

Professional Development Programmes and Self-Efficacy as Determinants of Lecturers' Job Performance in Colleges of Education in Southwest, Nigeria

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Abstract

The issue of the professional development programme and self-efficacy of lecturers have continued to draw a lot of debate within the Nigerian education setting. Previous studies have failed to harness the variables under this present study effectively to see how it determines lecturers' performance in colleges of education. This study investigated the professional development programmes and self-efficacy as determinants of lecturers' performance in colleges of education in Southwest, Nigeria. The research design used for this study was descriptive survey design. Professional Development, Self-efficacy, Lecturers' Performance Scale (PDSLPS): $r = 0.713$ was used for data collection. Data collected were analysed using Means, Standard Deviation, and Multiple Regression Analysis. Findings revealed that lecturers participated in professional development programme such as seminars, conference, workshop and training in colleges of education in

Southwest, Nigeria. There was moderate level of self-efficacy among lecturers in colleges of education in Southwest, Nigeria, (Grand mean = 2.41). There was significant combined contributions of professional development programmes and self-efficacy on lecturers' performance in colleges of education, ($R = .416$, $R^2 = .173$, $F = 131.565$, $p < 0.05$). Professional development programmes and self-efficacy are essential variables that can determine lecturers' performance in colleges of education in Southwest, Nigeria. It was recommended among others that lecturers should be encouraged to participate more in international conferences. Self-efficacy of lecturers should be improved upon in term of problem solving, ability to cope with students and school problems with confidence to face problems in schools.

Keyword: Professional Development Programmes, Self-Efficacy, Lecturers' job Performance

Introduction

Lecturers' job performance is one of the most important factors in higher institutions of learning that determine the quality of education. If lecturers' performance is weak, the entire system of education will be shaky. In view of this fact, effective job performance of lecturers is imperative for any educational improvement. Performance of a lecturer refers to how the professional duties in the school at a given time are being carried out. Job performance can be defined as the outcomes and accomplishments valued by the organization or system that one works in. Lecturers in the colleges of education are the major and most important human resources in the institutions. Lecturers have closed contact with students and responsible for delivery instruction in the classroom. Lecturers are involved in the implementation of curriculum and educational policies in classrooms and without them, goals of colleges of education cannot be accomplished. Equally, it will be difficult to carry out the curriculum activities (NCCE, 2012). Hence, job enthusiasm and maximum job performance are required and needed to be improved upon.

The word 'performance' is used to mean the act of carrying out a particular piece of work, a duty or responsibility by an individual and this is often regarded as one's job. Performance can be seen as the achievement of specified task measured against predetermined or identified standards or accuracy, completeness, cost and speed. It is a way to complete the assigned task within specified limitations (Iqbal, Ijaz, Latif, & Mushtaq, 2015). Performance can also refer to the employee job behaviour comparing it with the formats and standards that have been determined in the organization (Musa, 2016). Staff job performance on the other hand means using the skills, ability and experience, to perform the assigned task required by the superior with effectiveness and efficiency (Oyeniya, Adeyemi & Olaoye 2017). In order to improve staff job performance there is the need to develop the desired knowledge, skills and abilities of the employees to perform well on the job (Elnaga & Imran, 2013). Colleges of education provide professional development programmes so as to optimize their lecturers' potentials to do their job as desired.

The need to hire competent lecturers has become stronger due to the challenges faced by global economy (Nassazi, 2013). Lecturers all over need to keep pace with highly developing fields of knowledge and technologies and to meet needs of students (Peretomode & Chukwuma, 2012). The governments as well as management of higher institutions learning have realized the importance of lecturers' training/development in colleges of education as part of human resource development strategy to update lecturers' skills in response to rapid changes in the world.

Furthermore, the trend of low academic performance is rampant among students in tertiary institutions. This has been subject of major concern to educational planners, administrators, students and all other stakeholders in education. The Vice Chancellor, University of Ibadan, lamented on the poor performance of the first year students of the institution in the recently concluded First Semester Examinations for the 2016/2017 Academic Session. He stated that 510 (17.2 percent) out of the

2,961 students were asked to withdraw from the institution due to poor performance (Olayinka, 2017). However, students' poor performance may be attributed to parental attitude, change in environment or teachers' attitude. Lecturers' job performance in colleges of education varies from teacher to teacher and may be predicated by hosts of factors such as teachers' attitude to teaching, years of teaching experience, teachers' teaching efficacy (self-efficacy), job commitment, self-concepts, teaching style, level of qualifications, teachers' innovativeness, creativity and others (Olusola, Sunmaila, Olufemi & Abiodun 2016). Thus, there is stringent need for lecturer professional development programmes in order to enhance job commitment and effectiveness.

Lecturers' job performance is one of the factors that affect the standard of education in any institution of learning, colleges of education inclusive. The product of any level of education show case how well the performances of lecturers are keen to their job. The biggest problem faced by developing countries is that of obtaining, retaining and maintaining employees' job performance. It was revealed that 22 out of 45 African universities still depend on foreigners to occupy 20% of their faculty positions (Ofojebe & Chukwuma, 2015). Currently there is a problem with lecturers being adequately prepared to face the challenges of handling classroom situations (Imoge, 2013). Therefore, effective professional development programme for lecturers will help to develop competences, capacity building, and equip lecturers with the latest teaching skills and methodologies that will assist them to interact effectively with students in classroom which equally has effects on their job performance.

Lecturers' performance in colleges of education is a factor in determining the extent to which the goals of teaching and learning, research and scholarship are realized. Provision of effective professional development programmes and improving self-efficacy can be used as motivational tools for all lecturers or pre-condition for performance in Nigerian tertiary institutions. However, self-efficacy can be improved through personal experience, role

modeling, social persuasion, motivation, payment of fringe benefit such as allowance, sponsor for conference and seminars, praising successes, provision of learning opportunities and many more. Poor performance of lecturers is one of the numerous problems facing tertiary institutions in Nigeria (Ajayi, 2011). It has been reported, in recent years that stakeholders in the education industry complained about lecturers performance in tertiary institutions as some failed to show commitment, punctuality, dedication, confidence, devotion, fairness, and patriotism expected from them. Lecturers in colleges of education are expect to work on jobs that will provide them with opportunities to be promoted to new and challenging positions. People should not only be rewarded financially, but they should also be offered opportunities to grow within the organization (Dockel, 2010).

Professional development are the organized activities such as; workshops, conferences, seminars, orientation, mentoring, further training and on-the-job training arranged within the college to develop lecturers' skills and knowledge to perform their assigned duties diligently. Professional development is any activity aimed at the acquisition of new knowledge and skills for effective job delivery. Professional development programmes for teachers can be viewed as series of activities employed by any institution for the improvement of its teachers' skills, knowledge, attitude and competence. These kinds of training comes inform of seminar, workshop, conference, continuous education, mentorship, coaching system, higher qualification and staff, exchange programme (Awodiji & Ijaiya, 2019).

Professional development is about developing teachers' skills, knowledge, expertise, learning procedures, learning how to acquire further knowledge and transforming the knowledge into practice (Xin, 2018). Professional development are planned and organized activities such as attending local and international conferences, seminars, on-the-job training, workshops public lectures, mentoring and coaching, short and long term professional training programmes such as management training courses offered in the institutes of

management, in schools to develop the knowledge and skills of staff to perform their work effectively (Alabi, Ahmed & Akinnubi, 2013). Lecturers' participation in professional development programmes should begin immediately they are employed and continue throughout their profession. Colleges of education can achieve these objectives by increasing the skills and knowledge of the lecturers. However, if lecturers' knowledge and skills are developed through different types of professional development programmes, such as seminars, workshops, further education, induction courses, mentoring and establishment of adequate reference libraries, their performance will be enhanced, as well as that of institutions they work for.

Self-efficacy is the personal belief and determination of a lecturer to deal with a certain task given to him or her in school or college. It is an individual's belief in his/her capability to organize and implement actions to reach a certain level of performance (Olusola, et. al., 2016). Self-efficacy affects every area of human endeavour. By determining the belief a person holds regarding his or her power to affect situations as it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. Self-efficacy can be viewed as the ability to deal with certain task. Self-efficacy can be defined as one's belief in one's ability to successfully execute any given task. It is this belief that determines whether or not individual can rise up after being knocked down. People's behaviour could often be better foreseen by the beliefs they hold about their own proficiencies than by what they were really capable of accomplishing (Bandura, 2001). Teachers' self-efficacy is one of the vital variables in educational research. Teachers' efficacy could further be defined, as a teacher's own judgment and capability to come out with desired outcome from students' learning engagement, even among those who are not motivated (Oyewumi, Ibitoye & Sanni, 2012).

Self-efficacy is the trust and capabilities a lecturer have to accomplish assigned task with different methods at any given period of time (khurram and Sajida, 2017). It assures teachers to transfer

their knowledge and skills to students successfully. Teachers with high sense of self-efficacy beliefs are willing to experiment new methods of teaching to meet the requirements of their students need. If lecturers' self-efficacy increases when accomplishing a task successfully then failure to accomplish a task decreases or lowers their self-efficacy.

Employees with high self-efficacy are always ready to learn new concepts, ideas and skills as well. They perform extra ordinarily and provide their best at workplace (Muhammad Mula, Umer, Muhammad & Kamran, 2016). The term self-efficacy refers to an individual's confidence in their ability to complete a task or achieves a goal. Self-efficacy also refers to set of belief we hold about our ability to complete a particular task.

A strong sense of self-efficacy enhances personal well-being and human accomplishment in many ways. Lecturers with high self-efficacy always approach difficult tasks as a challenge to be mastered rather than as threats to be avoided. Such an efficacious sense increases intrinsic interest and high commitment. They always sustain and heighten their efforts in the face of failures. They always recover quickly from failures and setbacks. They always attribute failures to deficient knowledge and insufficient efforts and skills which are acquirable. They also approach difficult situations with assurance that they can exercise control over it. Such efficacious senses reduce stress and personal accomplishment and lowers vulnerability to depression (Bandura, 2001).

However, lecturers with low self-efficacy shy away from difficult tasks which they view as personal threats. Such lecturers have low aspirations and weak commitment to pursue their goals in their chosen career. When such lecturers are faced with difficult tasks, they dwell on their personal deficiencies, rather than concentrate on how to perform successfully. They are slow to recover from failure or setbacks, because they view insufficient performance as deficient aptitude, they quickly lose faith in their capabilities. They fall easily to victim of stress and depression. Thus, such lecturers

may find it difficult to be committed to their job (Oyewumi, et. al. 2012).

Professional development and self-efficacy will go a long way to improve lecturers' performance if well implemented. Self-efficacy can be implemented when befitting programmes that would favour the entire staff such as seminars, conferences, workshops, mentoring, off the job training, motivation, are provided. The purpose of this study is to investigate the professional development programmes and self-efficacy as determinants of lecturers' performance in colleges of education in Southwest, Nigeria.

Statement of the Problem

The issues of professional development programmes and self-efficacy have generated debate within academic setting in Nigeria. The problem is not on how to hire lecturers in schools, but how to maintain them through continuous development programmes. It seems lecturers do not perform to the expected standards and neither do they see to address the needs of students and other stakeholders. Their performance appears to be less satisfactory than the expected standards and consequences have been predictable as there are rising concerns over poor coverage of term projects and course content, poor preparation of lecture notes, uninteresting mode of delivery of lecture, and unsatisfactory method of evaluation, delayed examination results and missing marks, reduced levels of research and publications and as a result, academic standards and performance among students have been adversely affected.

Aim and Objectives of the Study

The main objective of this study is to examine the professional development programmes and self-efficacy as determinants of lecturers' performances in colleges of education, Southwest Nigeria. In specific terms, the objective of this study is to:

- (i) identify the professional development programmes attended by lecturers in colleges of education in Southwest, Nigeria.
- (ii) determine the level of self-efficacy among lecturers in colleges of education in Southwest, Nigeria.
- (iii) determine the combined contribution of professional development and self-efficacy on lecturers' performance in colleges of education in Southwest, Nigeria.

Research Questions

The following research questions are raised to guide the study:

- (i) What are the professional development programmes that lecturers in colleges of education have attended in Southwest, Nigeria?
- (ii) What is the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria?

Hypothesis

Ho¹. There will be no significant combined contribution of professional development and self-efficacy on lecturers' performance in colleges of education in Southwest, Nigeria.

Methodology

This study adopted descriptive survey research design. The purpose of descriptive survey is to collect detailed and factual information that describes an existing phenomenon. It aims to accurately and systematically describe a population situation and phenomenon to gather data about varying subject.

Population

The target population of the study consists of four thousand two hundred and ninety-five (4,295) lecturers in all thirty-two (32) colleges of education in Southwest Nigeria. These colleges consist of 4 Federal Colleges of Education, 7 State Colleges of Education and 21 private Colleges of Education.

Sample and Sampling Techniques

A multistage stratified random sampling procedure was used to select sample for the study. At stage one, colleges of education were stratified on the basis of ownership (Federal, State and Private). Stage two, purposive sampling method was used to select state having just one Federal and State/Private colleges of education while one State and Private College of Education was picked through balloting from states that have more than one State/Private College of Education or Private College of Education. Stage three, proportional sampling method was used to select eighty percent (80%) of lecturers each from the nine (9) Colleges of Education picked. In all, nine (9) Colleges of Education (3 Federal Colleges of Education, 3 State Colleges of Education and 3 Private Colleges of Education), was used for the study. A sample of one thousand four hundred and thirty-six (1,436) lecturers was used for the study.

Research Instrument

For the purpose of data collection, one (1) instrument was used for the study. Professional Development, self-efficacy, Lecturers' Performance Scale (PDSLPS), self-developed instrument which consist of Sections A1, A2 B, C. Section A consist of demographic section A1 contains five (5) items which deals with the professional development programmes of lecturers like seminars, conferences (Local and International), workshops, and trainings. Section A2 contains five (5) items on professional development with options Strongly Disagree, Disagree, Agree, Strongly Agree. Section B contains ten (10) items on self-efficacy with options Strongly Disagree, Disagree, Agree, Strongly Agree and Section C contains five (5) items on lecturers' performance with options Strongly Disagree, Disagree, Agree, and Strongly Agree.

Validity and Reliability of Instrument

The questionnaire was both content and face validated. The reliability of the research instrument was established using Cronbach Alpha which yielded the reliability coefficient of 0.713.

The statistics tested used were both mean and standard deviation for research question, while the null hypothesis was the Multiple Regression Analysis.

Results and Discussion

Research Question 1: What are the professional development programmes that lecturers in college of education have attended in Southwest, Nigeria?

Table 1: Professional Development Programmes Attended by Lecturers.

Items	N	Mean	Std. Deviation
Seminars	1262	4.38	1.40
Local conference	1262	4.39	1.53
International Conference	1262	1.84	1.22
Workshop	1262	4.08	1.52
Training	1262	4.07	1.67
Grand Mean		3.75	1.47

Source: *Researcher's Field Survey Data (2021)*

The results from the table above revealed that lecturers attended seminars, local conferences, workshops and trainings which few lecturers attended international conferences in colleges of education. These data showed that lecturers in colleges of education in Southwest, Nigeria attended professional development programmes. Therefore the professional development for programmes lecturers in colleges of education in Southwest, Nigeria are seminars, local conferences, workshops, trainings and international conferences.

Research Question 2: What is the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria?

Table 2: Mean and Standard Deviation Indicating the Level of Lecturers' Self-Efficacy in Colleges of Education in Southwest, Nigeria.

Self-efficacy	N	Mean	Std. Deviation	Remark
I can manage to solve difficult problems.	1262	1.21	0.48	Low
I can find the means to get what I want.	1262	2.90	0.64	Moderate
I always accomplish my goals if I stick to my aims.	1262	1.90	0.45	Low
I have confident to deal with unexpected events.	1262	3.77	0.59	High
I can handle unforeseen situations.	1262	2.98	0.54	Moderate
I can solve problems if I invest necessary effort.	1262	2.35	0.66	Moderate
I can rely on my coping abilities when facing problem.	1262	3.64	0.70	High
I can find solution to several problems that confronted me.	1262	1.28	0.75	Low
I always think of solution to problem.	1262	1.14	0.51	Low
I can handle problems that comes my way.	1262	2.96	0.91	Moderate
Grand mean		2.41	0.62	Moderate

Source: Researcher's Field Survey Data (2021)

Note:

M = Mean, SD = Standard Deviation, n = Number of respondents.

Standard reference mean = 2.00. Mean response rating classification: Low = 1.00 – 2.00, Moderate = 2.00 – 2.99, High = 3.00 – 4.00.

Decision: Moderate

Table 2 showed that the mean scores of 1.21, 1.90, 1.28 and 1.14 respectively for managing to solve problem, stick to aims and to accomplish goals, confronted with a problem and think of solution were low in colleges of education in Southwest, Nigeria. Also the mean scores of 2.90, 2.98, 2.35 and 2.96 respectively for finding the means to get what they want, handle unforeseen situations, invest the necessary efforts to solve problems and handle whatever comes to their way were moderate. However, results further indicated that confident to deal with unexpected events and coping abilities to face problems were high. Overall, there was moderate level of lecturers' self-efficacy in colleges of education, Southwest, Nigeria, (Grand mean = 2.41).

Ho¹. There will be no significant combined contribution of professional development and self-efficacy on lecturers' performance in colleges of education, Southwest, Nigeria.

Table 3: Combined Contribution of Professional Development Programmes and Self-Efficacy on Lecturers' Performance in Colleges of Education in Southwest, Nigeria.

Model summary

R	R Square	Adjusted R square	Std. Error of the Estimate	F	Sig	Remarks
0.416	0.173	0.172	1.82476	131.565	0.05	Sig

Model	Sum of Square	df	Mean of Square	F	Sig
Regression	876.157	2	438.079	131.565	0.00
Residual	4192.167	1259			
Total	5068.324	1261	3.330		

Source: Researcher's Field Survey Data (2021)

Results from Table 3 showed that the combined contribution of professional development programmes and job commitment on lecturers' performance was significant ($R = 0.416$, $R^2 = 0.173$, $F = 131.565$, $p < 0.05$). The result means that professional development programmes and self-efficacy accounted for 17.3% of the variance in lecturers' performance in colleges of education in Southwest, Nigeria. Hence, the null hypothesis was rejected.

This means that the alternative hypothesis is hereby accepted that there is significant combined contribution of professional development programmes and self-efficacy on lecturers' performance in colleges of education in Southwest, Nigeria.

Discussion of Findings

The results of the findings which examined the professional development programmes that lecturers in colleges of education have attended in the Southwest, Nigeria revealed that seminars,

local conference, international conference, workshops and training are professional development programmes that lecturers in the Southwest have attended even as few of the lecturers attended international conferences. This implies that professional development programmes are available in colleges of education in Southwest, Nigeria. Professional development programmes are available for lecturers to improve their skills, knowledge and teaching methodology in schools. The finding is in line with the study that revealed that different forms of lecturers' professional development programmes are available in Federal University of Oye-Ekiti such as workshop, in-service training programmes, seminar, computer training programme and video training programme (Oduyaya, 2019).

The results of finding that examined the level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria revealed that there was moderate level of lecturers' self-efficacy in colleges of education in Southwest, Nigeria. The finding is in agreement with study that says that self-efficacy has strong relationship with job performance factors like job commitment. The finding is also in consonance with the study of Muhammad, Mula, Umer & Muhammad, 2016 that affirmed that an employee's self-efficacy was associated with workplace performance but in disagreement with the study that showed that 95% of the teachers were rated low on job performance while 90.4% were low on self-efficacy (Olayiwola, 2011). Lecturers who have a high self-efficacy are more likely to set themselves challenging goals which are most often achieved. Thus, it becomes necessary to identify the practical implications of the outcomes related to improving employee self-efficacy in order to motivate them and improve their job performances.

The results of findings also revealed that there was significant combined contribution of professional development programmes and self-efficacy on lecturers' performance in colleges of education in Southwest, Nigeria. This indicate that all independent variables (professional development programmes and self-efficacy) contributed significantly to lecturers' job performance in colleges

of education, This is in line with the study that revealed that participating in seminars and workshops, conference, higher education and ICT programmes has effects on lecturers' job performance in Federal Polytechnics (Husseina, 2015). This result is also in line with the study that opined that teachers who participated in staff development programmes were more effective in their job performance than those who did not in terms of knowledge of subject matter, classroom management, teaching methods and evaluation of students' works (Imo, Oswald & Inyang, 2013).

Conclusion

From available data, the study revealed that lecturers in colleges of education in Southwest, Nigeria attended professional development programmes such as seminars, conferences (local and international), workshop and training with moderate level of self-efficacy. It is thereby concluded that professional development programmes and self-efficacy are essential variables that can determine lecturers' job performance in colleges of education in Southwest, Nigeria.

Recommendations

On the basis of the findings, the following recommendations were proffered:

- i) Government should provide opportunities for personal advancement on the job as well as sponsorship for training programmes especially international conferences.
- ii) Lecturers should be encouraged to participate more in international conference because there is low participation in international conference compared with local conference which can expose them to people or lecturers outside the country.
- iii) Self-efficacy of lecturers should be improved in terms of problem-solving, ability to cope with students and school problems with confidence to face problems in schools.

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**School Location as Correlates of Learners’
Motivation towards Learning and Achievement of
Universal Basic Education Goals in Public Basic
Schools, Ogun State, Nigeria.**

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Abstract

This study investigated school location as a correlate of learners’ motivation towards learning and achievement of Universal Basic Education Goals in Public Basic Schools, Ogun State. The study adopted the descriptive research design of the survey type. A sample of 1,333 respondents was randomly selected from 103 public junior secondary schools. Learners’ Motivation Questionnaire (LMQ) and Learners Academic Achievement Test (LAAT) were used for data collection, $r=0.912$ and $KR_{20}=0.942$ respectively. Data collected were analysed using Spearman’s Rho correlation. Findings revealed that school location has no significant correlation with learners’ motivation towards learning in public basic schools in Ogun State ($r=.115$, $df=101$, $P>0.05$). School location has no significant correlation with achievement of the

Universal Basic Education goals in public basic schools in Ogun State ($r=.019$, $df=101$, $P>0.05$). The study concluded that school location is not an essential determinant of the achievement of Universal Basic Education goals and learners' motivation towards learning in public basic schools. It was therefore recommended that government should provide necessary materials (instructional and infrastructural), and ensure even distributions of teachers to enhance effective teaching and learning to promote learner-friendly environments.

Keywords: Learners' Motivation, School Location, Goal Achievement

Word Count: 186

Introduction

Universal Basic Education (UBE) is an educational programme aimed at eradicating illiteracy, ignorance and poverty. Therefore, it can be said that at both national and international levels, Nigeria is committed to the provision of Basic Education to all its citizens. Universal Basic Education (UBE) in Nigeria could be traced down to 1955 when the Universal Primary Education Scheme was introduced in Western Nigeria. In subsequent years, the Eastern and Northern Governments also had in place their respective universal education (Saliu & Jamil, 2015). The Federal Government came into the scene only in 1976 with the commencement of the Universal Primary Education in all the regions within the country. The consequence was the provision of a unified and singular framework for educating Nigerians.

The UBE programme is designed to remove distortions and inconsistencies in basic education delivery and to reinforce the implementation of the National Policy on Education. It is also Nigeria's response to the achievement of Education for All (EFA), Millennium Development Goals (MDGs) and the present Sustainable Development Goals (SDGs) and one of the seven cardinal points of the present government in South West, Nigeria. Basic Education has been described as fundamental education,

foundation education or bottom-line education upon which every other form of education (formal, informal and non-formal) is built. Without Basic Education, any educational structure erected, will not have chances of success (Salihu & Jamil, 2015).

The idea behind the Basic Education programme is to give every child formal education for ten years (one year of pre-primary education, six years of primary education and three years of junior secondary education) which would, in turn, make an average child of fifteen years be self-reliant and able to survive life challenges. The goals of basic education in line with the federal government of Nigeria are to: “provide the child with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement, develop patriotic young people equipped to contribute to social development and in the performance of their civic responsibilities; inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour; inspire national consciousness and harmonious co-existence irrespective of differences in endowment, religion, ethnic and economic background and provide opportunities for the child to develop manipulative skills that will enable the child function effectively in the society within the limit of the child’s capacity” (World Bank, 2019).

The primary target of the UBE aspect of this new educational policy is to ensure that every Nigerian child acquires a minimum of 10-year basic education. Given the unstable and consequently unreliable socio-economic realities in Nigeria, one cannot but wonder how far the UBE programme can go in meeting its target and achieving its set objectives. In every society, including the very advanced ones in Europe and America, education has remained the major social structure for capacity building. As such, if Nigeria must compete favourably with other societies in today’s globalised world in the area of skilled manpower, the issue of education must be accorded utmost priority. Given that basic education provides the foundation for any educational pursuit, it becomes necessary for the basic education programme to be given fundamental attention.

The vision of the Universal Basic Education (UBE) is that at the end of ten years of continuous education, every child should have acquired appropriate and relevant skills and values and be employable to contribute his/her quota to national development. The UBE Act of 2004 covers one year of kindergarten, six years of primary education and three years of junior secondary education.

Furthermore, the guideline for the implementation of UBE outlines the targets/goals of the policy as follows: Ensuring that school-age children are in school; 100% transition to JSS at the end of six years of primary education, completers of basic education to possess literacy, numeracy and basic life skills, as well as ethical moral and civic values, all teachers in basic education institutions to possess the Nigerian Certificate of Education, review of basic education curriculum to conform with the reform agenda, achievement of 100% awareness on HIV/AIDS in schools, the establishment of an effective institutional framework for monitoring learning and teaching, and active involvement in and participation and eventual ownership of schools by local communities. As good as this laudable programme is, there is an acute shortage of manpower for monitoring and evaluation: many basic schools had to pay school fees termed 'parents assist', no free transition from primary to junior secondary schools as many have to sit for Common Entrance Examination into Junior Secondary schools. All these and many more coupled with constant changes in curriculum are considered impediments to the effective attainment of Universal Basic Education goals.

The implementation of the UBE programme would necessarily entail the commitment of a large chunk of resources (human and materials) to ensure its effectiveness and efficiency. Effective management of these resources to guarantee the success of the programme becomes imperative and compelling. No education plan can succeed without proper planning and implementation. The financing of basic education is the responsibility of states and local governments. However, the Federal Government has decided to intervene in the provision of basic education with 2% of its

Consolidated Revenue Fund. The Act also provides for the establishment of the Universal Basic Education Commission (UBEC) to co-ordinate the implementation of the programme at the states and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs). But it is quite disheartening that many states in the country fail to access the funds meant to actualize this goal. Funds meant for the provisions of educational materials are there lying un- accessed by states at the UBEC accounts (UBEC, 2018).

Learners' motivation is a very important factor in the teaching and learning process, but, sadly, much attention is given to teachers' motivation without any recourse to learners (Wahab, 2021). When teachers are motivated but learners are not, the consequence is that teaching and learning situations will still suffer. Towards the achievement of UBE goals, learners' motivation needs to be given urgent and prompt attention. Motivation is a fundamental element of students' learning; teachers can assist in increasing and developing motivation for optimal achievement in the classroom.

Through the facilitation of a supportive classroom environment, engaging learning experiences, goal setting and teacher enthusiasm, teachers can empower students to find joy and excitement in their learning. Motivation is enhanced as students gain a sense of self-satisfaction as they can complete the text and task. Student motivation refers to a student's level of engagement in the learning process. When discussing student motivation, scholars typically recognise two major types of motivation: Intrinsic and Extrinsic (CEP, 2019). Intrinsic motivation refers to self-motivation. In other words, a student desires to learn information, achieve a goal or perform a task simply because the student takes pleasure in doing so and sees the value in it. Intrinsic motivation is believed to be the most powerful type of motivation (Knapper, 2017). When a student is intrinsically motivated, they are less likely to be deterred by factors such as peer pressure, complacency or indecisiveness (Fabien, 2019). Also, when a person is intrinsically motivated or possesses self-efficacy skills, he or she believes in his or her ability

to organize and execute a plan of action that may be required to solve a problem (CEP, 2019).

Extrinsic motivation refers to working to achieve a goal because it will produce a certain result. Students who are extrinsically motivated do not necessarily take pleasure in the learning process, but they may show engagement in school because they want to graduate or because they do not want to disappoint their parents. In other words, these students are motivated by outside forces, whereas intrinsic motivation comes from within. Either type of motivation may produce positive results. If students are not motivated, it is extremely difficult to improve their academic performance in school because motivation affects how students relate to their teachers, how much time they devote to studying, and how they go about seeking help when they are having difficulties with assignments (Fabien, 2018).

The importance of school as a citadel of learning in a social environment cannot be over-emphasized (Obua, 2018). The extent to which school location determines students' achievement lies with the particular type of school, its size and whether it is near or far away from another school. School location refers to a school's site, type of buildings, usage, capacity, teachers, students, environment and other parameters for rationalisation of both rural and urban school maps (Obua, 2018).

The location of secondary schools in Nigeria is done haphazardly, without recourse to laid-down statutes. The unplanned location of secondary schools has, therefore, limited their spatial distribution resulting in their concentration to a few locations (Umar & Samuel, 2018). The implication is that while some students spend little time reaching their schools from their homes, others have to travel long distances (Owoeye, 2011). Another impact of rural and urban schools' location is the preference teachers have for urban schools where social amenities avail, to the detriment of rural schools where the population is low and only subsistence livelihood, prevails (Ronfield, Knol & Reininger, 2016). The resultant effect of these factors on secondary schools is that

qualified teachers refuse to post to rural locations, rural dwellers refuse to send their children to schools because they rely on them for subsistence living and help, where parents hesitate to entrust their daughters to male teachers, fearing promiscuity (Mhiliwa, 2015 & Tumwebaze, 2016).

School location describes the school's psychological environment or what others refer to as school ethos, school cultures or the school climate. The school psychological environment could be seen from two perspectives: the goal and relationship dimensions. There is increasing evidence that the student's perception of achievement goal structures both within the classroom and the school generally are related to their self-perception and the use of effective learning strategies (Onuoha, 2010).

A low level of development arising from lack or insufficient basic infrastructural facilities is seriously affecting the rural school students, which invariably has resulted in their low or poor academic achievements. This problem has prevented many quality and experienced teachers from teaching in rural schools and this could result in the poor academic achievement of students in rural schools. Over the past two decades, research has indicated that the educational aspirations of students who study in rural areas lag behind those of their urban counterparts (Umar & Samuel, 2018).

The location of a school has a big role to play in the educational performance of students in the school. The immediate environment of a child plays a major role in the socialization of such a child. Therefore, the area in which a school is located does affect the educational achievement of a student. A school in the heart of the Government Reserved Area (GRA) or housing estate cannot be compared with a school located in an unsuitable place like a motor garage, main street, noisy environment, and nearness to a big market among others. Another impact of rural and urban schools' location is the preference teachers have for urban schools where social amenities are availed, to the detriment of rural schools where

the population is low and only subsistence livelihood prevailed (Ronfield, Kwol & Reininger 2016).

Many rural schools are in a terrible state of despair and lack basic learning facilities. The poor environment and poor infrastructural facilities contribute immensely to poor teaching and poor academic performance. Provision of education in rural areas is faced with difficulties and problems such as qualified teachers refusing appointments in isolated villages; villagers refusing to send their children to school because they are dependent on the latter for help; parents heisted to entrust their daughters to male teachers; lack of roads, books and teaching materials (Akiri & Ugborugbo, 2019). Unequal conditions present in different environments may lead to achievement gaps among students from different school locations. Learners from different school locations should be exposed sufficiently to equal literacy-enriched environments to bridge the gap in achievement among learners from urban and rural school environments (Amadi, Nnamani & Ukoha, 2018).

A review of previous educational programmes in the country shows that material inadequacy has long been a central factor in chronic education shortcomings. The educational materials provided by the state for the execution of education programmes are inadequate and irregular. This inadequacy is compounded by the meagre budgetary allocations for education in recent years, which have been steadily declining over the past two decades. While in 2007, the education sector was allocated 11% of the national budget, this fell to 10% in 2008, 8% in 2009 6% in 2010 and 8.7 in 2013 against the international benchmark which is 26%. Both the global economic recession and growing demand for education in all developing countries have compounded the already-compromised state of Nigerian education.

In 2009, there was a near-collapse of the education sector in Nigeria as virtually all labour groups involved in education embarked on nationwide industrial actions. Learners at all levels were forced to sit at home for several months and wait for the resolution of the dispute. The industrial actions were intended to achieve greater

financial and material support for the school system in Nigeria (Wahab, 2021). The questions that emerged, however, included: should children sit at home because the school system is inadequate? Should education be abruptly terminated because schools are not properly equipped? Should the education sector be expunged from the sectors of organized human endeavour because the government is not providing adequate funds? Many suggestions have since been put forward by researchers and observers to ensure improved funding and more resources for the effective implementation of Nigerian education. This outpouring is, in part, a result of the expectation that the education sector will facilitate technological advancement and economic development in Nigeria, given adequate resources.

The prospect of the education sector receiving adequate funding as a social service becomes less likely with each passing day. As such, the best alternative in the effective management of education is prudence in the use of available materials. When a given level of material is utilized efficiently, more services are provided and more goods produced. Such an economy in the use of resources begins with the adequate exploration of all sources of relevant resources.

A positive learning environment is relevant for students to achieve their educational goals and for teachers to actualize their instructional objectives (Asiabaka, 2019). The school's physical facilities and other elements are the determinant factors in the attainment of educational goals. Also, the quality of education that children receive bears direct relevance to the availability or lack of physical facilities and the overall atmosphere in which learning takes place. The school facilities consist of all types of buildings for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and parks. Others include furniture, toilet facilities, parking lot, security, transportation, ICT, cleaning materials, food storage facilities and social facilities for physically challenged persons.

A positive learning environment needs to be actively created and sustained by members of the student, parents and personnel groups in school, and supported by the community at large. When the school community works together to understand and improve the learning environment, collective action powerfully supports positive youth development and learning to promote the underlying 21st-century skills and knowledge.

The theoretical framework for learner motivation in this study is based on the theory of stimulus-response (Pavlov, 2019). Ivan Pavlov, while studying the functioning of the digestive system, encountered an unforeseen problem. The dogs in his experiment salivated not only upon actually eating, but also when they saw the food, noticed the man who usually brought it or even heard his footsteps. Pavlov began to study this phenomenon, which he called conditioning. "Since the type of conditioning emphasized was a classical one as quite different from the conditioning emphasized by other psychologists at the later stage, it has been renamed classical conditioning.

The Pavlov experiment thus brought to light four essential elements of the conditioning process. The first element is a natural stimulus, technically known as the Unconditioned Stimulus (US) which is food. It results in a natural response called the Unconditioned Response (UR). This response constitutes the second element. The third element is the artificial stimulus which is the ringing of the bell which is technically known as a Conditioned Stimulus (CS). It is substituted for the natural stimulus (food). To begin with, the conditioned stimulus does not evoke the desired response, (CR). The fourth element is the chain of the conditioning process. However, as a result of conditioning, one learns to produce behaviours in the form of a conditioned response to the conditioned stimulus.

