

## **Literacy Education as a Tool for Empowering Women In Asa Local Government Area Kwara State, Nigeria**

**Kayode, Sadiq Toyin**

e-mail:sadiqtoyin2012@gmail.com

Department of Adult & Primary Education,  
University of Ilorin, Ilorin, Nigeria

### **Abstract**

*The paper examined the issue of literacy as a tool for empowering women in Asa Local Government area of Kwara State. The paper was premised on the fact that when women are literate, they will be more active in their various communities. Their voices will be heard as opposed to their faces being seen and this will instill in them the confidence to make progress in their daily living. The study made use of descriptive survey design, with 211 non-literates women randomly selected as sample within the local government. A 10 item questionnaire was designed to elicit responses on literacy education and empowerment. The data collected were subjected to descriptive and inferential statistical test at 0.05 level of significance. The study discovered that literacy is a tool for fighting poverty, hunger diseases, and ignorance and when all these are fought, an average woman becomes empowered to participate actively in issues of development in her home and community. The study, therefore, recommended that women should be encouraged to enroll for literacy education programme while, governments at all levels should make efforts to fund literacy programme.*

**Keywords:** Literacy education, women empowerment,

## **Introduction**

Development issues at local, national, international and individual levels have occupied the minds and attention of scholars, activists, politicians, development practitioners and cynics over the years but reaching a crescendo in the year 2000 (Adra, 2008). Although there are different perspectives to development, there is however a general agreement that development will lead to positive change manifested in an increased capacity of people to have adequate control over material assets, intellectual resource and obtain it. While some other people contended that the purpose of development is to improve people's lives by increasing their choices, freedom and dignity.

The quest for the development of people's lives became serious as the participants at the World Conference on Education for All (WEFA) in Jomtien, Thailand in 1990 stated clearly in its Article I that every person, child, youth, and adult should be able to benefit from education opportunities designed to meet the basic needs of human life (Asaolu, 2011). He further says that declaration was subsequently reaffirmed at the World Summit for Children in 1990 and 2000 with emphasis on raising the levels of female literacy. In the same vein, the MDGS adopted in September, 2000 at the United Nations Millennium declaration devoted one of the eight goals (that is Goal 3) to the promotion of gender equality and women empowerment.

Nigeria, over the years, have expressed a policy statement of its commitment to education believing that overcoming illiteracy, ignorance, hunger and unemployment will form a basis for accelerated national development. To buttress its averred commitment to national development, the Nigeria National Policy on Education (NPE, 2013:22), states that "education in Nigeria is an instrument per excellence for national development". However, despite these commitments and active participation, the rural areas in Nigeria are still backward in literacy capacity and are soaked with myriads of problems looking for a way of solving them. Majority, if not all the rural women in Nigeria and Kwara State in particular are non-illiterates and have to be empowered so as to face and solve their own developmental problems. The concentration on the rural women becomes important due to the fact that global peace

and prosperity can only be achieved when the entire world's people are empowered so as to order their own lives and provide for themselves and their families. It was on this premise that the local government council facilitates the process of empowering women in Asa Local Government Area of the state with basic literacy.

### **Concepts of Literacy and Women Empowerment**

The education declaration of Cairo 2005, stressed the main reason for the world's much emphasis on literacy. Literacy is at the heart of learning, the core of Education for All (EFA) and central to the achievement of the Millennium Development Goals (MDGs). Access to quality literacy learning opportunities and the development of literacy environments is essential strategy for poverty reduction, equality, economic development and environmental protection and in general a prerequisite for achieving democracy.

The above view shows literacy as being essential for empowerment which spans through all areas of human endeavour. With literacy, women would become active participants in political issues, they will be empowered economically, socially and they will be able to feature amongst their fellow women folk. Their level of awareness would have increased, leading them to have a claim on their rights. Literacy for women empowerment is of immense benefit to all societies because women bring up future leaders of any country being the first known teachers of children at home and the best for that matter. This is why Okpoko, (2010) believe that women education is a key to development and that empowering women through literacy is an asset to her family, her immediate communities, her nation and the world at large. This implies that the acquisition of literacy education empowers an individual to think positively, take proper decision about her living and the society and acquire other skills that can assist her economically, politically and socially. Anyanwu, Omolewa and Siddique (1985) believe that people cannot learn the useful information required for their survival and happiness in the society without literacy.

This is corroborated by UNESCO (1997) that literacy is a human right and an essential ingredient to achieve equity, development and

peace. Thus, if literacy is a human right, it must therefore not evade women.

The purpose attached to literacy is to develop in people, the skills, attitudes, abilities and behaviours considered desirable in the society. Exposure to myriads of information builds and empowers people. It enables and ennobles them to have the power to control their situations. Women's literacy is thus of utmost importance in that once literate, they are freed from the hold of taboos and superstitions that keep them in the background, once they attain a level of literacy, ignorance which is associated with poverty is driven out of their lives as they will be able to think in the right direction and coupled with their functional literacy skills, they will reach a level of empowerment that would improve their living standards and make them recognized in the society.

In empowering women through literacy, Asaolu (2010) is of the view that vocational education must be an integral part of the education to be planned for women for it is this that will set them on the part of self-reliance; a stage whereby they will be able to add voice to their faces. In the same light, Jogwu (2010) believes that educated adults empower their families to develop socially, economically and politically. This is why enlightened families form the bedrock of community and national development. Women, important members of families of the world, must be made literate and not given away to rotteness with their endowed potentials.

Literacy is a tool that enables citizens to take their rightful position in the community.

This fact is supported by Bholá (1983) that without literacy, development only limps on one leg. When talking of development, it should not be one sided, it should come from the efforts of both men and women in the society. Literacy for women must therefore be encouraged as it is a tool that helps and equips one to face his or her challenges without an exception of any group of people in the society. Everybody needs to be literate to function properly in the society and to bring about development that is on the lips of everyone.

It is unfortunate however, to note that illiteracy is still rampant among women across the globe. Egunyomi (2000) considered the position of

illiteracy in Nigeria to be gender biased with women forming the bulk of the percentage of the Nigerian Population. The 1991 census presented women to be 44,053 out of the total population of 88,514 million illiterate people in Nigeria (NPC, 1994). In addition, World Bank Document reports the latest position of women in illiteracy – that illiterate adults and youths as at the year 2000 was 880 million out of which 60% were women. Illiteracy among women must therefore be fought if poverty is to be reduced and gender equity achieved. The type of literacy education to be given to women should be a lifelong one. This is the type that will give them total knowledge and understanding on how to deal with problems of survival and supporting lives in their communities, how they should act towards themselves and their fellow, what clarity they need to make in order to enjoy a satisfying and enriching life, in what direction they may try to shape their future, articulate and deliver solutions to specific problems they face (Aspin and Chapman2007).

For many decades, women's empowerment has been a stated objective of educational policies and programme, particularly those focused on adult literacy. Growing recognition that women's experiences and needs differ according to age, culture, ethnicity and education has challenged conventional development practices, which have tended to target women as a homogenous group. There is now widespread recognition that 'empowerment means different things for women in different situations' (UNL 2004) and that education alone is rarely sufficient to generate such social and political change. However, the tendency to think of 'women's empowerment' as an output rather than a process still persists and this is reflected in the kind of research evidence used to analysis women's empowerment. Consequently the statistical measures of women's literacy, decision making and economic participation have a greater influence on policy than ethnographic insights into how women's lives and identities are changing.

### **Statement of the Problem**

Literacy is commonly defined as the ability to read, write and compute simple arithmetic. However, Sarumi (2005) believes that literacy can no longer be seen as the ability to read, write and compute alone, but it

must include adaptation to global information, skills, attitudes and knowledge. On this basis women who form part of the marginalized group must be equipped with literacy education to empower them to function as effective and efficient mothers of future children leaders, as good wives and as responsible, diligent and contributing citizens of the society and nation at large. The main question for this study therefore is “how can women be empowered to function effectively in the societies in which they live through literacy education?”

### **Research Question**

To what extent has basic literacy education impacted on the empowerment process of women in Asa Local Government, Kwara State?

### **Research Hypotheses**

**HO1:** There is no significant difference in the impact of basic literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on occupation.

**HO2:** There is no significant difference in the impact of basic literacy education for empowering Women in Asa Local Government Area of Kwara State.

### **Methodology**

The descriptive survey research design was adopted for the study. The population for the study comprises of women enrolled in basic literacy programme. One hundred and ten (110) respondents were randomly selected across the basic literacy classes in Asa Local Government Area of Kwara State. A questionnaire designed by the researcher tagged literacy as a tool for Empowering Women Questionnaire (LTEWQ) was used as an instrument for data collection in the study. It consisted of two (2) sections: Section A deal with demographic data of the respondents. Section B contains ten (10) items on basic literacy education as a tool for empowering women in Asa local government in Kwara State. A reliability co-efficient of instrument using test re-test method of 0.87 was obtained through the Pearson Moment Correlation

Coefficient method, revealing that the instrument was reliable enough to carry out the study. Responses to these items were taken on four (4) point Likert scale type rating. The administration of the instrument was done by the researcher and three trained research assistants. The research assistants were trained by the researcher on how to administer the questionnaire. The researcher made sure the selected research assistants were familiar with the interpretation of the content of the instrument in the language of the immediate environment of the respondents (adult learners). This was necessary in case a respondent does not understand English. The data collected were analyzed using frequency and percentages and mean rating and Analysis of Variance (ANOVA) all decisions were taken at 0.05 alpha level of significance.

## **Results**

This section deals with collation, analysis and interpretation of data collected as illustrated below:

### **Answering of Research Question One**

*What are the benefits derived from basic literacy education for empowering women in Asa Local Government in Kwara State?*

In order to answer this research question, responses of the respondents to items that addressed the benefits derived from basic literacy education for empowering women in Asa Local Government in Kwara State, were collated and subjected to mean calculation and the result is shown in Table 2 below.

**Table: I Mean and ranking of benefits literacy education for empowering women in Asa Local Government in Kwara State.**

<b>S/N</b>	<b>Statements</b>	<b>Mean</b>	<b>Rank</b>	<b>Decision</b>
1	I see basic literacy education as a means of empowering women in my area	3.26	5 <sup>th</sup>	Accepted
2	Basic literacy education promotes political and social life of women in Asa Local Government	2.97	9 <sup>th</sup>	Accepted
3	Basic literacy education brings about the desired attitudinal change in the local communities in Asa Local Government	3.29	3 <sup>rd</sup>	Accepted
4	Women voice were heard through basic literacy education	2.63	10 <sup>th</sup>	Accepted
5	Government should encourage the establishment of Adult literacy classes across the local government	3.48	1 <sup>st</sup>	Accepted
6	Government should fund basic literacy programme	3.43	2 <sup>nd</sup>	Accepted
7	Skills acquisition should be encouraged in literacy centers	2.84	7 <sup>th</sup>	Accepted
8	Women in literacy programme should be remunerated	2.60	8 <sup>th</sup>	Accepted
9	Agencies and Non-governmental organizations should support the government in the funding of basic literacy programme	3.27	4 <sup>th</sup>	Accepted
10	Basic literacy education programme enables women in Asa Local Government area of Kwara State to be well informed about the happenings globally.	3.26	5 <sup>th</sup>	Accepted

Grand mean = 2.63

Table I Shows that, out of ten (10) items that addressed the benefits derived from basic literacy education for empowering women in Asa Local Government in Kwara State, it was found that the respondents perceived that “Government should encourage the establishment of Basic literacy Classes across the local government” had a mean score of 3.48 which ranked first. “Government should fund basic literacy programmes” attracted mean score of 3.43 which is ranked second. “Literacy education brings about the desired change in the local communities in Asa local Government” attracted mean score of 3.29 which is ranked third. All other items followed with the least as “women voice were heard through basic literacy education” having the mean score of 2.54. In all, the grand mean of 2.63 which is above the mid-point of 2.5 indicates that basic literacy education for empowering women in Asa Local Government in Kwara State.

### Hypotheses Testing

Two (2) research hypotheses were postulated in the course of this study,. Hypothesis 1 and 2 were tested using One-Way Analysis of Variance (ANOVA), at 0.05 level of significance and the results are as shown below.

**HO<sub>1</sub>:** *There is no significant difference in the impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on occupation.*

In order to test hypothesis 1, responses of the respondents to items that addressed impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on occupation were computed using One-Way Analysis of Variance and the result is given in the table 2.

**Table 2: Analysis of Variance of the impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on occupation**

Sources of Variance	SS	Df	MS	Cal f-Value	Sig	Decision
Between groups	7.368	3				
Within groups	1762.132	106	2.456	0.148	0.931	Accepted
Total	1769.500	109				

P < 0.05

Table 2 shows that the calculated F-value is 0.148 with 3 degree of freedom and 0.931 level of significance. Since the calculated level of significance (0.259) is greater than the chosen one (0.05), then, hypothesis 1 is accepted. This implies that, there is no significant difference in the impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on occupation  
**HO<sub>2</sub>:** *There is no significant difference in the impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on age.*

In order to test hypothesis 2, responses of the respondents to items that addressed impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on age were computed using One-Way Analysis of Variance and the result is given in the Table 3.

**Table 3: Analysis of Variance of the impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on age.**

Sources of Variance	SS	Df	MS	Cal f-Value	Sig	Decision
Between Groups	7.370	2				
Within Groups	1762.130	107	3.685	0.224	0.800	Accepted
Total	1769.500	109				

P < 0.05

Table 3 shows that the calculated F-value is 0.224 with 2 degree of freedom and 0.800 level of significance. Since the calculated level of significance (0.224) is greater than the chosen one (0.05), then, hypothesis 2 is accepted. This implies that, there is no significant difference in the impact of literacy education for empowering women in Asa Local Government Area of Kwara State on respondents based on age.

### **Discussion**

The study is based on the importance of literacy in the empowerment of women folk. This study revealed that with literacy education, there

will be freedom from poverty. With literacy education the cycle of poverty will be broken. Going by the view of Aruma (2006), literacy is a tool that assists people to acquire relevant knowledge and skills needed for professional development in contemporary society so as to improve efficiency and productivity. Literacy education accompanied by vocational education will help women to live above poverty level. Lack of education would not give them the courage to have access to credit information, and they will lack the technical know-how of the skills that would make them buoyant to rise above poverty level. Lack of literacy skills would bring about poor organizational and accounting skills which are all germane to women enterprises that could raise her above poverty level. The essence of this discovery is that literacy is the key to the ultimate development. Priority must therefore be accorded programmes in literacy education because progress in other sectors depends on the resultant effect of literacy on women, their children and families.

The issue of women literacy education should be given more attention as one of the expected outcomes of the United Nation Literacy Decade 2003-2012 is improved quality of life, poverty reduction, hunger and unemployment, increased income, improved health, greater participation, citizen awareness and gender sensitivity among those who have participated in the various educational programmes under EFA (UNESCO, 2006).

The study also showed that there is a significant correlation between literacy and women. In this wise, women should be empowered through literacy education as they form an important part of the society world-wide. Literacy would help them to be aware of new productive opportunities in the areas of entrepreneurship skills acquisition, greater income generation and better opportunities in the world of emend greater income opportunities to better their lot in the world wide communities.

The above goes to confirm the discovery that there is a significant relationship between literacy education and improved standard of living. The acquisition of literacy education will empower women to think positively, air their opinions and take firm decisions concerning their health and work life. There will be an improvement in their livelihood as

livelihood comprises of the capabilities, assets and activities required for a means of living. Giving functional literacy, women's livelihood will be sustained as they will be able to cope with stresses and shocks that might come their way (Sabetes, 2008).

### **Summary and Recommendations**

The following recommendations are put across.

1. Women should be encouraged to enroll in literacy classes. They should be encouraged to know that the benefits that would accrue to their being literate is greater than the economic benefits they are currently gaining and so they should take bold steps to leave their trades at the stipulated time and hour for literacy classes.
2. Every educated woman should be involved in seeing to it that a woman becomes literate around her as this would bring comfort to all and sundry.
3. Awareness programmes should be floated on posters, and media houses and children in schools should be made to encourage their mothers on literacy education.
4. The government at all levels should fund literacy programmes, make it interesting to women so as to entice them to enroll for literacy classes in their various communities.

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## **Effect of Material Facilities on Childhood Education in Primary Schools of Oyo State**

**Oyedeji Toyin Ph.D**

Faculty of Education, Lead City University, Ibadan.

Email:arinolaoyedeji@yahoo.com

### **Abstract**

*This paper investigated the effect of material facilities on childhood education among primary schools in Idi-Ayunre in Oluyole Local Government area of Oyo state. The research design adopted for this study was the expost facto research design. The study adopted survey method in form of administering copies of structured questionnaire to randomly selected respondent. The participants for the study consisted of 150 primary school students (97 males, 53 females), and 50 teachers randomly drawn from five (5) primary schools in Idi-Ayunre in Oluyole Local Government Area of Oyo State. The participants responded to a self-constructed questionnaire titled "influence of material facilities on childhood education questionnaire" to elicit information on material facilities and childhood education. The data generated were subjected to descriptive analysis using simple percentile and chi-square test of association. The Chi-square value obtained is 35.465,  $df=12$ , at  $p=0.000$ . Since the  $p$ -value is less than .05, the stated null hypothesis is therefore rejected. This result revealed that material facilities are inadequately available for primary school pupils, and majority of these facilities are in manageable condition. It was revealed that material facilities do influence childhood education. Since material facilities are not made available to pupils in the area of study then the government and the community should work together to improved adequate facilities for the childhood education in rural Primary schools.*

**Key words: Childhood, Facilities, Primary school**

## **Introduction**

Childhood education is the education received by children during the early stages of their physical and mental development. It is also called primary education which is formulated in the national education system of 6-3-3-4 of six years of primary education, three years of junior secondary, and another three years of senior secondary education and four years of University education. Primary education is embedded in the political, cultural and economic condition of National development. It is considered all over the world as the educational foundation of building a capacity for life-long learning in individuals, develop knowledge, skills and foundation in people which will contribute to the general development of the community in which the individuals live by meeting manpower needs for improving the community life.

It is however important to note that the success of childhood education is dependent on the available material facilities in primary schools.

Stoner, Freeman and Gilbert (1996) described the environment of an organization as all elements relevant to its operation and they include direct and indirect action elements. School facilities, constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students. Nwagwu (1978) and Ogunsaju (1980) maintained that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and parking lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. Knezevich (1975, p.563) emphasized

that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His emotional needs are met by creating pleasant surrounding, a friendly atmosphere, and an inspiring environment. The educational system has undergone tremendous changes in the form of its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in school enrolment, multiplicity of curricula programmes and extra-curricula activities, introduction of Information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, teachers and the community, integration of the school and community. The resultant effect of all these changes is the need for creative and innovative steps in the management of school facilities. For example, research findings have shown that students learn better when a combination of methods and materials are employed during teaching. Furthermore, emphasis has shifted towards giving individual attention to students as against teaching large classes which presupposes that all students in a class have the ability to learn at the same pace. The implication of the foregoing is that in designing school plant, provision should be made for individual and small group interaction and for large groups for academic and social activities. Fenker (2004) stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization.

The International Facilities Management Association (2002) described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the behavioural and engineering sciences.

Nigeria is currently facing a challenging time in providing her young citizens' quality education. Some important issues facing Nigeria's policy makers include ineffective planning and implementation of programmes, accountability, and management of scarce resources, shortage of highly qualified early childhood teachers, undefined curriculum and inclusion. In agreement with the above, Mindes (2007) added that early childhood

educators' challenges are enormous and they include parent partnership, respect for cultural diversity, appropriate early intervention assessment, and linking curriculum and assessment practices appropriately. Gbadamosi (2005) opines that children education is needed for cognitive enrichment, social, physical and emotional development. He stresses further that these developments cannot be realistic without adequate material facilities. In line with his opinion, it is believed that children learn faster from what they see and from what they are told, so there is need to expose them to different material facilities which can aid their learning process and reduce educational stress. Appropriate material facilities offer pupils the spirit of inquiry, creativity through exploration of their local environment and nature with the rudimentary teaching approaches of numbers, letters, shapes forms as models and evolutionary means for excellent educational performance and enhancement of moral rectitude in school children. It places the pupils at the center of learning activities and provides opportunities for adequate care, supervision and competitiveness of children to future task while their parents are at work.

However, the poor infrastructural amenities in the rural area have a bearing effect on the available material facilities to pupils, which includes: inadequate classroom space, furniture, equipment for teaching and learning, lack of easy access to safe drinking water, hygienic sanitation and health facilities, poorly- motivated teachers and use of substandard teaching methodologies employed by teachers. Schools that are characterized by the above educational materials are not likely to provide quality education for the children Olaleye(2011).

According to Ndukwe (2009), many of these schools have no adequate games and recreational facilities. This invariably leads to monotony of educational activities to the rural pupils, many of whose parents are illiterates and not well- schooled. At this junction there is need to investigate whether or not inadequacy and unavailability of material facilities could have influence on childhood education in primary schools of Oyo State

**Research Questions:**

1. What kind of relevant teaching and non-teaching materials facilities are available in the selected primary schools?

2. What are the importances of teaching and non-teaching materials facilities in rural primary schools?
3. What are the strategies of implementing teaching and non-teaching materials facilities on childhood educational curriculum
4. Do these facilities available in the rural primary schools meet the global standard of facilities that should be provided in primary schools?
5. What are the relevant steps needed to be taken in ensuring adequate impact of material facilities on childhood education in primary schools of Oyo state

### **Research Hypothesis**

- There is no significant effect of material facilities on early childhood education.

### **Significance of the Study**

This study is important because Reliable and adequate material facilities at the rural primary schools are crucial to excellent educational performance and acquisition of vocational skills that promote human capacity development and national development. Material facilities are pivot to equip children with the needed skills to function effectively in the society. It also lays the sound foundation for critical and reflective thinking among children as the future leaders in any nation. The poor administration, insufficient and non-efficient material facilities in addition to low funding of primary education in rural areas are limiting the potential of rural children to benefit optimally from the national policy of universal access to primary education. The study may stimulate the need to examine the primary education offered at the rural area through the material facilities provided in order to stem child labour and prepare a good stage for better productive lives in the rural children, parents and teachers.

### **Literature Review**

Material facilities the term material facilities can also be referred to as school plant which includes the school building, playground, furniture, classrooms, library, chalkboard, instructional materials hostels, and swings

etc. Material facilities / school plant is also a term used by school board members and other staff when talking about the school building maintenance and part of a building . This can also be commonly characterized by school building and other features on the land where the school is located. Gbadamosi (2005) defined school plants as the buildings, classrooms, corridor, playground and others as the basic instrument in education.

Gbadamosi (2005) further explain that the relationship between material facilities and the school building cannot be far-fetched as it provides a well, suitable and conducive area for teaching and learning. The classroom is an organized part of the material facilities where teaching and learning takes place. Also, other aspects of the material facilities like corridor, football field, and volley ball pitch provide an avenue for pleasure as they serve as recreational places.

Childhood education is inseparable from material facilities. The roles of material facilities are expressly stated:

1. Support teaching and learning process
2. Provide avenue for recreational purposes e.g, Children playing with the swings

### **Childhood Education**

Oatley and Jennifer.M (1995) asserted that early childhood education, as a branch of educational theory which relates to the teaching of young children until the age of about eight, with particular focus on education, notable in the period before the start of compulsory education.

Education starts from the cradle. Experts say catching children young with quality education remains a veritable tool to lifelong development. The future of a nation's socio-economic and political wellbeing lies with the quality of children's education because they are the future leaders. If they have a shaky foundation when it comes to education, it will surely affect their lives when they are adults and in turn the Nation.

The early years from birth to five years of age are an important time in any child's life. Children go through a huge variety of learning stage during this time, making great steps, and what they learn at a young stage offers an important foundation for their learning in later life. The learning process starts from home and then move to the school.

Early childhood education (ECE) is based on the idea that learning begins at birth, and that caring for children and educating them should be inseparable. The practice focuses on the years from birth to age eight, and people who have specialized degrees in this field often work in nurseries, daycare facilities, preschools, and kindergartens. Cathy Laszewski (2004).

Education and care for young children – three-, four- and five-year-olds – goes by many names: child care, day care, nursery school, preschool, pre-kindergarten, and early education. It is delivered in many settings: center-based, home-based or at the local public school, in urban, suburban and rural communities.

Early childhood education (ECE) is a critical first step in building the foundation for a child's learning and development. Much of the philosophy of early childhood education is based on the idea that children learn through play. Oyedeji (1999). By focusing on the types of play children engage in, or by participating and helping in children's play, parents and caregivers can learn to make the most of these activities and prepare children for future education. Developing an identity and sense of self is also central to education, where children are learning about whom they are, their relationships to others, and their culture and language.

Marily (2004), viewed a primary school, sometimes referred to as elementary school, as a school in which children receive primary or elementary education between the ages of about five to eleven, coming before secondary school and after preschool. It is the first stage of compulsory education in most parts of the world, and is normally available without charge, but may be a fee-paying independent school. It is a type of school which provides primary education to children, often in the age range from 8 and 12, following Infant school which covers the age range 5-7.

Education in Nigeria is vital and has been adequately challenged. The survival of this engine house which services the country should be of primary concern. According to Afigbo(2004), "education is the aggregate of ideas, methods, institutions, facilities and personnel, designed and deployed by society to teach its members how to get through life by doing or by nursing and realizing set goals" . If the foundation is shaky, what happens to the building? Primary education translates the ideas of

educational system into reality. It is to be noted that primary education or elementary education often in primary school or elementary school is typically the first stage of compulsory education, coming between early childhood education and secondary education.

In most countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it. The major goals of primary education are achieving basic literacy and numeracy among all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. Basic sexual education is also received by pupils attending primary school. The relative priority of various areas, and the methods used to teach them, are an area of considerable political debate.

Ajibade, B. and N. Elemi(2012) stated primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school/secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted by varying degrees of specialist teachers in certain subject areas, often music or physical education. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system. Various forms of corporal punishment have been an integral part of early education. This practice has recently come under scrutiny and in many cases has been outlawed, especially in Western countries. Ajibade, B. and N. Elemi(2012).

### **School and Material Facilities**

The school environment and facilities should be specifically designed to enhance teaching and learning, providing a bright, well-resourced and motivational environment of students. Schools and educational facilities include not only classrooms but also athletic facilities and playgrounds, and even libraries.

The Universal Basic Education (UBE) Act (2004) has an expanded scope which includes programmes and initiatives for early childhood education and development. The UBE programme has made provision

for every public primary school to have a pre-primary school linkage to cater for children aged 3-5 years. This linkage will serve as a strategy for getting children ready for school and school ready for children (Hua, 2010).

An inventory of ECC faculty in Nigeria conducted by FGN/NERDC/ UNICEF in 2003 showed that most of the ECC facilities are private owned (42% of the sample population are private owned and 34% by the government, followed by 21% by local communities). Now that the Early Childhood Development Programme is covered by the UBE law, government ownership at state/LGA/community level is certain to increase, particularly regarding centre's catering for the 3-5years olds. Early childhood care has been included in the Bachelor's degree curriculum of the Faculty of Education of some of Nigeria's Universities since 1991. The concept has also been integrated in the syllabus of Colleges of Education through out the country. In-services training on the early childhood development concept and learner centered pedagogy for handling young children is continually provided to teacher/caregivers in public ECC/ pre-school facilities in UNICEF supported I I I focus LGAs nationwide. However, only now it is being recognized that early childhood care and early stimulation is the basis upon which attainment of the child's fullest potential depends.

