy report on the girl-child adolescence in Nigeria. Report on Gender and Female Genital Mutilation in Nigeria.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Influence of Home Background, Family Relationship and Individual Motivation on the Career Choice of Secondary School Students in South-west Nigeria

Omolara O. AREWA
Department of Educational Psychology,
Federal College of Education (Special), Oyo
larabig2004@yahoo.com
+2347039296182

Abstract

The study examinedinfluence of home background, family relationship and individual motivation on the career choice of Secondary School Students in South-west Nigeria.The study adopted a descriptive survey research design. Using a random sampling technique, 692 female and 508 male senior secondary school students in the South-west of Nigeria were randomly selected to fill a self-developed questionnaire on Career Choice Family Background and Individual Motivation Rating Scale (CCFBIM). Reliability coefficient of the instrument is 0.89. Two research questions were tested using Multiple Regression Analysis at 0.05 level of significance. Findings revealed home variables, family relationship and individual motivation have a positive influence on career choice. Mother relationship (Beta=.135, t= 6.94, p<.05), sibling relationship (Beta=.121, t= 5.46, p<.05), motivation (Beta=.123, t=4.88, p<.05), socio-economic status (Beta =.192, t=3.64, p<.05), parental educational level (Beta =.011, t=2.01, p<.05) and father relationship (Beta=.152, t=1.88, p<.05). Recommendations include home and school authorities at all levels to work together in harmony to facilitate the career decision process of the student from planning to the implementation stage. Students should be allowed to interact with the world of works and learn from such experientially the most suitable career to pursue.

Keywords: Home background, Family Relationship, Individual Motivation and Career Choice

Word Count: 199

Introduction

A career in everyday life refers to individual job experience and the various expectations and roles undertaken throughout life and occupation. A career is viewed as a developmental process that covers all the roles before, during and after the profession (Yazıcı, 2009), and consists of all the work done during an employee's working life. A career is a series of individually perceived attitudes, behaviours and integrated work-related activities during a lifetime.

The choice of profession an individual makes eventually guides and shapes his life. This is because the profession is the means of incomesecurity provision.

Career choice is influenced by multiple factors including personality, interests, self-concept, cultural identity, globalization, socialization, role model, educational attainment, social support and available resources such as information and finance (Kerka, 2000; Hewitt, 2010).

The home is the first social environment the child finds himself therefore, the family remains the primary environment of the child. The home environment can increase or decrease the intellectual achievement of the child. The family is a primary social group of parents, offspring and possibly other members of the household. Home background refers to all the conditions and circumstances in the family which influence the child physically, psychologically, financially, intellectually and emotionally (Muola, 2010). Children coming from different home backgrounds are affected differently by such family conditions.

When students are motivated, they exhibit purposeful behaviour aimed at achieving academic set goals. Hickey and Lindsey (1995) identified two factors that greatly influence students' motivation. These are interpersonal factors such as curiosity, perseverance, and autonomy (intrinsic) and environmental factors such as parents, peers and siblings (extrinsic factors).

Students in secondary schools like many other young adults are perceivedto be worried aboutwhat they will become in future and the kind of profession they will end up with. Many of themmake career decision signorantly. A student needs to have a good

understanding of himself and his personality if he is to make intelligent career plans (Olamide and Olawaiye, 2013). Making a career decision is a complex process.

The Concept of Career Choice

Making a wrong career decision can mar one's happiness in life as this could result in career defeat (Olamide and Olawaiye, 2013). For most people, meaning in life is strongly linked to career goals, or to the various rewards that can be obtained through a career, i.e., money, status, and a sense of belonging (Tziner, Loberman, Dekel, and Sharoni, 2012). Inappropriate career decisions may spell doom not only for the individual but also the entire society. By creating social benefits; careers fulfill individual aspirations and afford meaning to life. Career can therefore be viewed as a key means of achieving self-realization which is the embodiment of the meaning of living.

Career decisions often involve dynamic interactions between abilities, work values, occupational stereotypes and expectations, areas of interest, personality, and a variety of other factors, including the need or willingness to assume risks, educational achievements, status, ambition, talents, opportunities, and family influence (Miller, Wells, Springer and Cowger, 2003). Therefore, the need to equip young adults with appropriate career decision skills becomes highly imperative (Olamide and Olawaiye, 2013). Young people's aspirations are generally expressed in terms of an image of the future, which must then be transformed into an action plan. Failure to realize such aspirations is likely to be attributable to a failure to meet the demands of the surroundings and adjust to the developmental requirements that lead to the materialization of those aspirations.

Home Background, Family Relationship and Career Choice of Secondary School Students

A home is a place in which children learn to interpret realities. The home represents the first workplace (e.g., household chores) where young adults learn and commonly follow in their parents' footsteps. Parents serve as significant interpreters to children for

information about the world and children abilities (Palladino, Kress, Manzi, and Glasscock, 2001). Today, inspite of the multifaceted issues that may ensue due to wrong career choices by school-going adolescents the family is not doing enough to guide and purposefully direct the adolescent rather, the family especially the parents had developed too much of a laissez-faire attitude. The parents usually tell the children to make any choice that they want. All the parent is concerned within such a critical decision-making period is just for the child to be happy while neglecting to help the child in career research and planning. Ginzberg (1988) suggested that parents should become more involved in career planning with their children because no adolescent ever makes an occupational choice alone.

The family system simply depicts individual interconnectedness with other family members (e.g father, mother, siblings etc) to produce a functional whole. Family relationship especially in Africa can not be overemphasis in some decision making scenario. In Nigeria, most culture demands that elders of the family must be present before some decision can be made. In some families, before a young adult can decide on their career, the father, mother and/or siblings will have to deliberate on it. Family relationships in Africa, can however be said to be a strong influencing factor on young adolescence career decision making. Agarwala (2008) found that the most significant influence on the career choice of Indian students was the father. Likewise, parent's perceptions of their children's interests and abilities and their specific expectations for their child's success can influence choices, beliefs, and career actions. Because secondary school students typically seek approval and family support regarding specific career decisions, these students will likely experience a struggle if their career decision does not align with familial expectations.

Socio-Economic Background and Career Choice of Secondary School Students

The social-economic status of secondary school students' families may determine what career a student chooses. Some students will

have to budget education according to their personal income (Olamide and Olawaiye, 2013).

Socioeconomic status can be viewed as a family's current income, the parents' current occupation(s), the status associated with their occupation, and the parent's highest educational level. Social class affects occupational choices by providing tangible resources (money, transportation, higher-quality schools, among others.), as well as the values and expectations, of those social strata on their children's career choices. Students differ from one another in social class or socio-economic status. Socio-economic status is the relative standing in the society based on an individual income, power, occupation, education and prestige. Thus, with a higher level of income and exposure, parents are better disposed to procure educational materials for their children and discuss job opportunities with them (Udoh and Sanni, 2012). Therefore, families from different socio-economic groups create different learning environments that affect the child's career in life.

Educational Background and Career Choice of Secondary School Students

The level of parental formal education is another factor that influences the vocational interests of children. Parental education level determines the amenities and the cultural level of the home. Parents armed with adequate education often get gainful employment. To a large extent, the parents determine the initial environment into which a child is born, and provide for his needs (Osa-Edoh and Alutu, 2011).Parental intelligence has either facilitatory or inhibitory effects on the child because a child that comes from an educated home would most likely follow the steps of his/her family.

Individual Motivation and Career Choice of Secondary School Students

A conducive environment that motivates young adults to learn can be cultivated in the home, in the classroom, or in the school. When students are motivated, they exhibit purposeful behaviour aimed at achieving academic set goals. The factors that greatly

influence students' motivation are being inquisitive, persevering, and having self-determination. Other environmental factors such as parents, peers and siblings also impact the motivation of students.

Statement of the Problem

Career selection is a life-determining choice that students make which invariably affect the totality of their present purpose and future plans. This decision can to a great extent impact the students throughout their lives. Career choice tends to be a persistent problem for students in contemporary society. That is why it is not uncommon for students to get into occupations that are not quite suitable to their abilities. More often than not, parents and or older siblings owing to personal idiosyncrasies pressure these school-going adolescents into taking up family occupations and other careers even when they do not possess requisite abilities. What usually obtain is job discontentment, career burn-out, frustration and inefficiency. It is, therefore, necessary to cross-examine the influence of home variables, family, relationship and individual motivation on career choice among school-going students.

Purpose of the Study

This study investigated the influence of home background, family relationship and individual motivation on the career choice of senior secondary school students in the South-west, Nigeria. In particular, the study:

(i) Examined the combined influence of home background variables (socio-economic status and educational background), family relationship (mother, father and sibling relationship) and individual motivation on the career choice of senior secondary school students.

(ii) Determined the relative contribution of each of the independent variables (socio-economic status, educational background, mother relationship, father relationship, sibling relationship and individual motivation) on the career choice of senior secondary school students.

Research Questions

This study provided answers to the following research questions:

1. What is the combined influence of home background variables (socio-economic status and educational background), family relationship (mother, father and sibling relationship) and individual motivation on the career choice of senior secondary school students?
2. What is the relative contribution of each of the independent variables (socio-economic status, educational background, mother relationship, father relationship, sibling relationship and individual motivation) on the career choice of senior secondary school students?

Methodology

Sample and Sampling Procedure

The sample consisted of 692 female and 508 male students enrolled in senior secondary schools in Ibadan, Abeokuta, Lagos, Osogbo, Akure and Ado-Ekiti, cities in the South-west of Nigeria. A random sampling technique was used to select 1200 secondary school students from the six cities. Their ages range between 14 and 19 years with a mean of 16.5 and a standard deviation of 1.79.

Instrumentation

The research instrument used for data collection was a self-constructed structured questionnaire titled Career Choice Family Background and Individual Motivation Rating Scale (CCFBIM). The adopted instrument was adjudged valid by five experts in the field of Career Counselling and Educational Measurement. Based on their reports, necessary corrections were made and the instrument was certified as having high content-related validity enough to conduct the study.

The instrument was thereafter administered to 150 students from 3 senior secondary schools in Oyo state that were not part of the study. After two weeks, the researcher went back and re-administered the instrument to the same set of participants. The data were analysed with the assistance of experts and the

reliability coefficient was computed using Cronbach Alpha. The analysis revealed a reliability coefficient (r) value of 0.89.

The instrument is divided into two sections A and B. Section A sought demographic information from the respondents regarding their age, sex, current class, religion, parental level of education. Section B consisted of 40 items that sought information about home background, family relationship and motivation on career choice of in-school adolescents. The response was based on a 5-point Likert rating scale ranging from Strongly Agree (SA) to Strongly Disagree(SD).

Procedure for Administration of Instrument

The researcher visited the schools used in Ibadan, Abeokuta, Lagos, Osogbo, Akure and Ado-Ekiti, cities in the South West of Nigeria. Having obtained permission and approval of the school authorities; rapport was also established with the students before the instrument was personally administered by the researcher with the help of two research assistants. The instruments were collected on the field immediately after completion.

Data Analysis

The data collected were analysed using Multiple Regression Analysis.

Results

Research Question One

What is the combined influence of home background variables (socio-economic status and educational background), family relationship (mother, father and sibling relationship) and individual motivation on the career choice of senior secondary school students?

Table 1: Multiple Regression Analysis showing the relative influence of each independent variable on the prediction of Career Choice.

Model	Unstandardized Coefficients		Standardized Coefficients	t - ratio	Sig.	p
	B	Std. Error	Beta			
Education	0.48	0.02	0.0110	2.01	0.000	<0.05
Father	0.0093	0.05	0.0152	1.88	0.000	<0.05
Motivation	0.26	0.05	0.1230	4.88	0.000	<0.05
Mother	0.267	0.04	0.1350	6.94	0.000	<0.05
Sibling	0.1576	0.03	0.1210	5.46	0.000	<0.05
Social Economic Status	0.1560	0.04	0.1920	3.64	0.000	<0.05

Table 1 shows that all the six independent variables have t-ratios that are statistically significant. This means that the six independent variables will significantly predict students' career choices (dependent variable).

The most potent factor was mother relationship (Beta =.135, t= 6.94, p<.05) followed by sibling relationship (Beta =.121, t= 5.46, p<.05), motivation (Beta=.123, t=4.88, p<.05), socio-economic status (Beta=.192, t=3.64, p<.05), parental educational level (Beta =.011, t=2.01, p<.05) and father relationship (Beta=.152, t= 1.88, p<.05).

Research Question Two

What is the relative contribution of each of the independent variables (socio-economic status, educational background, mother relationship, father relationship, sibling relationship and individual motivation) on the career choice of senior secondary school students?