The theory of conditioning as advocated by Pavlov considers learning as habit formation and it is based on the principle of association and substitution. A perfect association occurs between the types of stimuli presented together. As a result, after some time,

the natural stimulus can be substituted or replaced by an artificial stimulus and this artificial stimulus can evoke the natural response.

In our day-to-day life, we are usually exposed to simple classical conditioning. Fear, love and hatred towards an object, phenomenon or event are created through conditioning. A father who, when he comes home from the workplace, always rebukes and punishes his child without caring to know the basic reasons may condition his child to fear him or develop anxiety reactions at the time of return to home. The child may further develop a feeling of hatred towards his father or even discontent and a hostile attitude towards his home.

Similarly, a teacher with his defective methods of teaching or improper behaviours may condition a child to develop distaste and hatred toward him, the subject he teaches and even the school environment. On the contrary, affection, a loving attitude and sympathetic treatment given to the child by the parent at home or by the teachers at school may produce a desirable impact on him through the process of conditioning.

Thus, much of our behaviour in the shape of interest, attitudes, habits, sense of application or criticism, moods and temperaments, is fashioned through conditioning. The process of conditioning not only helps us in learning of undesirable habits, unhealthy attitudes, superstitions, fear and phobias through reconditioning. An individual who hates a particular person or object may be made to seek pleasure in their company. Another individual who thinks it is a bad sign if a cat crosses his path can be made to give up his superstitious belief.

Based on the theory of stimulus-response, education researchers have proved the impact of school structural characteristics on academic performance and students' achievement through investigating individual-level and school structural characteristics that influence academic achievement. It was found that students spend a great deal of time in school and therefore schools and school-related activities play key roles in the

socialization of students and serve as the primary social setting for students (Brown & Evans, 2002).

The achievement of UBE goals is presumed to be faced by myriads of problems which are multifarious given these, this study investigated the extent to which learners' motivation towards learning and school location affects the achievement of Universal Basic Education goals in public basic schools in Southwest Nigeria.

Statement of the Problem

Over the years, the gap between educational policies and goal attainment due to inadequate implementation of these policies has become of great concern to many observers. Despite the huge amount invested by the Universal Basic Education Commission in the development of the basic education system in its quest for quality education, it appears they are not sure of what factors affect student academic achievement in the basic education system. The educational system in the country is perceived to be faced by a myriad of problems among which are school location, inadequacy of teachers, material management and others. Several authors have written on all these problems with divergent opinions. Given this, this study has gone a step further to investigate learners' motivation towards learning, school location and UBE goals achievement in public basic schools in Ogun State.

Aim and Objectives of the Study

The aim of this study was to investigate the relationship between learners' motivation towards learning and goal achievement of the Universal Basic Education in public basic schools in Ogun State. The objectives are to:

- i. ascertain the relationship between school location and learners' motivation towards learning in public Basic Schools in Ogun State; and
- ii. determine the correlation between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State.

Hypotheses

For this study, the following hypotheses were postulated for testing:

- H₀¹:** There is no significant relationship between school location and learners' motivation towards learning in public basic schools in Ogun State.
- H₀²:** There is no significant relationship between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State.

Methodology

This study adopted a descriptive survey research design. The purpose of a descriptive survey is to collect detailed and factual information that describes an existing phenomenon. The researchers investigated learners' motivation towards learning, school location and goals achievement of the Universal Basic Education in public basic schools. The target population of the study consisted of 339 public junior secondary schools, 339 school administrators and 246,395 learners in Ogun State. (Ogun State Ministry of Education, Science & Technology, 2020). A simple random sampling technique was used to select a total number of 103 public junior secondary schools with a total population of one thousand one hundred and thirty-three (1,133) respondents which comprised of one hundred and three (103) school administrators (Principals), and One thousand and thirty (1,030) junior secondary school 3 students (10 students per school) for the motivation questionnaire and the achievement test were used.

A self-designed instrument tagged Learners' Motivation Questionnaire (LMQ) was used and structured questions on Learners' Academic Achievement Test (LAAT) were used for the collection of data from the participants.

The data collected from the pilot study was used to calculate the reliability coefficient using Cronbach Alpha. The reliability coefficient of the instrument was the Learners' Motivation Questionnaire (LMQ) $r=0.912$ and Kuder-Richardson (KR_{20}) (LAAT) $KR_{20}=0.942$ respectively. Data generated from the

questionnaire were analysed using Pearson’s Product Correlation and Regression analysis at 0.05 level of significance.

Results

Results from the analysis of data are outlined below.

School Demography

Table I: Distribution of School Location

School location	Frequency	Percentage (%)
Rural	41	39.8
Urban	62	60.2
Total	103	100.0

Source: Field Survey, 2021

Table I revealed that 39.8% of the schools surveyed were rural schools, and about 60.2% of the schools surveyed were urban schools. This means that the majority of schools in Ogun State were urban schools. This information is further illustrated in figure 1.

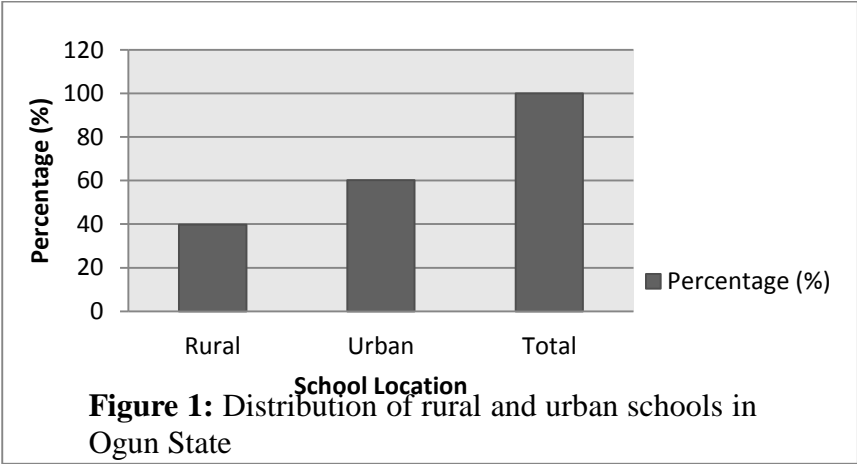


Figure 1: Distribution of rural and urban schools in Ogun State

Source: Field Survey, 2021

Hypotheses Testing

Hypothesis 1: There is no significant relationship between school location and learners' motivation towards learning in public basic schools in Ogun State.

Table 2: Correlation between School Location and Learners' Motivation Towards Learning

Variables	N	Mean	Std. Deviation	df	r	p-value	Remark
School location	103	1.602	0.492	101	0.115	0.247	Not Significant
Learners' motivation towards learning	103	3.888	0.504				

Table 2 indicated the Spearman's rho correlation coefficient showing the relationship between school location and learners' motivation towards learning in public basic schools in Ogun State. Results indicated that school location has no significant correlation with learners' motivation towards learning in public basic schools in Ogun State ($r=.115$, $df=101$, $p > 0.05$). Therefore, the null hypothesis one was rejected. This means that no significant relationship exists between school location and learners' motivation towards learning in public basic schools.

Hypothesis 2: There is no significant relationship between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State.

Table 3: Correlation between School Location and Achievement of the Universal Basic Education Goals

Variables	N	Mean	Std. Deviation	df	r	p-value	Remark
School location	103	1.602	0.492	101	0.019	0.846	Not Significant
Achievement of UBE Goals	103	6.834	1.059				

Table 3 indicated the Spearman's rho correlation coefficient showing the relationship between school location and achievement of the Universal Basic Education goals in public basic schools in Ogun State. Results indicated that school location has no significant correlation with achievement of the Universal Basic Education goals in public basic schools in Ogun State ($r=.019$, $df=101$, $p > 0.05$). Therefore, the null hypothesis two was rejected. This means that no significant relationship exist between school location and achievement of the Universal Basic Education goals in public basic schools.

Discussion of Findings

Findings revealed that school location has no significant correlation with learners' motivation towards learning in public basic schools in Ogun State. The result means that school location is not related to learners' motivation towards learning. The implication of this finding is that the independent variable (school location) and the independent variable (learners' motivation towards learning) are not significantly associated. This indicated that all things being equal, the two variables cannot be compromised for the successful implementation of Universal Basic Education goals achievement. The finding is in line with the report that although there had been marked progress towards realizing the attainment of UBE goals in the country, achievement of the MDG and EFA goals continue to experience several challenges, mainly socio-cultural and economic (UNICEF, 2012). This is further supported that self-motivation among students is a major factor in good academic performance and

that student motivation has a positive influence on academic performance (Ritho, 2015).

Findings revealed that school location has no significant correlation with achievement of the Universal Basic Education goals in public basic schools in Ogun State. The result means that school location is not related to the achievement of Universal Basic Education goals. The implication of this finding is that the independent variable (school location) and the dependent variable (achievement of the Universal Basic Education goals) are not significantly associated. This finding also implies that the moderating influence of school location on the influence of learners' motivation towards learning on goal achievement of the Universal Basic Education in public basic schools in Ogun State was not significant. These findings imply that out of the possible determinants of goal achievement of Universal Basic Education in public basic schools in Ogun State, learners' motivation towards learning could independently impact positively on the achievement of Universal Basic Education goals in rural and urban schools. This was in line with the finding of Liu & Zumbo (2006) that when the students display a good attitude and better interest in a subject, the teacher is motivated and this may cause him to forget whatever hindrances to the teaching of the subject from his part. Good impartation of knowledge of subject-matter on the part of the teacher; coupled with student's interest in the subject and the display of positive attitude as earlier pointed out, is good motivating factors which when combined is assumed will result in better goals achievement of the basic education. This shows that learners' interest in learning cannot be compromised. When learners are motivated, teachers will find it easy to achieve the stated goals of the educational programme.

Conclusion

The study confirmed that school location is not an essential determinant of the achievement of Universal Basic Education goals and learners' motivation towards learning in public basic schools.

The evidence that learners' motivations towards learning significantly influenced goals achievement of UBE goals in public basic schools in Nigeria. This influencing factor of UBE goals achievement did not differ in respect to school location (urban or rural). Given the findings, for the achievement of UBE goals, learners' motivation towards learning should be given utmost attention by the three tiers of government and all education stakeholders. It is thereby concluded that learners' motivation towards learning is an essential of the determinants of Achievement of Universal Basic Education goals in public basic schools.

Recommendations

Based on the findings, the following recommendations were proffered:

- i. Government should provide more instructional and infrastructural facilities in schools, as well as renovate old and dilapidated buildings to improve upon the level of physical facilities and instructional materials to create a learners-friendly environment.
- ii. Professional development training on school management should be provided continuously for school administrators to help in the smooth running of the schools and bring about improved quality service delivery, and enhance the academic performance of the learners towards the achievement of the UBE goals.
- iii. The learning environment should be conducive for normal academic activities to motivate and encourage learners towards achieving educational goals.

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Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria

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Abstract

This study investigated motivational strategies and school factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria. Five objectives consisting three research questions and two hypotheses guided the study. Descriptive research design was employed. Population comprised of all public secondary school principals (2,512) and teachers (63,352). Sample used comprised of 697 principals and 2,254 teachers (Multi-stage sampling procedure). Two self-constructed questionnaires titled "Motivational Strategies and School Factors Questionnaire (MSSFQ)" ($\alpha = .800$) and "Teachers Commitment Questionnaire (TCQ)" ($\alpha = .871$) were administered. Data were analysed using descriptive and inferential statistics. Results revealed poor in-service training, workload, school facilities and very poor incentives. It also showed a low level of teachers' commitment to the school, students and profession. Results showed a high significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment ($F_{6, 690} = 3.101, P < 0.05$). All the indices - in-service training, incentives, teachers' workload and school facilities

all had a relative significant influence on teachers' commitment. It was recommended among others that motivational strategies should be provided to teachers and school factors should be well managed (workload) and improved upon (facilities).

Word Count: 205

Keywords: *Motivational strategies, school factors, teachers' commitment*

Introduction

Teachers are the strength of a nation since they are the key actors of the instructional process and learners' cognitive, social and emotional development (Altun, 2017). Their commitment which is their attachment, belief and willingness to exert efforts on behalf of their school, students and profession is imperative for achievement of educational objectives (Akinwale and Okotoni, 2019). Despite the crucial role of teachers' commitment in attainment of school goals, poor commitment amongst secondary school teachers in Southwest, Nigeria has been observed. Some of the teachers spend little or no time preparing for their lessons, hardly evaluate their lessons and teach the way they like. Several factors have been linked with teachers' commitment. Researchers reported principal support, working conditions, autonomy, school climate, leadership styles and organizational trust (Ifediorah & Okaforcha, 2019; Adewusi, 2018; Yongmei, 2017; Dou, Devos & Valcke, 2017; Sarwar, Mumtaz, Batool & Ikram, 2015; Fard & Karimi, 2015). However, a review of the literature shows that motivational strategies and school factors as predictors of teachers' commitment is relatively scarce.

Motivational strategies are techniques and mechanisms consciously used to promote performance and internal drive among workers (teachers) (Shousha, 2018). Motivational strategies in this study comprised of in-service training and incentives (monetary or non-monetary benefits given in addition to wages) (Daniel, 2019). Agu, Oputa and Umeh (2021) revealed that principals' motivational

techniques (such as welfare packages, conducive environment, adequate teaching materials and leadership behaviours) influenced teachers' job performance in public secondary schools in Awka South Local Government Area of Anambra State. Akeju, Yakubu and Salawu (2021) reported that job motivation techniques (like conditions of service, in-service training) enhanced secondary school teachers' job performance in Sagamu local government of Ogun State. Olurotimi, Asad and Abdulrauf (2015) established that motivational factors incentives influence teachers' commitment in public Secondary schools in Mbale Municipality. Awolusi and Onikoyi (2014) confirmed that motivation had a significant association with staff job commitment in tertiary institutions in Southwest, Nigeria. However, literature shows scarcity of studies on the influence of motivational strategies (in-service training and incentives) on teachers' commitment in Southwest, Nigeria public secondary schools.

School factors, on the other hand, are those features or characteristics that pertain to a school working environment and could influence the quality of teaching and learning in the school. Examples include - teachers' workload and school facilities. Oludeyi and Akinsanya (2018) showed a significant positive influence of school environmental factors on job commitments of staff in the Olabisi Onabanjo University, Ogun State, Nigeria. Yongmei (2017) revealed that workload predicts teachers' job commitment levels. Amalu (2014) put forth that teachers' workload which is the quantity of work or sum of all activities completed by them in a certain amount of time negatively affects their professional effectiveness in Cross River State. However, there seems to be a huge scarcity of studies on the influence of workload on teachers' commitment in public secondary schools in Southwest, Nigeria.

School facilities refer to material resources such as office accommodation, instructional materials, workshop equipment, library resources, convenience facilities and laboratories that enable the teacher to do his/her work well (Ukpong and Okon, 2020). Dağlı and Gençda (2019) reported a moderate positive relationship

between the physical conditions of school buildings and teachers' organizational commitment in public primary schools in Turkey. The result of a study revealed a significant relationship between school facilities and teachers' job stress in Tamale Polytechnic, Ghana (Issah, Abubakari and Wuptiga, 2016). Ekpoh (2018) revealed that a strong relationship exists between school physical facilities and teachers' service delivery in secondary schools in Akwa Ibom State, Nigeria. Danjeka (2015) revealed a strong significant influence of school facilities on teachers' effectiveness in federal college of education Zaria. A thorough search of the literature reveals that the influence of school facilities on teachers' job satisfaction in secondary schools in Nigeria seems to be scanty hence a gap that needs to be addressed.

Judging from the above background, motivational strategies and school factors, therefore, have a link with teachers' commitment. However, since studies are scarce on the subject matter, it therefore, becomes imperative to investigate the joint and relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment in a bid to bridging the gap in the literature.

Theoretical Framework

This study was guided by 'Herzberg Two Factor Theory'.

Herzberg's two factor theory was propounded in 1959. The theory stipulates that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivational factors (intrinsic to the individuals) include - achievement, personal growth and development, recognition, and responsibility. Hygiene factors (extrinsic to the individuals) include - remuneration/incentives, policies, supervisory practices, and other working conditions. This theory is relevant to this study in that it renders support to the role of motivational factor (in-service training, remuneration) in enhancing teachers' satisfaction and

invariably their commitment. It also renders support to the influence of hygiene factors (such as good working condition and adequate school facilities) in preventing dissatisfaction among teachers thereby raising their commitment.

Statement of the Problem

It has been observed that most teachers in South-west public secondary schools are not committed to their schools, students and profession. The poor level of commitment observed among secondary school teachers in the Southwest portrays danger to the achievement of educational goals. Salient likely predictors of teachers' commitment include motivational strategies and school factors. A thorough search of the literature reveals a scarcity of studies on the joint contribution of motivational strategies and school factors on teachers' satisfaction. This therefore, creates a gap in knowledge that needs to be addressed. This study should create awareness on the subject matter. It should also be of great benefit to principals, teachers and the Government. This study should make them put in place various motivational strategies to enhance teachers' commitment. The study would make teachers make right decision in ensuring that their commitment is not affected. The government could use this finding to ensure that schools are well equipped and teachers are given incentives to make them committed. The study would be a guide and reference point to those who wish to carry out studies in this line of endeavour and also contribute to knowledge upon publication. The scope of this study focused on motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) as predictors of teachers' commitment to the school, students and profession in public secondary schools. The geographical scope covered all six Southwest states, Nigeria. However, this study was delimited to three states in the Southwest.

Aim and Objectives of the Study

The aim of this study is to investigate motivational strategies and school factors as predictors of teachers' commitment in public secondary schools in Southwest, Nigeria. The objectives are to:

1. identify the level of teachers' commitment in the public secondary schools in Southwest, Nigeria;
2. identify the motivational strategies that can enhance teachers' work in the public secondary schools in Southwest, Nigeria;
3. highlight the school factors that are on the ground in public secondary schools in Southwest, Nigeria;
4. examine the joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria;
5. examine the relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Research Questions

1. What is the level of teachers' commitment (commitment to the school, students and teaching profession) in the public secondary schools in South-west, Nigeria?
2. What are the perceived motivational strategies (in-service training and incentives) that can enhance teachers' work in the public secondary schools in Southwest, Nigeria?
3. What are the school factors (teachers' workload and school facilities) that are on ground in the public secondary schools in Southwest, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance. They are:

H₀₁: There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) all on teachers' commitment to the school, students and teaching profession in the public secondary schools in South-west, Nigeria.

H₀₂: There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Methodology

Research Design

A descriptive survey research design was adopted for the study.

Study Population

The target population consisted of all the principals (2,512) and teachers (63,352) in all public senior secondary schools in Southwest, Nigeria.

Sample Size and Sampling Technique

The multi-stage sampling procedure was used to select the sample size of 697 principals and 2,254 teachers for the study using stratified random, Yamane sample size determination formula and proportionate to size sampling techniques.

Research Instrument

Two self-constructed questionnaires titled "Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)" and "Teachers' Commitment Questionnaire (TCQ)" were used for data collection.

Validity and Reliability of the Instrument

Face and Content validity evidence were used to validate the questionnaires. Cronbach's Alpha was used to determine the internal consistency of the instrument using 10 principals and 40 teachers who were excluded from the final study. A high Cronbach's Alpha value of .800 and 0.871 was obtained.

Method of Data Administration and Analysis

The instrument was administered to the sampled teachers personally and with the help of research assistants. Data collected were subjected to descriptive and inferential statistics. Demographic data were analysed using frequency and percentages. Research questions were answered using mean and standard deviation, while hypotheses were tested using multiple regression at 0.05 level of significance.

Results and Discussion

Demographic Data Analysis

Frequency Distribution of Principals' Demographic Variables (697)

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-39 years	99	14.2
	40-58 years	459	65.9
	59 years and above	139	19.9
	Total	697	100
Gender	Male	296	42.5
	Female	401	57.5
	Total	697	100

Highest educational qualifications	NCE	98	14.1
	Bachelor's degree	272	39.0
	PGDE	119	17.1
	Master's degree	124	17.8
	PhD	84	12.0
	Total	697	100
Years of teaching experience	1-7 years	20	2.9
	8-14 years	89	12.8
	15-21 years	198	28.4
	22-28 years	256	36.7
	28 years and above	134	19.2
	Total	697	100

Source: Fieldwork, 2021

This table shows that majority of the principals are females, within 40-58 years of age, have Bachelor's degree and within 22-28 years of teaching experience.

**Frequency Distribution of Teachers' Demographic Variables
(n = 2,254)**

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-39 years	1,184	52.5
	40-58 years	945	42.0
	59 years and above	125	5.5
	Total	2,254	100
Gender	Male	997	44.2
	Female	1,257	55.8
	Total	2,254	100
Highest educational qualifications	NCE	465	20.6
	Bachelor's degree	1,109	49.2
	PGDE	389	17.3
	Master's degree	291	12.9
	Total	2,254	100
Years of teaching experience	1-7 years	553	24.5
	8-14 years	1096	48.6
	15-21 years	412	18.3
	22-28 years	137	6.1
	28 years and above	56	2.5
	Total	2,254	100

Source: Fieldwork, 2021

This table shows that majority of the teachers are females, within 21-39 years of age, have Bachelor's degree and within 8-14 years of teaching experience.

Answers to Research Questions

Research Question One: What is the level of teachers' commitment (school, students and teaching profession) in public secondary schools in Southwest, Nigeria?

Level of Teachers' Commitment to the School

S/N	Items ("My teachers")	No.	Mean (\bar{x})	Standard Deviation	Decision
1	are actively involved in school activities	697	2.458	0.55	Low Level
2	consciously promotes the image of the school	697	2.399	0.56	Low Level
3	willingly accepts and obeys the values and goals of the school	697	2.549	0.61	Moderate Level
4	are always willing to contribute when and where necessary to curricula and extra-curricular activities, all in the bid to move the school forward	697	2.551	0.60	Moderate Level
5	have unquestionable loyalty to the school	697	2.498	0.49	Low Level
6	find it easy to cope with school's policies and laws	697	2.429	0.51	Low Level
7	are less likely to be absent from school	697	2.594	0.64	Moderate Level
8	see the school problem as theirs	697	2.051	0.49	Low Level
Weighted Mean = 2.441 (SD = 0.56); General Decision = Low Level					

Source: Fieldwork, 2021

Rating Scale used: NAA = Not At All (1), LL = Low Level (2), ML = Moderate Level (3) and HL = High Level (4). **Mean Threshold Remark:** If the mean is 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level.

This table shows that the level of teachers' commitment to the school is low in public secondary schools in Southwest, Nigeria.

Level of Teachers' Commitment to the Students

S/N	Items ("My teachers")	No.	Mean (\bar{x})	Standard Deviation	Decision
1	treat each student equally in order to ensure their academic growth	697	2.671	0.72	Moderate Level
2	are more likely to work with students in both curricular and extra-curricular activities with the aim to help them connect to the academic activities in the school	697	2.541	0.69	Moderate Level
3	constantly look for instructional strategies that will help learners understand better	697	2.134	0.56	Low Level
4	enjoy working with students	697	2.416	0.65	Low Level
5	recognize that students vary in size, colour, intelligence, background, interest and learning preferences and are always willing to help these students progress through developmental tasks and programmes commensurate with their abilities and interests	697	2.591	0.71	Moderate Level
6	truly cares for their students	697	2.481	0.69	Low Level
7	establish meaningful academic relationships with students	697	2.315	0.58	Low Level
Weighted Mean = 2.450 (SD = 0.66); General Decision = Low Level					

Source: Fieldwork, 2021

This Table shows that the level of teachers' commitment to the students is low in public secondary schools in Southwest, Nigeria.

Level of Teachers' Commitment to the Profession

S/N	Items ("My teachers")	No.	Mean (\bar{x})	Standard Deviation	Decision
1	are active members of local, state, or national professional association body of teachers	697	2.409	0.41	Low Level
2	are willing to defend the profession at all times	697	2.556	0.54	Moderate Level
3	are proud of being teachers	697	1.945	0.40	Low Level
4	are interested in engaging in courses that would help them stay abreast in the profession	697	2.243	0.47	Low Level
5	are ready to build a career in the teaching profession	697	2.252	0.49	Low Level
6	teach because of the love for the profession	697	2.229	0.51	Low Level
7	are willing to remain teachers regardless of other opportunities	697	1.342	0.43	Not At All
Weighted Mean = 1.821 (SD = 0.46); General Decision = Low Level					

Source: Fieldwork, 2021

This Table shows that the level of teachers' commitment to their teaching profession is also low in public secondary schools in Southwest, Nigeria.

Research Question Two: What are the perceived motivational strategies (in-service training and incentives) that can enhance teachers' work in public secondary schools in Southwest, Nigeria?

Perceived 'In-Service Training' Motivational Strategy

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	Training and retraining of teachers is carried out in my school.	2254	2.381	0.74	Poor
2	I am made to participate in seminars and workshops that enhances my pedagogical knowledge at my school.	2254	2.372	0.73	Poor
3	The content of the training course is relevant to my teaching activity	2254	2.563	0.66	Fair
4	I am encouraged to think critically about my experiences in light of the new knowledge gained via training programs.	2254	2.521	0.61	Fair
5	I am equipped with variety of instructional strategies to promote student engagement via training.	2254	2.444	0.59	Poor
6	The course of training programs are motivating and interesting.	2254	2.431	0.61	Poor
Weighted Mean = 2.452 (SD = 0.66); General Decision = Poor (Rarely)					

Source: Fieldwork, 2021

Rating Scale used: NAA =Not At All (1), R = Rarely (2), S = Sometimes (3), F = Frequently (4) and A = Always (5).

Mean Threshold Remark: If the mean is 0.000-1.999 = Very Poor (Not At All); 2.000-2.499 = Poor (Rarely); 2.500-3.499 = Fair (Sometimes); 3.500 to 4.499 = Good (Frequently) and 4.500-5.000 = Very Good (Always)

This Table shows that the perceived motivational strategy in terms of in-service training is poor that is, rarely done and this may not enhance teachers' work in public secondary schools in Southwest, Nigeria.

Perceived 'Incentive' Motivational Strategy

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	I am given extra pay in addition to my wages.	2254	1.981	0.64	Very Poor
2	Allowances are given to me in my school.	2254	1.972	0.58	Very Poor
3	Reward programs is done in my school.	2254	1.985	0.59	Very Poor
4	My school promotes teachers as at when due.	2254	1.998	0.56	Very Poor
5	My work is valued and well remunerated.	2254	1.765	0.60	Very Poor
6	Employees' benefits are given in my school.	2254	2.110	0.64	Poor
7	I am compensated base on the effort I put into my job.	2254	1.919	0.67	Very Poor
Weighted Mean = 1.961 (SD = 0.61); General Decision = Very Poor (Not At All)					

Source: Fieldwork, 2021

This Table shows that the perceived motivational strategy in terms of incentive is very poor that is, not even given at all and this may also not enhance teachers' work in public secondary schools in Southwest, Nigeria.

Research Question Three: What are the school factors (teachers' workload and school facilities) that are on ground in public secondary schools in Southwest, Nigeria?

Teachers' Workload

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	I teach more students than am suppose to	2254	3.184	0.76	Bad
2	My working hours is overstretched	2254	2.711	0.75	Bad
3	I am made to teach extra classes and extra-mural lessons	2254	3.212	0.89	Bad
4	The classes I teach are large	2254	2.981	0.81	Bad
5	I often carry undone tasks to the next day	2254	2.909	0.87	Bad
6	I teach more classes than my capacity	2254	3.216	0.91	Bad
7	I do some of my official work at home	2254	2.881	0.80	Bad
8	I teach more subjects than I should	2254	2.790	0.71	Bad
Weighted Mean = 2.986 (SD = 0.81); General Decision = Bad (Agree)					

Source: Fieldwork, 2021

Rating Scale used: SD = Strongly Disagree (1), D = Disagree (2), A = Agree (3) and SA = Strongly Agree (4).

Mean Threshold Remark: If the mean is 0.000-1.499 = Very Good (Strongly Disagree); 1.500-2.499 = Good (Disagree); 2.500-3.499 = Bad (Agree) and 3.500 to 4.449 = Very Bad (Strongly Agree)

This Table shows that school factors in terms of teachers workload on the ground is bad as most teachers agreed to have a huge workload in public secondary schools in Southwest, Nigeria.

School Facilities

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	Library resources are up to date in my school	2254	1.421	0.54	Very Bad
2	There are adequate instructional materials to aid teaching and learning in my school	2254	1.541	0.43	Bad
3	There are clean convenience facilities for teachers in my school	2254	1.372	0.51	Very Bad
4	Teachers' staffrooms are clean and comfortable	2254	1.444	0.54	Very Bad
5	School laboratories are well equipped for practical teaching	2254	1.321	0.49	Very Bad
6	My school environment is neat and serene for teaching and learning	2254	1.478	0.50	Very Bad
7	Safety and security facilities are available in my school	2254	1.871	0.65	Bad
8	Classes are large enough to aid the teaching process	2254	1.590	0.55	Bad
Weighted Mean = 1.505 (SD = 0.53); General Decision = Bad (Disagree)					

Source: Fieldwork, 2021

This Table shows that school factors in terms of school facilities on the ground are also bad as most teachers disagreed with having conducive and adequate facilities to work within public secondary schools in Southwest, Nigeria.

Test of Hypotheses

H_{01} : There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Model Summary and Coefficients of Multiple Regression Analysis

ANOVA						
Model	Sum of Squares	Df	Mean Square	F	P-Value	Remark
Regression	206.913	6	21.739	3.101	.010	High Significance
Residual	2742.391	690	9.810			
Total	2949.304	696				
Model summary						
R = 0.834 R Square = 0.696 Adjusted R Square = 0.682 Standard Error of the Estimate = 0.00312						

Dependent Variable: Teachers' commitment

Predictors: (Constant), school facilities, in-service training, teachers' workload, incentives.

Source: Fieldwork, 2021

F-value is significant at 0.05*

This Table shows a high significant joint contribution of motivational strategies and school factors on teachers' commitment to the school, students and profession in public secondary schools in Southwest, Nigeria ($F_{6, 690} = 3.101, P < 0.05$). The model summary shows that 68.2% variation (adjusted $R^2 = .682$) in teachers' commitment can be explained by motivational strategies and school factors (independent variables). The remaining 31.8% may be due to errors or factors not considered in this study.

H_{02} : There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Coefficients of Multiple Regression Analysis for the Relative Influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Significant value
	B	Standard Error	Beta		
(Constant)	24.756	4.120		7.109	.000
In-service training	.135	.013	.109	2.102	.040*
Incentives	.275	.007	.199	2.979	.020*
Teachers' workload	.241	.028	.173	2.798	.024*
School Facilities	.228	.019	.164	2.505	.029*

Dependent Variable: Teachers' commitment

Source: Fieldwork, 2021

Beta Coefficients significant at 0.05

This Table shows that in-service training, incentives, teachers' workload and school facilities have a significant relative influence on teachers' commitment in public secondary schools in the South-west, Nigeria.

Discussion of Findings

This research examined motivational strategies and school factors as predictors of teachers' job satisfaction in public secondary schools in South-west, Nigeria. Findings from research question one revealed that teachers have low level of commitment to the school, students and profession in public secondary schools in Southwest, Nigeria. This finding completely agrees with the work of Akinwale and Okotoni (2019) who reported that teachers' job commitment to the school, students and teaching profession was low in public secondary schools in Osun State. The similarities observed in both

studies could be due to the fact that both studies were carried out in South-west, Nigeria.

Findings from research question two revealed that motivational strategies such as in-service training and incentives that can enhance teachers' work are poor and very poor respectively in public secondary schools in Southwest, Nigeria. This finding partially disagrees with the report of Onyali and Victor (2017) who noted that the provision of incentives in Oyo State was quite fair. The finding is also supported by Akeju et al. (2021) who reported a low level of in-service training for teachers in Ogun State secondary schools. Findings from research question three revealed that school factors such as teachers' workload and school facilities are bad (poor) in public secondary schools in Southwest, Nigeria. This could mean that the teachers perceived that the workload is too much for them and school facilities are bad or inadequate in the study area. This finding agrees with Akomolafe and Adesua (2016) who reported poor school physical facilities in secondary schools in Southwest, Nigeria. Uwannah, Amanze, Adeoye and Alaba (2019) reported high (poor) workload of teachers in Ogun State secondary schools.

Findings from hypothesis three showed a high significant joint contribution of motivational strategies and school factors on teachers' commitment to the school, students and profession in public secondary schools in the South-west, Nigeria. A similar study reported a significant influence of motivational strategies on science teachers' job satisfaction in secondary schools in Ibadan Metropolis, Oyo State (Ileuma, 2017). Another previous study also revealed that factors within the school working environment significantly influence teachers' satisfaction in secondary schools in Akwa-Ibom State, Nigeria (Ekpoh, 2018).

Findings from hypothesis four revealed that in-service training, incentives, close the gap workload and school facilities all have significant relative influence in public secondary schools in South-west, Nigeria. A previous similar study revealed that training and incentives/welfare significantly influenced teachers' job performance

in secondary schools in Kogi State (Lawal, Mustapha, Abogunrin and Yusuf, 2019). Another similar previous research work reported that factors within the school environment such as workload and facilities significantly influenced teachers' job satisfaction in Akwa-Ibom State secondary schools (Ekpoh, 2018).

Conclusions

On the basis of the findings, it can be concluded that motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) are poor and are negatively affecting teachers' commitment in public secondary schools in Southwest, Nigeria.

Recommendations

It is therefore recommended that:

1. In-service training should be regularly organised for teachers
2. Incentives should be given to teachers as at when due
3. Teachers' workload should be compatible with their capacity;
4. Government and other educational stakeholders should do all they can to ensure that school facilities are available, adequate, conducive and up to date and
5. School management should ensure teachers are supported and given autonomy to boost their commitment.

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Status and Adequacy of Safety Strategies of Early Childhood Education Centres in Southwestern Nigeria

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Abstract

The study assessed the status and adequacy of safety strategies of early childhood education centres in Southwestern Nigeria. These were with the view to providing information on the safety of early childhood education centres in Southwestern Nigeria. This study adopted a descriptive survey research design and the study population consisted of all Early Childhood Education (ECE) centres of six Southwestern states of Nigeria. The sample for the study consisted of 240 ECE centres, as well as 240 parents and 240 teachers in the centres. Multistage sampling procedure using Simple Random, Snowball and Accidental Sampling techniques were used to select the samples. The study utilised School Safety Checklist (SSC). Data were analyzed using simple percentages. The results showed that early childhood education centres in Southwestern Nigeria were highly safe in disaster prevention (51.7%), playground safety (53.3%) and cyber safety (64.6%). They were fairly safe in the school buildings (52.5%), water hygiene (15.0%), transport safety (18.3%), health and safety (49.2%) as well as social and emotional safety (41.7%) but not safe in fire safety and management (82.9% did not fulfill fire safety conditions). The results also showed that

the safety strategies of 5.4% of the centres were not adequate, 49.6% of the centres were fairly adequate and 45.0% of the centers were very adequate. The study concluded that most of the early childhood education centers in South-western Nigeria had adequate safety strategies.