The Child Right Act (2003), the UBE Act (2004), the National Policy on Education, Food, Nutrition and Health are laws and policies which have given shape to different sectoral interventions on Early Childhood Care and development in Nigeria. Currently however, an Integrated Early Childhood Development (IECD) policy, that integrates interventions from the various sectors to promote an integrated holistic approach to the development of the child in its very earliest years.

Efforts are also targeted at vulnerable or disadvantaged children through community- driven and home based care and support for young children age 0-3 years supported by UNICEF in 222 focus communities nationwide has boosted access of very vulnerable and disadvantaged children to early childcare and early learning (UNESCO 2007). Launching of the children and AIDS campaign in Nigeria with increased focus, care and attention to children affected by the HIV and AIDS' scourge.

Increased advocacy has been mounted with government and other stakeholders to ensure that young children are fully protected from the scourge of the disease. According to UNESCO (2007), the curriculum for Early Childhood Education in Nigeria was reviewed and revised in 2003/2004 using an integrated bottom up approach, targeting children age 0-5 years. This revised curriculum has been approved for use by the government, and a training manual to facilitate use of the curriculum; is in process of development. the training manual is expected to promotes the integrated approach and cover all sectoral interventions- health, nutrition, water and environmental sanitation, psycho-social care, early learning and creating a conducive environment for them to service, live, learn and reach their full potentials.

### **A School that Matches Young Children**

The first step in creating an appropriate environment for infants, toddlers, and preschool children is to examine how young children learn and develop. Each stage of development has unique characteristics that influence how a child will experience his or her environment. Rebecca (2004). For example, infants and toddlers learn about their world by acting on objects and materials in their environment. As the toddler feels the texture of a beach ball, pushes the air filled object, and rolls it across the carpeted floor, he constructs an understanding of the ball. Because infants and toddlers learn by interacting with the environment, their space must be designed with many opportunities for physically exploring real materials. Varied materials are stored where the child can easily select them. Other items are placed where they are not visible but can be retrieved when a specific activity or individual need occurs.

Preschoolers are active learners who continue to examine materials while beginning to use objects in more complex combinations. They are developing symbolic representation as they take on roles and participate in socio-dramatic play. Their language explodes during this period as they try to find “labels” for the objects and people in their world. Language gives young children the power to question and find answers.

Learning centers are effective ways to organize and support these developing abilities. The center areas clearly communicate to

preschoolers what activity occurs in this area and the available materials that will stimulate their play. Traditional centers as well as unique centers encourage language interactions, socio-dramatic play, and the construction of experiences based on their level of understanding. By adding literacy materials including books, paper and writing tools, this construction will include “reading and writing” opportunities.

### **Methodology**

The research design adopted for the study is the ex-post- facto research design. It is adopted because it a systematic means of data collection which can be used to collect data from sample considered to be representative of the group and to specify how much of such data will be collected and analyzed. It is employed for accurate assessment of the attributes of the population under study. The sampling technique adopted was simple random sampling technique. A total of 150 pupils and 50 teachers were randomly selected from five (5) primary schools, 30 pupils from each school. The main data gathering instrument used was a questionnaire titled “Effect of Material Facilities on Childhood Education Questionnaire”. Data obtained from the administered questionnaire was analysed simple percentage using chi square statistical tool to find out the relationship between educational facilities and childhood education.

### **Findings**

#### **Analysis of demographic data**

The sex of respondents 53(35.3%) Female, and 97(64.7) of Male, Family type of respondents were Monogamy 105(70.0%), Polygamy 36(24.0%) and 9(6.0%), Occupation of the respondent 28(18.7%) Farming, 10 (6.7%) Hunting 19(12.7%) Carpentry, Fishing 82(54.7%) and Others (specify) 11 (7.3%)

Present class of respondent

	Frequency	Percent
No response	4	2.7
pry 1	11	7.3
pry 2	10	6.7
pry 3	17	11.3
pry 4	16	10.7
pry 5	12	8.0
pry 6	80	53.3
Total	150	100.0

The mean and standard deviation of the score were 1.647 and 0.479 respectively. The result is presented in table 4.2.1 below:

No	Item Description	SA %	A %	D %	SD %	Mean	Decision
1	Any instructional material will do for children in early childhood	20.7	15.3	37.8	26.1	2.31	Disagree
2	Children in rural primary school do not need formal academic instruction	9.9	15.3	39.6	35.1	2	Disagree
3	Whole group instruction and learning by cramming are not appropriate for childhood	14.5	22.7	40	22.7	2.30	Disagree
4	Assess childhood based on their inters, needs and ability is not necessary	7.3	15.5	31.8	45.5	1.85	Disagree
5	Our school does not have materials that will assist nursery children to develop their talent	20	21.8	20	38.2	2.24	Disagree
6	Our teacher have not been train on how to work with children	5.5	7.3	28.2	59.1	1.59	Disagree
7	We do not have a curriculum to use in teaching our children in early childhood	12.7	12.7	29.1	45.5	1.93	Disagree
8	No need to each children in our culture by involving the parent and community in our early primary stage	9.2	12.8	30.3	47.7	1.83	Disagree
9	I have received training in how to work with children in early childhood	8	13.4	38.4	40.2	1.89	Disagree

F= frequency P= Percentage

Teacher's data presented on table above shows that the mean responses of respondents to all the items are well below the mean rating 2.50. These findings seem to suggest that all the respondents conversely agreed that appropriate instructional materials, formal academic

instructions, use of teaching and learning strategies, use of hands-on materials, training of teachers, appropriate curriculum, and integration of families and communities are essential to early childhood education in the selected community. The 63.9, 74.7, 62.7, 77.3, 58.2, 87.3, 74.6, 78, and 78.6 percentage ratings on *Disagree* and *Strongly Disagree* responses further underscore the importance of innovative and integrative teaching practices in Early Childhood Education.

### Research Hypotheses

**Research Hypothesis I;** there is no significant effect of material facilities on early childhood education in Oluyole Local Government area of Oyo state.

Chi-square was used to test this hypothesis. The result is presented in table 4.3 below;

**Table 3: Effect of educational facilities on childhood education**

Childhood Education	Educational Facilities				X <sup>2</sup>	df	P
	Low level	Moderate level	level	High Total			
Primary one	2 (18.2%)	9 (81.8%)	0(0.0%)	11(100.0%)	35.465	12	0.000
Primary two	3(30.0%)	7(70.0%)	0(0.0%)	10(100.0%)			
Primary three	5(29.4%)	9(52.9%)	3(17.6%)	17(100.0%)			
Primary four	4(25.0%)	3(18.8%)	9(56.3%)	16(100.0%)			
Primary five	6(50.0%)	6(50.0%)	0(0.0%)	12(100.0%)			
Primary six	27(33.8%)	43(53.8)	10(12.5%)	80(100.0%)			
Total	50(33.3%)	78(52.0%)	22(14.7%)	150(100.0%)			

The table above shows the effect of material facilities on early childhood education in Oluyole local government area of Oyo state. The Chi-square value obtained is 35.465, df= 12, at p=0. 000. Since the p-value is less than .05, the stated null hypothesis is therefore rejected. It can now be concluded that material facilities do affect early childhood education.

### Discussion of Findings

The findings made in this research had shown that material facilities are made available to pupils in the area of study. This is evident as majority

(83.3%) of the total respondents responded that material facilities are made available in their school, while only 16.7% responded that their school has no material facilities. Research has shown that higher classroom quality in early childhood learning environments is predictive of child cognitive and social outcomes, with children who experience higher quality doing much better than children in lower-quality early learning environments Burchinal, Howes, & Konto. However, the result of this research shows that the academic/classroom facilities available to the sampled students were in manageable/poor condition. This is evident as 14.7% of the total respondents responded that the material facilities available to them are in good condition. More than half (52.0%) of the respondents indicated that the facilities available are in manageable condition, while the remaining 33.3% responded that the facilities are actually in poor condition.

The research also shows that the schools under study have environments that are purposefully designed; this made it to be conducive for learning. This is evident as majority (63.3%) of the total respondents responded that the school environment where their school are located are conducive for learning, while 36.7% responded that the school environment are not conducive for learning. A purposeful environmental design in early childhood education is of great importance as it builds comfort for children and their parents. Teachers have minimized management issues, while there is support for children in their quest to construct knowledge. (Miller,2002).

### **Conclusion**

From the above analysis questionnaire given to the teachers it could be determine from the respondent that any instructional material will not do for children in early childhood there is need for special instructional material and children in rural primary school do not need formal academic instruction they will probably need a play way academic instructional it could also be noted that whole group instruction and learning by cramming are not appropriate for childhood and assess childhood based on their inters, needs and ability is necessary. All the school visited does not have materials that will assist nursery children to develop their talent

and most of the teacher have not been train on how to work with children, most school in the rural do not have a curriculum to use in teaching children in early childhood and most of their parents are not involved in their child and community education and most of the teachers have not received training in how to work with children in early childhood.

Nevertheless, the researchers observed that preschool teachers studied acknowledged the use of a whole group instrument and rote learning strategies; which invariably contradicts the findings of Marcon (2002) and Sacks and Ruzzi (2005) studies. The need to innovate teaching practices in Nigerian preprimary institutions by modifying or doing away with the traditional teacher directed academic approach for a more result-oriented, child directed approach is imperative. The latter will make for an enabling environment where the need, abilities, interests and talents of the child are identified through individual instruction and assessment, and then maximized through teacher facilitated but unlimited learning activities that uses hands-on materials.

The Early Childhood Development programme is confronted with challenges of training, recruitment and certification of early childhood caregivers. Provision of continuous capacity building trainings, learning materials that are age appropriate and a nationally accepted child-friendly curriculum for teaching preschool children are indispensably needed. On the other hand, strong home-school partnership, long-term projects, the recognition of multiple symbolic languages possessed by children, and the role of child's environment as teacher must be prioritized. It is understood that Early Childhood Education should not be solely based on formal curricular, but on child-directed education. Government should reflect on early childhood policies and practices in developed nations like the United States to improve on current system.

### **Recommendations**

- I. Capacity building workshops should be organized to train or retrain preschool teachers so as to address the observed gaps in and discrepancies between teacher qualification and experiences.

2. Teacher preparation programmes should give them better knowledge of children's development and of appropriate pedagogy for young children.
3. Higher classroom quality in early childhood learning environments is predictive of child cognitive and social outcomes
4. The federal government should fund high-quality preschools for all children to encourage the future leaders.
5. environments must be purposefully designed to made it to be conducive for young children learning
6. Innovative and integrative teaching practices on Early Childhood Education must be encouraged by the government.
7. Government should reflect on early childhood policies and practices in developed nations like the United States to improve on current system.

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## **Goal Setting as a Sports Managers Motivational Tool for Enhancing Athletes Performance**

**N.A. Egba**

*Department of Human Kinetics and Health Education  
Ebonyi State University, Abakaliki*

**&**

**Dr. B. Ohuruogu**

*Department of Human Kinetics and Health Education  
Ebonyi State University, Abakaliki*

### **Abstract**

*The paper focused on goal setting as a sport Managers' Motivational tool for enhancing athletes' performance. Goal setting as a motivational tool is a mental training technique that can be used to increase individual commitment, dedication and perseverance towards achieving a personal goal. The paper sees goal setting as a motivation tool, sport managers should be familiar with in order to assist athletes in developing personal goals which leads to skill development and ultimately peak performance. The paper also sees the sport manager as that individual who is professional in the art of managing sports organization, sets long term missions goals, formulates, implements and evaluates motivational techniques that can be used on athletes to achieve a better performance. The manner in which sports managers structure the athletic situation, set goal priorities and relate to athletes are primary determinants of the outcome of sports performance, though motivation is the direction of an individual effort. The paper concluded that setting a goal is the act of being focused, having a mission or vision over what one wish to accomplish or achieve within a given time frame. It therefore recommended among other things, that sports manager use motivational techniques such as goal setting to establish their athletes*

*training regimes as this will promote commitment, perseverance and dedication and thus achieve optimum performance.*

### **Introduction**

The phenomenal growth in sporting activities and events throughout the world today placed greater demands on sports managers. Sports managers can be described as that individual who is professional in the art of sports management. He is specifically trained in the act of managing sports and organisation of sports for good accomplishment. According to Butcher and Krotte (2002), sport managers can be regarded as those individuals charged with the responsibility of structuring, planning, organizing, coordinating, controlling and supervising the activities of sports personnel in sports organization.

Fasan (1994) on his part, viewed sport managers as those individuals who formulates sports policies and plans, set sports organisational goals and objectives, which serves as guidelines in the execution of sports programmes; using human, material, financial and physical resources in sports organization for the purpose of accomplishing the objectives of the organisation through collaborative effort. The manner in which sports managers structure the athletic situation, set goal priorities and relate to athletes are primary determinants of the outcome of sports performance (Wankel, 1996). One of the fundamental assumptions in sports is that goal setting can be used to influence behaviour. Locke and Lathan (2006) sees goal setting as one technique, which has been used to promote commitment, perseverance, dedication and effort to create an individual's long term self motivation. Duda (1991) observed that goal setting is a powerful motivational technique which sustains one's interest and effort on a programme. Gill (1988) revealed that specific difficult goals lead to better performance than vague or easy goals. He further opined that such goals affect performance by affecting efforts, attention and persistence. No doubt, when these three variables are activated in athletes, they may sustain and improve in his performance in sports.

### **Duties of Sports Managers**

The duties performed by managers in various organisations are almost the same. But in the field of physical education, the sports manager has the following duties to perform according to Fasan (1994).

1. Defining and setting long term sports missions which serve as basis for establishing the organisation direction.
2. Determining long term sports purpose and goals.
3. Performing environmental appraisal to identify the immediate and future opportunities and threats.
4. Conducting corporate or organisational appraisal to identify the organisation strengths and weaknesses.
5. Formulating, implementing and evaluating techniques on athletes.

Hodge (1990) viewed the duties of sports manager in three perspectives: leadership, task, and process.

**Leadership:** The action of leading a group of people or an organization or the ability to do this

**Task:** An activity that needs to be accomplished within a defined period of time or by a deadline.

**Process:** A series of actions or steps taken in order to achieve a particular end.

Hornby (2001) saw leadership as the state or position of being a leader. Railay and Tschayner (1993) termed leadership as the act of guiding or directing others to a course of action through persuasion. Leadership comes from two major areas formal and informal authority. Formal authority is power granted by the organisation because of the position occupied (e.g Director) and informal authority belong to the individual and it usually comes from characteristics that are outstanding in the personality of the individual (e.g. Expert knowledge). In an ideal situation, sports managers should be able to rely on both formal and informal forms of power to arrive at decisions within organization.

Task-Tasks performed by sports managers are universal while some are directed by the geographical environment and organisational level (Frost, 1995). Universally, the following tasks of sports managers have been identified; staffing, budgeting, programming, scheduling, buying and caring for equipment, purchasing, accounting, public relations and consulting.

**Process-** Process, as defined by Webster dictionary, is series of actions or operation conducted to an end, a continuous operation just as there are many tasks to be performed, there are also many processes to be manipulated. Therefore, as the sports manager is called upon to plan, organize, direct and control, he makes use of three other general management processes such as decision making, communication and motivation (Jensen, 1983).

**Motivation-** One very important concept of management that is often over looked is motivation. It is an instrument devised by sports managers to induce his athletes or staff for higher performance. Motivation is the psychological process that energized, arouses, directs and maintains behaviours. It is simply defined as what causes us to behave the way we do.

Motivation, for short, can be described as goal directed behaviour according to Huffman (1991). Steers and porters (1993), see motivation according to “how behaviour get started, is energized, and what kind of subjective reaction is present in the organism while this is going on”. Lefton (1999) added that motivation is an inferred condition initiated by drives, needs or desires. An understanding of the dynamics of motivation can bring sports managers closer to answer a variety of questions surrounding sports activities; for example, why do some people persist in an activity, whereas others, fall by the way side? The answer to this question can have important and far-reaching social implications and they could be found in the various theories of motivation.

### **Types of Motivation**

Motivation can be intrinsic or extrinsic. Intrinsic refers to internally motivated behaviour that is, motivation that arises within the individuals.

According to Ikulayo (1990), motivation originates from within that is why individual is involved in the activity because of the inner compulsion. Extrinsic motivations are externally induced. They arise as a result of a need that is environmentally determined. External motivation is energized and motivated by the activities of others.

## **Theories of Motivation**

### **1. Drive Theory**

This theory assumes that behaviour is push towards goals by driving states within the person. This is also called the homeostasis theory. It states that when an internal driving state is aroused, the individual is pushed to engage in behaviour which will lead to a goal that reduces the intensity of the driving state (Morgan, 1987)

### **2. Instinctual Theory**

Sigmund Freud is the chief proponent of this theory. Freud writing on instinctual drive, believed that behaviour arises from two opposing Group of instincts- the life instincts (Eros) and the death (Thanatos). These instincts enhance the individual life and growth. Freud believed that these two basic drives can be repressed unconsciously when they are not expressed and, they govern and motivate behaviour unconsciously.

### **3. Incentive Theory**

The defects of the drive theory led to the formulation of this theory. This is because motivation is not only to follow the internal arousal but also external influences. Thus, motivation was seen as an interaction between stimuli in the environment and a particular psychological state of the organism. The theory presumes that there is something about the goal perse that motivates behaviour.

### **4. Social Learning Theory**

This theory focuses on the behaviour pattern that we employ to adjust or cope with our environment rather than on the instructional drives. They argue that we are not driven by any internal forces, neither are we passive reactors to environmental factors (external stimulation) but

that the types of behaviour we exhibit is dependable on the reward and punishment that follow such behaviour. These acts of reward and punishment were learned either directly or indirectly through observation and modeling.

### **5. Opponent Processing Theory**

This theory follows the hedonistic view of motivation which says that we are motivated to seek goals which gives us good emotional feelings (pleasure) while we tend to avoid those resulting in displeasure. This is premised on the facts that emotional motivational states follows by opposing or opposite states.

### **Techniques of Motivation**

This concept motivation in sports came from the pavlovian theory of learning. Psychologists believe that motivation induces athletes to perform better in sports. Therefore, they advocate that sports managers should adopt different strategies or techniques of motivation in enhancing sports performance in athletes. They suggested the following motivational techniques in sports in order to enhance athlete's performance.

- i. Teaching the game from simple to complex
- ii. Provision of varied apparatus
- iii. Introduction of specification
- iv. Using safe and protective instrument
- v. The use of reward example (intrinsic and extrinsic)

According to Shertzer (1980), the following are various techniques sports managers should use to motivate athletes to enhance their performance in sports. These include:

- Praise
- Threat of punishment
- Diversion from failure
- The use of gimmicks
- Use of voice
- Individual and team discussions
- Pep talks

### **Sources of Motivation**

There are different sources of motivation sports manager should adopt in order to enhance athletes' performance. According to Singer (1978) they include:

#### **Recognition**

Every individual right from birth wants to be recognized, the ambition to achieve distinction, receive praise, stand out as an individual, gain prestige and be a worthy person is a lifelong one. Therefore, sports generally provide these opportunities for the participants to be recognized publicly and accorded respects. In Abraham Maslow's hierarchy of motivational needs, gratification or need for recognition is a very important variable in the underlying personality development.

#### **Types of Recognition**

##### **Peer Recognition**

Peer recognition is a source of motivation in sports. Admiration from peer has a strong influence on athletes' performance. Athlete on campus are always recognized and respected. This prestige is a great incentive that will improve on athletes' performance.

##### **Parental Recognition/Acceptance:**

Athletes value parental recognition. Parents too, cherish children's success. This therefore enhances performance.

##### **Public Recognition:**

In Nigeria culture Mileu, a lot of importance is attached to how successful one is. Individuals who excel are therefore considered very special in the society. Star elite or superior athletes enjoy privileges recognition and fame than their counterparts in the society. That is why elite athletes like Rasheed Yekini, Sunday Olise, Emmanuel Amunieke, J.J. Okocha, Lionel Messi, John Bolt are household words. This is a result of their exploits in sporting activities.

## **2. Ego-Reinforcement**

High performance in sports can make an athlete to gain status thereby making him to possess a sense of confidence and superiority. Hence, if such qualities are motivated by sports manager in athletes, such as confidence, perseverance, tolerance of pain, a winning attitude will be created thereby enhancing performance of the athletes.

### **Types of Ego- Reinforcement**

- **Self Realization:**

This is a source of motivation Under ego-reinforcement, successful athletes gain self respect which could lead them to achieve a sense of fulfillment.

- **Sense of Adequacy:**

This represents a feeling of fulfillment in sport when an athlete has perfected his skills to the point of outdoing his opponent.

- **Display of Masculinity**

Many boys want to go into sports to improve their masculinity.

### **3. Fear of Failure:**

Threat of expulsion from the team or the withdrawal of privileges once given could enhance athlete's performance in sports.

### **4. Material Gain:**

Scholarship, trophies, letters of acceptances, cash and gift could be obtained in athletics as motivation.

### **5. Need for Emotional Outlet**

Life pressures normally build up emotional tension, motivation can offer an outlet for such athletes.

### **6. Skill Development**

Participating in sport can improve skill development which could serve as motivation in sport.

## **7. Physical development**

This is another source of motivation in sports. Athletes enjoy a rich and enviable physique which could motivate others to enhance their performance.

### **Conclusion**

Goal setting is not just about identifying what you want to achieve but also how you will achieve it (process goals) and measure that achievement (performance goals) when challenging goals are broken down into realistic steps and then systemically achieved motivation, commitment and self confidence will grow. Goals must be set according to the age, stage of development, confidence, ability and motivation of the individual. Beginners require very short term easily achieved goals to boost their self-confidence whereas experienced individual need more challenging yet realistic goals.

The task of the sport manager is to use motivations as a tool for athletes performance and to enhance productivity. Our poor outing in the just concluded London Olympics 2012 could be attributed to many factors such as lack of motivation by the athletes and the employment of quacks as sports managers (the Nigeria factor).

### **Recommendations**

The following recommendations are made as part of what will make an athlete to be motivated into achieving good results in competitions.

1. Sports Managers should help athletes in the mastering of the basic skills as this will help provide successful performance.
2. It is also imperative that sport managers gain a familiarity with goal setting and athlete's development in order to aid athletes skills development which prepare them to achieve peak performance.
3. Unrealistic goals must not be set as it will not only lose its motivational value overtime if success is not achieved.
4. Sports Managers should be passionate about teaching sports skills that will aid good sports performance.
5. Sports Managers should encourage their athletes to set goals that are specific, measurable and attainable within a specific time frame.

6. Sports Manager need to be aware that athletes should develop a series of short term goals which allow measurable progress toward achieving a long term goal.

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## **Religious Issues and Foreign Language Learning in Nigeria: A Matter of Politics or Policies?**

**Isa Bayo**

*Department of French*  
*University of Ilorin, Ilorin, Nigeria*  
*ibasdot@yahoo.com*  
*+2348034431520*

### **Abstract**

*This paper tends in the first instance, to look critically at the issue of religion, then other issues like: attitude of teachers, parents and students as they affect foreign language learning before looking at politics and government policies as factors that mar or make the teaching/learning of foreign language in Nigeria.*

*This is because, when it comes to foreign language learning, especially French and Arabic in Nigeria, issues abound; as a matter of fact, most Nigerian students are almost already divided along Christian and Islamic religion lines. Some believing that French language is meant for the Christians while others are of the opinion that its Arabic counterpart should be for the Muslims.*

*As a form of conclusion, answers were provided to the question of whether it is politics or policies all in a bid to lay to rest, the popular and erroneous bone of contention that a particular language belongs to a particular religion.*

### **Introduction**

Prior to the taking over of schools by the Nigerian government in the early 1970s, the country's schools according to Igwe (2013) were originally established by religious groups, mainly Christian missionaries

from Europe who used them as tools for proselytizing and converting the Nigerian “heathens”. The curricula were faith-based and taken over by religious indoctrination, dogma, and brainwashing. Education, either western or Koranic was used to get Nigerians to embrace Christianity or Islam. *It was not an avenue for self-realization or intellectual growth* (Igwe: op cit). Even today, and despite governments’ efforts to instill secular ideals and values into public education, the Nigerian educational system has retained its religious character-Islamic in the north and Christian in the south and perhaps, French for the Christians and Arabic for the Muslims. Achebe (1958: 124-125) may not have been completely wrong when he said that the white man was very clever after all; that *“he came quietly and peaceably with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart”*

As the world is gradually transformed into a ‘global village’, many more Nigerians either out of sheer interest, or one kind of necessity or another, or even out of compulsion, are starting to learn French and Arabic languages. That is why, nowadays, one notices an accelerated evolution concerning international languages generally. According to Sanni-suleiman (2008:55), more and more people want to learn French, English, Arabic, German or Russian, not because of the interest they have in literature or in the users of those languages, but to have access to the modern world of science, technology, art, culture and entertainment.

This is also because, ‘the development of man in all areas depends on the use of language’; and ‘as a result of the numerous functions of language within the society, people aspire to learn more languages or become bilingual/multilingual so as to communicate wider and more effectively across their immediate speech communities’ (Dada 2001:56, 74).

Although, ‘French and Arabic have the status of priority foreign languages’ (Soyoye, 2010: 34) in Nigeria and ‘French is even our second official language’, Ajiboye (2010: 92-93). But before the development, English has always been recognised as the only official language in Nigeria and is the language of administration, instruction and communication in

every sector of the country. In today's demanding world, promoting the study of French and Arabic languages in our country becomes more and more necessary because there's constant need to interact with our sister Arab and French countries in Africa and other parts of the world in order to tap from their abundant cultural, economic, technological and social resources.

The Federal Government realises the importance of education to nation building and development and it is the reason why the aims and objectives of the Nigeria's national education are documented to be vigorously pursued. The government in its bid to reinforce its stand, states in the National Policy on Education (1998) that 'since education is a dynamic instrument of change, this policy will need to be constantly reviewed to ensure its adequacy'.

Government, in its effort to further salvage education, particularly the teaching and learning of languages has four institutions involved in language activities in Nigeria. These are: The Nigeria French Language Village, Badagry – Lagos State which is involved in building the capacity of Nigerians, stakeholders, legislators, public servants and private individuals in the French Language. The Nigeria Arabic Language Village, Ngala – Borno State which addresses the issue of Arabic language culture while the Institute of Nigeria Languages in Aba deals with teachers' capacity building, to provide capacity for teachers to cope with teaching Nigeria languages in schools or to cope with teaching teacher educators. Finally, there is the Nigerian Educational Research and Development Council's Language Development Centre in Abuja which promotes the Nigerian languages.

In spite of the above, some scholars are still of the view that government policies are largely responsible for some of the issues in our schools today. For example, Awoyinfa (2013) opined that policy somersault had been the bane of education development in the country. The general belief is that, government ideas are laudable but it has not yielded desired results and has been receiving criticisms with suggestions for effectiveness.

Really, religion may have taken its toll on our education, particularly the teaching and learning of foreign languages and our policies may not

be adequate enough as opined by Awoyinfa above; but yet, politics may also not be ruled out as a major factor militating against the success of Arabic and French language education in Nigeria since politics and man are more or less two sides of the same coin.