Table 2: Regression Analysis Result of Relative Contribution of Independent Variables on Career Choice

Multiple R = 0.8618 Multiple R^2 = 0.743 Adjusted R square =0.7527 Std Error of the Estimation = 8.25					
Analysis of Variance					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	56831.427	11	9471.905	87.5	0.000
Residual	31758.288	1188	108.390		
Total	88589.715	1199			

Table 2 above reveals a significant combined effect of the independent variables on the prediction of career choice. The result yielded a coefficient of multiple regressions R = 0.8618 and multiple R-square = 0.743. This suggests that the six factors combined accounted for 75.27% (Adj.R2= 0.7527) variance in the prediction of career choice. The other factors accounting for 24.73% variance in the prediction of career choice is beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the career choice, F (11, 1188) = 87.5, P<0.001.

Discussion

The results of research question one showed that there was a positive significant relationship between career choice and each of the independent variables (education, motivation, socio-economic status, father, mother and sibling).This implies that career choice was positively correlated with education, motivation, socio-economic status, father, mother and sibling. The finding is being corroborated by Bojuwoye and Mbanjuwa (2006) that parents and siblings are significant factors to the career choice of adolescents. This finding is consistent with Udoh and Sanni (2012) who reported that the socio-economic status and educational status of parents has modelling effects on the family climate by creating an environment that is intellectually stimulating and rich in the relationship. The finding is also in tandem with the work of Tziner,

Loberman, Dekel and Sharoni (2012) who found that family relationship is significant to career decisions of school-going adolescents because they are exposed to values, attitudes, feelings and climate for learning at home. This finding is consistent with an assertion by Akinsanya, Ajayi and Salomi (2011) that personal interest and motivation have a significant influence on career choice as students with positive motivational profiles in a particular subject area are highly perceived with the ability to make a career choice in a related field.

The result of research question two showed that there was a combined influence of the factors (home background variables, family relationship and individual motivation) on career choice of secondary school students.

The variance in the career choice of secondary school students in South-West, Nigeria was due to the prediction of the independent variables. In concordance with these findings, a combination of variables; parental socio-economic status and parental educational background influence have been observed by Esuabana and Ekpang (2016) and Mbagagwu and Ajaegbu (2016) who worked with school-going adolescents in Akamkpa local government in Cross River State and Owerri in Imo State respectively. To further corroborate these findings Okojide, Adekeye and Bakare (2018) and Palos and Drobot (2010) reported that psycho-social factors which include parents, academic performance and personal interest of students help adolescents to learn, make wise career decisions and maintain such.

Conclusion

From the foregoing, therefore, it could be seen that career choice among students must not be left to the students only if the world of works will not suffer in the hands of a misfit. Except there is a concerted effort by parents, school authorities and governments to stem the tide of wrong career choice by taking conscious actions on how best to guide the students; the future of society is bleak. There is a need therefore to preserve the future of our students since they are the leaders of tomorrow.

Recommendations

The effect of the independent variables (home background, family relationship and individual motivation) on the career choice of secondary school students cannot be over-emphasised with changing time, more sophistication and technological advancement in the world of work.

The following recommendations are put forward based on the above:

1. There is the need for the immediate family especially parents (father and mother) to jointly be involved in the career choice process of their children right from the planning stage to the implementation stage. Parents as much as possible should adopt democratic parenting styles so as to play good participatory and advisory roles in the exhaustive career research for their children.
2. There is a need for the home and school authorities at all levels to work together in harmony to facilitate the career decision process of the student. The student should be allowed to interact with the world of works and learn from such experientially the most suitable career that he may pursue.
3. There is a need to re-invigorate guidance and counselling in our school system. Qualified and efficient counselling psychologists would use their skills to guide and direct the adolescents to make reasonable career choices. This will take the personality, interest, aptitude and ability of the adolescent into consideration before a final choice emerges.

References

Agarwala, T. (2008). Factors influencing career choice of management students in India. *The Career Development International, 13*, 362-362-376.doi:10.1108/13620430810880 84

Akinsanya, O.O., Ajayi, K.O. & Salomi, M.O. (2011). Academic motivation of wards on students' achievement in senior

secondary school mathematics in Ogun state. *British Journal of Arts and Social Science, 3(2), 241-252*

Bojuwoye, O., & Mbanjuwa, S. (2006). Factors impacting on career choice of Technikan students from previously disadvantaged high school. *Journal of Psychology in Africa, 16,* 3 – 16.

Esuabana, S.B. & Ekpang, P. (2016). Influence of home background on students' career choice in senior secondary schools in Akamkpa local government area of Cross River State, Nigeria. *Review of Education and Human Development 2 (1)*. ISSN 1596-1660

Ginzberg, E. (1988). Toward a theory of occupational choice. *The Career Development Quarterly, 36(4),358-363.*

Hewitt, J. (2010). Factors influencing career choice. Cited from www.ehow.com on 15/02/2020. *http://www.literaryunis.Edu.Au/jee/lpapersJEEVol.3.No.2/paper6.*

Hickey, D.T.,& Lindsey, L.S. (1995). *Motivation and Contemporary Socio-Constructivist. Instructional perspective*. Educational

Kerka, S. (2000). Career development, gender, race and class. *Adult Career and Vocational Education*. Columbus: Eric clearing house ED 421641.

Mbagwu, M.I., &Ajaegbu, O.O. (2016). Influence of parents' educational background on career choice of teenagers among senior secondary school students in Owerri.*Edorium J Psychol. 2,* 14 – 20. www edoriumjournalofpsychology.com

Miller, M.J., Wells, D., Springer, T.P., & Cowger, E., Jr. (2003). Do types influence types? Examining the relationship between students' and parents' Holland codes. *College Students Journal, 37*, 190-193.

Muola, J.M. (2010). A study of the relationship between academic achievement motivation and home environment among standard eight pupils. In *Educational Research and Reviews.* Egerton University of Kenya. Mateemoula 2000@ yahoo.com.

Okojide, A., Adekeye, A., & Bakare, E. (2018). Factors influencing career choice among undergraduates in Covenant University, Nigeria. Proceedings of ICERI 2018 Seville, Spain Conference 12th – 14th November.

Olamide, S.O., & Olawaiye, S.O. (2013). The factors determining the choice of career among secondary school students. *The International Journal of Engineering and Science (IJES), 2 (6), 33-44.*

Osa-Edoh, G.I. & Alutu, A.N.G. (2011). Parents' socio-economic status and its effect on students' educational values and vocational choices. *European Journal of Educational Studies 3(1), 11-21*

Palladino, S.D., Kress, H., Manzi, A. & Glasscock, J. (2001). Relational influences in career development: A qualitative inquiry. *The Counseling Psychologist 29,* 216-241. doi: 10.1177/0011000001292003

Palos, R., & Drobot, L. (2010). The impact of family influence on the career choice of adolescents.*Procedia Social and Behavioural Sciences 2,* 3407 – 3411.

Tziner, A., Loberman, G., Dekel, Z., & Sharoni, G. (2012). The Influence of the parent offspring relationship on young people's career preferences. *Revista de PsicologíadelTrabajo y de lasOrganizaciones, vol. 28, núm. 2, 99-105.*

Udoh, N.A., & Sanni, K.B. (2012). Parental background variables and the career choice of secondary school students in Uyo Local Government Area, Nigeria. *Mediterranean Journal of Social Sciences. 3 (1),* 497 – 504. DOI: 10.5901/mjss.2012.03.01.497. ISSN 2039-2117.

Yazıcı, Hikmet (2009). Öğretmenlikmesleği, motivasyonkaynakları ve temeltutumlar: kuramsalbirbakış. *KastamonuEğitim Journal, 17(1), 33-46. http:www.surveysystem.com/sscale.htm.*

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Causes and Implications of Codeine Cough Syrup Addiction among Adolescents in Kano State Nigeria

Adijat Mojisola, ABDULRAHEEM
Department of Health Promotion and Environmental Health Education
Faculty of Education, University of Ilorin
E-Mail: adijatelias@gmail.com,elias.am@unilorin.edu.ng
+2348164427762

Abstract

There has been a steady rise in the incidences of drug addiction throughout the world. This study examined the causes and implications of codeine cough syrup addiction among adolescents in Kano State, Nigeria. The objectives of the study were to find out the prevalent causes and implications of codeine cough syrup addiction among adolescents in Kano State, Nigeria. A cross sectional survey was adopted for the study. A sample of one hundred (100) respondents who were adolescents and were willing to be part of the study were purposively selected for the study. A researcher developed and validated questionnaire was used to collect data for the study. The reliability of the instrument was ascertained using a split half method. The correlation coefficient was .87r. Data were analysed using Mean and Standard Deviation. Findings revealed that there is a significant difference in the causes of codeine cough syrup addiction among male and female adolescents in kano State (Pvalue=0.001<0.05). Some of the causes were peer pressure, failure in school, permissive parents, curiosity, boredom, willingness to try new things and willingness to rebel against parents are the causes of codeine cough syrup addiction among adolescents in the study area. Findings also revealed that, *codeine cough syrup abuse has led to blurred vision, constipation, dizziness, drowsiness, tiredness, weakness, vomiting and nausea, difficulty in breathing, among others.*

Keywords: Codeine, Addiction, Implications, Cough Syrup, Adolescents

Word Count: 221

Introduction

Civilisation as important as it is, always comes with its prone and cones. One of it is the exposure of people, especially youths to negative social habits through social media and other means, which portrays these habits as been related to success. Substance abuse is one of such habits. The Treatment Centre (2018) asserted that, codeine cough syrup came into spotlight in 2013 when rapper Lil Wayne was reported to have overdosed on the medication. Even though opioid addiction has been in existence for ages, the rapper brought the dangers of codeine cough syrup addiction to global spotlight.The newest and surprising trend in codeine cough syrup addiction is its increasing abuse among secondary school students and adolescents. Codeine syrup is a prescription medicine which suppresses cough and relieve pains. Even though there are several drugs that contain codeine, the most frequently abused one is the one that contains promethazine. Although, both codeine and promethazine are prescription drugs and are classified as central nervous system depressants, they are meant to be the last resort for painful cough as they create a kind of euphoria in several users (Addiction Centre, 2020).

Many users underestimate the dangers of these drugs because they come in liquid form and are usually prescribed by a doctor. However, taking them in large doses could be deadly. The common misconception about this drug is that they are safer than other other types of drugs due to the fact that they are legal. Such sense of safety, can however be fatal. For instance, high doses of codeine can cause liver damage (Natasha, 2018). This is because, it suppresses breathing systems so as to control coughs which can eventually lead to death. One notable method of abusing codeine is to use it to make *purple drank, also known as sip-sip,* koko (in Nigeria), lean and *sizzurp.*Purple drank is a cocktail that contains promethazine and codeine cough syrup, soda, hard candy and alcohol.

Amosun, Ige & Ajala, (2010) expressed that, the biggest long term danger of codeine consumption is that people develop tolerance for it. People who abuse this substance regularly will continuously demand higher and higher doses in order to achieve

the similar effect (opioids overdose). Sadly, when too much promethazine and codeine are ingested it can result in an overdose, which could lead to respiratory depression, heart attack or untimely death. Natasha (2018) described opioids addiction as a compulsive and repeated use of increasing amount of opioids substances with surfacing of withdrawal symptoms at any attempt to stop using the substance. Although, the specific causes of opioids addiction are not known, genetic, environmental and psychological factors seem to play a very significant role. It is much likely to have multiple factors leading to drug addiction rather than a single one for a given drug addict. Several people identify drug use and ignorance as causes of drug addiction. For instance, a person dealing with pain management issues may be placed on highly addictive drugs, being ignorant of the potential danger of addiction, coupled with physical pain experienced, the person may become addicted to the drugs. Gulchrist, Schinke and Nurius (2010) also noted that psychological factors are believed to be important causes of drug addiction. Often times, these causes stem from trauma, especially among adolescents. Domestic physical abuse, sexual abuse, neglect and chaos may result in self medication among adolescents with the aim of reducing pains, this may eventually lead to addiction. Other important psychological causes of drug addiction may include; mental illnesses(depression), bad peers, poor academic performance, poor stress coping skills. According to Gilligan, Ward & Taylor (2008). A person's environment could be an important cause of drug addiction. For example, if a person lives in an environment where drug abuse is rampant or permissible, such person may eventually engage in it.

Ajala (2010) asserted that, adolescents who grew up in homes full of drug addicts often become addicts themselves. Poor parenting could also contribute to drug addiction among adolescents. For example, adolescents who have inattentive, abusive or neglectful parents are more at risk for codeine syrup addiction. Lack of attention and oversight from parents could also be a contributory factor to codeine addiction among adolescents. Furthermore, sports engagement could also contribute to addiction. United Nations (2014) opined that participation in

sports where performance enhancing drugs are encouraged could be a key factor in drug abuse. Moving with peers that abuse drugs, low socio-economic status, gender and ethnicity also play important roles in drug addiction. Other reasons include; adolescents' curiosity, desire to rebel against parents and the desire to fit in a drug abusing peer group. Other reasons include low self-esteem, boredom, permissive parents, parents with history or problems of drug abuse, ease of access and to get attention.