Keywords: Status, Adequacy, Early Childhood Centre, Southwestern Nigeria

Introduction

Safety means lots of different things to different people under different circumstances. However, it appears to be a common denominator to all applications of safety is the avoidance of harm. Safety itself can be viewed as a science and it is probably best understood under the concept of safety science. What then is Safety Science? Safety Science serves as a borrowed term from the field of Science and Technology and it refers to an international medium for research in the science and technology of human safety. It includes safety in all aspects of human endeavour from the home environment, to the workplace and extends to other aspects like travel, leisure and every other aspect of human hazardous activities (Aven, 2014). By the scope of the definition above, safety science would potentially include safety in schools.

The first question to address would be whether going to school comes under hazardous human activities. This would have been debatable decades gone by, but in our present world, the answer is much easier with various reports of violence and dangers to which children and teachers are exposed at school (Omisore. Omisore, Afolabi, Olajide, Ariye and Agunbiade 2013), (Longobardi, Badenes-Ribera, Fabris, Martinez, & McMahan, 2018; Zenn, 2018). By definition therefore, safety science can be viewed as the study of the total embodiment of safety educational programmes, safety journals, safety papers, safety researchers as well as safety research groups and societies (Aven, 2014). Aside from this academic definition of safety science is the common definitions of safety which include “the

condition of being safe; freedom from danger, risk, or injury” and “– the condition of being safe from undergoing or causing hurt, injury, or loss.” There are also professional definitions of safety which include the Leveson definition who defined safety as ‘the absence of accidents, where an accident is defined as an event involving an unplanned and unacceptable loss’ (Leveson, 2004).

The National Education Research and Development Council (NERDC), an organ of the Federal Ministry of Health in conjunction with the UNICEF has developed the National Minimum Standard For Early Child Care Centres in Nigeria (FRN), 2007). The document prescribes minimum standards for the location, classroom size, flooring, roof, ceiling, walls, illumination, doors and roofing. According to the document, such buildings must be free from chemical and other hazards, as well as excessive noise. While the provisions of the Federal Ministry of Health regarding building safety are rather scanty, the Indian National Commission for Protection of Child Rights includes more detailed requirements for building safety captured under physical safety. Within the concept of safety, especially physical safety, lighting and illumination readily come to mind as essential for the purpose, maintaining well-lighted school environment where there is no cover for shady activities. These, therefore, form part of the important classroom conditions to check while assessing physical safety. Illumination and adequate lighting work beyond lighting up the environment, they are associated with increased concentration and better performance (Singh & Arora, 2014).

The safety implications of monitoring children’s movement are obvious unlike monitoring teachers’ movement. However, the system will be flawed if children are present in the class or school premises without teachers supervising and ensuring their safety. By implication, a teacher cannot just mark the register and leave the premises only to appear when it is time to mark the register the second time. Whatever happens to the children during the unauthorized absence of teachers and other staff is the responsibility of ECE managers making it another breach of trust not to monitor

the movement of teachers. This is particularly so considering the age of the children under the ECE category. Keeping a time book is another safety recommendation whose importance needs to be explored. When teachers sign in and out of the school premises, it helps to review the general safety of the school. A pattern of consistent lateness of teachers which occasions children being left in the school by parents much earlier than teachers arrive could mean two things both with the same result-- reduced safety of children. First, parents may be dropping off their children much earlier than agreed with school authorities.

In the Nigerian setting especially in busy megacities, the temptation to drop off children at school at unsafe hours is strong because parents need to commute through busy traffic to get early to work. Children being left consistently early when the school has not provided for staff cover might serve as an invitation to kidnappers and other criminally-minded persons. The current state of school environments in Nigeria cannot be described as very safe. Negligence and little respect for lives and property have been reported. The collapse of a three-storey building in which a nursery and primary school were located as recently reported attests to the unsafe environment (Sahara-reporters, 2019).

Further evidence on the unsafe environment in Nigerian schools can be deduced from reports that suggest that there is currently no evidence of routine safety checks on electrical fittings in Nigerian schools which is not according to international minimum standards (Jahn, 2004). Awosope highlighted other environmental safety-related flaws in schools. These include sub-standard materials used for electrical poles in bad states, proximity of tall trees to electrical wires and strong winds pulling electric wires resulting in serious risk to life (Awosope, 2014). According to the Federal Ministry of Education, to reduce external interference from dangerous animals and prevent children from straying, ECE facilities should be fenced with concrete, mud, bamboo, raffia, corn stalk, wood, flowers hedge or plants, but there anecdotal evidence shows that many ECE centres are not fenced (FRN, 2007) .

Safety strategies are meant to prevent or minimize the effect/impact of hazards. Reports from literature revealed several concerns regarding the status of safety strategies within and outside Nigeria. Taiwo recently reported an unfortunate school bus fire, claiming the lives of several pupils in Abuja, Nigeria (Taiwo 2018), very similar to an earlier report where a school bus fire incident in Ibadan claimed the lives of innocent pupils (Ogunyemi, 2012). These two reports revealed a likely failure in the simple safety strategy of ensuring that school busses have fire extinguishers. These lapses are not peculiar to Nigeria as evidenced by a recent school bus incident in Tanzania where a bus driver, two teachers and 29 students got drowned in a river (Alabi, 2017). Beyond serious incidents of this nature, a simple safety strategy of using appropriate playground flooring materials to minimize injuries during play is flagrantly neglected by proprietors and regulators of ECE (Nwhator and Adeyemi 2021). It is also common knowledge that the other simple safety strategy of installing CCTV cameras in schools is not yet popular in most Nigerian elementary schools, maybe because of the over-dependence on security guards. Unfortunately, as pointed out by James and Saraso, human security guards are having serious limitations including not inability to store a log of criminal activity and over-dependence on subjective memory social prejudices (James, Bitrust and Saraso, 2016).

The single parameter of adequate teacher to pupil ratio greatly impacts safety in ECE centres. This is more so because of the tender age of many of the children under the ECE age bracket. Scholars have pointed to the unacceptable 1:40 teacher–pupil ratio in Kenya with the majority (73 percent) of schools having more than 40 pupils in a class (David, Cheloti, & Maithya, 2018). It is noteworthy that the recommended 1:25 teacher-pupil ratio in Nigeria is much better than the Kenya recommendations. Despite this, ECE experts at the Obafemi Awolowo University have criticized this blanket figure recommended by the National Policy on Education as being inconsiderate of the age of lower-class ECE pupils (Ajayi, 2008;

Bennett & Tayler, 2006). The observations of Ajayi and colleagues agree with those of Bennett & Tayler (Bennett & Tayler, 2006).

The adequacy of health and safety strategies is also questionable. Evidence from the report of the study by Wagbatsoma and Aimiuwu revealed that most schools in Benin City Nigeria still practice open refuse dumping, portable water was a luxury in public schools and pit latrines were commonest toilets (Wagbatsoma & Aimiuwu, 2008).

Statement of the Problem

Nigerian school children are often exposed to building collapse, electrical and transport hazards, unsafe playgrounds and poor hygiene-related hazards. Little attention is paid to high pupil to teacher ratio (Ajayi, 2008), supervision, health records, Closed Circuit Tele Vision (CCTV) and cyber safety which may influence school quality and endanger child safety though perceived differently by parents and teachers. Despite research into some of these areas, available data is still limited and school safety influence of factors like Closed Circuit Tele Vision (CCTV), cyber safety, emergency doors, paediatric health, keeping of health records, disability friendliness, overpopulation etc. are yet to be well-researched. The current study hopes to address most of these areas.

Aim and Objectives of the Study

The specific objectives of the study are to:

- a. assess the status of safety strategies of early childhood education centres in Southwestern Nigeria; and
- b. determine the adequacy of safety strategies in early childhood education centres;

Research Questions

1. What is the status of safety strategies of early childhood education centres in Southwestern Nigeria?
2. How adequate are safety strategies in early childhood education centres?

Methodology

The study employed descriptive survey research design. The population for this study comprised 240 early childhood education centres in the six Southwestern states of Nigeria. This included privately-owned nursery schools and mission/faith-based nursery schools. Multistage sampling procedure was adopted. The study was conducted in the six Southwestern States of Nigeria namely Lagos, Ogun, Oyo, Osun, Ondo and Ekiti State. Simple random sampling technique was used to select three out of the six Southwestern states. From each randomly selected state, two senatorial districts were selected using simple random technique and from each randomly selected senatorial district, four Local Government Areas (LGAs) were selected using simple random technique. From each randomly selected LGA, ten early childhood education centres were selected using snowball sampling technique. Accidental sampling technique was used to select the 10 early childhood education centres as well as teachers and parents.

An instrument titled School Safety Checklist (SSC) was used. The CSCS was developed by the National Commission for Protection of Child Rights in India (National Commission for Protection of Child Rights (2017). The original CSCS checklist consists of five broad areas namely physical safety, emotional/personal safety, social safety, emergency preparedness, and cyber security. The five broad sections are further divided into several subsections including fire safety, health and hygiene, child abuse etc. This adapted checklist was used to capture all relevant areas namely school building, fire safety management, disaster prevention, construction site safety, playground safety, water hygiene, transport safety, health and safety as well as social/emotional safety. The instrument was pilot tested in three local government areas of Lagos State namely Mushin, Osodi-Isole and Surulere while necessary adjustment was made.

The reliability estimate was determined for items constituting each subcomponent and later on the whole items on the checklist. The result is presented in Table I.

Table 1: Reliability Statistics of the Sub-sections and Whole Items on School Safety Checklist

Sections	No of items	Cronbach's Alpha
School Building	23	0.82
Fires Safety Management	6	0.92
Disaster Prevention	5	0.214
Construction Site Safety	-	-
Playground Safety	7	0.88
Water Hygiene	4	0.83
Transport Safety	10	0.55
Health and Safety	25	0.93
Social and Emotional Safety	16	0.94
Total	96	0.97

N.B: Only one school has score for two items measuring Construction Site Safety and as a result, reliability value cannot be computed.

Table 1 shows the reliability coefficient for each subsection of School Safety Checklist. It is shown that Disaster Prevention and Transport Safety subcomponents have reliability coefficient less than 0.8 whereas, the least among other subcomponents is 0.82. The whole items on the Checklist yielded a reliability coefficient of 0.97 with 96 items. Data collected were analyzed using simple frequencies and percentages.

Results

Research Question 1: What is the status of safety strategies of early childhood education centres in Southwestern Nigeria?

In order to determine the status of safety strategies of early childhood education centres in Southwestern Nigeria, two approaches were adopted. In the first instance, rated value of each item under each safety parameter on School Safety Checklist (SSC) was subjected to a descriptive analysis of frequency and percentage.

The items were rated using Condition well fulfilled (CWF=3), Condition fairly fulfilled (CFF=2), Condition not fulfilled (CNF=1) and Not available (NA=0). Thereafter, rated values of items on each safety parameter examined were summed together and converted to a percentage such that parameter with 0 percent (0%) was adjudged as Not Available, parameter with value between 1-49 percent was adjudged as Condition not fulfilled, 50-69 percent as Condition fairly fulfilled while value of 70 percent and above was adjudged as Condition well fulfilled. These categorized values were then subjected to a descriptive analysis of frequency and percentage. The results are shown in Tables 2 and 3.

Table 2: Descriptive Analysis of Items on Safety Parameters on School Safety Checklist

S/ N	Safety Parameters and their Items	CWF		CFF		CNF		NA	
		f	%	F	%	f	%	f	%
A	School Building								
1	Free from inflammable materials.	219	91.3	5	2.1	9	3.8	7	2.9
2	Cracks in building.	115	47.9	39	16.3	54	22.5	32	13.3
3	Dilapidated building.	101	42.1	54	22.5	52	21.7	33	13.8
4	School premises disable friendly.	78	32.5	31	12.9	120	50.0	11	4.6
5	Alarm for public alert in place	136	56.7	49	20.4	46	19.2	9	3.8
6	CCTV monitoring system in place.	13	5.4	4	1.7	187	77.9	36	15.0
7	Security guard on duty.	70	29.2	11	4.6	153	63.8	6	2.5
8	Electrical fittings in school premises well-secured.	157	65.4	21	8.8	45	18.8	17	7.1
9	Electrical switchboard cautioned.	112	46.7	43	17.9	62	25.8	23	9.6
10	Any naked wires.	112	46.7	11	4.6	78	32.5	39	16.3
11	Any case of electrical shock reported in the past.	125	52.1	3	1.3	73	30.4	39	16.3
12	Controlled access or cautions to heavy electrical equipment.	116	48.3	14	5.8	69	28.8	41	17.1

13	Any electrical spark in the past one week.	123	51.3	7	2.9	74	30.8	36	15.0
14	Corridors/stair cases free of obstruction.	186	77.5	18	7.5	22	9.2	14	5.8
15	Classroom doors/emergency doors clear of obstruction.	193	80.4	17	7.1	27	11.3	3	1.3
16	Floor evacuation plan displayed.	74	30.8	17	7.1	139	57.9	10	4.2
17	Any ceiling hanging from roof.	126	52.5	28	11.7	55	22.9	31	12.9
18	Dampness in toilet walls.	118	49.2	50	20.8	57	23.8	15	6.3
19	Cross-ventilation in classrooms.	197	82.1	34	14.2	7	2.9	2	.8
20	Classrooms well-illuminated.	193	80.4	28	11.7	17	7.1	2	.8
21	Functional lighting conductor.	128	53.3	13	5.4	79	32.9	20	8.3
22	Open wells/ponds if present, covered with protective covering.	155	64.6	3	1.3	52	21.7	30	12.5
B Fire Safety Management									
23	Current fire safety certificate.	25	10.4	4	1.7	192	80.0	19	7.9
24	Current fire extinguisher in place.	55	22.9	7	2.9	161	67.1	17	7.1
25	Other fire-fighting system on	20	8.3	15	6.3	187	77.9	18	7.5
Descriptive Analysis of Items on Safety Parameters on School Safety Checklist									
26	School conducts mock fire drills in association with fire services.	14	5.8	16	6.7	196	81.7	14	5.8
27	Fire emergency management policy accessible to all.	16	6.7	20	8.3	188	78.3	16	6.7
28	Fire service emergency number openly displayed.	19	7.9	6	2.5	201	83.8	14	5.8
C Disaster Prevention									
29	Any railway track nearby.	103	42.9	-	-	84	35.0	53	22.1
30	Any measures to control access to children if river is nearby.	164	68.3	4	1.7	45	18.8	27	11.3
31	Obstruction-free drainage system in place.	176	73.3	11	4.6	44	18.3	9	3.8

32	School near factory producing smoke/other dangerous products.	153	63.8	3	1.3	60	25.0	24	10.0
D Playground Safety									
33	Sports safety equipment like helmets present.	32	13.3	16	6.7	179	74.6	13	5.4
34	Playground free of bushes waterlogged areas.	179	74.6	28	11.7	29	12.1	4	1.7
35	Playground free of waterlogged areas.	183	76.3	34	14.2	23	9.6	-	-
36	Playground floor of safe material.	118	49.2	68	28.3	50	20.8	4	1.7
37	Playground equipment with no protruding parts.	108	45.0	52	21.7	71	29.6	9	3.8
38	Playground equipment are age-appropriate.	94	39.2	59	24.6	79	32.9	8	3.3
39	Playground equipment are free of rust.	97	40.4	54	22.5	75	31.3	14	5.8
40	Children are supervised during play.	199	82.9	23	9.6	16	6.7	2	.8
E Water Hygiene									
41	Safety certificate for drinking water.	91	37.9	7	2.9	134	55.8	8	3.3
42	Water source well-protected.	148	61.7	13	5.4	74	30.8	5	2.1
43	Water tested by local authorities periodically.	110	45.8	12	5.0	115	47.9	3	1.3
44	Safe drinking water available in the school.	132	55.0	7	2.9	90	37.5	11	4.6
F Transport Safety									
45	Dedicated contact person supervising transport staff.	119	49.6	16	6.7	23	9.6	82	34.2
46	School bus driver has current driver's license.	129	53.8	6	2.5	18	7.5	87	36.3
Descriptive Analysis of Items on Safety Parameters on School Safety Checklist									
47	Police verification of drivers before appointment.	93	38.8	18	7.5	43	17.9	86	35.8
48	Instruction on safe distance while starting/ parking school bus.	109	45.4	20	8.3	25	10.4	86	35.8
49	Children taught travel rules.	108	45.0	21	8.8	27	11.3	84	35.0

50	Fire extinguisher in school bus.	95	39.6	7	2.9	51	21.3	87	36.3
51	First aid box in school bus.	75	31.3	5	2.1	73	30.4	87	36.3
52	Parent feedback system on transport, driver and conductor.	107	44.6	25	10.4	22	9.2	86	35.8
53	Bus not overloaded.	106	44.2	23	9.6	27	11.3	84	35.0
54	Arrangement in place for emergency transport.	111	46.3	14	5.8	30	12.5	85	35.4
55	Attendant accompanies children home on alighting from bus.	117	48.8	18	7.5	28	11.7	77	32.1
G	Health And Safety								
56	Medical records of all children kept by school.	144	60.0	29	12.1	61	25.4	6	2.5
57	Trained health personnel available in school all the time	105	43.8	51	21.3	81	33.8	3	1.3
58	Regular health check-ups for children.	113	47.1	54	22.5	73	30.4	-	-
59	Parents let the school know about children's health challenges.	166	69.2	46	19.2	26	10.8	2	.8
60	Any arrangement with a nearby hospital on health issues.	161	67.1	37	15.4	40	16.7	2	.8
61	School clinic/bay equipped for medical emergency.	92	38.3	50	20.8	95	39.6	3	1.3
62	Equipped first aid box available in school clinic/bay.	135	56.3	47	19.6	54	22.5	4	1.7
63	First aid protocol for common injuries prominently displayed.	70	29.2	35	14.6	128	53.3	7	2.9
64	Contact number of doctor/ambulance prominently displayed.	56	23.3	28	11.7	150	62.5	6	2.5
65	Staff trained on first aid & cardiopulmonary resuscitation (CPR).	65	27.1	33	13.8	141	58.8	1	.4

66	Health education on nutrition and balanced diet.	185	77.1	34	14.2	21	8.8	-	-
Descriptive Analysis of Items on Safety Parameters on School Safety Checklist									
67	Health education on alternatives to junk food.	188	78.3	32	13.3	20	8.3	-	-
68	School canteen, if present free from filth, rodents etc.	153	63.8	29	12.1	51	21.3	7	2.9
69	Food products in canteen all covered.	159	66.3	23	9.6	53	22.1	5	2.1
70	Teachers observe eating habits during break.	195	81.3	25	10.4	14	5.8	6	2.5
71	Weakly personal hygiene checks-hair, nails, clothes, teeth etc.	209	87.1	18	7.5	10	4.2	3	1.3
72	Separate toilets for boys and girls.	138	57.5	29	12.1	69	28.8	4	1.7
73	Separate toilet for children with disability.	37	15.4	14	5.8	184	76.7	5	2.1
74	Age-appropriate toilet system.	116	48.3	45	18.8	71	29.6	8	3.3
75	Attendants for children aged 3-6 while using the toilet.	149	62.1	50	20.8	32	13.3	9	3.8
76	Running water available in all toilets.	109	45.4	49	20.4	75	31.3	7	2.9
77	Toilets clean and regularly maintained	153	63.8	53	22.1	30	12.5	4	1.7
78	Regular inspection of sanitation facilities.	142	59.2	54	22.5	40	16.7	4	1.7
79	School regularly conducts hand-washing sections for children.	152	63.3	59	24.6	24	10.0	5	2.1
80	Hygiene messages incorporated into curriculum.	194	80.8	26	10.8	15	6.3	5	2.1
H	Social and Emotional Safety								
81	Grievance committee on child sexual abuse (CSA).	68	28.3	44	18.3	125	52.1	3	1.3
82	All staff are sensitized on CSA committee and child laws.	94	39.2	31	12.9	112	46.7	3	1.3
83	All staff trained to be alert to child abuse indicators.	108	45.0	40	16.7	90	37.5	2	.8

84	Parents regularly sensitized on CSA reports mechanism.	69	28.8	58	24.2	109	45.4	4	1.7
85	Children regularly sensitized on CSA reports mechanism.	75	31.3	54	22.5	108	45.0	3	1.3
86	Any verification protocol for all staff working with children.	83	34.6	47	19.6	106	44.2	4	1.7
87	Training for all staff on child safety and child abuse.	106	44.2	49	20.4	82	34.2	3	1.3
Descriptive Analysis of Items on Safety Parameters on School Safety Checklist									
88	Child safety posters prominently displayed in school.	67	27.9	32	13.3	137	57.1	4	1.7
89	Child safety/protection materials accessible in school library.	72	30.0	23	9.6	139	57.9	6	2.5
90	Qualified child counselor/psychologist full or part time.	87	36.3	70	29.2	78	32.5	5	2.1
91	Children regularly oriented towards good and bad touch.	141	58.8	48	20.0	46	19.2	5	2.1
92	Sensitization on substance abuse.	136	56.7	45	18.8	57	23.8	2	.8
93	Sensitization on self-respect.	182	75.8	34	14.2	22	9.2	2	.8
94	Sensitization on gender issues.	162	67.5	49	20.4	27	11.3	2	.8
95	Anti-bullying policy/committee in place in school.	104	43.3	64	26.7	70	29.2	2	.8
96	Children aware of anti-bullying policy/committee.	109	45.4	53	22.1	73	30.4	5	2.1
97	Children taught skills to cope with negative emotions like anger, stress and fear.	168	70.0	41	17.1	29	12.1	2	.8
98	Children taught on self-confidence and good self-esteem.	187	77.9	35	14.6	14	5.8	4	1.7

99	Children cautioned on gutter language, rudeness, politeness etc.	204	85.0	23	9.6	11	4.6	2	.8
I Cyber Safety									
100	Teachers check phones/other devices for materials harmful to children.	155	64.6	19	7.9	42	17.5	24	10.0

CVF= Condition well fulfilled, CFF=Condition fairly fulfilled, CNF= Condition not fulfilled, NA=Not available.

The result shown in Table 2 shows that under school building safety parameter, 91.3 % of the early childhood education centres in Southwestern Nigeria have buildings that well fulfilled the condition of being free from inflammable materials. Also, 82.1% of the centres well fulfilled the conditions of cross-ventilation while 80.4% well fulfilled the condition of Classroom doors/emergency doors clear of obstruction, and Classrooms well-illuminated. Furthermore, 77.5% well fulfilled the condition of corridors/stair cases free of obstruction. However, 77.9%, 63.8%, 57.9%, and 50.0% of the centres failed to fulfil the conditions of CCTV monitoring system in place, Security guard on duty, Floor evacuation plan displayed, and School premises disable friendly respectively. On fire safety management, the percentages of centres that well-fulfilled the condition ranged from 5.8 to 22.9 while 67.1% to 83.8% of the centres failed to fulfil the conditions. Disaster prevention had 42.9% to 73.3% of centres that well fulfilled the conditions, while the percentages of those who failed to fulfil the condition ranged from 18.3 to 35.0.

Also, the percentages of centres that well fulfilled conditions for playground safety ranged from 13.3 to 82.9, while those that failed to fulfil those conditions ranged from 6.7 to 74.6 percent. Water hygiene had between 37.9 and 61.7 percent of centres that well fulfilled the conditions, while between 30.8 to 55.8 percent of the centres failed to fulfil the conditions. Early childhood education centres that well fulfilled transport safety conditions ranged from

31.3 to 53.8 percent, those who failed to fulfil the conditions were between 7.5 to 30.4 percent, while centres with no transport safety measures ranged from 32.1 to 36.3 percent. Health and safety strategies had between 15.4 to 87.1 percent of centres that well fulfilled the conditions while between 4.2 to 76.7 percent failed to fulfil the conditions. On social and emotional safety of the centres, 27.9 to 85.0 percent well fulfilled the condition while 4.6 to 57.9 percent failed to fulfil the conditions. Cyber safety had 64.6% of the centres that well fulfilled the condition of safety, 17.5 failed to fulfil the condition while 10.0 percent of the centres did not have such measure in place. The summary of the status of safety strategies of early childhood education centres in Southwestern Nigeria is presented in Table 2.

Table 3: Status of Safety Strategies of Early Childhood Education Centres in Southwestern Nigeria.

S / N	Safety Parameters	CWF		CFF		CNF		NA		Rmk
		F	%	F	%	F	%	F	%	
1	School Building	70	29.2	126	52.5	44	18.3	-	-	FS
2	Fire Safety Management	13	5.4	16	6.7	199	82.9	12	5.0	NS
3	Disaster Prevention	124	51.7	43	17.9	68	28.3	5	2.1	HS
4	Playground Safety	128	53.3	72	30.0	40	16.7	-	-	HS
5	Water Hygiene	108	45.0	36	15.0	94	39.2	2	.8	FS
6	Transport Safety	111	46.3	44	18.3	13	5.4	72	30.0	FS
7	Health and Safety	100	41.7	118	49.2	22	9.2	-	-	FS
8	Social and Emotional Safety	84	35.0	100	41.7	55	22.9	1	.4	FS
9	Cyber Safety	155	64.6	19	7.9	42	17.5	24	10.0	HS

HS= Highly Safer, FS= Fairly Safe, NS = Not Safe at all

Results in Table 3 show the status of safety strategies of early childhood education centres in Southwestern Nigeria. In terms of school building, it is shown that 29.2% and 52.5% of the centres respectively well fulfilled and fairly fulfilled the safety conditions while 18.3% of the centres failed to fulfill school building safety conditions. Therefore, in terms of school building, early childhood education centres in Southwestern Nigeria were fairly safe (FS). Considering the fire safety management of the centres, it is shown that 5.4% and 6.7% of the centres respectively well fulfilled and fairly fulfilled the conditions whereas, 82.9% failed to fulfilled the conditions while 5.0% of the centres did not have fire safety management measures in place. Therefore, early childhood

education centres in Southwestern Nigeria were not safe (NS) fire safety wise. In disaster prevention, 51.7% and 17.9% of the centres respectively well fulfilled and fairly fulfilled the conditions, 28.8% did not fulfil the conditions while 2.1% of the centres did not have such safety measure in place.

These centres were highly safe (HS) in terms of disaster prevention. Similarly, in terms of safety of playground, early childhood education centres in Southwestern Nigeria can be adjudged as highly safe (HS) as 53.3% and 30.0% of the centres respectively well fulfilled and fairly fulfilled the playground safety conditions while 16.7% failed to fulfil those conditions. In terms of water hygiene, 45.0% and 15.0% of the centres well fulfilled and fairly fulfilled the condition of safety, 39.2% did not fulfil the conditions while 0.8% did not have such measure in place. As a result, these centres can be adjudged as fairly safe (FS) in terms of water safety. The safety status of the centres in terms of transport safety is adjudged as fairly safe (FS) as 46.3% and 18.3% of the centres well fulfilled and fairly fulfilled the safety condition. However, while 5.4% did not fulfil the conditions, 30.0% of the centres did not have the measure in place at all. In the same vein, in terms of health and safety, and social and emotional safety, the centres were fairly safe (FS) 41.7% and 35.0% of the centres well fulfilled the conditions respectively while 49.2% and 41.7% respectively also fairly fulfilled the conditions. On cyber safety, the centres were highly safer as 64.6% and 7.9% of the centres respectively well fulfilled and fairly fulfilled the conditions, 17.5% failed to fulfil the conditions while 10.0% did not have such safety measure in place.

From the safety analyses above, it can be observed that while the early childhood education centres in Southwestern Nigeria were highly safe while considering disaster prevention, playground safety and cyber safety; they were fairly safe in school building, water hygiene, transport safety, health and safety, and social and emotional safety. However, in fire safety and management, they were not safe.

Research Question 2: How adequate are safety strategies in early childhood education centres?

In order to answer this research question, rated scores on each safety parameter were summed together and converted to percentage. The minimum and maximum percentage score were 34.3 and 96.7 respectively while the mean and standard deviation scores were 68.2 and 12.5. Score of 0-49 percent was adjudged as Not Adequate, 50-69 as Fairly Adequate while score of 70 percent and above was adjudged as Very Adequate. This categorization was then subjected to a descriptive analysis of frequency and percentage. The result is presented in Table 4.

Table 4: Adequacy of Safety Strategies in Early Childhood Education Centres Southwestern Nigeria

Adequacy of Safety Strategies	Score Range (%)	Frequency (f)	Percentage (%)
Not Adequate	0 – 49	13	5.4
Fairly Adequate	50 – 69	119	49.6
Very Adequate	70 – 100	108	45.0
Total		240	100.0

Result in Table 4 shows the adequacy of safety strategies in early childhood education centres Southwestern Nigeria. It is shown that safety strategies of 5.4% of the early childhood education centres Southwestern Nigeria were not adequate. Nonetheless, safety strategies of 49.6% and 45.0% of the centres were fairly adequate and very adequate respectively.

Conclusion

Early childhood education centres in Southwestern Nigeria were highly safe in disaster prevention, playground safety and cyber safety; they were fairly safe in school building, water hygiene, transport safety, health and safety, with social and emotional safety.

However, in fire safety and management, they were not safe and only 45.0% of the centres had very adequate safety strategies in place. School quality has a strong influence/impact on school safety.

Recommendations

1. There should be a massive awareness campaign as well as enlightenment on fire safety and CCTV monitoring systems in Southwestern ECE centres to improve the current level of safety.
2. There is a need to be a strengthening of existing measures by local government health authorities to improve playground safety, water hygiene and general health and safety measures in ECE centres in Southwest Nigeria.
3. Local education districts and teachers' associations should encourage employment of teachers specifically trained in ECE in order to improve school quality which will increase school safety.

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Prevalence of Library Anxiety among Undergraduate Students in Lead City University, Ibadan, Oyo State, Nigeria

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Abstract

Library anxiety is a significant phenomenon among research anxiety constructs that influence academic success. The phenomenon has received attention among scholars in the developed world. The study investigates the prevalence of library anxiety among undergraduate students of Lead City University, Nigeria. The study uses the descriptive survey research method for population of 3,285 undergraduate students of the university, and proportional sampling techniques of 10 percentage are randomly selected from each faculty. The standardise measuring instrument: AQAK Library Anxiety is used. The study shows that (26.9%) of undergraduate students experience mild anxiety, while 21.7% experiences severe library anxiety and 17.2% experience low

anxiety. The study further reveals that 21.3% experienced moderate anxiety and only 12.9% of the undergraduate students experience no anxiety. The study also reveals the factors responsible for library anxiety among the undergraduate students include library environment settings (3.20), inadequate user education (3.03), attitude of library staff (3.00), arrangement and awareness of library resources (2.81) and inadequate user knowledge (2.82). The study recommends improved user education programmes, creating awareness about library services and resources and library staff should improve on their relationship with the library users.

Keywords: Library Anxiety, Information Anxiety, Undergraduate students, User Education, Library Use, Lead City University

Introduction

Researchers in the field of library and information science have always sought to understand the reasons behind the reluctance of some students to use the library. They have always attempted to understand the hindrances library users face in their attempt to make use of the library, in particular, the academic library. Many years of in-depth research have confirmed that many users, irrespective of their cultural or educational background often found the library intimidating. Mellon conceived feeling as library anxiety that means the negative and overwhelming feelings many students experience when needing to use the library for an information need (Mellon, 2015).

Chima, Nwajei and Akpom (2015) also described library anxiety as the feeling of being overwhelmed, intimidated, nervous, uncertain, or confused when using or contemplating use of the library and its resources to satisfy an information need. According to Abdul Rashid and Abdul Karim (2016), anxiety manifest as a feeling of uneasiness, worry, nervousness and apprehension experienced when people face challenges. Library anxiety is library user's feeling of discomfort, uneasiness, uncertainty, fear and nervousness when he or she is confronted with using the library in

order to complete course related assignments. In academic libraries, library anxiety occurs when students are not sure of how to use the library resources and services. It is a state-based anxiety that can cause misconceptions or misapplication of library resources, procrastination, and avoidance of library related tasks.

Most undergraduate students in developing countries attended elementary and secondary schools with non-existent of school library. Thus, their encounter with an academic library of massive information resources, especially print resources, prompted anxiety. This and other factors such as lack of library user education create a state of panic in students when they make use of the academic library.

However, the concept of library anxiety has not received significant attention in Nigeria as compare its extensive researches and discussion in developed countries. This study therefore examines the prevalence of library anxiety among undergraduates in a Nigeria private university: Lead City University, Ibadan Nigeria. The outcome of this study will enable library management and librarians to discover the causes of library anxiety and take action to curb the phenomena and the use of library by undergraduate students will increase and positively influence their academic performance.

Literature Review

The first researcher to make use of the phrase 'library anxiety' was Constance Mellon, an American librarian who made the discovery in a qualitative study that students were using the word 'anxiety' in describing how they feel about the library. The concept soon became popular that researchers considered it imperative to conduct empirical studies on its causes and effects. Bostick therefore developed the first standardised scale called the library anxiety scale (LAS) in 1992 (Bostick, 1992). The first empirical studies on the phenomenon of library anxiety among college students in the United States were published by Jiao, Onwuegbuzie and Lichtenstein.

Since the first empirical study conducted by Jiao, Onwuegbuzie and Lichtenstein (1996), other researchers have also expanded the study to include student from virtually all continents in the world to reinforce the fact that the phenomenon is present across cultures.

Shelmerdine (2016) described library anxiety as a 'situation-based' anxiety. This means that the individual only suffers the anxiety in a specific situation; while attempting to use the library. In a study of post-graduate students, who were surveyed using the Library Anxiety Scale and the State-Trait Anxiety Inventory, it was found that there was no correlation found between general anxiety and library anxiety—someone who experiences library anxiety does not necessarily suffer from general anxiety (Shelmerdine, 2016). Therefore, a usually confident and relaxed student can suddenly transform into a tentative and uncertain library user who may attempt to cover his perceived ignorance with silence or face saving bravado. They are more likely to pretend to know everything rather than ask the library staff for help to (Abdul Rashid and Abdul Karim, 2016).

Amanbo, Dajat and Bibot (2018) submitted that the phenomenon is very common amongst students in academic libraries. It prevents students from accessing and using the information they need. Jan, Anwar and Warraich (2016) also reported that some of the students might be fearful, uneasy and anxious while using the library resources and services. Such negative feelings can hinder their ability to exploit library resources fully. Such students often stay away from the library or refrain from asking questions concerning where to find certain information resources or how to use library facilities and other services. Platt and Platt (2013) reported that the symptoms of library anxiety are similar to those of general anxiety and may include an increase in heart rate, respiration rate, blood pressure, apprehension, and frustration. The negative self-talk, shaking, sweating palms and nausea are common to many other anxieties, but it is perhaps the behavioural aspects of library anxieties which most impact students.