### **Foreign language teaching and Learning in Nigeria**

The importance of teaching and learning of Foreign languages is very important and that of French and Arabic is more essential because they are considered according to Soyoye (op cit) as having the status of priority foreign languages in Nigeria,. According to Ahmad (1999), it is an undeniable fact that language is the main means whereby people communicate. Also, it is ironically the main means whereby people fail to communicate. Those who travel frequently, study, govern or sell would understand more easily that language could be a barrier to communication. Whether the activity is tourism, research, government, business, or data dissemination, the lack of a common language can severely impede progress and can halt it altogether. Although, communication problems of this kind must happen thousands of times each day, but very few become public knowledge. Publicity comes only when a failure to communicate has major consequences such as strikes, lost orders, legal problems, lost of possible job opportunities, or fatal accidents-even, at times, war.

The choice of languages to teach in the schools of any country is usually determined by the language policies of the country. Normally, these languages are recognized according to their importance and relevance in relation to national development or international integration. For this reason in particular, the language policy in Nigeria recognizes English as our official language and some local languages as national languages and as such, the teaching of English and these languages are favored in our schools.

Coming after English and these local languages are those considered as foreign languages but whose teachings are largely optional. This latter group of languages includes French and Arabic which in fairness is the most favored of all the foreign languages. The establishment of the Nigeria French Language Village, Badagry – Lagos State and the Nigeria

Arabic village, Ngala – Borno State in 1991 and 1992 respectively and the subsequent emergence of French as a second official language in Nigeria can attest to the obvious facts.

In Nigeria, as in many other countries of the world, developmental forces as earlier mentioned above have a definite and direct bearing on foreign languages acquisition for politico-economic, scientific and technological, as well as human development. Though, this would not come so easily or cheaply as it's usually characterized among many other issues by the primitive and erroneous belief that a particular language is tied to a particular religious sect. It is rather sad to note just like Ahmad, (ibid.) that:

*“there exists a rampant misconception about Arabic language as synonymous with Islam due to the former's great affinity with the latter. Although, Koran was revealed in Arabic, it does not mean that the language should be exclusively circumscribed to the Muslims. Arabic is a language on its own right. It is very useful for diplomacy and business activities in the Arab world in particular and the Islamic world in general”.*

As for French language, it is our official language in principle; it is also recognized as a vital subject like Arabic and other subjects in our secondary school curriculum but policies made about it as posited by Sabo (2010:8) are not put into practice. She further reiterated through the words of Emmanuel Aito (ibid.) that: ‘ though French has curiously appeared in some places (e.g Quid '88) as official language of instruction in school’ but its teaching is not taken seriously because, not many government schools effectively teach it from Junior Secondary School 1 (JSS1) to the Senior Secondary School 3 (SSS3) .

Students generally, particularly those in rural schools also face limited learning resources, teachers face fluency challenges, and children are sometimes taught with un-engaging teaching techniques. As a result of these difficulties, students miss out on the benefits of learning a (foreign) language. Until these challenges are addressed, our students will likely continue to face educational and development challenges.

Fortunately for us, the associations of scholars and teachers of French and Arabic languages have been relatively active in Nigeria. As strong lobby groups according to Obanya (1992), these associations have

succeeded in influencing language curricula. For example, the Nigerian Association of French Teachers (NAFT) was largely instrumental in modernizing the secondary school examination syllabus in the 1970s, by pressing for and developing a large audio-oral form of examination which in its turn has had desirable wash back effects on classroom practices. While similar pressures were exerted by Nigerian teachers of Arabic in the 1980s.

At every point and time, the peculiar nature of language education should always be put into consideration since the success of most foreign language learning programs as posited by Kaulfers (1955:159) sometimes owe their origin to the initiative of parents, sometimes to the voluntary services of a high-school teacher of foreign languages, occasionally to the initiative of an elementary school teacher willing to carry a foreign language club or class as an extra activity, and at times to the initiative of a sympathetic principal. Once the needful is done, it becomes easier to formulate and implement useful policies.

### **Language Policies in Nigeria**

According to Mahfouz & Waheed (2009:32), language is one of the chief means by which a person learns to organize his experiences and thought. For any nation not to be in linguistic wilderness therefore, it requires a coherent and dynamic policy to facilitate its (language) education which is very important. Nigeria, like many other developing nations is not left out in the formulation of useful policies in a bid to chart a new course for language education; hence the need for a time to time formulation and revision of The National Policy on Education as documented in 1977, 1981, 1998, 2004, 2007 and 2013 respectively.

National Policy on education (NPE) can be defined as a national guideline for the effective administration, management and implementation of education at all tiers of government. Wike (2013:2) described it as *a statement of intentions, expectations, goals, prescriptions, standards and requirement for quality education delivery in Nigeria*. A nation's policy on education as stated in the NPE (2004) is government's way of realizing that part of the national goals which can be achieved using education as a tool. The review of these policies becomes

imperative due majorly to fundamental changes in socio-economic and political structures or the tempo of development activities on-going in both the global and local contexts. The key challenges however, rest in how to effectively coordinate activities and interventions, as well as how to strengthen and deepen collaboration among the tiers of government and various stakeholders through appropriate policy guidelines, monitoring and quality control.

Many authors at different times have discussed matters arising from the various editions of Nigeria's education policy but, we, out of sheer interest have retained the views of Ibukun and Aboluwodi (2010). According to them, issues arising from the 1977, 1981, 1998 and 2004 editions are:

1. The inculcation of national consciousness and national unity
2. The inculcation of the right type of values and attitudes for the survival of the individuals and the Nigeria society
3. The training of the mind in the understanding of the world around; and
4. The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of the society.

Since language is our primary interest here therefore, one could say that the third and fourth objectives above were partly instrumental to the birth of the policy statement which states that: *For smooth interaction with our neighbors, it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria and it shall be compulsory in schools.* National policy on education (2004:4)

It was also in line with the above policy statement that the current National Policy on Education had made French one of the core subjects in our JSS and SSS level of secondary education. This new policy as contained in the general principles of the National Curriculum in French (2001) is informed by the need for Nigerians to acquire competence in a language which is a major international language of science, commerce, industry, diplomacy and technology. And you will agree with us that Arabic, not specifically mentioned though could be said to have been covered by considering its significant impact on world politics and affairs.

One may go as far as saying that the above policy statement or perhaps the eventual setting up of the taskforce on the French language project and the formulation of new French language policy making French a compulsory subject in school and a second official language in Nigeria had indeed sensitized Nigerians on the need to learn French and other foreign languages like Arabic, Chinese, German, Portuguese etc.

However, the likes of Awoyinfa (ibid.) who posited that policy somersault had been the bane of education development in the country may not have also been wrong considering section 51, 55, 91 and 97 of the 1979 constitution which according to Dada (ibid: 59) states that *the business of the national assembly shall be conducted in English, Hausa, Igbo and Yoruba when adequate arrangements have been made therefore.* This may also mean as Oyetade (2002) cited by Dada (ibid: 57) has rightly remarked that attempts are been made in one way or the other to harness the linguistic resources of Nigeria for national development, but much has not been achieved not necessarily because of her multilingual nature but because, as it were, policies are made to fail or designed in such a way to make implementation difficult because of some obvious pitfalls built into them.

If not, how do we explain the fact that curriculum at the lower levels of our education had kept on changing perhaps in order to meet the requirements of education for relevance, useful living and/or prepare products of the secondary school system for higher education but the university system in Nigeria probably arising from its semiautonomous status remained largely unaffected by the wind of change in the other (lower) levels of the education system?

### **The Actual Problem**

As we have taken a look at the situation of foreign language teaching in Nigeria bearing French and Arabic in mind, the question of what really are the issues militating against the smooth teaching and learning of learning of foreign languages is yet to be answered. But hopefully, the following points may further help us in shaping the humble stand we may have taken from the inception of this paper and they are:

### **The National Language Politics**

The national language politics did not just today. Brock-Utne (2001) in his work cited Obanya (1980) in a related work where he was quoted to have said that *it has always been felt by African educationists that the African child's major learning problem is linguistic. Instruction is given in a language that is not normally used in his immediate environment, a language which neither the learner nor the teacher understands and uses well enough.*

Brock-Utne in the above quotation no doubt has foreign languages in mind. Thus, the fact that French and Arabic are also imported or transplanted languages means that they coexist with other languages in Nigeria and had to share the normal or regular functions of natural languages or to be restricted to specific domains of use. But because most people seem to recognize the many benefits of learning a foreign language and so it looks like all is well for foreign language education in Nigeria. Perhaps, this is the reason Ajiboye (ibid: 4) also remarked that:

*“Some observers might even say that more than enough attention has been given to it, thereby implying that funds and materials going in the direction of foreign language education are out of proportion to its real value for national survival. Others might even say that, with the question of mother tongue education and that of national language still unresolved, it is foolhardy to venture into any warming up of efforts in favor of foreign languages. It is important not to dismiss with the wave of hand these observations especially as they may be part of the opinions strongly held by those in authority”*

This is not to suggest here however, that having a national language is not important but to rather say that, a national language does not fulfill the same functions as a foreign language. We are simply of the view that it is better to use a language of wider communication (LWC) often foreign as posited by Fishman (1971), so as to bring the nation together, rather than the adoption of an indigenous language, giving it all the necessary development and using it as a language of administration and instruction.

### **Quality and Quantity of Teachers**

A language teacher ought to be very active and resourceful; he should be able to employ the use of active learning strategies. This will make

the classroom a dynamic, ever changing environment in which students have a voice, and also allow students to view teachers as people who are flexible enough to take risks in the classroom. A language teacher must bear in mind that his willingness to take risks in the classroom increases the likelihood of his students doing the same which is one of the tricks of learning language. The students must always be involved and engaged through various pedagogical activities because, students stay interested and learn more from class when teachers use many different techniques to involve them in the learning process.

This could as well be corroborated by the opinion of Chickering & Gamson, (1987) where they stated that:

*“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.”*

Unfortunately, foreign language teaching in Nigeria is beset by the problem of teachers and their qualification. The teachers are unnecessarily overloaded and it is very common here to see a whole school having just one French or Arabic teacher. Those who would claim to have one could boast of part-timers while many don't even have at all. The more reason Ajiboye (op. cit) added that the case has often been reported of teachers who turn out to be 'cheating' simply because it is discovered sometimes too late that their only qualification for foreign language classroom is that they are foreigners. On the other hand, the teacher may not be blamed always as language ability requires specific training and there is no automatic transfer from one to the other. *Since no education system may rise above the quality of its teachers* (NPE, 2004:26), he or she will simply need much more than this accident birth and language ownership.

### **Policy Summersault**

Many times, policies are articulated as a result of the need to address the persistent gaps in policy provisions and implementations but yet, policy somersault had also been the bane of education development in

the country. For example, part of the objectives of the primary education according to section C (19) (a) of the NPE (2013) is to “inculcate permanent literacy, numeracy and the ability to communicate effectively” and yet, French language isn’t listed among the subjects of primary classes 1-3 which has seven subjects all together. Arabic is 7<sup>th</sup> on the list but specifically indicated as optional.

Similarly in the same edition of NPE, French is consistently provided for as the 7<sup>th</sup> among the list of subjects meant for Primary 4-6 and junior Secondary School, while Arabic which occupies the last position on all the lists is clearly listed as optional. Meanwhile, section 4 (19)(b)(i) of the NPE (2004) clearly provides for languages and are listed in the order of: (a) language of the environment (b) English (c) French (d) Arabic. Because Government also claims to appreciate the importance of language as a means of promoting social interaction and national cohesion, the 1998 and 2004 editions of the National Policy on Education on pages 9 and 4 respectively stated that French *shall be made compulsory in primary and Junior Secondary Schools but non-vocational elective in the Senior Secondary Schools*. But the much we have in the 2013 (most recent) edition of the NPE is that *every child shall be taught in the mother tongue or language of the immediate community for the first four years of basic education. In addition, it is expected that every child shall learn the Nigerian Language.*

We are neither encouraging the government to be static nor discouraging the learning of local Nigerian languages, but, it is believed that better results can be achieved if the government is more consistent in its Policy formulations and implementations. The government is largely responsible, not just for the formulation, but also for the success or failure of various educational and non educational policies as this is buttressed by Dada (Op cit : 57) through the words of Oyetade (2002) that he quoted thus:

*“Attempts have been made in one way or the other to harness the linguistic resources of Nigeria for national development. But much has not been achieved not necessarily because of her multilingual nature but because, as it were, policies are made to fail or designed in such a way to make implementation difficult because of some obvious pitfalls built into them”*

### **The School Politics**

The school as a training ground, coupled with the way the curriculum is being managed goes a long way in accounting for the success or otherwise of French and Arabic education. The school also determines the place of language in the whole scheme even though it cannot but function in accordance with the government's dictated policies.

The fact that many other subjects are competing alongside French and Arabic for a place in the curriculum could imply that the teacher may have to go as far as lobbying to secure a favorable place in the school timetable; if by chance he gets, he is also left with the non conducive nature of the time which makes him end up in not achieving most of his set down pedagogical objectives. This, as opined by Ajiboye (Op cit) is also further complicated by the unguided conviction of parents about career limitations in foreign language which at the end of the day, makes tertiary classrooms for these languages empty.

If at the secondary school level, French and Arabic are maintained as electives in the curriculum, there are chances that the aim of introducing them in the first place will be jeopardized. As electives, they are to be seen as only tangentially complementary to the total educational landscape of the child. As things are, the child is even free not to study either of them. The immediate implication according to Ajiboye (2005), is that he might never have the benefit of a foreign language in the technical sense throughout his life. Even though the new educational system is edged towards technical, vocational and professionalization, it may be possible for the young technician who has learnt refrigeration or hotel management, for example, to read simple manuals or refer confidently to certain menus in these languages, not to talk of taking interest in going to countries where these languages are spoken to develop himself in this career, even if the offers are next to free.

### **Undue Parental Influence**

Parents are stakeholders because they have a stake in the school and its students, even though this could be a personal, professional, civic, financial interest or concern in the school. Parent's engagement is considered vital to the success and improvement of a school. The involvement of

the broader community of the school with it can improve communication and public understanding and allows for the incorporation of the perspectives, experiences and expertise of participating community members to improve reform proposals, strategies, or processes.

They also may or make the policies depending on where they fall at a particular point in time – parent or policy maker. Though, the fact remains that their involvement and that of the broader community of a school with it leads to higher academic performance and school improvement. When schools, parents, families and communities work together to support learning, students feel more encouraged, attend school more regularly and take part in higher-level programs. This involvement is a key to addressing undue preferences for some subjects or school drop-out crisis and strong partnerships foster higher educational aspirations and more motivated students.

Parent, family and community involvement can have a different meaning for different people considering the fact that they also form a larger part of the elites who Obanya (2005:2-3) accused as being responsible for the death of educational reforms. According to him, *this class makes the education policies, but educates its children outside the official programs that it has itself authored. The wider community thus gets the signal that educational reforms are for the poor only. This is one strong explanation for the failure of educational reforms on the continent, i.e. their rejection by the ordinary citizen as being inferior.* They are indeed a major factor in this our (political) context.

### **Students' Attitude**

By this, we refer to the attitude of students vis a vis language learning; i.e, their opinion or general feeling about foreign languages and their conscious or unconscious behavior in the course of learning them. It's a cliché in this our side of the world that students' commitment to learning is below average. Many a time they are openly not willing to make extra efforts to acquire the knowledge of foreign languages, many times they throw opportunities away and other times they are not willing to make sacrifices. Imagine someone whose parents have been committing money and time to his or her studies and all (s)he does is keep playing

truancy. Or worse still, someone who is meant to attend an immersion program but would rather be at a youth camping that has nothing to do with foreign language learning.

Attitude makes the difference and that would be one of the reasons most of the researches on the issue have concluded that student's attitude is an integral part of learning and that it should, therefore, become an essential component of second language learning pedagogy (Sevil et al: 39). There are several reasons why research on students' attitudes toward language learning is important. First, attitudes toward learning are believed to influence behaviors, such as selecting and reading books, speaking in a foreign language. Second, a relationship between attitudes and achievement has been shown to exist, all based on the works of Kaballa & Crowley, (1985) and Schibeci and Riley (1986) (ibid). Attitudes influence achievement and not the vice versa.

Another issue is the pessimistic mindset of some students, there's this notion that foreign languages are hard to learn and many conclude even before starting they can never understand it. By the time someone already has this kind of erroneous or subjective opinion of the subject, you can be sure the teacher will only be busy wasting his precious time in class.

### **Conclusion and Recommendations**

So far, we have taken a brief look at a number of issues ranging from religion and politics to the politics in the national policies on language education as it concerns the learning of foreign languages in Nigeria bearing French and Arabic in mind. At this juncture, where then does the problem lie? Is it in the policies or the politics?

Religion and other issues in the acquisition of foreign languages in Nigeria are matters of politics and not policies because, it is as clear as it is stated in the words of Oladosu (2002) sighted by Mahfouz and Waheed (Op cit) that, even the calls to convene a Sovereign National Conference where various ethnic groups/regions would decide on re-structuring the country or probably correcting what has been branded "the mistakes of the founding fathers" have been deliberately ignored by successive Nigerian rulers for no reason other than politics!

In a nut shell, the problem of Nigeria's education system generally, or matters arising in the learning of foreign languages in Nigeria is not in the policies, but the wrong conceptualization of the process of implementing such policies. Nigeria's language education policies may require taking into consideration the "Nigerian factor" or those features that make the country what it is; and that will not be to suggest that it is the bane of our language education development. Therefore, the way forward for this great country is to engage policy makers in a forum of rethinking their strategies for development. Most of them are essentially very beautiful and, if carefully studied, it is possible to emerge with a rank of strategies and their implementation. A framework of implementation cutting across the entire education sectors should also be drawn. Of particular importance is the stringent keenness on implementation of the priority strategies. Implementation obviously goes along with sustainability. Any policy or project that lacks implementation and sustainability, however good it may sound on paper, is as good as dead. This is the type of Conclave that Nigerian policy makers must engage in.

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**Stakeholders' Perception of Access to and Credibility of  
Information and Communication Technology (ICT)  
Integration into Distance Learning in Nigeria**

**Yusuf, Mudasiru Olalere**

*Professor of Educational Technology  
Department of Educational Technology,  
University of Ilorin, Ilorin Nigeria  
Phone: +2348033950774  
E-mail: moyusuf@unilorin.edu.ng*

&

**Falade, Ayotunde Atanda (Ph. D)**

*Department of Educational Technology  
University of Ilorin, Ilorin, Nigeria  
Phone: +2348038566249  
E-mail: falade.aa@unilorin.edu.ng*

**Abstract**

*Information and Communication Technologies (ICT) have transformed distance learning by expanding and widening its access to education, improving quality, reducing the cost and establishing its credibility. This is, however, observed that not many nations, especially in the developing world, have accepted this technological innovation. The study investigated stakeholders' perception of access to and credibility of ICT integration into distance learning in Nigeria. The research was descriptive in nature, using the survey method. The sample was drawn from one single and four dual mode universities. Respondent were 897 open and distance learning stakeholders, 366 were males and 531 were females, 195 from single mode and 670 from dual mode institutions and 32 were categorized as others. Two research questions and four research hypothesis were formulated for the study. One-way Analysis of Variance (ANOVA) was used to analyze the*

*data. Scheffe's post hoc analysis was also used to further analyze test. It is therefore found out that there was a significant difference among the stakeholders in their perception of access to ICT in distance learning. There was also a significant difference among the stakeholders on their credibility of ICT integration for distance learning. It is therefore recommended among others that distance learning programme should be designed to accommodate the integration and utilization of ICT facilities, distance learning stakeholders should imbibe high positive attitudes and competencies in the utilization of ICT facilities.*

**Key Words:** Stakeholders, Perception, Access, Credibility, ICT, Integration, and Distance learning.

### **Introduction**

Integrating Information and Communication Technology (ICT) in teaching and learning is becoming profound on educational system and reforms. Information and Communication Technology (ICT) is seen as an indispensable tool to fully participate in the knowledge society for all learners and at all levels (Leah, 2005). Edozie, Olibie and Aghu (2010) observe ICT as electronic technologies used for information storage and retrieval that help students to become discovery learners by exposing them to ICT application and tools on their own which makes them become self-reliant and confident. ICTS helps in providing alternative possibilities to education (Casals, 2007) Oye, Shallasuku and Lahad (2012) refer to ICT as a reform of technology that are used to transmit, store, create, share or exchange information. They have the potential of being able to meet the learning needs of individuals, promotes educational opportunities, offer high quality learning materials and improve teacher's professional development (Abolale & Yusuf, 2005). Several studies such as Lynch (2007), Hismanoglu (2012) and Valntine (2013) established the instructional values ICT in virtually every school subjects and found to be relevant in problem solving, facilitating and enhancing teaching and learning processes in distance learning. There has also been a groundswell of interest on how ICT and interment facilities can best be harnessed to improve the efficiency and effectiveness of distance learning at all levels.

Distance learning emerges from the need to extend learning opportunities as various levels to people who do not have access to conventional modes for various reasons such as time and financial restrictions, challenges related to job and family responsibilities, distance from conventional institutional centers or other related admission challenges; in terms of limited admission spaces in Nigerian universities. Hismanoglu (2012) reported that ICTs had been promoted as platform for providing learner with opportunities for learning in any field. They have the potential of making distance learning accessible anytime and anywhere.

Perception is a cognitive process in which information processing is used to transfer information into the mind where it is related to other information (Alva, 2006). It is also assumed that perception is entirely due to data transfer and information processing an argument that can be avoided by proposing that the percept does not depend wholly upon the transfer and arrangement of data.

The growth of distance learning has been associated with ICT, although the choice of technology to use depends on variety of factors including desirability, feasibility and sustainability of such technology (Aguti & Fraser, 2006). General studies on ICT integration in distance learning has been disparate and to specific then to a particular sector. Such studies include Atar, Azli, Rahman and Idrns (2002) who did a review on gender difference in perceived computer competencies in distance learning. Ahmad and Abdullah (2002) review the antecedents of ICT attitudes to learners of distance education Gay, Mahon Devonish and Alleyne (2006) reviewed perceptions of ICT among distance learning students in Barbados.

Other was McLachlan, Craig and Coldwell (2010) whose review was on gender analysis or students perceptions of ICT. Longe, Boatens, Longe and Olatubosun (2011) also a review on an assessment of usage-phobia factors of ICT adoption among adults in south-western Nigeria. No single study, (known to the researchers) has addressed stakeholders' perception of access to and credibility of ICT integration in distance learning in Nigeria. The stakeholders in distance learning include lecturers, administrators, facilitators and other support staff. The relevance and

promises of ICT integration in distance learning such as credibility and access were explored to fill the gap noted in previous studies.

### **Purpose of the Study**

The main purpose of this study was to investigate stakeholders' perception of ICT integration in distance learning in Nigeria. The researchers specifically investigated from three perspectives

- 1 perception of ICT integration into distance learning in Nigeria
- 2 perceived access to ICT in distance learning in Nigeria.
- 3 perceived credibility of ICT integration into distance learning in Nigeria.

### **Research Questions**

In this study, the following research questions were raised;

- 1 What is the stakeholders' perception of access to ICT for distance learning in Nigeria?
- 2 What is the perception of stakeholders on the credibility of ICT integration into distance learning in Nigeria?

### **Research Hypotheses**

The following null hypotheses were formulated to address the three research questions raised for the study.

- H<sub>0</sub><sub>1</sub>: There is no significance difference among the categories of stakeholders, on their perception of access to ICT for distance learning in Nigeria.
- H<sub>0</sub><sub>2</sub>: There is no significant difference among the categories of stakeholders on the credibility of ICT integration for distance learning in Nigeria.
- H<sub>0</sub><sub>3</sub>: There is no significant difference between male and female stakeholders, within the categories, on their perceived access to ICT for distance learning in Nigeria.
- H<sub>0</sub><sub>4</sub>: There is no significant difference between male and female stakeholders, within the categories, on their credibility of ICT integration into distance learning in Nigeria.

## **Methodology**

The study is a descriptive research type utilizing survey method. The study therefore used a researchers' designed questionnaire which enabled the researchers to collect data from a very large population. This comprised lecturers, facilitators, distance learners, administrators, support staff such as course tutors, course-writers, and center co-coordinators from University of Abuja Centre for Distance Learning and Continuing Education, Distance Learning Institutions of the Universities of Ibadan, Lagos, Obafemi Awolowo and National Open University of Nigeria (NOUN), Lagos which were approximated to be 155,000

The chosen institutions were purposively chosen covering both the single mode and dual mode distance learning institutions in Nigeria. A total of 250 copies of the questionnaires were administered to each of the five distance learning institutions used for the study totaling 1250. The researchers' designed questionnaires have two major sections. Out of 1250 questionnaire distributed, 908 were responded to and only 897 were found to be valid. Test-retest was used for the reliability of the instrument using Pearson product moment correlation coefficient formula 0.7 as its value. The analysis and interpretation of data obtained was analyzed by using percentage, mean, and inferential statistics, that is, One-Way Analysis of variance (ANOVA), t- Test and Scheffe's post hoc analysis at the level of significance of 0.05.

## **Results and Discussion of Findings**

The following were the results obtained based on research questions and hypotheses raised for the study;

Research Question 1:

What is the stakeholders' perception on access to ICT for distance learning in Nigeria?

The research question aimed at examining the views or opinion of stakeholders on their access to ICT for distance learning.

Table I: Stakeholders' Perception on Access to ICT in Distance Learning in Nigeria.

S/N	Access to the Use of ICT for Distance Learning	SA		AG		DS		SD		Mean
		N	%	N	%	N	%	N	%	
1	Factors such as cost, age, higher academic qualification, and tribe or religion differences are not necessarily a hindrance to access to ICT facilities	425	47.4%	320	35.7%	87	9.7%	65	7.2%	3.23
2	I have access to use ICT in my office/ study centre/ classroom	369	41.1%	316	35.2%	132	14.7%	80	8.9%	3.09
3	Cost of provision and maintenance of ICT facilities make it inaccessible to its users	286	31.9%	398	44.4%	154	17.2%	59	6.6%	3.02
4	Inabilities of some ICT materials to withstand prolonged climate/ temperature of some places other than countries where they made from pose serious threat to its unhindered accessibility.	292	32.6%	397	44.3%	142	15.8%	66	7.4%	3.02
5	I have a modem which can enhance my access to ICT resources anywhere and anytime	322	35.9%	331	36.9%	165	18.4%	79	8.8%	3.00
6	Internet (ICT) facilities with sufficient bandwidth and coverage are readily available	296	33.0%	352	39.2%	167	18.6%	82	9.1%	2.96
7	power supply or its alternative is readily ence making ICT accessible	306	34.1%	320	35.7%	159	17.7%	112	12.5%	2.91
8	Fear (phobia) of using technology (of any kind) can make ICT inaccessible	240	26.8%	368	41.0%	209	23.3%	80	8.9%	2.86
9	Low diffusion of ICT usage makes accessibility difficult	243	27.1%	369	41.1%	180	20.1%	105	11.7%	2.84
10	The likely hazards from using ICT can make it inaccessible to its users	222	24.7%	373	41.6%	224	25.0%	78	8.7%	2.82

It is observed from Table I that majority of respondents have high rate of perception on access to ICT for distance learning in Nigeria. This was indicated by their percentage scores which were found to be on high side.

Furthermore, questionnaire items on factors such as cost, age, tribe among others were found not necessarily hindering access to ICT facilities having a mean score of 3.23 which was noted to be ranked highest followed by access to ICT in office, study centers or class, with a mean of 3.09; inaccessibility due to cost of provision and maintenance of ICT materials to withstand Nigeria's climate, having a mean of 3.02. Also, possession of modem, with a mean of 3.00; a sufficient band with for quick access, with a mean of 2.96; and availability of hydroelectricity or its alternative, having a mean of 2.91. Other items in Table I are techno-phobia, with a mean of 2.86; low diffusion of ICT with a mean of 2.84 and likely hazards from using ICT had a mean score of 2.82.