However, codeine syrup addiction could have detrimental effects on addicts. A report from Nigerian Drug Law Enforcement Agency (2018) revealed that, thousands of Nigerian youths are now involved in the act of abusing the cough syrup and it has become a street drug. Unfortunately, codeine cough syrup abuse has several health implications which include; blurred vision, constipation, dizziness, drowsiness, tiredness, weakness, vomiting and nausea, difficulty in breathing, blue lips or skin, severe sleepiness, chest pain, loss of consciousness and sudden death. Codeine cough syrup addiction among adolescents have become epidemic in recent times, especially in Nigeria. According to Otunba, (2016), over 40% of Nigerian youths are into drug abuse and the consequences of uncontrolled use of alcohol and drug abuse have placed a significant burden on Nigeria's healthcare sector.

There are several other reports and documentaries from social media reporting the high rate of drug abuse among adolescents in Nigeria. Tam and Foo (2018) found in a study on drug addiction that, peer influence and curiosity were the top two significant factors contributing to drug abuse among adolescents. Lack of parental guidance and low self esteem was also reported among the respondents. The researcher observed that, youths in the study area do not only abuse prescription drugs, they also abuse super glue, ten days urine, soak away pits, drainages, tramadol, methylated spirits and lots of other dangerous substances. Apparently, this might be a contributory factor to the increasing social and psychological problems among Nigerian adolescents which include mental illnesses, depression, dropping

out of school, respiratory health challenges, premature death, suicide among others. If this problem is not given prompt and due attention, there will continue to be increased loss of lives, higher prevalence of mental illnesses, reduced manpower with a serious implication on sustainable development. Against this backdrop, the researchers investigated the causes and implications of codeine cough syrup abuse among adolescents in Kano State,Nigeria.

Study Objectives

The objectives of the study were to; I) Find out the causes of codeine cough syrup addiction among adolescents in Kano State, Nigeria. II) Assess the implications of codeine cough syrup addiction among adolescents in Kano State, Nigeria.

Research Hypothesis

1. There is no significant difference in the causes of codeine cough syrup addiction among male and female adolescents in Kano State, Nigeria.

Methodology

A descriptive research design of survey type was used for the study. The target population comprised all adolescents (13-21years) who were admitted in three local drug rehabilitation centres in Kano State, Nigeria. Out of a total of one hundred and sixteen (116), one hundred (100) respondents who were willing to participate in the study were purposively selected for the study. A researcher structured questionnaire was used for data collection. The instrument was tagged "Questionnaire on Causes and Implications of codeine cough syrup addiction. Data was collected with the help of two instructed research assistants who were also indigens of Kano State and were fluent in Hausa Language. Permission was granted by the operators of the centres and consent of the respondents was sort before participating in the study. All the respondents who consented and were within the age range of 13-21 years were used for the study. The instrument was interviewer administered and its contents were explained to the respondents either in English or Hausa languages, as the case may

be. Data for the study was analysed using frequency counts, mean and standard deviation and independent sample t-test was used to test the hypothesis for the study. The responses were compared to a fixed mean of 2.5 on a 4point Likert Scale and the hypothesis was tested at 0.05 alpha level of significance.

Results:

Table 1: *Mean scores on* causes of codeine cough syrup addiction among adolescents in Kano State, Nigeria

S/N	**Items**		
		Mean	**Std. Deviation**
1	Peer pressure	2.91	0.675
2	Ignorance	2.38	0.848
3	Lack of parental guidance	2.23	1.057
4	Failure in school	2.67	0.895
5	Permissive parents	2.89	0.783
6	Curiosity	2.67	0.931
7	Low self esteem	2.86	0.622
8	Boredom	2.95	1.023
9	Willingness to try new things	2.83	.991
10.	Willingness to rebel against parent	2.65	.542
11	Drug Use	2.57	.831
	Aggregate Mean Score	**29.61**	

Average mean Score= 2.69, fixed mean= 2.5

Table 1 shows the level of knowledge of causes of codeine cough syrup addiction among adolescents in Kano State, Nigeria. The mean score on peer pressure was 2.91. On ignorance, the mean score was 2.38, while that of lack of parental guidance was 2.23. On failure in school, the mean score was 2.67 while the mean score on permissive parents was 2.89. On Curiosity, the mean score was 2.67 while the mean score on low self esteem was 2.89. On boredom, the mean score was 2.95 while on willingness to try new things and willingness to rebel against parents, the mean scores were 2.83 and 2.65 respectively. Comparing to a fixed mean of 2.5 in 4 point Likert scale, peer

pressure, failure in school, permissive parents, curiosity, boredom, willingness to try new things and willingness to rebel against parents are the causes of codeine cough syrup addiction. However, ignorance and lack of parental guidance are not seen as the causes of codeine cough syrup addiction among adolescents in Kano State, Nigeria. This shows that, the youths in Kano State need more enlightenment on the importance of parental guidance and education as causes of drug addiction.

Table 2: Mean scores on implications of codeine cough syrup addiction among adolescents in Kano State, Nigeria

S/N	**Items**		
		Mean	**Std. Deviation**
1	Constipation	2.17	0.775
2	Blue lips	2.86	0.848
3	Chest pain	2.23	0.016
4	Depression	2.85	0.895
5	Excessive sleep	2.71	0.923
6	Loss of consciousness	2.30	0.841
7	Nausea	2.51	0.922
8	Vomiting	2.45	0.666
9	Tiredness	2.75	0.234
10	Dizziness	2.63	0.542
11.	Difficulty in breathing	2.40	0.453
12.	Mental disorder	2.52	0.889
13	Dropping out of school	2.67	0.576
14.	Sudden death	2.71	0.212
	Total	**33.36**	

Average mean=2.55, fixed mean =2.5

Table 2 shows the perception of adolescents on the impacts of codeine cough syrup addiction on the health of adolescents in Kano State, Nigeria. The mean score on constipation was 2.85. On blue lips, the mean score was 2.86, while that of lack of chest pain was 2.23. On depression, the mean score was 2.17 while the

mean score on excessive sleep was 2.71. On curiosity, the mean score was 2.67 while the mean score on low self esteem was 2.89. On loss of consciousness, the mean score was 2.30 while on nausea and vomiting, the mean scores were 2.51 and 2.45 respectively. On tiredness, the mean score was 2.63, while that of dizziness and difficulty in breathing are 2.63 and 2.40 respectively. The mean score on mental disorder was 2.52, while that of drooping out of school and sudden death are 2.67 and 2.71 respectively. Comparing to a fixed mean of 2.5 in 4 point Likert scale, constipation, blue lips, excessive sleep, tiredness, dizziness, mental disorder, dropping out of school and sudden death are the implications of codeine drug addiction on the health of adolescents in Kano State, Nigeria. However, chest pain, depression, loss of consciousness, vomiting and difficulty in breathing are not seen as the implications of codeine cough syrup addiction among adolescents in Kano State, Nigeria.

Table 3: Independent Sample t-test on difference in causes of codeine cough syrup addiction among adolescent in Kano State, Nigeria.

	Areas	**N**	**Mean**	**SD**	**Df**	**t-valu**	**Sig(p)**
Codeine Cough Syrup Addiction	male	85	29.61	0.571	752	.021	0.01
	female	15	4.44	0.426			

(t -critical = 1.972, P value > 0.05)

Results of the independent t-test in Table 3 shows that there is a significant difference between boys and girls in the causes of codeine cough syrup addiction. This was because the calculated p-value of 0.01 is higher than the 0.05 alpha level of significance, while the calculated t value of .021 is lower than the 1.972 t critical at df 98. Therefore, the null hypothesis which states that there is no significant difference in the

causes of codeine cough syrup addiction between male and female adolescents was rejected. This implies that the reasons why male adolescents get addicted to codeine cough syrup addiction is not similar to that of the female adolescents.

Discussion of Findings

Findings revealed that there is significant difference in the causes of codeine cough syrup addiction among male and female adolescents in Kano State, Nigeria. This finding is line with T*am* and Foo (2018) who found in a study on drug addiction that peer influence and curiosity were the top two significant factors contributing to drugabuse. However, lack of parental guidance and low self esteem were reported among female respondents. This finding is further supported by, United Nations (2014) who opined that moving with peers that abuse drugs, low socio-economic status, gender and ethnicity also play important roles in drug addiction. Other reasons include; adolescents' curiosity, desire to rebel against parents and the desire to fit in a drug abusing peer group. Other reasons include low self-esteem, boredom, permissive parents, parents with history or problems of drug abuse, ease of access and to get attention. The researcher is of the opinion that the gender difference in the causes of codeine cough syrup addiction in the study area might be because, in the study area, girls are given better care than the boys. Mainly, boys are found on the streets as beggars (Almajiris) while most girls are always kept indoor conservatively and married off early.

Findings also revealed that constipation, blue lips, excessive sleep, tiredness, dizziness, depression among others were the implications of codeine cough syrup addiction on the health of adolescents in Kano State, Nigeria. However, chest pain, loss of consciousness, vomiting and difficulty in breathing were not among the implications of codeine cough syrup addiction among adolescents in the study area. This finding agrees with Otunba, (2016), that, over 40% of Nigerian youths are into drug abuse and *t*he consequences of uncontrolled use of alcohol and drug abuse have placed a significant burden on Nigeria's health care sector. It is also in line with the report from NDLEA (2018) that, codeine

cough syrup abuse has several health implications which include; blurred vision, constipation, dizziness, drowsiness, tiredness, weakness, nausea, and sudden death. This finding is not surprising because, many of these implications are noticeable among drug addicts in the study area. For instance, mental health issues are uprising among the youths in the study area.

Conclusions

Based on the findings from the study, it was concluded that the causes of codeine cough syrup addiction among male and female adolscents in Kano State are different. Though, some of the revealed causes of addiction are peer pressure, failure in school, permissive parents, curiosity, boredom, willingness to try new things and willingness to rebel against parents .

It was also concluded that, adolescents in Kano state experience constipation, blue lips, excessive sleep, tiredness, dizziness, mental disorder, dropping out of school and sudden deaths as the implications of codeine drug addiction.

Recommendations

The following recommendations were made based on the conclusions drawn from the study; more sensitization should be given to adolescents in the study area by health workers and counsellors on the impacts of lack of parental guidance and education on addiction. This will go a long way in reducing the challenges of drug addiction among adolescents. Adolescents in the study area should also try as much as possible to seek help from professionals such as psychologists and health educators in order to prevent themselves from the health implications of drug abuse.

References

Addiction Centre, (2020). Understanding codeine. https://www.addictioncenter.com/opiates/codeine/. Retrieved on 18/12/2020

Ajala, A.I., (2010). A study of some causative factors of substance abuse among selected secondary school students in Ibadan. *The African Symposium*. 4(2): 323-342

Amosun, P.A., Ige, O.A. & Ajala, O.A. (2010). A study of some causative Factors for Drug Abuse among selected secondary school students in Ibadan, Nigeria. *The African Symposium.* 19(1):213-214.

Flay, B.R., (2016). Mass media linkages with school based programmes for drug abuse prevention. *School Health Journal*. 56: 235-248.

Gulchrist, L.D., Schinke, S.P., & Nurius, P., (2010). Reducing onset of habitual smoking among women. *Journal of Preventive Medicine*. 18: 235-248

Gilligan, C, Ward, J.V., & Taylor, J.M. *Mapping the moral Domain*. Cambrige:" Harvard University Press.

Natasha, T. (2018). Causes of Drug addiction-What causes drug addiction? "https://www.healthyplace.com/addictions/drug-addiction/causes-of-drug-addi cti on-what-causes-drug-addiction. Accessed on 07/07/2018

National Drug Law Enforcement Agency, (2018). Data Collection in Lagos Drug Abuse Data Division, Counselling Unit.

Tam, C.L., & Foo, Y.C. (2018). Qualitative Study on Drug Abuse Relapse in Malaysia: Contributory factors and treatment effectiveness. *International journal of collaborative research on internal medicine & public health*.

The Treatment Center, (2018). The dangers of abusing codeine syrup. "https://www.thetreatmentcenter.com/blog/dangers-of-codeine-syrup-addiction/" Accessed on 05/07/2018.

United Nations, (2014). UN Drug Control Programmes Report of the expect forum on drug reduction in East and Southern Africa, Nairobi, Kenya.

Journal of Capital Development in Behavioural Sciences Vol. 9 Issue 2 (September, 2021)
Faculty of Arts & Education, Lead City University, Ibadan, Nigeria
***ISSN Online:** 2449-0679 **ISSN Print:** 2354-3981*

Diachronizing the Popular: from Hip-Hop to Orality

[1] Kolawole D. OLOYEDE
General Studies Department Polytechnic, Ibadan, Oyo State
kolaeleni@yahoo.com +2348033822677

&

[2]Ibrahim Olalekan, FADARE
Enugu State College Education (Technical) Enugu State
(Ibadan Study Centre)
oladimo12345@gmail.com
+2348136533322

Abstract
The development of studies in African music has been pioneered in the studies of scholars across the globe. African scholars whose theories help to shape the development do so in the quest to map out the strategy that would march the usual canonical parameter often seen in the fight for an erudite scholarship. In this regard as well, efforts have also been made to see how globalization and civilization have shaped various artistic developments, music inclusive. However, there is a silent trend in the movement of music as an art or a process of socialization. Being an art, when it is African in nature, there is a need to see the diffusive nexus or praxis that might have arisen as a result of global influence, possibly to see the level of syncretism within the African indigenous orientation of music and its current blend with western-oriented form - Hip Hop. The work sets out the origin of the term "Hip-Hop" while it also pays attention to the nature of African music, and the place of African oral poetry in the artistic rendition of the African version of Hip-Hop. In Its specific orientation, it also maps out Nigeria as a case for further investigation.