Factors Responsible for Library Anxiety

Bostick (1992) identified five constructs that cause library anxiety. They are; mechanical barriers, affective barriers, comfort with the library, barriers with staff and knowledge of the library. Anwar et al.,(2012) added that the manifestation of library anxiety could be caused by factors such as library staff, library environment, knowledge of the library, library resources, user education, affective barriers, mechanical barriers, technology, etc. Students may be anxious across all or some of these factors. For example, Abusin and Zainab (2017) investigated library anxiety among 125 international students using Bostick's LAS. They found that mechanical barriers, affective barriers, comfort with the library, barriers with staff and knowledge of the library, in that order of significance, are responsible for library anxiety among the students. However, Lu and Adkins (2012) found mechanical barriers as the smallest source of library anxiety, while affective barriers and staff barriers were the greatest sources of library anxiety. They found no significant differences on gender and academic disciplines concerning the level of library anxiety. Ashrafi-Rizi et al. (2014) investigated the causes of library anxiety among Iranian medical students and discovered that the greatest source of library anxiety was barriers with staff and the smallest was comfort in the library. This shows that students are often afraid to seek assistance from librarians when they experience difficulties in using the library (Frazer and Bartlett, 2018).

Erfanmanesh (2011) applied Van Kampen's 2004 multidimensional library anxiety scale (MLAS) on 123 Iranian graduate students and found that 61 percentage of them experienced an average level of library anxiety, 21 percentage experienced below average level, and 18 percentage experienced more than average level of library anxiety. Students in their third semester showed lower library anxiety than those in their first and second semesters. This indicates that as students become acquainted with the library, their confidence and knowledge of library use increases. Rehman (2014) used the AQAK library anxiety scale on undergraduate students of the University of the Punjab and

found that most of the respondents experienced a mild level of library anxiety and that gender had no significant relationship with library anxiety.

Level of Library Anxiety among Undergraduate Students

Studies undertaken in the United States and many other countries have found library anxiety to be pervasive among college students (McPherson, 2015). According to Swigon (2011), approximately 40% of surveyed library users reported feelings of anxiety whenever they have to use the library. It observed that students suffering from library anxiety have a greater propensity to avoid using an academic library and were thus more prone to avoid or delay starting or completing assignments that involved the library. These feelings tend to reduce the time students spend in the library and alternatively increase photocopying expenditure; overlook maps and signs; misinterpret directions and cues when attempting to locate periodicals and books and refrain from seeking much needed help (McPherson, 2015).

The level of library anxiety experienced by library users is determined by both personal and institutional factors. Personal factors relate to various inhibitions regarding the library which may prevent students from making optimal use of this facility for their studies (Chutia and Sarmah, 2019). These include inadequate and/or lack of knowledge and skills of library resources, absence of previous library experience, ignorance of the capability and extent of the library information retrieval systems, lack of self-confidence in conducting research, inadequate knowledge of the subject matter, lack of appropriate information literacy skills and their general confusion with the various aspects of the information search process (Hosseini, Khosravi, and Jahromi, 2014; Swignon, 2011). Studies by Frazer and Bartlett (2018) and Shelmerdine (2018) have provided clear examples which included difficulties differentiating between a subject and a keyword search and narrowing or broadening a search using Boolean logic. Students also developed anxiety as a result of the subject terminologies and the fact that

some articles only carry an abstract and not the full text. Nwokedi and Dachalson's (2007) study on the level of anxiety amongst medical students at the University of Jos, Nigeria also found that majority of the students were inept in using the catalogue and journal indexes.

Institutional factors responsible for library anxiety include the physical and environmental aspects of the library service. These include: the size of the library and collection, the layout and organization of floors and the collection, the noise level, poor ventilation, lighting and air conditioning, signage and computer facilities (Biglu, Ghavami, and Dadashpour 2016). According to Merc (2016), the relationship between size and layout of libraries was first made prominent by Mellon who found that students were intimidated by the large size of the academic library compared to their school or public libraries. Anjaline and Saravanan (2018) found in their study that students reported feeling lost, disoriented and unable to locate the materials because of the size of the library. This resulted in frustration, anxiety and even withdrawal from the library. Other institutional factors that may trigger library anxiety include: the arrangement of materials on the shelves (McPherson, 2015); library jargon; and the perceptions among students that librarians are threatening, frightening, unapproachable and inaccessible when they are seeking personal assistance from them (Nwokedi, 2015).

Various studies have indicated that cultural differences have impact on the cause and level of library anxiety among students. While testing the suitability of Bostick's LAS for Middle-Eastern students, Anwar, Al-Qallaf, Al-Kandari and Al-Ansari (2012) utilized its modified version on Kuwaiti Biological Sciences students. They found that male students were more anxious than females in approaching the library staff and concluded that Bostick's LAS, originally developed using American students, was not suitable for other culturally different populations and suggested the development of a new scale (Jan, Anwar and Warraich, 2016).

Research Method

The study adopted descriptive survey research method. And standardise instrument for data collection was the AQAK Library Anxiety Scale developed by Al-Qallaf, Al-Kandari and Al-Ansari (2012). Jan (2016) submitted that the AQAK scale is the most relevant instrument to measure library anxiety in the modern library environment suffused with digital resources and online access to information. The scale comprises 40 statements clustered into five factors which are: (1) Library resources, (2) Library staff, (3) User knowledge, (4) Library environment, and (5) User education. The instrument measured library anxiety using a five-point Likert scale, i.e.; with values ranging from 1 = strongly disagree to 5 = strongly agree. As reported by Jan (2016), the AQAK Library Anxiety Scale has a Cronbach's alpha value of 0.90 so it is 90 percent reliable. The population of the study are all 3,285 undergraduate students across the faculties, proportional sampling technique of 10 percent (328) of the population was used as sampling size. However, 328 copies of questionnaire were distributed, but 272 copies were returned and valid for analysis.

Presentation and Analysis
Demographic characteristics of respondents

Table I: Frequency distribution of gender, level of study and faculty of respondents.

Demographics	Frequency	Percent
Sex		
Female	107	39
Male	165	61
Total	272	100.0
Level:		
100	46	6.5
200	77	12.9
300	61	22.6
400	45	48.4
500	43	9.7
Total	272	100.0
FACULTY		
	Frequency	Percent
Environmental and Management Sciences	99	36
Arts and Education	46	17
Basic and Applied Sciences	79	29
Law	48	18
Total	272	100.0

Table I presents the demographic distribution of the respondents. Out of the 93 respondents, 56 (60.2%) were female while the remaining 37 (39.8%) were male. Meanwhile, distribution according to level of study shows that 100 level students were 6 (6.5%), 200 level students were 12 (12.9%), 300 level students were 21 (22.6%), 400 level students were 45 (48.4%) and 500 level

students were 9 (9.7). This shows that 400 level students were in the majority, while 100 level students constitute the least percentage of the total respondents. 29 (31.2%) of the respondents were from the faculty of Environmental, Management and Social Sciences, 36 (38.7%) were from Arts and Education, 19 (20.4%) were from faculty of Basic and Applied Sciences, while the faculty of Law has only 9 respondents which is just 9.7%.

Research Questions (RQ)

RQ1: What is the level of library anxiety among the undergraduate students in Lead City University, Ibadan?

Table 2: Proposed levels and frequency of the respondents' library anxiety score

Levels of LA	Ranges of mean scores	Frequency	(%)
No anxiety	0.00-2.11	35	12.9
Low anxiety	2.12-2.52	47	17.2
Mild anxiety	2.53-3.35	73	26.9
Moderate anxiety	3.36-3.76	58	21.3
Severe anxiety	3.77-5.00	59	21.7
Total	-	272	100

Mean = 2.96; SD = 0.74

Descriptive statistics of the total library anxiety scores are presented in Table 2. This study adopted the five levels of library anxiety proposed and used by Anwar et al. (2012) in their research. From the Table 4.3, it can be seen clearly that a majority of the respondents (73; 26.9%) experienced mild anxiety on the AQAK Library Anxiety Scale. 59 (21.7%) of the respondents experienced Severe Library anxiety, 47(17.2%) experienced Low anxiety, while 58(21.3%) experienced Moderate anxiety. Only 35(12.9%) experienced no anxiety. This finding is similar to the study of

Pakistani students where 84.69 percent of undergraduates appeared to have more than low library anxiety.

The overall mean library anxiety score for the 272 respondents was 2.96 with a standard deviation of 0.74. This finding is comparable to the findings of previous literature. Jan, Anwar and Warraich (2016) also recorded a mean score of 2.94 and standard deviation of 0.41.

RQ2: What are the factors contributing to library anxiety among undergraduate students in Lead City University, Ibadan?

Table 3: Descriptive statistics for the sub-factors of library anxiety.

	User Knowledge	Library Environment	User Education	Library Resources	Library Staff
Mean	2.80	3.20	3.03	2.82	3.00
Median	2.60	3.14	3.00	2.80	2.91
Std. Dev	1.071	.740	1.181	1.009	.749
Minimum	1.00	1.14	1.00	1.00	1.00
Maximum	5.00	5.00	5.00	5.00	5.00

Table 3 provides descriptive statistics for the sub-factors of library anxiety: information resources, user knowledge, library environment, library staff and user education. With a mean of 3.20, respondents reported that library environment is the highest factor contributing to library anxiety. This is followed by user education with a mean score of 3.03 and library staff with a mean score of 3.00. Library resource has a mean score of 2.81, while the lowest score was for user knowledge with a mean of 2.82. This result means library environment was the largest and user knowledge was the smallest factor contributing to library anxiety among the respondents. This finding is in variance with that of Jan (2016) who found user education to be the most significant factor causing library anxiety and library environment the least significant among Pakistani students. Similarly, Ashrafi-rizi et al. (2014) reported that relationship with library staff, rather than comfort with the library is

the greatest source of library anxiety. This further buttressed the need for situation specific studies into the causes of library anxiety. However, it must be pointed out that factors such as Library Staff and User Education are also highly significant sources of library anxiety in this study which is consistent with related studies.

Conclusions

Based on the findings of the study, it is concluded that undergraduate students of Lead City University experienced library anxiety with the implication that this will affect their use of the university library. Worthy of note is the fact that unfriendly library environment, lack of proper instruction on the use of the library are significant sources of library anxiety among the students.

It is also obvious that the students often found it difficult to approach the library staff for help in using the library resources, even when they lack the skills to use the resources effectively. This often leaves them frustrated and more reluctant to make use of the relevant resources in the library.

Recommendations

Based on the findings and conclusions reached in this study, the following recommendations are considered appropriate;

- i. It is imperative to redesign user education programmes in order to let students understand that digital resources are integral part of library collections and to equip the students with necessary skills needed to make efficient use of the available digital resources.
- ii. The library should intensify its awareness programmes to educate potential library users about the available digital resources in the library and the benefits to be derived by students who make proper use of these resources.
- iii. All opportunities should be exploited to ensure that library user are put at ease when they visit the library in order to eliminate all form of anxiety which may hinder the effective use of digital resources.

- iv. The library building should be made conducive and comfortable for the users through the provision of amenities such as air conditioners, proper lighting, comfortable furniture as well as the maintenance of order among library users.

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Pre-retirement Education and Financial Security among Senior Citizens in Nigeria Tertiary Institutions

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Abstract

The study focused on pre-retirement education and financial security among senior citizens in Nigerian tertiary institutions. A descriptive survey design was used for the study. The population of the study comprises all senior citizens in tertiary institutions in Nigeria, while the target populations were senior citizens aged 55 years and above from which 100 respondents were purposively selected and this constituted the sample for the study. The instrument for data collection was a structured questionnaire titled 'Retirement Education and Financial Security of Senior Citizens' (REFSSC). The instrument was content validated by the experts. The overall reliability estimate of 0.76 was obtained using the Cronbach Alpha. Two research questions and two

hypotheses were formulated to guide the study. The data collected were analyzed using mean and standard deviation to answer the research questions, while the one sample t-test statistical technique was used to test the hypotheses. The findings of the study revealed that among the senior citizens, pre-retirement education is not well embraced which resulted to financial insecurity. The aged people's financial security was in doubt after leaving active service due to unsuitable pension scheme and their welfare are not adequately taken care of. Based on the findings, the researcher recommended among others that there should be proper and adequate pre-retirement education among senior citizens and that more awareness should be created to engender adequate financial security among senior citizens in Nigeria tertiary institutions and beyond.

Keywords: Education, Pre-retirement Education, Financial Security, Senior Citizens

Introduction

Many Nigerian workers are scared at the mention of the word retirement. This is because of the unpleasant experiences of the past retirees in terms of the delay and difficulties encountered in getting their retirement benefits, gratuity and pension. Unfortunately, some retirees have died out of frustration and in abject poverty while waiting to collect their benefits. Some counselling procedures were suggested particularly on proper preparation for retirement and some forms of pre-retirement education necessary for a more fruitful, tension free, enjoyable and long lasting retirement in Nigeria. Retirement is the total withdrawal of a worker's services from an organization after putting in some specified number of years or having attained the specified retirement age. The implication of retirement is that the worker's productivity would have been declined considerably due to old age or to the routine nature of the job over the years. Akinade (1993) defines retirement as a final stage of life when one leaves an

occupation which one had been involved in for a considerable length of one's working life.

Retirement is an inevitable stage of ageing where the individual gradually disengages from the main stream of active work. It is a very sensitive and complex stage in an individual's life. Retirement from work is the first life step that convincingly defines a person as old because it implies withdrawal from normal activities in business, industry or rendering of services. Retirement can be viewed as an act of withdrawing oneself from a particular regular working place. It is the final stage of an individual's working experience when he quits from his occupation either voluntarily or compulsorily, which also signifies transition to old age (Ode, 2005). Akonam (2002) stated that the age range of 55 to 60 years marks the period of transition from work to mandatory retirement. It is the official and formal ending of work life. Worker's retirement due to old age is based on some assumptions, which are not only peculiar to Nigeria, but to most other parts of the world. Some of these assumptions are that workers within the age bracket 55 to 60 years have lower productivity due to loss of effectiveness as a result of old age or ill-health. Also persons within such age bracket experience widespread difficulty with occupational mobility, because at that age, they feel less free to go on transfer or change jobs, because of immediate and extended family ties. There is assumption also that these old workers need to give way so that the young unemployed people can get job (Akonam, 2002).

However, Mdaman (2005) earlier stated that pre-retirement planning is one way to improve the chances of successfully adjusting to the new life style. Sulaiman (2006) added that an individual adjusts to retirement either positively or negatively depending on how he/she perceives retirement. Consequently, an individual who perceives retirement in positive manner would experience success in retirement, while an individual who perceives retirement in a negative manner would have an unsuccessful experience. In essence, there is a probability that those who perceive retirement as a new beginning and continuity, would have positive retirement,

while those who perceive retirement as transition and old age rest and imposed disruption would experience negative adjustment in retirement. Retirement involves a lot of changes in values, monetary involvements and social aspects of life. Any form of retirement, will certainly affect the level of adjustment of the retired individual (Nwalo (2005).

Old age is a major factor in retirement, whether viewed from the number of years the individual has put into service or the actual age of the person. This probably explains why the retirement age for academics was recently moved upwards to seventy (70) years and for judges of the court of Appeal and Supreme Court of Nigeria. Even then, their services are still sought after even after their retirement. Hence, many academics are retained in their institutions or by similar institutions on contract terms, after retirement. On the whole, a time definitely comes when the services of an individual may no longer be required. This according to Williams (2007) could be due to the rules of the job, poor health, family responsibilities etc. This position was earlier supported by Oviomo (2007) who reported that several factors are responsible for people leaving their employment. According to her, these factors include old age, ill-health, inability to secure another employment after losing one, dissatisfaction with condition of service and family responsibility. Hence, they go into retirement. On the whole, the concept of retirement is based on the general fact that both productivity and the pleasure to work diminish with old age (World bank, 1994).

However, retirement can be an exciting experience filled with new opportunities and challenges, or a new painful transition that brings boredom, lack of purpose and discouragement depending on an individual's perception and planning. A lot of problems are associated with retirements which were enumerated in this paper. The retiree is under psychological pressure and mental cataclysm in trying to strike a compromise between an idealized and a realistic departure from planet job market to planet retirement. The ending of vocational life is synonymous with departure from biological life especially if he is not successful in his career. On the other hand, if

he was successful in his career, he sees his retirement as a deprivation from his paradise. Also, some newly retired persons characterize retired life as a succession of surprises which put them under perpetual stream of shocks. Others see it as a traumatic experience. On her part, it was observed that with recent events in Nigeria with regards to retirees, while some people see retirement as a bitter pill even when reasonable financial provision may have been made for this anticipated time. Therefore, compulsory retirement has a determined effect on the health and in some cases, can lead to premature death. This may be due to physiological and emotional disorders like moodiness, erratic behaviour, hypertension, stomach, ulcers, heart disease and a pressing tendency to commit suicide. But for others, particularly those who retired voluntarily, retirement helps to remove physical, mental and emotional pressures of a routine job (Maisamari & Mdaman (2005).

Accommodation challenge is another problem encountered by retirees. Some may have to quit official residences belonging to their former employers. Problem then arises when such persons have no buildings of their own and have to move into a rented apartment. This may lead to some emotional stress and low morale. One other problem facing retirees is that of isolated or solitary life. Most of the times the retiree lives with his/her spouse who sooner or later also become a retiree. At this stage, the children are all grown up and have left home. This affects the living pattern of the retiree. This probably explains why many retirees like to stay put in their familiar environment after retirement. Starting a new business or bringing in grand children or relatives to live with one, in the traditional African extended family system may be a panacea to this problem. Retirement particularly the compulsory or forced one may lead to some psychological effects such as disbelief or denial, anger, anxiety disorder, depression, substance abuse and frustration (Akonam (2002), Ode (2005) & Dike (2007).

There is need for retirement and pre-retirement counselling education in Nigeria. Unless in exceptional cases, most workers that get retired or go into retirement are people that can be described

as old adults, usually fifty-five (55) years and above. It is therefore necessary that senior citizens prepare or plan adequately ahead for their retirement. The individual must decide for himself the type of life he would want to live to give him satisfaction. Furthermore, McKinney (2003) asserted that financial security, which is often based on long range planning, significantly influences the success or enjoyment of the retirement experience. Long-range retirement planning he says focuses on accumulation of money and assets. The earlier a person starts planning for retirement, the more wealth he or she accumulates and the more he or she has a successful retirement experience.

Pre-retirement education is not a new concept, but it is the way of providing guiding, counselling and coaching senior citizens entering the difficult process of transition into retirement. Pre-retirement education makes the senior citizens to see better quality of life in active ageing and this will help them in planning adequately and prepare for their life after leaving active service. According to WHO (2002) definition, active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age. Active ageing will allow senior citizens to realize their potentials for physical, social and mental well-being throughout the course of life and to participate in the society. Active ageing aims to extend healthy life expectancy and quality of life for all senior citizens. Active ageing will then give senior citizens to promote active ageing in employment, to promote healthy ageing and independent living and to promote active ageing in the community through volunteering and caring services to humanities.

The overall purpose of pre-retirement education is for senior citizens to identify: Who they are? What they want? How are they going to get there? And how are they going to sustain it to get feedback? Retirement education focuses on the idea of senior citizens to identify their old-fashioned images, break down mental barriers before planning in their own way. It will help them identify examples of what they enjoy doing at the moment. They will be able

to develop in that area in order to get maximum satisfaction after retirement (Olayiwola (2002) & Olori (2008)). Pre-retirement education need planning by senior citizens and these will help them to overcome some agitating questions that bother their mind. Some of the agitating questions that boarder senior citizens include the following: When should I get started on my retirement planning? What are the barriers on my way to plan? Why do I continue to hear so much about financial planning for retirement and little else? Is the institution that I am working with likely to assist me in my retirement planning? When and how did you get started on your retirement planning? These and many more questions will be settled with the help of adequate pre-retirement education. The senior citizens only need to write their goals and plan along with it.

In addition to planning ahead for retirement, factors in determining the level of an individual's adjustment to retirement include the strength of marriage, the health status, contacts with others and family responsibilities. Successful adjustment to retired life requires what successful adjustment to anything requires, that is accepting what one cannot change, taking responsibility for those things one cannot change and maintaining confidence in one's own integrity. In order to overcome the already identified problems of retirees, there is need to assist them to plan ahead for their retirement. Akinade (1993) opined that pre-retirement counselling is the provision of comprehensive guidance and information concerning the social, emotional, financial and other aspects of retirement. The essence of pre-retirement counselling is to help retirees imbibe the culture of perseverance and prepare for tomorrow, if need be, develop an alternative vocation not only to avoid idleness on retirement, but also to boost his financial status. Hence, the senior citizens continue to remain relevant within their immediate and extended family and social circle. The social and emotional problems should get the senior citizens ready to adjust accordingly. Interactions with colleagues at work will stop and the regular social outings will reduce either due to age, health or financial reasons. Senior citizens also fined themselves most of the

time. They see these as normal life situations and learn to accept them and not regret or brood over them.

Financial security is the idea of planning for the rainy day so that life will be bearable for senior citizens after retirement. It entails all security measures that will help and assist the senior citizens to find their feet on solid ground to enjoy their labour after living active service. There are three components of financial planning: Retirement Annuity; Self-directed investments; and Social Security benefits. All these must be well spelt without any ambiguity. Any option that you make must be evaluated and if there is one recurring concern in retirement, it is paying for health care. Senior citizens must develop strategies to cover the expenses of their health care insurance until they start on Medicare. They need some form of Medicare supplemental health care insurance to cover those expenses that are not covered by Medicare. Senior citizens need to protect their assets as well. If they are married, they must ensure that all their properties are in joint ownership with their spouse (Ode (2005) & Nwalo (2007)).

Other precautions that senior citizens need to do include the following:

- Ensure that they state the name of beneficiaries on any pre-retirement plan or life insurance policy so that life will be meaningful after your departure.
- Periodically, obtain and review their credit report. Always avoid online trading and companies that offer a free credit report or a free credit score service because they may not be real.
- Start paying down any mortgages, vehicle loans, credit cards etc. because the sooner they are debt free, the earlier they will be financially secure.
- Consider making any major purchases prior to their retirement so that they will not continue using your pension to pay it up.

- If they are involved in any self-directed investment fund such as a tax-sheltered annuity, evaluate each investment and forecast for the future.
- Make sure there are no liens against their home or other titled properties.
- Make sure they know and understand any life insurance policies they and their spouse may have beyond those provided by their employer.
- Consider making their funeral arrangements and pre-paying their funeral expenses. They can put any money on “Payable on Death” (POD) account for that purpose.
- Do not overlook dormant benefits in a retirement plan or a pension fund from a previous employer. Go back over their employment history and search for any benefits that they may know and understand their social security benefits as well as those that they are eligible to apply for.
- Adjust any contributions to self-directed investments to meet their financial goals.
- Protect their assets by reviewing their planning needs.
- Attending retirement workshops, seminars and training that will assist them for their retirement.

The senior citizens need to consider taking continuous education classes in an area of interest and consider learning something new like to play piano, to paint, to draw etc. The senior citizens need to consider starting a business, a second working career, mentoring or doing volunteer work. They need to develop a plan for their leisure-time activities such as travel, golf biking and they should not forget to maintain their physical health and wellness.

Retirees should be counseled on the need to save for the rainy day. A percentage of their current income should be saved in the bank on monthly or regular basis. They should be counseled to invest in shares and other forms of business that could start yielding dividends (profit) during retirement. Consequently, they would not be dependents when their retirement comes. He may even float a

Non-Governmental Organization (NGO), aimed at identified needs of the community, such as sex education, sanitation, food production and handle same appropriately. According to Ezeani and Ebosele (2001) in the works of Adeniji et. al. (2017), during retirement, a retiree public officer usually receive certain benefits in form of gratuity and pension. Gratuity is the sum total lump paid to a worker on exiting from the service either through withdrawal or retirement, while pension is the sum of annuity paid periodically, usually monthly to a public servant who disengages from service after attaining a specified age limit usually 60 years or 35 years of active service, (Ezeani, 2001; Ebosele, 2001). In other words, gratuity and pension are post-employment benefits. These benefits are designed to prevent a sudden sharp drop in the financial capacity and living standard of the worker as would happen with the stoppage of his monthly salary and allowances after disengagement. The lump sum or gratuity he is paid is meant to enable the retiree finance any post-retirement endeavour of his choice, while the pension replaces the monthly salary the retiree gets while he was still in active service, (Babasola, 2000).

The issue of welfare of retirees is of great concern to the government of any country and it is believed that this is dependent on the efficient management of their retirement benefits by their Pension Fund Managers. In Nigeria, before the inception of the Contributory Pension Scheme, the Defined Benefit (Non-Contributory) Pension Scheme was in operation but it was beset with a lot of problems such as irregular/non- payment of pensions and gratuity, mismanagement of pension funds, lack of regulatory and supervisory agency, no accountability, no transparency and large scale corruption. Thus retirees suffered untold hardship which led to the enactment of the Pension Reform Act, 2004, and 2014 which brought on board the Contributory Pension Scheme (Akiojemi et. al., 2018). Before the enactment of the Pension Reform Act 2004, every retiree from a Public Sector organization in Nigeria, was under the Defined Benefit Pension Scheme, that is, Non-Contributory Pension Scheme (NCPS). The Contributory

Pension Scheme was seen as a panacea for the problems of the Defined Benefit Scheme and with it, there was hope that retirees' welfare will be enhanced because they can plan their lives based on the prompt and regular payment of their lump sum and pensions. (Akiojemi et. al, 2018). The Federal Government of Nigeria stated that one way of achieving improvement in the well-being of the citizens of a society is to ensure that due reward is given to retirees regularly. (FGN, 2004).

Statement of the Problem

It is certain that the income of civil servants is rarely adequate to enable them fend for themselves in the pre-retirement era. Uncertainties associated with retirement are usually tortuous. The deplorable social conditions of retirees tend to generate pre-retirement anxieties among civil servants. While retirement remains a luxury in developed countries, in Nigeria, workers are always afraid of financial insecurity after retirement. The social insecurity associated with retirement in Nigeria makes retirement unattractive to workers (Jonathan 2009). The establishment of the 2004 contributory pension scheme in Nigeria became inevitable in order to overcome these challenges. This opened a new chapter in the management of pension funds in Nigeria (Oviomo 2007). Pension is one of the structures designed by the society to whether the storm of old age especially on retirement from active service. The non-contributory pension scheme established in Nigeria by Act 102 in 1979 face enormous challenges like non-payment of pensions on time, embezzlement of pension funds and too much screening exercises that is usually stressful on retirees. In this study, civil servants who are future retirees express their feelings over the non-contributory pension scheme and the challenges retirees face in the administration of the scheme. It is against this backdrop that the researcher wishes to investigate the pre-retirement education and financial security among the senior citizen in Nigeria tertiary institutions.

Objectives of the Study

The main objective of the study is to assess the pre-retirement education and financial security of the senior citizens, while the specific objectives were to determine:

1. the level of pre-retirement education of senior citizens;
2. the extent of senior citizens' financial security;
3. the extent at which government provisions toward financial security is available to the senior citizens; and
4. if there is a significant impact of pre-retirement education on financial security of senior citizens in the university.

Research Questions

1. What is the level of pre-retirement education of senior citizens?
2. What is the extent of senior citizens' financial security?
3. What are government provisions towards financial security is available to the senior citizens?

Hypothesis

There is no significant impact of pre-retirement education and financial security of senior citizens in the university.

Methodology

This research adopted a descriptive survey design. The population of the study was university employee, while the target population were senior citizens aged fifty-five and above. The statistics of this population was obtained from the establishment department of the university from which respondents were sampled using the purposive and systematic sampling technique. The instrument for this study was a researcher developed questionnaire titled "Pre-retirement Education and Financial Security" "PEFS" with four sections. Section one was designed to collate the demographic data of the respondents, Section two had 10 items to gather responses on pre-retirement education and senior citizens, and Section three had 12 items centered on extent of senior citizens' financial security.

Section four had 6 items on government provision towards financial security. The items were on a four-point scale of measurement Very true of me, True or Not true of me and Not very true of me. The instrument was face and content validated by educational measurement experts while its reliability was established using the Cronbach's Alpha method for determining the internal consistency of the instrument. An overall reliability coefficient of 0.91 was obtained. The collated data was analysed using descriptive statistics mean and standard deviation for answering the research questions and correlation statistics for testing the generated hypothesis at 0.05 level of significance.

Demographic Characteristics of the Respondents

The socio-economic features of the respondents are; gender, age, education, marital status, occupation and ethnicity group as presented in Table I.

Table I: Demographic Characteristics of the Respondents

	Characteristics	Frequency	Percent
Gender	Male	96	76.2
	Female	30	23.8
	Total	126	100.0
Age	55-60 years	111	88.1
	61-65 years	15	11.9
	66yrs and above	0	0
	Total	126	100.0
Staff Status	Teaching	93	50.6
	Non-teaching	33	13.1
	Total	126	100.0

As shown on Table I, 96 (76.2%) of the respondents were males while 30 (23.8%) were females. This shows that more male participated in the study than female senior citizens. On age

distribution of respondents, Table 1 also revealed that 111(88.1%) of the respondents were aged between fifty-five and sixty years, 15(11.9%) were aged between sixty-one and sixty-five years, while none of the respondents were sixty-six years and above. This shows that most of the respondents were aged between fifty-five and sixty years.

Answering Research Questions

Research Questions One: What is the level of pre-retirement education of senior citizens?

To answer research question one, responses were analyzed using descriptive statistics of frequency and percentages as shown on Table 2.

Table 2: Level of retirement education of senior citizens.

	Frequency	Percent
Low	72	57.1
Moderate	48	38.1
High	6	4.8
Total	126	100.0

As shown on Table 2, 72 (57.1%) of the respondents had a low level of retirement education, 48 (38.1%) had a moderate level of retirement education, while 6 (4.8%) had a high level of retirement education. This shows that the level of retirement education of most of the senior citizens was low.

Research Questions Two: What is the extent of senior citizens' financial security?

To answer research question two, responses were analyzed using descriptive statistics of frequency and percentages as shown on Table 3.

Table 3: Extent of financial security of senior citizens.

	Frequency	Percent
Low	108	85.7
Moderate	15	11.9
High	3	2.4
Total	126	100.0

As shown on Table 3, 108 (85.7%) of the respondents had a low extent of financial security, 15(11.9%) had a moderate extent of financial security, while 3 (2.4%) had a high extent of financial security. This shows that the extent of financial security of most of the senior citizens was low.

Research Questions Three: What are government provisions towards financial security as available to the senior citizens?

To answer research question three, responses were analyzed using descriptive statistics of mean and standard deviation. With a minimum and maximum of 1 and 4, a mean of 2.5 and above indicated government provisions as shown on Table 4.

Table 4: Level of government provision towards senior citizens financial security.

Items	Mean	SD
The pension schemes are favourable to senior citizens due to government intervention	1.8095	0.88285
Pension operations are transparent and unreliable to senior citizens	2.0476	0.72506
Government used to monitor the operations of pension schemes	2.3810	0.90206
Any pension schemes that fail were being sanctioned by the government	2.3571	0.95049
Senior citizens are always dissatisfied with their post-retirement benefits like gratuity and pension	1.6905	0.63830
Management of pension scheme makes retirement attractive	1.9762	0.91620

As shown on Table 4, with a mean response of below 2.5, respondents indicated that the pension schemes are not favourable to senior citizens due to government intervention; pension operations are not transparent and unreliable to senior citizens, government do not monitor the operations of pension schemes, failed pension schemes were not sanctioned by the government, senior citizens were dissatisfied with their post-retirement benefits like gratuity, pension and management of pension scheme which makes retirement unattractive.

Hypothesis Testing

H₀₁: There is no significant impact of retirement education and financial security of senior citizens in the university.

The data collected from the study was analyzed using Pearson's Product Moment Correlation (PPMC) statistics as shown in Table 5.

Table 5: PPMC summary of impact of retirement education and financial security.

Variables	N	Mean	SD	Cal. r-value	p-value	Decision
Retirement Education	126	19.36	3.72980			
				0.739	0.00	H₀₁ Rejected
Financial Security	126	22.07	5.06940			

p < 0.05

As shown in Table 5; with a Pearson's Correlation value of 0.739, and P-value: 0.00 is less than significance value of 0.05, the decision is to reject H₀₁. This means that there is a significant impact of community education and financial security of senior citizens in the University. It therefore implies that the more senior citizens are educated on retirement, the more financially secured they are.

Discussion of the Findings

Based on the findings of the project, it shows that most of the respondents were aged between fifty-five and sixty years and that is why they were referred to as senior citizens. And based on the research question one, the level of pre-retirement education of senior citizens was low. This was in line with (Adegoke, 2006) that opined that pre-retirement education is essential and all senior citizens need it in order to assist and help them to plan ahead. Also, the extent of senior citizen's financial security was low. Many senior citizens did not have trust in the employers and government as well. All the intention of the employers and government is to use them and sustain them for the work they were doing. There is no plan for their retirement. Government have no tangible provision for senior citizens apart from their pension scheme. The pension schemes are

not favourable to senior citizens due to government intervention. Pension operations are not transparent and reliable to senior citizens and government did not monitor their operation. The senior citizens suffered untold hardship due to non-payment or delay in the payment of their pensions and gratuity. And the reason of establishing contributory pension scheme was forfeited because there is no sincerity in their operation and the financial security is not there for senior citizens to have access to their pension contribution at the end of their retirement. In essence, there is a significant impact of pre-retirement education and financial security of senior citizens in the University. It therefore implies that the more senior citizens are educated on retirement, the more financial secured they are.

Conclusion

In conclusion, there is need for organizing pre-retirement seminars and workshops for intending retirees. But the question that readily arises is to what extent have they been effective or actually addressed the needs of these group of people? This question becomes relevant as it seems most of the participants come out empty and still find themselves in their retirement blues sometime later. This study indicates that non-contributory pension scheme has a lot of influence on pre-retirement life of civil servants in Nigeria. Respondents (civil servants) expressed their anxieties over the provisions of the non-contributory pension scheme.

Recommendations

The researcher conclude and recommended that:

- * Pre-retirement education should be seen as necessity by all organizations, government and non – governmental organizations to prepare their intending retirees adequately for life after work or service.
- * Facilitators or resource persons for seminars or workshops for intending retirees, must of necessity include guidance counsellors or counselling psychologists, who will handle the

- emotional aspect of the programme, other than skills acquisition and financial management that will be handled by other experts.
- * Retirees should be assisted financially through the granting of soft loans with low interest rate and no collateral by government agencies and other interested organizations. This will enable them to set up outfits to practice the skills or vocations they would have learnt during the pre-retirement seminars.
 - * Government and all employers of labour should re-examine and structure the process through which their retired employees get their gratuity and pension benefits. This should be with the aim of removing the stress, frustration and delay associated with getting such benefits at present.
 - * The establishment of a civil service pension board by Federal and State government to put in place a permanent structure for the management of pension cases in the state.

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Employee Benefits as Predictor of Teachers' Job Satisfaction in Public Primary Schools in Southwest, Nigeria

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Abstract

This study examined employee benefits as a predictor of teachers' job satisfaction in Southwest, Nigerian public primary schools. Four objectives consisting of two research questions and two hypotheses were raised. A descriptive survey research design was employed. The population consisted of all public primary school teachers (82,576). 1,310 teachers were used as the sample. A self-designed questionnaire titled - "Employee Benefits and Job Satisfaction Questionnaire (EBSQ)" was used for data collection. Cronbach's Alpha gave a reliability value of 0.754. Data were analyzed using descriptive and inferential statistics. Results revealed a high level of teachers' job satisfaction based on management support but low for work itself and autonomy. Furthermore, results showed that teachers receive low level of fringe, insurance and paid time off benefits. Lastly, results revealed a significant joint influence of employee benefits on teachers' job satisfaction. However, only fringe and insurance benefits had relative significant influence on teachers' job satisfaction. It was recommended amongst others that employee benefits should be provided for teachers as at when due.