Using 2.5 as the bench mark which is a little higher than the mean value of 4, it can therefore be inferred that the respondents generally perceived positive access to ICT in distance learning in Nigeria.

#### Research Question 2

*What is the perception of stakeholders on their credibility of ICT integration in distance learning in Nigeria?*

The question aimed at determining how authentic is the use of ICT for distance learning in Nigeria.

**Table 2: Stakeholders' Perception on their Credibility of ICT Integration in Distance Learning in Nigeria.**

S/N	Credibility of ICT in Distance Learning	SA		AG		DS		SD		Mean
		N	%	N	%	N	%	N	%	
1.	The contemporary/global trend is the use of ICT in all sectors; hence distance learning should not be left out.	421	46.9	370	41.2	58	6.5	48	5	3.30
2	ICT is noted to provide immediate feedback; this makes it credible	424	47.3	340	37.9	81	9.0	52	5.8	3.27
3	ICT integration in distance learning is observed to gain national and international acceptability	411	45.8	362	40.4	75	8.4	49	5.5	3.27
4	Stakeholders' interest, attitudes, motivation and competence are observed to increase when ICT is used for distance learning activities.	390	43.5	400	44.6	55	6.1	52	5.8	3.26
5	The fact that distance learning programme itself has existed for century suggests its worthiness and credibility	370	41.2	404	45.0	80	8.9	43	4.8	3.23
6	Promptness and readiness qualities of ICT when it is to be used make it to be credible	367	40.9	405	45.2	78	8.7	47	5.2	3.22
7	Using ICT for distance learning has been found to be reliable and dependable	374	41.7	392	43.7	83	9.3	48	5.4	3.22
8	The use of ICT in distance learning is not just a sudden attempt; it has gone through historical/conceptual development. This makes it credible	346	38.6	424	47.3	88	9.8	39	4.3	3.20
9	Using ICT for delivery of instruction in distance learning reduces examination malpractices, academic fraud and other irregularities	370	41.2	349	38.9	107	11.9	71	7.9	3.13
10	Absence of social challenges such as industrial strike adds credit to the use of ICT in distance learning	325	36.2	370	41.2	134	14.9	68	7.6	3.06

The ranking of the perception of stakeholders on credibility of ICT integration in distance learning in Nigeria is as follows:-

The global trend of using ICT in distance learning was ranked highest with a mean score of 3.30. Other were ICT for immediate feedback with a mean score of 3.27; to gain national or international reputation with a mean score of 3.27; increasing stakeholders' interest, competence, and so on (mean=3.26); the existence of distance learning over a century (mean=3.23).

In addition, promptness and readiness qualities of ICT attracted a mean score of 3.22, followed by ICT's reliability and dependability with a mean score of 3.22; development of ICT in distance learning having a mean score of 3.20; reduction in examination irregularity via ICT attracted a mean score of 3.13; and absence of social challenges has a mean of 3.06. Similarly, stakeholders' responses were in favour of credibility of ICT integration in distance learning in Nigeria. This was established by the percentage of the respondent which way on high side. In view of the above, stakeholders have favourably responded on the credibility of ICT integration in distance learning in Nigeria

Based on the mean value of 2.5 as the bench mark, it can be inferred that the respondents generally perceived positively on the credibility of ICT integration in Distance learning in Nigeria.

### **Hypothesis One**

$H_{0_1}$ : *There is no significance differences among the categories of stakeholders on their perception of access to ICT for distance learning in Nigeria.*

In testing the null hypothesis, Analysis of variance (ANOVA) was used. Schaffer's post hoc analysis was also used to establish the results.

**Table 3: The ANOVA Results of Stakeholders' Perception of Access to ICT for Distance Learning**

	Sum of Squares	df	Mean Squares	F	Sig
Between Group	61550.07	7	8792.87	834.09	.000
Within groups	9371.68	889	10.54		
Total		70921.76	896		

**Table 3** indicates the ANOVA result that there was a significant difference among the categories of stakeholders on their perception of access to ICT for distance learning in Nigeria [ $F(7,889) = 834.09, P = .000$ ]. This is however contrary to the stated null hypothesis, thus the null hypothesis was rejected since  $p$  is found to be less than .05. Furthermore, Scheffe's post hoc analysis was also to determine the significant among the categories of stakeholders.

**Table 4: Scheffes' Multiple Comparison on Perception of Access to ICT for Distance Learning.**

Dependent (I) Variable	(J) Categories Stakeholders	(I-J) Mean Difference	Std Error	Sig
Access to the Lecturer Use of ICT	Facilitators	0.21	0.48	1.000
	Administrators	5.32	0.38	0.000
	Distance Learners	13.25	0.03	0.000
	Coordinators	25.81	0.56	0.000
	Course Tutors	30.00	1.35	0.000
	Course Writers	30.00	1.64	0.000
	Student Support	30.00	0.56	0.000

It could be deduced from Table 4 that there was a significant difference between lecturers and all other categories stakeholders on the access to the use of ICT in distance in Nigeria; whereas there is no significant difference between lecturers and facilitators on their perception of the access to the use ICT in distance learning in Nigeria.

**Hypothesis Two:**

$H_0$ , There is no significant difference among the categories of stakeholders on the credibility of ICT integration for distance learning in Nigeria.

In attempt to test the stated null hypothesis, Analysis of Variance (ANOVA) was used. Scheffe's post hoc analysis was also used to establish its results.

**Table 5: The ANOVA on Stakeholders on the Credibility of ICT Integration for Distance Learning in Nigeria.**

	Sum of Square	Mean Square	df F	Sig
Between group	55358.33	7	7908.33	1790.97 .00
Within groups	3925.54	889	4.42	
Total	9283.87	896		

Table 5 indicates a significant difference among a categories of stakeholders on the credibility of ICT integration into distance learning in Nigeria [ $F(7,889) = 1790.97, p = .000$ ]. This means that the stated null hypothesis was therefore found to be rejected. In view of this, Scheffe's post hoc test was also used to determine difference among the categories of stakeholders.

**Table 6: Scheffe's Multiple Comparison on Stakeholders Perception on the Credibility of ICT Integration into Distance Learning in Nigeria.**

Dependent (I) Variable	(J) Categories Stakeholders	(I-J) Mean Difference	Std Error	Sig
Credibility of ICT	Facilitators			
	Lecturers	0.00	0.31	1.000
	Administrators	0.42	0.32	0.980
	Distance Learners	10.44	0.28	0.000
	Coordinators	20.93	0.42	0.000
	Course Tutors	26.00	0.89	0.000
	Course Writers	28.50	1.08	0.000
Student Supports	29.95	0.42	0.000	

It could be inferred from Table 6 that there were significant difference among facilitators and all other categories of stakeholders. However, there is no significant difference between facilitators, lecturers' and administrators' perception on the credibility of ICT integration into distance learning in Nigeria.

### Hypothesis Three

**H<sub>0</sub><sub>3</sub>:** There is no significant difference between male and female stakeholders' within the categories, on their perceived access to ICT for distance learning in Nigeria.

In an attempt to determine significant difference between male and female stakeholders' perceived access to ICT for distance learning in Nigeria, t-test was used for the null hypothesis.

**Table 7: t-test of Male and Female Stakeholders on their Perceived Access to ICT for Distance Learning in Nigeria**

Gender	N	Mean	SD	df	t-cal	t-crit	p
Male	366	38.03	2.93	895	0.497	1.96	0.181
Female		531	24.11		6.97		
Total		897					

Table 7 indicates that  $t(895) = 0.497$ ,  $p = 0.181$ ,  $d = 13.92$ . This implies that the calculated t-value of 0.497 was not significant as the significant value of 0.181 was greater than 0.05 alpha levels. Therefore, there was no significant difference between male and female stakeholders' perceived access to ICT for distance learning in Nigeria. The hypothesis that 'there is no significant difference between male and female stakeholders on their perceived access to ICT for distance learning in Nigeria is hereby found to be accepted..

### Hypothesis Four

**H<sub>0</sub><sub>4</sub>:** There is no significant difference between male and female stakeholders within their categories on their perception on the credibility of ICT integration in distance learning in Nigeria.

In determining the significant between male and female stakeholders' perceived credibility of ICT for distance learning in Nigeria, t-test analysis was used to test the stated null hypothesis

Table 8 indicates that  $t(895) = 37.92$ ,  $p = 0.000$ ,  $d = 12.98$ . This shows that the calculated t-value of 37.92 was significant because the significant value of 0.000 was less than 0.05 alpha Level. This implies that there was significant difference between male and female stakeholders' perceived credibility of ICT for distance in Nigeria with male (39.83) having a more positive perception than female (26.85). The null hypothesis which states that "there is no significant difference between male and female stakeholders' perceived credibility of ICT distance learning in Nigeria" is therefore rejected.

### **Discussion of Findings**

It could be inferred from the study that the respondents generally perceived positively of access to ICT in distance learning with the means values between 2.82 and 3.23 for lowest and highest ranking respectively. Furthermore, it was revealed that there was significant difference among the categories of stakeholders on their perception of access to ICT for distance learning in Nigeria. The post-hoc analysis also revealed that there was a strong significant difference between either course tutor, course writer or student support service and facilitators or lecturers in their perception of access to ICT in distance learning. This could be expressed as the level at which ICT users can gain contact with the use of ICT facilities without any appreciable hindrance. In the past, distance learning teachers are mostly separated by physical distance and time; however, the contemporary distance learning enjoys the dividend of ICT to break such barriers. This is in line with the position of Ogar (2004). Tomei (2005) posited that integration of accessible technology such as ICT would promote meaning learning and enhance professional productivity.

Furthermore, Gulbahar (2008) recognized that technology generally and ICT in particular had developed tremendously; change the way we live, learn, as well as the demands of the society. This could not have been possible supposing ICT is known for inaccessibility. This means ability to access ICT materials with little or no training aids its positioning and integration. Also Pallof and Pratt (2010) agreed that ICT could be accessed because they believed that technology itself could not teach

unless such technology (such as ICT) could be accessed by both the student and teacher. Favourable attitude to the use of technology (ICT) can also enhance its accessibility. This was as enunciated by Valentine (2013).

However, these was of no significance among course tutors, course writers and student support services, also between facilitators and lecturers in their perception of access to ICT in distance learning in Nigeria. The perception of the stakeholders on the credibility of using ICT for distance learning the result of the related research question for the study revealed that the highest and lowest mean values were 3.06 and 3.20. Using 2.5 as benchmark, it can be deduced that the respondents generally perceived positively the credibility of ICT in distance learning in Nigeria.

More so, the stated hypothesis was observed to establish that there was significant difference among the categories of the stakeholders on the credibility of ICT integration into distance learning due to its hypothesis being rejected. The post head analysis also inferred that there was a strong significance difference between student support service and either of administrators, lecturers or facilitators on the credibility of ICT integration into distance learning in Nigeria. Credibility of ICT integration for distance learning appears difficult to pin down because it can mean different thing to different stakeholders. Credibility of ICT integration in distance learning, in its form should cover all aspects of ICT based distance learning programme. This was supported by Mcillroy and Walker (1996). Credibility of ICT integration for distance learning should cover essential area such as appreciating the worth or value of ICT with dignity, confidence and quality of the process and products of ICT-based distance learning in Nigeria.

UNESCO (2002) posited that activities of ICT-based distance learning do not function in isolation but essential parts of an operation or activity are dependent on one and another. For instance, If ICT based instructional materials are of excellent quality; such seems to lack credibility and relevance if they could not reach the learner when needed as the whole programme of activity would fail. This could be due to lack of internet connectivity especially in a developing nation like Nigeria. Credibility is a

product of determination, planning, monitoring, control and co-ordination (McIlroy&Walker, 1996).

It is therefore important that credibility of ICT be built into an ICT-based distance learning at the time of design and not at the end. However, there was no significant difference between student support services and course writers; as well as among administrators, lecturers and facilitators on the credibility of ICT integration into distance learning in Nigeria.

Results from the study also showed that the mean values range between 2.82 and 3.23; lowest and highest respectively. This means that the respondents positively perceived their access to ICT in distance learning in Nigeria. This is supported by the related hypothesis which revealed that there was no significant difference between male and female stakeholders' perceived access to ICT for distance learning in Nigeria.

Lynch (2007) agreed with this finding when he stressed that both genders were in agreement concerning perceived access to ICT in distance learning. Hashim, Ahmad and Abdullah (2010) were also in line with the finding when they reported from their study on gender and attitudes toward ICT for distance learner that there were no significant differences between genders. This means there is no discrimination between male and female on their perceived access to ICT in distance learning. This becomes necessary as bulk of teaching and learning processes are done via ICT, distance learning stakeholders therefore have no choice than to embrace it. This will ensure that they are at par with their fellow students in distance learning. However, McLachan, tend to gain access to ICT to a greater extent than their female counterparts. Craig and Coldwell (2010) had earlier expressed a contrary in favour of male. This suggests that male is more comfortable and competent with technology than female. They further reported that gender difference in gaining access to ICT occur at a young age due to different attitudes to technology and that female tend to underestimate their abilities while male overestimate theirs, resulting in female having less self-confidence and lower interest in technological drives than male. Successes in ICT come with usage, time spent and accessibility to such ICT facilities.

The result showed that there was significant difference between male and female stakeholders' perceived credibility of ICT for distance

learning in Nigeria with male (39.83) having a more positive perception than female (26.85). It has been widely accepted that ICT-based distance learning has the potential to contribute to the enhancement of stakeholders' development by bringing education to their home and other citizen. This was in support of UNESCO (2002) who posited that the distance learning must reach the learners when needed and that their teaching content should be ICT-based. Credibility is a product of confidence, planning, determination and control (Mcillroy & Walker, 1996). Credible ICT-based distance learning enables women to enter into the mainstream of education as well as gaining recognition locally and internationally (Atan, Azli, Rahman & Idrus, 2002).

### **Conclusion**

This research explores the stakeholders' perceptions on the access and credibility of the integration of ICT into distance learning in Nigeria.

In general, the overarching trend is that the percentage of girls and women in science and technology decreases steadily; this is in line with another finding from this study that there was a significant difference among the stakeholders on their perception of access to ICT for distance learning. There was a significant difference among the stakeholders on the credibility of ICT integration for distance learning. There was no significant difference between male and female stakeholders on their perceive access to ICT in distance learning. Though, other studies revealed that social class is a factor of women's access to ICT and technical education. Women in higher social classes are more likely to have financial strength to acquire such ICT facilities.

Finally, there was a significant difference between male and female stakeholders in the credibility of ICT integration in distance learning, with males again, having a more positive perception than their females counterparts. Significant difference established in the study had served as an eye opener that discrimination of all sorts should be eliminated in distance learning institutions; women and girls should also be free from all forms of intimidation; masculine image of science, technology and ICT should be reduced, more attention be given to girls mathematic and sciences. The imbalance between the enrolment of girls and boys

now becomes a global concern. The technology focus should generally be widened. ICT-based distance learning provides a great opportunity for women and girls, the flexibility of access and study times. It is hoped that the stakeholders' perception of the integration of ICT into distance learning would give them access to learning any time, any place, and allow the stakeholders to give them necessary support.

### **Recommendations**

Based on the findings and conclusions of this study, the following recommendations were made:

- (1) The integration of ICT into distance learning should expose all categories of Stakeholders to digital based instructional and administrative strategies to promote widest access to knowledge acquisition, discovery and learning at various levels of interactions such as student-students, student-tutor and tutor-tutor.
- (2) Distance Learning Program should be designed to accommodate the integration and utilization of ICT facilities. This will be useful to all categories of distance learning stakeholders.
- (3) Distance learning stakeholders should help themselves by exhibiting high positive attitudes and competencies in the utilization of these ICT facilities needed and available. ICT facilities are almost useless if unused. Regular usage of may facility is a proof of its accessibility and credibility.
- (4) Researchers on distance learning develop keen interest in the area. Such researches, if empirically based, would go a long way to further establish the credibility and accessibility of ICT. This would also contribute to the existing knowledge.

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**Perceived Influence of Environmental Pollution on the Health  
of the People in Ilorin Metropolis**

**Abdulrasaq, Qazeem Onaolapo**

*Department of Health Promotion and Environmental Health Education,  
Faculty of Education, University of Ilorin  
kc\_brass@yahoo.com  
+2347034541382*

**Abdulraheem, Adijat Mojisola**

*Department of Health Promotion and Environmental Health Education,  
Faculty of Education, University of Ilorin  
adijatelias@gmail.com  
+2348164427762*

**Jidda, Kafayah Adeola**

*Department of Health Promotion and Environmental Health Education,  
Faculty of Education, University of Ilorin  
kafayahjidda@yahoo.com  
+2348055610450*

&

**James, Joke Felicia**

*Department of Health Promotion and Environmental Health Education,  
Faculty of Education, University of Ilorin  
jokejames gmail.com  
+2348034278244*

**Abstract**

*Toxic chemicals and substances escape to the environment through a number of natural and anthropogenic activities and may cause adverse effects on human health and the environment. The study examined the perceived*

*influence of environmental pollution on the health of the people of Ilorin metropolis. Specifically, the study sought to find out whether people in Ilorin Metropolis perceive air pollution to influence cardiovascular, lung and skin diseases. A descriptive research design of survey type was employed for the study. A sample of 400 heads of households was selected across household in the three Local Government Areas that made up Ilorin Metropolis using multistage sampling technique. A researcher developed questionnaire tagged "QPIEPOH" which was validated by three Jurors and tested for reliability using test re-test method was used for the study. A result of 0.76r clearly indicated the instrument was reliable. Chi-square was used to analyze the data for the study at 0.05 alpha level of significance. The findings revealed that the people in Ilorin metropolis perceived exposure to environmental pollution as influencing normal functioning of the heart, [calculated  $\chi^2$  value (355.5) > table value (16.9)]; lungs [calculated  $\chi^2$  value (301.5) > table value (16.9)]; and skin [calculated  $\chi^2$  value (355.5) > table value (16.9)]. It was concluded that people in Ilorin Metropolis have significantly perceived environmental pollution as a major cause of heart attacks, unexplained cough, tuberculosis and skin infections. It was recommended that the people in Ilorin Metropolis should protect themselves from harmful effects of pollution.*

**Keywords: Health, Pollution, heart diseases, environment, skin diseases**

### **Introduction**

Environmental pollution is one of the biggest menaces to the human race today. Pollution is the addition of any substance or form of energy (heat, sound and radioactivity) to the environment at a rate faster than what the environment can accommodate by dispersion, breakdown, recycling or storage in some harmless form (Jerry, 2011). The first Healthy People report in 1979 stated that "there is virtually no major chronic disease to which environmental factors do not contribute, either directly or indirectly" (Dixon, Hendrickson, Ercolano, Quackenbush & Dixon, 2009).

Environmental health is defined as the “freedom from illness or injury related to exposure to toxic agents and other environmental conditions that are potentially detrimental to human health”.

According to the World Health Organization (WHO), (2006) worldwide, one quarter of all deaths can be attributed to environmental conditions and are responsible for one third of all child deaths. In the U.S. about 13 per cent of total deaths can be attributed to the environment, specifically cardiovascular disease, neuropsychiatric disorders, cancers, asthma, and musculoskeletal diseases. In Nigeria, an estimated 7 million people were killed by diseases related to indoor and outdoor air pollution alone in 2012 according to the WHO, (2012). Data for Nigeria included in the newly released Little Green Data Book 2015 indicates that 94 per cent of the population is exposed to air pollution levels (measured in PM<sub>2.5</sub>) that exceed WHO guidelines and air pollution damage costs about 1 percentage point of Gross National Income.

A study conducted by Nursan, Müge, Cemile, Pinar and Sevin, (2014) on Parent’s knowledge and perceptions of the health effects of environmental hazards revealed that among the participants, 357 (98.6%) knew that smoking was a health risk, but exposure to radon gas was not that prevalent (n=194; 53.6%). The most intimidating risk was claimed as unsafe water (n=311; 85.9%), while noise exposure was the least source of worry among the environmental risks (n=134; 37.0%). This shows that people may be aware of hazards of environmental pollution but may not know the intensity of the health effects.

Air pollution is a significant risk factor for a number of health conditions including respiratory infections, heart disease, stroke and lung cancer (WHO, 2011). The health effects of air pollution may include difficulty in breathing, wheezing, coughing, asthma and worsening of existing respiratory and cardiac health problems. These inhaled substances have strong pulmonary and systemic inflammatory potential and can cause irritation and allergy in the lungs and air passage of individuals who are exposed to them for a long time. However, the type of disease developed may depend on the size of the particles or what is inhaled and where it ends up in the airway or lungs. In some cases, larger particles tend to

end up trapped in the nose or larger airways (Ekpenyong, Etebong, Akpan, Samson & Daniel, 2012)

Orish (2014) asserted that although cholesterol levels are lower in African population when compared with their American counterparts, but exposure to lead through air pollution alters the metabolism of cholesterol and thus increases the risk of cardiovascular diseases and atherosclerosis in lead-exposed subjects. The cardiovascular effects of lead have been associated with increased blood pressure (BP) and hypertension. Studies in general populations have identified a positive association of lead exposure with coronary artery disease and stroke mortality, and peripheral arterial disease.

Godson, Oyewale and Gregory (2015) opined that there is increasing evidence linking indoor air pollution to increased risk of respiratory infections, exacerbations of inflammatory lung conditions, development of chronic obstructive lung disease, cardiac events, stroke, eye disease, tuberculosis, cancer and hospital admissions especially in women and children who are the most exposed. Hence, a study on how people perceive the health effects of environmental pollution is very essential as it will contribute to peoples' knowledge on this important global problem.

### **Statement of the problem**

It is a well known fact that air pollution in Nigeria does not discriminate among social classes. Researches revealed that 18 million residents in Nigeria inhale daily a deadly mix of Particulate Matter (PM), asbestos, Sulfur Dioxide (SO<sub>2</sub>), Nitrogen Oxide (NO), Carbon Monoxide (CO) and partially unburnt hydrocarbons. These substances contribute to the death of seven million people, one in eight of total global deaths as a result of air pollution exposure, according to new estimates by WHO, (2012). This finding more than doubles previous estimates and confirms that air pollution is now the world's largest single environmental health risk and reducing air pollution could save millions of lives (Chinedum, Tunde & Chukwuma, 2015).

Chinedum, Tunde & Chukwuma, (2015) further said that the new data reveal a stronger link between both indoor and outdoor air pollution

exposure and cardiovascular diseases, such as strokes and ischemic heart disease, as well as between air pollution and cancer. This is in addition to air pollution's role in the development of respiratory diseases, including acute respiratory infections and chronic obstructive pulmonary diseases.

The researchers gathered that there have been increase in hospitalization and due to cardiovascular and lungs infections in Kwara State. Could these have been caused by exposure to environmental pollution? If it is, how do the people in Ilorin Metropolis perceive the effects of environmental pollution on their own health? It is in this light that the researchers deemed it fit to carry out this research on the "Perceived influence of air pollution on health of the people of Ilorin metropolis" in order to enlighten them on the possible hazards air pollution can cause to them.

### **Research Hypotheses**

The following research hypotheses were raised:

1. Air pollutants will not significantly influence cardiovascular diseases as perceived by the people of Ilorin metropolis.
2. Air pollutants will not significantly influence the functioning of the lungs as perceived by the people of Ilorin metropolis.
3. Air pollutants will not significantly influence skin diseases as perceived by the people of Ilorin metropolis.

### **Methodology**

The study is a descriptive research of the survey type. The choice of this design was based on the fact that it allows for direct observation in the collection of data. The population of this study includes all adults residing in Ilorin metropolis. Ilorin Metropolis is made up of three Local Government Areas namely: Ilorin East, Ilorin West and Ilorin south. According to the National Population Census of the year 2006, there are 207,462 thousand people living in Ilorin East Local Government Area, 209,251 thousand people living in Ilorin South Local Government Area and 365,221 thousand people living in Ilorin West Local Government Area making a sum total of 781,934 thousand people living in Ilorin metropolis.

According to the Research Advisor (2006), for a population of 10,000 and above, a sample of 380 is sufficient enough to represent the entire population at a level of confidence of 95% and a margin error of 5%. Therefore, a value of 392.2 was derived which made the researchers to round it up to a sample of 400 respondents used for the study. A Multi-stage sampling procedure was used to select respondents for this study. A stratified random sampling was used to divide the three Local Government Areas in Ilorin metropolis into wards. Cluster sampling was also used to select four wards from each of the Local Government Areas. A simple random sampling was used to select sampling of two streets each from the wards. A systematic sampling was used to select every 5th household, while a purposive sampling technique was used to select heads of household across the selected streets. The research instrument used for this study was a researchers' structured questionnaire tagged "Questionnaire on Perceived Influence of Environmental Pollution on Health" (QPIEPOH). The research instrument was validated by five experts in the Department of Health Promotion and Environmental Health Education, Faculty of Education, University of Ilorin. A test-retest method of reliability was used to ascertain the reliability of the instrument. Twenty copies of the instrument was administered on twenty respondents in Kiama Local Government Area of Kwara State, at two weeks interval. The results were correlated using Pearson Product Moment Correlation, the result yielded .76r which was considered high enough to show that the instrument is reliable.

The data was collected by the researchers with the help of four trained research assistants. Data collected were analyzed using simple percentages for demographic data while Chi-square was used to test the hypotheses for the study.

## **Results**

### **Test of Hypotheses**

Ho 1: Air pollutants will not significantly influence cardiovascular diseases as perceived by the people of Ilorin metropolis

**Table 1: Chi square analysis investigating the influence of air pollution on the incidence of cardiovascular diseases**

S/N	Items	SA	A	D	SD	Calculated chi square	Df	Critical value	Decision
1	Polluted air consists of a large mass of tiny particles	234	118	19	29				
2	When we breathe in polluted air, the particles in the air are carried through various parts of the body.	185	166	29	20				
3	The particles embedded in the polluted air we breathe lodge in various compartments of the heart.	164	169	51	16	355.5	9	16.9	Rejected
4.	Polluted air disrupts the normal functioning of the heart and leads to different heart diseases.	181	159	37	23				

A critical analysis of the table above revealed that the calculated chi square value of 355.5 at a degree of freedom of 9 is greater than the critical value of 16.9 at 0.05 alpha level of significance. Therefore the null hypothesis that says that air pollutants will not significantly influence cardiovascular diseases as perceived by the people of Ilorin metropolis was rejected.

Ho2: Air pollutants will not significantly influence the functioning of the lungs as perceived by the people of Ilorin metropolis.

**Table 2: Chi square analysis of the influence of Air pollution on the incidence of respiratory diseases**

S/N	Items	SA	A	D	SD	Calculated chi square	Df	Critical value	Decision
1	Most of the particles embed in the air we breathe cling to the respiratory tract and causes inflammation.	170	147	67	16				
2	Pollution is the cause of different respiratory diseases e.g asthma.	192	142	47	19	301.3	9	16.9	Rejected
3	Pollution affects respiratory diseases among young people.	161	174	42	23				
4.	Smoke from vehicles' incomplete combustion, burning of refuse and factories are dangerous to the respiratory system.	192	137	40	31				

**Table 3: Chi square analysis of the influence of air pollution on the incidence of skin diseases**

S/N	Items	SA	A	D	SD	Calculated chi square	Df	Critical value	Decision
1	The skin which serves as a protection to vital organs in the body can be irritated by pollution.	183	144	53	25				
2	The skin is capable of absorbing substances or particles from the air into our bloodstream.	138	184	53	25				
3	Prolong exposure to air pollutants can lead to some skin diseases such as rashes, and skin dryness.	157	153	61	29	303.1	9	16.9	Rejected
4.	Air pollutants can erode the ozone layer allowing ultraviolet radiation from the sun to come in contact with the upper layer of the skin causing skin cell damage.	155	141	61	43				

A critical analysis of the table above revealed that the calculated chi square value of 355.5 at a degree of freedom of 9 is greater than the critical value of 16.9. Therefore the null hypothesis that says Air pollutants will not significantly influence skin diseases as perceived by the people of Ilorin metropolis was rejected.