Keywords: *Indigenous, African, Music, Hip-hop, Globalization, Influence, Orality*

Introduction

The nature of African music has assumed overwhelming position, derisively polemic in the academic scholarship. Often time, attentions shift paradigmatically as to whether the theories of African Arts conveniently accommodate what it means to assume several perspectives on the nature of African music, albeit canonical crises in global literature. This work attempts to diachronise the recent flows of hip hop tradition in Africa as a popular culture. It traces the origin of the tradition, and locates the place of African oral tradition in the specifics of what makes African prototype.

The Popular Music: The United States of America and United Kingdom

The term "popular music" has no specific origin. Its definition tilts that the phrase has been used as the generic term for all forms of music that appeal to public taste (Allen, 2004:607; Arnold, 1983:111; Furlong, 2013:237). In this direction the term according to the critics mentioned above has only been used loosely to indicate a broad genre of musical engagement irrespective of the technical and sociological trends it might have aroused in the public. However, the forms of music in this category can be performed with little or no specific "musical training"(Peter Manuel, 1988:11-12; Funk and Wagnalls New World Encyclopedia, 2015) in contrast to "art music" which needs formal training and which is channeled through "written form"(Phillip Tag,1982:62; Brett Lashua, 2014: 23-26).

Larry Star and Christopher Waterman (2007: 12-19) identify that the sources of American popular music is based on three "streams". The streams are the "European-America stream", African-American stream" and "Latin America Stream".

The "European-American stream" developed from 'ballads" as at the time of "American Revolution". They captured that

> At the time of the American Revolution, professional composers of popular songs in England drew heavily upon ballads. Originally an oral tradition, ballads were circulated on large sheets of

> paper called broadsides. While some broadside ballads were drawn from folk tradition, many were urban in origin and concerned with current events. In most cases only the words were provided, with an indication of a traditional melody to which they were to be sung. Ballad mongers hawking the broadsides sang them on the streets.

This provides the outlook to Eunice Rojas's (2003:266-267) finding that the "English ballads" thrived in America. In the 20th century the "folklorist were able to record dozens" of "old ballads" in the United States. Up till the present time the resources of these "ballads" still constitute the aesthetic domain of some American popular musical forms (Larry and Christopher, 2007:14).

The "African-American stream" according to Larry and Christopher (2007:14) is sourced in the immigrant terrain that pervaded America. The major factor responsible for it was slave trade activities. This took two directions. The first direction was through the process of "syncretism". This refers to the selective blends of "traditions from Africa and Europe". The second is based on the establishment of full "black musical life". "Banjo", an African-American music form is said to have been informed by "black musical life" according to Larry and Christopher (2007). In the "Latin America stream" the same blend of tradition occurred. The "popular music" in this region mixed the tradition of Africa with Europe (Larry and Christopher, 2007:12). These are the outlooks of the sources of the popular music in United States considering the facts that the United States of America is a country of immigrants.

The popular music forms in the United States of America that have been identified by scholars and critics are: "Ragtime" (Harriet Janis and Rudi Blesh 1971:23; Edward Berlin 1988:32-37), "Blues" (Robert Dixon and John Godrich, 1970:85-89), "Swing" (Ira Gitler,1987:101-121; Lewis Erenberg, 1998:121-127),"Bluegrass" (Bob Artis, 1975:16-32), "Rock" (David Szartmary, 1996:123-142), "Country music" (Richard Peterson, 1999:9), "Rhythm and Blues" (Robert Palmer, 1995:50) and "Hip Hop" (Russel Peter, 1995:151-157; David Toop, 2005: 150-151). Other variants that have also been identified by critics

in the United States of America includes "Doo wop", "Funk", "Heavy metal", "Disco", "Punk", "House", "Salsa", "Grunge" and "Techno".All these musical forms have wide audience and the material dispensation of their thematic focus depends largely on issues in the urban side of the country. The central terrain that combined the features of all these forms is based on the amplification of the musical instrument or how they have been modeled on "monotonous low keys" (James, 2007:89).

United Kingdom has its own classic variation; and except for few instances where forms like "Rock" which is a form of music played by using "amplified guitar" (Richard Robinson, 1972: 106-108) were further classified by scholars has having subgenre. The popular music in the United States of America and United Kingdom shares a lot of similarities. Often than not, the same names are given to numbers of popular music genre in the two countries. Except in the case of the United Kingdom where subgenres of forms have been identified by scholars. In the United Kingdom, "Rock" music varies. John Covach and MacDonald Bonne (1997:70-73) identified "Progressive Rock", "Art Rock", "Hard Rock" and "Indie Rock" as variants of "Rock music" in the United Kingdom. "Progressive Rock" is characterised by long melodious "solo", "fantasy lyrics" and "grandiose stage set and costume"(Paul Hegarty and Martin Halliwel, 2011:2-3). The "Hard Rock" is a sub-form of "Rock music" in the United Kingdom with aggressive musical tone and it is played with a lot of "repetitive riffs" culminating into a complex mixture of forms (Roy Shuker, 2005: 12-18).The central patterns of the popular music in the United Kingdom are the musical rhythm and the "guitar" pattern that accompanied each form. At times the form of music is differentiated from another based on the frequent usage of "guitar" or occasional usage of "flutes" (Richie Unterberger, 2002:63-72).There are long lists of musical forms in the United States of America and United Kingdom. The factor responsible for this has been traced to "migration" (Jason Toynbee and Byron Duek, 2004: 102:104) and "racism" (Eileen Southern, 1997: 131-134). The attitudes of the government of the two countries to entertainment at large have also encouraged multifold of musical forms (Mark Daniel, 2003:14-15; David Cowell. 2016:32-35).

The Nature of African Music

African people are traditionally religious (Emeka Ekeke et.al, 2010:209-218; Joseph Awolalu, 1976). The religious inclination of African people has been traced to several origins. One of such origin is evident in African " folks music". African traditional music is passed down orally. In terms of division, African music of the sub-Saharan region has been divided into four sections in the work of Arthur Jones (1959:34-45). In the Eastern region category, according to Jones, there are a lot of influence of Arabia, India and Indonesia music. The country in this category includes Uganda, Kenya, Rwanda, Burundi, Tanzania, Malawi, Mozambique and Zimbabwe. The southern region includes South Africa, Lesotho, Swaziland, Botswana, Namibia and Angola. To the central region, the music of Chad, Central African Republic, the Democratic Republic of Congo and Zambia constitutes a distinct pattern in the African music. In the West Africa, Nigeria, Togo, the Gambia and other countries in west Africa have been classified together.

The music of Ugandan is informed by the multifold level of the ethnic groups in the country and these ethnic groups formed the basis for the indigenous music in the country (Joseph Nketia, 1975:34-36). "Amadinda" is one of the traditional "folk music" in Uganda. The music has been traced to the Uganda kingdom of "Buganda" by Kubik Gerhard (1983:327-329). The mode of its instrumentation according to Gerhad (1983:401) is that

> The two essential instrumental parts are Oku naga ("to lead in") and Okwawula ("to divide"). Both parts are played in octaves. The third part is Okukoonera is played by a third musician on the top two keys of the instrument only. The musicians interlock their parts by slipping their notes into gaps in the other musicians' parts.

This music tradition is used in the courtly affair of the "Kabaka", the king of Buganda. In the ancient time, the music is played in the palace to alert the king of the movement of "dawn" and "dusk"(Peter Coke, 1996:35). In the submission of Coke, the significance of the music becomes spiritual as it is used to re-awake the kingship of the kingdom. Another form of music in Ugandan

traditional setting which is associated with the Bantu speaking people is called "*Ekitaguriro*". This form of music is found in western part of Uganda among the Bantu-speaking people. It is agrarian in nature. Alex Natuhwera (2015:2) submits that

> This music is in praise of the long-horned cattle found nowhere else but in Ankole. The dancers in these songs mimic foot sounds, rhythms, and movements of the elegant Ankole cattle. The main instruments used in this type of music are *omukuri* (flute) and *engoma* (drum).

This is celebrative in nature and this kind of music also mimics the tendency of the Ugandan people as people that are tied to nature. The music is divided into four parts; representing the four legs of the "long-horned cattle" (Natuhwera, 2015:4-5). Other music forms that have also been identified with traditionalism in Uganda include "Akadinda", "Ennanga" and "Entongoli" (Kefa Otiso, 2007:3-5).

The Ugandan society has witnessed a rise in the popular music. In the recent time, the varieties that emerged are infusion of the traditional forms and the incorporation of western oriented musical forms. "Kodongo Kamu", "Kindandali", "Dancehall", "Hip Hop" and "RnB" are the recent forms of popular music that have emerged from the traditional forms in Ugandan (Henry Lewis, 2012:66-68).

The music of Namibia is largely made up of the several ethnic groups that have constituted the country. The language diversity and ethnic separation of the past that have constituted the country are some of the factors that account for the diverse nature of the "folk music" in the country (Minette Man, 2015:3-4). In the northern part of Namibia, music is symbolic; a manifestation of the total outcome of the interaction between a man and another. This view is vividly captured by Man (2015:4)

> In the mainly rural northern band, stretching from coast to Kalahari and north of the 'red' veterinary border, musical traditions are well retained. Music is often practiced communally. It relates to specific daily

> or seasonal functions and displays distinct identities amongst different cultural groups. This means that music is made when there is a need, for example: when an infant is named, at weddings, funerals, harvests, at age-related transitions and for healings.

"Oviritje" is a form of music found among the "Herero people" in Namibia. The "Herero" people are Bantu speaking people in Namibia. The old form of "Oviritje" is "acapella"- which mean a form of music without musical instrument (Francois Tsoubaloko, 2016:53). Tsoubaloko (2016:54) aserts that:

> Many of the songs performed by various groups of Oviritje do not contain substantial messages. They mostly sing about things that are meaningless or difficult to understand, such as "shake your body, shake your head" etc. However, there are quite a number of recognised artists who use this genre to sing about impactful subjects to society, for example, by singing about gender based violence, drought, alcohol abuse, genocide, and many other situations prevailing in the various Ovaherero communities and the nation at large.

This is an indication of the social function of the music despite its absurdic composition and lack of socially praised instrumentation. In recent time, this music form has been referred to as "Konsert" because of its public appraisal and the "urbanization" it has espoused in the urban Namibian society (Nicholas England, 1995:34-36). In another submission, David Herbert (2006:65-68) claims that this music form has been approved by urban society because it has been used in a direction to create a critique of the "urban side". Other forms of folk music in Namibia include "Malgaisa", "Shambo" and "Hikwa". All present forms of popular music in Namibia now took their roots from these traditional musical forms (England, 1995:45).

To the central region, the music of Zambia is very significant. The traditional Zambian is spiritually rich in purpose. Every aspect of culture has its own music; "music is an expression of the social fabric of culture"(Ernest Brown, 1976:234). Zambia has about seventy three ethnic groups under the "cultural base" of five languages- "Bemba", "Tonga", Nyanja, "Luvale-Mbunda", "Lozi" and "Kaonde" (Brown Douglas, 1984:44-47). In the submission of Douglas (1984:43), Zambia

> Music is generally organised as a social event; musical activities belong to the community as a whole. Because of the high level of practical community participation, music is a legitimate way of looking at the people of Zambia in that music activities are functional and an integral part of everyday personal, religious, social and economic life.

This view is supported in the remark given by Morris Jone (1958:67-69) that several examples of musical situations and rites exist that accompany the educational ceremonies of initiation among Zambian ethnic groups. For instance, the "*Makishi"* masquerades of the "Luvale" people and "*Chisungu"* rituals of the "Bemba" people developed out of the need to assist young people to learn cultural values, norms and lessons about adulthood responsibilities through music because musical performances form the basis of the rituals and masquerade exercises among these people (Douglas, 1984:50).

Harmonising all the facts created by scholars, it is important to state that African traditional music is spiritually inclined. Within this frame, most popular musical forms in Africa have their roots in traditional music in Africa.