Keywords: Employee Benefits, Teachers' Job Satisfaction

Word Count: 156

Introduction

Teachers' job satisfaction is paramount in any school organization as it plays a major role in making them to perform their assigned duties diligently. Job satisfaction which is a result of teachers' view of how well their job provides those things which they see as important such as recognition, appreciation and fulfillment is necessary for attainment of educational goals (Velmurugan, 2016). Teachers are key figures in the educational sector that instruct, build up, train and guide students to become productive citizens of a nation (Bales, 2015). Their satisfaction determines how well they fulfill their roles as teachers.

It has however been observed by the researcher that most teachers in Southwest, Nigeria are not satisfied with their jobs. They seem to display characteristics of low job satisfaction such as discontentment with their career, low interest (motivation) towards teaching, increased absenteeism from classes, shuttling various jobs in order to meet up financially, and lackadaisical attitude towards their school, pupils and profession. This unwholesome attitude to work seems to suggest that these teachers are greatly dissatisfied with their job which often leads to increased teachers' attrition rate and poor quality of instruction. Studies also render support to the above observations by the researcher. For instance, Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh (2018) reported low job satisfaction of teachers in pre-nursery to senior high schools in Ibadan, Oyo State. Adeosun, Adeyemo and Adelowo (2018) also reported low job satisfaction of vocational teachers in Ibarapa Central local government area of Oyo State. This is a cause for worry as researchers and educational stakeholders are urged to turn their gaze towards this direction as a result of the far-reaching consequences of poor job satisfaction of teachers. If poor job satisfaction of teachers is allowed to continue, pupils, school and society would be negatively affected especially because the pupils would be half-baked.

Several factors have been attributed to teachers' low level of job satisfaction. They include - growth opportunities and responsibilities

attached to work, job security, promotion opportunities and appraisal by supervisor, work relationship, work conditions, recognition, poor school administrative structure, limited instructional materials and school facilities (Adeosun et al., 2018; Akafo & Boateng, 2015; Hughes, 2016; Iwu et al., 2018; Liang & Akiba, 2017; Yin, Huang & Wang, 2016). However, a salient factor such as employee benefit seems to be scarce in literature.

Employees' benefits are those various non-wage compensations provided to teachers in addition to their normal wages or salaries. They include fringe benefits, insurance benefits and paid time off. Studies have established a link between various forms of employee benefits and teachers' job satisfaction. Muguongo, Muguna and Muriithi (2015) concluded that insurance cover greatly affects teachers' job satisfaction. It was deduced that they are greatly satisfied with medical insurance. Mohammed and Waziri (2019) remarked that teachers in Nigeria are poorly motivated and dissatisfied with their living and working conditions. This could be explained by their low wages when compared with other professionals, low status in the society, mass promotion of teachers, inadequate fringe benefits and irregular payment of teacher's salaries. Oshinowo and Olujuwon (2019) revealed that paid time off has a huge effect on the commitment and productivity of teachers. Although the different kinds of employee benefit seem to have a link with teachers' job satisfaction, literature is also scarce on the joint contribution of all three kinds of employee benefits on teachers' job satisfaction in primary schools hence the need for this study.

Research Questions

1. What is the level of job satisfaction (management support, work itself and autonomy) among teachers in Southwest, Nigeria public primary schools?
2. What is the level of employee benefits (fringe, insurance and paid time off benefits) among teachers in Southwest, Nigeria public primary schools?

Hypotheses

The hypotheses below were tested at 0.05 level of significance

H₀₁: There will be no significant joint contribution of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

H₀₂: There will be no significant relative influence of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

Theoretical Framework

This study was guided by the following theories:

Herzberg's Two Factor Theory (Hygiene and Motivation)

Herzberg's Motivation-Hygiene theory, also known as the 'Two-Factor theory' is a theory in practice, it provides instruments that can be used to motivate employees. It was propounded by Frederick Herzberg in 1967. The core of the theory is how to create satisfied (and motivated) employees. "The motivation-hygiene theory provides a framework for the understanding of satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic motivation, mastery/status and psychological growth/pain avoidance. Motivation hygiene theory is a foundation for 'good managerial principles'. The theory identified factors that lead to job satisfaction and factors that lead to job dissatisfaction. These factors are categorized into two different groups; hygiene factors and motivation factors. The motivation factors featured in the theory are; achievement, responsibility, work itself, recognition and advancement. These are intrinsic factors, related to work content and contribute to long-term satisfaction which, when they are fulfilled will lead to self-actualization, personal growth and job satisfaction. Whereas the hygiene factors are extrinsic and related to work context. They include: policy practices, supervision (technical quality), interpersonal relations (with supervisor) physical

working conditions, job security, salary and benefits (Gemeda & Tynjälä, 2015). This theory is relevant in that it supports the importance of provision of employee benefits in influencing teachers' job satisfaction.

Methodology

Descriptive survey research design was employed for this study. The population consisted of all male and female teaching personnel (82,576) in all the public primary schools in Southwest part of Nigeria. Multi-stage sampling involving stratified random sampling and proportionate to size random sampling techniques were used to select a sample of the respondents. A sample of 1,310 public primary school teachers was used for the study. A researcher's constructed questionnaire titled – “Employee Benefit and Job Satisfaction Questionnaire (EBSQ)” was used for data collection. Face and content validity was used to validate the questionnaire. Cronbach's alpha was used to determine the internal consistency of the instrument which gave a reliability coefficient value of .754. This value meant that the questionnaire was appropriate for the objectives of the study. The questionnaire was administered personally and with the aid of research assistants. After retrieval, they were subjected to descriptive and inferential statistical analysis. Research questions were answered using mean (\bar{x}) and standard deviation while hypotheses were tested using multiple regression at 0.05 level of significance.

Results

Demographic Characteristics of the Respondents

Table I: Teachers' Demography (n = 1,310)

Demographic Variables	Frequency (F)	Percentage (%)
Gender		
Male	558	42.6
Female	752	57.4
Age		
20-29 years	24	1.8
30-39 years	250	19.1
40-49 years	694	53.0
50 years and above	342	26.1
Years of Teaching Experience		
1-10 years	132	10.1
11-20 years	626	47.8
21-30 years	486	37.1
31 years and above	66	5.0
Educational Qualifications		
NCE	568	43.4
HND/Bachelor	644	49.2
Master's degree	82	6.3
MPhil degree	16	1.2

Table I shows that most teachers are females, within 40-49 years of age, have 11-20 years of experience and HND/Bachelor degree as highest academic qualification.

Research Questions

Research question 1: What is the level of job satisfaction (management support, work itself and autonomy) among teachers in Southwest, Nigeria public primary schools?

Table 2: Level of 'Management Support (N = 1,310)

S/N	Items	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	School head's continuous feedback helps to achieve professional goals	1078.2%	79360.5%	32424.7%	866.6%	2.703	0.71	High Level
2	School head's kindness and support	1128.5%	67351.4%	46535.5%	604.6%	2.850	0.66	High Level
3	School head's respect and dignity	1047.9%	69052.7%	46335.3%	534.0%	2.645	0.68	High Level
4	Fairness and ability based promotion	16112.3%	59945.7%	43833.4%	1128.5%	2.618	0.81	High Level
5	School head's tactical ability to choose the best course of action	13210.1%	60346.0%	49637.9%	796.0%	2.602	0.75	High Level
Weighted \bar{X} Value (SD) = 2.684 (0.72); Decision = High Level								

Source: Field Data, 2021

KEY: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1)

Threshold mean (\bar{x}) value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level

Table 2 shows that teachers' job satisfaction in terms of management support is at a high level (weighted \bar{x} = 2.684) in public primary schools in Southwest, Nigeria.

Table 3: Level of 'Work Itself' (N = 1,310)

S/N	Items	VHL	HL	LL	VL	\bar{X}	SD	Re
1	Opportunities for learning and career development	129 9.8%	746 56.9%	381 29.1%	54 4.1%	2.725	0.69	High Level
2	Tools and resources I need to do my job	60 4.6%	226 17.3%	833 63.6%	191 14.6%	2.118	0.70	Low Level
3	Recognition given to my work in the community	74 5.6%	252 19.2%	788 60.2%	196 15.0%	2.170	0.90	Low Level
4	Adequate income for normal expenses	35 2.7%	171 13.1%	914 69.7%	190 14.5%	2.034	0.62	Low Level
5	Working in a comfortable environment with good infrastructures	7 0.5%	170 13.0%	839 64.0%	294 22.4%	1.916	0.61	Low Level
Weighted \bar{X} Value (SD) = 2.193 (0.70); Decision = Low Level								

Source: Field Data, 2021

Table 3 shows that teachers' job satisfaction in terms of work itself is at a low level (weighted $\bar{x} = 2.193$) in public primary schools in Southwest, Nigeria.

Table 4: Level of 'Autonomy' (N = 1,310)

S/N	Items	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	Control over scheduling my work	90 6.9%	382 29.2%	698 53.3%	140 10.7%	2.322	0.75	Low Level
2	Opportunity to use my skills and abilities the way I desire	111 8.5%	484 36.9%	597 45.6%	118 9.0%	2.449	0.77	Low Level
3	Freedom to choose the methods to use in carrying out my work	126 9.6%	607 46.3%	516 39.4%	61 4.7%	2.609	0.72	High Level
4	Freehand in design processes	123 9.4%	739 56.4%	397 30.3%	51 3.9%	2.713	0.69	High Level
5	Freehand in making decisions on my own when necessary	4 0.3%	150 11.5%	1028 78.5%	128 9.8%	2.023	0.47	Low Level
Weighted \bar{X} Value (SD) = 2.423 (0.68); Decision = Low Level								

Source: Field Data, 2021

Table 4 shows that teachers' job satisfaction in terms of autonomy is at a low level (weighted $\bar{x} = 2.423$) in public primary schools in southwest, Nigeria.

Research Question 2: What is the level of employee benefits (fringe, insurance and paid time off benefits) among teachers in Southwest, Nigeria public primary schools?

Table 5: Level of 'Fringe Benefits'

S/N	Items (Level which I receive)	N	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	Compensation	1310	50 3.8%	272 20.8%	782 59.7%	206 15.7%	2.127	0.71	Low Level
2	Leave Bonuses	1310	41 3.1%	352 26.9%	735 56.1%	182 13.9%	2.192	0.70	Low Level
3	Housing Allowance	1310	118 9.0%	499 38.1%	548 41.8%	145 11.1%	2.450	0.81	Low Level
4	Car Allowance	1310	31 2.4%	125 9.5%	897 68.5%	257 19.6%	1.947	0.62	Low Level
5	Pension Scheme	1310	48 3.7%	234 17.9%	817 62.4%	16.1%	2.091	0.69	Low Level
Weighted \bar{X} Value (SD) = 2.161 (0.71); Decision = Low Level									

Source: Field Data, 2021

Key: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1).

Threshold mean (\bar{x}) value of 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = High Level and 3.500 to 4.500 = Very High Level.

Table 5 shows that level of employee benefits in terms of fringe benefit is at a low level (weighted \bar{x} = 2.161) in public primary schools in Southwest, Nigeria.

Table 6: Level of 'Insurance Benefit'

S/N	Items (Level which I receive)	N	VHL	HL	LL	VLL	\bar{X}	SD	Rem.
1	Health/ Medical Insurance	1310	35 2.7%	319 24.4%	803 61.3%	153 11.7%	2.180	0.66	Low Level
2	Life Insurance	1310	34 2.6%	70 5.3%	423 32.3%	783 59.8%	1.489	0.72	Very Low Level
3	Motor Insurance	1310	19 1.5%	102 7.8%	325 24.8%	864 66.0%	1.447	0.70	Very Low Level
4	Property Insurance	1310	12 0.9%	47 3.6%	421 32.1%	830 63.4%	1.421	0.61	Very Low Level
5	Liability Insurance	1310	11 0.8%	66 5.0%	295 22.5%	938 71.6%	1.351	0.62	Very Low Level
Weighted \bar{X} Value (SD) = 1.578 (0.66); Decision = Low Level									

Source: Field Data, 2021

Key: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1).

Threshold: \bar{x} value of 0.000-1.490 = Very Low Level; 1.500-2.490 = Low Level; 2.500-3.490 = High Level and 3.500 to 4.500 = Very High Level.

Table 6 shows that level of employee benefits in terms of insurance benefit is also at a low level (weighted \bar{x} = 1.578) in public primary schools in Southwest, Nigeria.

Table 7: Level of 'Paid Time Off Benefit'

S/ N	Items (Level which I receive)	N	VHL	HL	LL	VLL	\bar{X}	SD	Rem
1	Vacation Leave	1310	9 0.7%	60 4.6%	574 43.8%	667 50.9%	1.555	0.62	Low Level
2	Sick Leave	1310	16 1.2%	103 7.9%	752 57.4%	439 33.5%	1.768	0.64	Low Level
3	Maternity Leave	752	204 27.1%	292 38.8%	213 28.4%	43 5.7%	2.873	0.88	Low Level
4	Leave of Absence	1310	86 6.6%	343 26.2%	528 40.3%	353 26.9%	2.124	0.88	Low Level
5	In-service Training	1310	53 4.0%	211 16.1%	592 45.2%	454 34.7%	1.895	0.81	Low Level
Weighted X Value (SD) = 2.043 (0.77); Decision = Low Level									

Source: Field Data, 2021

Key: VHL = Very High Level (4), HL = High Level (3), LL = Low Level (2) and VLL = Very Low Level (1)

Threshold: \bar{x} value of 0.000-1.490 = Very Low Level; 1.500-2.490 = Low Level; 2.500-3.490 = High Level and 3.500 to 4.500 = Very High Level.

Table 7 shows that level of employee benefits in terms of paid time off benefit is also at a low level (weighted \bar{x} = 2.043) in public primary schools in Southwest, Nigeria.

Hypotheses

H_{01} : There will be no significant joint contribution of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

Table 8: ANOVA of Multiple Regression analysis and Model Summary.

Anova

Model	Sum of Squares	Df	\bar{X} Square	F	Significance Value.	Remark	
1	Regression	48.545	7	6.935	2.630	.012	F-value is Significant at P < .05
	Residual	1028.523	390	2.637			
	Total	1077.068	397				
R = .892 R square = .796 Adjusted R Square = .754 Standard Error of the Estimate = .00873							

- a. Dependent Variable: Teachers' job satisfaction
- b. Predictors: (Constant), Fringe benefit, Paid time off benefit, Insurance benefit.

Source: Field Data, 2021

Table 8 shows that the Anova value (F-value) is significant at 0.05 level of significance ($F_{7,390} = 2.630$; $P < 0.05$). This indicates that there is a significant joint contribution of employee benefits (fringe benefits, insurance benefits and paid time off) on teachers' job satisfaction (management support, autonomy and work itself) in Southwest, Nigeria public primary schools. This implies that employee benefits that teachers receive influence their level of job satisfaction. The null hypothesis is therefore rejected. The model summary further shows that the R value = 0.892; $R^2 = 0.796$; adjusted $R^2 = 0.754$; Standard error of the estimate = 0.00873. This implies that 79.6% of the total variations in teachers' job satisfaction is accounted for by employee benefits (Adjusted $R^2 = 0.796$). The remaining 21.4% is due to errors and indices that are not included

in the model. The low standard error indicates a greater precision of the model.

H₀₂: There will be no significant relative influence of employee benefits (fringe benefits, insurance benefits and paid time off) on teachers' job satisfaction in Southwest, Nigerian public primary schools.

Table 9: Coefficients of Multiple Regression for the Relative Influence of Employee Benefits (fringe benefits, insurance benefits and paid time off) on teachers' job satisfaction (management support, autonomy and work itself) in Southwest, Nigeria public primary schools.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.923	1.427		6.952	.000
	Fringe benefit	.114	.055	.105	2.080	.038
	Insurance benefit	.158	.059	.135	2.681	.008
	Paid time off benefit	.022	.040	.027	.547	.584
Dependent Variable: Teachers' job satisfaction						

*Beta coefficients significant for fringe benefit, paid time off and assertive communication style at P<0.05.

Field Data, 2021

Table 9 reports that the beta coefficients and t-test value of fringe benefits ($\beta = .105$, $t = 2.080$, significance = 0.038) and Insurance benefits ($\beta = .135$, $t = 2.681$, significance = 0.008) were all relatively significant at P<0.05. It could therefore be suggested that the above two indices may have been responsible for the significant influence of employee benefits and also the 79.6% variation in teachers' job satisfaction.

Discussion of Findings

The present research was done to examine employee benefits as predictor of teachers' job satisfaction in public primary schools in Southwest, Nigeria. The finding from the research question one showed that the level of teachers' job satisfaction on the basis of management support is high. However, the level of teachers' job satisfaction on the basis of work itself and autonomy were found to be low. This shows that teachers' feelings of satisfaction with their management is quite alright but the nature of work creates feelings of dissatisfaction. Also, they are not allowed freedom or independence in their work schedules which also creates dissatisfaction amongst them. This result partially disagrees with the work of Malik, Nawab, Naeem and Danish (2010) whose study on "Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan" reported a high level of satisfaction of teachers with supervision support, work itself, freedom of teaching and opportunities for promotion. The finding from the research question two showed that the level of employee benefits in terms of fringe benefits, insurance benefits and paid time off benefits received by teachers in Southwest, Nigeria public primary schools were found to be at a low level. This shows that primary school teachers in Southwest Nigeria do not get their employee benefits even as at when due. This finding is completely in line with the work of Manafa (2020) whose study on "Welfare Package and Teachers Performance in Private Secondary School in Anambra State" reported that the level at which teachers receive fringe benefits, insurance benefits and paid time off is poor.

The test of hypothesis one showed a joint contribution of employee benefits (fringe, insurance and paid time off benefits) on teachers' job satisfaction in Southwest, Nigeria public primary schools. This particular result agrees with a previous empirical study by Ndungu (2017) who reported a significant positive relationship between reward and recognition, with employee performance. In addition, a significant positive relationship was also observed between job performance and the independent variables (extrinsic

rewards, intrinsic rewards and financial rewards, recognition rewards and working environment) in public educational institutions.

The test of hypothesis two of the study showed that the beta coefficients and t-test value of fringe benefits and insurance benefits were relatively significant at $P < 0.05$. However, the beta coefficients and t-test value of paid time off benefits was not significant at $P < 0.05$. This result implies that fringe and insurance benefits have more impact on the satisfaction of teachers than paid time off benefit. This finding agrees with Sulyman, Aloba, Abdulrauf and Alao (2020) who revealed that fringe benefits alongside insurance benefits have significant relationship with teachers' job commitment in basic schools in Ilorin West Local Government, Kwara State. This above finding is similar to the finding of this study because they were both carried out in primary (basic) schools. Contrarily, Manafa (2020) observed no significant relationship between fringe benefits such as housing allowance and medical/care allowance on teachers' job performance in secondary schools in Anambra State. This finding is different from the finding of this study probably because they were both carried out at different study areas and geopolitical zones of the country. The teachers in these zones differ in behaviour, choices and attitudes.

Conclusion

In this study, employee benefit was low and teachers' job satisfaction was also quite poor. It could therefore be concluded that the poor level of employee benefits specifically fringe and insurance benefits could be responsible for the poor level of teachers' job satisfaction in public primary schools in Southwest, Nigeria.

Recommendations

On the basis of this findings, the following recommendations were given:

1. Government should ensure that all the necessary employment benefits accrued to teachers are given as at when due for this could boost their level of satisfaction.
2. Teachers were only satisfied with the level of management support however, they were not satisfied with the level of work itself and autonomy. There is therefore need for public primary schools to allow more freedom for teachers to put in their best.

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Environmental Factors and Aged Abuse in Ibadan, Nigeria

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Abstract

This study examined the environmental factors and aged abuse in Ibadan. The study adopted a descriptive survey design and the 1978 WHO '30 by 7' cluster sampling technique in selecting 1,244 aged persons from six local government areas in Ibadan. Environmental Factors Questionnaire with three sub-scales [culture ($r=0.81$); westernisation ($r=0.79$) and social support policy ($r=0.75$)], and Aged Abuse ($r=0.83$) scales were used for the data collection. These were complemented with Life-story and In-depth interview sessions with the aged. Multiple regression was used at 0.05 level of significance while qualitative data were content analysed. Environmental factors jointly predict aged abuse among the Yoruba people ($F_{16, 1243}=1285.59$; $R=0.97$), accounting for 94.3% of its variance. Cultural beliefs ($\beta=0.24$), Westernisation ($\beta=-.16$), and social support policy ($\beta=-.10$) factors had relative contributions to aged abuse. Succinctly, eroded culture, weak social support system, exposure to western culture contributed to aged abuses in Ibadan. There is the need for value orientation, strong social support and prosecution of Aged abusers.

Keywords: Aged abuse, Environmental factors, Yoruba people, Ibadan

Word count: 161

Introduction

Life is supposed to be lived to its fullness, and every individual aspires to live a flourishing life throughout the three stages of life: birth, productive and resting stages. Experiences have shown that the first two stages can be blissful (Ayantunji & Ayantunji, 2010); the individual is full of energy and vivaciousness and is easily assisted to grow in the first stage with a reciprocal of errand services because he/she is not economically active. At the second stage, individuals can help themselves to do activities of daily living and instrumental activities of daily living due to the presence of self-energy in them and are economically active. Also, family and other associates like friends and workmates are there. However, at the third stage, things changed. The physical energy has diminished requiring one form of support or the other. In essence, the third stage of life generally is a stage of dependence and many a time, these dependencies or supports are not there as expected thus, leading to one form of abuse or the other.

According to Ayantunji (2016), industrialisation is eroding the longstanding patterns of interdependence between the generations of family, often resulting in material and emotional hardship on the aged in most developing societies, including Nigeria. Researchers (Ajomale, 2007; Nahmiash & Schwartz, 2008; Ayantunji, 2020) have observed that aged people are sometimes left to suffer without adequate care and support from their families. Some children who have migrated from their homes in search of greener pastures have been known to have totally neglected their parents at home. Others have accused their parents of witchcraft and driven them out of home, leaving them to wander around and eventually die out of lack and neglects (Ayantunji, 2016). In addition, many young people see their aged parents as a burden; some go to the extent of insulting and beating them up for no just reasons. Nowadays, some even put their aged ones in the old people's home for care with the excuse that the nature of their job will not permit them to give adequate care; forgetting that these old people who are now seen as a burden, some years back had the option of either doing their

primary duty or casting their children to the orphanages when they were young (Vintagesam, 2012). The idea of old people's home is western and not the culture of the Yoruba people. The culture of the Yoruba people prioritises communal living, which gives care and support to the aged by living together with different generations in the family and not casting the aged to the old people's home.

Poverty is rife in the country, and aged persons may be more at risk since they are no longer in the economically active phase of life, and no efficiently national and social security can provide an economic buffer for them in their old age. Access to health care is severely limited by paucity of health facilities and manpower and by out-of-pocket payment arrangements. A social network is dwindling, and the traditional family support is decreasing as urbanisation and migration takes young Yoruba family away. Also, social changes affect the position of the Yoruba aged in the society and lead to a reduction in their social status and influence in the community.

Ayantunji (2016) opined that aged people are subjected to psychological and physical challenges inherent in ageing and "ageist" attitudes that discount the value or ability of aged adults to contribute to society through the use of their acquired knowledge and experience. In addition to barriers to treatment and intervention for elder abuse, barriers also exist in the prosecution of the abusers. The death of an aged person, despite signs of abuse, may not be as closely scrutinised as the death of a younger person, particularly if medical or psychological conditions relating to ageing are observed (Dyer, Connolly & McFeeley, 2003). Thus, the presence of all these age-related conditions and factors increases a Yoruba aged person's risk of abuse or neglect.

Ayantunji (2016) said the increase in the number of aged raises a concern about the need to have a proper and deeper understanding of its predisposing factors to control the intensity of the abuse in Nigeria. There have been various previous studies on the aged and their associated challenges. Some have focused on the intergenerational family supports (Aboderin, 2006); ageing and its

attendant socio-economic implications (Ajomale, 2007); preparation for retirement (Ayantunji & Ayantunji, 2010); prevalence and correlates of elder abuse (Eniola & Owoaje, 2012); caring, health and longevity (Fajemilehin, 2009); institutional social security provisions (Kester, Adeyeye & Ogunyinka, 2007); Aged abuse in Yoruba land: a critique (Ayantunji, 2020). Succinctly, most of these previous studies have focused more on the aged care, health and social security provisions and where they focus on the issue of aged abuse, it is with gender acclamation. Hence, there is a dearth of empirical studies to determine the predisposing factors of aged abuse, particularly among the Yoruba where the intergenerational ties are known to have been culturally rooted for ages.

The little existing literature on Aged abuse among the Yoruba has not prioritised such predisposing factors like environmental factors. An environmental or ecological factor is any factor that influences living organisms like sunlight, temperature, water and soil in which an organism lives; and the presence of external elements (economy, politics, regulations, technology, cultural trends, and relationships) which can negatively affect the well-being of an individual or aged person. Furthermore, environmental factors are identifiable elements in the physical, cultural, economic, political, regulatory, culture, policy on social support, westernisation, or technological environment that affect individuals' survival and, operation of individuals especially the elders.

Culture has been defined as the shared products of the society, including the ideas, norms, and material objects that describe how people handle daily tasks and make sense of their experiences. Social scientists generally agreed that culture is learned, shared, transmitted inter-generationally, and reflected in a group's values, beliefs, norms, practices, communication patterns, familial roles, and other social regularities (Ayantunji, 2016). Culture is also dynamic and adaptive. The culture of individuals has a profound effect on the perspective from which they deal with health and illness. Culture has influenced people's convictions, attitudes,

knowledge types, values; modes of behaviour, habits and customs; language and tradition. Many decades ago, in developing countries, especially in Africa, the cultures operated the extended family form, with two or more generations living together in a household. Especially in Nigerian society, the majority of the aged are solely taken care of within the family since one of the traditional roles of the family involves taking care of old parents and other older members. Ayantunji (2016) said that the aged provided care to the children who in turn provided care to them in their old age, hence the Yoruba adage, "*ti okete ba dagba tan, omu omo re ni o ma nmu*" (As a rodent becomes aged, it sucks the child's breast).

This is a major reason for the high demand for children. There is a strong reliance on the extended family system to provide for the aged in Yoruba culture. For many aged persons, family represents comfort and belonging, and home is typically considered a safe environment. Walker (2002) points out that in most industrial and pre-industrial societies; the family has been the main provider of care to the aged relatives. In both developed and developing countries, the aged and those who take care of them prefer that they should be taken care of within the family. However, the society that is preoccupied with youth can send the message that aged people are not valued and aged abuse is tolerated. Also, the belief that behaviour within the home, including abuse, is "family matters" fosters an environment that tolerates aged abuse. Communication barrier is another factor that could affect the aged in the environment. Family structure, cultural and generational values, and language barriers may affect the willingness of aged people and other family members to communicate with people considered "outsiders."

Many aged people are isolated because of physical or mental infirmities. Furthermore, loss of friends and family members reduces the opportunities for social interaction. Cultural norms and traditions such as ageism and a culture of violence are also now recognised as an important underlying role. According to Ayantunji (2016) aged people are often depicted as being frail, weak and

dependent. Aged people are viewed as targets for abuse and exploitation, their vulnerability being as a result of poverty distinguished by a lack of pension support and job opportunities, poor hygiene, disease and malnutrition.

Ayantunji (2016), opined that there is a strong reliance on the extended family system to provide for the aged in Yoruba culture. Also, there is an increasing need in the wake of the apparent decline in the adequacy of material family support that has occurred in recent times and the rising deprivation and poverty to which growing numbers of aged people are exposed (Aboderin, 2006). The lack of a social security system for aged people accelerates this process. The notion that investments in one's children serves as social security in old age is now disputed as adult children find it difficult to secure a job not to talk of receiving an income sufficient to meet their immediate needs especially in Nigeria.

At the moment, there is no Social Security Scheme policy in old age for the aged in Nigeria. The Contributory Pension Scheme (insurance) was recently reformed, with 7.5% contributions paid by the employer and 7.5% by the employee, affecting only those in the formal sector. Whereas, aged artisans, farmers, fishermen, commercial drivers, and so on, are not included in any organised scheme of social security in old age except those with individual investments in form of assets, shares, stocks, bonds. Further, the scheme bedevilled with many problems is yet to make an appreciable impact on the lives of older people. Old age comes with a reduced capacity for work and difficulties in accessing health care and other essential services, which further increases the likelihood of aged persons becoming and remaining poor (Ferreira, 2004; Ajomale, 2007).

Besides, most aged people who cannot earn an income and that are not covered by the contributory pension scheme are left at the mercy of the vagaries of life. Social pensions that could reduce old age poverty and support households target development aid to the poorest and contribute significantly to achieving the Millennium Development Goals (MDGs) (Ajomale, 2007). In the African

circumstances where the proportion of the population employed in the formal sector is very small, the numbers of aged who benefit from this type of social security scheme are very few. The present economic realities of Nigeria with a harsh government reform programme, with little or no consideration for the aged people has created an army of beggars. Material deprivation and neglect of aged people have emerged as increasingly visible and social problems.

The family in Nigeria used to consist of members of the extended lineage which serves as a social structural phenomenon serves as a form of social insurance (traditional safety net) for old age (Ayantunji, 2016). The aged were well taken care of under this type of arrangement. However, westernisation came to “destroy” the concept of the extended family system and replaced it with a nuclear family system. Such changes include an increasing emphasis on smaller family units, the nuclear family of “me, my wife and my children”, migration to urban areas, female employment, and changing values and also, social and economic changes currently occurring, threaten the continued viability of such traditional arrangements for the aged (Ajomale, 2007) at the expense of other members of the wider family network, especially the older ones who look to the younger generation to provide them with economic security in old age. Compared to other developed countries, these changes in family structure in Nigeria have caused gradual disintegration of the extended family and the communal sense of living in Nigerian society. Besides, in today’s world, with the fast technological advancement and awareness in the world, many people have become too busy to dedicate time towards the care of the aged. According to *Oxford Advanced Learner’s Dictionary* (2006), abuse is the use of something in a wrong or harmful way. In other words, it is an unfair, cruel or violent treatment of somebody: for examples, child abuse, sexual abuse, and so on. Abuse is a violation of an individual's civil or human rights by any other person or persons. Abuse is a deliberate act of the caregiver, an intentional act, or an act of commission to inflict injury. Abuse creates

potentially perilous situations and feelings of worthlessness, and it isolates the aged individuals from people who can help.

Further, Ayantunji (2016) opines that cultural values need to be taken into account in defining what is considered abusive or negligent behaviour. Certain cultures may be less willing to report abuse and neglect or even accept the help offered. The kind of roles different cultural groups have for the aged in their communities and how these perceived roles play a part in determining abusive or negligent behaviour remain largely unanswered.

Aged abuse is a growing problem, and it refers to any knowing, intentional, or negligent act by a caregiver or any other person that causes harm or a serious risk of harm to a vulnerable adult (National Centre on Elder Abuse [NCEA], 2005; Ayantunji, 2016). Aged abuse can be seen as “any act of commission or omission, intentional or unintentional that causes an older person to experience distress, harm, suffering, victimisation or loss that usually occurs within a relationship where there is an expectation of trust.”

Further, various definitions of aged abuse have been developed, separating physical, psychological, and financial acts from omissions. Aged abuse is an act developed or commissioned to inflict harm directly or indirectly on an aged person to reduce his or her self-worth and self-esteem. In addition to the typical Western schema that comprises physical, verbal, financial and sexual abuse, and neglect. Also, there is loss of respect for aged, which is equated with neglect; accusations of witchcraft; isolation, discrimination, abandonment and abuse by systems (mistreatment at health clinics and by bureaucratic bodies).

Granny battering, material exploitation, castigation of elders, the use of the aged as the family ‘watch dog’, violation of rights, and neglect for the aged medication, deprivation of feeding, and shelter are acts of aged abuse, which are common. Aged abuse is any deliberate act intended to maltreat an aged person. Further, this mistreatment could take the form of denial of: freedom of expression, movement, or interaction of an aged person.

Generally, aged abuse is an intentional action that causes a serious harm to a vulnerable elder by a caregiver or person who stands in a trust relationship with the elder, or failure by a caregiver to satisfy the aged basic needs or to protect the aged from harm (Ayantunji, 2016; 2020). This definition encompasses two (2) key ideas: that the aged person has suffered injury, deprivation, or unnecessary danger, and that a specific individual fails to prevent the abuse. It is important to consider the many forms that these acts or omissions can take and be aware of subtle signs of abuse and neglect.

It may take place in a variety of settings, including people's own homes, day-care centres and nursing homes and hospitals. Unfortunately, Aged abuse and neglect are much more common and could be happening right next door. The American Psychological Association (APA, 2010) has presented a more accurate picture of aged abuse that most incidents of aged abuse do not occur in nursing homes and the vast majority of nursing home residents are being cared for without being subjected to abuse or neglect; most neglect occurs in the home and when aged abuse happens, the abuser is usually a household member or a paid caregiver; there is no single pattern of aged abuse in the home and sometimes, the abuse is a continuation of long-standing physical or emotional abuse patterns within the family; infirm and mentally impaired people are not the only aged who are vulnerable to abuse, that is, aged who are ill, frail, disabled, mentally impaired, or depressed are at greater risk of abuse, but those who do not have these obvious risk factors can also find themselves in abusive situations and relationships.

According to United Nations (UN) Secretary-General's Report (2002) and World Health Organisation (WHO, 2008), aged abuse is a single or repeated act or lack of appropriate action, occurring within any relationship where there is an expectation of trust which causes harm or distress to an aged person."

According to Ayantunji (2016), abuse may be of a physical nature, it may be psychological (involving emotional or verbal

aggression), or it may involve financial or other material maltreatment. Regardless of the type of abuse, it will certainly result in unnecessary suffering, injury or pain, the loss or violation of human rights, and a decreased quality of life for the older person. Ayantunji (2016) said “whether the behaviour is termed abusive, neglectful or exploitative will probably depend on how frequently the mistreatment occurs, its duration, severity and consequences, and above all, the cultural context.”

At a broader level, abuse also occurs when the civil rights of aged people are violated within the health and social care context. This may occur when older people are not provided with comprehensive, accurate and accessible information about their rights and options (such as alternative forms of medical treatment). It can occur when aged people are not consulted about decisions affecting their lives (for example, changing medication, or transferring them between locations without consultation). It can also occur when statutory providers deliver poor or negligent care, or when appropriate services are not available. Aged abuse generally has two characteristics which are an injury or deprivation has occurred to the aged person and someone else bears responsibility for causing the injury or deprivation or failing to prevent it.