### **Discussion of Findings**

H<sub>0</sub> I stated that Air pollutants will not significantly influence cardiovascular diseases as perceived by the people of Ilorin metropolis was rejected because the calculated chi square value of 355.5 is greater than the critical value of 16.9. It means that the people in Ilorin metropolis have a negative perception of air pollutants in relation to cardiovascular diseases. This finding is line with World Health Organization (2014) who stated that air pollution is a significant risk factor for a number of health conditions including respiratory tract infections, heart disease, Stroke and lung cancer. It is also in line with Chinedum, Tunde & Chukwuma, (2015) who said that the new data reveal a stronger link between both indoor

and outdoor air pollution exposure and cardiovascular diseases, such as strokes and ischemic heart disease, as well as between air pollution and cancer.

H<sub>02</sub> which stated that Air pollutants will not significantly influence the functioning of the lungs as perceived by the people of Ilorin metropolis was rejected because the calculated chi square value of 301.3 is greater than the critical value of 16.9 with a degree of freedom of 9 at .05 alpha level of significance. This implies that the highly polluted air we breathe in which is possibly carrying toxic materials or dangerous chemicals makes the lungs more vulnerable to infections. This is in line with Ekpenyong, Etebong, Akpan, Samson & Daniel, (2012) who asserted that inhaled substances have strong pulmonary and systemic inflammatory potential and can cause irritation and allergy in the lungs and air passage of individuals who are exposed to them for a long time. However, the type of disease developed may depend on the size of the particles or what is inhaled and where it ends up in the airway or lungs. In some cases, larger particles tend to end up trapped in the nose or larger airways.

H<sub>03</sub> which stated that Air pollutants will not significantly influence skin diseases as perceived by the people of Ilorin metropolis was rejected because the calculated chi square value of 303.1 is greater than the critical value of 16.9 with a degree of freedom of 9 at .05 alpha level of significance. This implies that exposure to air pollution can make individuals suffer from different types of skin infections. This is in line with WHO (2014) who stated that short-term exposure of humans to high levels of dioxins may result in skin lesions, such as chloracne and patchy darkening of the skin, and altered liver function. Long-term exposure is linked to impairment of the immune system, the developing nervous system, the endocrine system and reproductive functions.

Based on the findings of this study the following conclusions were made:

1. There is significant influence of air pollution on the incidence of cardiovascular diseases as perceived by the people of Ilorin metropolis.
2. There is significant influence of air pollution on the incidence of respiratory diseases as perceived by the people of Ilorin metropolis.

3. There is significant influence of Air pollution on the incidence of skin diseases as perceived by the people of Ilorin metropolis.

### **Recommendations**

Based on the findings of this study, the researcher made the following recommendations

1. All vehicles plying the road should be properly checked and serviced before they are used on our roads to prevent the emission of smoke which can affect our health.
2. Government and NGOs should endeavor to educate the public through various media on the dangers of environmental pollution and encourage them to be cautious of the actions that can lead to pollution and also put in place proper waste disposal systems.
3. People in Ilorin Metropolis should endeavor to protect themselves from the dangerous effects of air pollution that have become part and parcel of their everyday lives.

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## **Langston Hughes's Literary Revolution: Deliberate Choice of Jazz, Gospel and Black Poetry**

**Dr Ayao M. Nubukpo**

*Department of English and Literary Studies*

*Lead City University, Ibadan*

*Email: anubukpl@binghamton.edu*

*Tel. +234 807074 2039*

### **Abstract**

*The present work intends to bring evidence to the point that Langston Hughes is a revolutionary. As a matter of fact, like his contemporaries of the Harlem Renaissance Movement and later on the writers and poets of Negritude, he wrote poems that can be termed unconventional. They are so called because they did not respect any prevailing aesthetic rules governing poetry in their epoch. These poems are of three categories. Jazz poetry, here Hughes patterned his poems after the rhythm of Jazz music. This rhythm was very popular among the Blacks in Harlem. Gospel is another new type of poetry created by Hughes. Here the poems are patterned after Gospel music which is also popular with black churches in the South especially during the slavery time. The last category of new poetry that Hughes brought to the world of theater was Black poetry, that is, poetry that was concerned with the black people's experience in the U.S.A. Poems from all these three categories are analyzed in the paper.*

**Key Words:** Aesthetic rule, Black Churches, Literary revolution and Poetry

## **Introduction**

Traditionally, poetry is used to be the most sophisticated literary genre. Verses were to follow special patterns (rhyme schemes), even the subject matter must be about noble sentiments. In a comment about the American poet, Walt Whitman, one could read:

The great American poet would create both new forms and new subject matter for poetry. Rhyme would not be primary, if used at all; uniformity of stanzaic pattern would be abandoned. Whitman was even clearer about the new content. The American poetry would not echo the melancholy complaints of the Graveyard school nor proliferate the moral precepts of didactic writers like Longfellow. Exaggeration of both style and subject would be replaced by “genuineness,” by respect for the way things are.

(The Norton Anthology of American Literature: p. 1963).

Like Whitman the poets and writers of The Harlem Renaissance Movement, and later on of Négritude, would invent their own poetry. Writing poetry for them has become a way to redeem Blacks all over the world from the animalistic world they were thrown into by the racist West. These poets and writers as a result of their preoccupation and distrust they felt toward Western aesthetic standards for writing, decided to write according to their own cultural aesthetic rules. In large part they vowed not to write according to the modes of classic Western literature. For instance, Blacks and black motifs became the ideal subject matter for their writings. In his discussion of the Harlem Renaissance Movement, Alain Locke rightly observed that:

Each generation, however, will have its creed, and that of the present is the belief in the efficacy of collective effort, in race co-operation. This deep feeling of race is at present the mainspring of Negro life. It seems to be the outcome of the reaction to proscription and prejudice; an attempt fairly successful on the whole, to convert a defensive into an offensive position, a handicap into an incentive. It is radical in tone, but not in purpose and only the most stupid forms of

opposition, misunderstanding or persecution could make it otherwise.

(Locke, *The New Negro*: p.11).

Hughes is one of the forerunners of this new and revolutionary mode of poetry writing. That is why this paper intends to focus on his poetry. This poetry as it is shown here includes Jazz, Gospel and Black Poetry, that are discussed in turn in this work. Such types of poems did not exist before in written literature. However Hughes deliberately chose to write after that fashion, most probably to show that Blacks have their own ways and values in the one hand; and in the other hand to refute the assertion that Blacks could not use their imagination to create anything artistic. He observed in his essay "The Negro Artist and the Racial Mountain" that:

We younger Negro artists who create now intend to express our individual dark-skinned selves without fear or shame. If white people are pleased we are glad. If they are not, it does not matter... If colored people are pleased we are glad. If they are not, their displeasure does not matter either.

(Dickinson, *A Bio-bibliography of Langston Hughes 1902-1967*: p. 34).

As early as in the beginning of his career as a poet, Hughes made it clear that what he was going to write about were the black people who were miserable because of the racism of white America. White Americans were deliberately doing everything to frustrate its black population. A distinctive feature of Harlem, especially where the Blacks lived in the 1920s, was the density of its population. It could not be otherwise, accommodation there was expensive and for the poor Blacks to afford this, they had to get together in order to pay the high rents. It thus follows that all the problems inherent to overcrowded areas are found in the black belt of Harlem. In fact, the situation for Blacks in New York at that time can be likened to the situation of the Montsou mining workers that Zola described in *Germinal*, where alcohol drinking,

sexual immorality, and dire poverty were common features of the workers' daily lives. Hughes declared that:

Certainly there is for the American Negro artist who can escape the restrictions the more advanced in his own group would put upon him, a great field of unused material ready for his art. Without going outside of his race, and even among the better classes with their "white" culture and conscious American manners, but still Negro enough to be different, there is sufficient matter to furnish a black artist with a lifetime of creative work.

(Dickinson, *A Bio-bibliography of Langston Hughes 1902-1967*: p.43).

Hughes is making the point in this excerpt that black artists had no other choice than to be militant. According to him, the black milieu in Harlem could increase their opportunities for success. On the one hand it would give them inspiration. This is an interesting point. A black person observing the life of Blacks in Harlem would be moved to do something to alleviate the sufferings of Blacks there. The invisible man in Ralph Ellison's *The Invisible Man* could not resist trying to defend the old black woman being evicted in the winter. It is a fact that the young boy went to New York with the idea of becoming a black man with notoriety like the President of the Southern College that was firing him. Before he had the time to obtain any training, he saw himself thrown into action fighting for better conditions for Blacks in New York, even before he was recruited by the Brotherhood (see Ralph Ellison's *The Invisible Man*). On the other hand the familiarity with the despair Blacks were experiencing especially in Harlem could provide a good source of subject matter for creative works. The French writer, Gustave Flaubert rightly wrote the following when he was working on his novel, *Madame Bovary*:

If the book I am writing with so much trouble comes out well, by its very existence I shall have established these two truths, which to me are axiomatic; first, that poetry is subjective, that in Literature there are no fine artistic subjects, that therefore Yvetot is worth just as much as

Constantinople; and that consequently one subject is as good as another. *It is up to the artist to raise everything*; he is like a pump, he has a big tube in him which goes down to the vitals of things to the deepest layers. (III, 249, To Louise Colet, June 26, 1853).

(Flaubert, "On Realism": p.93).

Hughes did act on his words. He did not hesitate to refer in his poetry to the bad side of black people's life, especially in Harlem. In his poem "Young Sailor" (Hughes, *Selected Poems of Langston Hughes*: p.73) the poet referred to a young black sailor who confessed that any money that came his way was spent on drinking and on women. This is not typical subject matter for poems. Originally poetry was meant largely for the education of readers. Writing about a sailor, with no other intention than to waste his youth, could not be appropriate for the traditional poetry genre. The life of the young sailor could not be a good example to be followed by any reader. Although there was no mention of the race of the sailor, there are strong indications that he was a black person. The reference to the "brown land" in the poem can be an indication that the sailor is of African origin. Black people in the US are sometimes referred to as brown. The African American poet, Countee Cullen, wrote in his poem "A Brown Girl Dead":

With two white roses on her breasts,  
White candles at head and feet,  
Dark Madonna of the grave she rests;  
Lord Death has found her sweet.

(Cullen, *The Collected Writings of Countee Cullen*: p.82).

There is no doubt that Cullen's brown girl was a black person. She was a "Dark Madonna". The other indication that Hughes's sailor was a black person was that his life represented a prototype of the life led by Blacks in Harlem at the time of this writing. The young sailor, just like any ordinary black American living in Harlem, was marginalized. That is, he was not allowed to live in a milieu that would allow him to improve his circumstances. The great majority of the Harlem population was

composed of unskilled workers who did not have any formal education. This situation was made worse by the many frustrations they were forced to experience. They did the same work as white people, but were paid less. They lived packed together in run-down places, but they paid higher rents. Being aware of all these and knowing very well, that there was nothing they could do to better their lot, Blacks in Harlem could not resist the temptation to drown their troubles in all sorts of vices. By indulging in those kinds of vices, they satisfied their psychological needs of reacting to the injustices they were victims of on a daily basis. It appeared senseless to the ordinary reader that the sailor should save his money or use it to help other Blacks who might need it for better purposes. However things were not as simple as they might appear for the distant observer. Hughes in his poem, "Minnie Sings Her Blues" provides valuable insights for the understanding of such mindless behavior from the Harlem Blacks. He wrote the following in the poem:

Cabaret, cabaret!  
That's where ma man an' me go.  
Cabaret, cabaret!  
That's where we go,—  
Leaves de snow outside  
An' our troubles at de door.  
Jazz band, jazz band!  
Ma man an' me dance.  
When I cuddles up to him  
No other gal's got a chance.  
Baby, O, Baby,  
I'm midnight mad.  
(Hughes, C.W.I: p.100).

The cabaret here was described as a Heaven on Earth. Under normal circumstances, it should be perceived as a place of human decline. Ironically, for Minnie it proved to be the only place where she found peace of mind. As soon as she entered the cabaret, she forgot all her problems. Her frustrations disappeared. There was no white man

around to push her to the corner or to make her feel uncomfortable because of the color of her skin. The cabaret was also the place where she felt secure when she was in the arms of her “man”. There, no other woman tried to snatch him from her. The cabaret can thus be said to render a couple’s life stable. The cabaret also proved to be a comfortable place for Minnie and her “man” because they did not feel cold there in winter. This can be taken as a hint to the fact that the places where Blacks lived in Harlem were not adequately heated for them to feel comfortable.

The poem “Natcha”, is another poem that found an acceptable motive for a path of life that ought to be avoided. The poem reads:

Natcha, offering love.  
For ten shillings offering love.  
Offering: A night with me, honey.  
A long, sweet night with me.  
Come, drink palm wine.  
Come, drink kisses.  
A long, dream night with me.  
(Hughes, C.W.I: p.50).

In “Natcha”, Hughes broke another rule. He brought to the noble world of poetry a base preoccupation. Poetry traditionally was meant to express feelings of emotion. This poem can be said to be just an advertisement for cheap sex. However shocking this can appear, it might be a common feature of life in black communities in Harlem. In fact all the conditions were met there for a great variety of vices to flourish. The place was overcrowded and misery reigned. Women who ran short of money would naturally resort to “le plus vieux métier du monde” (the world’s oldest trade) to make ends meet. This is arguably the situation of the young prostitute in the poem. Since she did not have any other means to survive, she had to barter her own body for “ten shillings” a night. She needed to be competitive otherwise she could not get customers. In addition to selling her body, she also was inclined to drink alcoholic beverages. She was not of age to be exposed to such drinks, however she took them. Sadly the little girl needed to take such

drinks in order to make her trade bearable. Or she was using the idea of hot drink to attract consumers. Some men might find it unattractive to go to prostitutes. In that case also, drinking helped overcome that reluctance. In the poem, the young prostitute referred to palm wine which was evidence that she was a black prostitute. At the same time this could suggest that she was from a poor background and could only know something of lesser quality.

Hughes' breaking poetry rules would not stop at the evocation of the life of the prostitute. In "Natcha, his poem, "A Song to a Negro Wash-woman" he praises the trade of a washwoman. This trade was considered one of the most respected jobs available for black women in post-slavery America. After their liberation from slavery black women could, with some luck, easily get the position of washwoman in the homes of white families. This job allowed them to care for their children and husbands. A peculiarity with black families in post-slavery America was that black men were fond of staying at home doing nothing, according to some African American female writers. Tony Morrison's "The Bluest Eye" is a good example for this point. In the majority of black families, the wife supported the whole family financially. The alternative situation was that the men would simply run away to escape having to work and support their family. In a word, the black woman in many cases had the responsibility to feed the family. Working as a washwoman was one of the most common positions that allowed them to care for their families. White men might overlook this trade, because they did not understand how useful it proved to be for the raising of black families. Hughes is more than justified when he praised the trade in his poem. One could read the following in the poem:

And I've seen you singing, wash-woman. Out in the back-yard garden under the apple trees, singing, hanging white clothes on long lines in the sun-shine.

And I've seen you at the church a Sunday morning singing, praising your Jesus, because some day you're going to sit on the right hand of the Son of God and forget you ever were a wash-woman. And the aching back, and the bundles of clothes will be unremembered then.

Yes, I've seen you singing.  
And for you,  
O singing wash-woman,  
For you, singing little brown woman,  
Singing strong black woman,  
Singing tall yellow woman,  
Arms deep in white suds,  
Soul clean,  
Clothes clean,—  
(Hughes, C.W.I: p.159).

In this excerpt, Hughes eulogizes two characteristics of the washwoman. She is hard working. There was no indication in the poem that she complained about her job. She was just described as doing her duties whatever the weather. Even in the sunshine she was spotted busy with her job. The other characteristic that Hughes highlights was her devotion to her church. In her church she was seen singing. Definitely the washwoman deserved to be praised. She was a suffering woman. Her back pained her as a result of her trade. Washwomen in those days could not avoid the pain. They had to bend down for hours doing their washing. However, after her day's work was done, she found the strength to sing at church just as she would sing while doing her washing job. Maybe, as the poet put it, she was convinced of being rewarded when she died, because God would welcome her in paradise.

Blues constitutes another feature of black people's lives that Hughes brought to the world of poetry. Blues, according to Arnold Rampersad, are nothing less than the Negro folk songs. He wrote in a note to Hughes's *Fine Clothes to the Jew* that:

The first eight and the last nine poems in this book are written after the manner of the Negro folk-songs known as Blues. The Blues unlike the *Spirituals*, have a strict poetic pattern: one long line repeated and a third line to rhyme with the first two. Sometimes the second line in repetition is slightly changed and sometimes, but very seldom, it is

omitted. The mood of the Blues is almost always despondency, but when they are sung people laugh.  
(Rampersad, C.W.I: p.73).

Rampersad conceded in the above quotation that Hughes did something new. He brought the quality of Negro folk songs to the world of poetry. Bringing an aspect of black culture to the world of poetry could not have been conceived before the Harlem Renaissance Movement. In fact, Blacks were thought of as people without a civilization and as such could not have anything to offer the civilized world that the West stood for. Blues, as Rampersad described it, had its rules and forms. It was presented as a patterned composition. This fact could make of it a theorized manner of writing. The mood of the Blues was pre-established. Therefore it would not be a great wrong to liken Blues compositions to any poem with fixed form such as a sonnet. The following poem, "Misery", is a good illustration to Rampersad's notion of Blues.

Play the blues for me.  
Play the blues for me.  
No other music  
'Ll ease ma misery.  
Sing a soothin' song.  
Said a soothin' song,  
Cause de man I love's done  
Done me wrong.  
Can't you understand,  
O, understand  
A good woman's cryin'  
For a no-good man?  
Black gal like me,  
Black gal like me  
'S got to hear a blues  
For her misery.

(Hughes, C.W.I: p.76).

The poem is written following the poetic pattern of blues as described by Rampersad. Lines 5 and 6: "Sing a soothin' song./Said a soothin'

song,/ do rhyme with Lines 7 and 8: “Cause de man I love’s done/ Done me wrong.” Equally lines 9 and 10:

“Can’t you understand,/O, understand” rhyme with lines 11 and 12: “A good woman’s cryin’/For a no-good man?” The poem “Misery” also satisfied the condition stated by Rampersad that the mood of blues should be sad, but when it is sung it should provoke laughter. The story of the persona in the poem is indeed moving. She was a black girl. This fact of being black in itself carries a lot of meaning. A black girl could be an example of any black girl in post-slavery US who suffered a double discrimination. They suffered from white discrimination. The following quotation from bell hooks, in his paper, “Racism and Feminism”, sheds more light on this idea of discrimination against black women.

In general, white women did not wish to associate with black women because they did not want to be contaminated by morally impure creatures. White women saw black women as a direct threat to their social standing – for how could they be idealized as virtuous, goddess-like creatures if they associated with black women who were seen by the white public a licentious and immoral.

(hooks, A.P.: p.317).

Black women suffered terribly from black male discrimination; in fact, black women were considered by black men as inferior beings. In one of her stories written in the 1920s, “John Redding Goes to See” Hurston provided a good illustration of how black women were treated as incapable of good judgment by black men. In the story, Mr. Alfred Redding disregarded his wife’s warning that their son John “got a spell on ‘im”. “Aw, woman, stop that talk ‘bout conjure. Tain’t so no how. Ah doan want Jawn tuh git dat foolishness in him.” (“John Redding Goes to See”: p.1). Despite the fact that John’s mother was convinced that she was right, she couldn’t do anything to stop her boy’s ill-fate. And unfortunately the boy died later carried away by a river turned dangerous during a storm.

The persona in Hughes’s poem, “Misery”, being a black girl, represented a specimen of a weakened being from her society. She

suffered discrimination from white people and she suffered discrimination from black men. She was such a weakened being that her unscrupulous lover decided to abandon her. Under normal circumstances he should have tried to make her happy and to stand by her when there was trouble. The ideal behavior from the lover would be to help her overcome the mistreatment she suffered in being a double victim. Instead, the lover in the poem just left her, callously adding to her troubles. This fact made the mood of the poem sad.

This mood of sadness, carried by the poem "Misery", is quickly turned into hilarity at the consideration of what the persona in the poem decided to do about her problem. She decided to go and listen to blues, meaning that she wanted to evade her own troubles by listening to another person's trouble. Blues is intended to be a song that tells sad stories. Only sad stories can render the listener's mood sad. The other requirement attached to blues is that these stories must be laugh-provoking. It is a painful experience to be deserted by one's lover. Going to a bar is probably not a decent way to overcome such disappointment. Even if it is to laugh it out by listening to blues. Such a move can be interpreted as a pretext to go out and to have a good time. A cabaret is often perceived as a den of vice. Besides, the persona confessed that her lover was a good for nothing. A bad partner did not deserve to be missed when he went away. Rather it should be an occasion to rejoice. The loss was not worth it.

The poem "Gal's Cry for a Dying Lover" by Hughes (Hughes, "Gal's Cry for a Dying Lover": p. 110) is another poem patterned like blues. Similar to "Misery", there are the two repeated verses that rhyme with a third one. For instance "heard the owl a hooting',/Knewed somebody's 'bout to die." (lines 1 and 2) and "heard the owl a hooting',/Knewed somebody's 'bout to die." (lines 3 and 4) rhyme with "Put ma head un'neath de kiver;/Started in to moan an' cry." (lines 5 and 6). "Black an' ugly/But he sho do treat me kind." (lines 13 and 14) "I'm black and ugly/ But he sho do treat me kind." (lines 15 and 16) equally rhyme with "High-in-heaben Jesus,/Please don't take this man o' mine. This is another sad poem that deals with a young girl who was about to lose a person who did care for her. The persona in the poem can be said to

be really desperate. The arguments she used in her pleading showed it. She was black and ugly. Being a black girl in itself constituted a problem for her. A black girl at the time was probably a poor and destitute person. She was regarded as an inferior creature and should have expected to be treated as such. On average black girls in the Americas had enormous difficulties escaping their stereotype as sexual objects. Back in their days of slavery, many of their masters used to have children with them. As soon as they delivered their children they faced two fates. The children were taken away from them and they were made to face harder times in the house because of the wrath of the master's wife. The luckier ones were allowed to attend to their children. However these children were not supposed to know who their father was. Of course, some of these children did end up suspecting who their father was.

This is the case of Frederick Douglass (See *Narrative of the Life of Frederick Douglass, An American Slave*). In cases where female slaves were impregnated by fellow men slaves, the couple was quickly separated and the child taken away from the mother at a young age. It was as if black women were useful only as sexual objects. Deborah Gray White noted that:

The conditions under which bonded women lived and worked helped imprint the Jezebel image on the white mind, but traders and owners also consciously and unconsciously created an environment which ensured female slave behavior that would fulfill their expectations. The choice put before many slave women was between miscegenation and the worst experiences that slavery had to offer...Some women, therefore, took the risk involved and offered themselves. When they did so, they breathed life into the image of Jezebel.

(White, *Aren't I a Woman?*: pp.33-34).

This perception of black women seemed to have survived the time of slavery. Perhaps this is one reason why black females were seen as morally loose by white people in the United States. Hughes in the poem, "Listen here Blues", gave the following warning:

Good girls, good girls,  
Listen here to me.  
Oh, you good girls,  
Better listen to me:  
Don't you fool wid no men cause  
They'll bring you misery.  
(Hughes, C.W.I: pp.112-13).

It can be said therefore that the persona in the poem was fortunate enough to have somebody who was not treating her like a sexual object. Paula Giddings showed that the difficult economic situation proved to be a factor of strain on marital relations among Blacks. According to her, Discrimination pushed black women to get more educated to stand a chance to get away from domestic jobs. By contrast, the great majority of black men were excluded from better-paying jobs. According to McDougald cited by Giddings, this situation of less salary earner created a complex among black men who were bent on showing that they were the head of the house. By behaving in that way they made life difficult for their families. A second factor that weakened male-female relationship in black communities, according to Giddings, was the apparent higher number of black women, especially in big cities where they got well-paid jobs because of their education. For her, referring to findings of a study, in an environment where there are more women than men, these latter are not willing to make lasting commitments (See Paula Giddings's *When and Where I Enter*). The persona in Hughes's poem said her lover cared for her. There was a great chance that after the death of her lover she might not find any caring lover again. This probable imminent outcome is what makes the poem sad.

Despite the fact that the poem makes its reader feel bad, the latter could not help laughing because of what was at the root of her worries. The girl was convinced of the imminent death of her lover by merely hearing a bird sing. This is utterly ridiculous for the rational mind. If somebody has to die anytime an owl sings, then there would probably be no more human beings on earth. The belief that somebody is going to die when an owl sings in a certain way can be said to be a superstition,

an occurrence that science could not explain. It is possible that an owl could sing in that manner but nothing would happen. Besides, such a belief might not be widespread. Therefore the persona's anguish about the imminent death of her lover can provoke laughing.

The persona's desperate call to Jesus to intervene and spare the life of the lover could be equally laugh-provoking. People with rational minds might perceive the persona as a naïve character because she believed in the fact that Jesus could do something for her. Just like the belief in superstition, Christianity is sometimes considered as a great deception that takes advantage of weaker personalities. The Marxist philosopher Karl Marx referred to religion as the opium of the people. He most probably meant that instead of rolling their sleeves up and put in more effort to leave their poverty behind, church members are satisfied with the prospect of going to heaven when they die. The belief is that it is the lot of these poor persons to suffer here on earth. When they die, they would go to heaven as a reward for their sufferings while on earth. So for Marxists, people who go to church can be said to be under a spell that prevents them from using their brain, just like drug users feel temporary happiness when they are under the effects of the drugs. The persona in the poem can be seen as a fool who believed in Jesus and thus become a laughing stock.

Composing poems following the pattern of gospel music was another innovation that Hughes brought to the world of poetry. The poems are full of repetitions. Gospel music typically utilizes a great deal of repetition because of its origin of oral tradition. This repetition is a way of encouraging group participation. In fact, it allows those who could not read the opportunity to participate in worship. The second major characteristic of these poems is that they express hope for a better future. This is so because the four gospels of the Bible portray Jesus as a leader of a group of disciples who performed miracles and preached in Jerusalem. He was crucified and rose from the dead. Just like Jesus started humbly and ended as a great figure, these poems express the hope that though Blacks started as slaves there is hope that they could end as achievers of tomorrow. The following poem, "Moan" written by Hughes sheds more light on this point.

I'm deep in trouble,  
Nobody to understand,  
    Lord, Lord!  
Deep in trouble,  
Nobody to understand,  
    O, Lord!  
Gonna pray to ma Jesus,  
Ask him to gimme His hand.  
    Ma Lord!  
I'm moanin', moanin',  
Nobody cares just why.  
    No, Lord!  
Moanin', moanin',  
Feels like I could die.  
    O, Lord!  
Sho, there must be peace,  
    Ma Jesus,  
Somewhere in yo' sky.  
    Yes, Lord!