Oral Root of African Music

Setting out the task for this work requires having a critical sensibility of the term "orality". "Orality" is a very broad term that has been used by scholars to indicate a process of folkloric tradition and other components that have to do with the socio-cultural origins of human being (Alexander Ugwukah, 2015:52-54;

Lee Haring, 1994:10-12)."Orality" has several perspectives. The perspective to the understanding of "folklore" being the main constituent of "orality" ranged from the functionalist perspective (Robert Adams, 1968; Alf Walle, 1977;), evolutionist approach (William Bascom, 1953), structuralist theorisation (Karin Knorr-Certina, 1971; Peter Harle, 1999) and comparative proposition (Richard Dorson, 1963). The main resource of each of this perspective is built on the fact that "folklore" or "folkloric tradition" has to do with the aboriginal system of set of people relating to their cultures and several systems of beliefs; including their cosmic beliefs (Ugwukah, 2015:58).

The basic tenet of this section is based on the submission of Walter Ong in his book titled *Orality and literacy, Technologizing of The Word* Published in 1982. In this book Ong asserted that "orality" is "psychodynamic" and features of "orality" are that it is "close to human lifeworld" and "emphatic and participatory rather than objectively distanced" (Ong, 1982:42-45).Ong's distillation of features of orality is very important in the discourse of anything that has to do with folk traditions. The "pyschodynamic" is based on the fact that human beings as part of nature differ in number of factors; and the constituent of belief system and cosmopolitan realities are meant to differ psychologically. In other words, orality appeals to the fluidity of human existence; and this fluidity is a reflection of the diffused nature of human existence (Bruce Manson, 1998:306-329).

African oral tradition flourishes a lot. In the discourse of African arts and sciences much attention has been given by scholars on how oral tradition still persist in this era of technology and civilisation advanced by globalisation. Works that have also been done on African festivals and other traditional practices have served as the basis of observing the critical outlooks of African society (Sheilah Clarke-Ekong, 1997; Oluwatosin Akintan, 2013; Francis Acquah, 2011; Akinbileje Yemisi, 2010). African music took it root from oral tradition and this is an explication of the feature of "orality" theorised by Ong that "orality" is "emphatic and participatory rather than objectively distanced" (Ong, 1982:45). Suffice to say that African music be it traditional form or modern

form, the basic formats of oral based thought are inseparable from African music. This is because orality is "homostatic" (Ong, 1982:41.).

African music is a reflection of traditional African life. Its manifestation occurs at different level. Music occurs during African people "cult initiation" (Paul Kyalo, 2013:35-38), social celebration (Celestine Mbaegbu, 2015:178-182), death of important figure , "cultural festival" and traditional celebration such as coronation and conferment of royal of kingship titled (Nnamani Nnamani, 2014-304-310). The music of these natures depends on the atmosphere which often mediates between anxiety, soberness and rejoice. During these processes, proverbs, axiomatic saying, riddles and other related expressive measurements are used to substantiate the plausibility of the processes that are involved (Adeyemi Ademowo and Noah Balogun, 2014:151-152; Tesfaye Dagnew and Mesfin Wodajo, 2014:95-96) . These platforms are drawn from African folkloric traditions. These "facts", "proverbs" and "soothsayer messages" are often encoded with the process of musical formats (Laurac Boulton, 1957:67-69). These templates had formed the bases upon which modern musical forms draw their social acceptance from (Dagney and Wodajo, 2014:98).

Modern African music form took its root from African tradition from two dimensions. Though these dimensions are articulated by scholars not based on postulation that they foreground this root but indirectly they have foregrounded the bases of African music. In due consideration, these dimensions are psycho dynamically African in nature due to the process of their annexation and the significance of their manifestation spanning from oral tradition to the contemporary African society. The dimensions are the "folk tradition" and "ethnicity".The notion of "folk tradition" is a large body of discourse and it has been well explicated in the works of scholars like Ruth Finnegan (1970), Richard Dorson (1972), Simon Bronner (1986), Isidore Okpewho (1992), Regina Bendix (1997) among others. The central terrain of their discussions are based on folk traditions; and how folk traditions transfuse to the present and how elements of oral traditions have constituted the transcripts of the modern thought pattern.

Specifically, studies on "Ibadan" people of South West Nigeria have shown how African folk traditions or African folklore encompasses a large body of cultural distillation ranging from social dealing, cultural folklore, administrative and political processes, economic, religious and spiritual affairs, clinical matters, literary and aesthetic domain, linguistic and discourse receptions (George Simpson, 1980; Akinyele Babalola, 1981; Femi Osofisan, 2001:3 1981; Alabi Lekan, 2001:129; Falola Toyin, 2012:1; 2013:235). The transfiguration of these elements are manifested and sourced in Africa culture vis-à-vis African "festival" and "ceremony", "moon-light stories", "proverbs", "history", "myths" and "legends" according to the scholars listed above. These terrains are peculiar to other African ethnic groups.

One of the ways of transmitting these elements across generation is music (Nick Nesbitt, 2001:176-179). These processes constitute the raw material for "artiste" and "artist" and in the world of Geraldine Pelles, an "artist" is not removed from his or her immediate source. When traditional "artiste" composes his or her song, the deep surface of his or her analytical procedure and thematic terrains are sourced in his or her tradition (Geraldine Pelles, 1962: 12-14). For instance, "Kadongo Kamu" a musical form in Ugandan, is a form of music that heavily relies on the "Baganda" oral tradition (Immaculate Kizza, 2010:65-68). The "Jira", "Gota", "Bamaya", "Gahu" among others are forms of music in Ghana society that have drawn their forms from Ghana folk traditions (Sara Mcall, 2003:34-37; Michael Fleder, 2005:3-5, Heather Bergseth, 2011:23-25;). The transcripts of these musical forms still linger in modern Ghanian musical form refered to as "Highlife"(Sjaak Van Der Geest and Nimrod Asante-Darko, 1982:87-89; William Matczynski, 2011: 46-48; Irniik Akrong, 2012:55-57). In Nigeria, the template of oral tradition flows a lot in both the traditional music and the recent rise of popular music in Nigeria. Among the Yoruba people of South west Nigeria, the traditional music called "Apala" is highly philosophical in terms of usage of Yoruba folk proverbs and exposition of Yoruba culture (Oyebanji Mustapha, 1975:517; Akin Euba, 1988:126; Bode Omojola, 1995:3; Lasisi Sekina, 2012:109-112). Ajetunmobi et.al

(2009:39) even classified the "Apala" music form into five categories based on the tempo of the Yoruba tradition each of them coordinates. The classes are "Apala San-an (cool beat)", "Apala Songa (hot beat)"," Apala Wiro (in between Apala san and Apala Songa)" "Apala Igunnu (mixture of beat) " and "Apala Olalomi (Mixture of beat)" The recent development of "Fuji music" as a variant of popular music in the region has its root in Yoruba "folk traditons" in terms of "style", "patronage", "theme" and "audience" (Ani Kelechi and John Mary, 2014:131-142).

The distinction created above is as a result of the constant transfusion of folk tradition in African music. Having established this link, it is also good to show how these transcripts of orality still occur in the contemporary African popular music. This is the task of the next section in this chapter.

Indigenous Aesthetics of African Hip Hop Music

This aspect will attempt to trace the origin of "Hip Hop" music form and its aboriginal features. It will also examine the development of the form in African across region. The peculiar features of African "Hip Hop" shall also be discussed while paying attention to the African traditional aesthetic as an interphase between western variant and African prototype. The African traditional aesthetic will also be examined in line with how it has interspersed between the African "Hip Hop" and western variant.

The origin of hip hop music has been traced to the usage of the term "Hip Hop" as a movement of art and style of a particular tradition in the urban "countryside" in the United States of America. The general formation of the term includes nine different traditions and "Hip Hop" music is one of those traditions (Robert Thompson, 1996:213). In another submission, Dyson Michael (2007:6-8) claims that the "Hip Hop" tradition is a "subculture" and "arts movements" pioneered by African immigrant in the United States of America. It has also been linked to house parties arrangement that started in South Bronx in the New York city (Corvino Daniel and Livernoche Shawn, 2001:9-12). Etymologically, the term was coined by "Keith Wiggins" a member of the "Grandmaster Flash and Furious Five" which is an American

"hip hop" group formed in 1976 in the South Bronx of New York city (Molefi Sante, 2008:106:108). In the tradition of the group, the group makes use of "turntablism" "break-beat deejaying" and "conscious lyricsm". "Turntablism" is a manipulating process; it is the art of manipulating or mixing sounds in other to produce a new music (Ogbar Jeffrey, 2007:32-41). "Breakbeats" is a form of beat that occurs in "drum loops". It occurred as a result of pause in a sound and used later as a critical precept in the tradition of "break dance"(Peter Shapiro, 2000:157-159). The concept of "conscious lyricism" has a political undertone; it is a tradition that breaks away from the dominant philosophy and economic substance of the earliest musical tradition in terms of style, themes and assemble of musical instrumentation in the United States of America (George Nelson 2005: 45-50).

The development of "Hip Hop music" in Africa has been traced to 1980s. This development occurred has a result of American influence in Africa (Ariefdien Shaheen and Nazli Abraham, 2006:72-74). Regionally, the development of 'Hip Hop music" in Nigeria has been traced to the period spanning between 1980s and 1990s. Wale Adedeji (2004:23-26) asserted that the military governorship (especially in Lagos) in Nigeria and lack of jobs for the Nigerian graduates during this period led to the situation whereby Nigerian unemployed youths took the musical form as an "escape" measurement. Since then the music has gained acceptance in the urban sides in Nigeria and the number of artiste has also risen in the last twenty years (Eric Charry, 2012:34-36). Some of the leading artistes in the "Hip Hop" music industry in Nigeria are Olamide Adedeji (AKA Baddo Sneh), David Adedeji Adeleke (AKA Davido), Panshak Henry Zamani (AKA Ice prince), Oladapo Daniel Oyebanjo (AKA D'Banj) among others.

The development of "Hip Hop" music in Zambia has its root in the America musical songs shown on Zambia National Broadcasting Corporation in the 1990s and 1980s. This influenced the youth to create a musical form in the tradition of American "Hip Hop" (N'gandu Joseph and Anri Herbst, 2004:41). Perry Cheelo (AKA Ice Ache-Lips), Chilu Lemba and Allan Mvula among others are famous artistes in this region.

The African "Hip Hop music" has a lot of African aesthetic domains. The artistes in this musical industry deployed the precept of African oral traditions. The "Hip Hop" music tradition in Africa has witnessed the incorporation of African lyric tradition (Austin Emielu, 2011:371-378). Austin Emielu sets two paradigms for the understanding of the infusion of African traditions in "African hop" or African popular music in his essay titled *Some Theoretical Perspectives on African Popular Music* written in 2011. The two paradigms he discussed are "indigenisation" and "syncretism". His concept of "indigenisation" is based on the influence of African traditions on the African popular music. He claims that

> Because of the significance and dominant position that traditional music occupies in community life in Africa, all forms of popular music in Africa are rooted in the traditional music of the people. These traditional forms constitute the cultural foundation of the superstture on which the various popular music style are built on (Emielu, 2011:374)

This view has created the theoretical benchmark for theorisation of the aesthetical domain of African tradition in the popular music in Africa.

Hip Hop artistes in Ghana relies heavily on the resources of the Ghanian folkloric tradition. The "Kologo" and "Gonjey" are traditional Ghanian musical performances and they were named with respect to their leading instruments. Originally, "Kologo" and "Gonjey" are both Ghanian music instruments (Daniel Avorgbedor, 2008:34-36). The substance of their forms relate to the "Asante" and "Mole" tribes' traditional engagements in Ghana (Kofi Agwu, 2003:117-120). The aesthetic domains of these forms that are found in Ghana Hip Hop music forms come up in two forms. The first domain is the usage of the musical instruments in the "Hip Hop" tradition. By significance, according to Avorgbedor (2008:35) the thematic transcript of the traditional "Akan" music crept in the "hip hop" music in Ghana. The transcript includes social criticism of the influence of the rich people in the society as against the helpless poor person in the same neighbour. Avorgbedor (2008:38) also noticed that the monotonous

"rhythmic pattern" of "Kologe" musical instrument signals an appeal to the poor people among the "Asante" and "Ga-Adangbe" tribes in Ghana to be patient. These instruments have been used significantly politically and economically in the music of the contemporary hip hop artistes (in Ghana). Ghanian artistes like Michael Owusu Addo (AKA Sarkodie), Ayigbe Edem, Kwame Ametepee Tsikata (AKA M.anifest) among others make use of the traditions of "Kologe" and "Gonjey" (Agwu, 2003:141-144). The "Kpalongo" music is a variant from "Mole-Dangbon" tribes in Ghana. Its form is based on the "sexual and gender ideology of the tribe" and it has been adopted by Cyril-Alex Gockel (AKA C.Real) in his urban "hip hop" form (Thomas Solomon, 2005:122-123).