However, the definition of aged abuse must not be overstretched to include broader social problems such as low incomes, poor housing and age discrimination. Although, all these factors might adversely affect the well-being of aged people. A major motivation for this study is the presence of a handful of the aged at the parks, garages and along major streets of most urban centres begging for alms. This trend that was uncommon and unacceptable to the Yoruba people and their culture has become worrisome and serves as the main impetus for conducting this study. This paper was divided into seven parts, starting with the introduction, statement of the problem, methodology, results, discussion, recommendation and conclusion.

Statement of the Problem

The growth in the numbers of aged people inevitably has increased the range and intensity of their problems and needs. Other than health problems and functional impairments to which most aged persons are vulnerable, old age in Nigeria may be predisposed to some social and economic problems. The inability of the government to cope with the regular payment of pensions to the retired workforce, the inadequate social services and health facilities to cater for the needs of an ageing population, pose threats to the aged. The westernisation and its culture of 'me and my wife'; policy on social support and its implementation; poor culture and cultural orientation expose the aged to abuse. However, aged people become dependent or partially dependent on others for care because of vulnerability and may be exposed to maltreatment in the form of physical, psychological, financial abuse and neglect (Ayantunji, 2016). It is based on this that the study examined the extent to which the components of environmental factors predicted aged abuse in Ibadan; hence, this study was anchored on the under listed null hypothesis: There is no significant influence of environmental factors (culture, policy on social support and westernisation) on aged abuse.

Methodology

The study adopted the descriptive survey design of the *ex-post facto* type. The population of the study comprised all the Yoruba aged people who were 65 years and above in Ibadan. A purposive sampling technique was adopted to select six local government areas. The 1978 WHO '30 by 7 cluster' sampling technique (known as the modified two-stage cluster sample) was adopted to divide each LGAs into seven clusters, making a total of forty-two (42) clusters. Subsequently, thirty (30) aged persons were randomly selected, making a total of one thousand two hundred and sixty (1,260) aged persons used for the study.

Two main instruments were used for data collection, namely Environmental Factors Questionnaire with three sub-scales

(Culture; Westernisation and Social Support Policy) and aged abuse scales. The scales were tested in a pilot study among 20 respondents in Oluyole Local Government Area which is outside the areas used for the proper study. The reliability coefficients obtained were 0.81, 0.79, 0.75 and 0.83 respectively for the instruments; indicating high accuracy of the instruments. These were complemented by the qualitative technique of the life-story interview method (Atkinson, 1998) and an in-depth interview (IDI) to elicit information from four aged respondents in each LGA; making a total of twenty-four (24) respondents as shown in Table 1.

Out of the total 1,260 copies of the questionnaire administered, 1,244 were filled correctly and used for data analysis. Quantitative data were analysed using the multiple regression analysis at 0.05 level of significance, while the qualitative data were subjected to content analysis.

Table: I: Schedule of Qualitative interviews for the Study

Local Government	Total No of Respondents for the Qualitative interviews per LGA	Date conducted	No of Respondents Per Session
Ibadan North-West	4	October 5, 2021	1
Lagelu	4	November 27, 2021	1
Ibadan South-East	4	January 7 and 14, 2022	1
Akinyele	4	January 6, 2022	1
Ibadan North	4	December 20, 2021	1
Ido	4	November 16 and 30, 2021	1

Source: Fieldwork, 2021/2022

Results

Table 2a: Summary of Joint Contribution of the Environmental Factors on Aged Abuse.

Multiple R(adjusted)=0.971				
Multiple R ² (adjusted)=0.943				
Standard error of estimate= 6.35				
Analysis of Variance				
	Sum of square (SS)	DF	Mean square	F
Regression	828896.81	16	51806.05	1285.59
Residual	49445.23	1227	40.30	
Total	878342.04	1243		

Source: Fieldwork, 2022

The Table 2a shows that the independent variables environmental factors (culture, policy on social support and westernisation), when pulled together, had a significant influence on aged abuse among the Yoruba in Ibadan ($F_{16, 1243} = 1285.59$; $R = .971$); accounting for 94.3% of the variance of aged abuse among the Yoruba people in Ibadan, Oyo State, Nigeria.

Table 2b: Summary of the Relative Contributions of the Environmental Factors on Aged Abuse.

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-27.438	1.811		-15.147	.000
Culture	1.462	.093	.238	15.658	.000
Policy	-.332	.078	-.100	-4.274	.000
Westernisation	-1.066	.066	-.155	-16.189	.000

Source: Fieldwork, 2022

Table 2b shows that each of the environmental factors relatively contributed to the prediction of aged abuse as follows: culture ($\beta = .238$, $p < 0.05$), westernisation ($\beta = -.155$, $p < 0.05$) and social support policy ($\beta = -.100$, $p < 0.05$).

Discussion

As shown in Tables 2a and 2b, aged abuse among Yoruba people in Ibadan was significantly predicted by environmental factors (culture, policy on social support and westernisation). The finding shows that the environmental factors made significant contribution to the influences of aged abuse among the Yoruba people of Ibadan. The joint effect of the independent variables and the relative contribution of each of the independent variables are significant. It indicates that a combination of the three independent variables (culture, westernisation, and policy on social support) were significant in predicting aged abuse among Yoruba people in Ibadan. This in essence means that the combination of the variables is capable of influencing aged abuse among Yoruba people of Ibadan.

This study reveals that culture is an influencing factor to aged abuse by the fact that the aged agreed that they are treated with disdain in our society especially among the elites in Yoruba land this shows that the culture of given adequate respect and care to the aged has been eroded leading to the abuse of the aged in Yoruba land. The aged people are culturally forbidden to speak their own language or to wear traditional clothes in some homes because of the exposure to western culture that have become the order of the day. Also, this finding reveals that people's attitude and beliefs surrounding the aged is that they are witch or wizard. The culture of the aged not living in the in-law's house in Yoruba land especially if all the children were female exposes the aged to abuse and the culture of forced levirate marriages and expulsion from home even during old age exposes the aged to abuse in Yoruba land.

This finding also reveals that westernisation is an influencing factor on aged abuse among Yoruba people of Ibadan which is in line with the finding of Nagpaul (1997) on elder abuse in India which

revealed five key factors associated with abuse and neglect namely lack of value system and negative attitudes towards older persons, inadequate housing facilities, space and living arrangements, lack of adjustment and lastly financial and mental dependence of the aged on their families and he found out that consequences of urbanisation have had profound effects on families in India to the extent that traditional cultural values such as the veneration of the old is now giving way to more abusive and negligence situations in the context of family care giving.

This finding shows that policy on social support and its implementation is an influencing factor on aged abuse of the aged among Yoruba people of Ibadan. The monetary support giving to the aged is not okay and majority of these aged are not aware that there are policies made by government to protect them in Nigeria. Also, pension system is not structured to be of benefit to the aged in non-formal sector, people like the artisans, farmers, traders, and so on that are not in the formal sector of the economy. Nigeria as a country does not have a system that pays adequate and regular pensions. The government does not design and carry out more effective prevention strategies and stronger laws and policies to address all aspects of abuse of the aged. There is low implementation of policies to effectively check violation of aged right in the society. Further, the government, its agencies and other corporate individuals does not have structured plans for the aged. Extortion and control of pension money is affecting the aged. There is lack of social welfare facilities and services for the aged. These aged are referred to as old school in the society and to crown it up, poverty and poor housing affect the aged nowadays. The lack of a social security system for aged people accelerates this process. The notion that investments in one's children serves as social security in old age is now disputed as adult children find it difficult securing employment and receiving an income sufficient to meet their immediate needs.

This finding shows that environmental factors (culture, policy on social support and westernisation) influenced aged abuse which is

consistent with the findings of Steinmetz (2008) which proceeded to further explore factors contributing to abuse of the aged and environmental conditions were found as determinants of elder abuse and neglect. This study also revealed that the onset of urbanisation and industrialisation in Nigeria societies have seemingly restructured the basic family support networks causing the care-giving role to be viewed more as a 'burden' than as a 'responsibility' towards one's aged parents. Aged who were most vulnerable, such as the oldest-old, the cognitively impaired, the most dependent and the isolated were found to be most abused and or neglected (Nagpaul, 1997; Ayantunji, 2016).

Therefore, there is an indication that the younger a society is in terms of its population profile, the higher the assumption that the more the aged people in such society will be treated as 'non-valuable entities' and the more the aged abuse is perpetuated (Ayantunji, 2016).

This study further revealed that the aged abuses were more of family matters which is always committed within the homes; as such it portend an environment that tolerates aged abuse which is in line with the opinion of Ayantunji (2016) that family structure, cultural and generational values, and language barriers may affect the willingness of aged people and other family members to communicate with people considered "outsiders." Cultural norms and traditions such as ageism and a culture of violence are playing an important underlying role in the abuse of the aged. Aged people are often depicted as being frail, weak and dependent.

Further, westernisation came to "destroy" the concept of the extended family system and replaced it by nuclear family system. Such changes include an increasing emphasis on smaller family units, the nuclear family of "me, my wife and my children syndrome", migration to urban areas, female employment, and changing values. Also, social and economic changes currently occurring, threatens the continued viability of such traditional arrangements for the aged (Ajomale, 2007; Ayantunji, 2016), at the expense of other members of the wider family network, especially the older ones who look to

the younger generation to provide them with economic security in old age. Compared to other developed countries, these changes in family structure in Nigeria have caused gradual disintegration of the extended family and of the communal sense of living in Nigerian society. To corroborate this, some respondents in IDI interview said

Modernisation and westernisation has changed the old method of communal living that gives adequate care and support to the aged. See me I am like this because my children are living a life of 'me and my wife' type of family structure. I cannot live with them because I will not see someone to talk with, when my child and the wife had gone to work and the children to school. It will be only me in a large apartment. It is a life of loneliness with them.

To corroborate this fact, some respondents of IDI said:

The Yoruba culture makes provision for the care of the aged, unfortunately westernisation has eroded this provision. Despite this, the culture belief that a child that does not take care of his aged will suffer later on in life.

A respondent has this to say from a Life-Story Interview method that:

I cannot live with my only child because she is a female that is married; the Yoruba culture is that someone that stay in an in-laws house is lazy. If dead in that in-laws house then, the corpse will be taken out through the window.

To corroborate the issue on policy on social support, a respondent has this to say from IDI that:

I do not even know about any policy, if there are policies and is being implemented, will I be suffering like this? No money and the government do not know that we exist. It is only those that retire from the formal sector that they make provision for. They (government) have forgotten that those in the non-formal sector too contribute to the growth of the country.

Conclusion

It is obvious that culture, westernisation, and social support policy were components of environmental factors that influenced aged abuse among Yoruba people in Ibadan. The eroded culture, exposure to western culture and weak social support system contributed to aged abuses among the Yoruba people in Ibadan. There are evidences that most educated or elite Yoruba people due to overexposure to western culture as a result of education have neglected the culture of taking care of the aged. They have allowed the demands of their work to override the care and attention for their aged. Thus, relegating the care of the aged to either their young children or house helps, and in the process, these aged were exposed to different forms of abuses ranging from neglect, physical, psychological and financial abuses.

In addition, the researcher want to point out that there were some inherent limitations in the course of conducting this study, even though such limitations were not enough to invalidate the results and findings of the study. Most respondents used in this study were at first reluctant to respond because they have a feeling that speaking on a topic like this, is like, exposing their family secrecy to an outsider. Besides, most of the aged felt their children or caregiver could as a result reprimand or punish them for such an act. Apart from this, most of the aged respondents could not read or write in English language, relying on the research assists to assist them in filling the research questionnaire because they do not want their family member to know their true responses.

Recommendation

Therefore, based on the findings above, the researcher recommended the following:

- I. the Yoruba culture that teaches family communalism should be inculcated more into the younger generations, while the western culture of “me and my wife or immediate family syndrome” should be discouraged so that the younger Yoruba generations can go back to the old ways of family life

in the traditional Yoruba communities by living a communal life system. This traditional Yoruba communal living will give adequate care and love for one's extended family members, especially the aged where it is not possible then the Yoruba people should find a way of mingling the Yoruba communal living system with the western way of living, in order for the aged to have adequate care and support during old age period.

2. the implementation of policies should be emphasised more in Nigeria;
3. the social support given by the government should be extended to the non-formal workers in order for them to enjoy little bliss during old age, since they have contributed to the Nigeria's economy one way or the other during their active years.
4. there is the need for strong social support ; and
5. the aged abusers should be prosecuted if found guilty of the offense.

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Cigarette Smoking: Health Effects Awareness among Sandwich Undergraduates, University of Ilorin, Kwara State, Nigeria

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Abstract

Medical experts warns that if the current rate of tobacco use by young people continues, five million of today's children will die of smoking-related illnesses in their later years. This study aimed to assess the level of awareness of lung cancer, heart disease and ulcer disease as an effect of cigarette smoking among sandwich undergraduates, the University of Ilorin, Nigeria. The study used a descriptive cross-sectional survey which involved the use of a Multi-stage sampling procedure to select three hundred and eleven sandwich undergraduates across the nine

departments of the Faculty of Education, University of Ilorin. The results revealed that 66.6% of the respondents had knowledge that lung cancer is an effect of cigarette smoking, while 33.4% do not know, 71.1% of the respondents had knowledge that heart disease is an effect of cigarette smoking while 28.9% do not know, 41.8% had the knowledge that ulcer disease is an effect of cigarette smoking while 58.2% of the respondents do not know that ulcer disease can be an effect of cigarette smoking. The research outcome indicated that there is a need to enlighten sandwich undergraduates on the health consequences of cigarette smoking to enable them to desist from the act.

Keywords: Cigarette-smoking, Health-effect, Awareness, Undergraduates.

Introduction

Drug abuse refers to the habit of using the drug for another purpose that differs from what such drug is meant for and the act may affect both the physical, mental, social and emotional status of the users, their family and society at large (Afred, 2003). Today, a wide variety of drugs are commonly abused in Nigeria with its attendant consequences. It is established that drug abuse blocks meaningful use of time, energy and creative thinking. It destroys one's ambition to become great, thereby making such a person unproductive and a liability to the society. Youths in both rural and urban areas with different socio-economic background abuse both legal and illegal drugs. The drug available in tobacco leaves is nicotine which smokes like a cigarette. Tobacco is identified as a public health hazard to the world. Yet it is been abused by both young and old male and female in both urban and rural areas in Nigeria (Isiaka & Issah, 2015).

Isiaka and Issah (2015) pointed out that the use of different types of drugs by youths has become a common condition in our present societies. Most people recognise a close link between drugs and physical well-being. Some youths take energetic drugs to relieve themselves from pain without seeking help from the health officer.

Misuse of drugs among youths has become an extrinsic component of social reality. Drug abuse is a fact of daily life for most Nigerian youths in which taking drugs of various types has completely pervaded the behavioural patterns of the people.

Musa (1993) explained that one of the reasons that prompt youngsters to resort to drug abuse is that Nigeria is a drug-oriented society where youngsters observed their parents use drugs, they see an advertisement that glamorizes smoking, drinking and pill-taking and rather naturally, they are prone to participate in this adult-like behaviour.

Tobacco is a herb that can be smoked or chewed and it directly affect the brain. Nicotine is the primary active ingredient of tobacco. Tobacco smoke contains almost 400 other compounds and chemicals including gases, liquids, particles, tar, carbon monoxide, nitrogen dioxide, cardium, pyridine, ammonia, benzene phenol, acroetin, hydrogen cyanide, formal dehyde and hydrogen sulphide. Nicotine is the most addictive substance in tobacco and it is one of the most toxic of all poisonous. The thick, sticky dark fluid produced by the burning of tobacco is called "tar" which is made of several hundred different chemicals, many of them are poisonous. Ingesting tobacco may be less deadly than smoking cigarettes and pipes and chewing or sucking on smokeless tobacco, all these practices putting the user at risk of cancer of the lips, tongue, mouth and throat as well as other diseases and ailments. Smoking accounts for 30 per cent of all death from cancer. It is the cause of more than 80 per cent of all cases of lung cancer. The more people smoke, the longer they smoke and the earlier they start smoking, the more likely they develop lung cancer (Aina, Adegboro & Ayenigbarar, 2018).

Meg (2015) opined that cigarette smokers tend to die at an earlier age. They also tend to have a greater incidence of such diseases as cancer of the lungs, larynx, oral cavity, oesophagus and bladder, chronic bronchitis and emphysema, cardiovascular diseases including coronary heart disease and atherosclerosis and peptic ulcer than those who are not smokers. The greater the number of cigarettes smoked daily the higher the risk of death. Young men

who smokes heavily as much as 40 sticks or more per day, have on the average, eight years reduced life expectancy while it is about four years reduced life expectancy for young men who smoke less than 10 sticks per day.

Aina et. al, (2018, pointed out that tobacco has many harmful effects on the body. Tobacco smoke contains more than 4,000 chemicals which contains many harmful effects on the body. Many of the chemicals are toxic. Over 40 chemicals in tobacco smoke and an even greater number in smokeless tobacco have been identified by scientists as known carcinogens. Carcinogens are substances that cause cancer. Other effects of smoking tobacco include eye and nose irritation, cough, nausea, dizziness, increased heart rate, blood pressure and the amount of carbon dioxide in the body.

Fredrick, Olukunmi and Akintayo (2014) argued that cigarettes are common examples of drugs that are easily available to young people. They are classified as drugs because they contain nicotine and they have physical and psychological effects on the body. It causes stimulation of the heart and narrowing of blood vessels which can lead to hypertension. It can lead to headache, loss of appetite, nausea and delayed growth of the fetus. It also aggravates or causes sinusitis, strokes, heart attack and lung cancer.

The tobacco companies address young people directly because they must attract children and young teenagers to replace more than two million adult smokers who die each year worldwide from lung cancer and other smoking-related illnesses. The industry knows that a person who doesn't become a smoker during the teen years is most unlikely to take up the habit later on. Eighty-two per cent of adults with a history of smoking took their first cigarette before age 18. About one in every first high school seniors' smokes regularly. More than 3,000 teenagers become regular smokers each day. The medical experts warns that if the current rate of tobacco use by young people continues, five million of today's children will die of smoking-related illnesses in their later years (Frances, Eleanor & Linda, 1999).

Nicotine has many effects on the body. It affects the body's major organ systems: the nervous and hormonal systems, the cardiovascular system and the digestive system. It triggers the release of stress hormones, so it speeds up the heart rate and raises blood pressure. It changes the brainwave pattern. It calms the nerves, but some people may feel stimulated, it reduces anxiety, reduces feelings of pain, helps the person concentrate, it reduces hunger. The pleasant feelings of nicotine are followed by unpleasant ones as the dose wears off. The unpleasant effects of withdrawal as the dose wears off makes the smokers crave for another dose. Tobacco cigarette contains more than 4,000 hazardous compounds which makes their way into the lungs of smokers and the air that everyone breathes. Tar is the most harmful substance in cigarette similar to the tars used on roads construction. It contains carcinogens responsible for cases of lung cancer and many cancers of other organs. Tars also cause "emphysema" disease which is another major disease of the lungs. When people smoke, they inhale many harmful compounds. Naturally, the organ most affected by smoke is the lungs (Frances, Eleanor & Linda, 1999).

Aristidis, Roupa and Konstaninos (2011), opined that smoking is a significant cause of deaths that could be prevented. Active and passive smoking both contribute to the development of chronic diseases and increases mortality. The early initiation of smoking habits and constant exposure to tobacco products increase the relative risk factor in the occurrence of serious acute or chronic health disorders. In addition to the negative health effects, smoking has a discernible economic impact on the smokers themselves and the health system of the country and detrimental effects on the social aspects of the population.

Ene (2004), opined that tobacco advertising prompted millions of teenagers and children to start smoking. Overwhelmingly, adults who smoke started before age 18. People begin using tobacco for a variety of reasons which including the influence of advertisements, peer pressure or boredom and addiction. People who continue to

use tobacco do so because they are addicted to the drug nicotine. Smoking causes enormous losses.

Despite the awareness and health risks associated with cigarette smoking, some adolescents, undergraduates and adults in the study area takes cigarettes with the aim of feeling high and meeting up with the requirement of their peers without considering the consequences of their practice to their health, education and society at large. Smoking was becoming a major health problem in Nigeria and despite repeated government warnings, many Nigerians still smoke. It then follows that many deaths in Nigeria could be attributed to smoking (Jude & Chuks, 2017).

Statement of the Problem

Smokers are not as healthy as nonsmokers. Smoking damages the body system which protects a person from the disease. It also triggers allergies and may lead to inflammation and swelling of the sinuses. Smokers suffer from the common cold more often than nonsmokers. Smokers are also more likely to get infectious lung diseases such as influenza and pneumonia. Smoking cigarettes can also lead to health problems such as teeth and gum disease, tooth loss; delayed healing after dental surgery, chronic bad breath and it also contains the grit which wears away the surface of the teeth. Smokers tend to look frail and perform both academic and physical work more slowly than nonsmokers, smoking also leads to discolouration of the teeth due to nicotine and most especially tar deposit, black lips, foul body odour, bad breath, hoarse voice, eyes and nose irritation, the former of which may result in conjunctivitis. Smoking impairs the skin function resulting in reduced blood in circulation and therefore impairment of oxygen supply to the skin surface which makes the skin wrinkle and to age prematurity. The researcher observed that some sandwich undergraduates of the University of Ilorin do not know the effects of cigarette smoking on health. Adequate attention was yet to be given on the need to educate the students and society at large on the benefits of keeping away from cigarette smokings which contribute negatively to the

health of people. Therefore, the researchers investigated on the awareness of health effects of cigarette smoking among sandwich undergraduate students of the University of Ilorin.

In Nigeria, the rate of people engaged in cigarette smoking continues to increase every day and this prompted the researcher to examine the awareness level of people on health effects of cigarette smoking. The study aims to investigate the level of awareness of lung cancer, heart disease and ulcer disease as an effect of cigarette smoking among sandwich undergraduates in the University of Ilorin, Nigeria.

Methodology

The descriptive research design of the survey method was used for the study. The study population is made up of all the sandwich undergraduates of the Faculty of Education, University of Ilorin, Nigeria. The targeted population comprises of all the three thousand and eighty-two (3,082) students which includes both male and female sandwich undergraduates from six (6) selected departments out of nine departments in the study area.

The multi-stage sampling technique which is made up of simple, proportionate and convenience sampling techniques were used for the study to select 311 sandwich undergraduates from the students' population. Six departments were selected for the study.

At stage one, simple random sampling technique was used to choose six (6) departments from the nine (9) departments in the study area using simple balloting technique; those selected departments were as follows: Department of Social Science Education, Department of Science Education, Department of Counsellor Education, Department of Health Promotion and Environmental Health Education, Department of Human Kinetics Education and Department of Art Education. **At stage two**, the proportionate sampling procedure was used to pick ten percent (10%) of the population from the six (6) selected departments based on their populations. **At stage three**, the convenience sampling approach was used to choose the respondents who

participated in the study based on the 10% population of the selected departments. The researchers administered the questionnaire to the respondents at the venue used for each of selected departmental lectures. The number of undergraduates who participated in the study from the selected department were as follows; Social Science 61, Science Education 71, Counsellor education 44, Health Promotion and Environmental Health Education 40, Human kinetics Education 16 and Art Education 79. A total of three hundred and eleven (311) sandwich undergraduates participated in the study.

Table I: Calculation of Sample Chosen

S/N	Departments	No of Students from the selected Department	Number of Respondents selected based on (10%)
1.	Social Science Education	610	61
2.	Science Education	711	71
3.	Counsellor Education	435	44
4.	Health Promotion and Env. Health Education	404	40
5.	Human Kinetics Education	135	16
6.	Art Education	787	79
Total		3082	311

Source: Researchers' developed

The instrument used for the study was a researchers' developed questionnaire that was validated by the three experts in related fields. The consistent of the instrument was established using a test re-test method, 20 copies of the questionnaire administered on twenty (20) sandwich undergraduates from the department of educational management which was not part of the study. Two weeks after, the instrument re-administered. The results were

compared using the Pearson Product Moment Correlation. A reliability coefficient of 0.84r was obtained which was considered high enough and this made the research instrument reliable. The researcher administered the instrument with the help of three trained research assistants. Frequency counts and percentages were used to analyse the data collected.

Results and Discussion of Findings

The outcome of the findings obtained from the study were shown on the Table below:

Research Question One: What is the level of knowledge of lung cancer disease as effects of cigarette smoking possessed by sandwich undergraduates, University of Ilorin?

Table 2: Awareness of Lung Cancer as an Effect of Cigarette Smoking

S/N	Items	Agreed	Disagreed
1.	Cigarette smoking is the major cause of chronic lung cancer	218(70.1%)	93(29.9%)
2.	Tobacco smoking irritates the mucus lining of the upper respiratory tract and hampered the bronchi and bronchioles	197(63.3%)	114(36.7%)
3.	Tobacco smokers are prone to the risk of oral cancer	203(65.3%)	108(34.7%)
4.	Tobacco smoking increases the risk of the stomach, oesophagus, pancreas, kidney and bladder cancer	210(67.5%)	101(32.5%)
Total		207 (66.6%)	104 (33.4%)

Based on Table 2, it can be concluded that 66.6% of the respondents agreed that cigarette smoking is an effect of lung cancer disease, while 33.4% disagreed. So, from the results obtained from the research conducted, it can also be determined that sandwich undergraduates of the University of Ilorin have knowledge that cigarette smoking result to problem of lung cancer disease.

Research Question Two: What is the level of knowledge of heart disease as effects of cigarette smoking possessed by sandwich undergraduates, University of Ilorin?

Table 3: Awareness of Heart Disease as an Effect of Cigarette Smoking

S/N/Items	Agreed	Disagreed
1. Smoking tobacco damaged the walls of arteries which lead to heart attack	250(80.4%)	61(19.6%)
2. Accumulation of carbon monoxide in the blood due to cigarette smoking leads to the risk of heart and circulatory diseases	200(64%)	113(36%)
3. Tobacco smoking increases the risk of stroke	220(70.7%)	91(29.3%)
4. Smoking cigarette make it harder for smokers' blood to carry enough oxygen need by body	215(69.1%)	96(30.9%)
Total	221 (71.1%)	90 (28.9%)

Based on Table 3, it can be concluded that 71.1% of the respondents agreed that cigarette smoking is an effect of heart disease, while 28.9% disagreed. So, from the results realized from the research conducted, it can be established that sandwich undergraduates students of the University of Ilorin have knowledge that cigarette smoking result to the problem of heart disease.

Table 4: Awareness of Ulcer Disease as an Effect of Cigarette Smoking

S/N	Items	Agreed	Disagreed
1.	Tobacco smoking increases the pain experienced by smokers due to peptic ulcer	141(45.3.7%)	170(54.7%)
2.	Tobacco cigarette reduces the effectiveness of ulcer treatment	120(38.6%)	191(61.4%)
3.	Tobacco smoking reduces the space of healing of ulcer case	115(37%)	196(63%)
4.	Tobacco smoking increases the rate of death from peptic ulcer	143(46%)	168(54%)
Total		130 (41.8%)	181 (58.2%)

Base on Table 4, it can be concluded that 41.8% of the respondents agreed that cigarette smoking is an effect of ulcer disease, while 58.2% of the respondents disagreed. So from the results generated from the research conducted, it can be inferred that sandwich undergraduates of the University of Ilorin do not have knowledge that cigarette smoking result to problem of ulcer disease.

Discussion of Findings

Awareness of lung cancer as an effect of cigarette smoking

Based on the findings from the study conducted by the researcher among sandwich undergraduates in the University of Ilorin where 66.6% of the respondents have knowledge that cigarette smoking lead to lung cancer disease. The outcome of the investigation supports the view of Aina et. al, (2018), which pointed out that ingesting tobacco may be less deadly than smoking cigarettes, pipe and chewing or sucking on smokeless tobacco, all put the user at risk of cancer of lips, tongue, mouth and throat as well as other diseases and ailments. Smoking accounts for 30 percent of all death from cancer. It is the cause of more than 80 percent of all cases of lung cancer. The more people smoke, the longer they smoke and

the earlier they start smoking, the more likely they develop lung cancer. Also, the result of the finding agrees with the assertion of Frances et. al, (1999) who stated that cigarette smoking damages the lungs tissue in many ways. The tars in cigarette smoke makes the coat of mucus abnormally thick. It also slows the action of the cilia in sweeping out the mucus, irritate builds, making the smoker feel like coughing. However, each puff on a cigarette paralyses the cilia and numbs the throat. Cancer of the lung is much more common in smokers than in nonsmokers. The carcinogen in cigarette smoke causes cancer not only in the lungs, but also in the nose, lips, mouth, tongue, throat and oesophagus. Some of the carcinogenic get into the bloodstream and travel freely, so they can cause cancer in any other organ as well. Smokers have higher rates of 7 to 15 times to develop lung cancer than nonsmokers.

Awareness of heart disease as an effect of cigarette smoking

Based on the results obtained from the study conducted by the researcher among sandwich undergraduates in the University of Ilorin where 71.1% of the respondents have knowledge that cigarette smoking lead to heart disease. The results of the finding corroborate with the assertion of Cardio Smart (2017), who stated that smoking cigarette affects the blood vessels and heart remain one of the most preventable causes of heart disease. Cigarette smoking will make arteries tighten and this makes the heart work harder. Smoking can also increase an irregular heart rhythm and this raises blood pressure which is the leading cause of stroke. Cigarette smoking is associated with thickening of the heart and lowers the heart's pumping ability which is responsible for heart failure. The more and longer the people without heart disease smoked, the greater the damage to their hearts' structure and function.

Awareness of ulcer disease as an effect of cigarette smoking

Based on the outcomes from the study conducted by the researchers among sandwich undergraduates in the University of Ilorin where 58.2% of the respondents do not have knowledge that cigarette smoking leads to ulcer disease. The results of the

investigation disagree with the assertion of Meg (2015) who stated that cigarette smoking appears to be connected to increase illness and a higher death rate from peptic ulcers. Tobacco smoking reduces the effectiveness of standard ulcer treatment by slowing the rate of ulcer healing.

Conclusion

Based on the results of the research and discussion that had been described previously, it can be concluded that the sandwich undergraduates in University of Ilorin have knowledge that cigarette smoking result to lung cancer and heart disease with the results realized from the questionnaire percentage of 66.6% and 71.1% respectively, while the sandwich undergraduates do not have knowledge that cigarette smoking leads to ulcer disease with results of 58.2%.

Recommendations

The university authority should organize a sensitization programme for students in the school campus on health risks of cigarette smoking on physical and psychological well-being to protect them against diseases associated with tobacco smoking such as lung cancer, heart disease and ulcer disease. The ministry of education should enlighten the students and the society at large on the need for them to keep away from cigarette smoking to protect their health against preventable respiratory diseases which affecting tobacco smokers. The ministry of health should carry out an enlightenment campaign through mass media that will educate students, youths and community members on the danger involved in tobacco smoking to their health which is one of the factors which contribute to premature death.

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Conflict of Interest

No conflicts of interest to declare.

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**Barriers to the Use of ICT in the Teaching Health Education
among Teachers in Ilorin-South Local Government, Kwara
State, Nigeria**

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Abstract

The study examined the barriers to using ICT in the teaching of Health Education in Secondary Schools in Ilorin South Local Government Area, Kwara State. The objective of the study was to examine (i) accessibility to internet network services (ii) ICT training, and (iii) allotted time as barriers to the use of ICT in teaching Health Education. A descriptive research design of survey type was used. A total of two hundred and forty-four (244) teachers were used for the study. A researcher structured, validated and pilot tested questionnaire was used for data collection. Findings revealed that; majority, (87.7%) of the respondents do not have stable internet service at their work place. Eighty-four (84.01%) of the respondents had the knowledge and needed ICT skills in the teaching of Health Education, while 79.51% of the respondents disagreed that there is no adequate time allotted to Health Education on the school timetable. It was concluded that ICT facilities are not adequate in most of the schools in the study area and teachers have to use their meagre salary to purchase data needed for internet activities.

It was recommended that the Ministry of Education should carry out continuous training in the form of workshops and seminar to assist teachers in gaining more knowledge and competencies on the use of ICT.

Keywords: Barriers to the use of ICT, ICT, Internet, Teaching of Health Education, Secondary school.

Word Count: 215

Introduction

Teaching has become one of the most difficult professions in our society today, as information is continually expanding and modern technology requires teachers to learn how to use them. Globally, the dynamic influx of information and cutting-edge technology has resulted in significant investments in technological innovation and infrastructure development. Information and communication technology, or ICT, has evolved into strong means for disseminating knowledge and information during the last few decades. Young and Hsin-Ho (2008) expressed that the integration of ICT in education has profound implications on the entire education process, spanning from investments to the use of technologies in dealing with critical issues of access, equity, management, efficiency, pedagogy, quality, research, and innovation. Many of the tactics used by both educators and students in the teaching and learning process are evolving, they will likely continue to evolve as the usage of ICTs as an educational medium grows (Hennesy, Onguiko, Harrisson & Wamakote, 2010). Computer technology and other parts of digital culture have revolutionized the way people live, work, play, and study, and have had an impact on the development and distribution of knowledge and power around the world (Deuze, 2017). Alsied (2016) noted that students who are unfamiliar with digital culture will find themselves at a competitive disadvantage in the national and global market. As a result, digital literacy, the abilities to find, evaluate, and produce information, as well as the critical use of new

media for full involvement in the society has become a key issue for curriculum frameworks.

Specifically, the health education teacher is expected to use or adopt ICT to familiarise and enable secondary school students to understand ICT integration, thereby facilitating changes in health behaviours in the classroom and consciously construct opportunities for learning and communication designed to improve health literacy, knowledge and life skills among students. According to Tariq, (2019), health educators' educational efficiency of ICT is determined by how it is utilised and for what purpose. Like any other educational tool or mode of delivery, ICT should work for every student, everywhere in the same way. Goodwin (2019) advanced that when teachers are digitally literate and trained to use ICT, it will improve the higher order of the thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological change in the society and workplace.

According to Venkatesh, Morris, Davis & Davis (2003), when instructors are faced with new technology, such as ICT, two major aspects will impact their judgement about how and when they will use it based on the external circumstances surrounding them. External variables represent the challenges that teachers face when integrating a new technology into their teaching and learning process that are outside their sphere of control, such as the school authority's inability to provide some of the basic technologies, a well-functioning computer laboratory and ICT facilities, and usefulness of the facilities, which represents the benefits that a new technology can provide.

Furthermore, an intrinsic factor may include a health education teacher's attitude regarding the use of ICT. This will undoubtedly influence a teacher's feelings (positive or negative) about its usage. The extent to which teachers make conscious preparations to engage in or refrain from engaging in certain future behaviours, such as the use of ICT is critical. The job of a secondary school health education teacher in the integration of ICT is to deliver health

education to students as a set of techniques that involve various concepts and preparation of health information with the use of brochures, pamphlets, videos, delivering lectures, facilitating role play or simulation, analysing case studies, anticipating, and delivering health education as a set of techniques.