(Hughes, C.W.I: p.95).

The racial identity of the persona in the poem was not clearly disclosed in the poem. However it can be presumed to be a black person because of the use of Black English usually attributed to Blacks. Blacks were perceived by Hughes as a victimized population in the US. He wrote many poems depicting the wretched conditions inflicted on Blacks and how difficult it was for them to make a decent living in the US. In the present poem he seemed to reject the racial conception that the Black race was a cursed race. He expressed his conviction that there was a place where Blacks might lead a life that would be free of harassment for them, even if that place had to be heaven. This is the hope that the poem exhibits. In terms of repetitions there are many of them in the poem. Here are some examples: "I'm deep in trouble,/ Nobody to understand,/ Lord, Lord! (lines 1-3); "Deep in trouble,/ Nobody to understand,/ O, Lord!"(lines 4-6).

“Prayer Meeting” can also be said to be a poem written after the gospel pattern by Hughes. The poem featured repetitions as well as a message of hope for a better future. The poem is about an old black woman at a prayer meeting. During the meeting she kept rejoicing at the idea that she would soon wear her crown. She probably believed in the controversial Christian idea that those who suffer on earth would go to Heaven when they die. The poem reads:

Glory! Halleluiah!  
De dawn’s a-comin’!  
Glory! Halleluiah!  
De dawn’s a-comin’!  
A black old woman croons  
In the amen-corner of the  
Ebecanezer Baptist Church.  
A black old woman croons,—  
De dawn’s a-comin’!

(Hughes, C.W.I: pp.92-93).

If Jesus’s injunction: “Blessed are you poor, for yours is the Kingdom of God” were to find fulfillment, then the old woman in the poem was right when she was rejoicing about her future death. She would live a happy life after she died. The conditions made to black people in the US during and after slavery did not allow them to enjoy a decent living. Therefore the old black woman might have been one of those Blacks whose poor conditions Hughes and McKay deplored in many of their poems. Now that she was going to die because she was old, she would step into that Kingdom of God where everybody would be happy. In this poem also there are many repetitions. Here are some examples: “Glory! Halleluiah!/De dawn’s a-comin’!/Glory! Halleluiah!/De dawn’s a-comin’! (lines 1-4).

Really, Hughes can be said to have brought important innovation to the world of poetry in his time. He was able to do so because he was willing to tap from his black culture. These innovations concern writing poems patterned after Blues and Gospel. He also showed admirable bravery by including in the themes of his poetry black people’s

experience. In fact it can be said that he successfully evidenced the fact that Blacks are human beings, especially when reference is made to what Thomas Jefferson wrote in “Notes on the State of Virginia”: “Never yet could I find that a black had uttered a thought above the level of plain narration, never see even an elementary trait of painting or sculpture” (Toni Morrison, “The Site of Memory”).

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**Influence of Environmental Factors on Career Choice of  
Secondary School Students in Ilorin Metropolis: Towards  
Enhancing Emotional Well-being of Adolescents**

**Odebode, Aminat Adeola (Ph.D.)**

*adeolaodebode@ymail.com*

*Department of Counsellor Education, Faculty of Education,  
University of Ilorin, Nigeria*

**Adebayo, David Obafemi**

*yomieva@yahoo.com*

**Jekayinfa, Oyeyemi Jumoke**

*yemijek@yahoo.com*

*Department of Arts Education, University of Ilorin, Nigeria  
&*

**Aburime, Aminat Ozohu**

*Aburime.a@unilorin.edu.ng*

*Department of Arts Education, University of Ilorin, Nigeria*

**Abstract**

*This study investigated the influence of environmental factors on career choice of secondary school students in Ilorin metropolis, Kwara state. The study also examined whether moderating variables such as class level, class type and gender would affect the respondents' views. The population consisted of 800 secondary school students that were randomly selected from Ilorin Metropolis. The researchers employed descriptive survey method for the study. The instrument used was a self-designed questionnaire titled "Career choice Questionnaire (CCQ). The t-test and Analysis of Variance (ANOVA) at 0.05 alpha level were used to test the hypotheses. The result revealed that environmental factors have a positive influence on career choice*

*of secondary school students in Ilorin Metropolis. Also, there was no significant difference on the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the bases of class level, gender and class type. Secondary school Counsellors should provide career guidance to learners on a continual basis during their secondary school education, so as to make adequate career choices and to enhance their emotional well-being, was recommended.*

**Key Words:** Environmental factors, Career Choice, Secondary School Students, Emotional Well-being.

### **Introduction**

Career selection is one of the many important choices that students have to make in planning for their future. This decision has implications on how successful they can be in life. Career, according to Cambridge Advance Learners' Dictionary (2005) refers to "job or series of job that one does during one's working life". Thus, choosing a career simply means one is choosing a life job. However, all careers have their subject requirements, personality characteristics and personal abilities which are supposed to be fully assessed before an individual can be deemed qualified to go into specific careers (Onayase & Onayase, 2009).

Career choice of secondary school students has long been of interest to educational psychologists and professional counselors due to its significance in the life of individuals. Research evidence showed that the career choice of secondary school students is determined by a combination of personal abilities, personality type and certain environmental factors. This is why Smith (2002) suggested an investigation into environmental factors such as family background, school environment, religious institutions and even peer group and their influence on students' career choice.

The career choice could create a serious challenge for secondary school students in Nigeria. Irrespective of the class level that adolescents are, making career choice is inevitable. Often, secondary school students have mixed feelings; they have euphoria, confusion and fear. A lot of students in secondary schools believe the future is a glorious adventure in which they are bound to succeed. Many of them have the idea that

they would be able to work in the public or private establishments as soon as they complete secondary school education. Some have planned to become lawyers, engineers, medical doctors, accountants, etcetera. In the same vein, students in secondary schools like many other young adults are always worried about what they will do with their lives and the kind of adult they will become (Salami, 2008). They are concerned about early entry into the occupational world and finding productive and rewarding places. Unfortunately, Nigeria is a fast-changing society where employment is unlikely to be available on a scale sufficient to absorb more than a small fraction of the young people when they arrive at the labour market (Baruch, 2004). How students of secondary schools are able to meet future challenges will depend on their career choice. Helping adolescents to make good career choices is the responsibilities of parents, teachers and school counselor even though there are several factors affecting career choice of the students. Students need general orientation into the world of work through the curriculum (Johnson & Mortimer, 2002).

The environment is a term which has many connotations– it has physical, economic, social and cultural dimensions. From the environmentalist point of view, it is defined as the sum total of all social, biological, chemical and physical factors which compose the surroundings of man (Southwick, 2000). Esters and Bowen (2004) argued that there are three types of environment, namely: the natural environment, the biological environment and the social environment. Esters and Bowen (2004) claimed that the natural environment is made up of man's surroundings which are the product of natural processes. It consists of such natural phenomenon as air, water, land, mountains, rivers as well as climate and its element. Thus, the natural environment has some influence on man through weather condition, the source of income and mode of living (Bentz, 2004). In essence, an individual cannot be detached from the environment that he is; the environment will always have a certain influence on him.

The biological environment includes all living things, plants, animals including man himself and micro-organisms that surround him in an area. These living things are interdependent on each other and they ultimately

depend on the natural environment for survival (Hewitt, 2010). The social environment refers to all effects of man's interaction with man in the process of his living in the natural environment. Social environment includes all the patterns of social relationships and groupings as well as the educational, recreational, religion, technological, cultural and economic opportunities created by man in the environment for the use of mankind (Young, Valach & Collin, 2002).

Many researchers have acknowledged the influence of environment on career choice. Conclusions have been drawn that career choice is made based on family values and environment, with the vital impact of personality on the decision (Super, 1972). According to researchers such as Alberts, Mbalo and Ackermann (2003), environmental factors such as family, culture and community influence either positively or negatively, the career choice made by students. In a recent study, Toit and Bruin (2002) confirmed the great influence of parents on career choice. It has also been established that several societies across the globe emphasize collective identity and significance of family when choosing careers (Bentz, 2004). Abbott (2001) reported that developing countries guide students towards choosing careers that would be of benefit to the national economy, encouraging individuals through informal means such as family or group influence.

However, one of the most probable consequences of influence from family may be a student's alienation and dissatisfaction towards the career. While, Bakar and Othman (2009) contended socio-economic factors to be of significance, the study of Ituma and Simpson (2007) in relation to career choice made by medical doctors also corroborated the finding by revealing that most medical doctors, considered their domestic surroundings when choosing their areas of specialization. For a better career choice, it is imperative that such environmental influence does not override a student's individuality factors so as not to infringe on personal growth and satisfaction.

Perhaps the theory of Holland in 1966 on the importance of interrelation between personality and environment to career decision is one of the most extensive and popular literature on the topic. He stated that vocational behavior is the product of personality and

environmental characteristics. He divided both characteristics into six similar categories; realistic, investigative, artistic, social, enterprising and conventional. He had suggested that an effective career decision achieved through effective matching of personality and environmental characteristics. Family values, parental economic status, child's academic performance and interest affect the career choice of a particular child (Akomolafe, 2003).

Nigeria is rapidly developing her technological education, which has made the society more complex than it was in the past. The number of occupation has increased greatly and also there are many careers within one occupation. For instance, farming which was a simple occupation some years ago is now a very complex occupation within many careers to choose from (Bentz, 2004). This includes poultry farming, vegetable farming; fruit farming etc. the implication of this is specialization. This is why the family, peer group, school environment and even the larger society influences the decision any student might make in choosing a life career. This constitutes a challenge to students and they often make wrong choices which in turn lead to choosing the wrong career.

It has long been documented that making good career choices lead to satisfaction and emotional wellbeing. Individuals who choose careers of their interests are happier and healthier than those who are forced to choose their careers. People who are forced to a particular career do not progress on the job, they are less satisfied and have poor emotional wellbeing. To this end, this study examined the influence of environmental factors on career choice of secondary school students in Ilorin metropolis.

### **Research question and Hypotheses**

1. What influence do environmental factors have on career choice of secondary school students in Ilorin metropolis?
2. There is no significant difference in the influence of environmental factors on career choice of secondary school students on the basis of gender.
3. There is no significant difference in the influence of environmental factors on career choice of secondary school students on the basis of class level.

4. There is no significant difference in the influence of environmental factors on career choice of secondary school students on the basis of class type.

### **Methodology**

The research design adopted for this study was the descriptive survey method. This method involves collection of information concerning a problem from the representative sample of the group(s) and based on the information collected, conclusion were drawn about behavior of the entire population. In selecting samples for this study, the researchers adopted purposive sampling technique to select five (5) largely populated public secondary schools in Ilorin metropolis. The simple random sampling technique was adopted to select 160 students who are in SS classes from the five (5) secondary schools. This made a total of 800 secondary school students that participated in the study.

The instrument used to collect data was a self-designed questionnaire titled "Career choice Questionnaire" (CCQ). The questionnaire consisted of two sections (A and B); Section A elicited personal information ranging from gender, class level and class type. They were however not requested to give their names to ensure confidentiality. Section B consisted of statements on the environmental influence on career choice. The respondents indicated their perception by ticking each statement under the Likert options "SA" (strongly agree), "A" (agree), "SD" (strongly disagree), "D" (disagree). The face, content and construct validity of the instrument were determined by five experts in the Faculty of Education, University of Ilorin. These experts affirmed that the instrument was valid for this study. The reliability was ascertained through test re-test reliability method and using the Pearson Product Moment correlation formula, a coefficient of 0.61 was gotten which showed that the instrument was reliable for the study.

The questionnaire forms were administered to the respondents by the researchers. The researchers were personally involved in giving the respondents in order to establish rapport with them and be able to explain the items that may not be clear to the respondents. The questionnaires were collected immediately after completion the same

day. The t-test and Analysis of Variance (ANOVA) statistical methods were used in analyzing the data collected at 0.05 level of significance.

## Results

**Table I:** Distribution of Respondents by Class level, Gender and Class Type

Variables	Variables	Frequency	Percentage (%)
<b>Class Level:</b>	SS1	308	38.5
	SS2	260	32.5
	SS3	232	29.0
	<b>Total</b>	<b>800</b>	<b>100</b>
<b>Gender</b>	Male	480	60.0
	Female	320	40.0
	<b>Total</b>	<b>800</b>	<b>100</b>
<b>Class Type:</b>	Arts	320	40.0
	Commercial	376	47.0
	Sciences	104	13.0
	<b>Total</b>	<b>800</b>	<b>100</b>

Table I showed the distribution of the respondents on the basis of class level, gender and class type. The table shows that 38.5% of the respondents are in SS1, 32.5% of the respondents are in SS2 while, 29.0% of the respondents are in SS3. The table also shows that 60.0% of the respondents are male while, 40.0% of the respondents are female. The table shows that 40.0% of the respondents are in Arts class, 47.0% of the respondents are in Commercial class while, 13.0% of the respondents are in Science class.

**Research Question I:** What influence do environmental factors have on career choice of secondary school students in Ilorin Metropolis?

**Table 2:** Mean and Tank Order of Influence of Environmental Factors on Career Choice of the Respondents

Item No	My career choice is influenced by	Mean	Rank
1.	My parents' educational level	3.88	1 <sup>st</sup>
4.	School counsellor's advice	3.84	2 <sup>nd</sup>
7.	Socio-economic status of my parents	3.73	3 <sup>rd</sup>
9.	My academic ability	3.69	4 <sup>th</sup>
15	Economic condition of the country	3.68	5 <sup>th</sup>
13.	The kind of school I attended	3.65	6 <sup>th</sup>
3.	Advice from peer group	3.50	7 <sup>th</sup>
6.	My class type	3.44	8 <sup>th</sup>
10.	My gender	3.43	9 <sup>th</sup>
11.	The quality of work environment	3.40	10 <sup>th</sup>
12.	Salary of workers in the job	3.38	11 <sup>th</sup>
8.	My interest in a particular occupation	3.22	12 <sup>th</sup>
14.	Prestige attached to the job in the society	3.18	13 <sup>th</sup>
2.	School teachers' encouragement	3.16	14 <sup>th</sup>
5.	Advice from other members of the family	3.00	15 <sup>th</sup>

Table 2 showed the mean and rank order on the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis. Item 1 which stated that my 'parents' educational level' ranked 1<sup>st</sup> with mean score 3.88. Item 4 which stated 'school counsellors' advise' ranked 2<sup>nd</sup> with mean score 3.84. Item 7 which stated socio-economic status of my parents ranked 3<sup>rd</sup> with mean score 2.73. Item 9 ranked 4<sup>th</sup> with mean score 3.69 and it stated 'my academic ability'. As shown in the table, the mean scores are above 2.5; this indicates that environmental factors have a positive influence on career choice of secondary school students in Ilorin Metropolis.

### **Hypothesis One**

There is no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class level.

**Table 3:** ANOVA Showing the Influence of Environmental Factors on Career Choice of Secondary School Students in Ilorin Metropolis on the basis of Class level.

Source	df	SS	Mean Squares	Cal. f-ratio	Crit. f-ratio
Between Group	2	196.6700	98.335	0.20	3.00
Within Group	197	95631.2328	485.437		
Total	199	95827.9028			

Table 3 showed that the calculated f-ratio of 0.20 is less than the critical f-ratio of 3.00. This means there was no significant difference on the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class level thus, the hypothesis is accepted.

### Hypothesis Two

There is no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of gender

**Table 4:** showing t- test result on the Influence of Environmental Factors on Career Choice of Secondary School Students in Ilorin Metropolis on the basis of Gender.

Gender	N	Mean	SD	df	Cal. t-val.	Crit. t-val.
Male	120	76.70	5.31	199	1.23	1.96
Female	80	74.66	5.72			
Total	200					

Table 4 showed that the calculated f-ratio of 1.23 is less than the critical f-ratio of 3.00. This means there was no significant difference on the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of gender, thus, the hypothesis is accepted.

### Hypothesis Three

There is no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class type.

**Table 5:** ANOVA Showing the Influence of Environmental Factors on Career Choice of Secondary School Students in Ilorin Metropolis on the basis of Class Type.

Source	df	SS	Mean Squares	Cal. F-ratio	Crit. F-ratio
Between Group	2	186.6780	93.339	0.19	3.00
Within Group	197	95641.2248	485.488		
Total	199	95827.9028			

Table 5 showed that the calculated f-ratio of 0.19 is less than the critical f-ratio of 3.00. This means there was no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class type, thus, the hypothesis is accepted.

### Discussion of the Findings

It was found that environmental factors have positive influence on career choice of secondary school students in Ilorin Metropolis. Respondents agreed that parents' educational level, school counselors' advice, socio-economic status of their parents, their academic ability among others influence their career choice. This finding tallies with that of Smith (2002) who found that environmental factors such as family background and peer influence have a positive influence on career choice. The finding also corroborates the submission of Akomolafe (2003) that family values, parental economic status, child's academic performance and interest affect the career choice a particular child. This could be that environmental factors which can be found everywhere are numerous and strong such that individuals cannot escape from their influence in which the respondents of this study are not an exception.

The first hypothesis which stated that there is no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class level was accepted. This means there is no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class level. The view of Ituma and

Simpson (2007) found no difference in the factors influencing students' choice of career based on class level. The finding negates that of Onayase and Onayase (2009), who found a difference based on class level. This finding could be that despite their different class level, the respondents are still in their growing stage where everything that happens around them makes a lot of meaning and could influence their choices.

The second hypothesis which stated that there is no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of gender was accepted. This implied that gender does not have any influence of environmental factors on career choice of secondary school students in Ilorin Metropolis. This buttressed the findings of Bakar and Othman (2009) and Hall (2010) who found no difference in the expression of adolescents as regards career choices based on gender. Despite different gender roles and perceptions, gender does not affect the expression of the respondents of this study; this might be that career choices have to do with life roles that are strongly affected by environmental factors and not gender.

The third hypothesis which stated that there is no significant difference in the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class type was accepted. This also means that there are no significant difference on the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the basis of class type. This disagreed with the findings of Hewitt (2010) and Salami (2008) who noted the difference on the basis of class type in their study. Although the class type usually influences the career choice of young secondary school students in this study, it could be that the environment that the respondents find themselves in has a highly hypnotic effect on them. Conclusively, environmental factors have a positive influence on career choice of secondary school students in Ilorin Metropolis. There no significant difference on the influence of environmental factors on career choice of secondary school students in Ilorin Metropolis on the bases of class level, gender and class type.

### **Recommendations**

It was concluded that environmental factors have a positive influence on career choice of secondary school students in Ilorin Metropolis therefore in enhancing emotional well-being of adolescents, counselors, the school administrators, teachers, adolescents and parents have lots of work at hand. The findings of this study challenge counsellors to intensify efforts on adolescents counselling. This will enable them to help students build self-concept, social relationship and assertiveness as they grow older and would be able to make wise decisions and make right career choices. Professional counsellors should harness discriminately the situational factors highlighted in this study for counselling with respect to helping secondary school students make appropriate career choices. Career counsellors should also be conscious of environmental factors when guiding the students in order for them to make appropriate choice as regards to their career and future stability. On a regular basis, counsellors should organize career day for the students. The career day should focus on subject combinations that lead to different careers and the types of personality traits that fit different careers. Counsellors should provide adequate counselling to students and guide them in choosing an appropriate career. They should provide all information needed for the students to have more understanding about the career they are about to choose. Counselors should make appropriate consultations by inviting parents, teachers, house masters and mistresses to gather information about the students so as to place the students into a suitable career. In addition to these, they should provide information through the use of psychological testing and they should be available to students when they are in need at all time.

Teachers who are the in loco parents of students should support the counsellor at all time to assist the adolescents. They should relate their subjects to relevant career to arouse the interest of the adolescents. They should always relate, support and cooperate with the school counsellor by giving them adequate information about students, to help in the placement of the students into an appropriate career. The teachers should use varied teaching methods that would cater for all adolescents of different learning paces; this might boost their academic performances

towards desired careers. They should support the counselor in all ramifications. In all, teachers should create an enabling and friendly environment for students to learn and make right choices. The school administrator should provide adequate facilities needed by the counselors and teachers for proper placement of the students.

Adolescents should not choose a career on a monetary basis and they should not give chances to be influenced by peer group against their interest and wishes. They should liaise with counsellors to assess themselves to know their interest, strengths and weaknesses and explore their personality type to know if they can survive the challenges that surround the particular profession they want to choose. Adolescents should appreciate the effort of school counsellors by seeking for professional guidance for proper placement. Adolescents should explore the environment to build their interest and to know more about careers. Parents should not force their children into career against their wishes. They should support their children in any career they choose. Parents should provide a friendly environment at home for the children to enhance emotional wellbeing and to be able to make good career choices. Parents should cooperate with the school counsellor and teachers by giving them adequate information about their children, in order to help the counsellor in proper placement of such children.

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## **Viewing Service Learning in Basic Education Curriculum through Gender Lens**

**Oluwatoyin A. ODELEYE Ph.D.**

*Department of Primary Education Studies (PES)*

*Federal College of Education (Special), Oyo*

*Oyo State, Nigeria*

*Email: todeleye@gmail.com*

### **Abstract**

*Typically, functional and relevant educational practices are the thrust of learning experiences that are service-oriented. Service-learning shapes the thinking and demeanour of the girl-learner to become more concerned with roots of social issues and concerns. Service-learning also helps the girl-learner to become more proactive and pragmatic in resolving human challenges. Through the process of service-learning, the girl-child's values and subsequent life choices are positively altered. When the girl-child is given educational opportunity which empowers her to use her skills and knowledge in real-life situations, learning extends beyond the classroom into the community. Service-learning gives the girl-child authentic educational experiences and enables her develop empathy for others. Thus, integrating service-learning into pedagogical services delivery will go a long way in developing and enhancing creativity in the girl-child and will also have positive influence on overall development of the nation. The paper concludes by recommending among other things that service-learning be integrated into the curriculum and that pupils, especially the females should be exposed to service-learning right from the home and the elementary school.*

**Keywords:** *creativity, education, gender, girl-child, innovation, service-learning*

## **Introduction**

Across the world, countries are reforming their systems of education to better prepare young people for the increasingly complex and challenging demands of the 21st century. (The Arts Council of England 2003). According to Creative Partnerships in Education (CAPE) UK (2004), today's essential life and work skills include innovation, creative thinking, complex problem-solving, imagining what the future holds and, above all, the ability to cope with choice, uncertainty and the unknown. There is therefore the need to expose students, especially the girl-child to activities and experiences that will enable them garner the above-mentioned life and work skills.

Service-learning provides a platform for such exposure. Service-learning is one of the fastest growing educational initiatives in contemporary primary, secondary and post-secondary education. The list of studies providing evidence and conclusions that service-learning outcomes have been positive for students and involved community partners have grown tremendously (Bringle and Hatcher 1996, Cohen and Kinsey 1994, Panici and Lasky 2002 in Pearce 2007).

Service-learning gives students an authentic educational experience while teaching empathy.

Service-learning is an educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs (Wikipedia 2015). Service-learning tries to strike balance between learning goals and community service outcomes. It is committed to leveraging learning activities to meet community needs. Odeleye (2015a) posited that through service-learning, students get a chance to contribute to their communities and discover that no matter their age range, they can make a difference. She explained that service-learning affords every child the platform to inculcate values and virtues of lending a hand for community development while in school. Bitman (2015), while appraising service-learning as a tool for optimal functional learning outcomes, listed some benefits accruable to service-learning:

- A better understanding of diverse cultures and communities.
- Connection with members in own community.

- Learn more about social issues and the root causes of the issues at hand.
- Development of strong leadership, collaboration and communication skills.
- An opportunity to act on a value or belief.
- See how content learned in the classroom is applied in the real world.
- Gain confidence in their individual skills and abilities.
- Develop critical-thinking skills in real-world applications.

With all the advantages embedded in service-learning, it becomes imperative to gear pupils especially the girl-child, towards this worthwhile experience. Girl-child education becomes pertinent for the attainment of national development, as the girl-child who will grow to be a woman is empowered. Girls' education does not only bring the immediate benefit of empowering girls, but is seen as the best investment in a country's development (Odeleye 2015b).

### **Contemporary Challenges: Need for Pragmatic Solution**

There has not been a period when the world system is bedeviled with a lot of socio-cultural and political problems ranging from youth restiveness, poverty, unemployment, economic recession and failures in relationships, like now. With so rapid cross national and intercontinental developments occasioned by globalization, pressures on homes, communities and governments have been monumental. Thus, it becomes expedient to begin to evolve relevant and culturally impacting pedagogical options that will confront many of the lingering issues.

Given the peculiarity of the twenty first century, in times when everyone seems to have embraced western individualism to the detriment of consideration for others, it is the right season to begin to encourage service-learning in children, even the girl child. This study is concerned with the imperative of redressing the failure of many of society's hallmarks of integrity, honour and hard work through integrated service-learning in basic education curriculum for the girl child. The girl child is being fingered here because of her ubiquitous place in the typical African society. Females remain the service agency in most communities

and they are the most abused and vulnerable even though they are very altruistic and dependable (Odeleye 2015b)

Schools are not alone in reflecting on these challenges but they are often a singular focus of exhaustive scrutiny in the perennial quest to identify the appropriate roles that schools, teachers and students should play in responding to local, national and even global changes in our society and culture. In the last century, technological innovations and their potential to transform schools have dominated much of educational change research and literature. Therefore, action is imperative at both local and national levels principally in the developing economies of the world, to embrace service-learning as one of the tools for creativity and innovation in lifelong learning and national development.

### **Explaining Service-Learning**

Service-learning as a form of experiential education has its roots in John Dewey's theory of experience, which states that the interaction of knowledge and skills with experience is the key to learning (Jacoby 1996 in Denby 2008). Dewey's writing informed service-learning through a philosophy of education, a theory of inquiry, a conception of community and democratic life, and a means for individual engagement in society towards the end of social transformation. While Dewey never specifically addresses the conceptualization of service-learning, his writings do analyze five specific areas of relevance to it. They are: linking education to experience, democratic community, social service, reflective inquiry, and education for social transformation. Together, these principles form a pedagogy aimed at the development of democratic values and engaged citizenship (Saltmarsh 1996 in Denby 2008).

Service-learning is an experiential learning pedagogy in which education is delivered by engaging students in community service that is integrated with the learning objectives of core academic curricula. Service-learning offers students immediate opportunities to apply classroom learning to support or enhance the work of local agencies that often exist to effect positive change in the community.

Service-learning occurs when there is a balance between learning goals and service outcomes (Furco 2011). Using the community as a

resource for learning, the primary goal of service learning is to enhance students' understanding of the broader value and utility of academic lessons within the traditional disciplines (e.g. Science, mathematics, language arts, social studies, fine art) while engaging young people in social activities through which they derive and implement solutions to important community issues.

Service-learning has proved successful to such a degree that the Kellogg Commission on the Future of State and Land-Grant Universities (1999) concluded that service learning "should be viewed as among the most powerful of teaching procedures, if the teaching goal is lasting learning that can be used to shape student's lives around the world." The Kellogg Commission's conclusion focuses on the outcomes for students, a clear strong point of service-learning. Students are more motivated, work harder, learn more, and experience lasting benefits from their experience (Cohen and Kinsey 1994, Giles and Eyster 1994, Pearce and Russill 2005 in Pearce, 2007).

Unfortunately, experiential-based service learning that unites learning with the real needs of communities is far from ubiquitous. In the majority of disciplines, students are required to replicate memorized information at the expense of higher-order cognitive skills that are associated with critical thinking (Twombly 1992, Cross 1993).