The second traditional aesthetic domain which Africa hip hop forms has preserved is based on the aspect of linguistic repertoires of African cultural heritage. In South Africa, "Hip Hop" tradition has African traditional shapes. Kagiso Mnisi (2014:12) observed that

> Traditional music in South Africa has been complicated by the country's history of entrenched racism, embodied in the system of apartheid and the policy of separate development. Until the dawn of democracy in the early 1990s, the government attempted to classify and separate all citizens in the name of cultural purity. Black South Africans were divided and defined according to ethnic groups. Many were forced to live in homelands, where radio music broadcast by the South African Broadcasting Corporation (SABC) played a central role in promoting apartheid ideology, with each group encouraged to listen to their 'own' station. Musicians were forced to comply, recording music that was defined by the ethnicity of the artist – to the point where albums covers were labeled, for example, 'Zulu', 'Sotho' or 'Venda'. Any mixing of languages or collaborations between artists of different groups was prohibited (Mnisi, 2014:12).

The influence of South African oral tradition on South African "Hip Hop" music cuts across the loric traditons of the following tribes and groups; "Khoi", "San", "Goema", "Vastrap" "kwaxhosa", "Ndebele", "XiTsonga", "Basotho", "Batswana" and "Bapedi" and "Amazulu". These tribes and group have their own traditional musical forms (Mnisi ,2014:13). The original inhabitants of South African were the "Khoi" and "San" people and they have been joined together under "Khoisan" has a form of political escape from fear of dominancy (Michael Van Wyk, 2013:142). Wyk asserted that

> Their music is largely characterised by polyphonic chants, not unlike that incantations of the amaXhosa. Music played a central role in their rituals. For the Khoisan music is a means to transcend to a cosmological existence where engagement with the ancestors is the intent. Their 'trance dance' mimics the movements of animals such as the antelope (Wyk, 2013:145).

South African artiste Pop Mohammed and popular South African hip hop artistes like Quintin Goliath (AKA Jitsvinger) and Richard Roodt (AKAQuaz) have been linked with the usage of "Khoisan" oral traditions including "proverbs", "mythological words", "riddles" in their music. They deploy this aesthetics to show a respect for their ancestral origin or to reduce the tension of dominancy (Mnisi, 2014: 15).

All African countries where "Hip Hop" music tradition is being performed have a peculiar pattern of African oral tradition. Each ethnic group has its own musical variant in the urban movement of musical trends in African society.

African Oral Poetry and Popular Music in Africa

The study of African folklore has enforced scholars to enquire into the nature of African oral poetry. Originally, the studies of African oral traditions were made to show whether Africa do have literary background or to delineate the receptions that are needed to be given to African literature. The works of Ruth Finnegan, Isidore Okpewho among other oral literature specialists in African and

abroad have shown considerable list of evidence that African people have rich literary background before the advent of the colonial masters.

This section details the aspect of African folklore by paying close attention to the scholars' view on African oral poetry and its resources across the region of Africa. It is an attempt to show how the elements of Africa oral poetry have fluidized into the recent upsurge of popular music in Africa.

The study of African oral poetry has gained considerable consideration from scholars across the world. The basis of African oral poetry has assumed the need to assert the substance of African aboriginal roots and the need to claim credency to cultural, economic, political and traditional practices in Africa (Nyigide Nkoli and Egenti Martha, 2014;). Hence, African oral poetry is one of the ways that claim the aboriginal roots of Africa across the world .

A great number of works have been done on African oral poetry. These works provide the critical sensibility and the theoretical outlooks of how oral poetry emerged in different faces and phases of cultures in African. Among authors that have dwelled on the nature of oral poetry from different perspectives are Alex Pongwani (2017), Friday Okon (2006), Luke Eyoh (2011), Getie Gelaye (1999), Mbongeni Malaba (1988), Adeleke Ade (2011), John Johnson (2006), Yaw Adu Gyamfi (2002) among others. They examine African oral literature as an interphase between the African oral tradition, the writing tradition and the recent digitized space for oral poetry performances.

The works of these authors differ perspectively and these attested to the vast nature of African oral poetry. Friday Okon (2006:10-29) examined Okot P'Bitek's *Song of Lawino*, *Song of Ocol,Song of Malaya* and *Song of prisoner*. His proposition is based on the fact that Okot relies on the technique of African oral poetry while detailing his poetic praxis. Some of the styles of African oral poetry that Okon identified in the poems are the "use of monologue", the "use of dirge style", "song style", "use of praise names", "uses of exaggeration" and the "use of language". Okon (2006:27) concludes that

> P'Bitek has used the song style to identify his poetry closely with traditional African oral poetry. Therefore, his poetry is a continuity of African traditional oral poetry in written form. Besides, his use of language is outstanding in that he makes use of traditional African imagery.

This view conforms to the assertion claimed by David Cook (1977:55) that P'Bitek has theorised oral tradition as sources of inspiration for present and future African poets.

Luke Eyoh (2011:83-91) examine the "flows" of oral poetry and how these "flows" have served as the main points of oral poetry in Nigeria and Africa at large. Eyoh identifies with Nigerian musical instrument as source of oral poetry by paying close attention to the "dance song" among ethnic groups in Nigeria. In Eyoh's view, "names", "greetings", "folk or worksong" and "praise songs" are prominent features of Nigerian oral poetry. As part of the technical domain of Nigeria oral poetry, Eyoh (2011:89) claims that "proverbs", "symbols" and "symbolism" constitute the aesthetic and semantic domains of Nigerian oral poetry; divination and myth are sources of Nigeria oral poetry. He claims that

> Divination and myths provide common sources of ethnic oral poetry in Nigeria and constitute an indicator for common origin of the various groups (Eyoh, 2011:89).

Adeleke Adeeko (2001:181-192) shows how "Oriki" (Yoruba people of south west of Nigeria's lineage praise) has constituted greater length of Yoruba oral poetry practices. In his article titled *Oral Poetry and Hegemony: Yoruba Oriki*, he details the essential part of "Oriki" as the poetic elaboration of individual names. In his view the "circumstances" that reflect in the "Oriki" as an oral poetic composition are issues surrounding 'birth", "circumstance of birth" and "family aspiration". Luke Eyoh's (2011) assertions that usage of symbols occurs in African oral poetry correlate with Adeeko's (2001) claims that Yoruba lineage poetry ("Oriki") makes use of "symbols". He discovered this while analysing the texts of two family lineage praises from Ibadan.

John Johnson (2006:119-136) details the aspect of Somali oral poetry and national issues that are involved in compiling the list of Somali oral poetry. Parts of the issues he identified are "the rendition of spoken language into the written form", ethnic loyalties of the scholars and the traditional performers and adopting theoretical framework for the criticism of "Somali oral poetry".

Yaw Adu Gyamfi (2002: 104-124) studied the aspect of Yoruba oral poetic form in Wole Soyinka's *Ogun Abibiman*. Gyamfi asserts vividly that

> in discussing orality in Soyinka's Ogun Abibiman, I suggest that even Soyinka's use of neometaphysical strains, double- and triple-barreled neologisms, cadences of sprung rhythm, and complex punctuation and language, which many think are derived from European forms, have the basis in Ifa divination and African *apae* (appellation or praise) poetry as well. Gyamfi (2002:105).

His work focused on how Wole Soyinka has deployed the Yoruba "Ifa divination"poetry in his poem.

Kaschulla Russell (1999:55-76) details the place of "griot and Imbongi" in the performance of African oral poetry by paying attention to the technical aspects of "oral poetic" of the south and West African oral poetry.

A lot of works have been done on African oral poetry and the points of all these works have shown how African oral poetry is still relevant in the discourse surrounding African creative aesthetics.

The development of African popular music has witnessed the incorporation of African oral poetry especially among the music that are found in the urban areas. The number of works that have been done on the incorporation of African oral poetry in the popular music in Africa are very few. This is because of the fact that the field of music as academic field of study assumed sociological direction. The sociological treatment of African music as seen in the works of Bode Omojola (1995, 2006), Akin Euba,(1970, 1971, 1975, 1989) Joseph Nketia (1975), Ajirere

Tosin (1992), Austin Emielu (2006) among other musicologists have shown how music has transcended from the cultural, political to the economic usages without paying attention to the oratorical or poetic praxis and African oral traditions and African music has established in the recent development of the popular music in Africa.

However the essay of John Felix titled *Use of Praise Poetry in Contemporary Nigerian Gospel Music: Case Study of Funke Akinokun* attempted to detail the structure of the contemporary Nigerian gospel music of "Funke Akinokun" as the music that incorporate element of Yoruba oral poetry. Felix (2015) noticed that the artiste has used the Yoruba praise chant methods to appraise "God".

The task of this work is to contribute to the aspect of how African hip hop has developed in terms of language resources and critical resources by paying close attention to the "Hip Hop" music of Olamide Adedeji especially in the area of critical and artistic sensibilities.

The Rise of Popular Music in Nigeria

Attention has to be given to the rise of popular music in Nigeria in the discourse of the general development of "Hip Hop" in Nigeria. This aspect will serve as one of the informed contexts that will be deployed while analysing the data.

Before the advent of colonialism, African people had culture but Arjun Appadurai's "scapes" (Arjun Appadurai, 1996) serves as one of the theoretical bases of the inter-cultural movements that have pervaded the world more than fifty years ago. His theory is also an explication of how cultural practice like music moves globally in term of appraisal and adoption of styles(Jason Powell; Rebecca Steel, 2001:74-79). Though, the theory of Appadurai came later after the discovery of how cultures of the world mingle in term of music, his postulation is very relevant in cultural discourse.

The rise has been traced to several roots. The postulation made by Wale Adedeji (2004:23-26) that the Nigerian "Hip Hop" music started around 1980's and 1990s constitute the domain

most scholars agreed with. The reason for the emergence according to Adedeji was the "military governorship" that came up during these periods in Nigeria. Part of the factors that he asserted was the lack of gainful employments for the Nigerian graduates that spanned between 1980s and 1990s.

Forchu Ijeoma (2009:23-24) differs in perspective and submitted that the emergence of hip hop in Nigeria needed to be traced to when "Ibrahim Somari", a member of the American rap group came to Nigeria on exile. While staying in Nigeria, he released the first rap titled "I am an African". Taiwo Babalola and Rotimi Taiwo (2009:2) claim that one of the aesthetics of Nigeria hip hop is that it has not constrained as far as "age", "tribal" and "religious sentiments" are concerned.

A number of works had been done on Nigerian "Hip Hop". These works create the spaces for viewing the development of the Nigerian "Hip Hop". The essay of Christopher Nkechi titled *An Assessment of The Nigerian Urban Youth Music* (2012) concludes that the urban society witness an influx of radically accepted norms. However, Nkech still noted that

> Beyond the shores of Nigeria, Nigerian hip hop artistes have gained international recognition through receiving top awards in competitions in which Nigerian musicians hitherto did not feature. In addition, Nigerian music is being used in popular films and dramas outside Nigeria [e.g. African Queeninhat Girl]. This trend impresses Nigerian youths, making music career attractive to them. Now, parents are less critical of the profession, which in the past was considered proper for only the wayward.

This an appraisal of how the music has been accepted in Nigerian in terms of social and political factors. This gives a strand of how the musical form has developed in Nigeria since its inception.

Adetunji Adegoke (2011:156) substantiates Nigeria Hip Hop music as a marker of identity through the "creolisation" process

the music form has witnessed in Nigeria. This conforms with the Pennycook Alastair's (2003:65-67) submission that "language" can be used to form a unique identity through what he called "semiotic reconstruction and performativity".

The place of Hip Hop in Nigeria has also been captured in the work of Christopher Nkechi (2013), Liadi Olusegun (2012) among other scholars. From the tenets set by the scholars discussed above, it agreed among the scholars that the "Hip Hop" is an urban music and it has contributed a lot to the development of the musical industry in Nigeria generally.

Conclusion

The nature of Africas is as vast as the number of ethnic groups in the continent. This has been examined from two perspectives. Also, the structural formation of traditional music form which took its root from African folk tradition constitute the pattern of acceptance for the contemporary popular music among the countries of Africa. These facts are well established and seen in the music of Nigeria, Namibia, Ugandan among other countries that had been discussed in this chapter.

It is also noted that the Nigerian Hip Hop developed as a result of global cultural and "transnational flows" of popular culture. This has been explicated in the works of the authors cited in the discussion of issues relating to African music.

References

Adams, R. (1968). *functional approach to introductory folklore.* Indiana: Indiana University Press.

Ade, A. 2011. *Oral poetry and Yoruba Hegemony: Yoruba Oriki*. Accessed on 26th of March, 2017 from http:www.jstor.org/stable/29790657

Adedeji, W. (2004). *Negotiating globalisation through hybridization: Hip hop, language use and creation of cross-river culture in Nigerian popular nusic*. Accessed on 10th of March, 2017 from http://www.academia.edu/15683914/Negotiating_Globalization_through_Hybridization_Hip_Hop_Language_Use_and_the_Creation_of_Cross-Over_Culture_in_Nigerian_Popular_Music

Adegoke, A. (2011). *Language and identity representation in poppular music.* Accessed on 10th of February, (2017) from http://www.auamii.com/jiir/vol-01/issue-01/x15.adegoke.pdf

Ademowo, A &Balogun, N. (2014). Proverbs, values and the development question in contemporary Africa: a case study of Yoruba proverbs http://www.anthroserbia.org/ Content/PDF/Articles/0a092c9d1aed428893e0803ea04e7a48.pdf

Adolf, T. 1940. Introduction to the sociology of Art. Mexico City: Tsounda Press

Adu-Gyamfi, Y. (2002): *Writing in orality: its cultural and political significances in Wole Soyinka's "Ogun Abibiman"*. Accessed on 10th of March, 2017 from http:www.jstor.org/stable/3820685

Ajetumobi et.al (2009). *Haruna Ishola – the life and time of Baba Ngani Agbaijagun*. Ijebu Ode: Tai Solarin University of Education Press. P.39

Ajirere, T. (1992). *Three decades of Nigerian music: 1960: 1990*. Lagos: Macboja Press..