Health educators' use and integrate ICT based on the price, availability, and access to technology in different parts of the world (Oluwatayo & Ojo, 2017). Even if ICT usage in secondary schools in Kwara State, Nigeria has resulted in many ICT problems, the fact remains that ICT use brings clarity and efficacy and cannot be overlooked. Therefore, teachers require specific professional development opportunities to improve their abilities to use ICT for formative learning evaluations, tailored instruction, online resource access, and student interaction and collaboration (Dunleavy, 2017). Smeets (2015) also noted that, not only should ICT training improve teachers' overall attitudes toward ICT in the classroom, but it should also provide particular guidance on ICT teaching and learning within each discipline. Teachers who do not have this support are more likely to employ ICT for skill-based applications, which limits student academic thinking. It is also critical for educational managers, supervisors, teacher educators, and decision-makers to be taught in ICT use in order to support teachers as they adapt their teaching methods.

According to Clarke, French, Bilodeau, Capasso, Edwards and Empoliti, (2016), technological advancements and the emergence of digital environments have permeated and modified learning patterns at all levels, including secondary education. Teaching the digital generation of learners without a strong understanding of how they learn is just like beginning on an endless journey. As a result, ICT integration by health education teachers should provide unique chances to drive growth and innovation in every local environment, allowing secondary school students to interact more constructively with the global economy and the rest of the globe. However, in order to reach their full potential, technologies must be integrated into a broader set of productive changes and supporting capabilities.

To achieve individual and institutional goals, ICT resources must be matched by a lot of passion, as well as additional activities by health educators, entrepreneurs, or school owners, especially in secondary schools (Henessy, Onguiko, Harrison, & Wamakote, 2010).

Kefala (2016), advanced that, while health instructors appear to recognise the significance of ICT in schools, they occasionally face challenges in using these tools into their teaching and learning. Dawes (2016), also opined that, new technologies and ICT have the potential to improve health education teachers' knowledge of secondary school curriculum and provide opportunities for efficient student-teacher communication in ways never before possible. ICT in education has the potential to transform teaching, so the lack of use of ICT by school teachers remains a negative factor.

The obstacles to the use of ICT technologies in health education teaching and learning in the classroom are tremendous. Many secondary school instructors in Ilorin, Kwara State, has been denied the observable effectiveness of using ICT tools to improve classroom teaching and learning. The rate is frightening and unacceptable. The availability of ICT tools, expertise, and access to ICT remains a critical challenge in the study area. Many health educators seem to lack the necessary computer knowledge, training, abilities, and are uninterested in incorporating ICT. Hence, the focus of this study was on barriers to the use of ICT among Health Education Teachers in Ilorin South Local Government Area of Kwara State, Nigeria.

Objectives of the Study

Specifically, the study examined if:

1. accessibility to internet network services influence the ICT use in teaching health education in secondary schools in Ilorin South Local Government area of Kwara State.
2. ICT training influence the use of ICT in teaching health education in secondary schools in Ilorin South Local Government Area of Kwara State, and

3. The allotted time to health education influence the use of ICT in teaching health education in secondary schools in Ilorin South Local Government Area of Kwara State.

Methodology

The research design used for this study is a descriptive research design of survey type. Two hundred and forty-four (244) teachers who were employed to teach Health Education were sampled from 32 public schools in Ilorin South Local Government Area of Ilorin, Kwara State, Nigeria using purposive sampling and simple random sampling of balloting. Purposive sampling was used to select teachers who had either certificate or a degree in Health education and those who are actively involved in the teaching of Health education. A researcher structured closed-ended questionnaire which contains two sections (A and B) was used for the study. Section A contained the demographic characteristics of the respondents which include; Age range, religion and the use of ICT in teaching. Section B contained question items on the variables for the study which included Accessibility to internet, ICT knowledge and allotted time for Health Education. The instrument was pilot tested and the reliability coefficient was 0.70r. Participation in the study was entirely voluntary, and each subject gave their informed consent. All information provided by research participants was kept confidential by the researcher, who also ensured the participants' privacy. A descriptive statistics of frequency counts and percentages was used to analyse the demographic data and the research questions raised for the study.

Results

Table I: Demographic Distribution of Respondents.

S/N	Items	Frequency	Percentage
1	Age Range		
	Below 30 years old	38	15.6%
	31-40years old	149	61.1%
	41 and above	57	23.4%
	Total	244	100
2	Religion		
	Christianity	105	43.0%
	Islam	130	53.3%
	Others	9	3.7%
	Total	244	100
3	Do you engage in the use ICT to teach your students		
	Yes	22	9.02%
	No	222	90.98%
	Total	244	100%

Table I shows the demographic information of respondents for the study as shown in the table, 38(15.6%) of the respondents were below 30 years old, 149(61.1%) of the respondents were between 31-40years, this means that majority of the respondents were within their youthful age. On religion, 105(43%) of the respondents were Christians, while majority of the respondents (130/53.3%) were Muslims. Table I also revealed that 22(9.02%) of the respondents used ICT, while 224(90.98%) did not use ICT to teach

their students. This shows that the majority of the respondent do not use ICT in the teaching of Health Education even though they are still within their youthful years.

Table 2: Frequency and Percentages of Responses on the impact of Accessibility to Internet Network on the Use of ICT in the Teaching of Health Education.

S/N	Items	SA	A	D	SD	Row Total
1	There is stable internet service at my place of work that I can use to teach Health Education	15 (6.15%)	15 (6.15%)	89 (36.47%)	125 (51.23%)	244
2	Oftentimes, I have to buy data to connect to the internet whenever I have to browse for materials related to the teaching of Health Education	108 (44.30%)	101 (41.40%)	25 (10.2%)	10 (4.10%)	244
3	Its been constantly challenging getting data to browse the internet and get information on Health Education and this affects my use of ICT	113 (46.31%)	92 (37.7%)	28 (11.48%)	11 (4.51%)	244

Table 2 shows that the majority (87.7%) of the respondents do not have stable internet service at their work place. 85.7% of the respondents often times have to buy data to connect to the internet for browsing, while, 84.11% of the respondents feels it has constantly been challenging getting data to browse the internet and get information on Health Education and this affects their use of ICT. This shows that the majority of the respondents do not have

easy access to ICT facilities and this has negatively influenced its use in the teaching of Health Education.

Table 3: Frequency Counts and Percentages showing the impact of ICT training on the use of ICT in Secondary Schools in Ilorin South Local Government Area of Kwara State.

S/N	Items	SA	A	D	SD	Row Total
1	I have the needed knowledge and skills when it comes to ICT	87 (35.65%)	118 (48.36%)	24 (9.84)	15 (6.15%)	244
2	The school authority in my school constantly get the teachers trained on ICT on regular basis	56 (22.95%)	125 (51.23%)	53 (21.72%)	10 (4.09%)	244
3	ICT training is too tasking and time consuming, so i don't believe in it	14 (5.73%)	41 (16.83%)	129 (52.86%)	60 (24.58%)	244

Table 3 shows that 84.01% of the respondents had the knowledge and needed skills of ICT in the teaching of Health Education 74.18% agreed that their school authorities constantly get the teachers trained on the use of ICT. In comparison, 22.56% of the respondents do not believe in ICT training as they find it tasking and time consuming.

Table 4: Frequency Counts and Percentages Showing responses on the influence of allotted time on the use of ICT in Secondary Schools in Ilorin South Local Government, Ilorin, Kwara State.

S/N	Items	SA	A	D	SD	Row Total
1	There is absolutely no time allotted to health education in my school	34 (13.93%)	16 (6.55%)	68 (27.87%)	126 (51.64%)	244
2	Often times as the class teacher I have to squeeze time in order to teach the students health education	72 (29.51%)	117 (47.95%)	42 (17.21%)	13 (5.33%)	244
3	We have just few periods on the time table allotted for health education	68 (27.86%)	115 (47.13%)	42 (17.22%)	19 (7.79%)	244
4	Health education is not seen as a subject on its own so not usually on the time table	77 (31.55%)	116 (47.54%)	41 (16.80%)	10 (4.09%)	244

Table 4 shows that 79.51% of the respondents disagreed that there is no adequate time allotted to Health Education on the school timetable, 77.4% of the respondents agreed that they had to squeeze in time to teach Health Education, 74.99% said they have only few periods to teach Health Education. In comparison, 79.09% of the respondents said Health Education is not seen as a subject on its own, so it is not usually on the timetable.

Discussion of Findings

Findings revealed that the majority of the respondents did not have easy access to ICT facilities and this has negatively influenced its use in the teaching of Health Education. This finding is not surprising given the situation in Nigeria, a developing country that is lagging technology-wise. Many schools are not provided with ICT gadgets

to improve the teaching of Health Education using ICT. This finding agrees with the assertion of Neeru (2015) that, ICTs and the internet have the potential to significantly improve access and equity in education, particularly in health education. In the case of health education, the use of ICTs helps both teaching and learning activities while causing changes in the teaching and learning process. Oluwatayo et. al. (2017) also noted that the internet has evolved into an information superhighway traditional libraries must supplement. As a result, health education teachers in both private and public schools are expected to use the internet, but regrettably, the internet is only available in high standard schools. Most public schools do not have internet connectivity, let alone health education teachers will use the internet to retrieve materials.

Findings also revealed that the majority of the respondents have knowledge of the use of ICT in the teaching of Health Education. Only a few believed that the training on ICT is too tasking. This finding negates the findings of Akinloye (2017), who stated that the use of ICT by health education teachers is hampered by a lack of necessary knowledge and abilities. One of the greatest impediments to the adoption of ICT in education is that, most teachers lack the necessary knowledge and abilities. Akinloye (2017) affirmed that, according to a survey of 42 schools, 66 percent of ICT teachers in Nigeria had never been instructed on how to teach the subject. The teachers were engaged to teach subjects in their fields of competence, and they would also be expected to teach ICT. Lack of sufficient staff training and quality teacher training has always resulted in very poor student performance in secondary schools. The study's finding is not so surprising because, the researchers observed that, most of the study participants were in their youthful ages and given the increasing technological versatility and inclination in the country, people within their youthful age are expected to be technologically inclined.

Findings also revealed that there was no adequate time allocation for the inclusion of ICT into health education teaching. This finding agrees with Mukail, (2016) who opined that teachers'

lack of time for health education had been demonstrated to be one of the strongest barriers to their usage of new technology in the classroom. The researchers observe that, time is required for the teachers to collaborate with other teachers and innovators and learn how to use new hardware and software. In the words of Mndzebele, (2013), teachers have been discovered to be the most important predictors of the usage of new technologies in classrooms. The researchers find the time allocation issue in the study area to be unpalatable because, health education is the basis for disease prevention, health promotion and healthful living.

Conclusion

Based on the findings of this study, the researchers concluded that, ICT facilities are not adequate in most of the schools in the study area and teachers have to use their meagre salary to purchase data needed for internet activities. Also, the majority of the teachers in the study area have adequate knowledge of ICT but lack of easy and free access to internet facilities is the major hindrance to the use of ICT in teaching Health Education. Again, the time allotted for the teaching of Health education is inadequate given the tremendous task involved in the use of ICT in teaching and learning.

Recommendations

The Ministry of Education in Nigeria should carry out continuous training in the form of workshops and seminar to assist teachers in gaining more knowledge and competencies on the use of ICT. The Ministry should also review the time allocated for the teaching of Health Education so as to give sufficient time for Health Education teachers to integrate the use of ICT. The Ministry should also provide free Internet access to make ICT easier and cheaper for teachers to use.

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Information Communication Technology (ICT) as Correlates of Creative Ability in Mathematics among Senior Secondary School Students: Implications for Educational Management

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Abstract

The incorporation of information communication technology into the teaching and learning of mathematics has far-reaching implications for the creative ability of students and educational management, especially among school managers. The study was designed to investigate and ascertain the relationship between ICT and students' creative abilities as it affects educational management. About 300 senior secondary school students participated in the study. The descriptive survey design was adopted for this research. The results revealed that effective use of various technologies, particularly computers, in the teaching and learning of mathematics has the potential to assist students in developing their creativity. It was further found that ICT and its tools have positive implications for the functions of educational managers in secondary schools and other levels of education. If used properly, computational aids can aid the improvement of learners' intellectual ability and hence mathematical accomplishment, while also promoting the necessary creativity that is lacking in the traditional approach. Relevant recommendations were offered.

Keywords: ICT, Mathematics, Educational Management, Creative Ability.

Words Count: 158

Introduction

Information and communication technology (ICT) is a specific A term that refers to technologies designed for collecting, processing, preserving, and delivering information. It has been widely recognized that the rapid development of ICT has dramatically affects every aspect of contemporary life by changing the way people live, work, and study in today's knowledge society. These changes have brought innovations and diverse options, but they have also required us to have literacy in information and communication technology (ICT).

Despite its negative consequences, technological progress has resulted in a plethora of equipment and gadgets with fascinating capabilities, features, and alternatives. These machines and gadgets are designed to improve human life and various human endeavors. The influence of these technical advancements is undeniable. In terms of communication, the globe has become a global village, with widespread usage of the internet, satellites, and mobile phones. Information dissemination has vastly improved and grown at an unparalleled rate in the second half of the twentieth century. Transportation has drastically improved, and thousands of kilometers may now be traveled in a few hours. Similar advances have been made in the health and educational sectors. Education is one of the industries that has profited the most from recent technological advancements.

Computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors, among other things, are all examples of information and communication technology (ICT), which is widely used in today's educational environment. According to Kent and Facer (2004), school is an important place in which kids engage in a wide range of computer activities, whereas the home provides a supplement for regular engagement in a limited set of computer activities. According to Brush, Glazewski, and Hew (2008), ICT is utilized as a tool for students to explore learning topics, solve problems, and propose answers to problems in the learning process. While engaging students in the application of ICT,

ICT makes knowledge acquisition more accessible and concepts in learning areas are understood.

Students are now more regularly engaged in meaningful computer use. They create new knowledge by gaining access to, choosing, arranging, and interpreting data and information. Students who learn through ICT are better able to use information and data from a variety of sources as well as critically evaluate the quality of learning materials (Castro Sánchez and Alemán 2011).

ICT is increasingly being used successfully in teaching, learning, and evaluation. ICT is seen as a significant tool for educational reform and change. Several studies have indicated that effective use of ICT can improve educational quality and connect learning to real-life circumstances (Lowther, Inan, Strahl, and Ross, 2008; Weert and Tatnall, 2005). Learning, according to Weert and Tatnall (2005), is a lifelong activity in which learners modify their expectations by pursuing knowledge, which differs from previous techniques.

Learning and teaching are no longer solely dependent on printed materials, thanks to ICT on this. On the Internet, there are numerous resources available, and knowledge can be gained through video clips, audio noises, visual presentations, and other means. According to a recent study, ICT can help change a teaching environment into a learner-centered setting (Castro Sánchez and Alemán 2011). In ICT classrooms, learners are authorized by the teacher to make decisions, plans, and so on since they are actively involved in the learning processes (Lu, Hou, and Huang 2010).

From pre-kindergarten through grade 12, the importance and necessity of technology in learning mathematical knowledge and skills have been adequately emphasised. The use of technology in mathematics education enhances the learning environment by providing multiple representations, problem-solving abilities, modeling capabilities, and visualization of mathematical topics. Akin and Guzeller (2014).

Creativity is described as the ability to come up with a new project or concept based on one's imagination (Cropley, 2001). Guilford (1950 and 1986) made the first attempt to describe the

concept: creativity encompasses the most common abilities of creative people that determine the likelihood of a person expressing creative behaviour, which manifests itself through invention, synthesis, and planning.

When discussing the importance of creativity in school education, Anastasiades (2017) emphasizes collaborative creativity with the use of information and communication technologies (ICT) as one of the most important tools that the thinking teacher has in order to respond critically to the demands of our time. His current review covers the growth of divergent thinking, the creation of new relationships, the educational utility of making an error or mistake, and the emotional environment, as well as the characteristics of creative thinking such as imagination, originality, and creativity.

Programming, networking, and analysis are only a few of the tasks covered by ICT. It allows people to use computers and other associated tools to improve their quality of life. The Federal Government of Nigeria, through the National Information Technology Development Agency Act of 2007, has set out to identify critical areas in information technology that require research intervention, as well as to facilitate research and development in areas where teaching and learning in schools are critical.

Educational managers in Nigeria, like in some other developing countries, who are saddled with planning, organizing, coordinating, and monitoring resources available in the educational sector, seem unprepared to fully utilize new technology as a result of rapid improvements, with the sorts of technology used lagging behind the learning possibilities revealed by international research studies (Smith, 2004; Thomas, Monaghan, and Pierce, 2004; FRN, 2013). According to Telima (2011), Science, Technology, Engineering, and Mathematics Education (STEME) has long been seen as the yardstick by which to assess a country's socioeconomic and geopolitical progress. According to the National Policy on Schools (FRN, 2008), Mathematics is one of the fundamental disciplines that all students must take until they reach the tertiary level of education.

In this work, the researcher investigated how creativity and technology interact in the teaching and learning of mathematics and its implications for educational management. It is argued that technology, particularly computer technology, has the ability to provide a welcoming setting and atmosphere in which students can engage in authentic mathematical activities that develop creativity. Furthermore, these technologies can provide teachers with the required tools for creative education, allowing them to help their students develop their own creativity.

Objectives of the Study

The aim of this study is to investigate ICT as a correlate of creative ability in mathematics among senior secondary school students and its implications for educational management practices.

Research Questions

The following research questions were raised and answered in this study.

1. What is the relationship between ICT and creative ability of students in Mathematics?
2. What is the relationship between the use of ICT and effective educational management?

Methodology

The study adopted a descriptive research of the survey type. The population consisted of all senior secondary schools offering Mathematics in Ijebu Ode. The sample consisted of 300 students as participants for the study. ICT creative ability of students in Mathematics (ICAM) and ICT Effective Educational Management (IEEM) were the instruments used to elicit information from the participants. The instruments were subjected to reliability analysis and the index scores are 0.81, and 0.76 respectively.

The participants were randomly selected from the population. The Instruments were filled by the participants and collected on the spot. Respondents' consent was sought before the administration of

the instruments. Data were analyzed using simple percentage and Pearson's Product Moment Correlation (PPMC).

Data Analysis and Findings

Research Question 1: What is the relationship between ICT and creative ability of students in Mathematics?

Table 1: Inter Correlation Matrix showing the relationship between ICT and creative ability of students in Mathematics

Variables	Mean	Std. Deviation	1	2
ICT	29.03	9.64326	1	
Creative Ability	25.72	6.70455	.651**	1

**Correlation Significant at 0.05 level

In Table 1, the scores of statistical correlation between ICT and students' creative ability in Mathematics are presented. From the table, ICT was significantly correlated with students' creative ability in Mathematics ($r=.651$, $P<0.05$). The finding implies that Information Communication Technology enhances the creative ability of students in Mathematics.

Research Question 2: What is the relationship between the use of ICT and effective educational management?

Table 1: Inter Correlation Matrix showing the relationship between the use of ICT and effective educational management.

Variables	Mean	Std. Deviation	1	2
ICT	29.03	9.64326	1	
Educational Management	21.31	5.0312	0.401**	1

**Correlation Significant at 0.05 level

In Table 2, the scores of statistical correlation between ICT and effective educational management are presented. From the table,

ICT was significantly correlated with effective educational management ($r=.401$, $P<0.05$).

The findings suggest that efficient use of various technologies, notably computers, in the teaching and learning of mathematics can help students enhance their creativity. It was also discovered that ICT and its tools have a favorable impact on educational managers' roles in secondary schools and other educational levels. Computational aids can also help boost learners' intellectual ability and hence mathematical performance if they are applied properly, while simultaneously stimulating the necessary creativity that is lacking in the traditional approach.

Discussions of Findings

The findings is in conformity with those of Adeyegbe (2003), who conducted a study in Nigeria on the practicality of teaching and measuring STM using ICT. Brantmayer (2014), in comparison to traditional lecture for graduate students studying safety and industrial hygiene, compared the efficiency of hypermedia to traditional lecture on the topic of instruction noise and hearing conservation. Hypermedia technologies, according to Dede (2018), provide new approaches for structured exploration, handle a variety of learning styles, encourage and empower students, and allow educators to present material as a web of interconnections rather than a stream of facts.

Conclusion

It may be concluded from the findings of this study that: ICT used teaching strategy significantly improved students' creative ability in Mathematics and effective educational management. ICT proves more meaningful and effective than the traditional classrooms and management strategies.

According to the findings, information and communication technology (ICT) has emerged as a more effective teaching and learning tool in mathematics education. Students can gain deep comprehension that does not erode with time, according to the

study. Students are actively involved in the learning process when using computers and related resources. Other scholars can adapt or use the PowerPoint animation package created with various adapted graphics to teach geometry, as the case may be.

Recommendations

Government should provide necessary infrastructure and training for the integration of ICT in secondary schools for teaching Mathematics (and other subjects) and effective educational management. Educational managers and Mathematics teachers should embrace and integrate the practices of ICT into their activities.

ICT teaching modules should be developed and extended to the entire educational management other subjects other than Mathematics for the purpose of comparative performance index computation.

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Harnessing Utilisation of Digital Technologies for Promoting Health Education for Contemporary Educational Creativity

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Abstract

Following the rapid development of the Internet and information technologies, coupled with a variety of digital media, digital technologies are rapidly being integrated into a wide range of health fields. The digital technology has become a conventional method of health education for the general public and has the potential to influence health behaviours. The aim of this study is to identify the use of digital technologies as a tool for promoting health education for contemporary educational creativity as well as the need for capacity building and digital literacy which will be integral to ensuring that digital health tools are used correctly and competently in practice. This article explores some of the technological advances in the field of health, the rise and application of digital technologies for health education. Digital technologies have contributed significantly to some very significant changes in the configuration of standard health services, community health education and health promotion. The effects of technology on health promotion and our quality of life were reviewed. In addition, some of the barriers to the utilisation of digital technologies for promoting health education as found in the literature are; constantly shifting in their meanings according to the context in which they are used in order to make profit.

Keywords: Digital technologies, Health education, Health promotion, quality of life.

Introduction

The use of digital technologies for health has become a salient field of practice for employing routine and innovative forms of information and communications technology (ICT) to address health needs. Digital health has attracted substantial interest from the medical and public health community, most notably in low and middle-income countries, where mobile communication has opened a new channel for overcoming the geographical inaccessibility of health care. Governments, donors and multilateral institutions have also recognised the potentially transformative role of digital technologies for Health Education and health system strengthening. In 2015, the World Bank Group, United States Agency for International Development (USAID) and the World Health Organization (WHO) advocated the (“use of the digital revolution to scale up health interventions and engage civil society”). It is important to acknowledge that technologies are essential element of knowledge and information in this generation. The information society is bringing us major new technological developments and advances in different occupational realms, and in health education it is impacting people’s quality of life.

According to Fumero & Roca (2007), ICT has spread “to all realms of the society and forms part of the basic culture of new generations as a consubstantial part of the Social Network.” It provides a way of developing human health promotion and prevention programs. This is due largely to the impressive development of medical technology, which constitutes one of the biggest factors influencing changes in health systems today (Colomer & Álvarez-Dardet, 2001). Digital technology enables information to be processed and transformed and is fast becoming a strategic innovative element for health education, health promotion and education in most developed countries.

The rise of new health education technologies is providing significant support and highly important educational content. Health education is not unaffected by these changes. It has gradually incorporated both the Internet and ICT into health education and

services that benefit health practitioners, people and the society in general. The possibilities of technology are many and highly strategic. They include electronic health records, telemedicine services, health information networks and so on that help improve and promote health by assisting us to detect, diagnose, prevent, monitor and treat diseases, manage our lifestyle and improve our wellness and quality of life.

The Need for Capacity Building and Digital Literacy

Firstly, capacity building and the development of digital literacy will be integral to ensuring that digital health tools are used correctly and competently in practice. Multidimensional approaches must be at the centre of capacity building initiatives; interprofessional and interdisciplinary education can also play a key role to realise this. Indeed, digital health tools will only be effective once a common knowledge base exists amongst different professions and disciplines, allowing them to integrate their respective competencies into a shared understanding which ultimately benefits patients. In this respect, successful implementation of digital health requires end-user buy-in, from healthcare professionals to see the tangible results. To accomplish this, the enthusiasm of youth populations can play a large role in explaining the benefits of digital health interventions to the broader health workforce. Education in digital health will guide current and future health professionals in identifying the most appropriate contexts for digital health uptake. Educational frameworks and curricula should be updated to include modules on digital health and its integration into current practice. In fact, examples of curricula updates in these fields already exist, but they must be adopted in a ubiquitous and geographically broad fashion to facilitate sustainable implementation. Such updates should be done collaboratively and with youth ownership, tailored to local contexts, and applied for healthcare workers ranging from dentists to public health professionals to community health workers. Equally important is the notion that digital health is by no means a panacea or silver bullet for all health problems.

Capacity building for digital health also requires strong governance coordination. Beyond ministries of health, other government ministries also have stakes in digital health; This ranges from the ministries of science and technology to ministries of internal affairs, and ministries of education. Respectively, each ministry plays a key role in building foundational digital infrastructures, establishing safeguards for data security and privacy, and crafting education policy that allows for health professional' capacity building in line with inter-ministry goals. The recent WHO Digital Implementation Investment Guide (DIIG) highlights how different ministries must work together by placing health at the centre of discussions explicitly earmarked for inter-ministry coordination towards achieving health goals (WHO, 2020). In striving for multi-dimensional approaches to capacity building, an emerging concept in the literature and reaffirmed in the DIIG has been 'enterprise architecture', which carefully considers stakeholders' incentive structures across digital health implementations and strives for interoperability. Governments, ministries, and other stakeholders must also create and invest in the necessary infrastructures for educational initiatives to be launched successfully and adopted widely. Sufficient resources must be allocated specifically to implement of health workforce development initiatives. Partnerships between youth stakeholders—such as youth organisations—and government representatives can result in educational initiatives that are more tailored to younger audiences, improving the relevance and uptake of information.

Young health professionals can also function as digital navigators who guide patients, citizens, and other healthcare professionals in developing and utilising digital tools both within and outside of clinical environments (Wisniewski & Torous, 2020). Without ambitious leadership and commitments to health budgets, promises of a highly digitally literate and competent future health workforce will fail to materialise. To accomplish this, the WHO states that the key to implementing multi-dimensional approaches to strengthen

digital health capacity is to “align incentives for health workforce education and healthcare provision with public health goals and population needs” (WHO, 2016).

The Rise and Application of Digital Technologies for Health Education

Key statements are constantly made in the medical and public health literature about the potential for the new digital technologies to ‘engage’ or ‘activate’ lay people to manage their own health and learn more about their bodies’ functions and activities; or, as termed, to become the ideal ‘digitally engaged patient’. In this article, digital technologies for health are positioned as contributing to lay people effectively becoming the ‘managers’ of their own health and healthcare (Greene & Hibbard, 2012).

The digital technology media include websites, social networking tools, online games and animation, and mobile devices like mobile phones, personal digital assistants (PDAs) and smart phones, patient monitoring devices, and mobile telemedicine devices. Digital media and digital revolution are two sides of the same coin. The revolution is seen in the form of usage of modern technology. Personal computers, smartphones helps anybody to access, modify, store and share digital media. Many electronic devices from digital cameras to drones help in creating, transmitting and viewing digital media content. Combined with the World Wide Web and the Internet, digital media has transformed 21st century society in a way that is frequently compared to the cultural, economic and social impact of the printing press. The change has been so rapid and so widespread that it has launched an economic transition from an industrial economy to an information-based economy, creating a new period in human history known as the Information Age or the revolution. The transition has resulted in uncertainty about definitions where the words like digital media, new media, multimedia and similar terms have a relationship to both the engineering innovations and cultural impact of digital media.

(International Journal of Creative Research Thoughts (IJCRT), 2020).

The world is ready for digital media programs to support self-management. Simple interventions, such as the use of text messaging on mobile devices, have successfully improved the adherence to medication in adults with chronic diseases. Digital technologies introduce novel opportunities to address health system challenges, and thereby offer the potential to enhance the coverage and quality of health practices and services (Mehl & Labrique, 2014). Digital health interventions may be used, for example, to facilitate targeted communications to individuals through reminders and health promotion messaging in order to stimulate demand for services and broaden access to health information. Digital health interventions may also be targeted to health workers to give them more immediate access to clinical protocols through, for example, decision-support mechanisms or telemedicine consultations with other health workers. A digital health intervention is defined here as a discrete functionality of digital technology that is applied to achieve health objectives (WHO, 2018). The range of digital health interventions is broad, and the software and technologies—digital applications—that makes it possible to deliver these digital interventions continue to evolve within the inherently dynamic nature of the field.

In addition, contemporary digital devices such as smartphones, iPods and tablet computers now allows for ubiquitous computing and are increasingly connected to each other as part of the Internet of things (Miorandi, Sicari, De Pellegrini & Chlamtac, 2012). These devices' portability and ability to connect to the Internet almost anywhere and the opportunity to connect them wirelessly to technologies embedded with sensors that can constantly monitor bodily functions and activities, as well as their ability to converge with each other and readily exchange data and for sophisticated algorithms to be used to process and interpret the data that are collected, are all viewed as central dimensions of the digital health phenomenon (Swan 2009, 2012b). Health users of the newer digital

technologies can contribute to or comment on blogs and online news items and upload data to social media sites such as Twitter, Facebook and Instagram. These mobile digital devices and related software platforms to which they connect offer ready access to or provision of medical and health information on the Internet and new ways of monitoring and measuring the human body. They are able to produce detailed biometric data that may be collected by individuals and then easily shared with others.

Thousands of health-related apps for mobile digital devices have been developed to assist users in tracking their bodily functions and activities. Due to the increasing trend of embedding tiny digital sensors and microprocessors into everyday objects that are then able to transmit the data they collect wirelessly to other digital devices, apps and platforms, increasingly greater amounts of data on many aspects of the human body's movements, geographical location and physical function may be collected and analysed (Swan 2012b). There is a range of digital products currently on the market that can be worn upon the body for self-tracking biometric data. Such body functions and indicators as blood glucose, body temperature, breathing rate, blood chemistry readings and even brain activity can all be monitored using portable wearable and internal sensors that have been embedded into devices that can be worn upon the body, woven into clothing or laminated onto ultrathin skin interfaces. Wearable devices currently available include a rubber wristband, the Jawbone Up, which is fitted with tiny motion sensors that can track how much the user is walking and sleeping, working with an iPhone app to upload the data collected. Together with other technologies, the Up app can keep a record of meals eaten (using photographs of the food), calories burned and hours slept as well as physical activities completed, and the latter data can be graphed and compared with other users of the app for those who are competitive. The bracelet can be programmed to buzz silently at various periods throughout the day to remind its wearer to move. The developers of the device note that it uses algorithms to 'discover hidden connections and patterns in your

day-to-day activities' that will 'deliver insights that keep you moving forward' (Up by Jawbone 2013). Sports watches can be purchased, which are worn during walking or running to record heart rate, time, distance, pace and calories burned, which data can then be uploaded to a computer. Many of these apps and devices are used voluntarily by people as part of self-tracking their health, exercise and consumption habits (Lupton, 2013). However, as part of digitised health promotion, digital health technologies are increasingly championed in the health promotion and preventive medicine literature as offering unprecedented opportunities to reach target groups with tailored messages, to encourage members of these groups to engage in self-monitoring of their health-related behaviours and to both track individuals and collect mass data on these behaviours for use in monitoring populations. In the notion of 'personalised preventive medicine' the concepts of medicine and health promotion meet. The 'personalised' aspect of this approach focuses on collecting as much data as possible about individuals and their health states, everyday habits and the social and geographical environment in which they live: their 'personal health informatics' (Swan 2012a).

The Advantages of Digital Technology in Community Health Education

i. Improve Work Efficiency and Effectiveness

With the help of digital technology, the community health education workers can obtain the information from residents accurately. Typically, this is also used in registration, query, sorting, and statistics of large numbers of community population information, which can reduce the workload of community health education workers and accomplish information sharing. Floating population management has been a big problem in Nigeria and other underdeveloped or developing countries. In some regions, in the absence of information technology, doctors cannot obtain the patients' information in paper, and they cannot evaluate the patients' health status; However, all of these can be solved by the

Internet in the digital technology age. The doctor's fully use of the residents' record and to provide personal healthcare services. After analysing the data of the community, the managers can determine community health problems and main risk factors, which will provide the scientific basis for making community health plan and implementing effective and efficient management.

ii. Promote the Quality of Health Education

Health education information is easier to understand by community residents when using digital technology in health education lectures, campaigns, sensitisation programs and so on. Health educators uses different kinds of animation which is suitable for a variety of needs of different people, to help the community residents understand and study easier. One research of 170 residents from Shenzhen, Qingdao, Shenyang, Daqing showed that 98.2% of them prefer health education lectures in animation rather than text, 88.2% are able to spread the health knowledge after learning that. 99.4% of them think that using this form of communication materials makes health knowledge persuasive and imaginative, but also makes it interesting and appealing. Seventy percent of the residents think that illustrated, intuitive images will be more helpful in the process of lecture (Sun, al., 2007).

The traditional media such as newspapers, books, radio, television, and movie have the advantages of wide coverage, fast transmission, a large amount of information, and low cost, but they are unable to satisfy the different demands of each person. While digital technology has important features of being real-time, interactive, and audience-centred; it can also make text, graphics, sound, dynamic, and static images. Together, they can create realistic art effects and make education abundant in content.

iii. Improve Residents' Healthcare Consciousness

Digital technology has helped to improve individuals' health care consciousness in the society through all kinds of health education activities. The health workers discovered that the community

residents lack the health knowledge of mental health, drugs, and disease prevention. Some of them cling to their old ideas and have unhealthy life styles before, but now after the telephone consultation and searching on the internet, they learned how to control risk factors and how to prevent diseases. Internet access empowers residents to take control of their health and enables them to participate in special lectures and educational programs.

Effects of Technology on Health Promotion and Our Quality of Life

Technological progress offers great potential in the acquisition of health information, care and services. It forges technologies into increasingly powerful tools with expanding possibilities for the development of health education and prevention programs. According to Cordón (2007), the Internet has become an integral part of the modern concept of health. It provides support for not only health institutions and practitioners, but also for the population at large. In addition, technologies foster efficiency and open up possibilities for new treatments and wellness. The contributions new technologies have made have changed some of the paradigms that are used in public health promotion (among other things, the biomedical and the biopsychosocial). They have also changed the mission of education in this area by helping to improve quality of life and facilitate shared information and communication among health practitioners and between health practitioners and their patients.

ICT usage provides greater flexibility and the capacity for stronger and more refined control, evaluation and management of health and personal wellness. In addition, ICT enables a greater quantity of information to be gathered and processed. It facilitates use of the necessary resources in disease treatment to minimise possible side effects, thus making disease treatment safer. Nevertheless, although many technological advances contribute to health and make daily life easier, unbridled use of technology in the daily environment can negatively affect the human body. In addition, how technologies can change the practitioner/patient relationship

and the caregiver/practitioner relationship are topics in which there should be further research. The same may be said of organisational aspects, such as the degree of patient and practitioner engagement in the process, with process use, acceptance and continuity.