Higher education also has a tendency to delineate a knowledge set from its context in society. Division of human inquiry into academic departments and disciplines has magnified the ambiguity inherent in reality (Kochelmans 1979). Students are well-trained to perform specific tasks in their primary areas of training and gain the credentials that will help them in acquiring their first job, but they fail to graduate with the skills necessary to deal with multifarious problems that face contemporary society (Boyer Commission 1998). In order to be academically rigorous, service learning needs to be centred on tasks that bring the discipline specific skills to the students while teaching them how to be real world problem solvers.

Though service-learning resembles popular educational practice of project-based learning (that actively engages students in learning through the development of individual or group projects), it is different in that

the learning projects are purposefully community-focused. In service-learning, projects are usually conducted in partnership with members of the community and are designed with a community need in mind. Like a textbook, the community becomes a resource for learning (Furco 2007).

### **Steps in Service-Learning**

Some researchers (Hecht 2012; Perren 2013) have identified seven steps as being crucial in effective implementation of service-learning. They include:

#### ***1: Identification of a community need***

This need can be identified by creating surveys, conducting interviews, reading or listening to the news, or from personal experiences. Most importantly, there should not be assumption of knowing the community needs even though the researcher lives among them. It is always preferred to consult people in the community when identifying their needs.

#### ***2: Research, preparation, and training***

This is primarily concerned with pre-service education and preparation. There is need to gain a greater understanding of why the community need exists (research the cultural, social, historical, and political context of the community need/social problem).

- Based on what is understood of the issue, a service plan of action should be created (emphasize how the service action will tackle the social issue and be meaningful to the affected population/community). Again, it is imperative to consult the community when creating a service action plan.
- Complete skills trainings (make sure that the service-learner is equipped with all skills needed to carry out the service activity).
- Prepare logistics (will the service-learner be working with a partner organization, is any fund-raising needed, when/where will the service activity take place, etc.).

### **3: Reflection on knowledge gained**

In step three, the service-learner will reflect on the knowledge gained/skills learned from step two. This reflection can include answering questions such as:

Why am I interested in this particular social issue?

How am I connected to the social problem?

How do my personal decisions affect the community need?

What are my biases, assumptions, or preconceptions about the social problem and the population that will be served?

What new things have I learnt about the social issue based on my pre-service education?

What new skills have I learned based on my pre-service training?

How will I use this education and training during the service experience?

What are the goals of the service activity?

What are my personal expectations of the service activity?

What is my general feeling on the upcoming service project (excitement, apprehension, anxiousness, etc.)?

### **4: Service**

Step four is the actual act of serving a community. Service can vary in duration, from short-term to long-term, and in location, from local to international. It can also take a number of forms:

- Direct service (direct interactions with the community being served—examples include serving food to recipients at a food bank, tutoring or training adults/students, etc.)
- Indirect service (packing boxes of medical supplies that will later be distributed to receiving population, restoring a building that is, or will be, a homeless shelter, etc.)
- Advocacy work (lobbying policy makers, raising awareness of community needs, etc.)

### **5: Reflection on service activity**

In step five, the service-learner will reflect on his/her service activity.

- Did the service activity reflect issues that were researched and learned about in step two? How?

- What skills did I use?
- Which skills were exceptionally important?
- Were there any additional skills that would have been useful to the service activity? If yes, which skills?
- Which goals of the service activity were met? Which ones were not?
- Which personal expectations of the service activity were met? Which ones were not?
- What surprised me about the service activity?
- How did the service experience impact the community need?
- How did my attitude change about the community need and population that was served?
- What changes can I make in my personal life to continue learning about the social problem, address its root causes, and/or serve its affected population?
- What will my next “action/service” steps be?

#### **6: *Demonstration of what has been learnt***

In step 6, service-learners will demonstrate to others what they learnt throughout the service-learning experience. This may include:

- Sharing their background research
- Demonstrating newly-learned skills
- Discussing with others about the community need/social issue and their service experience

This can take place in everyday conversation, by holding a conference, posting photos from the service experience, communicating on social media, etc.

#### **7: *Continuity/Commitment***

In step 7, the service-learner never stops being a service-learner! He/she will alter his/her values and subsequent life choices based on the experience he/she had. Service-learners will continue to engage in the issues they learnt about and/or tackle new community needs. Here are some other things that the service learner needs to continually update:

- Identify new volunteer opportunities or possible internships
- Engage in political efforts –write letters to political representatives

- Continue learning about social issues –attend conferences, read the news, etc.

### **Advantages of Service-Learning**

Service-learning offers a way to rethink the ways in which education is delivered at the primary education level. It allows “service-learners” to learn about the root causes of social issues; engage in meaningful service that helps the community to meet its needs or goals; develop the service-learners’ character as they reflect on their experience; and share their experience with others.

Other advantages are:

- From classroom students address issues related to their curricula and concerning the community.
- Service learning can ensure that students meet and exceed their academic expectations
- Combination of classroom learning with community needs.
- Collaborative work
- Memorable results, lifelong lessons for students
- Students become producers rather than recipients of knowledge (Furco, 2010).
- Through a variety of community engaging activities students will significantly develop:
  - leadership skills
  - communicative skills
  - problem solving and decision making skills
  - negotiation skills
  - critical thinking skills
  - teamwork, cooperative and collaborative skills
  - and, thus become active and responsible citizens of their community.

### **Rationale for integrating Service-Learning into the Basic Education Curriculum for the Girl-Child**

Before proceeding any further, two pertinent questions need to be raised. First, why should service learning be introduced into Basic Education curriculum for the girl child? Second, what is the place of service learning in the whole Basic Education programme?

Basically, introducing service-learning into basic education curriculum will connect the traditional classroom experience with the real life lessons that come through service. Service-learning will enable the girl child combine her traditional care roles with social service which will make her more relevant in the scheme of things in society.

Service-learning combines several important blocks (e.g. boundary expansion, empowerment, collaboration, active participation) that create the conditions for quality teaching and optimal learning (Furco 2007). Service-learning can be used to teach any subject and meet a wide variety of community needs. Appropriate service-learning approaches will provide the girl child with a series of exercises that will help her to reflect on her service experiences in order to grow in character, in problem-solving skills, and in understanding of civic responsibility (Wikipedia 2015).

Service-learning can be adapted to primary education and can crucially help children particularly girls build early and enduring bonds with school (Gross 2010). Instead of teachers being agents of change, they will become objects of change helping the girl child to think more creatively and be innovative. With service-learning in the Basic Education curriculum for the girl child, schools will transform from being “implementation” centres to become places where issues are researched, explored and solutions are proffered.

Odeleye (2015a) affirmed that service learning in the Basic Education curriculum would enable pupils to think out of box, to solve problems and make a difference for the better. She opined that this would afford girls and boys opportunity to become more imaginative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.

When little children begin to think and behave ingeniously, this brings vitality to learning, and provides the motivation to tackle bigger challenges and, when effective, it will increase the pupils’ confidence and self-esteem. Where originality has an important place in the curriculum, girls and boys typically have very positive attitudes towards learning and they enjoy coming to school.

## **Conclusion**

This paper presented service-learning as a creative and innovative tool of learning that can foster leadership skills and sense of civic responsibility in a citizen especially in the girl-child. Thus, it is opined that integrating service-learning into Nigeria's basic educational system would have far-reaching effects on educational service delivery, produce better citizens and provide a platform for the socioeconomic transformation of Nigeria.

Functional and relevant educational experiences are the thrust of learning experiences that are service-oriented. Service-learning shapes the thinking and demeanour of the girl-learner to become more concerned with roots of social issues and concerns. Service-learning also helps the girl-learner to become more proactive and pragmatic in resolving human challenges. Through the process of service-learning, the girl-child's values and subsequent life choices are definitely altered in the light of her experiences. When the girl-child is given educational opportunity which empowers her to use her skills and knowledge in real-life situations, learning extends beyond the classroom and into the community. Service-learning gives the girl-child authentic educational experiences and enables her develop empathy for others. Thus, integrating service-learning into pedagogical services delivery will go a long way in developing and enhancing creativity in the girl-child and will also have positive influence on overall development of the nation. The paper recommends, among other things, that the females should be exposed to service-learning right from both the home and the elementary school.

## **Recommendations**

It is suggested that service-learning be integrated into the Basic Education curriculum for the girl child and that it should be encouraged at all levels and forms of education. It is advocated that service-learning could be introduced into the Basic Education curriculum as a component of Civic Education while teacher training institutions (universities and colleges of education) should incorporate it into their programmes. This would help teachers across board imbibe the nitty gritty of service-learning and engage same in their teaching and daily lives. Of course, this would

influence the values and thinking of the pupils. Ultimately, the whole socio-political landscape would be positively altered as altruistic, proactive and responsible citizens would begin to emerge.

It is also recommended that service-learning should be intentionally used as an instructional strategy to meet learning goals and content standards for the girl child. Learning experiences for the girl child should be so defined to engage both the potential and ingenuity of individual learners.

Since societal issues tackled through service-learning are typically interdisciplinary in nature, it may therefore be expedient for the curriculum to be updated to facilitate interdisciplinary learning activities. This would make service-learning permeate most aspects of human capacity development, thus setting the stage for the much needed social revolution in Nigeria.

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## **Essential Factors Associated with Growing of Improved Cassava Varieties as Food Security Crop in Oyo State, Nigeria**

**<sup>1</sup>Ajani, O.W., and <sup>2</sup>Ajani, O.O.**

<sup>1</sup>*Ecology unit, Department of Botany, University of Ibadan, Ibadan, Nigeria*

<sup>2</sup>*Department of Agricultural Economics and Extension, Bowen University, Iwo, Nigeria*

### **Abstract**

*Essential factors which influenced the growing of the improved cassava varieties as food security crop were appraised in this study. Multistage sampling procedure was employed. Purposive selections of two (2) agricultural zones were carried out within Oyo State. At the second stage, two (2) Local Government Areas within the two zones were randomly selected. 27% of the populations of registered full-time cassava farmers were randomly selected for interview giving a total of 201 cassava farmers. Tobit regression model was the analytical tool employed to isolate the critical factors. The results show that the growing of improved cassava varieties as food security crop among cassava farmers were averagely practiced and done. Eight groups of factors were isolated with 55.60% contribution to growing of improved cassava varieties. However, factors such as location of farmer, educational status of the household head, annual income realized from cassava sold, membership in a farmer based organization; favourable price and type of labour used by household have significant positive effect, while farm size and farming experience of the cassava house hold have significant negative effect as factors associated with growing of improved cassava varieties. The findings from this study suggests that there is urgent need for relevant stakeholders in agriculture and government to consider the factors associated with growing of improved cassava varieties by cassava farmers, if cassava*

*tuber production will continue to leverage and promote our economy and serve as beneficial crop in term of food security and safety.*

**Keywords:** Agribusiness, Food Security, Poverty alleviation, Technologies, Varieties.

### **Introduction**

Cassava cultivation as food crop plays a vital role in food security and entire economy of both rural and urban dwellers (Agwu, and Anyaeché, 2007). Cassava has been recognized not only as a food crop alone but also as a “cash crop” because it serves has a major source of cash income for the producing households (Nweke, 1997). In the past, the bulk of cassava tubers produced in developing countries are mainly for consumption with little use of it in agro-allied industries (Kenyon *et al.*, 2006, and Adebawale and Adebawale, 2008), cassava has now turned into highly demanded crop not only locally but internationally in the world export market.

African countries produce over 103 million metric tonnes cassava per annum (FAO, 2014), with Nigeria been the highest producer of cassava in the world and has maintained the rank with annual output of approximately 55 million tons in year 2013 (FAO 2014). Its production need to keep pace with its demand so that there will be little or no demand-supply gap in the cassava production and utilization. Currently, cassava is been utilized for two main purposes: for human consumption and industrial usage. Estimates for the percentage of cassava used for industrial utilization range from 5-16% while the rest is used directly for human consumption (Oti *et al.*, 2011).

Improved technology is the most important factor that contributes to growth in agricultural productivity and its adoption is very important (Donkor *et al.*, 2011). However in order to improve production through the growing of improved technologies, it is important to understand the factors which determine the acceptance and intensity of use of the improved technologies (Abdoulaye *et al.*, 2014). With the potentials of cassava in addressing the increase food demand of the growing population in Africa as well as the diverse uses to which it is subjected, farmers

need to take full advantage of the benefits of cultivating improved cassava stem cuttings which translate into increased income and poverty reduction (Amao and Awoyemi, 2008). The most important factors affecting adoption and growing behavior of farmers are their personal and socio-economic characteristics (Onu and Madukwe, 2002). Despite the rapid growth in cassava production, the cassava subsectors in developing countries are still constrained by a number of factors, namely pests and diseases, agronomic problems, shortage of planting materials, inconsistent policy measures, poor market access, limited diversification of processing options, inefficient extension delivery system and inadequate access to improved processing technology (FAO, 2014).

Cassava demand is estimated to grow at 2.0% annually for food and 1.6% per year for feed in developing countries while total cassava production is projected to reach 840 million tons by 2020 based on the current production rate. However, this amount can be far surpassed if there are right policies concerning the growing of improved cassava varieties in the developing countries (Ukoha, *et al.*, 2005). However, one of the ways through which demand-supply gap can be minimized is the effective growing of the improved cassava varieties as food security crop among the cassava farmers, because the central aim of any improved technology is to bring an improvement in agricultural productivity and ensure increase in standard of living (Ajala *et al.*, 2011).

Tracing the link between the growing of improved cassava varieties and its influence on food production, one can easily conclude that it is essential to carry out more study on the growing of improved cassava varieties; significantly for its far reaching beneficial implications on food security, income generation and economic promotion of the citizens. This study therefore, examines essential factors associated with growing of improved cassava varieties as food security crop in Nigeria using Oyo State.

### **Materials and Methods**

The study on essential factors associated with growing of improved cassava varieties was carried out in Nigeria. Nigeria lies between latitude 4°16' and 13°53' north and between longitudes 2°40' and 14°41' east. It

is located in West Africa and bordered in the west by the Republic of Benin, on the east by the Republic of Cameroon and on the north by the Republic of Niger. It is bordered to the south by about 800 kilometres of the Atlantic Ocean. Nigeria occupies a land area of 923,738 kilometres (91 million hectares) and the vegetation ranges from mangrove forest on the coast to desert in the far north (The World Fact Book, 2007). The country comprises the Federal Capital Territory and thirty-six (36) states. Vegetation ranges from tropical forest in the south to the Sahel savannah in the north. Nigeria has five agricultural zones namely; South-West Zone, South-East Zone, Central Zone, North-West Zone and North-East Zone (FMANR, 1997). The cassava-growing belt falls within three agricultural zones of the southwest, southeast and the central zones (FAO, 2000). The population of the study was all the registered cassava farmers in the study areas.

Multi-stage sampling technique was employed to draw sample for the study. The first stage involved purposive selection of Oyo State in South-west because is one of the major cassava-growing zone in Nigeria (FAO, 2000). The second stage involved purposive sampling of two agricultural zones which were Ibadan and Oyo. The third stage was random sampling of four (4) Local Government Areas (LGAs) in the zones and twenty (20) wards in the selected areas. The last stage was the selection and compilation of list of cassava farmers. Through random sampling, twenty percent (20%) of members of sampled units were selected to give a sample size of 201.

### **Analytical Techniques**

The analytical techniques used for this study include descriptive statistics and regression models. Descriptive statistics such as frequency and percentage distribution were employed to describe the socio-economic characteristics of the cassava producing households and the extent of use of improved cassava stem cuttings among the households. Tobit Regression model (Tobin 1958), a hybrid of the discrete and continuous

models was used in determining the factors that influence the use of improved cassava stem cuttings among the cassava farming households.

Explicitly, Tobit model is expressed as

$$Y_i = \hat{\alpha}_0 + \hat{\alpha}X_i + U_i$$

$$Y_i^* = \hat{\alpha}X_i + U_i$$

$$Y_i = Y_i^* \text{ if } Y_i^* > 0$$

$$Y_i = 0 \text{ if } Y_i^* \leq 0$$

where:  $Y_i$  is the observed dependent variable;

$Y_i^*$  is the latent dependent variable

$\hat{\alpha}$  is a vector of unknown parameters.

$\hat{\alpha}_0$  is a constant term

$X_i$  is a vector of independent variables

$U_i$  is a stochastic error term which is normally distributed with a constant mean and variance.

$i$  is the number of respondents (i.e. 1,2,3,..., 201)

However, Tobit regression model can be expressed implicitly as follows:

$$Y = f(X_1, X_2, X_3, X_4, X_5, X_6, X_7, X_8, X_9, X_{10}, \dots, X_{17})$$

where:

$Y$  = Use of improved cassava stem cuttings measured as the proportion of farm land cultivated to improved cassava stem cuttings.

$X_1$  = Farming experience of cassava farmers (years)

$X_2$  = Farm size in hectares (a continuous variable)

$X_3$  = Yield of cassava (tones/ha)

$X_4$  = Extent of output commercialization (cassava sold by cassava farmer/ total output of cassava)

$X_5$  = Household size (number)

$X_6$  = Educational status of cassava farmers (Formal = 1, 0 otherwise)

$X_7$  = Age of cassava farmers (years)

$X_8$  = Gender of cassava farmers (Male= 1, otherwise= 0)

$X_9$  = Marital status (Married= 1, otherwise=0)

$X_{10}$  = Membership in farm-based organization by cassava farmers (Yes= 1, otherwise=0)

$X_{11}$  = Access to extension agents {Regularly (at least thrice in a week) = 1, otherwise=0}

$X_{12}$  = Location of farmer (Rural= 1, otherwise=0)

$X_{13}$  = System of land acquisition (Land owned by farmer = 1, otherwise=0)

$X_{14}$  = Source of labor (Family labor= 1, otherwise = 0)

$X_{15}$  = Involvement of cassava farmer in off- farm activities (Yes= 1, otherwise=0)

$X_{16}$  = Market situation of last growing season (Favourable= 1, otherwise=0)

$X_{17}$  = Access to credit (Yes= 1, otherwise=0)

### **Results and Discussion**

As shown on Table 1, majority (78.61%) of the respondents were male while few (21.39%) were female. Male farmer's percentage was high in the study. This is in accordance with the study of Nweke et al. (2002) that more male are involved in cassava farming in Nigeria. Majority of the cassava farmers in the study area, (77.11%) had farm size between ranges of 1.00-2.00 ha. The average farm size was 2.0 hectares. Cassava is a traditional cultivated crop in which both young and old farmers

cultivate. But financial constraints, land issues and some other ecological factors can result to the average farm size reported in this work. This is close to the work of Udensi *et al* (2007) on improved cassava varieties in South-Western Nigeria. However, among cassava farmers who have farm size between range 1.00-2.00 hectares, only 36.77% are users of improved cassava stem cuttings. This indicates that a large percentage of cassava farmers who have farm size between 1.00-2.00 hectares are non-users of improved cassava stem cuttings. 77.11% of the cassava farmers were rural dwellers while 22.89 were urban dwellers. This might be because most of the rural dweller's occupation naturally is farming and those living in urban areas prefer white collar jobs to farming. Majority of the cassava farmers (64.18%) fell between the age ranges of 36-50 years. This might be because majority of the cassava farmers that are parents especially in rural areas do train their wards to take over farm activities from them and therefore directly or indirectly promote young farmers participation in cassava farming. This supports the study of Ogunleye and Oladeji (2011). A large percentage of the cassava farmers (50.25%) have formal education while 49.25 do not have formal education. Educational status of the household head is expected to influence the adoption of improved cassava varieties positively. Therefore, the higher the educational status of a farmer, the better and faster he is expected to understand the benefits of adopting improved varieties of crop. Sheikh *et al.*, (2006) reported that education is known to play a positive role in adoption of improved technologies among farmers.

In the study, 73.63% of the respondents have household size 6-10 while the average household size was seven (7) persons per household. Majority of the cassava farmers in the study area were of the opinion that a large household size could be a factor that would help them cultivate more farm land. About 87.56% of the cassava farmers in the study areas are married with only about 1.00% being single, while 10.45% are widow/widower. This might be because the farmers in the study area believed that joint effort of a farmer and his/her spouse would help to promote cassava production and other farming activities. Higher percentage that is, 44.28% of the cassava farmers in the study area

**Table I: Socio-Economic Characteristics of the Respondents**

Variables	Users		Non-users		All respondents		Mean
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
<b>Gender</b>							
Female	18	23.68	25	20	43	21.39	
Male	58	76.32	100	80	158	78.61	
<b>Farm Size</b>							
1.00-2.00	57	36.77	98	48.76	155	77.11	
3.00-4.00	15	39.95	23	11.44	38	18.91	
5.00-6.00	3	42.86	4	1.99	7	3.43	
7.00-8.00	1	100	0	0.00	1	0.50	
<b>Location</b>							
Rural	31	40.79	124	99.2	155	77.11	
Urban	45	59.21	1	0.8	46	22.89	49.00
<b>Age group</b>							
Less than 35	3	3.95	0	0	3	1.49	
36 – 50	52	68.42	77	61.6	129	64.18	
51 – 65	20	26.32	47	37.6	67	33.33	
Above 65	1	1.31	1	0.8	2	1	
<b>Educational status (formal)</b>							
None	11	14.47	88	70.4	99	49.25	
Yes	65	85.53	37	29.6	102	50.75	
<b>Household size</b>							
1 – 5	17	22.37	4	3.2	21	10.45	8.00
6 – 10	55	72.37	93	74.4	148	73.63	
11 – 15	4	5.26	27	21.6	31	15.42	
Above 15	0	0	1	0.8	1	0.50	
<b>Marital status</b>							
Widowed	11	14.47	10	8	21	10.45	
Divorced	2	2.63	0	0	2	1	
Married	61	80.26	115	92	176	87.56	
Single	2	2.63	0	0	2	1	

have farming experience between the ranges 11-20 years. The average farming experience was 19 years. This might be because majority of the cassava farmers in the study areas are from the rural areas, which were introduced into farming work at the early stage of their lives. This report is similar to the study of Muhammad-Lawal *et al.*, (2012) where they reported that the average farming experience of farmers in Oyo State was about 20 years.

In the study, 73.63% of the respondents have household size 6-10 while the average household size was seven (7) persons per household. Majority of the cassava farmers in the study area were of the opinion that a large household size could be a factor that would help them cultivate more farm land. About 87.56% of the cassava farmers in the study areas are married with only about 1.00% being single, while 10.45% are widow/widower. This might be because the farmers in the study area believed that joint effort of a farmer and his/her spouse would help to promote cassava production and other farming activities. Higher percentage that is, 44.28% of the cassava farmers in the study area have farming experience between the ranges 11-20 years. The average farming experience was 19 years. This might be because majority of the cassava farmers in the study areas are from the rural areas, which were introduced into farming work at the early stage of their lives. This report is similar to the study of Muhammad-Lawal *et al.*, (2012) where they reported that the average farming experience of farmers in Oyo State was about 20 years.

### **Results of Tobit regression Analysis**

Tobit Regression model analysis results are presented in Table 2 on essential factors associated with the growing of improved cassava varieties as food security crop in the study area. The Maximum Likelihood Estimates of using Tobit model gave a Pseudo R-square of 0.55 which implies that 55 % of the variability in the dependent variable was explained by the independent variables included in the model. Eight variables were found to be significant among the seventeen variables considered. The significant variables included; location of farmer, educational status of the household head, annual income realized from cassava sold, membership in a farmer based organization, favourable price in the last growing season, and type of labour used by household, farm size and farming experience of the cassava farming household head. Location of cassava farmers was positive and significant at one percent. The marginal effect of location of cassava farmer was (0.1189). This signifies that, the location of a cassava farmer in urban area would increase the likelihood of growing improved cassava stem cuttings by 11.89%. In

other words, if a farmer could change his location from rural to urban area, there is every possibility of cultivating improved cassava stems cuttings because farmers in urban area tend to have close access to sources of distribution of improved cassava varieties (ICV) and information about them than their counterparts. The right information obtained at the right time could go a long way in influencing adoption of none and improved method of production.

Educational status of farmer was positive and significant at one percent. Its marginal effect was 0.3245. This implies that, household with formal education has a higher likelihood of growing improved cassava varieties (32.45%) than their counterpart who had non-formal education. Education has been an important factor recognized by studies on technology adoption literature (Donkor *et al* 2011 and Fadare *et al* 2012). Educational attainment enhances the ability of processing information about new innovation that comes the way of an individual, and then using such information for their benefits. Farm- families with higher level of education should be aware of more sources of information and are more efficient in evaluating and interpreting information about innovations than those who are less educated.

Annual income realized by farmer from cassava sold was significant at five percent and has a positive influence on the likelihood of using improved cassava stem cuttings. This suggests that an increase in the average income realized by cassava farmer will lead to an increase in the probability of growing ICV.

**Table 2: Tobit Regression Results**

Variables	Coefficient	Marginal Effect	Standard Error	t- values	P> t	(95% Conf. Interval
Gender	.0956945	0.0300	.0943048	1.53	0.450	-.0419754 .3301537
Location	.5132	0.1189	.1264656	0.76	0.000***	-.1538237 .3452126
Education	.5331	0.3245	.1071829	4.79	0.000***	.301817 .7247634
Household size	-.0349	-0.0088	.1175969	4.53	0.139	.3011488 .7651891
System of land acquisition	.02207	0.0146	.0369759	0.60	0.551	-.0813014 .0114147
Source of labour	-.2289	-0.1882	.0776202	-2.95	0.004***	-.3820853 .075794
Farm size	-.1806	-0.1271	.08613	-2.10	0.037**	-.3505909 .0107202
Annual income	1.52e-06	7.49e-07	6.89e-07	2.20	0.029**	1.60e-07 2.88e-06
Other source of Income	.00605	0.0461	.1081253	0.06	0.955	-.207277 .219388
Farming Experience	-.02248	-0.2074	.008161	-2.76	0.006***	-.0385881 .0063846
Marital Status	-.0191	-0.5141	.0763684	-0.25	0.802	-.1698064 .1315452
Yield of Cassava	.0201	0.0200	.1175641	1.06	0.290	-.0173466 .057672
Output Commercialization	.1524	0.2660	.1175641	-1.30	0.196	-.3844256 .079485
Access to Extension service	.0210	0.4602	.1014453	-0.00	1.000	-.2001923 .2001133
Access to Credit	-.0209	-0.0460	.16809	0.12	0.901	-.3106842 .352622
MOFBO	.4064	0.1712	.1267186	3.21	0.002***	.1564398 .6564742
Favourable price	.3806	0.2577	.1256	3.03	0.003***	.1328888 .6285089
Constant	-.5892	-0.4231	.3539862	-1.66	0.098	-1.287698 .1091399
Sigma	.4716284		.0426278			
Log likelihood	-85.284992					
No of Observation	201					
Pseudo R <sup>2</sup>	0.5560					

**Source: Field Survey data, 2014: \*\*\* = Significant at 1% level \*\* = Significant at 5% level**

Membership of farmers in Farm Based Organizations (MOFBO) was positively significant at one percent. This conforms to the a-priori expectation because farmers who belong to one farmers' organization or the other are more likely to have access to information about new innovations in their groups than farmers who are lone rangers. It is also most likely that for a non-user of ICV who is member of a farmer based organization, the witnessed success resulting from the use of ICV by others can influence him. This could serve as a source of encouragement to such non-user when he begins to see the positive effects of the use of ICV on his fellow farmers' farm productivity. The marginal effect of membership of farmer in Farm Based Organization was (0.1712). This means that the likelihood of a farmer who is a member of a farmer based organization in using an improved cassava stem cutting would increase marginally by 17.12%. This empirical result is consistent with the earlier studies of Donkor *et al* (2011) in Ghana and Abdoulaye *et al.*, (2014) in Nigeria who reported that membership of a farmer in a farmer based organization is a very important factor that determines the probability of using an improved cassava stem cuttings by the farmer in their respective study areas.