Akin, E. 1998. *Essays on music in Africa*. Bayreuth: Bayreuth African Studies. P.126

Akinbileje, Y. (2010). *Proverbial illustration of yoruba traditional clothing: a socio-culural analysis.* Accessed on 15th of February, 2017 fromhttps://www.ncsu.edu/aern/TAS10.2/TAS10.2Yemisi.pdf

Akintan, O. (2013). *Traditional religious festival and modernity: a case study of female-oriented annual cult festival of Ijebuland south western Nigeria*. Accessed on 16th of March, 2017 from http://www.ijhssnet.com/journals/Vol_3_No_9_May_2013/29.pdf

Akinyele, I.B. (1981). *Iwe itan Ibadan ati die ninu awon ilu agbegbe re bi Iwo, Osogbo ati Ikirun*.4th Ed. Ibadan: Board Publications Limited.

Alabi, L. (2001). "Ibadan chieftaincy system". Adelugba, D. et.al. eds.Ibadan *mesiogo: a celebration of a city, its history and people.* Bookcraft.

Alex, N. (2005). *Traditional music in Uganda*. Accessed on 10th of March, 2017 from http://musicinafrica.net/traditional-music-uganda

Alex, P. 2017. *Voicing the text: South African oral poetry and performance*. Accesssed on 26th of February, 2017 from http://www.tandfonline.com/doi/abs/10.1080/02560040085310141?journalCode=rcrc20

Alexander, U.(2015). The value of oral tradition to African researcher of historiography. Accessed on 15th of February, 2017 from http://www.iiste.org/Journals/index.php/HRL/article/viewFile/20144/20153

Alf, W. (1977). *On the role of functionalism in contemporary Folkloristics*. Accessed on 15th of February, (2017) from http://www.jstor.org/stable/539021

Allen, R (2004). "Popular music". Pocket Fowler's Modern English Usage. P.607

Andy, F.(2013). *Youth studies: an introduction*. London: Routledge. P. 237

Ani, K and John, M. 2014. *Music as a tool for peaceful political socialization in Nigeria*. Accessed on 14th of January, from http://dspace.funai.edu.ng/xmlui/bitstream/handle/123456789/397/unijos%20paper.pdf?sequence=1&isAllowed=y

Anjali Gera, R. 2010. *Bhangra moves: from Ludhiana to London and beyond*. London: Routledge. Pp. 62-65

Arjun, P. 1996. *Modernity At Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.

Arjun, P.1996. *Modernity At Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.

Arthur, J.1959. *Studies in African music*. London: Oxford University Press. Pp.34-45

Artis, B. 1975. *Bluegrass*. New York: Hawthorne Books. Pp. 16-32

Austin, E. 2011. *Some theoretical perspectives on African music*. Accessed on 25th of March, 2017 from http:www.jstor.org/stable/233559909

Avorgbedor, D. 2008. *The place of the "folk" in Ghanian popular music*. Accessed on 24th of March, 2017 from http://www.tandfonline.com/doi/abs/10.1080/0300776830859121 2?journalCode=rpms20

Awolalu, J.1976.*What is African Traditional Religion?*. Accessed on 23rd of March, 2017 from http://www.studiesincomparativereligion.com/uploads/articlepdfs/268.pdf

Babalola, T. and Rotimi, T. 2009. *Code-switching in contemporary Nigerian hip hop music*. Accessed on 15th of March, 2017 from

http://rotimitaiwo.com/wp-content/uploads/2016/03/BABALOLA-TAIWO-2009.pdf
Balam, N. 1996. *Uganda*. Santa Barbara: Clio Press. Pp. 234-237
Bamidele, L.O. 2000. *Literature and Sociology*. Ibadan: Stirling-Horden Publishers.
Bendix, R. 1997. *In search of authenticity: the formation of folklore studies*. Madison: University of Wisconsin Press.
Berlin, E. 1980. *Ragtime: a musical and cultural history*. California: University of California Press. P.32-37
Blesh, R.; Janis, H. 1971. *They all played ragtime*. 4th ed. New York: Oak Publications. P.23
Brett, L. 2014. *Sounds and the city: popular music, place and globalization*. Basingstoke: Palgrave Macmillan. P.23-26
Britta, S. 2005. *Electric folk: the changing face of English traditional music*. Oxford: Oxford University Press. P. 35
Bronner, S. J. 1986. *American folklore studies: an intellectual history*. Kansas: University Press of Kansas.
Byrnes, R. (Ed.) 1992. *Uganda: a country study*. Washington: Library of Congress. Pp. 49-51
Cantwell, R. 1984. *Bluegrass breakdown: the making of the old southern sound*. Chicago: Illinois University Press.
Cantwell, R. 1996. *When we were good: the folk revival*. MA: Harvard University Press.
Celestine, M. 2015. *The effective power of African music*. Accessed on 21th of March, 2017 from http://file.scirp.org/pdf/OJPP_20150326171747 98.pdf
Charles, K. 1991. *Urbanblues*. Chicago: University of Chicago Press.
Christopher, N. 2012. *An assessment of Nigerian urban youth music*. Accessed on 23rd of March, 2017 from http://jhss-khazar.org/wp-content/uploads/2012/05/04-CHRISTOPHER-NM1-1.pdf
Christppher, N. 2013. Violence and popular music in Nigeria. Accessed on 14th of March, 2017 from http://ir.ncue.edu.tw/ir/bitstream/987654321/19869/1/2040000810009.pdf
Clarke-Ekong, S.1997.*Traditional festival in political economy: the case of contemporary Ghana*. Accessed on 11th of February, 2017 from http://pdfproc.lib.msu.edu/?file=/DMC/African%20Journals/pdfs/social%20development/vol12no2/jsda012002007.pdf

Cook, D. 1977. *African literature*: *a critical review*. London: Longman.
Corvino, D and Livernoche, S. 2000. *A brief history of rhyme and bass: growing up with hip-hop*.
Covach, R. and MacDonald Boone, G. 1997. *Understanding rock: essays in musical analysis*. Oxford: Oxford University Press. Pp. 70-73
David, H. 2006. *Teaching music and dance of Namibia: a review essay*. Accessed on 14th of March, 2017 from https://www.researchgate.net/profile/Liora_Bresler/publication/237343812_Teaching_Music_and_Dance_of_Namibia_A_Review_Essay/links/54d15db50cf25ba0f0412806/Teaching-Music-and-Dance-of-Namibia-A-Review-Essay.pdf
David, M. 2006. *Caribbean popular music*. Connecticut: Greenwood Press. P. 270.
David, S. 1996. *Rockin' in time: a social history of rock-and-roll*. New.Jersey: Prentice-Hall. Pp. 132-142
David, T. 2000. *Rap attack 3: African rap to global hip hop*. London: Serpent's Tail. Pp. 151-157
Dennis, A. 1983. *The new Oxford companion of Music*. Oxford University Press. P.111
Dorson, R. 1963. *Current folklore theories*. Accessed on 15th of March, 2017 from http://www.journals.uchicago.edu/doi/abs/10.1086/200339?journalCode=ca
Dyson , M. 2007. *Know What I Mean? : Reflections on Hip-Hop*. New York Basic Civitas Books. Pp. 6-8
Eileen, S. 1997. *The music of black Americans: a history*. New York: W. W. Norton & Company. Pp. 131-134
Emeka, C and Chike, E. 2010. *God, divinities and spirits in African traditional religious ontology*. Accessed on 23rd of March, 2017 from http://scihub.org/AJSMS/PDF/2010/2/AJSMS-1-2-209-218.pdf
Eric, C. (Ed.) 2012. *Hip Hop Africa: new African music in a globalising world*. Project Muse. Pp. 34-36.
Ernest, B. 1976. *Songs of the spirits*: *the royal music of the Nkoya of Zambia*. Lusaka: University of Zambia Institute for African Studies. P. 234

Euba, A. 1970. "Music Adapts to a Changed World: A Leading Composer Looks at How Africa's Musical Traditions Have Expanded to Suit Contemporary Society." *Africa Report*.

Euba, A. 1989. "Yoruba music in the Church: the development of a neo-African art among the Yoruba of Nigeria". *African Musicology: Current Trends: A Festschrift Presented to J. H. Kwabena Nketia*. (Eds.) DjeDje, J.C. and Carter, W.G. Atlanta: Georgia.

Falola, T. 2012. *Ibadan: foundation, growth and change 1830-1960*. Bookcraft.

Falola, T. 2013. *A mouth sweeter than salt*. Bookcraft

Finnegan, R.H. 1970. *Oral literature in Africa*. London; Open Books Publisher

Florian, Z. 1940. *The social role of the man of knowledge*. New York: Columbia University Press.

Forchu, I.F. 2009. 'Nigerian popular music: its problems and prospects in development'. *Unizik Journal of Arts and Humanities*. UnizikUniversity Press. Pp.23-24

Francis, A. 2011. The *impact of traditional African beliefs and cultural values on Christian-Muslimin Ghana from1920 through the present: a case study of Nkusukum-Ekumfi-Eyan area of the central region*. Accessed on 26th of March, 2017 from https://ore.exeter.ac.uk/repository/bitstream/handle/10036/3473/AcquahF.pdf?sequence=3

Francois, T, 2016.*Contemporary Oviritje: value added to the existing cultural heritage of the Ovaherero people of Namibia*. Accessed on 16th of March, 2017 from http://pscipub.com/Journals/Data/JList/Applied%20Science%20Reports/2016/Volume%2016/Issue%201/6.pdf

Friday, O. 2013. *Oral techniques and commitment in the poetry of OKot P'Bitek and Kofi Anyidoho: their contribution to modern Africa poetry*. Accessed on 23rd of March, 2017 from http://www.aessweb.com/pdf-files/10-29.pdf

Funk and Wagnalls New World Encyclopedia, 2015.

George, N. 2005. Hip-Hop America. Missouri: Penguin Books. Pp. 40-45

Geraldine. P. 1962. *The image of an artist*. Accessed on 10th of March, 2017 from https://philpapers.org/rec/PELTIO-3

Gerhard, K. 1983. Cognitive Foundations of African Music. Music in Africa. (Ed) Arthur Simon, Berlin:Staatliche. Pp. 327-329

Getie, G. 1999. *Peasant poetics and state discourse in Ethiopia: Amharic oral poetry as a response to the 1996-97 land redistribution policy*. Accessed on 11th of March, 2017 from . https://muse.jhu.edu/article/23688/pdf

Gildo, D; Amiri, B. 2007. *Ragtime, Jazz & Dintorni*. Milan: SUGARCO Edition

Giles, O. *1976. The devil's music: a history of the blues*. London: BBC

Haring, L. 1994. *Introduction: the search for grounds in African oral tradition*. Accessed on 26th of March, 20017 from http://www.iiste.org/Journals/index.php/HRL/article/viewFile/20144/20153Ademowo, A and Balogun, N. 2014. *Proverbs, values and the development question in contemporary Africa: a case study of Yoruba proverbs*. http://www.anthroserbia.org/Content/PDF/Articles/0a092c9d1aed428893e0803ea04e7a48.pdf

Heather, B. 2011. *Music of Ghana and Tanzania: a brief comparison and description of African music school.* Accessed on 24th of March, 2017 from https://etd.ohiolink.edu/rws_etd/document/get/bgsu1312917493/inline

Henry, W.F.; Francis, F. *The Concise Oxford Dictionary*. Oxford University Press.

Ira, G. 1987. *Swing to bop: an oral history of the transition in Jazz in the 1940s*. Oxford: Oxford University Press. Pp. 101-121

Irniik, A. 2012. *Hiplife music: redefining Ghanian culture 1990-2012.* Unpublished Phd Thesis, York University, Toronto, Ontario, Canada. Pp. 55-57

Isidore, O. 1992. *African literature: backgrounds, character, and continuity.* Indiana: Indiana University Press.