Limitations and Drawbacks of Technology Use in Health Promotion

Although nobody doubts that health education finds in technologies and social networks an ally and a good tool for accessing health content, people have to be made aware of the need to view content critically and learn to discriminate about information quality. Sometimes the information people find can have negative consequences. There is the example of the teen obsession with physical appearance, which can be associated with unhealthy behaviour.

Another limitations of the use of technologies to promote health stems from the fact that the real impact of health technologies is analysed in partial studies only. Health practitioners are aware of this. In addition, this article reveals some specific barriers of digital technology in health education, which are as follows:

i. Inaccurate and Misleading Information

The aim of digital technology in community health education was to improve residents' ability to find and use evidence-based health information on the internet. However, digital technologies are dynamic and heterogeneous, constantly shifting in their meanings according to the context in which they are used. In fact, much of the health information was inaccurate and misleading on the internet and some websites are run for profit.

ii. Lack of Investment

Support and guarantee should be given in such aspects as personnel, material, and finance. The community should assign special workers to provide health education (Wen & Guo, 2007). There are no real health education workers in most communities now. Usually, the workers are doctors or nurses in other department and they do not

have enough time to carry out educational activities or think about how these technologies could be most effectively used as tools in their efforts to help people. Few people are using digital technology to get information, communicate with health personnel, or make online medical purchases. Furthermore, less well-educated, lower-income individuals living in rural areas tend to use the healthcare Internet less than others. Several policy measures like increasing input need to be undertaken to accelerate the appropriate use of digital technology by healthcare consumers of all kinds. These include improving education and technological literacy and providing access to low-cost digital technology (Kind, Huang, Farr & Pomerantz, 2005).

iii. The Privacy and Safety

Although, the internet offers great promise for health education and promotion, there are also potential risks. These risks may include, but are not limited to, misappropriation of limited resources and violations of privacy and confidentiality. The discourse in health promotion represents people as willing to take on responsibility for promoting their health using these latest technologies. They are happy to receive regular messages on their mobile phone or to have their health habits and behaviours continuously monitored and assessed. They may also feel invaded by the sheer overload of data that may be generated by the membership of social networking sites and the difficulty of switching off mobile devices and taking time out from using them (Boyd, 2008). Also, viruses may lead to loss of health records, and we have a series of health education follow-up that the help of the health records shall conduct. If data go missing after files or programs are destroyed, the quality of health education will be affected.

Conclusion

In short, digital technology has the greatest potential to promote health and prevent disease for individuals and communities throughout the world. Addressing inaccurate and misleading

information, lack of investment, the wide gap, and security and privacy issues in digital technology have also been proven challenging. Extensive research will be required to maximise positive health effects of digital technology while minimising potential dangerous side effects. Technologies have caused some highly significant changes in the configuration of health services. Technologies are an extraordinarily effective tool that will improve our quality of life and usher in a trend of development via fair resource use. In addition, as an element of our daily life and work, technologies ensure progress and stimulate creativity and innovation for the benefit of individuals and society. Educating people to use technologies in today's society and apply technologies to health, always bearing in mind the recommendations of professional ethics for tools of this type, will undeniably help promote healthy lifestyles, prevent and palliate disease, aid with rehabilitation and facilitate care for possible after-effects.

The current move towards the use of digital technologies brings significant implications for the practice of health promotion. Where once health promotion was a relatively low-tech endeavour, the new digital health technologies have introduced a diverse number of tools and devices that have significant implications for health promotion professionals and the 'at risk' groups which they identify as requiring their interventions (Lupton, 2013). Digital health technologies offer interesting possibilities for health promotion practice.

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Role of School Counsellors on Improving Students Adjustment Post COVID-19 Pandemic

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Abstract

This paper examined the coping strategies on students' adjustment in the schools after the resumption from COVID-19 Pandemic and the roles of counsellors. Different coping methods are also highlighted that students can employ to handle the numerous problems they will face during and after pandemic. It is important to emphasize that effective tactics along mutual understanding are the key to successful learning and performance. The definition of adjustment and the many types of adjustment, as well as the need for student adjustment following the pandemic, were all examined. The problems and experiences of students during the COVID-19 were also discussed. As a result, it is recommended that counselling guidance recognize the diversity that exists in order to provide solution to any problem encountered. In addition, all stakeholders should work together with counsellors to attain his or her objectives. Finally, the Federal Government should work to develop to technology related facilities so that the country's educational system can compete with the best in the world.

Keywords: Coping strategies, Students Adjustment, COVID-19 Pandemic.

Introduction

The crisis caused by the COVID-19 Pandemic has far-reaching effects on almost all social sectors all over the world, Stephan Gerhard Huber and Christoph Helm (2020) and the educational sector is not left behind. All educational institutions around the world were closed in March 2020 in an attempt to prevent the spread of the virus. Di Pietro, Biagi, Costa, Karpinsin & Mazza (2020). This has led to most schools operating online in order to ensure continuity of education. Hence, this has made the lives of students upended as they became physically disconnected from their teachers, classmates, and key support systems (counsellors). Di Pietro.,Biagi,Costa.,Karpinski & Mazza (2020) pointed out that the switch from physical learning to online learning because of the COVID-19 pandemic is likely to affect students negatively, especially those in primary, lower, and upper secondary schools who have higher difficulties in adapting to the new learning environment. Moreover, it may greatly affect students from disadvantaged backgrounds who have no access to relevant digital learning resources like laptops or computers good internet connection, adequate power supply, quiet home environment to study etc. All these may result to negative emotional well-being, loss of internal motivation towards learning and significant learning loss, low interest in reading that caused poor performances. Example was the last Joint Admission Matriculation Examination (JAMB) 2021 out of 6,944,368 students that sat for the examination only 973,384 passed while 5,970,984 failed which means that 14% passed while 86% failed (JAMB 2021). This is indeed the poorest in the history of the JAMB Examination in Nigeria. It was also said by the JAMB Registrar Professor Oloyede who disclosed that only 0.06 percent representing about 803 of the more than 1.3 million candidates who sat for the 2021 Unified Tertiary Matriculation Examination scored 300 and above. A total of 1,338,687 candidates registered for the 2021 UTME, which commenced nationwide on 19th May 2021 and ended on July 3rd. He admitted that candidates performed below expectation these years when compared to previous years for

obvious reasons, especially the COVID-19 pandemic leading to the closure of schools and insecurity which made it impossible for many schools to cover the necessary syllabus. He noted that the statistics in the last four years for example showed that those who scored 120 and below were about 99.99 percent of the candidates, 99.92 in 2019, 99.80 in 2020, and this year 99.65, a drop of 0.25 percent from that of last year. He added that those who scored 160 and above, last year were 69.82 percent. While this year is 45.62 percent, disclosing further that those who score more than 300 over 400 last year were 0.26 percent of the candidates, this year 0.06 percent and in 2019, 0.16 percent of candidates of scored above 300. Oloyede Isaac (2021). The reasons for this are those teenagers, who are meant to spend their time reading books and learning are now glued to social media 24 hours a day, looking for a date, a way to scam people, or a way to gain a large number of followers. This usually leads to wider disparities in cognitive capacity (DI Pietro and his colleagues (2020)).

This global pandemic has brought about many changes to our society, which will have long-term effects on our youth and adolescent. Due to social isolation and adverse childhood experiences, there are concerns about sociality technology addiction, and school safety as schools attempt to transition to a state of normalcy. This crisis will require coordinated efforts to assist students in not only getting back on track academically, but also in helping students cope with the trauma they have and are continuing to experience. As a result, counselors can be used to obtain a better understanding of the social and emotional effects of the Covid-19 pandemic by collaborating with administrators to emphasize using school counselors as mental health providers in schools. As school doors begin to reopen for physical learning, students are arriving having experienced significant learning loss, various forms of trauma, increased mental health, low motivation for learning among others, Savitz-Romer.(2020).

The school counselors have a key role of support in students' re-adjustment and effective learning post-Covid-19 resumption.

The counsellors' expected role of support is enabled by professional training and competence to aid a seamless re-adaptation process of students to the new social, emotional, psychological, and academic order. This paper, therefore, intends to look at the coping strategies for students' adjustment in the school after Covid-19 pandemic and the counsellor's role. This paper covers the concept of Adjustment, types of adjustment, need for after Covid-19 pandemic, Theories of adjustment, students' challenges and experiences during Lockdown, and role of counselors on students' adjustment after resumption from Covid-19 pandemic.

The Concept of Adjustment

The dictionary of education cited by Sharma (2016), defined adjustment as the process of finding and adopting models of behaviour suitable to the environment. In the light of the above definition adjustment is a process where one builds variation in one's behavior in order to achieve harmony with oneself, others, or the environment with the aim to maintain the state of equilibrium between the individual and the environment. Pankay, Anju, Santosh, Padhgey (2017), explained adjustment as the behavioral process of balancing conflicting needs against obstacles in the environment. In order to balance these conflicting needs, an individual needs to learn certain ways to cope with these situations and at the same time maintain harmony with his/her environment. That is, a process of seeking between internal and external demands, between the need for continuity and adaptability to the new, and between the self and others in the larger environment. An adjustment has been analyzed as an achievement as well as a process in psychology. Adjustment as an achievement emphasizes the quality or efficiency of an individual that is, how effectively a person could perform his/her duties in different circumstances. To interpret adjustment as an achievement, criteria must be set to judge the quality of adjustment. Sharma (2016), stated four criteria evolved by psychologists to judge the adequacy of adjustment.

- a. Physical health
- b. Psychological comfort
- c. Work efficiency and
- d. Social acceptance.

Adjustment as a process on the other hand is of major importance to psychologists and teachers. It entails examining the interaction of the individual with the external world. Sharma (2016), pointed out that students' adjustment largely depends on their interaction with the external environment in which they live as they always try to adjust to it. According to Pankay Singh et. al. (2017), the adjustment process involves:

- i. A need or motive in the form of a strong persistent stimulus.
- ii. The thwarting or non-fulfillment of their needs.
- iii. Varied activity or exploratory behaviour accompanied by problem-solving.
- iv. Some responses that remove or at least reduces the initiating stimulus and complete the adjustment.

Types of Adjustment Needed for Students after the Covid-19 Pandemic

The adjustment needed for students after COVID-19 pandemic are: Psychosocial Adjustment, Social Adjustment, Emotional Adjustment Academic Adjustment.

- a) *Psychosocial adjustment* refers to peoples' capacity to adapt to the environment, which implies that the individual has sufficient mechanisms to feel good, integrate, and respond adequately to the demands of the environment and achieve his/her objectives.
- b) *Emotional adjustment*: The condition or process of personal acceptance of an adaptation to one's circumstances which may require modification of attitudes and the expression of emotions that are appropriate to a given situation.
- c) *Educational adjustment* of pupils has been secured merely by the grouping of pupils alike in one or even in several respects.

d) *Social Adjustment* is defined as the degree to which an individual engages in competent social behaviour and adapts to the immediate social context (Crick & Dodge 1994).

In the context of this paper, adjustment would be categorized into two: Normal and Abnormal Adjustments. When the relationship between an individual and his environment is in accordance with the norm, then the behavior of the person concerned is considered normal.

Abnormal adjustment means gross deviation from the norm which requires clinical investigation and intervention. Such deviations are referred to as Maladjustment. Jobin (2010) explains that Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norm.

Theories of Adjustment

Piaget theory of cognitive development gave a significant importance to the process of adjustment. He studied the process of adjustment from different angles as he based his theories on two biological tendencies, Organization and Adaptation, Babee & Khoshhal (2017). Human beings are designed to organize their experiences into logical sets of meanings. The concept of organization assumes that people have a tendency to organize their thinking into psychological structures which help us to understand and interact with the world Babee & Khoshhal (2017).

Adaptation on the other hand is the ability to adjust to the environment, the process by which humans match the original experience and the new experience and this may not fit together. Piaget described two processes used by the individual in his attempt to adapt: Assimilation and Accommodation. Both processes are used throughout life as the person increasingly adapt (adjust) to the environment in a more complex manner.

According to Sharma (2016), a person who carries his values and standard of conduct without any change and maintain this in spite of major changes in the social context is referred to as an Assimilator.

While an Accomodator take his standards from his social context and changes his beliefs in accordance with the altered values of the society. A state of equilibrium in an organism is established when there is a balance between assimilation and accommodation.

Hence, a well-adjusted individual is one who is able to meet his psychological, biological and social needs successfully and also establish a balance between his internal needs and external demands of the society through appropriate behavioural responses. (Sharma. 2016).

Students Challenges and Experiences during Covid-19 Pandemic

All over the world, students faced with many difficulties and problems in the light of the corona virus pandemic which have made them reflect on the lives and the world around them. The novel Corona virus which emerged in late 2019 has affected millions of people around the globe and caused thousands of deaths. According to World Health Organization 2020, (WHO) it belongs to a family of a virus that caused illnesses including severe acute respiratory syndrome (SARS) and middle east respiratory syndrome. The novel can lead to various symptoms including coughing, sneezing, respiratory or breathing problems and even multiple organ failures. In response to the rapid spread of the virus, governments around the world have urged citizens to avoid large gatherings, shaking hands, hugging, eating in public, and a variety of other activities and behaviours. Many countries have declared a national lockdown and taken drastic measures to reduce and curtail the spread of the virus. Staying indoors and being unable to carry on with their usual social activities can cause boredom and negatively affect people's mental health. In addition, the most educational institution was shut down in order to curb the spread of the virus. The difficulties experienced by the students during Covid-19 pandemic were grouped under family relations, personal social, emotional and academic theme.

- Family Relations: family pressure, family conflict, high expectations of family, conflict with parents, and protection

of boarders in family relationships were among the difficulties students experienced. Stating that the expectations of families at the onset of COVID-19 pandemic were perceived as a problem by students. Most families want their children to study as they did when the school was re-opened.

- Emotional Difficulties: fear of transmission, anxiety and restlessness, loneliness, boredom, depression, death of the loved ones mourning, and fear of losing loved ones are among the emotional difficulties experienced by students at the onset of COVID-19.
- Personal social difficulties: fun, responsibilities, communication conflict, and daily life skills. Students wished the school re-opens as soon as possible because they were either very bored, or very overwhelmed, they would never want to see their friends face, but they even missed them.
- Academic difficulties students experienced uncertainty regarding education, loss of learning, loss of success, effective work, academic responsibilities, and adaptation of distance education.

It is well known that being out of school for a longer period of time affects student motivations and make it difficult for them to complete their academic works. Many students are sitting at home, hoping and waiting for this pandemic to stop. Some at home and still see this unexpected holidays as an opportunity to get some rest, some worried because it causes them to miss their examination. The major problems encountered are loneliness as well as economic and social impact of business shut down, resulting in poverty and hunger cost of data and even the devices to use for effective learning. It is a bit problematic to Nigerian's students because adequate facilities were not made available in schools. Anxiety in the community can rise after the first death of a patient is being reported. Also, misinformation from media and increasing number of new cases can predispose people to serious psychopathology (Rubin and Wessely 2020).

Kang et al 2020 also opined that the present COVID 19 pandemic will drastically increase global stress and mental health burden. According to Xiang 2020, the experience of the on- going COVID-19 pandemic is triggering tension and a timely understanding of mental health is very essential for government, health agencies and the public. The current lockdown during COVID-19 pandemic has profoundly changed the way students experience their studies. Students had similar experiences of confusion as to when the holidays took place when schools were opened or if things were ever going to be again to normal. Lockdown was a new experience that taught students on how to be adaptive in their education pursuit. It was mostly a struggle to adapt to this new learning system but the support of their teachers, Counsellor continue to encourage them to persist. During the online learning, student learned that time was significant in learning to achieve their academic goals and creating memories. They needed to put a decent amount of time into reading information to have understanding and to create broad ideas to answer their assessments while cherishing the time with their family. As Charles Darwin said “A man who dares to waste time has not discovered the value of life. Some students were worried about studying and completing assignments at home during the lockdown. This was because they did not have access to the library or physical contact with their teachers in schools. All these calls for counsellors intervention so that students will adjust in the areas they find weak.

Coping strategies on students adjustment after Covid-19 pandemics coping strategies in the study defines the behaviours, thoughts, and emotions that students used to adjust to the changes that occur in their lives.

Coping strategies are psychological patterns that individuals used to manage thoughts, feelings and actions encountered during various stages of ill-health and treatments. Coping strategies are numerous and varied as the stressors that precede them. Folkman and Lazarus (1988) and Charles carver (2000). Some common strategies for coping responses are:

- seeking social supports
 - turning to religion
 - using humor and venting emotions
 - maintaining a sense of humor and cultivating optimism
 - Using visualization strategies to increase positive feelings
 - Using time management strategies when you feel overwhelmed by a busy schedule
 - Talking to human resources/counselor if you feel overwhelmed by demands or harassment at school
 - Using conflict resolution strategies to mitigate the stress in a relationship
- Folkman and Lazarus (1988) split the coping strategies into four groups. These are:
- Problem-focused
 - Emotional support.
- Weiten has identified four types of coping strategies
- Appraisal focused (Adaptive cognitive)
 - Problem focused (Adaptive behavioural)
 - Emotion focused
 - Occupation focused coping
- Billing and Moos (1981), added avoidance coping as one of the emotions focused coping. In reality people can adopt multiple coping strategies. The focus of these coping strategies is to change the meaning of the stressor or transfer attention away. Avoidance of the emotional distress will distract from the negative feelings associated with the stress or emotion focused coping is well suited for stressor that seem uncontrollable.

Role of Counsellors on Students Adjustment from Post Covid-19 Pandemic

The role played by the counselors cannot be overemphasized. In reality, school counselors played many roles including social and emotional, education, academics adviser, conflict mediator, wellness coach, mental health therapist, student champion,

educational collaborator and family liaison. Counselors are a lifeline for many students. Counsellors can be heroes to students in this time of crisis and help mitigate the negative impact of traumatic events and stress. Below are the roles that counselors need to play to help the students in this era of pandemic.

- They conduct check-in phone calls to make sure students have the necessary equipment and internet access.
- They should help parents with technological shooting
- Arrange for families in need to receive gift cards and community resources
- Reassure stressed-out parents
- To coach families on how to set up a structured school day
- Provide moral support to teachers and administrators
- Giving specific support to student who are struggling with various personal and school related issues
- Rehabilitate the students
- Assure them that all missed classes will be covered
- Those that have become deviant should be rehabilitate.

Conclusion

The Covid-19 pandemic in Nigeria has had a huge impact on the education process in Nigeria. Psychologically, the parents and students are affected because they have to participate directly in educating their children by explaining every subject that is being taken which can only be possible for highly educated parents. The Counsellor's role cannot be ignored rather the parents, all stakeholders in education should assist and support the counselors so that student will adjust to normal. The mechanism to be used will be effective when this is achieved, it will affect the student positively and both the parties will be happy in the end. The use of techniques to carry out distance learning is also an obstacle, especially for parents who do not understand technology. The role of counseling is needed to bridge parents, students, teachers and the school.

Counselling guidance needs to understand the diversity that exists so that it is able to provide the solution to any obstacle experienced.

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Teachers' Knowledge, Task-based Language Teaching as Correlates of Students' Academic Achievement in English Grammar in Oyo State

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Abstract

This study investigated teachers' knowledge, perception of task-based language teaching and students' achievement in English Grammar in Lagelu Local Government Area of Oyo State. The study adopted the survey research design of the correlational type. Ten (10) public secondary schools were randomly selected from public secondary schools in Lagelu Local Government Area of Oyo State. Simple random sampling technique was used to select forty (40) SS II students and two English Language teachers from each school. 400 students and twenty (20) English Language teachers participated in the study. Three research instruments were used for data collection: Teachers' Perception of Task-based Language Teaching Questionnaire ($r=.77$), Teachers' Knowledge Test on Task-based Language Teaching ($r=.75$)

and English Grammar Achievement Test ($r=.82$). Data collected were analysed using Multiple Regression Analysis. Results were interpreted at 0.05 level of significance. Findings of the study revealed that there was a positive, low non-significant relationship between teachers' knowledge of task-based language teaching and students' achievement in English grammar ($r = 0.12$; $p>0.05$). The joint contribution of teachers' knowledge and perception of task-based language teaching to students' achievement in English Grammar ($F_{(2, 17)} = 0.24$; $\text{Adj } R^2 = 0.09$; $p>0.05$) was not significant. The relative contribution of teacher's knowledge of task-based language teaching to students' achievement in English Grammar ($\beta = 0.11$; $t = 0.46$; $p>0.05$) was not significant. Also, the relative contribution of teacher's perception of task-based language teaching to students' achievement in English Grammar ($\beta = 0.11$; $t = 0.46$ $p>0.05$) was not significant. Based on the findings of this study, it is recommended that English Language teachers should create a conducive environment that will make the teaching of English grammar easy. Government should organise seminars, workshops and other in-service trainings for English Language teachers on how they can teach English Grammar using Task-based Language Teaching.

Keywords: Teachers' Knowledge, Perception, Task-based Language Teaching, English Grammar.

Introduction

Grammar is the spinal cord of any language and the user's mastery of it determines his competence and performance in the language. It is an invisible force that guides us as we put words together into sentences. Any person who communicates using a particular language, consciously or unconsciously becomes aware of the grammar of that language (Kumar, 2013). Turula (2011) asserts that grammar is what equals the agreed upon rules and norms of language and includes the comprehension of sentence structure. English Grammar is the way in which meanings are encoded into words in the English Language. According to Ayodele (2001),

grammar is crucial for communication to take place because it shows how language is used. It is the study of the systematic account of the rules of sentence structure, syntax and semantics of a particular language. Lester (2001), defines grammar as the internal, unconscious rule system, that is, the rules of the language that have been acquired and are used unconsciously by a speaker. It also means the scientific analysis of grammar that is, the linguistic models of grammar and transformative generative grammar. English Grammar fosters precision, detect ambiguity and exploit the richness of expression available in English Language (Bradshaw, 2013). Grammar is central to teaching and learning of languages; it is also the system or rules of language, and it is used to find ways to construct words in sentences. It is essential to learn grammar rules for forming words and making sentences (Olubodun, 2014).

Grammar helps users of the English Language to communicate more effectively. Quite simply, if users of English Language knows how English works, then they can make better use of it. A knowledge of grammar enables them to evaluate the choices which are available to them during composition. If language users understand the relationship between the parts of a sentence, they can eliminate many of the ambiguities and misunderstandings which result from poor construction. In the interpretation of writing too, grammatical knowledge is important. The understanding of literary texts, for example, often depends on careful grammatical analysis. Other forms of writing can be equally difficult to interpret. Scientific and academic writing, for instance, may be complex not just in the ideas they convey, but also in their syntax. These types of writing can be difficult to understand easily without some familiarities with how the parts relate to each other. The study of grammar enables a language user to go beyond his instinctive, native-speaker knowledge, and to use English Language in an intelligent and informed way (Amore, 2016).

Proper grammar is essential for understanding English as a second language as well as for learning a new language, since the English Language has become the pivot on which the educational

wheel of Nigeria rotates (Fakeye, 2006). The importance of grammar is underscored in making it possible for interlocutors to encode, with precision and to be able to understand one another. The corollary of this reasoning is that there tends to be a communication breakdown if the grammar is lacking in a conversation resulting in misunderstanding and disagreement. The purpose of grammar in communication is to convey thought of the language user through language. If one is not understood, then the aim of communication is defeated (Adedigba, 2015).

Despite the importance of English Grammar to students' academic advancement and success in English Language, students' performance in English Grammar, especially in external examinations has been very poor. The poor performance of students in English Grammar has been identified as the major cause of the poor results they obtain in English Language and this has been traced to spelling errors, misinterpretation of the demands of the questions and difficulty in framing their responses due to poor command of the subject. According to WAEC Chief Examiners' Report (2015), candidates' weaknesses include inability to marshal their points and answers to questions that required detailed explanations, inability to spell technical words correctly, inability to understand the words used in passages due to low level of vocabulary knowledge and ignorance of the rudiments of English Grammar. Adesulu and Laju (2015) attribute the weaknesses of candidates to inadequate preparation and rote memorisation, illegible handwriting and vague or irrelevant answers.

The major causes of the poor performance have been attributed to among others, inappropriate strategy employed by teachers (Mabekoje, 2013; Ayodele, 2001; Thornbury 1999 and Ajayi, 1996). This perennial problem of students' poor performance may be attributed to the traditional-oriented teaching in Nigeria and the fact that most teachers of English Language still emphasise teacher-centred and teacher-directed instruction. Jibowo (2012), asserts that the learners of ESL in Nigeria tend to manifest fear and anxiety in grammar classes. Therefore, the weaknesses, fear and anxiety

which students exhibit in English Grammar suggest that something may be wrong with the approach used in teaching English grammar in schools. WAEC Chief Examiners' Report (2008) suggested that there was the need for alternative approaches, methods and strategies that could relate academic contents to real life experiences to enhance high academic achievement.

In Task-based Language Teaching, the emphasis is on meaningful, holistic language practice, in which learners need to listen, read, speak, or write in order to complete a challenge. The rationale for TBLT as a teaching methodology is found in theories of language acquisition that emphasises the central role in language learning of meaningful language use allied with opportunities to notice the ways in which meanings are created through the Target Language (Long, 1996 and Skehan, 1996). Task-based Language Teaching is one of the methods generated from communicative approach which applies some interactive and meaningful activities engaging the learners to comprehend or produce an outcome using the Target Language. The tasks applied in this method are different from the traditional tasks in which the teacher instructs the students to complete the exercise (SeungHee, 2005). Nunan (2004) defines a task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the Target Language, while their attention focused on mobilising their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end. The definition is in accordance with the principal of teaching grammar in communicative approach that teaching grammar should be taught explicitly and implicitly (SeungHee, 2005).

Generally, the phases of using Task-based Language Teaching consist of three phases; (1) pre-task. It is the introduction to the topic and task provision of useful input (listening, reading, brainstorming, etc.). (2) Task cycle. In this phase, the students

commonly work in small groups, are encouraged to accomplish the task and present it in written or spoken form. The teacher monitors the students' work and provides help for them in order that they are motivated. (3) Post-task. It focuses on the language used and consists of practice of the language as necessary and retrospective discussion of the task-awareness-raising. It is important to emphasise that task in Task-based Language Teaching should have a very clear objective and conclude with a very tangible sense of achievement for the learners. In all, task based language teaching is a proven language teaching approach that has yielded positive results in language teaching in any other nation. The level of effectiveness and implementation boils down to perception and knowledge of teachers about it (Willis 2006).

When perception and knowledge of teachers about TBLT are high and students are provided with various interactive and meaningful tasks, there is no doubt that students communicative competence would improve and they would also experience learning process in a better class condition. Similarly, knowing the perception and knowledge of teachers towards TBLT will also help to tell how it can be used to facilitate the learning of English Grammar especially in an environment where English Language is used as a Second Language (Willis 2006). Van den Branden (2006) notes that there is relationship among teachers' perceptions, knowledge and their actions in the classroom. What language teachers do in the classroom is inspired by what they know, believe and think. When language teachers have poor perception of Task-based Instruction and low knowledge of it, no real change will happen in an ESL setting.

Therefore, this study investigated correlation among teachers' knowledge, perception of Task-based Language Teaching and students' achievement in English Grammar in Lagelu Local Government Area of Oyo State.

Statement of the Problem

Grammar is crucial for communication to take place because it shows how language is used. Communication suffers a considerable breakdown in the absence of correct use of grammar. It is an aspect of language that is crucial and central to language learning and acquisition. However, reports have shown that students' performance in English grammar is very low. As a way of addressing the problem, researchers have carried out studies on different methods and strategies of teaching English grammar in schools. Despite the contribution of these studies to the teaching and learning of English grammar, the problem of students' poor performance still persists. Scholars have therefore advocated a shift in research focus from integrative grammar instructional strategies to task-based language teaching. Studies have shown that there is a strong link between task-based language teaching and students' achievement in various aspects of English language like comprehension and summary but relationship among teachers' knowledge, perception of task-based language teaching and students' achievement in English Grammar has not been given much research attention. Therefore, this study investigated relationship among teachers' knowledge, perception of Task-based language teaching and students' achievement in English Grammar in Lagelu Local Government Area of Oyo State.

Research Questions

1. What relationship exists between teachers' knowledge, of Task-Based Language Teaching and students' achievement in English grammar.
2. What is the joint contribution of teachers' knowledge and perception of task-based language teaching to achievement in English grammar?
3. What is the relative contribution of teachers' perception of task-based language teaching to students' achievement in English grammar?

Significance of the Study

This study revealed the relationship among teachers' knowledge, perception of task-based language teaching and students' achievement in English grammar. Through the findings of this study, educational stakeholders would be guided on identifying and working on factors that could enhance students' achievement in English grammar. Also, the study would add to the pool of research on solution to the poor performance of students in English grammar and English Language.

Theoretical Framework

Communicative Language Teaching Theory

It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to Communicative Language Teaching, but the conceptual basis for Communicative Language Teaching was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar. The work of applied linguist developed the Communicative Language Teaching theory and its application to language learning. Communicative Language Teaching (CLT) aims to apply the theoretical perspective of the communicative approach by focusing on the communicative competence as the goal of language learning (Larsen-Freeman, 2000). According to Sreehari (2012), in Communicative Language Teaching is based on a view of language as communication, in which the speaker uses the language for some purposes; orally or literally. Littlewood (2013) claims that there are two types of Communicative Language Teaching: The communicative perspective on language is primarily about what we learn. It proposes that when we learn a language we are primarily learning not language structures but language functions (how to do things with words) and the communicative perspective on learning focuses attention on how we learn, especially on our natural capacities to acquire language simply through communication without explicit instruction.

Task-based Language Teaching (TBLT) is directly derived from Communicative Language Teaching. TBLT is an approach which offers students material and the students has to be actively involved in the processing of learning to accomplish the goal of learning or complete the task (Hashemi and Darvishi, 2012). According to Nunan (2004), task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language. The task itself contains instructions for the students to make particular real-context situation in writing or speaking. Indeed, there is an opportunity for the students to use the language. Mao (2012) suggests that language teaching should interact with learning to create genuine use of the language, and that language proficiency as the goal of learning can be achieved by doing tasks.

This theory is relevant to this study because Task-based Language Teaching is a different way to teach English Grammar. It can help the students by placing them in a situation like in the real world where oral communication is essential for doing a specific task. Hence, Task-based Language Teaching aims at providing opportunities for learners to use the Target Language both spoken and written language through learning activities to engage the authentic, practical and functional use of language for particular purposes.

Methodology

The study adopted the survey research design of the correlational type. Ten (10) public secondary schools were randomly selected from twenty-three (23) public secondary schools in Lagelu Local Government Area of Oyo State. Simple random sampling technique was used to select forty (40) SS II students and two English language teachers from each school making a total of four hundred (400) students and twenty (20) teachers. 400 students and twenty (20) English language teachers participated in the study. Three research instruments were used for data collection: Teachers' Perception of Task-based Language Teaching Questionnaire ($r=.77$), Teachers'

Knowledge Test on Task-Based Language Teaching ($r=.75$) and English Grammar Achievement Test ($r=.82$). Data collected were analysed using Multiple Regression Analysis. Results were interpreted at 0.05 level of significance.

Results

Research question 1: What relationship exists between teachers' knowledge of task-based language teaching and students' achievement in English Grammar?

Table 1: Relationship between teachers' knowledge of task-based language teaching and students' achievement in English Grammar.

Variables	N	Mean	S.D.	R	P-value	Remark
Knowledge	20	12.80	2.97	0.123	0.605	N.S.
Achievement	300	8.19	3.08			

N.S. denotes non-significant at $p < 0.05$

Table 4 indicates that there is a positive, low non-significant relationship between teachers' knowledge of task-based language teaching and students' achievement in English Grammar ($r = 0.12$; $p > 0.05$). This means that teachers' knowledge of task-based language teaching is not significantly related to students' achievement in English Grammar.

Research question 2: What is the joint contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English grammar?

Table 2: Multiple Regression Analysis showing the joint contribution of independent variables to achievement in English Grammar.

Sources of Variance	Sum of Squares	Df	Mean Square	F	Significant
Regression	4.436	2	2.218	0.235	0.793
Residual	160.114	17	9.418		
Total	164.550	19			
R = 0.164 R Square = 0.027 Adjusted R Square = 0.088 Std. Error of the Estimate = 3.06896					

Table 2 reveals that the joint contribution of teacher’s knowledge and perception of task-based language teaching to students achievement in English Grammar ($F_{(2, 17)} = 0.24$; $Adj R^2 = 0.09$; $p > 0.05$) is not significant. This means that teacher’s knowledge and perception of task-based language teaching do not predict students’ achievement in English Grammar.

Research question 3: What is the relative contribution of teacher’s knowledge and perception of task-based language teaching to students’ achievement in English Grammar?

Table 3: Multiple Regression Analysis showing relative contributions of the independent variables to students’ achievement in English Grammar.

Model	Unstandardized Coefficients	Standardized Coefficient	T	Sig.
	Beta	Std. Error		
(Constant)	13.110	8.097	1.619	0.124
Teachers knowledge	0.110	0.239	0.111	0.650
Perception	0.073	0.160	0.109	0.655

Table 3 shows that the relative contribution of teacher’s knowledge of task-based language teaching to students’ achievement in English

Grammar ($\beta = 0.11$; $t = 0.46$; $p > 0.05$) is not significant. Also, the relative contributions of teacher's perception of task-based language teaching to students' achievement in English Grammar ($\beta = 0.11$; $t = 0.46$ $p > 0.05$) is not significant. This indicates that none of the independent variables relatively contributes to students' achievement in English Grammar.

Discussion of Findings

Table I indicated that there was a positive, low non-significant relationship between teachers' knowledge of task-based language teaching and students' achievement in English Grammar. This means that teachers' knowledge of task-based language teaching is not significantly related to students' achievement in English Grammar. This finding is similar to Ellis (2006) who found that there was a positive, low non-significant relationship between teachers' knowledge of task-based language teaching and students' achievement in English Grammar. This finding is against the study of Ruso (2009) who revealed that there was not a positive, low non-significant relationship between teachers' knowledge of task-based language teaching and students' achievement in English Grammar.

Table II shows that the joint contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English Grammar was not significant. This means that when teacher's knowledge and perception of task-based language teaching to students' attitude to English Grammar are taken together, they do not predict to students' achievement in English Grammar. This finding is similar to Xiongyong and Samuel (2011) who found that the joint contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English grammar was not significant. This finding is not in line with Yim (2009) who found that the joint contribution of teacher's knowledge and perception of task-based language teaching to students' achievement in English Grammar was significant.

Conclusion

It was found that none of the independent variables could predict students' achievement in English Grammar. This study has provided a better understanding of relationship among teachers' knowledge, perception of task-based language teaching and students' achievement in English Grammar in Lagelu Local Government Area of Oyo State.

Recommendations

Based on the findings of this study, it is recommended that English Language teachers should create a conducive environment that will make the teaching of English Grammar easy. Government should organise seminars, workshops and other in-service trainings for English language teachers on how they can teach English Grammar using Task-based Language Teaching. Parents should provide necessary materials such as textbooks, dictionaries, writing materials and notebooks for their children.

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