Favourable price of cassava in the previous growing season was significant and positively related to use of improved cassava stem cuttings. The marginal effect was 0.2577. This suggests that favourable price of cassava in the previous growing season would cause 25.77% likelihood of farmers attempting to use improved cassava stem cuttings. The result follows suit with a- priori expectation. When a farmer is able to sell his produce at a good price, he is encouraged and thus looks for ways in which he can boost his productivity, and one of such ways is the adoption of improved technology.

Farming experience of cassava farmers was negatively significant at one percent with a marginal effect of (-0.2074). This connotes that a unit increase in farming experience of a cassava farmer will result to a decrease of 0.2074 in the probability of use of improved cassava stem cuttings. The negative influence is expected because farmers with long years of experience in cultivation of cassava tend to have absolute trust in the local ones they are used to in terms of expected output and the

agrological adaptation. However, another probable reason could be as a result of their unpalatable experience of poor marketability of the breeds of the improved cassava tubers as against the local breeds. Many farmers had lost substantial revenue in the past when ICU was tried on their farms. This tends to discourage farmers in further continuing in the use of ICV.

Farm size was negative and significant at five percent. Its marginal effect was -0.1271. This suggests that a unit increase in farm size of farmer will bring about a decrease of 0.1271 in the likelihood of cultivating improved cassava stem cuttings. This may be explained in terms of the crucial problem of inadequate access to planting materials of improved cassava varieties usually encountered by farmers. When a farmer gains access to more cultivable land for cassava cultivation, he may be virtually unable to get the required ICV to cover the cultivable space. This finding is similar to the finding of Udensi *et al* (2007) who worked on adoption of selected improved cassava varieties among smallholder farmers in South-Eastern Nigeria.

Source of labour used on farms was significant at one percent but has a negative relationship with the likelihood of using improved cassava stem cuttings. Its marginal effect was -0.1882. This was observed because farmers use more of hired labour than family labour since they prefer that their wards go to school instead of accompany them to work on farms during the school period. The use of excessive hired labour has financial implication on the income of users since such labour is scarce and costly. Hence, if farmers could have access to cheaper labour, either it from family or hired source, the more likely they could be in spreading their tentacles to cultivate more improved cassava stem cuttings. The use of simple hand operated tools to enhance labour could be to the advantage of the farmers and also in favour of growing of ICV.

### **Conclusion and Recommendations**

The results of this study indicate that farming experience, farm size and source of labour as economic factors have significant negative influence on the growing of improved cassava varieties. On the other hand, membership of farmer in Farm Based Organization, and favourable price

of cassava in the last growing season have a significant positive effect on growing of ICV.

Measures to educate well experienced farmers who are used to cultivation of local cassava varieties must be put in place so as to encourage them to adopt improved cassava varieties. In the same vein, in order to profitably increase farm size by farmers, all the factors that inhibit them from obtaining improved cassava varieties after acquiring more farmland must be effectively and efficiently controlled. This would help to assist farmers with large farm size to have access to planting materials of improved cassava varieties to crop their land.

Policies which promote a cheaper source of labour will influence positively the adoption of improved cassava varieties. This could be in form of subsidizing the cost of labour or introduction of handy labour assisting technologies.

The positive relationship between membership of farmer in Farm Based Organization and growing of improved cassava varieties implies that farmers who belong to one farmers' organization or the other will have better access to information about new innovations in groups than a farmer or farmers who are lone rangers. Policy makers should at this juncture intervene by supporting, promoting and encouraging participation in farm based organization by farmers.

Favourable price has a significant positive influence on growing of improved cassava varieties. This affirms that when a farmer is able to sell his produce at a good price, he is encouraged and looks for ways in which he can further boost his productivity, and one of such ways is through the growing of improved technology.

In conclusion, research institutes who are partners with the federal government in the production and introduction of improved cassava varieties should ensure that they design a good multiplication process for any newly improved cassava stem cuttings. This will allow a quick circulation of the improved cassava varieties among the cassava farmers who are mainly rural dwellers. None-the-less this cannot be achieved solely by research institutes. There is therefore the need for active support of extension agents who serve as intermediary between the farmers and the research institutes. These recommendations if well

implemented will go a long way in facilitating the acceptance and adoption of improved cassava varieties.

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**Influence of School Environmental Factors on Science  
Students Academic Performance in Physics in South West  
Local Government Area, Ibadan**

**Akuche Ukamaka Evelyn, (Ph.D.)**

*Faculty of Arts and Education*

*Lead City University, Ibadan, Nigeria*

*Email: amakaeveonline@yahoo.co.uk, akucheukamakae@gmail.com*

*Mobile: 08055425576*

**Abstract**

*The study examined school environmental factors (Library facilities, Laboratory facilities, Classroom, School location, Recreational facilities, Qualified and experienced teachers) and students' academic performance in Physics in South West Local Government Area, Ibadan, Nigeria. School environmental factors can influence the academic performance of science students in Physics.*

*A descriptive survey research design was adopted for the study. Two instruments were used to carry out the research: School Environmental Questionnaire (SEQ) and Physics Achievement Test (PAT). Simple random sampling technique was used at selected five (5) secondary schools. From the five (5) selected schools, thirty (30) Physics students were randomly selected from each of the selected schools, giving a total of one hundred and fifty (150) students. This was to ensure good representation of the selected schools.*

*The results revealed that all the school environmental factors studied have significant composite contribution to students' academic performance. 64.5% of the variance in students' academic performance was explained by school environmental factors. Five (5) of the environmental factors were*

significant at 0.05 level, when the relative contribution of each factor was considered, while the rest were not.

*The study has implications for Ministries of Education, Educational stakeholders and School Managers/Principals. The Ministries of Education and Educational Stake holders should endeavor to equip the schools with necessary facilities. The school managers/principals should ensure that the facilities are put in effective use and maintained.*

**Key Words: Performance, School location, Library, Classroom, Laboratory**

### **Introduction**

Technology is the in thing in the world today. One cannot be technologically competent without some basic science subjects such as Physics. Though physics is very important for technological advancement, it is unfortunate to note that students do not do well in the subject generally (Iroegbu 1998, Okoronka 2004, Babajide 2010)

Researches have shown that some school environmental factors may affect the academic performance of students in Physics (Oluchukwu 2000, Ajayi 2007). School environmental factors, which include the classrooms, laboratories, technical workshops, libraries, teachers' quality, school management, teaching methods, peers, location affect students' academic performance in one way or the other (Ajayi, 2007 and Oluchukwu 2000).

Inadequate classroom whereby the students do not have chairs and tables to sit on and write could have negative influence on the students' academic performance. A congested classroom with little or no ventilation could have adverse effect on students' rate of assimilation and could lead to poor health among students. This could also lead to poor performance and high rate of absenteeism (Frazier 2005, Lyons 2001, and Ostendorf, 2001).

Inappropriate school location could affect students' academic performance. For example, a school located in a market place could be too noisy for teaching and learning to take place. Also, a school located on the busy road is likely to have negative effect on the students'

performance because every little noise from moving vehicles is likely to distract the students.

A school without a functional laboratory may have adverse effect on students' academic performance. Students may have to study physics without coming in contact with the Physics materials and even knowing how those materials look. Since children learn better using their senses of touch, sight, smell, taste etcetera, it will not be surprising if such children perform below expectation.

Library facility is an important factor that may affect students' academic performance. Students need to consult books of past scientists and their findings and be able to relate them to their own findings. They need the encouragement which comes from the patience of the past scientists. Where the library facility is not available the students may be discouraged. A school environment should be one in which every student feels safe. This is because the physical characteristics of the school have a variety of effects on the teachers, students and learning processes. The primary purpose of the school is the academic development of students. But the effects of school environment are broad and encompass the students' physical and mental health, safety, civic engagement and social development.

According to Chan, (1996), Poor learning facilities can foster negative attitudes just as exceptional designs may boost achievement. Where the instructional spaces such as classrooms, libraries, technical workshops and laboratories structurally defective, the students' academic performance may be affected negatively. Where the classroom is overcrowded, the health of both the teachers and students may be affected. It is only healthy students that can learn and only healthy teachers that can teach effectively. Most of our secondary schools are crowded with little or no infrastructural facilities. Most secondary schools do not have Libraries and Laboratories. Where these exist, they will just be empty buildings without books and materials. Some schools do not have classrooms. Where it exists, there is no proper ventilation. Some schools are located in noisy environment such as market places and near busy roads.

### **Statement of the Problem**

School environment is an essential part of educational planning. Unless schools are well sited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place. High levels of students' academic performance may not be guaranteed. Where instructional space such as classrooms, laboratories, libraries, technical workshops is structurally defective much learning may not take place and hence academic performance may be low. Structural effectiveness, proper ventilation and well sited instructional space may lead to successful teaching and learning and thereby enhance academic performance where there are no toilet facilities, no clean water supply; the environment may not be conducive and comfortable for learning. An environment where the students are uncomfortable may not allow free flow of learning and academic achievement may be hindered.

This study therefore sought to investigate the influence of school environmental factors on secondary school science students' academic performance in physics, in South West Local Government Area, Ibadan.

### **Research Questions**

Based on the stated problems, the following research questions were answered.

1. What is the composite contribution of school environmental factors on students' academic performance in physics?
2. What is the relative contribution of school environmental factors on students' academic performance in Physics?

### **Methodology**

The study adopted descriptive survey design. This design was employed because the information to be gathered already exists among the population under study.

### **Sampling procedure**

The study covered 5 secondary schools in Ibadan south west local government area. This local government was chosen because not much research work on Physics has been done in Ibadan West. A simple random

sampling was adopted in selecting thirty (30) physics students in each of the selected schools. One hundred and fifty (150) students were sampled.

**Instrumentation:** Two research instruments were designed for the study. These are:-

- (i) School Environmental Questionnaire (SEQ). It is structured to collect information on school environmental factors. This consists of 20 items, reflecting such items as temperature, library facilities, qualified and experienced teachers, laboratory facilities, school location, classroom, recreational facilities availability of water/toilet facilities, noisy environment and equipment. The reliability estimate using Cronbach Alpha was found to be 0.75.
- (ii) Physics Achievement Test (PAT): This is a 20 multiple choice objective test adapted from Past WAEC questions. The test scores are meant to give the performance of students in Physics. Kuder Richardson formula 20 (KR20) was used to establish a reliable value of 0.85.

### Results and Discussions

1. Research Question One: What is the composite contribution of School Environmental factors on students' academic performance? The 20 items on School Environmental factors were added together to give a singular score of the school environmental factors. The score was then regressed on 20 achievement test items. The result shows that the joint influence of the school environmental factors on students' academic performance in Physics is significant.

### 2. Table 1(a): Shows the joint effect of school environmental factors on students' academic performance

Model	Sum of square	DF	Mean square	F	Sig
Regression	218.136	10	21.814	19.783	.000
Residual	120.189	109	1.103		
<b>Total</b>	<b>338.325</b>	<b>119</b>			

R= .803, R<sup>2</sup>= .645, Adj. R<sup>2</sup>= .612

**Table I (b): Regression Summary of School Environmental factors on Secondary school students Academic performance in Physics.**

Multiple R	.803
R Square	.645
Adj. R. Square	.612
Standard error	

$$F_{(10,109)} = 19.783 * \text{Significant } P < 0.5$$

The table shows that the combinations of all school environmental factors have a multiple correlation of .803 with the student's academic performance. However the combination of these factors (variables) explained 64.5% of the variance in students' academic performance as shown by the coefficient of determination ( $R^2 = .645$ ). The  $F_{(10,109)} = 19.783$ ,  $P < 0.05$  shows that the value of multiple regression of 0.803 is not by chance. This implies that there is a strong relationship between School Environmental factors and students' academic performance.

### **Research Question Two**

What is the relative contribution of School Environmental factors on students' academic performance in Physics? The result indicated that the school environmental factors such as temperature, library facilities, laboratory facilities, school location, and classroom, availability of water/toilet facilities, noisy environment and equipment have positive contribution to the explanation of school environment. The rest of the measures of school environmental factors (Qualified and Experienced teachers and Recreational facilities) have negative contribution to the explanation of students' academic performance.

**Table 2: Showing result of relative contribution of each factor on Academic Performance**

Model	Unstandardized coefficients		Standard coefficient	T	Sig
	$\hat{\alpha}$	Standard Error			
(Constant)	2.221	.804		2.762	.007
Temperature	0.083E-02	.080	.065	.756	.451
Library facilities	.219	.101	.180	2.183	.031*
Qualified & Experienced Teachers	-6.10E-02	.109	-.043	-.557	.578
Laboratory facilities	.254	.073	.296	3.479	.001*
School location	.269	.095	.200	2.849	.005*
Classroom	.814	.125	.393	6.496	.000*
Recreational facilities	-7.81E-02	.184	-.038	-.424	.673
Availability of water/toilet facilities	6.441E-02	.157	.027	.409	.683
Noisy Environment	7.740E-0.2	.105	.049	.734	.464
Equipment	.208	.073	.217	2.843	.005*

\* = Significant ( $p < .05$ )

The table shows the relative contribution of each environmental factor on academic performance of senior Secondary School Students in Physics. From the table above temperature is not significant [ $p < 0.5$ ].  $\hat{\alpha}eta$  Value for temperature is 0.65 which implies that temperature accounts for 0.42% [ $.065^2 \times 100$ ] of the variation in students' academic performance in Physics.

- Library facilities is significant [ $p < .05$ ].  $\hat{\alpha}eta$  is .180 which implies that Library facilities account for 3.24% [ $.180^2 \times 100$ ] of the variation in students' academic performance in Physics.
- Laboratory facilities is significant [ $p < .05$ ].  $\hat{\alpha}eta$  Value  $\hat{\alpha} = .296$  which implies that laboratory facilities accounts for 8.76% [ $.296^2 \times 100$ ] of the variations in students' academic performance in Physics.
- School location is significant [ $p < .05$ ]. value for school location is .200 which implies that school location accounts for 4.00% [ $.200^2 \times 100$ ] of the variation in students' academic performance in Physics. This is in accordance with the findings of Osokoya and Akuche (2012) who found out that school location affected the students' cognitive

attainment and practical skills. They found no significant effect of school location on students' attitude to practical Physics.

- Classrooms is significant [ $P < .05$ ]  $\eta^2$  value for classroom is .393, which implies that classroom accounts for 15.00% [ $.393^2 \times 100$ ] of the variation in students' academic performance in Physics.
- Equipment is significant [ $P < .05$ ].  $\eta^2$  Value for equipment is .217, which implies that equipment account for 4.71% [ $.217^2 \times 100$ ] of the variation in students' academic performance in physics.

From the table, some school factors are not significant. These factors include temperature, recreational facilities, availability of water/toilet facilities, noisy environment and qualified and experienced teachers.

### **Discussion**

The results of this study revealed that temperature is not significant. However, it accounted for 0.42% of the variation in students' academic performance in physics. This is at variance with the findings of Chan (1998) which states that poor maintenance and ineffective ventilation system lead to poor health among students as well as teachers which eventually leads to poor performance and higher absentee rates.

The finding also revealed significant influence of library and laboratory facilities. Library facilities accounted for 3.24% of the variation in students' academic performance in Physics; Laboratory facilities accounted for 8.76%. Corroborating these, Mark (2002) and Ajayi (2007) maintained that high levels of students' academic performance may not be guaranteed where instructional space such as classrooms, libraries, technical workshops and laboratories are structurally defective. However, this is at variance with the findings of Gamora (2002) who found that books in the library and presence of science laboratory had little impact on variation in students' performance once student background variable had been taken into account.

The finding further revealed significant influence of classroom and equipment. Classroom accounted for 15% of the variation in the students' academic performance in physics while equipment accounted for 4.71%. This is in accordance with the findings of Fabumi (2007) which

asserted that school facilities when provided will aid teaching-learning programme and consequently improve academic performance of students. Also Marsden (2005), agreeing with the findings, reported that safe and orderly classroom environment, school facilities were significantly related to students' academic performance in elementary school.

Glassman (1994) asserted that a comfortable and caring environment among other treatments helped to contribute to students' academic performance. Furthermore, school location was found to be significant and it accounted for 4.00% of the variation in students' academic performance in Physics. This agrees with the finding of Osokoya and Akuche, which showed that school location significantly affected cognitive attainment and practical skill of students in practical Physics.

It is recommended that library facilities, laboratory facilities are made available and maintained in secondary schools. Schools should be cited in less noisy areas. Toilet facilities and water supply should be provided and maintained by Federal and State Government and Stake holders should make sure that schools are well equipped with necessary facilities. Principals/Head teacher should ensure that the facilities are available and well maintained.

### **Conclusion**

The findings suggest that library, laboratory facilities classroom and equipment have significant influence on students performance in physics. High level of students' performance could be achieved when the library as well as the laboratory is not structurally defective.

The government and all educational stakeholders should ensure that schools are well equipped with facilities needed for effective teaching and learning, and all round development of the students. Not only should these facilities be present, but they must be up to date and well maintained.

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**Effect of Digital Feedback on the Psychological Profile and Performance of Selected Amateur Soccer Players in Ibadan, Oyo State**

**Chukwuemeka O.O. Aletta (Ph. D.)**

E-mail: chuxale@yahoo.com

*Department of Physical and Health Education*

*Lead City University, Ibadan, Nigeria*

and

**John Osondu, Onyezere (Ph.D)**

E-mail: johnosondu@yahoo.co.uk

*Department of Physical and Health Education*

*Lead City University, Ibadan, Nigeria*

**Abstract**

*The study investigated the impact of digital feedback on the psychological profile and performance of selected amateur soccer players in Ibadan, Oyo State. Related studies and variable-relevant theories were spirally reviewed. Two hypotheses were tested. The two-group pre-test and post-test research design was used for the study. Twenty-two (22) amateur soccer players were selected from two amateur soccer clubs in Ibadan using the purposive sampling technique. A standardized 20-item version of SPQ-Factor 20 questionnaire was used for data collection. t-test statistical tool was used to test the hypotheses at 0.05 significant level. The variables of video-visualization had significant effect on the psychological profile and performance of the selected amateur soccer players ( $t = 3.39$ ;  $P < 0.05$ ). It was concluded that video-visualization is important in the preparation of soccer players for matches and it was recommended that digital feedback should form an integral part of soccer players' preparation for matches.*

**Keywords:** digital feedback, psychological profile, video-visualization, amateur soccer players

## **Introduction**

Soccer has become so highly competitive and revolutionised that performance enhancement programmes are being consistently studied through the application of science and research for the improvement of performance, achievement of excellence and enhancement of expected performance related outcomes. Soccer has metamorphosed from the level of enjoyment, recreation and entertainment to an instrument of international diplomacy (Ogunleye, 2003).

Ajayi (2000) has observed that peak performance in an interdependent game like soccer can only be achieved through adequate preparation. Part of that preparation is through the application of digital sports psychology principles such as video-visualization or digital feedback in training. Sports psychology has been defined by LeUnes and Nation, (2002) as the application of Psychology's principles to improve sports performance and enjoy sports participation. It is also a branch of psychology that offers practitioners techniques of turning stress energy into better sports performance (Nixon and Jewett, 1980).

Sports psychology has gone digital. Straub (2008) posited that modern sports psychologists now use digital cameras, computers and other devices to help coaches prepare their athletes for competitive edge. He further stated that because experienced coaches know that "a good picture is worth a thousand words" and that "show and tell" is always better than "showing" or "telling", coaches now make digital feedback an integral part of their preparatory tools for games and competitions.

This, unfortunately, has not been the case in Nigeria where the mediocre and sometimes dismal performance of Nigeria soccer players in major games have often been attributed in part, to inadequate preparations due to non-utilization of modern training methods and techniques (Oranugo, 2003) and significant under-utilization of sport psychology services (Igbanugo, 2003; Ferraro and Rush, 2000) including digital sports psychology.

Scholars such as Igbanugo (2003) have argued that research is required to discover new and better methods of preparing athletes for games so that improvements and excellence can be attained and

maintained in sports. One of the areas that require more study especially in the Nigerian context is the area of utilization of digital feedback or video-visualization in sports performance. Video visualization is a computation process that extracts meaningful information from original video data sets and conveys the extracted information to users in appropriate visual representations for the purpose of motivation, improvement/enhancement of performance and correction of observed performance errors.

Videos and other digital gadgets have been used successfully in psychosocial interventions to help train communication skills, document behaviours, and as a feedback tool for behaviour modification strategies among coaches and athletes. Psychologists have demonstrated experiential observations on how digital feedback, through video-visualization, has been used to improve player, coach, and team performance.

After actual performances soccer players, through digital feedback, are shown what they did well, what they did not do well, and what they need to do to get better. Game tapes are edited and selected clips are shown to players either during half-time or the day after their performance with the sole aim of analysis and improvement. When athletes perform well, video clips of their performances are dubbed into visualization tapes and the feedback is used to motivate them, correct observed performance errors, and/or re-strategize for the next game.

Helping the soccer players sharpen their skills through video-visualization or digital feedback is likely to increase their motivation to increase performance as well as enhance expected performance-related outcomes. This study is therefore a response to that challenge.

### **Research Hypotheses**

The following hypotheses were tested in the study:

1. There will be no significant difference between the pre-test and post-test performance scores of amateur soccer players on the effect of digital feedback (video-visualisation) as a digital sports psychology tool.

2. There will be no significant difference between the pre-test and post-test self-efficacy scores of amateur soccer players on the effect of digital feedback (video-visualisation) as a digital sports psychology tool.

### **Methodology**

The two-group Pre-test and Post-test research design was used in this study. Population for the study consisted of all amateur soccer players in Ibadan and the sample consisted of twenty-two (22) amateur soccer players purposively sampled from two (2) amateur soccer clubs (Nwosu United F.C. and Salvation Army F.C.) in Ibadan, taking part in the 2016 Igbo Union Football Association, IUFA, Unity Cup Competition. Psychological profile and performance were assessed using the standardized or tropicalized version of Psychological Assessment and Testing Questionnaire (SPQ-Factor 20) which is a close-ended 20 - item questionnaire rated on a 5-point Likert-scale anchored at the extremes by "Always" (5) and "Never" (1). Summated points aggregate for pre-test and post-test provided the data. High scores indicated higher psychological profile and performance. The instrument was validated and found to be reliable. Cronbach alpha coefficient was used to determine the internal consistency of the instrument at .83

Video clips of star performances were dubbed into visualization tapes. Each clip was dubbed three times with a transition placed between clips. For example, "a great diagonal pass or dribble." The middle clip was always in slow motion to allow the players view the intricate components of the skill exhibited.

- Performance were slowed down on a frame by frame rate
- Footages were annotated with lines, circles, highlighters, text and voice
- Footages were pause to take snap shots of techniques
- Before and after footages were compared and contrasted side by side
- Footages were then analysed with the players

They were shown the tapes just before they went to bed each night. After watching each series, the players were instructed to place their VCR's on pause and visualize each play for two minutes. The players were instructed that when they visualize, they should activate all their senses. They should see themselves performing, hear the sounds, pick-up the smells, taste the salt in the sweet, and most importantly, feel it in their muscles. The 'feeling' aspect is referred to as kinesthetic imagery. After that, they were allowed to go to bed "dreaming" of it and to perform the viewed skill the following morning in a practice match.

**Ho.1: There will be no significant difference between the pre-test and post-test performance scores of amateur soccer players on the effect of digital feedback (video-visualisation) as a digital sports psychology tool.**

**Table: I. t-test analysis showing the difference between the pre-test and post-test performance scores of amateur soccer players on the impact of digital feedback (video-visualization) as a digital sports psychology tool.**

	$\bar{X}$	N	Std.	df	Crit.t	Cal. t	P<0.05
Pre test performance	20.09	22	2.35	21	1.96	4.64	.000 Sig
Post test Performance	23.27	22	1.70	21			

The result on table I above indicated that the calculated t-value of 4.6 is greater than the critical t-value of 1.96. This showed that there was a significant difference between the pre-test and post-test performance scores of amateur soccer players on the impact of digital feedback (video-visualization) as a digital sports psychology tool.

The null hypothesis which stated that there will be no significant difference between the pre-test and post-test performance scores of the selected amateur soccer players on the effect of digital feedback (video-visualization) as a digital sports psychology tool is was, therefore, not accepted.

This result is in congruence with the findings of Straub (2008) who stated that video-visualization for motivation will have positive effect on

performance. It also conforms with Leunes and Nation (2003) who posited that though video-visualization is a relatively new field, it has been found to be of significant importance in enhancing athletes psychological profile and performance.

It is likely that the significant difference between the pre-test and post-test performance scores of the subjects in this study was induced by the digital sports psychology training programme. It was therefore concluded based on this finding that soccer players could benefit significantly from the application of digital feedback (video-visualization) in their training programmes.

**Ho.1: There will be no significant difference between the pre-test and post-test self-efficacy scores of amateur soccer players on the effect of digital feedback (video-visualisation) as a digital sports psychology tool.**

**Table: 2. t-test analysis showing the difference between the pre-test and post-test self-efficacy scores of amateur soccer players on the impact of digital feedback (video-visualization) as a digital sports psychology tool.**

	$\bar{X}$	N	Std.	df	Crit.t	Cal. t	P<0.05
Pre test Self-efficacy	20.73	22	3.10	21	1.96	3.49	.002
Post test Self-efficacy	22.95	22	2.61	21			

Table 2 above indicated that the calculated t-value of 3.49 is greater than the critical t-value of 1.96. This showed that there was a significant difference between the pre-test and post-test self-efficacy scores of the selected amateur soccer players on the effect of digital feedback (video-visualization) as a digital sports psychology tool.

Consequently, the null hypothesis which stated that there will be no significant difference between the pre-test and post-test self-efficacy scores of selected amateur soccer players on the impact of digital feedback (video-visualization) as a digital sports psychology tool was not accepted.

This finding was in tandem with the findings of Straub (2008) who, while propagating the importance of video-visualization as a sports psychology tool stated that it not only improved performance but also enhanced self-efficacy. It was also in concord with Moritz, Feltz, Fahbach and Mack (2000) who stated that the continual interest in the study of efficacy may be related to the positive link between levels of efficacy and performance and one of the areas through which efficacy can be improved is through the application of digital technology.

The result obtained in this study in relation to self-efficacy may be attributed to the effect of digital feedback (video-visualization). Based on this finding it was concluded that soccer players stand to benefit from the application of digital feedback (video-visualization) as a digital sports psychology tool in their training programmes.

### **Conclusion**

Based on the findings of this study, it was concluded that digital sports psychology, that is, digital feedback through video-visualization is significantly important in the preparation of soccer players for competitive matches and should therefore be incorporated into their training programmes.

### **Recommendation**

Based on the findings of this study, it is recommended that amateur soccer coaches should make digital feedback an integral part of the preparation of their players for games. Also, that qualified and experienced expert in video-visualization should be attached to amateur soccer teams to work with the amateur soccer players to ensure that the mental aspect of their preparation is adequately treated.

Amateur soccer players on their own should either avail themselves of modern digital sports psychology packages or have personal psychologists to help sharpen their psychological skills and by extension performance.

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