Jason, T and Byron, D. 2004. *Migration: a transnational approach. music and arts in action.* london: Zed books. Pp. 102-104

John, F, 2015. *Use of praise poetry in contemporary Nigerian gospel music: case study of Funke Akinokun.*

John, J. 2006. *Orality, literacy, and Somali oral poetry.* Accessed on 24th of February, 2017 from http: www.jstor.org.stable/25473360

Jon, S. 2014. *When music migrates: crossing British and European racial faultlines:1945–2010.* England: Ashgate. Pp. 23-25

Jones, A.1958. *African music in northern Rhodesia and some other places*. Northern Rhodesia: Rhodes-Livingstone Museum. Pp.67-69

Joseph, N. 1975. *The music of Africa*. London: W.W. Norton. Pp. 34-36

Joseph, N.1974. *The music of Africa*. New York: Norton and Company.

Kagiso, M. 2014. *Traditional music in SouthAfrica.* Accessed on 16th of February, 2017 from http://musicinafrica.net/traditional-music-south-africa

Karin, K. 1971. *Structural study of oral literature: preliminary survey*. Accessed on 27th of February, 2017 from https://kops.uni-konstanz.de/bitstream/handle/123456789/11488/Oral_Literature_II.pdf?sequence=1Alex

Kizza, M. 2010. *The oral tradition of the Baganda of Uganda: a study and anthology of legends, myths, epigrams and folktales.* New Carolina: Mcfarland. Pp. 65-68.

Kofi, A. 1992. *Representing African music*. Accessed on 16th of February, 2017 from http://www.journals.uchicago.edu/doi/abs/10.1086/448631?journalCode=ci

Kofi, A. 2003. *Representing African music: postcolonial notes, queries and positions*. New York: Routledge. Pp. 141-144

Larry, S and Christopher, W. 2007. *American popular music*. Oxford: Oxford University Press. P. 12-19.

Lasisi, S. 2012. *Traditional music in Nigeria: example of Ayinla Omowura's music*. Accessed on 15th of March, 2017 from http://pakacademicsearch.com/pdf-files/edu/449/108-118%20Vol%202,%20No%2010%20%282012%29.pdf

Lewis, E.1998. *Swingin'the dream: big band jazz and the rebirth of American culture*. Chicago: University of Chicago Press. Pp. 121-127.

Liadi, O. 2012. *Multilingualism and hip hop consumption in Nigeria: accounting for the local acceptance of a global phenomenon*. Accessed on 15th of March, 2017 from http.www.jstor.org/stable/23350429.

Luke, E. 2011. *Indigenous oral poetry in Nigeria as a tool for national unity*. Accessed on 15th of March, 2017 from https://www.krepublishers.com/02-Journals/JC/JC-02-0-000-11-

Web/JC-02-2-000-11-Abst-PDF/JC-02-2-083-11-033-Eyoh-L/JC-02-2-083-11-033-Eyoh-L-Tt.pdf.

Luther, B. 2006. *Inside poor monkey's*. Southern Spaces:

Man, M. 2015.*Traditional music in Namibia*. Accessed on 13th of March, 2017 from http://musicinafrica.net/traditional-music-namibia.

Matthias, M. 2010.*The evolution of popular music*: *1960-2010*. Accessed on 12th of March, 2017 from http://matthiasmauch.de/_pdf/MauchEtAl_EvolutionPopUSA1960-2010.pdf.

Mbongeni, M. 1988. *Review: African oral poetry: oral poetry from Africa by Jack Mapanje; Landeg White*. Accessed on 15th of March, 2017 from http://www.jstor.org/stable/40238626

Michael, B. 2005. *The British folk revival 1944-2002*. Aldershot: Ashgate. Pp. 23-31.

Michael, C. and James, B. 2007. *Rock and Roll: an introduction*. New York: Schirmer.

Michael, F. 2005. *Gahu*. Accessed on 2rd of March, 2017 from https://ocw.mit.edu/courses/music-and-theater-arts/21m-293-music-of-africa-fall-2005/assignments/gahu.pdf

Milton, A. 1968. *Art as an institution*. Accessed on 10th of March, 2017 from https://www.jstor.org/stable/2091913

Moller-Jessen, L and Knudsen, M. 2008. *Pattern of population change in Ghana (1984-2002): urbanisation and frontier development*. Accessed on 18th of February, 2017 from http://www.worldcocoafoundation.org/wp-content/uploads/files_mf/mollerjensen2008.pdf

Ng'andu, J and Anri, H. 2014. "*Lukwesa Ne Ciwa - the Story of Lukwesa and Iciwa: musical storytelling of the Bemba of Zambia.*"*British Journal of Music Education*.

Nick, N. 2001. *African music, Utopia and ideology*. Accessed on 23rd of March, 2017 from http://abdn.ac.uk/modernthought/content-images/african_music.pdf.

Nidel, R. 2005. *The World music: basics*. New York: Routledge .P. 282-287

Nnamani, N. 2014. *The role of folk music in African traditional society: the Igbo experience*. Accessed on 5th of March, 2017 from http://www.academicstar.us/UploadFile/Picture/2015-1/201512024639653.pdf.

Nnyigidi, N. and Egenti, M. 2014. *African unity, identity and development in some contemporary Igbo poems*. Accessed on 13th of March, 2017 from https://www.ajol.info/index.php/og/article/viewFile/109605/99370

Ogbar, J. O. 2007. Hip-Hop revolution: the culture and politics of rap. Kansas: University Press of Kansas. Pp. 32-41

Omojola, B. 1995. *Nigerian art music with an introductory study of Ghanaian art music*. Ibadan: IFRA

Omojola, B. 2006. *Popular music in western Nigeria: themes, styles and patronage system. Ibadan:* IFRA Austin, E. 2006. "Afro-American music and the African identity". *The performer*. Ilorin Journal of Performing arts.

Osofisan, F. "Ibadan and the two hundred snails". Adelugba, D. et.al eds. 2001. *Ibadan Mesiogo: A celebration of a city, its history and people*. Bookcraft.

Otiso, K. 2006. *Culture and customs of Uganda*. Connecticut: Greenwood Publishing Group

Oyebanji, M. 1975. "A literary appraisal of Sakara: A Yoruba traditional form of music". Wande, A. (Ed.), *Yoruba oral tradition: Poetry in music, dance and drama: Ife African Languages and Literatures Series No 1*. Ife: Department of African Languages and Literatures, University of Ife. P. 517

Paul, H and Martin, H. 2011. *Beyond and before: progressive rock since the 1960s*. New York: The Continuum International Publishing Group. Pp.2-3

Paul, K. 2004. *The encyclopedia of country music: the ultimate guide to the music*. Oxford: Oxford University Pres.

Paul, K. 2013. *Initiation rites and ritual in African cosmology*. Accessed on26th of February, 2017 from http://aripd.org/journals/ijpt/Vol_1_No_1_June_2013/4.pdf

Paul, L. 1992. *Whatever happened to shoegazing?*" *melody maker*. p.6. Retrieved 12 April 2007 from Proquest Research Library. Pp. 6-8

Paul, O. 1998. *The story of the blues*. Northeastern University Press.

Paul, W. 1962. *Primitive art: its tradition and styles*. New York: Crowell.

Pennycook, A. 2003. *Global Englishes and the transcultural flows*. London: Routledge. Pp. 65-67

Peter, M. 1988. *Popular musics of the non-western world*. New York: Oxford University Press. Pp. 11-12

Peter, S. 2007. *Rough guides to hip hop*. London: Rough Guides. Pp. 157-159

Philip, T. 1982. *Analysing popular music: theory, method and practice*. Accessed on 23rd of March, 2017 from https://www.google.com/search?q=routledge&ie=utf-8&oe=utf-8#q=Analysing+popular+music:+theory,+method+and+practice

Powell, J. ; Steel, P. *Revisiting Appadurai: globalising scapes in a global world the pervasiness of economic and cultural power*. Accessed on 23rd of March, 2017 from http://www.auamii.com/jiir/Vol-01/issue-01/X9.Power.pdf

Powell, J.; Steel, R. 2011. *Revisiting Appadurai: globalising scapes in a global world: the pervasiness of economic and cultural power*. Accessed on 23rd of March, 2017 from www.auamii.com/jiir/Vol-01/issue-01/X9.Power.pdf

Richard, D. 1972. *Folklore and folklife: an Introduction*. Chicago: University of Chicago Press.

Richard, P. 1999. *Creating country music: fabricating authenticity*. Chicago: University of Chicago. P.9

Richard, R. 1972. *Pop, Rock, and Soul*. New York: Pyramid Books.

Robert, D and John, G. 1970. *Recording the blues*. London: Studio Vista. Pp. 85-89

Robert, P. 1995. *An unruly history of Rock & Roll*. New York: Oxford University Press. P.50

Robert, R. *Theory and method in the social science*. Minneapolis: University of Minnesota Press.

Roger, V. 2000. *Rhythm of life, song of wisdom: Akan music from Ghana, west Africa*. http://media.smithsonianfolkways.org/liner_notes/smithsonian_folkways/SFW40463.pdf

Rojas, E. 2013. *Sounds of resistance: the role of music in multicultural activism*. Santa Barbara: ABC-CLIO. Pp. 266-267

Roy, S. 2005. *Popular Music: the Key Concepts*. Abingdon: Routledge. Pp. 12-18

Russell, K.1999. *Imbongi and Griot: towards a comparative analysis of oral poetics in southern and west Africa*. Accessed on 3rd of March, 2017 from http:www.jstor.org/stable/1771848

Russell, P. 1995. *Spectacular vernaculars: hip-hop and the politics of postmodernism*. Albany:SUNY Press. Pp. 151-157

Sara. M, 2003. A case study of musicmaking in a Ghanian village: application for elementary music and learning. Accessed on 24th of March, 2017 from http://etd.lsu.edu/docs/available/etd-07082010-190228/unrestricted/McCallThesis.pdf

Shaheen, A and Nazli, A. 2006. "Cape flats alchemy: Hip-Hop arts in South Africa." *In total chaos: the art and aesthetics of Hip-Hop*. (Ed). Jeff Chang. New York: BasicCivitas. Pp. 72-74

Shuker, R.2005. *Popular music: the key concepts*. Abingdon: Routledge.

Simon, B. 1986. *American folklore studies: an intellectual history*. Kansas: University Press of Kansas.

Simpson, G.E. 1980. *Yoruba religion and medicine in Ibadan*. Ibadan: Ibadan University Press.

Sjaak, V. D. G. and Nimrod, A. 1982. The political meaning of highlife songs in Ghana. Accessed on 23rd of March, 2017 from http://www.sjaakvandergeest.socsci.uva.nl/pdf/highlife/political_meaningx.pdf

Steven, B. and Ulrik, V.2006. *Music and manipulation: on the social uses and social control of music*. New York: Berghahn Books. Pp. 194-196.

Tesfaye, D and Mesfin, W. 2014. *Socio-cultural function of Kafa proverbs*. Accessed on 24th of February, 2017 from http://www.academicjournals.org/journal/AJHC/article-full-text-pdf/ADA3A5646612.

Thomas, H J. 1994. *From Jazz to Swing: African-Americans and their music: 1890–1935*. Detroit: Wayne State University Press.

Thomas, S. 2015. *African music in contexts, institution, culture and identity*. Kampala: Fountain publisher. Pp. 122-123.

Thompson, R. 1996."Hip Hop 101".Perkins , W. *Droppin science: critical essays on rap music and hip hop culture*. Philadelphia: Temple University Press. P. 213.

Tony, S. 2007. *Country music originals: the legends and the lost*. U.S.A: Oxford University Press.

Ukoha, O. 2005. *On the study of ethnicity in Nigeria*. Oxford: Oxford University Press. P.21.

Unterberger, R. 2002. *Turn, turn, turn: the '60s folk rock revolution*. San Francisco: Backbeat Books. Pp. 63-72.

Ver Dan Geest, S. and Asante-Darke, N. 1982. *The political meaning of highlife songs in Ghana*. Accessed on 16th of February, 2017 from

http://www.sjaakvandergeest.socsci.uva.nl/pdf/highlife/political_meaningx.pdf.

Wachsmann, P. and Trowell, M. 1953. *Tribal Crafts of Uganda*. Oxford: Oxford University Press.

Walter, O. 1982. *Orality and literacy: technologizing of the word*. Routledge: London

William, B. 1953. *Folklore and anthropology*. Accessed on 10th of February, 2017 from http://www.jstor.org/stable/536722

William, M. 2011. *Highlife and its roots: negotiating the social, cultural and musical continuities between the popular and traditional music in Ghana*. Accessed on 14th of February, 2017 from http://digitalcommons.macalester.edu/cgi/viewcontent.cgi?article=1009&context=musi_honors.

William, S and Peter, R. 2001. *New York modern: the arts and the city*. Johns Hopkins Univ. Press.

Wyk, M .2013. *[Re]vitalize Khoisan art and culture via community outreach initiative*. Accessed on 23rd of February, 2017 from http://www.krepublishers.com/02-Journals/T%20&%20T/T%20&%20T-11-0-000-13-Web/T%20&%20T-11-2-000-13-ABST-PDF/S-T&T-11-2-145-13-292-van%20Wyk-M-M/S-T&T-11-2-145-13-292-van%20Wyk-M-M-Tt.pdf